

NEW HOPE-SOLEBURY SCHOOL DISTRICT

Mission Statement

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, lifelong learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

Assessment Protocol and Calendar 16-17

NHSD Philosophy on Assessment. Assessments are given in an attempt to determine student learning and effective teaching practices. The data derived from these assessments will be analyzed in an effort to identify areas of growth and target areas of need. Data Driven Instruction is at the heart of good instructional practices. Assessments come in various forms but are classified primarily as:

- Formative - Formative assessment is a planned process in which assessment-elicited evidence of student status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics, (ASCD, 2008).
- Summative - The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark, (Carnegie Mellon University, 2015).
- Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments is seen by many as a tool to measure student growth and design curriculum to meet individual learning needs, (Learnnc.org).
- Curriculum Based Assessments are Benchmark Assessments given to measure student growth in particular subject areas throughout the school year. Information derived from these assessments allow teachers to make curricular decisions and adjust teaching practices.

Parameters:

- Assessments must align to the PA Core Standards and be common across staff members who teach the same course at the same level.
- Assessments should take no more than 1 or 2 class periods to complete (40-80 minutes in length where developmentally appropriate...longer for HS students if desired).
 - M/C items on Day 1, Open Ended day 2.
 - M/C items in class, Essay or Open Ended submitted
- No more than 20% of the questions should be at DOK Level 1. The majority of the questions should be at DOK levels 2 and 3 and incorporate spiraling skills and content that reflect enduring understandings.

Elementary Schools

- Administer Running Records
- Administer DIBELS – grades k-1
- Administer Writing - grades 3-5
- Administer Math EM4 Assessments
 - Readiness Assessment 5th grade
- Administer Science 5th grade

Middle School

- Administer CBA/Benchmark Assessments in RELA, Math, SS, Science
 - Aligned to Standards (Reading and Writing for RELA)
 - Incorporates Eligible PSSA content (Keystone for Algebra 1)
 - Incorporates Biology Keystone and PSSA standards where appropriate
 - Testing dates will be ***Sept/Oct, December/Jan prior to Winter Break if desired, and March/April prior to PSSA and Keystones.***
 - This timing is crucial to minimize over testing that occurs in the Spring at the MS and allow for PSSA/Keystone courses to give one last diagnostic prior to the respective Exams.
- Administer Algebra Readiness end of 6th and 7th grade in the Spring

High School

- Administer Benchmark Assessments in English 9+10, NWW, Alg1,2 and Geometry, Biology and Chemistry
- Administer CBA for non-Keystone courses.
 - Use natural Unit Assessments to coincide with CBA testing window.
 - Semester based courses can give a benchmark and final during their natural beginning and end of course timing.
- ***Testing dates will be Sept/Oct, December/Jan prior to Winter Break if desired, and March/April prior to PSSA, Keystones and AP tests.***
- This timing is crucial to minimize over testing that occurs in the Spring at the MS/HS and allow for AP and PSSA/Keystone courses to give one last diagnostic prior to the respective Exams. This also facilitates the APEX project and end of year projects that occur after AP exams at the HS.
- Three Assessments alleviate the disrupted nature of the 4th MP as well as the disruption due to Mid-term and Finals schedules. ***There will be no ½ day schedules for Assessments for 2016-17 school year.*** There will be adjusted schedules for Keystone Exams.

As we transition from Quarterlies based on the feedback from teachers and principals, we identified 3 testing times that will alleviate over testing and AP/Keystone/PSSA Exam interference.

- Assessments will be created from the Assessment Builder feature in Performance Tracker as much as possible. We will also look to Classroom Diagnostics and SAS Curriculum Frameworks as resources. Other core courses will create unit based assessments that will have common threads throughout the 3 instruments. (Build/modify work done in 2015-16).
- Assessments should have a level of skill based items that are inherent to the course as well as curricular content...over 3 checkpoints during the year.
 - Assessments are common among shared teachers for the same course.
- CBAs can serve as SLO measures and eliminate the double work of creating, administering and grading both SLOs and Benchmark Assessments. A portion of the CBA can serve as the benchmark for growth if desired.
- **For HS, the Assessments will account for 12% of the Final/Total grade for the particular course (4% each x 3). The MP will account for 88% of the grade (22% x 4).**
- The MS will administer and grade within the particular MP that the tests fall not to exceed *4% of the grade for that MP.

**Change from 5% as originally noted in a previous communication.*