

**Fremont County School District #38**  
**District Assessment Summary**

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**2017-2018**

## Formative Assessments

### **SRI – Scholastic Reading Inventory**

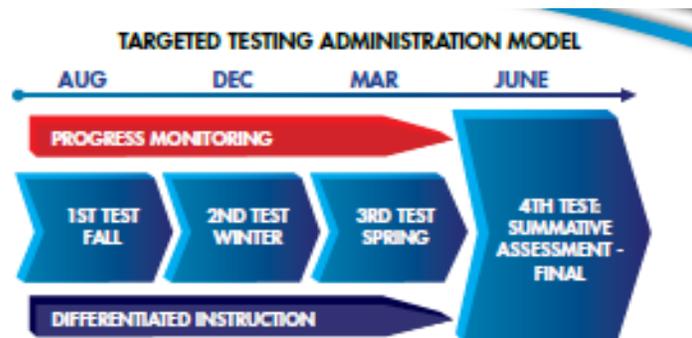
Scholastic Reading Inventory (SRI) is an objective, research-based assessment of students' reading comprehension ability. Based on the Lexile Framework for Reading, the SRI can be administered to any reader regardless of age and grade level. As a computer-adaptive test, SRI is designed for quick administration in an un-timed, low-pressure environment.

SRI is an effective assessment to:

- Identify struggling readers.
- Apply as a universal screener and progress monitoring tool.
- Monitor progress toward AYP goals.
- Monitor effectiveness of instruction.
- Establish obtainable and realistic growth goals for students.
- Indicate expected performances on state tests.

SRI test items do not require prior knowledge of ideas outside the passage, do not test on vocabulary taken out of context, and do not require formal logic. SRI derives its question bank from authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas.

The SRI Target Testing schedule can run with three to four administrations per year as illustrated.



### **SPI – Scholastic Phonics Inventory**

The Scholastic Phonics Inventory (SPI) is a computer-based test of letter recognition, word reading efficiency, and phonological decoding. SPI measures the accuracy and fluency with which students identify individual letters and words and decode nonsense words. A response is scored as "accurate" if the student selects the correct answer; it is scored as "fluent" if the student selects the correct answer within the established time limit for the item, known as a fluency threshold. The SPI contains three equivalent test forms for screening and progress monitoring purposes. The software selects the appropriate test form automatically; each time a student logs on to take a test, the software delivers a new form.

### **Uses of the SPI**

The SPI was developed to identify 3<sup>rd</sup>-12<sup>th</sup> grade students who are poor decoders and/or unable to recognize sight words with fluency, and to differentiate these students from those who are adequate decoders and able to recognize sight words with fluency. Within the poor decoder category, the SPI further describes student performance as Pre-Decoder, Beginning Decoder, Developing Decoder, or Advancing Decoder. These decoding descriptions assist educators in proper placement within a Tier 2 Strategic Instructional Program or a Tier 3 Intensive Intervention.

### **MAP – Measures of Academic Progress**

Fremont County School District #38 uses the formative assessment MAP (Measures of Academic Progress) school wide 3 times per year as the universal screener during fall, winter, and spring to determine the benchmarks of student progress. MAP Assessments are K–12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction; evaluate programs, and structure curriculum. The measurement is designed to align with state standards and Common Core State Standards to provide high-value comparative data and proficiency projections.

Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Adaptive testing is a type of testing in which the questions presented to the test taker are selected on the basis of the test taker's previous responses. Good performance by the test taker leads to harder questions; poor performance leads to easier questions. The purpose of adaptive testing is to use testing time more efficiently by not giving test takers questions that are much too easy or too difficult. And because the measurement is reliable and accurate, RIT scores and percentiles serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly. MAP has given educators a way to focus differentiated instruction through intervention and enrichment activities based on resources from the learning continuum. Following each assessment, Professional Learning Community (PLC) teams analyze and determine instruction based on the learning continuum provided by NWEA (Northwest Evaluation Association).

### **MAP Purpose and Uses**

The purpose of MAP is to help guide instruction, based on the reports generated; MAP data can enhance an instructor's ability to provide appropriate instruction for individual students or groups of students.

Educators' uses of MAP data include:

- Monitor Student Progress - Educators can use data to monitor student progress on a continuum of learning for each reported goal category area sampled in then tests.
- Develop Individual Education Plans - Educators can focus on setting learning goals with students. Data can help identify specific skills to support the student in reaching targeted goals.
- Facilitate Parent Conferencing - Data provides a way for instructors to communicate with parents about their child's academic progress. When parents understand how test scores translate into the skills and concepts their child needs, they can encourage activities that support classroom learning

- Track Continual Growth - Instructors can track learning and growth, as early as kindergarten and continuing through high school.
- Track Specific Skills - After identifying areas of strengths and/or concerns, instructors use the appropriate Skills Checklist assessment to pinpoint specific skills for further instruction.

## Summative Assessments

### Statewide Assessment System

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The Wyoming Test of Proficiency and Progress (WY-TOPP) is a system of interim, modular on-demand, and summative assessments in reading, mathematics, and science. The WY-TOPP interim assessments in reading and mathematics are administered in fall for grades 3-10, in winter for grades 1-10, and in spring for grades K-2. The WY-TOPP science assessment is administered in grades 4, 8, and 10. The WY-TOPP writing assessment is administered in grades 3, 5, 7, and 9. The WY-TOPP summative assessments are administered late-spring in grades 3-10.

### Wyoming Statewide Assessment System Composition

#### Elementary, Middle, and High School Grades Assessments (grades 1-10)

- Online with multiple item types (e.g., enhanced multiple choice, constructed response, technology enhanced, performance task)
  - Online adaptive summative assessment for grades 3-10
  - Online modular assessments for grades 1-10
  - Online interim assessments for grades K-10
  - Reading and mathematics will be assessed each year in grades 3-10
  - Science will be assessed in grades 4, 8, and 10 (once per grade span) – because we have new science standards, a new science assessment will be operational for the 2020 assessment; we will continue with our current assessment on the new testing platform for the next two years
  - Writing will be assessed in grades 3, 5, 7, and 9.
  - Later testing window (April 16 – May 11)
  - Testing time is limited to 1% of the school year (e.g., 9 hours for elementary, 10 for middle school, and 11 for high school); this is for “actual testing time” and does not include test prep, breaks, or time reading the instructions
  - Comparability across states – students’ scores are to be comparable to students’ scores from other states
  - Reporting deadline of August 1st to facilitate school improvement activities
  - Readiness check and training will be conducted to ensure schools have a smooth online test administration
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## Performance Level Descriptors (PLDs)

Performance-Level Descriptors (PLDs) give teachers, parents/guardians, and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level. PLDs are linked to state-adopted content standards and are used as guides by standard-setting committees as they make recommendations for the scores needed to achieve performance levels (Below Basic, Basic, Proficient, and Advanced) on statewide assessments. Committees comprised of Wyoming teachers will develop the PLDs for WY-TOPP during the standard-setting processes in the summer of 2018. The committee will engage in a general discussion concerning the knowledge and skills that students at each performance level should be expected to demonstrate. These discussions will result in a common understanding of expectations for student performance at each performance level, which in turn will inform the committee's cut-score recommendations.

In addition to being used in the standard setting process, PLDs may serve a number of purposes. They can be used as a tool in classroom instruction because they assist teachers and schools in better understanding a student's performance on a given assessment. PLDs can also enhance parents' understanding of their child's academic strengths and weaknesses and can help the community at large better understand state test scores and the level of performance required of students on WY-TOPP.

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## High School Assessments (grades 9-12)

- ACT Plus Writing is the capstone of the ACT college and career readiness System. It measures students' general learning outcomes in English, math, reading, writing, and science. This assessment is given once a year to all students in the 11th grade.
  - *WorkKeys* is an optional assessment for students in grades 11 and 12, and is used to assess a student's job skills.
- Wy-ALT is given once a year to students with significant cognitive disabilities in grades 9-11 in ELA, mathematics and science.
- COMPASS is an optional computer-adaptive college placement assessment. Students are to be given the opportunity to take this assessment at least one (1) time during their senior year.

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## English Proficiency Assessments

- The ACCESS for ELLs® 2.0 is required once a year with all students who are English language learners. It assesses students' progress in attaining English proficiency. An alternate ACCESS is also available for English language learners who also have significant cognitive disabilities.

**NAEP**

- In addition to the statewide assessment system, Wyoming schools and students also participate in the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, every other year. The next administration of the NAEP is in January 2019.

## 2017-18 Assessment Calendar

**WY-TOPP Interim (Fall): October 23 – November 17, 2017**

- **Reading:** Grades 3-10
- **Mathematics:** Grades 3-10
- **Science:** Grades 4, 8, and 10

**WY-TOPP Interim (Winter): January 16 – February 9, 2018**

- **Reading:** Grades 1-10
- **Mathematics:** Grades 1-10
- **Science:** Grades 4, 8, and 10

**WY-TOPP Interim (Spring): April 16 – May 11, 2018**

- **Reading:** K-2
- **Math\*:** 1-2
- \*WDE is exploring the option for a math interim at grade K.

**WY-TOPP Modular:** on demand

**WY-TOPP Summative:** April 16 – May 11, 2018

- **Reading:** Grades 3-10
- **Mathematics:** Grades 3-10
- **Science:** Grades 4, 8, and 10
- **Writing:** Grade 3, 5, 7, and 9

**WY-ALT:** February 26 – March 28, 2018

- **ELA:** Grades 3-11
- **Mathematics:** Grades 3-11
- **Science:** Grades 3-11

**ACT – Option 1 (paper):** March 20, 2018 (Make-up: April 3 and April 24)

- Grade 11

**ACT – Option 2 (paper):** April 3, 2018 (Make-up: April 24)

- Grade 11

**ACT – Option 3 (online):** April 3-5 & April 10-12, 2018 (Make-up (paper only): April 24)

- Grade 11

**WorkKeys (optional):** April 17-May 1, 2018

- Grade 11-12

**ACCESS:** TBA

- Grades K-12
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## The Wyoming Growth Model

- [The Wyoming Growth Model: An Introduction](#)
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## Summative Assessment Rationale

### **Wyoming Test of Proficiency and Progress (WY-TOPP)**

The primary purpose of the Wyoming Test of Proficiency and Progress (WY-TOPP) is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms and meets all of the attendant requirements of the Every Student Succeeds Act of 2015 (ESSA). WY-TOPP is the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in reading, writing, and mathematics for grades 1–10.

WY-TOPP is designed to be instructionally supportive and include clear targets for instruction as well as informative reporting categories. WY-TOPP reports provide skill-level categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions.

Assessment results provide important information to all facets of the school community. These WY-TOPP results assist teachers in addressing specific academic needs of students and in making decisions about delivery of instruction in their classrooms. Policymakers, administrators, students, and parents also use assessment information for a variety of purposes. Collectively, these users make decisions about how well students are achieving, whether schools are functioning effectively for each child, and whether they are functioning well for all children collectively.

### **ACT**

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

Every few years, ACT conducts the ACT National Curriculum Survey to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey. ACT's College Readiness Standards are sets of statements intended to help students, parents

and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. Connecting College Readiness Standards to the Classroom interpretive guides can be found at [www.act.org/standard/infoserv.html](http://www.act.org/standard/infoserv.html). Only the ACT reports College Readiness Benchmark Scores – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

### **ACT PLUS WRITING**

The writing test is a 40-minute essay test that measures writing skills—specifically those writing skills emphasized in high school English classes and in entry-level college composition courses. The test describes an issue and provides three different perspectives on the issue. Students are asked to "evaluate and analyze" the perspectives; to "state and develop" their own perspective; and to "explain the relationship" between their perspective and those given. Students' scores will not be affected by the perspective they take on the issue.

### **ACT COMPASS**

**What Is ACT Compass?** ACT Compass is an untimed, computerized test that helps your college evaluate your skills and place you into appropriate courses. ACT Compass offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL). You will receive your ACT Compass test results immediately upon completion of testing, and your score report will include placement messages informing you what courses you should take and how to register.

**How Are ACT Compass Scores Used?** ACT Compass is not used like a traditional test. There is generally no "passing score." Rather, ACT Compass scores indicate areas in which you are strong and areas in which you may need help. Thus, ACT Compass can identify problems in major subject areas before they disrupt your educational progress, giving you the opportunity to prepare more effectively for needed courses. You and your institution can use scores from ACT Compass tests to prepare a course of study that will be appropriate, relevant, and meaningful for you.

**How Can I Arrange to Take the ACT Compass Tests?** Most institutions give ACT Compass during orientation to incoming freshmen who have already applied and been admitted to the school. Some institutions may require you to take one or more of the ACT Compass tests before enrolling in a particular program or course. Talk to your advisor, counselor, or Office of Student Services to determine the requirements and recommendations of your institution.

## ACT WorkKeys

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. ACT WorkKeys assessments are research-based measures of foundational work skills required for success across industries and occupations. They have been used for more than two decades by job seekers, employees, employers, students, educators, administrators, and workforce and economic developers. ACT WorkKeys assessments measure the cognitive (“hard”) and noncognitive (“soft”) skills needed for success in the workforce.

As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways.

Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning [ACT's National Career Readiness Certificate \(ACT NCRC\)](#), a portable credential earned by more than 2.3 million people across the United States.

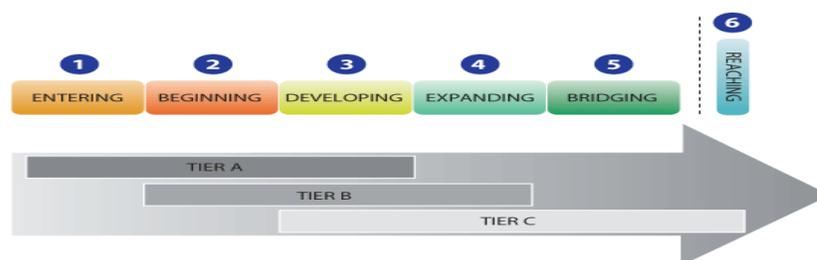
## ACCESS FOR ELLs

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs is only available to Consortium member states.

ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each students' range of language skills.



Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing.

### **ACCESS FOR ELLs Purpose and Use**

- Exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements.
- Generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.
- Provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs.
- Identifies the ELP levels of students with respect to the WIDA ELD Standards' levels 1-6.
- Provides information that can be used to enhance instruction and learning for ELLs.

## **Formative Classroom Assessments**

### **Formative Classroom Assessments and Proficiency Scales**

Teachers are taking measures to generate quality assessment practices. Our teachers are helping students understand and attain learning goals through the practice of building proficiency scales and formative assessments based on the scales of achievement. This practice is helping to refine classroom instruction, give feedback, and report on student progress. Teachers are using research-based practices for using quality formative assessments aligned with solid grading practices, and have the confidence that comes from knowing instructional decisions are based on sound assessment data.

Diving into Formative Classroom Assessments is critical for:

- Understanding what research reveals about feedback, assessment, and grading.
- Reviewing and revising existing assessments for quality.
- Collaborating in teams to continuously improve assessments and instruction.
- Exploring the uses of different kinds of formative assessments.
- Applying assessment information to gain formative, summative, or instructional feedback.
- Tracking student progress for a better overall picture of performance.
- Aligning grading and reporting practices with formative assessment strategies.

### **Fox Letters and Numbers: Pre-K Literacy and Mathematics Assessment**

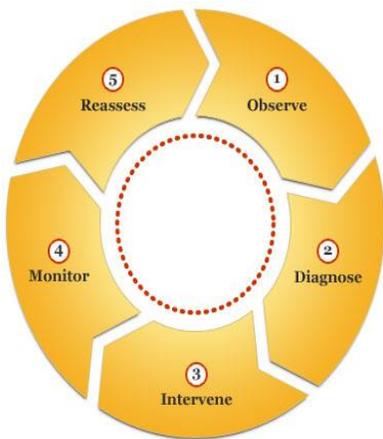
*Fox Letters and Numbers* is an observational, diagnostic, and formative assessment of literacy and mathematics. This research-based assessment measures children's conceptual development on learning milestones in Literacy and Mathematics in the year preceding Kindergarten. *Fox Letters and Numbers* is designed to give teachers the information needed to diagnose the strengths and needs of pre-kindergarten learners. *Fox Letters and Numbers* is designed to be administered two times during the year. The first assessment takes place early in the school year, usually October, to plan instruction according to the children's needs. The second administration is scheduled in the spring, usually March,

for continued focus of instruction to help children reach learning benchmarks before the end of the school year.

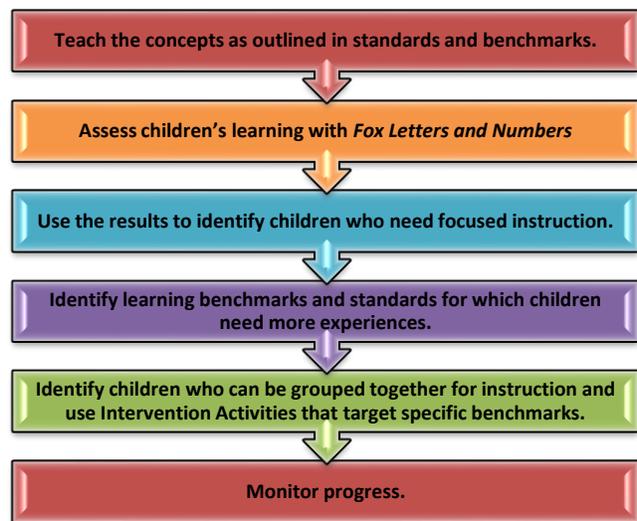
The content of the assessment activities aligns with the Essential Elements of Early Reading First and major strands of curriculum standards of the National Council of Teachers of Mathematics (NCTM). The activities also utilize effective teaching and assessment methods outlined by NAEYC and Head Start. Research indicates that children who develop good literacy and mathematics skills in preschool are more likely to be successful in school. Thus, it is helpful to know what skills children have acquired. *Fox Letters and Numbers* is designed to give this overall picture. In addition, it helps teachers to identify specific learning needs so they can provide intervention early. Teachers can use the information gathered during assessment to provide targeted instruction.

As the teacher administers *Fox Letters and Numbers*, they will spend time with each student and gather information in a one-on-one approach. This will allow the teacher to draw conclusions about a child’s level of understanding and individual needs and to plan instruction accordingly.

The assessment models below show how teachers can use Fox Letters and Numbers to guide children on their learning journey.



**A Plan for the Early Childhood Program**



The *Fox Letters and Numbers* activities are part of two separate assessments organized by the following strands:

**Literacy:**

Oral Language	Phonological Awareness	Alphabet Knowledge	Print Awareness
Identifying Same/Different Sounds	Rhyme Recognition	Naming Letters	Differentiates Numbers/Letters/Print
Following directions	Syllable Clapping	Naming Letter Sounds	Handling a Book
Story Retell	Identifying Same/Different words		
Labeling Objects	Blending Phonemes		
Position Words			
Opposites			

## Mathematics:

Number and Operations	Geometry	Measurement	Algebra	Data Analysis and Probability
Finding How Many	Identifies Shapes	Comparing	Patterns	Comparing Groups of Objects
Numbers to 10	Matches Shapes	Time of Day	Sorting	Classifying Groups
Conservation of Number		Conservation of Length		
More or Fewer		Nonstandard Units		

### **McGraw-Hill Wonders Reading**

The McGraw-Hill *Wonders Reading* is our core reading program at the Pre-K-5<sup>th</sup> grades. *Reading Wonders* is designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient CCSS instruction. The program provides support for:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials in a program that was created to teach the rigor, intent, and depth of the new Common Core State Standards.

### **What are the different types of assessments?**

Quality reading assessments are critical to effective instruction, student progress monitoring, small-group assignments, and interventions. There are two broad categories of assessment:

- **Formative assessments** occur during an instructional period. The data informs classroom practices and instruction and assists in monitoring student progress through the curriculum. They can include traditional assessments, such as selection tests, and informal assessments, such as short non-graded assignments, observations, and discussions.
- **Summative assessments** occur at the end of an instructional period. The data is used to measure student proficiency and the degree to which students master skills and strategies that have been taught. They may include program-specific unit, chapter, and benchmark tests.
- Students are assessed on the week's comprehension and phonemic awareness skills, as well as phonics, structural analysis, and high-frequency words. Children are also assessed using Reading Wonders Fluency Assessment

### **Differentiation and Acceleration**

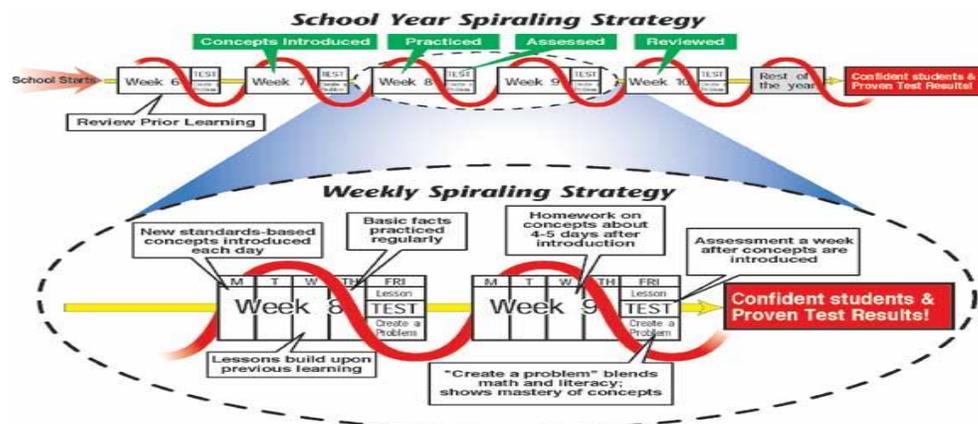
- Teachers use assessment to differentiate instruction and accelerate growth, including Tier 2 and Tier 3 instruction. Students needing explicit intervention benefit from additional instruction and practice.

## Implications for Assessment

How should I adjust my assessment?	<b>Wonders</b> Program Support
Ensure assessment comprehension questions require responses using higher order thinking skills, not just recall of text.	<i>Reading Wonders</i> features assessment items across Depth of Knowledge (DOK) levels that correspond to the cognitive complexity demands of the item.
Provide a range of assessment formats, including multiple choice, short response, and constructed response.	<i>Reading Wonders</i> features a range of formats, including multiple-choice items and writing on demand in response to a prompt.
Provide assessments that ask students to not only provide the correct answers, but also provide evidence from the text to support their answers.	<i>Reading Wonders</i> features teaching prompts that require students to use evidence from texts to support an opinion/position and to show mastery of the underlying standard being assessed.

## EXCEL Math

**Excel Math** lessons are much more than just worksheets. Using strategically placed spaced repetition; Excel Math gives a proven approach to teach math concepts for long-term retention, with powerful features and advantages, including a **Spiraling Strategy**:



With Excel Math, Kindergarten through sixth grade students learn higher-order thinking skills beyond what is required of Common Core State Standards. Excel correlations allow teachers to focus on the standards or go even further, with additional concepts Excel provides. Within each grade level, correlations are made with the Excel Math Lessons, Stretches, Activities and Exercises to each standard. At the bottom of each correlation, additional concepts are listed and covered by Excel Math. Teachers use these additional concepts to provide accelerated learning for students who are ready for more.

Homework is included on 4 out of 5 lessons. Weekly quizzes, quarterly tests, and end-of-year tests are provided. The Teacher Edition shows when tested concepts were initially taught so the teacher can see at a glance where their students need more help and where they've achieved mastery.

Weekly assessments target areas of instructional strengths and weaknesses of each student. Based on the weekly assessment and progress monitoring with the periodic computer based STAR Math assessment, flexible differentiated instruction is developed to meet those needs of individuals and small intervention groups.

## Summary of District and State Assessments

The following is a summary of the assessments that Fremont County School District #38 uses to guide staff in planning instruction and monitoring the progress of each student. These assessments provide teachers with feedback that will highlight instructional needs and enable teachers to target literacy and math instruction in order to improve the overall literacy and math skills of their students by measurable means.

Type of Assessment	Purposes and Uses	Who is Tested	When
<b><u>SRI – Scholastic Reading Inventory</u></b>	<ul style="list-style-type: none"> <li>• Identify struggling readers.</li> <li>• Apply as a universal screener and progress monitoring tool.</li> <li>• Monitor progress toward AYP goals.</li> <li>• Monitor effectiveness of instruction.</li> <li>• Establish obtainable and realistic growth goals for students.</li> <li>• Indicate expected performances on state tests.</li> </ul>	<b>4<sup>th</sup> – 12<sup>th</sup> Graders</b>	<b>Beginning of year and as needed throughout year</b>
<b><u>SPI – Scholastic Phonics Inventory</u></b>	<ul style="list-style-type: none"> <li>• Computer-based test of letter recognition, word reading efficiency, and phonological decoding.</li> <li>• SPI measures the accuracy and fluency with which students identify individual letters and words and decode nonsense words.</li> <li>• The SPI contains three equivalent test forms for screening and progress monitoring purposes.</li> <li>• The software selects the appropriate test form automatically; each time a student logs on to take a test, the software delivers a new form.</li> <li>• Identify 3<sup>rd</sup>-12<sup>th</sup> grade students who are poor decoders and/or unable to recognize sight words with fluency</li> <li>• Differentiate students from those who are adequate decoders and able to recognize sight words with fluency.</li> <li>• Decoding descriptions assist educators in proper placement within a Tier 2 Strategic Instructional Program or a Tier 3 Intensive Intervention.</li> </ul>	<b>4<sup>th</sup> – 12<sup>th</sup> Graders</b>	<b>Beginning of year and as needed throughout year</b>
<b><u>MAP – Measures of Academic Progress</u></b>	<ul style="list-style-type: none"> <li>• Universal Screener used three times during the school year as benchmarks of where the students in the district are performing.</li> <li>• Interim assessments – fall, winter, spring</li> <li>• Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they’re ready to learn.</li> <li>• Aligned with state standards and Common Core State Standards</li> </ul> <p>Educators’ uses of MAP data include:</p>	<b>Kindergarten – 12<sup>th</sup> Graders</b>	<b>Fall Testing September</b>  <b>Winter Testing December</b>

	<ul style="list-style-type: none"> <li>• Monitor Student Progress - Educators can use data to monitor student progress on a continuum of learning for each reported goal category area sampled in then tests.</li> <li>• Develop Individual Education Plans - Educators can focus on setting learning goals with students. Data can help identify specific skills to support the student in reaching targeted goals.</li> <li>• Facilitate Parent Conferencing - Data provides a way for instructors to communicate with parents about their child’s academic progress. When parents understand how test scores translate into the skills and concepts their child needs, they can encourage activities that support classroom learning</li> <li>• Track Continual Growth - Instructors can track learning and growth, as early as kindergarten and continuing through high school.</li> <li>• Track Specific Skills - After identifying areas of strengths and/or concerns, instructors use the appropriate Skills Checklist assessment to pinpoint specific skills for further instruction.</li> </ul>		<b>Spring Testing April</b>
<b><u>WY-TOPP – Wyoming Test of Proficiency and Progress</u></b>	<ul style="list-style-type: none"> <li>• Summative Statewide Assessment taken in the spring</li> <li>• Assesses Reading, Math, and Science at the 3-8 grade levels</li> <li>• Aligned with Common Core State Standards</li> </ul> <p>Educators’ uses of PAWS data include:</p> <ul style="list-style-type: none"> <li>• Used to measure individual student achievement</li> <li>• Designed to be instructionally supportive</li> <li>• Includes clear targets for instruction as well as informative reporting categories.</li> <li>• Reports provide skill-level categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions.</li> <li>• Results assist teachers in addressing specific academic needs of students and in making decisions about delivery of instruction in their classrooms.</li> </ul>	<b>1<sup>st</sup>-10th Graders</b>	<b>On-going throughout the school year as interim and summative assessments</b>
<b><u>ACT</u></b>	<ul style="list-style-type: none"> <li>• Vertically articulated, standards-based system of summative, interim, and classroom assessments</li> <li>• Linked to ACT College Readiness Benchmarks and aligned with the Common Core State Standards</li> <li>• Anchored by the capstone college readiness assessment, the ACT</li> </ul>	<b>11th Graders</b>	<b>April</b>

	<ul style="list-style-type: none"> <li>Multiple question types: constructed response, selected response, and technology-enhanced</li> <li>Subject areas: English, math, reading, science, and writing for grades 3–8 and early high school (grades 9–10)</li> <li>Modular administration of subjects and grades available</li> <li>Online delivery of assessments with traditional paper-and-pencil option</li> </ul>		
<b><u>ACT WorkKeys</u></b>	<p>Nationally recognized indicators of work readiness:</p> <ul style="list-style-type: none"> <li>ACT WorkKeys assessments are research-based measures of foundational work skills required for success across industries and occupations.</li> <li>They have been used for more than two decades by job seekers, employees,</li> <li>employers, students, educators, administrators, and workforce and economic developers.</li> <li>ACT WorkKeys assessments measure the cognitive (“hard”) and noncognitive (“soft”) skills needed for success in the workforce.</li> </ul>	<b>11<sup>th</sup> and 12<sup>th</sup> Graders</b>	<b>April - May</b>
<b><u>ACCESS FOR ELLs</u></b>	<ul style="list-style-type: none"> <li>ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment.</li> <li>Given to Kindergarten through 12th graders who have been identified as English language learners (ELLs).</li> <li>Given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.</li> </ul> <p><b>Purpose and Use</b></p> <ul style="list-style-type: none"> <li>Exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements.</li> <li>Generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.</li> <li>Provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs.</li> <li>Identifies the ELP levels of students with respect to the WIDA ELD Standards' levels 1-6.</li> <li>Provides information that can be used to enhance instruction and learning for ELLs.</li> </ul>	<b>Kindergarten – 12<sup>th</sup> Graders</b>	<b>February</b>

<u><b>Formative Classroom Assessments</b></u>	<ul style="list-style-type: none"> <li>• Classroom developed assessments</li> <li>• Anecdotal Notes</li> <li>• Classroom Observations</li> <li>• Oral Assessments</li> <li>• Quick writes and exit tickets</li> </ul>	<b>Kindergarten – 12<sup>th</sup> Graders</b>	<b>Throughout the year</b>
<u><b>Fox Letters and Numbers: Pre-K Literacy and Mathematics Assessment</b></u>	<p>The activities in <i>Fox Letters and Numbers</i> blend appropriate content with effective assessment approaches for young learners. The activities are designed to:</p> <ul style="list-style-type: none"> <li>• address nationally recognized recommendations for pre-kindergarten assessment</li> <li>• be developmentally appropriate, observational literacy and mathematics assessments</li> <li>• use a variety of tools, such as storybooks, activity cards, mathematics manipulatives</li> <li>• use a variety of approaches appropriate for the young learner</li> <li>• identify specific learning benchmarks</li> <li>• provide explicit instructional support that improves and supports growth and development</li> <li>• to plan instruction according to the children’s needs</li> <li>• focus classroom instruction to help children reach learning benchmarks before the end of the school year</li> </ul> <p><b>Using the Results</b></p> <ul style="list-style-type: none"> <li>• Help teachers observe and monitor children’s development of literacy and mathematics</li> <li>• Shows progress over time</li> <li>• Useful for sharing information with parents, administrators, future teachers, and instructional specialists.</li> <li>• Results feed directly into kindergarten</li> <li>• Assessment can tell which children have reached the learning benchmarks and which children have not.</li> <li>• Based on information, teachers adapt instruction to meet children’s individual needs.</li> </ul>	<b>Kindergarten Students</b>	<b>Beginning of School Year</b>  <b>During the school Year</b>  <b>End of School Year</b>
<u><b>McGraw-Hill Wonders Reading</b></u>	<p><b>What are the different types of assessments?</b></p> <p>Quality reading assessments are critical to effective instruction, student progress monitoring, small-group assignments, and interventions. There are two broad categories of assessment:</p> <ul style="list-style-type: none"> <li>• <u>Formative assessments</u> occur during an instructional period. The data informs classroom practices and instruction and assists in monitoring student progress through the curriculum. They can include traditional assessments, such as selection tests, and</li> </ul>	<b>Kindergarten – 5<sup>th</sup> Graders</b>	<b>Weekly</b>  <b>At 6 weeks</b>  <b>Mid-Year</b>

	<p>informal assessments, such as short non-graded assignments, observations, and discussions.</p> <ul style="list-style-type: none"> <li>• <u>Summative assessments</u> occur at the end of an instructional period. The data is used to measure student proficiency and the degree to which students master skills and strategies that have been taught. They may include program-specific unit, chapter, and benchmark tests.</li> <li>• Students are assessed on the week’s comprehension and phonemic awareness skills, as well as phonics, structural analysis, and high-frequency words. Children are also assessed using Reading Wonders Fluency Assessment</li> </ul> <p>Differentiation and Acceleration</p> <ul style="list-style-type: none"> <li>• Teachers use assessment to differentiate instruction and accelerate growth, including Tier 2 and Tier 3 instruction.</li> </ul> <p>Students needing explicit intervention benefit from additional instruction and practice.</p>		<p><b>End of Year</b></p>
<p><b><u>Excel Math</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Students learn higher-order thinking skills</b></li> <li>• <b>Excel correlations allow teachers to focus on the standards</b></li> <li>• Additional concepts to provide accelerated learning for students who are ready for more.</li> <li>• Weekly quizzes, quarterly tests, and end-of-year tests are provided.</li> <li>• Weekly assessments target areas of instructional strengths and weaknesses of each student.</li> <li>• Based on the weekly assessment and progress monitoring with the periodic computer based STAR Math assessment, flexible differentiated instruction is developed to meet those needs of individuals and small intervention groups.</li> </ul>	<p><b>Kindergarten – 6<sup>th</sup> Graders</b></p>	<p><b>Weekly</b> <b>Quarterly</b> <b>End of Year</b></p>