Belton ISD Assessment Guiding Document

Assessment Vision and Beliefs

Vision Statement

Assessment for learning is a purposeful, intentional, and comprehensive approach to measuring students' knowledge and growth.

Supporting Beliefs

- Authentic assessments are purposefully designed to ensure hope, efficacy, and student growth.
- Assessments are intentionally designed to align with the standards and desired student outcomes.
- A comprehensive approach to assessment allows students to demonstrate their knowledge in a variety of ways.
- Student ownership, growth mindset, and continuous improvement are essential components of the assessment process.
- Meaningful and timely feedback is vital to foster student growth through student and teachers partnerships.

Key Traits

- Professional learning communities create collaborative common assessments along with data analysis
- Students set learning goals with support and independently
- Use of Assessments:
    - Diagnostic assessments to identify what students know and need to know
    - Formative assessments to make in-the-moment, on-going instructional adjustments, and provide feedback to students about their learning
    - Summative assessments to allow students to demonstrate mastery of learning
- Use data to create a learner profile

Purpose of Assessments

In Belton ISD, a comprehensive and balanced approach to assessment (i.e. diagnostic, formative, and summative) is aligned to the the written, taught, and tested curriculum. Assessment is most effective when it identifies what students know and need to know, provides in the moment, on-going feedback about student learning, and allows students to demonstrate mastery of learning in a variety of ways.

Our guiding principles:

- Student self-reflection, goal setting, collaboration, and feedback empower students to identify their academic strengths and areas for growth.
- Diagnostic and formative assessments assist teachers in their ability to individualize instruction for students; however formative assessments should be the primary tool for teachers.
- Creative and diverse types of evidence/assessment ensure that each and every student has opportunities to demonstrate their learning.
- A shared understanding of assessment among educators creates a balanced system for student growth.
- Each and every student has equitable access to the written, taught, and tested curriculum.

Components of a Balanced Assessment System:

Screener	Diagnostic	Formative	Summative
- Provides a baseline understanding of student knowledge - Given to all students - Identifies students that need further evaluation of skills - Some screeners provide data for small group	- Provides specific information about student's strengths and areas of improvement - Determines goals for a unit - Provides data for creating small groups - Can be formal or informal	- Provides real-time evidence of student progress within a standard - Provides ongoing feedback - Allows teachers to revise, alter, and tailor instruction - Provides information about delivery and effectiveness of instruction	- Spirals unit assessments through the year - Provides students' opportunity to demonstrate mastery of learning - Celebrates students' accomplishments - Evaluates the effectiveness of instruction and curriculum

Type of Assessment	Creator	How often does the assessment occur?	Who is the main audience for this data?	Rationale
Universal Screening Assessments	KEA Circle Star Renaissance	BOY, MOY, EOY	Students/Teachers/ PLCs/Campus/District	Measures student performance in multiple areas, monitors growth overtime, and identifies needs for intervention
Diagnostic Assessment	Renaissance F&P/EDL Fundations Teacher	Following a screener and as needed	Students/Teacher	Provides further data about a student's strengths and areas of improvement regarding specific skills and learning standards.
Formative Assessment	Teacher	Ongoing	Students/Teacher	Checks for understanding, allows for immediate adjustment of instruction, used for progress monitoring, provides meaningful feedback for students, and supports student growth.
Common Formative Assessments (CFA)	PLC Curriculum Team	On-going as often as determined by PLC	Students/Teacher/ PLCs	Provides PLC data to monitor progress, adjust instruction accordingly, and provide feedback to student(s)
Summative Assessments	Singleton Teacher	At the end of unit/instructional cycle	Students/Teacher	For singleton teachers to provide student data to monitor progress, adjust instruction accordingly, and provides feedback to student(s)
Common Summative Assessments (CSA)	PLC/District	At the end of unit/instructional cycle	Students/Teachers/ PLCs/Campus/ District	Measures student's mastery of learning an instructional unit/cycle, opportunity for students to prove what they know, allows for curriculum adjustments and guides the design of professional learning
District Benchmark	District	2-3 times per year	Students/Teachers/ PLCs/Campus/District	Provides key data at important junctures to measure the mastery of the learning standards and helps identify crucial needs for remediation, allows for curriculum adjustments, and guides the design of professional learning and resources
Interim Assessments	State	2 times per year	Students/Teachers/ PLCs/Campus/District	Provides key data at important junctures for student growth and helps identify crucial needs for remediation allows for curriculum adjustments, and guides the design of professional learning and resources
State and National Assessments	STAAR TELPAS PSAT SAT ACT TSIA AP	Throughout the year on scheduled days	State/National/ District/Campus/PLCs	Analyzes student performance on a standardized large scale and informs allocation of state and district resources

Data Protocol

Data Vision: To engage in ongoing collaborative data discussions informed by assessment that support the district, campus, and teacher work regarding student learning and instructional effectiveness.

Data Dig Protocol

1. **Analyzing the Data** - Review the data on your own and think about what you notice.
2. **Describing the Data** - What do you see or notice? What patterns, categories, or trends are emerging? (No assumptions, judgment, or interpretations)
3. **Interpreting the Data** - What do you wonder? What does the data suggest? What are the assumptions we can make about students and their learning based on the evidence? What seems to be surprising or unexpected? What are some ways we have not yet explored these data?
4. **Choosing a Student Learning Goal** - What patterns do we see in our data? What TEKS/skills will help us leverage the most progress and growth in student learning and performance? What is our instructional plan for addressing the needs we prioritize?

Stakeholder Actions

Students
- Set goals based on their data and monitor those goals for success
- Communicate their strengths, express their needs, and give feedback
- Demonstrate ownership and be actively involved in the assessment process
- Persevere through obstacles

Teachers
- Support students with goal setting, tracking progress, and planning next steps
- Utilize assessments to build instructional agility
- Actively participate in the professional learning community process to design assessment based on the rigor of the standard and analyze data for instructional decisions
- Make personalized teaching decisions
- Understand the standards and what students know and are able to do
- Engage in ongoing professional learning
- Build collective efficacy within learning communities

Campus Leadership
- Support teacher growth and provide feedback
- Build a safe environment to share data without judgment
- Develop professional learning for assessment literacy
- Align campus vision with district values and beliefs
- Foster a culture of collective efficacy through collaborative conversations
- Create expectations regarding assessments
- Provide protected time for work within the professional learning community.

District Administration (Leadership)
- Support campus leadership in implementation of guiding document
- Provide on-going guidance regarding assessments and the use of data to meet student learning goals
- Provide focused and purposeful professional learning about assessment
- Lead district vision
- Continuously analyze and improve evidence based and aligned assessments/tools/resources/curriculum

Parents/Guardians
- Support multiple measures of learning
- Recognize that attendance directly affects student growth and performance
- Support their student(s) in personalized growth and goals
- Value partnership in the learning process

Glossary

Assessment - is a systematic collection, review, and use of information to improve student learning and development

Assessment for Learning - is an ongoing process to monitor each student's learning on a continuous basis utilizing formative assessment

BOY - is an acronym for beginning of year. Some assessments are given over a school year and this term distinguishes when the assessment will be administered.

Collective Efficacy - is a shared belief that through collective actions, student outcomes can be positively influenced.

Curriculum (Written, Taught, and Tested) - a guide for teachers identifying what concepts and skills should be taught (when and how) and assessed that is aligned to the standards.

EOY - is an acronym for end of year. Some assessments are given over a school year and this term distinguishes when the assessment will be administered.

Intervention - is a teaching strategy shown by educational research to be effective in meeting a set of identified student needs. It is specific help to ensure students learn current standards and learning targets.

Learner Profile - includes information about a student's skills, strengths, and interests to support a student's learning experience.

MOY - is an acronym for end of year. Some assessments are given over a school year and this term distinguishes when the assessment will be administered.

Professional Learning Community (PLC) - is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Professional Learning - is an integral part of school for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards, and are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Progress Monitoring - a scientifically based practice to assess student's academic performance and evaluate the effectiveness of instruction that can be used with individual students, a small group, or an entire class.

Remediation - requires an individual plan to fill specific gaps in a student's learning while keeping up with grade level curriculum.

Rigor - is setting high expectations while maintaining a balance among the complexity of the learning content (texts, concepts, etc.), cognitive engagement with that content (learning tasks), and a teacher's ability to make the content or tasks accessible to every student.

Singleton - a course that is offered only by one teacher

Spiral - refers to a curriculum design in which key concepts are presented repeatedly throughout the curriculum

Standard(s) - goal statements identifying the knowledge, skills, and dispositions to be developed through instruction. The Texas Essential Knowledge and Skills (TEKS) are the Texas' standards.

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Sources

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