



Assessment Plan for Aurora Public Schools 2017-2018

Periodic assessment of student learning is an essential element in the Teaching Learning Cycle. We expect our schools to consistently measure what our students know and are able to do in order to provide evidence that allows teachers and district staff members to accelerate learning for every APS student, every day. **Teachers** administer classroom (formative) assessments at various intervals in order to plan instruction, provide feedback to students, and determine report card grades. The **district** asks schools to administer benchmark or interim assessments three times a year in order to determine program effectiveness, identify program needs, and plan interventions for groups or individuals. The **state** asks schools to administer assessments on a yearly basis in order to measure the level of student achievement on state content standards and identify the percentage of students meeting performance standards on state content areas. This allows them to determine program effectiveness and compare schools and districts across the state.ⁱ

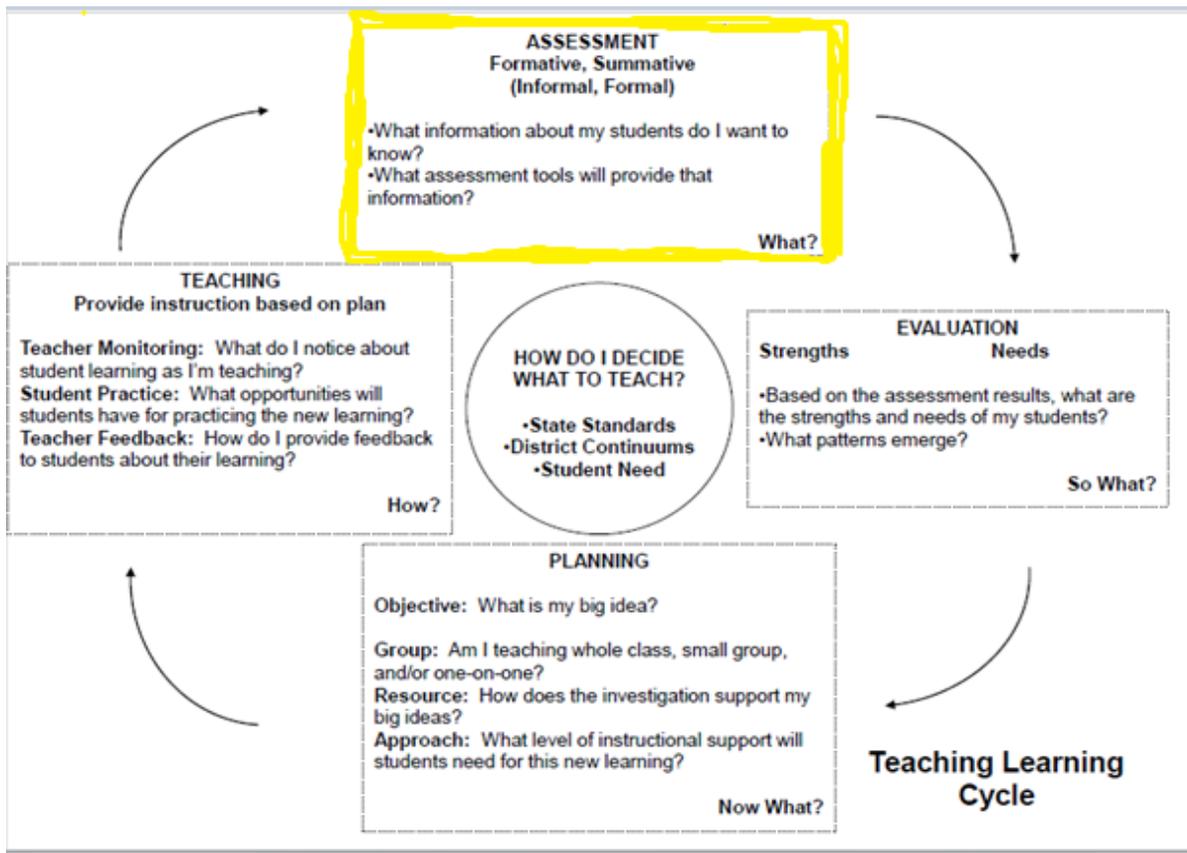


Figure 1. Teaching and Learning Cycle 1

The following plan outlines the district and state-level assessments administered to students in APS during the 2017-18 school year. The Department of Assessment and Research works closely with district and school staff in order to determine when and how to administer these assessments in the most efficient manner. A calendar with administration windows for each assessment can be found at <http://assessment.aurorak12.org/>.



State Summative Assessments

Colorado Measures of Academic Success (CMAS)

The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of English Language Arts (ELA), Mathematics, Science, and Social Studies.

For 2017-18, the assessment will be given during one window. APS schools will have up to 25 school days in which to test, but most can complete all testing in a week or two weeks, depending on their schedule and availability of laptops/devices. The single window will extend from approximately the 75% mark to the 90% mark of the school year, lasting from late March through the end of April.

Students in grades 3-8 will be tested in both ELA and Math. Also, during this same Spring assessment period, one third of students in Colorado in grades 4 and 7 will be tested in Social Studies and all students in grades 5, 8, and 11 will be tested in Science.

A very small number of students with significant cognitive disabilities may take the Colorado Alternate Assessment (CoAlt) based on the Extended Evidence Outcomes (EEOs) of the CAS. The CMAS and CoAlt: Science and Social Studies assessments are collaboratively developed by the Colorado Department of Education, the Colorado educator community, and Colorado’s Science and Social Studies assessment contractor, Pearson.

APS will use the results of the CMAS assessments to evaluate whether the district has increased student achievement for all students, and to evaluate the change in the achievement gaps that exist among various groups of students. CMAS results will be disaggregated by the following subgroups of students:

- Gender
- Economically Disadvantaged
- Ethnicity
- Students with Disabilities
- Students with limited English proficiency
- Gifted and Talented Students

Dynamic Learning Maps™ (DLM™)

The Dynamic Learning Maps™ Alternate Assessment System (DLM™) is an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do. The system uses the DLM Essential Elements to support the design of individualized experiences for each student by presenting questions and tasks that are appropriate for a student’s needs and abilities. A Student's IEP team makes the determination if a student qualifies for the alternate assessment following criteria provided by the Colorado Department of Education Exceptional Student Services Unit via the eligibility worksheet. This assessment will be administered to grades 3-11.



Colorado Alternate Assessments (CoAlt)

Science and Social Studies Alternate Assessments will be administered operationally in the spring of 2016 and is designed to measure the Extended Evidence Outcomes of the Colorado Academic Standards. In accordance with the summative assessment design, the alternate assessments will be administered in grades 5, 8 and 11 in science and the social studies alternate assessments will be administered to a sampling of students in grades 4, 7 and 11, based on the same sample chosen for CMAS Social Studies.

Colorado Alternate Assessments (CoAlt) is administered to students with significant cognitive disabilities who are instructed and assessed on alternate achievement standards. A Student's IEP team makes the determination if a student qualifies for the alternate assessment following criteria provided by the Colorado Department of Education Exceptional Student Services Unit via the eligibility worksheet. See more at: <http://www.cde.state.co.us/assessment/coaltassess-about#sthash.K15eqtMh.dpuf>

PSAT 8/9 (Grade 9), PSAT 10 (Grade 10) and SAT (Grade 11)

CDE is continuing to use the SAT as the college entrance exam for high school juniors, PSAT 10 for high school sophomores, and the addition this year of the PSAT 8/9 for high school freshmen. In 2016-17, the selection committee cited the strong alignment of the PSAT 10 and the SAT to the Colorado Academic Standards (CAS) and the variety of free test-preparation resources offered by the College Board as key factors in its determination.

The PSAT 8/9 and PSAT 10 are aligned to the Common Core State Standards in literacy and mathematics. The reading section features literary and informational passages (including science and social studies-focused passages), as well as questions that ask students to select textual evidence to support their answers. The writing and language section asks students to make editorial decisions about a variety of sample passages. The mathematics section focuses on problem-solving, modeling, using appropriate tools and using algebraic structure.

The PSAT 8/9 and PSAT 10 build on the CMAS tests in literacy and mathematics, as well as science and social studies. Additionally, it aligns with standards-based curriculum and instruction, and with the SAT that students will take in grade 11. The SAT is currently accepted by all public, private, accredited, and not-for-profit colleges in the state of Colorado and across the United State

English Language Proficiency Assessment (ACCESS)

In 2017-18, the WIDA Consortium will administer the annual summative assessment, ACCESS for ELLs 2.0. A majority of students will be administered an online version of ACCESS for ELLs in Grades 1-12, although a paper-based assessment will continue to be available according to each state's guidelines for these assessments.

ACCESS for ELL's 2.0 allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.the [WIDA English Language Development \(ELD\) Standards](#).



Teaching Strategies GOLD®

Teaching Strategies GOLD® is an authentic, observational assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching Strategies GOLD® is inclusive of children with disabilities, children who are English-language learners, and children who demonstrate competencies beyond typical developmental expectations.

Teaching Strategies GOLD® focuses educators' time by measuring the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives, including 2 objectives related specifically to English language acquisition. Thirty-six objectives are organized into nine areas of development and content-area learning:

- Social–Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- The Arts

District Summative and Formative Assessments

Literacy Assessments

The Literacy program utilizes an assessment battery for pre-testing and post-testing of students. Pre-testing information provides insights into starting points for teaching and learning for all students and forms the basis of all teaching decisions – for individuals, groups, and whole class. The post-testing information helps teachers assess whether instruction has resulted in students meeting targeted outcomes.

The Literacy Battery includes the following assessments:

- **Phonological Awareness Literacy Screening (PALS) (Kinder only)**
- **I-Ready Diagnostic (Reading for grades 1-3 and students on READ plans)**
- **Benchmark Assessment System (BAS)**
- **Writing on Demand (Optional)**
- **Developmental Spelling (Optional)**

The Phonological Awareness Literacy Screening (PALS)-State required for READ Act (Screener and Diagnostic test)

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success PALS-K (for kindergartners)

The PALS assessment is designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. The PALS assessment also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. PALS is the approved assessment for the purposes of the Colorado Reading to Ensure Academic Development Act (Colorado READ Act) for Kindergarteners.



i-Ready (Reading Diagnostic only for READ Act)

i-Ready® is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. The results will also allow teachers to identify needs/strengths for groups of students for differentiating instruction, and can be used for writing goals and objectives for individual plans (Read Plans, ILP's, IEP, AGATE, etc.).

Benchmark Assessment System (BAS) Reading level test.

The Benchmark Assessment System by Fountas and Pinnell (BAS) is used to observe and code the reading behavior through Oral Reading, (part 1) and a Comprehension Conversation, (part 2) and an optional Writing About Reading prompt for responding to the text (part 3). Schools will use the BAS multiple times throughout the year to monitor student progress. The results will also allow teachers to identify needs/strengths for groups of students for differentiating instruction, and can be used for writing goals and objectives for individual plans (Read Plans, ILP's, IEP, AGATE, etc.).

Writing Pathways: Performance Assessment and Learning Progressions (Writing on Demand-Optional)

This performance assessment system (developed by Lucy Calkins) offers instructional tools to support continuous assessment, timely feedback, and clear goals tied to Common Core-aligned learning progressions.

Ideal for writing workshop, but suitable for any writing instruction context, this practical guide includes:

- Learning progressions
- On-demand writing prompts
- Student checklists
- Rubrics
- Student writing samples
- Exemplar pieces of writing

Developmental Spelling Inventory (Words Their Way-Optional)

Words Their Way (WTW) is an approach to spelling and word knowledge that is based on extensive research and includes stages of development and instructional levels that are critical to the way students learn to read. It complements the use of phonics, spelling, and vocabulary instruction that are often used in schools. Specifically, *Words Their Way* supports the CCSS's Reading Foundational Skills and Language Standards in Grades K–5. This assessment consists of three inventories that assess student ability in key areas: Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory.



District Interim Assessments

i-Ready (Grades 3-8)

Interim Assessments for Grades three through eight will be built in the i-Ready assessment platform, using the Standards Mastery feature. i-Ready Standards Mastery allows for targeted, efficient assessment of specific standards and provides insight into students' mastery of individual, grade-level standards. Standards Mastery enables educators to identify where skill gaps remain and to deliver targeted instructional resources based on student needs. With Standards Mastery, district and school administrators can plan future assessments and reteach cycles in both Reading and Mathematics. Before a student can complete a Standards Mastery assessment they must complete the i-Ready diagnostic assessment. This diagnostic assessment in reading is also used to satisfy requirements of the READ Act.

NWEA MAP (Grades 9-10)

Measures of Academic Progress® (MAP®) are interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.

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. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, that covers all grades. And because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

District/State Screening Assessments

Gifted and Talented Screening Assessment

All 2nd grade students in APS are screened for gifted and talented identification either with the Naglieri Nonverbal Abilities Test (NNAT) or the Cognitive Abilities Test (CogAT). Please see the APS Gifted & Talented department's website for more information.



Grade	i-Ready Diagnostic**	CMAS ELA	CMAS Math	CMAS Science & Social Studies	Teaching Strategies Gold	PALS **	District Literacy Assessments +	PSAT	SAT	G&T Screener	WIDA ACCESS (ELL Only)	Interim: i-Ready	NWEA MAP [^]	Total Hours –Non-ELL Student	Total Hours – ELL Student
K					TBD*	.5	2				1			2.5	3.5
1st	1						2				3			3	6
2nd	1						2			1	3			4	7
3rd	2	4.5	3.25				2				3	6		17.75	20.75
4th	2	4.5	3.25	4 [#]			2				3	6		17.75-21.75 [#]	20.75-24.75 [#]
5th	2	4.5	3.25	4			2				3	6		21.75	24.75
6th	2	5.5	3.25								3	6		16.75	19.75
7th	2	5.5	3.25	4 [#]							3	6		16.75-20.75 [#]	19.75-23.75 [#]
8th	2	5.5	3.25	4							3	6		20.75	23.75
9th								3.5			3		9	12.5	15.5
10th								3.5			3		9	12.5	15.5
11th				2.5					3.5		3			6	9
12th											3			0	3

#Grades 4 and 7 will be assessed in Social Studies based on a sampling- selection of schools. See website for schools selected.

*GOLD is an ongoing formative observational assessment and time required to administer varies based on student needs.

**All students are required to take the noted assessment in the Fall (or within 30 days of date of entry). Additional assessment is required for students who indicate a need for a READ plan.

+ The yearly anticipated assessment time is listed. See Key Assessment Chart for administration Dates.

ⁱ Chappuis, J., Chappuis, S., & Stiggins, R. (2009). Formative assessment and assessment for learning. In L. M. Pinkus (Ed.), Meaningful measurement: The role of assessments in improving high school education in the twenty-first century (pp. 55–77). Washington, DC: Alliance for Excellent Education.