

2016-17 District Benchmark Assessment Landscape

Content	Reading/ELA				Math				Science				Social Studies				Deeper Learning
	District Benchmark Assessments																
Cycle	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
K	Brigance, Letter ID	Letter ID, PAT, HRSW	Letter ID, PAT, RR or DRA, HRSW*		Brigance		*										Project based, authentic assessments to be developed and implemented by schools. Exemplars will be encouraged to be submitted to district so that they can be shared more widely.
1	RR or DRA	RR or DRA	RR or DRA*			*											
2	RR or DRA	RR or DRA	RR or DRA*			*											
3			RR or DRA														
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
EOC** (Alg II, Eng II, Bio, US Hist)	2 EOC Like Assmts (Optional - recommended given later in year)								1 EOC Like Assmt (Optional - recommended given later in year)				1 EOC Like Assmt (Optional - recommended given later in year)				

Notes:

1. Cells in RED represent proficiency assessments to be eliminated from assessment landscape (35% reduction)
2. Cells in ORANGE represent 18 opportunities for teachers and schools to substitute district proficiency assessments with their own assessments aligned to the standards for that cycle
3. Conduct pilot where schools/PLC teams submit proposal to use district assessment items or teacher generated common assessments aligned with standards
4. Primary Grade Literacy Benchmark Assessments: Letter ID (3 x yr or until met benchmark); RR - Running Record; DRA - Developmental Reading Assessment; PAT - Phonemic Awareness Test (2 x yr or until met benchmark); HRSW - Hearing & Recording Sounds in Words (2 x yr or until met benchmark); Bellarmine Literacy Project schools use Accumaticity instead of Running Record (Grades 1-3) and Developmental Spelling Analysis (Grades 1-3); * State Required Diagnostic (K-2) in Reading & Math
5. ** EOC can be administered at any grade level depending on when students are enrolled in the course
6. Curriculum and Instruction Division will continue to offer opportunities for teachers to be involved in the design of proficiency assessments as well as opportunities to review and provide feedback on draft assessments
7. Assessment windows have open end dates (except state required diagnostics)
8. District diagnostic assessments remain optional for schools for the 2016-17 school year and we will continue to review opportunities to scale back diagnostics (i.e. optional for PLC teams)

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Next Steps for 2017-18 Landscape

1. Develop committee of teachers and administrators to craft purpose statement for district assessment system aligned with strategic plan and develop 17-18 assessment landscape
2. Review standards for types of appropriate assessments and explore ways to demonstrate mastery of standards
3. Teacher teams collaborate with curriculum specialists to write and vet items for district assessment bank that can be used at teachers' discretion.
4. Exemplars of project-based, authentic assessments, available for all schools/teachers to use
5. Provide opportunities to build teacher capacity in assessment literacy
6. Explore technology changes needed to allow for customizable capabilities, such as flexibility (order/timing) of assessment bank, within framework to be developed. Assessment bank will include items as well as performance/project based tasks.