

Monona Grove School District

Assessment Principles and Guidelines: Academic and Non-Academic Areas

1. Grades report an individual's achievement of learning goals.
2. Grades reflect achievement only (i.e., demonstration of the knowledge and skill components of the standards). Non-academic areas (Effort and Personal and Social Growth/Citizenship) are reported and evaluated separately using a different rating system that is based on specific scoring rubrics.
3. There are two different types of assessment, formative and summative.
4. **Formative Assessment – “Assessment FOR Learning” – designed to determine whether students are learning what is being taught (e.g., assessing a student while s/he is in the process of learning particular knowledge or practicing skills).**
 - Administered during the instruction process
 - For the purpose of adjusting instruction
 - May include teacher- and system-designed informal and formal assessments such as pre-assessments, exit cards, observation records, response to teacher questioning during instruction, every pupil-response, quick-write, initial draft or outline, most homework (because the purposes for homework are usually for completion, preparation and practice – see Monona Grove School District Homework Guidelines) (O'Connor, MCPS, MGSD)

Formative assessments are not part of the grading of knowledge and skills but are part of the rating of effort.

5. **Summative Assessment – “Assessment OF Learning” - designed to determine whether students know and can do what has been taught (accountability); **not** practice; administered after instruction; provides a student the opportunity to demonstrate knowledge/skills on which s/he has had time to practice.**
 - Based on known criteria
 - Focuses primarily on individual student performance
 - Integrates important skills and knowledge
 - Includes teacher- or system-designed assessments such as exams, tests, quizzes, projects, final drafts, products, and performances, work outside the classroom that is assessment of knowledge/skills on what s/he has previously had time to practice (e.g., culminating project)

Use only summative assessments for grading knowledge and skills.

- Sample student performance—Need not include all scores in grades.
- Include information only from varied summative assessment (assessments OF learning) in determining knowledge and skills grades.
- Use the most consistent level of achievement with special consideration for the most recent information.
- Provide several assessment opportunities, varying in method and number.

6. Determining grades:

- Grades will be a fair reflection of student academic achievement.
- Multiple strategies should be considered beyond the averaging of scores to determine student grades. These may include using rubrics and the use of other statistical measures such as median or mode.
- Grades will be weighted to ensure that the intended importance is given to each learning goal and to each assessment.

7. Use quality assessment(s) and properly recorded evidence of achievement.

- Set clear and appropriate targets that define what students need to know, understand and be able to do.
- State a clear purpose.
- Match assessment method (e.g., paper-pencil test, performance assessment and personal communication) with learning target.
- Select appropriate samples for the learning domain.
- Employ methods that meet the needs of particular students (e.g., special education and English language learners).
- Meet standards for quality assessment (e.g., clear targets, clear purpose, appropriate target-method match, appropriate sampling, and avoidance of bias and distortion).
- Record and maintain evidence of achievement (e.g., portfolios, conferences, tracking sheets, etc.)

8. Discuss and involve students in assessment throughout the teaching/learning process.

- Students should be involved with assessment and should know how grades will be determined prior to instruction.
- With a clear understanding of assessment practices and expectations, the skill of self-assessment can be developed by each student.
- Examples of ways to involve students in assessment:
 - Identifying the types of assessment that will be used
 - Creating rubrics and identifying performance criteria
 - Identifying how assessments will be scored
 - Collaborating (students and teachers) to assess student work
 - Discussing how grades will be established

Comparing Assessment FOR and OF Learning

(Overview of Key Differences)

	<i>Assessment FOR Learning (Formative Assessment)</i>	<i>Assessment OF Learning (Summative Assessment)</i>
<i>Reasons for Assessing</i>	Promote increases in achievement to help students meet more standards; support ongoing student growth. Helps teachers know what instruction is needed.	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting
<i>To Inform</i>	Students and teachers learn (individually and collectively) about progress toward student understanding of learning goals; how well the student practice is going	Students, parents and teachers (individually and collectively) about student achievement of learning goals
<i>Focus of Assessment</i>	Specific interim achievement targets selected by teachers that enable students to build toward standards	Achievement standards for which schools, teachers and students are accountable
<i>Driving Priority</i>	Improvement, growth in student learning and instruction	Accountability
<i>Place in Time</i>	A process during learning	An event after learning

Source: Adapted from *Understanding School Assessment* (Tables 1.5 and 1.6, pp. 17 and 18), by J. Chappuis and S. Chappuis, 2002, Portland, OR: Assessment Training Institute.

Non-Academic Rubrics

Effort

Participation
Task Completion

Personal and Social Growth/Citizenship

(Elementary) (Secondary)

Teamwork
Following Rules
Respect

Effort

Participation

The level of engagement in learning and/or involvement in class activities.
Participation involves asking questions, seeking and applying feedback, and contributing ideas that promote learning.

Asks Questions:

Independently asks questions to clarify/extend learning
Asks questions to clarify/extend learning **with limited reminding**
Asks questions to clarify/extend learning **with frequent reminding**
Rarely asks questions to clarify/extend learning
N/A

Seeks and Applies Feedback:

Independently seeks and applies feedback to improve learning
Seeks and applies feedback to improve learning **with limited reminding**
Seeks and applies feedback to improve learning **with frequent reminding**
Rarely seeks and applies feedback to improve learning
N/A

Contributes Ideas That Promote Learning:

Independently contributes ideas that promote learning
Contributes ideas that promote learning **with limited reminding**
Contributes ideas that promote learning **with frequent reminding**
Rarely contributes ideas that promote learning
N/A

Non-Academic Rubrics

Effort (Continued)

Task Completion

The extent to which a student meets teacher-identified standards and completes work within a given time period. For example, task completion includes completion of formative work such as homework assignments where students are practicing skills or summative work such as a culminating project.

Independently meets teacher-identified standards and completes work within a given time period

Meets teacher-identified standards and completes work **with limited reminding** within a given time period

Meets teacher-identified standards and completes work **with frequent reminding** within a given time period

Rarely teacher-identified standards and completes work within a given time period

N/A

Personal and Social Growth/Citizenship

Teamwork

The extent to which the student actively collaborates on group tasks and goals. The student works towards completing group tasks and goals by contributing knowledge, opinions, and skills.

Independently accepts and fulfills individual roles in the group

Accepts and fulfills individual roles in the group **with limited reminding**

Accepts and fulfills individual roles in the group **with frequent reminding**

Rarely accepts and fulfills individual roles in the group

N/A

Following Rules

The extent to which the student follows class rules and procedures.

Independently follows class rules and procedures

Follows class rules and procedures **with limited reminding**

Follows class rules and procedures **with frequent reminding**

Rarely follows class rules and procedures

N/A

Respect

The extent to which the student shows respect toward adults, peers, self and property..

Independently demonstrates respect

Demonstrates respect **with limited reminding**

Demonstrates respect **with frequent reminding**

Rarely demonstrates respect

N/A

Assessment: **Key Terms**

Achievement – demonstration of student performance, showing attainment of skills or concepts measured against established criteria (performance standards) (O'Connor)

Accommodation - the provision of added strategies and supports to mediate the effect of a student's disability, so the content knowledge is measured, not the effect of the disability on the skills and processes being assessed

Assessment – the actual measure of specific content mastery or skill attainment

Backmapping – process in curriculum development of defining an end goal and planning backwards to identify interim goals that build to the final goal (McTighe)

Body of Evidence – collection of tasks designed to assess student understanding or application of concepts or skills addressed instructionally as outlined in a curriculum (MCPS)

Content – what students are expected to know in each subject and grade or course (MCPS)

Content standard – what students are expected to know and be able to do in a specific content, usually defined by a school district, state, or national content organization (O'Connor)

Compacting – adjusting students' instructional program through pre-assessments that document what a student has and has not mastered (MCPS).

Course expectation – what a student is expected to know and be able to do by the end of a course, as outlined in the course curriculum (MCPS)

Criterion-referenced test – assessment of students' success in meeting stated objectives, learning goals, expectations or criteria (O'Connor)

Curriculum – the total instructional experience of students as detailed in the written curriculum, delivered in the taught curriculum, and measured in the learned (assessed curriculum) (MCPS)

Diagnostic – assessment usually conducted before instruction to determine a student's knowledge and skill in order to identify specific learning needs (O'Connor)

DIBELS – Dynamic Indicators of Basic Early Literacy Skills, an assessment tool to monitor student reading development.

Note: MCPS – Montgomery County (Maryland) Public Schools

Differentiation – adjusting instruction for students with specific needs so that each student can attain mastery of a cluster of indicators (MCPS)

Enrichment – providing students opportunities to learn material in greater depth and breadth (MCPS)

Essential question – question that examines a student’s knowledge to determine if s/he has acquired an enduring understanding; provides a focal point for an instructional unit (MCPS)

Enduring understanding – a lasting idea or concept that is centrally important to a discipline and valuable to the individual (MCPS)

Effort – hard work (O’Connor), a combination of participation and hard work (Marzano), amount of work directed toward learning (RBT, MCPS)

End of course assessment – summative assessment developed by a teacher or the system to assess what a student knows and can do after a unit of instruction (MCPS)

Evaluation –the judgment of a student’s content mastery or skill attainment, determined by analysis of assessment data

Exemplar –an anchor for performance at various levels, supported by a rubric with descriptions of expected characteristics (McTighe)

Feedback – non-verbal, verbal, and/or written information provided to an individual or group for the purpose of improving performance; (MCPS) feedback is most effective when it is timely, specific, and complete (Marzano)

Formative assessment – designed to determine whether students are learning what is being taught, for the purpose of adjusting instruction; administered during instruction; may include teacher- and system-designed informal and formal assessments such as exit cards, observation records, response to teacher questioning during instruction, every pupil-response, quick-write, initial draft or outline, homework (O’Connor and MCPS)

Grade – a number or letter reported at the end of a period of time as a summary statement of student academic performance (O’Connor)

Grade level expectation – what a student is expected to know and be able to do by the end of a grade level in a specific subject, as outlined in the grade/subject curriculum (MCPS)

Grading – a process to communicate to students, parents, and school system a student’s achievement in a curricular area for a specific time period, as measured against established criteria and as evidenced on a variety of tasks (O’Connor, MCPS).

Homework – work completed outside the classroom that is designed to

- reinforce or provide practice of skills and concepts addressed instructionally
- extend skills and concepts addressed instructionally
- collect evidence of student understanding and application of what has been taught
- provide a risk-free opportunity to experiment with and transform new learning (MCPS, Marzano)

Indicator –statement related to a standard that describes in detail what students should know or be able to do by the end of a particular grade level in a specific subject or discipline (MCPS, MSDE)

Intervention – instructional technique, method, or strategy used to improve student performance; may be in addition to and different from a core program (MCPS)

Lifelong Learning Skills (non-academic indicators) – factors that influence achievement, reported separately from an academic grade; may include such factors as effort and participation

Measures of Academic Progress (MAP) – Series of tests that measure student’s general knowledge in reading, language usage and mathematics. MAP uses scores to measure growth in these academic areas. The scores depend on how many questions are answered correctly and the difficulty of each question. MAP is administered to students in grades 3-9 in the fall and grades 2-9 in the spring. (MGSD)

Modification - the making of a limited change in the educational curriculum or content standards

Monitoring –a systematic review of the extent to which a standard has been met (MCPS)

Norm-referenced test – assessment that reports student achievement in relation to the achievement of other students within a class, school, or a segment of the population (O’Connor)

Objective – statement related to an indicator that gives in measurable, assessable detail what a student should know or be able to do by the end of a particular grade in a specific subject or discipline (MCPS, MSDE)

Participation – the level of engagement a student exhibits during instruction (MCPS)

Performance assessment – assessment designed in a real-world context, using authentic task, product, and audience, to determine what a student knows and can do; often integrates subjects; encompasses a spectrum of assessment methods (MCPS, MSDE)

Pre-assessment – designed to determine what students know and can do, in order to plan instruction; administered before instruction; may include teacher- or system-designed assessments. (MCPS, O’Connor)

Proficiency –satisfactory performance as measured against an agreed-upon standard (MCPS, Marzano)

Reteaching – adjusting a repeated delivery of content by addressing an individual’s learning style, preference, interest, learning rate, and / or readiness (MCPS)

Rubric – a scoring tool that specifies the qualities or levels of proficiency to be assessed on a specific product or performance (McTighe); may be analytic or holistic.

Analytic rubric – describes level of performance for each criterion so the teacher can assess student performance on each criterion (e.g., assessment of level of performance for individual writing traits in a piece of writing) (Mueller, MGSD)

Holistic rubric – does not list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole (e.g., assessment of overall level of performance on a piece of writing) (Mueller, MGSD)

Running record – an informal diagnostic tool for charting and analyzing a student’s reading skill, used by teachers of early readers to code and analyze a student’s oral reading of a passage; often referred to as miscue analysis.

Scientifically based reading research – research on reading reviewed by the National Reading Panel; criteria for such research included the following: addressed achievement of one or more skills in reading, was generalizable, examined effectiveness of an approach, was regarded as high quality; five elements of reading were identified as critical for a complete reading program—phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel)

Scoring tool – a device used to evaluate a student’s performance on a task (MSDE)

Scoring criteria – clearly defined levels of proficiency on a cluster of indicators, as part of a scoring tool (MSDE)

Standard – statement that describes what and/or how well a student is expected to understand and perform (O’Connor)

Standardized Test – an assessment designed to be administered using a standard method, including the directions given, items presented, time allotted, scoring method used.

Strategy – method used to accomplish a goal; teachers match effective, discipline specific instructional strategies to a student’s needs and readiness; students use effective learning strategies to understand and apply concepts and skills (Saphier)

Summative assessment – designed to determine whether students know and can do what has been taught; administered after instruction; provides a student the opportunity to demonstrate knowledge/skills on which s/he has had time to practice, is based on known criteria, focuses primarily on individual student performance, integrates important skills and knowledge; includes teacher- or system-designed assessments such as exams, tests, quizzes, projects, final drafts, products, and performances; also includes standardized tests designed outside the school system, such as state tests. (O'Connor and MCPS)

Task –assignment designed by a teacher or the system to provide practice on a skill or concept or to assess a student's level of understanding and application of a skill or concept addressed instructionally (MCPS)

Trend – pattern or tendency in performance exhibited over time

WKCE – Wisconsin Knowledge and Concepts Examinations (currently administered to students in grades 4, 8 and 10). In November, 2005, the WKCE (Reading and Mathematics) will be administered to students in grades 3-8. The WKCE for grades 4, 8 and 10 also will continue to assess students in Language Arts, Science and Social Studies. (MGSD)

WRCT – Wisconsin Reading Comprehension Test (assessment of primary reading at third grade). (MGSD)