

K-5 School Wide Assessment Protocol

Collaborative Common Embedded Assessment Development Protocol:

1. All assessments are to be written in a collaborative manner using team/vertically developed deconstructions as a guide.
2. Assessment are to be sent to vertical teams above and below your grade level.
3. Sufficient time and due date will be given to each team for completion of feedback.
4. After vertical teams have given feedback the assessment is to be sent to administrators.
5. Assessments are to be given back to originating team for any modifications to assessment and plans.
6. All teams will keep an organized system of assessments for future use.

All assessments at the 3-5 grade levels will be developed according to KPREP assessment guidelines for number of items and testing times.

Other Required Formative Assessments:

Embedded formative assessments also include *flashbacks (2-5) and Writing to Demonstrate Learning (ICNs)*. Each will be monitored by administration on a regular basis. **Teachers will conduct regular analysis sessions of this student work on a regular basis both at the team and vertical levels per school non negotiables.**

Common Embedded Assessment Analysis Protocol:

All assessment data must be compiled within two days of assessment administration and analysis meeting scheduled.

All team members must come to the assessment analysis session prepared with data and student work.

Required Analysis Documents:

Assessment tracker- on server

Analysis form (located on Assessment Tracker on server)

MC Error Analysis Document 14-15

Other School Wide Assessments and Guidelines:

MAP

Administered 2 times per year in Fall and Spring. Teachers are to set goals prior to each assessment with students. MAP data form must be filled out and turned into Alter and Lindberg after each MAP session.

Thinklink

Administered 2 times per year in Fall and Spring. Teachers are to set goals prior to each assessment with students. Data will be analyzed by teams after Fall assessment and with district.

DIBELS

DIBELS will have 3 benchmark testing sessions a year in the Fall, Winter and Spring for all K-5 students. DIBELS progress monitoring will also be administered to K-5 students with the following criteria:

Intensive Students: Monitored weekly

Strategic Student: Twice a month

Benchmark Students: Only at benchmark- can be more frequently at discretion of the teacher

Below is Domain 1 taken from the Professional Growth and Effectiveness System- compliance with the above policy will be used when scoring each teacher in this domain.

Domain 1: Planning and Preparation- Part of Professional Growth and Evaluation System

1F - Designing Student Assessments

- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments
- Use for Planning

Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.