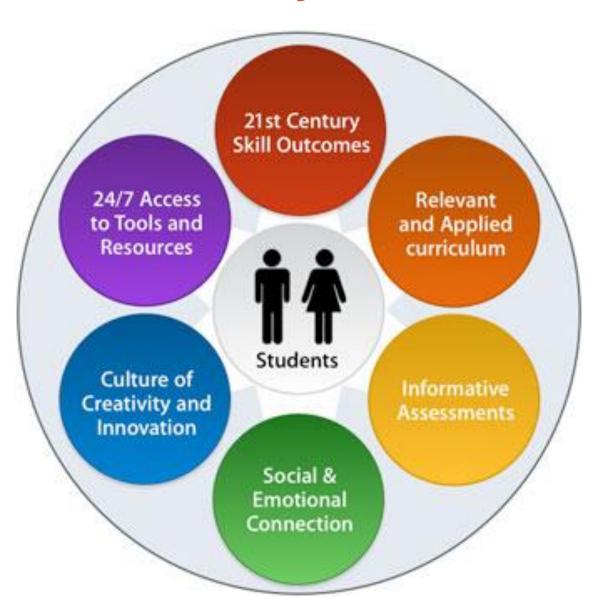


REVIEW OF ASSESSMENTS IN THE ROSELAND SCHOOL DISTRICT

June 15, 2015

21st Century Students



Purpose of Assessments

Children

- Identify what children know
- Determine appropriate placement
- Select appropriate curricula to meet individual needs

Families

- Communicate with parents to provide information about children's progress and learning
- Relate school activities to home activities and experiences

The Public

- Information regarding children's achievement
- Provide information relating to student's school-wide achievements
- Provide a basis for public policy

Types of Assessments

Summative

Assessment

- · End-of-year assessment
- State Assessments
- Aligned to content area state standards
- Measures student AYP
- · A component of teacher accountability and evaluation

Interim Assessment

- 6-8 week assessment
- School and district level assessments.
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment

- Daily assessment
- · Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modifying instruction

Philosophy of Assessments

- Multiple measures of data will be used throughout the year
- All data will be evaluated, analyzed, and interpreted to make gains in reaching our school's learning goals
- All staff will collaborate and be involved in data-driven dialogue
- All students will make improvement and show individual growth

Professional Learning Communities

I will...

- Honor your work
- · Be supportive of your team efforts
- trust that you are making decisions for the betterment of your students.
- provide you with opportunities of professional development aligned with your goals
- Trust you



Creating the conditions to help others succeed is one of the highest duties of a leader.

Leaders of Learning Richard Dufour Robert Marzano

Involving Students in the process

Values and Attitudes about Assessment

- Teachers value and believe in students.
- Sharing learning goals with the students.
- Involving students in self-assessment.
- Providing feedback that helps students recognize their next steps and how to take them.
- Being confident that every student can improve.
- Providing students with examples of what we expect from them.

Grade	Assessment	Date	Purpose	Recommendations	Rationale
Kindergarten-Sixth	IRI	Implemented in 2013	Determines how students read and comprehend	Replace with Teacher's College Reading Assessment	Outdated from 1997 there are only 2-3 levels per grade and comprehension questions are not aligned to common core standards. They do not promote higher level thinking skills
Kindergarten-Sixth	Teacher's College Reading Assessment	Implemented Jan. 2015 and on-going	Determines how students read and comprehend and assigns Fontas & Pinnel reading levels	Continue with Teachers' College Assessment	Matches students' reading levels to appropriate texts, and helps teachers target instruction for independent and guided reading groups.
Second-Sixth	Achieve 3000 KidBiz	Sept. 2014 and on- going	Assigns Lexile Reading Level	Continue	Matches non-fiction articles to students' reading level
Second-Fifth *West Essex administers to grade 6 in all sending districts	MAP	Administered Fall and Spring	Measures student progress and growth in math and reading	Discontinue for grades 3-5	PARCC provides information for students in grades 3-5. 2 nd grade students will have an opportunity to practice taking an online assessment. It will also give us information about students' strengths and weaknesses

Second-Fifth	СТР	Spring, 2014	Used for G&T	Discontinue	Used for G&T but does not actually
					measure cognitive abilities
Kindergarten- Second	SAGES	October, 2014	Used for G&T	Discontinue	Difficult to administer for kindergarten
Third-Sixth	PARCC	March, May	Measures whether students are on track to be successful in college and their careers	Continue	State Mandated
Second-Sixth	Insight Test of Cognitive Ability	Fall, 2015	Measures cognitive ability	Administer in Sept. 2015	Measures cognitive ability. Gives information for G&T and RTI
Kindergarten-Sixth	Qualitative Spelling Inventory	Fall, 2015 and ongoing	Learns about students' word development	Administer in Sept. 2015	Gives information on each student's spelling stage and provides opportunities to differentiate spelling instruction
Kindergarten-Sixth	Unit assessments	ongoing	Determines students' mastery of information	Continue	To inform teachers about instruction and to identify students' strengths and weaknesses

Assessments review in Consortium

Assessment			
PARCC	All sending districts		
Running Records	All sending districts		
Kid Biz	All sending districts		
MAP	*All sending districts Grade 6		
Study Island	Essex Fells, North Caldwell		
WAWA	Essex Fells		

"If you don't know where you are going, any road will take you there," observed the Cheshire Cat in Alice in Wonderland

