

# LOCAL ASSESSMENT STRATEGY FOR GRADES 3-8

## DPS Local Assessment Strategy Overview

Formative assessments provide valuable information for students, parents, and educators on whether or not students are progressing towards mastery of grade level content standards. They are intended to monitor student learning, provide teachers with insights to diagnose student learning in order to take instructional action in their classroom, and reinforce a culture of continuous learning. DPS uses the following assessments to gain formative data:

- Common formative assessments are collaboratively designed or endorsed by grade or course level teams of teachers and administered to all students in a grade or course at about the same time during the instructional cycle. Samples include but are not limited to an exit ticket, a quiz, a performance task, a unit test or an interim.
- Interim assessments are pre-built assessments selected or created by a school, and are administered at about the same time across multiple schools. Samples include, but are not limited to ANet (or other vendor provided) interims, Key Data Systems interims, or interims that come with curricular adoptions.
- Computer adaptive assessments are often diagnostic assessments that measure skills and or grade level standards. These assessments are designed to adjust the level of difficulty based on responses given and can be given multiple times over the span of a grade or course.

In DPS, schools are required to administer a pre-built unit or interim assessment from a vendor or curricular material; a commonly developed interim assessment; or a computer adaptive assessment in literacy and math to all students in grades 3-8, at their enrolled grade level, **three times** per year, once during each trimester (by: November 13; February 26; June 3). This district requirement ensures that rigorous grade-level skills and standards-aligned assessments can serve as key drivers in data analysis throughout the school year. This analysis goes deep, makes sense of student work and thinking, and identifies implications on instruction and learning while focusing on instructional strategies.

Schools have two opt-in options in 2017-2018 to support the implementation of this assessment strategy. Opt-out schools must meet the minimum requirements listed above.

## Option 1: Illuminate DnA- Create Your Own Assessments and/or Utilize Prebuilt Assessments

Creating your own assessments allows schools to diagnose where students are at a given point in time and progress monitor throughout the school year. Using item banks in Illuminate, teachers are able to pull standards-aligned items to create quizzes, classroom assessments, common formative assessments and interims that are aligned to the content and standards taught. Teachers can also utilize pre-built assessments, which include assessments aligned with DPS adopted curriculum (if the format is conducive to uploading), interim assessments by Key Data Systems, and supplemental assessments aligned with the DPS Scope & Sequence. Supplemental assessments will include grades 3-8 literacy and math (available in

# LOCAL ASSESSMENT STRATEGY FOR GRADES 3-8

Spanish for grades 3-5 in literacy and grades 3-8 for math), grades 4 and 7 social studies, grades 5 and 8 science.

The frequency of assessment for schools opting into option 1 will vary based on a school's data needs; however a minimum of three pre-built assessments (unit or interim) or three collaboratively created assessments (unit or interim) are required, once per trimester. It is important that schools opting into Illuminate have an assessment strategy that defines when they will assess and what types of assessments they will utilize. ARE can support school leaders in creating their assessment strategy. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*

DPS has partnered with Illuminate Data and Assessment for the platform, as well as Key Data Systems and Certica for English and Spanish item banks.

## Option 2: ANet Interims with myANet Platform

Interim assessments created by ANet provide information for students, parents, and educators on whether students are progressing towards mastery of grade level content standards. These assessments are intended to provide teachers with insights to diagnose student learning and take instructional action in their classrooms.

The ANet option includes three interims for math and literacy in grades 3-8 (Spanish in grades 3-5 literacy and grades 3-8 math), with an assessment platform to administer online tests, score assessments and access results. The platform also includes a quiz tool that allows teachers to create their own small-scale assessments. Interims provided by ANet will be based on DPS Scope & Sequence and should be administered at the end of units of study or modules. Suggested windows will be aligned with Scope & Sequence, but schools can choose their own windows. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*

\*Note: ANet offers 2<sup>nd</sup> grade interims, that schools can select to administer via the flexibility decision form. Administering 2<sup>nd</sup> grade interims is not a part of our district assessment strategy. Please note that 2<sup>nd</sup> grade interims provided by ANet are **not** customized for DPS, whereas in grades 3-8 interims are aligned to DPS Scope & Sequence.

*Due to the pricing structure of ANet and budget constraints, 2017-2018 is most likely the **last** year District Interims provided by ANet will be offered as an opt-in option for grades 3-8.*