

Kimberly School District Comprehensive Assessment Plan 2017-2020

A) PHILOSOPHY STATEMENT

a. Background & Rationale

Kimberly School District will continue to prioritize meeting student needs. We will work to create safe, comfortable, and secure testing environments that enable students to perform their best.

1. All school staff will support the students through the process through encouragement.
2. Testing coordinator, proctors, will maintain the testing environment.
3. KSD will provide well-functioning, up-to-date technology.

[Policy 2120](#), [Policy 2130](#),

b. Assessment Vision: Provide dependable, actionable data that empowers staff and students to build knowledge and skills that lead to success both today and tomorrow.

c. Assessment Mission

- i) The district will use assessment to inform instruction and make decisions that lead to student growth and success for ALL students
- ii) The district will use a well-rounded approach to assessment, utilizing multiple modes of assessment
- iii) The district will provide assessment methods that are unbiased and accessible to all students.
- iv) Through all assessment, the district will support a growth mindset (Dweck) and promote the value feedback

B) Purpose of District-Wide Assessment

- a. Inform decisions about curriculum, instruction, and assessment
- b. Ensure alignment of curriculum with state learning standards
- c. Assist in the class/course placement of students
- d. Assist in identifying students with varied needs
- e. Evaluate district programs
- f. Inform decisions regarding district resources and professional development
- g. Improve student learning

- h. Measure student growth and proficiency
- i. Provide accountability for the district's stakeholders

C) Defining Assessment

a. Assessment Terms

- i) Achievement Assessment: Measures developed skill or knowledge
- ii) Cognitive Assessment: Measures cognitive capabilities
- iii) Diagnostic: A type of pre-assessment that determines individual strengths, weaknesses, skills, and knowledge
- iv) Formative Assessment: A process that elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted standards during regular class instruction.
- v) Healthy Assessment Culture: Attitudes, values, and beliefs surrounding assessment focus on believing in the best of students and supporting ethical assessment practices
- vi) Interim Assessment: Like summative assessments, interim assessments evaluate how much a student has learned and measures student readiness for the summative assessments.
- vii) Screener: Administered to identify students at risk for not meeting proficiency.
- viii) Self Assessment: Formative in nature, students reflect and assess their own learning and/or effort.
- ix) Summative Assessment: An assessment that elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted standards at an end-point in time. Results are used to evaluate student achievement and are used to meet accountability requirements.

D) District Assessment Map

Assessment Instrument	Grade Level	Purpose	Type	Time Frame	Staff Development
Formal State and District Assessments					
DWA	Pk-12	Integrated literacy skills	Summative	Fall and Spring	DWA Scoring Core Program
STAR Testing	1-12	Reading comprehension	Diagnostic	Fall and Spring	Staff Meetings
ISAT-Summative	3-10	Standards mastery	Summative	Spring	Staff Meetings Early Release
ISAT Interim	3-10	Standards	Interim	Dec.-	Grade

		mastery		March	level/Department PLC
IRI	k-3	Reading fluency	Screener/ Summative	Fall, Winter (optional), Spring	Staff meetings Grade Level PLC Literacy Training
WIDA	k-12	English Proficiency	Diagnostic	Spring	Staff meetings Grade Level PLC ELP meetings
Science ISAT/ EOC	5, 7, 10	Science content	Summative	Spring	Department/ Grade Level PLC
Civics	Starts in 8th, May be taken multiple times through 12th grade	Civic Responsibility	Summative	Spring of 8th grade year, Ongoing at High School	Department Level PLC
PSAT	10	Achievement and SAT readiness	Formative, Summative	Fall	Department Level PLCs
SAT	11	Achievement and college readiness	Summative	Spring	Department Level PLCs
School/Program Specific Assessments					
Aimsweb	k-12	Fluency	Progress Monitoring	Ongoing	Instructional Coaching
CORE Assessments	k-12	Components of reading	Screening/ Progress Monitoring	Ongoing	Instructional Coaching Literacy Training Grade Level PLCs
Curriculum-embedded Assessment	k-12	Standards mastery	Formative	Ongoing	Core Program Literacy Training Department/ Grade Level PLCs
Wisc	k-12	Identify Programing	Cognitive	As needed	IEP/ILP meetings

		Needs			
Woodcock Johnson	k-12	Identify programing needs	Academic	As Needed	IEP/ILP meetings
Teacher/ Peer Feedback	Teachers	Identify programming needs	Formative	As Needed	Core Program

District Testing Calendar will be posted on the [website](#) each August.
School Testing Schedules will be posted on the website by March 1st of the school year.

E) Testing Procedures

- a. [DWA procedures](#) are posted on the website.
- b. The Civics test will be developed, maintained, and monitored by the Social Studies Department and Curriculum Director. School counselors will assist in the tracking of scores.
- c. School librarians will work with teachers to administer the Star Reading Test.
- d. IRI and ISAT testing- building level principals will design testing schedule to be posted by February 1st. The testing department will work with principals to ensure test administrators are scheduled and trained.
- e. Special Education, Gifted and Talented, and WIDA testing will be scheduled and monitored by the Director of Federal Programs and GT coordinator.

F) Testing Security: The district ensures secure testing environments by following state/vendor provided instructions before, during, and after testing. All staff members participating in standardized testing sign a confidentiality agreement and the SDE issued Assessment Integrity Guide are posted on our district web-site. The testing coordinator also presents at staff meetings at least annually.

G) Roles and Responsibilities

Role	Responsibility
Testing Coordinator	<ul style="list-style-type: none"> ● Oversee all aspects of formal assessment ● Develop and implement Assessment Literacy professional development ● Develop and implement proctor training ● Develop and implement a Community Assessment Awareness Night
Building Principals	<ul style="list-style-type: none"> ● Set Building Test Session Calendar ● Build and nurture a healthy Assessment Culture
Federal Program Director	<ul style="list-style-type: none"> ● Oversee all testing accommodations ● Manage and monitor programing assessments

Testing Coordinator Assistant	<ul style="list-style-type: none"> ● Load all teachers and students into TIDE ● Load supports in TIDE ● Create and maintain rosters within TIDE ● Prepare/Organize Testing Materials (DWA, IRI, ISAT) ● Compile and Distribute Data ● Proctor tests as needed
Special Education/Federal Program Director Assistant	<ul style="list-style-type: none"> ● Assist Testing Coordinator Assistant in loading supports in TIDE ● Prepare/Organize Testing materials (WIDA) ● Request voice-pack installation for specific computers ● Compile/Organize Data (WIDA) ● Proctor tests as needed
Technology Staff	<ul style="list-style-type: none"> ● Oversee data entry into ISEE & PowerSchool ● Prepare and maintain functioning computer labs and carts ● Download the AIR secure browser ● Download Voice-packs on requested computers ● Be available during test sessions to troubleshoot hardware issues
Test Administrators	<ul style="list-style-type: none"> ● Complete proctor training ● Become TA Certified ● Proctor tests as scheduled, maintaining safe, comfortable, and secure testing environment ● Reporting any testing irregularities to Testing Coordinator
Test Scorers	<ul style="list-style-type: none"> ● Participate in training and calibration process ● Use the district approved scoring materials and protocols
Teachers	<ul style="list-style-type: none"> ● Use assessment data to inform instruction ● Contribute to a healthy assessment culture ● Communicate assessment procedures and results with parents
Intervention Specialist (Elementary School)	<ul style="list-style-type: none"> ● Organize and monitor literacy instruction and student achievement ● Communicate with staff and parents about the assessment process ● Develop and implement assessment literacy professional development ● Use assessment data to plan and lead intervention programming ● Use assessment data to inform decisions for intervention curriculum
Students	<ul style="list-style-type: none"> ● Approach learning with a growth mindset and perseverance ● Participate in assessments with integrity and honesty

Assessment Advisory Committee	<ul style="list-style-type: none"> • Create and monitor the Comprehensive Assessment Plan
Superintendent and School Board	<ul style="list-style-type: none"> • Monitor and assist in the implementation of assessments across the district

H) Technology Support & Data Quality

- a. Technology staff will maintain up-to-date equipment and services to ensure the ease of test administration and provide quick help with troubleshooting during testing times.
- b. Accurate, up-to-date records will be entered and pulled from ISEE.
- c. Accurate, up-to-date records will be entered and pulled from Powerschool and TIDE (Test Information Distribution Engine).

I) Assessment Literacy & Professional Development

- a. Community Assessment Awareness Night will take place annually, in March
- b. Formal and Informal training to build Assessment Literacy
 - i) Building/grade-level/department PLCs
 - ii) Kimberly Core Program, Differentiation Program, and Literacy training

J) Resources

- a. State Department of Education [Assessment Web-page](#)
- b. [Idaho Testing Portal](#)
- c. Kimberly School District [Assessment Web-page](#)
- d. Growth Mindset, Carol Dweck
- e. EQulP Rubric