SWEETWATER COUNTY SCHOOL DISTRICT #1

District Assessment System

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

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As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Purpose of the District Assessment System

The purpose of the K-12 District Assessment System (DAS) is to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all nine content areas. The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity are supported by the assessment system. The assessment system is used to enhance teaching and learning, support school improvement, and to provide data for accountability to help ensure the effectiveness of schools, programs, and staff. The district assessment system aligns to the SCSD#1 mission and vision statements:

- *"To provide a quality education for all students"*
- *"As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions."*

During the 2017-2018 school year, SCSD#1 formed a Strategic Planning Committee to solicit stakeholder viewpoints, review district priorities, the vision and the mission of the district. The District Assessment System will be periodically reviewed and transformed to align with the Wyoming State Assessment System based on new legislation and requirements.

Components of a District Assessment System

State assessments. As of this writing, these are specific assessments that the state requires districts/schools to administer. These assessments are typically used for school and program accountability and/or evaluation. Some current examples include WY-TOPP, ACT, and ACCESS.

District assessments. These are specific assessments that districts require schools to administer. Examples may include WY-TOPP interim and modular assessments, DIBELS, common assessments, end-of-course assessments, final examinations, or end of unit tests. District assessments are typically interim or summative in nature.

School assessments. These are assessments that a school requires. Examples may include grade specific common assessments, end-of-course assessments, WY-TOPP modular assessments, final examinations, or end of unit tests. School assessments are typically interim or summative.

Classroom assessments. These are assessments that classroom teachers select and choose to administer. Examples may include pre-tests, end of chapter tests, performance assessments, quizzes, and informal checks for understanding. These assessments can be formative, interim, or summative.

Wyoming Department of Education District Assessment Guidebook June 2017

Types of Assessments Defined

In order to be in alignment with the Wyoming Department of Education District Assessment Handbook definitions, the following text was copied and added to the Sweetwater County School District #1 plan.
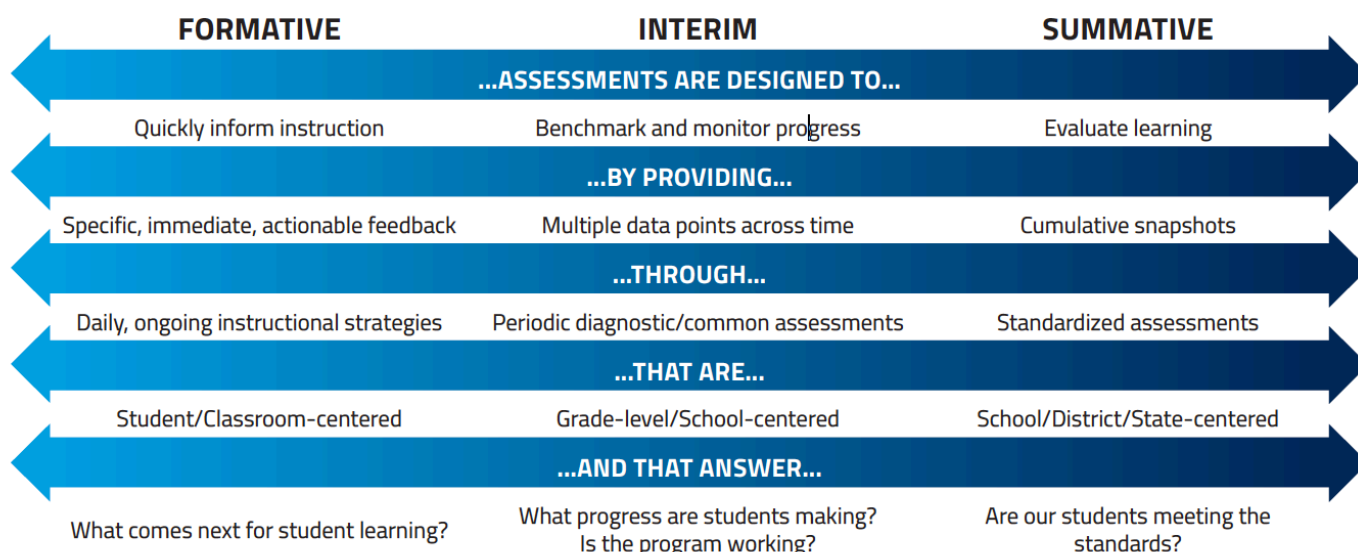
"For consistency purposes, the text that follows comes directly from Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force (Joseph Martineau and Scott Marion, October 15, 2015)."

COMPREHENSIVE ASSESSMENT SYSTEM GRAPHIC

The graphic below depicts the components of a comprehensive assessment system and outlines the various purposes and uses for each component.

Comprehensive Assessment System
By Type: What are the differences between assessment types within a comprehensive system?

FORMATIVE	INTERIM	SUMMATIVE
...ASSESSMENTS ARE DESIGNED TO...		
Quickly inform instruction	Benchmark and monitor progress	Evaluate learning
...BY PROVIDING...		
Specific, immediate, actionable feedback	Multiple data points across time	Cumulative snapshots
...THROUGH...		
Daily, ongoing instructional strategies	Periodic diagnostic/common assessments	Standardized assessments
...THAT ARE...		
Student/Classroom-centered	Grade-level/School-centered	School/District/State-centered
...AND THAT ANSWER...		
What comes next for student learning?	What progress are students making? Is the program working?	Are our students meeting the standards?

Formative Assessment

Formative assessment, when well implemented, could also be called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis. In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008): "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p.3)." Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback to individual students. Effective formative

assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students, that results cannot (and should not) be meaningfully aggregated or compared. [Martineau & Marion, 2015]

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed as "formative," "benchmark," "diagnostic," and/or "predictive" actually belong in the interim assessment category. They are neither formative (e.g., they do not facilitate moment-to-moment targeted analysis of and feedback designed to student learning) nor summative (they do not provide a broad summary of course- or grade-level achievement tied to specific learning objectives).

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments. Many educators refer to "common formative assessments," but these tend to function more like interim assessments. There is tremendous transformative power in having educators collaboratively examine student work.

The WY-TOPP interim assessments are considered to be forward-looking assessments intended to predict how a student will do on the summative assessment before completing the full instruction. The usefulness of this assessment is to provide information to determine who is likely to need help succeeding on the end of the year summative assessment. Student data can be aggregated to identify classroom, grade level or content area instructional needs.

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any give student) and cover major components of instruction such as units, semesters, courses, credits or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or district wide) and it typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments may also be used for "testing out" of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of such standardized summative assessments include school and district accountability, curriculum/program evaluation, monitoring

educational trends, and informing policymakers and other stakeholders. Depending on their alignment to classroom instruction and the timing of the administration and results, summative assessments may be appropriate for grading (e.g., end-of-course exams).

Less standardized summative assessments are also found in the majority of middle- and high-school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives and figure heavily in student grading. Such assessments tend to be labeled "mid-terms," "final projects," "final papers," or "final exams," in middle and high school grades. Elementary school classrooms also have similar summative assessments but these do not have a consistent label in elementary grades. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together. They may be comparable within a classroom, across a few classrooms, within a school, within a district, across a few districts, within a state, or across multiple states. [Martineau & Marion, 2015]   *Wyoming Department of Education District Assessment Guidebook June 2017*

Comprehensive Assessment System
By Purpose: What are the purposes of various assessment types?

	FORMATIVE	INTERIM	SUMMATIVE
	Quickly informs instruction by providing specific, immediate, actionable feedback	Benchmarks and monitors progress by providing multiple data points across time	Evaluates learning by providing a cumulative snapshot
To PLAN learning PRIOR to instruction	Feedback that identifies student learning goals and needs	Data points that show a teacher the instructional starting point for a chapter, unit, semester, or year	Snapshot that aids in planning future instruction, reflecting on general patterns, or establishing the big picture within a class of students
Examples*	Pre-tests/quizzes Student self-assessment Visual organizers (i.e. KWL)	Inventory Pre-tests/quizzes Universal screener	Prior year summative data (I.e., AP exams, screeners, benchmarks/CBMs, statewide assessments)
To SUPPORT learning DURING instruction	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Data points that show what learning objectives have been mastered, what needs to be addressed next, and what requires more attention	Snapshot that informs classroom, grade level, or department decisions such as groupings, alterations to curriculum maps, etc.
Examples*	Journals Questioning Observations, visual signals	Rubric Running records Graded class work	Benchmarks/CBMs End of unit grades Item/sub-group/gap analysis
To MONITOR learning BETWEEN instruction	Feedback that allows the teacher to see what progress has been made by the student since the last check-in	Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change	Snapshot that provides information about what students know and can do in order to promote program improvement, curricular changes, or PD needs
Examples*	Portfolios Running records Student conferences	Rubric Running records Graded class work	Benchmarks/CBMs End of semester grades Item/sub-group/gap analysis
To VERIFY learning AFTER instruction	Feedback that confirms what the student knows and can do	Data points that are used, along with other information, to establish a grade or score, and to make decisions about and adjustments to instruction, curriculum, and programs	Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states
Examples*	Portfolios Exit activities Projects/Demonstrations	Post-test Local benchmarks Curriculum-based measures (CBMs)	Statewide assessments Fusion reporting School Improvement Planning

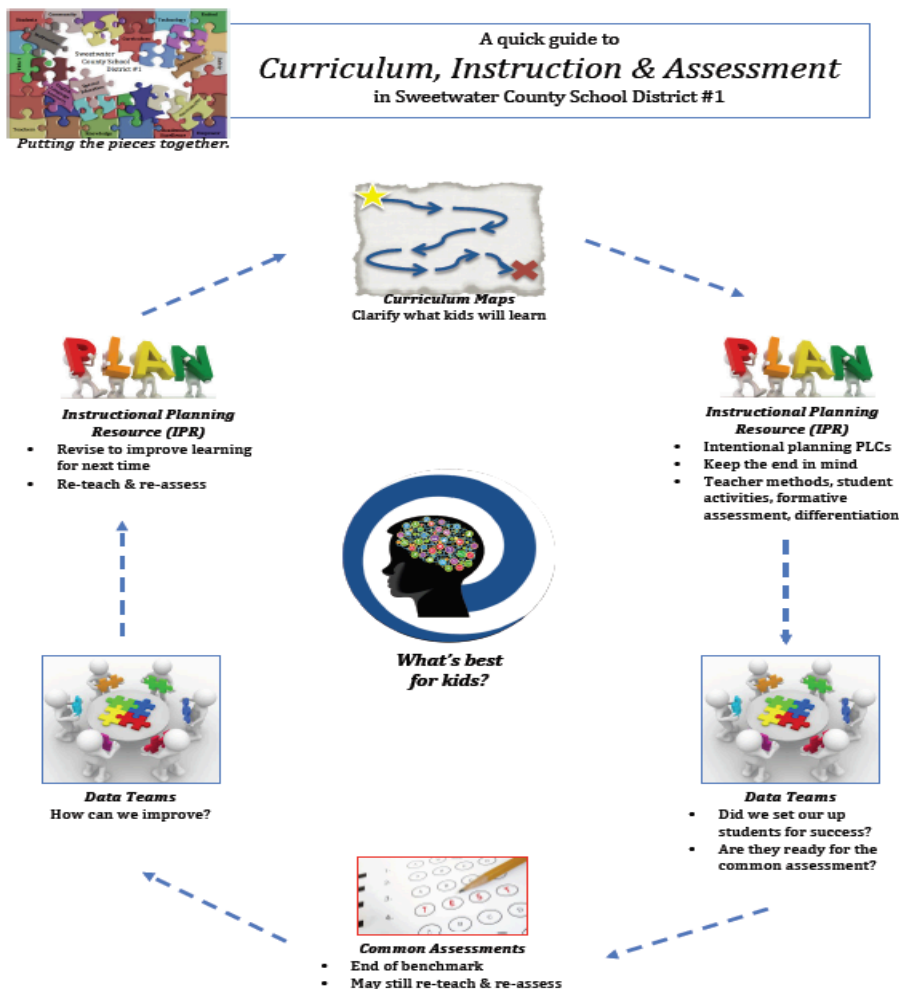*Note: Examples listed above are not an exhaustive or definitive list, and may serve multiple purposes.*

WIDPI: April 30, 2015 as
modified by WDE 9/18/2015

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Wyoming District Assessment System Review

"Wyoming state statute requires the review of the district assessment system (DAS) in conjunction with school district accreditation as a component of the statewide education accountability system. This review takes place once every five years to ensure alignment with the uniform state education standards promulgated by the state board." *DAS On-site Review 2017*

Establishing an Assessment System

Ongoing changes in the Wyoming State Assessment system has triggered changes in the Sweetwater County School District #1 assessment system. The changes include administering different assessments at the state and district level. Implementation of district common assessments and classroom assessments remain the same. Throughout the changes, the district continues implementation of the revised district assessment system. A clearly defined and comprehensive student assessment system is necessary to outline expectations for consistent measurement across classrooms and courses. As we move forward, a systematic process is in place to design, pilot, review and revise common assessments in all subject areas. These assessments are aligned to SCSD#1 curriculum maps, which are aligned to Wyoming Content and Performance Standards. These assessments are systematically piloted, reviewed, revised and implemented throughout the system.

State mandated assessments and district assessment decisions drive the annual district assessment calendar. Expectations are communicated systematically to all staff.

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Sweetwater County School District #1 Curriculum Implementation Expectations			
Subject Area	**2018-2019**	**2019-2020**	**2020-2021**
Math	• **C:** Development of Curriculum Documents • **A:** Development of Common Assessments	• **VC:** Implementation and Validation of the new Curriculum • **VA:** Implementation and Validation of the new Common Assessments	• Continued implementation of curriculum and district common assessments.
Health/PE	• Continued implementation of curriculum and district common assessments.	• **SSR:** State Standard Review	• **C:** Development of Curriculum Documents • **A:** Development of Common Assessments
English Language Arts	• **VA:** Implementation and Validation of the new Common Assessments	• Continued implementation of curriculum and district common assessments.	• Continued implementation of curriculum and district common assessments.
Foreign Language	• **VA:** Implementation and Validation of the new Common Assessments	• Continued implementation of curriculum and district common assessments.	• Continued implementation of curriculum and district common assessments.
Social Studies	• **VC:** Implementation and Validation of the new Curriculum • **R:** Resource Selection	• **A:** Development of Common Assessments	• **VA:** Implementation and Validation of the new Common Assessments
Fine & Performing Arts	• **A:** Development of Common Assessments	• **VA:** Implementation and Validation of the new Common Assessments • **SSR:** State Standard Review	• **C:** Development of Curriculum Documents • **A:** Development of Common Assessments
Science	• **VC:** Implementation and Validation of the new Curriculum	• **R:** Resource Selection • **A:** Development of Common Assessments	• **VA:** Implementation and Validation of the new Common Assessments
CVE	• **VC:** Implementation and Validation of the new Curriculum	• **A:** Development of Common Assessments	• **VA:** Implementation and Validation of the new Common Assessments
Information Literacy	• Continued implementation of curriculum and district common assessments.	• **C:** Development of Curriculum Documents	• **VC:** Implementation and Validation of the new Curriculum
Counseling	• **C:** Development of Curriculum Documents	• **VC:** Implementation and Validation of the new Curriculum	• **R:** Resource Selection • **A:** Development of Common Assessments

Assessments Used in SCSD#1 to Measure Student Achievement

- **ACCESS for ELLs & WIDA Screener (K-12)**: Given annually, this assessment is a secure large-scale English language proficiency assessment given to Kindergarten through 12th grade students identified as English Learners (EL). The WIDA screener is used to identify current levels of English Learner support for students who are new to the district.

- **ACT + Writing (11th)**: A norm referenced, annual college readiness exam for 11th grade students. The assessment tests English, Math, Reading, Science and Writing.

- **CoGAT (2-6):** This online assessment

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measures general reasoning abilities in verbal, quantitative and non-verbal. This assessment determines if students qualify for Gifted and Talented program.

- **District Common Assessments (K-12)**: Standards based, common assessments for all K-12 students administered at the end of Units of Instruction aligned to curriculum map benchmarks to measure student achievement, gather evidence for grading and determine student-learning needs. Through a systematic process, common assessments are written, piloted and implemented for each benchmark on the SCSD#1 curriculum maps.

- **District Formative Assessments (K-12):** Standards based, common formative assessments for all students, administered by teachers to quickly receive achievement feedback. This data determines adjustment to instruction, the focus of interventions and enrichment opportunities. Examples include exit tickets and various assessments embedded in the curriculum resources.

- **NAEP (4 & 8):** Informs the public (Nation's Report Card) about academic achievement of elementary and secondary students in the United States. This assessment is administered during a three-week window every two years in randomly chosen locations. The assessment tests 4th and 8th grade students in reading and math. No testing during the 2017/2018 school year.

- **WorkKeys**: WorkKeys is an optional test available for all 11th and 12th grade students. It is a skills assessment test emphasizing the career readiness. The exams assess skills in applied mathematics, locating information and reading for information.

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

  - **Modular (**On-Demand): The WY-TOPP modular assessments are optional online formative assessments for grades 3-11 and can be administered on-demand throughout the school year. Modular assessments are short assessments that focus on a specific topic or skill e.g. ratios and proportional relationships. Results from the modular assessments

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will be available immediately after students complete the assessment. Participating in modular assessments can help instructors inform instruction and help students and teachers gain familiarity with the online test platform and tools.

- **Interim:** For grades 3-10, the WY-TOPP interim assessments are optional online adaptive assessments. Math, reading, and writing interim assessments will be available during the fall and winter Interim window for grades 3-10. WY-TOPP will have fixed form interim assessments for grades K-2. K will have a spring reading and math interim and grades 1 and 2 will have a winter and spring interim that includes math and reading. Science interim assessments for grades 4, 8, and 10 will be available for the 2018-2019 school year.

- **Summative:** For grades 3-10, the WY-TOPP summative assessments are online adaptive assessments for Math and Reading. Grade 4, 8, and 10 students will also be assessed in science. The science assessment will be a fixed form online assessment. Students in grade 3, 5, 7, and 9 will also be assessed in writing.

- **Universal Screening: (K-6)**: A set of procedures and measures for assessing the acquisition of early literacy skills.

- **WorkKeys (11-12)**: This test is optional and available for all junior and senior students. WorkKeys® assessments have been used for more than two decades to measure essential workplace skills and help students build career pathways.

- **Wy-ALT (3-10):** Wyoming's Alternate Assessment for Students with Significant Cognitive Disabilities. The Wy-ALT is given to students in grades 3-11.

SCSD#1 Assessment Placemat

Sweetwater County School District #1
Assessment Placemat 2017-2018 (Draft)

10/16/17	Requirement	Purpose	Testing Preparation	Testing	Compiling Data	Communication & Analysis of Data
ACT Plus Writing (11)	Required by State for students in grade 11	Inform instruction; Accountability-WAEA; Inform schools, district, and stakeholders	Schedule testing; IT updates testing systems; Test administration training	Three day testing window--online platform; One make-up day--paper/pencil	ACT Compiles data; Schools review confidential data	Public release of data; District leadership & data teams analyze results; CIA newsletter; SCSD#1 website
ACT WorkKeys (11-12)	Optional for grades 11-12	Assess job skills; Qualifier for Hathaway Provisional Scholarship	Students sign up to take assessment; IT updates testing system	Four week testing window in spring	ACT complies data	Data is reviewed by students and school
District Common Assessments	Required by State/District for grades K-12; Math, Health/PE	Inform Instruction	Assessments available on Sharepoint	Data team decides when to administer assessment	Data compiled by teachers	Data teams analyze data and act on results
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Required by District for grades K-6	Assess basic early literacy skills; Placement Pathways and progress monitoring; Inform instruction in reading	Import student information into DIBELSnet (data warehouse); Testing materials copied and distributed; Test administration training; CIA support; Creation of custom groups in DIBELSnet	1 day at each school during fall, winter, spring testing window; New students entered into DIBELSnet	Report Training; Compile district level data	District leadership & Data Teams analyze results; CIA newsletter; SCSD#1 website
WIDA ACCESS for ELLs	Required by State for English Learner (EL) students K-12	Assess EL student level of language skills; EL program placement/exit; Inform instruction; Accountability-WAEA	Schedule testing; IT updates testing systems; Test administration training; Order test materials	EL program students tested in reading, writing, speaking and listening	EL department receives data from WIDA	Individual results shared with parents of students in EL program; EL Coordinator analyzes and reports results to district leaders and EL personnel
WIDA Screener	Required by State for EL students K-12 new to the district without ACCESS for ELLs score	Assess language skill level of students without ACCESS for ELLs scores; Inform Instruction	Test administration training; IT updates testing systems	EL program students tested in reading, writing, speaking and listening as needed	Results available immediately in online reporting system	Individual results shared with parents of students in EL program

10/16/17	Requirement	Purpose	Testing Preparation	Testing	Compiling Data	Communication & Analysis of Data
Wyoming's Alternate Assessment Wy-ALT	Required by State for eligible students in grades 3-11	Inform instruction; Inform State on performance of instructional programs	Test administrator training by WDE; Inventory test materials	One month testing window early spring to qualified students; Administer Wy-ALT; Score/second score results; Inventory, pack, and label tests for return	WDE compiles data; District/School review of confidential data	District leadership review results
WY-TOPP MODULAR	Optional for grades 3-11	Inform instruction; Gain familiarity with online test platform and tools	IT updates testing system; Students imported into TIDE in fall, updates in TIDE throught schoolyear	On-demand throughout school year	Data is immediately available on AIR Ways reporting system	Data team analyze and act on results
WY-TOPP Interim	Fall Interim required by District for grades 3-10 Reading, Math, Writing; Winter Interim requirement TBD; Spring Interim required by State (Early Literacy Plan) for grades K-2 Reading, Required by Distric in grades 1-2 Math; *Science available in 2018-2019 school year*	Inform Instruction	IT updates testing system; Students imported into TIDE in fall, updates in TIDE throughout school year	One month testing window fall, winter, spring	Data is immediately available on AIR Ways reporting system	District leadership team and data team review of results
WY-TOPP Summative	Reading and Math required by State in grades 3-10; Science required by State in grades 4, 8, 10; Writing required by State in grades 3, 5, 7, 9	Inform instruction; Accountability-WAEA; Inform schools, district, and stakeholders	Building coordinator and proctor training; Updates in TIDE students information system	One month testing window in spring	WDE compiles data; District/School review of confidential data	Public release of WY-TOPP data; District Performance Review for the Board; CIA newsletter, SCSD#1 website; District leadership team and Data Team review of results

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SCSD#1 Assessment Inventory

The inventory graphic shows the Sweetwater#1 comprehensive assessment system and requirements by the state, district (*) or optional (**).

Grade	Access for ELL	ACT + Writing	CogAT	District Common Assessments	Formative Assessments	NAEP	Universal Screening	WorkKeys (Optional)	Wy ALT	WY-TOPP Modular	WY-TOPP Interim	WY-TOPP Interim (Spring)	WY-TOPP Summative (Spring)
	Jan-Feb	April	January / May	Monthly to Quarterly	Daily/Weekly	Winter 2019	Sept. / Jan. / May	April	March- April	September - May	September-October and January-February	April - May	April - May
Kindergarten	X			X*	X*		X*					X	
1st Grade	X			X*	X*		X*			X**		X	
2nd Grade	X		X**	X*	X*		X*			X**		X	
3rd Grade	X		X**	X*	X*		X*		X	X**	X**		X
4th Grade	X		X**	X*	X*	X	X*		X	X**	X**		X
5th Grade	X		X**	X*	X*	X	X*		X	X**	X**		X
6th Grade	X		X**	X*	X*	X	X*		X	X**	X**		X
7th Grade	X			X*	X*	X			X	X**	X**		X
8th Grade	X			X*	X*	X			X	X**	X**		X
9th Grade	X			X*	X*				X	X**	X**		X
10th Grade	X			X*	X*				X	X**	X**		X
11th Grade	X	X		X*	X*			X**		X**			
12th Grade	X			X*	X*			X**					

*District required, **Optional,

Sweetwater County School District #1 Assessment Matrix

The SCSD#1 Assessment Matrix is a spreadsheet that communicates the types of assessments given at every grade level and content area in the district. This document describes the Webb's Depth of Knowledge (DOK) level and the benchmark (curriculum) the assessment is testing. SCSD#1 has designed common assessments in math, health and physical education, English Language Arts, Foreign Language, Fine and Performing Arts, Social Studies, Science and Career & Tech Education. The assessment matrix can be viewed in the appendix of this document. Also, please refer to SCSD#1 Long Range Plan to see the plan of developing and implementing all common assessments.

Alignment and Development of Curriculum, Instruction and Assessment

In accordance with district policy and in conjunction with the Curriculum Leadership Institute (CLI), SCSD#1 began a systematic curriculum mapping process. The process assures alignment to Wyoming State

Standards as well as vertical K-12 alignment, horizontal grade level/content area alignment as well as alignment of assessments. The Community Curriculum Council (CCC) is the recommending body of the CLI process and has a variety of representation including parents, teachers, administrators, district leadership and a board member. The Subject Area Committee (SAC) consisting of district-wide teacher representation does the actual work. SAC members are recruited and anyone may apply for the position. Currently, SCSD#1 has active SAC groups for all nine common core areas. These include, Math, Physical Education/Health, English Language Arts, Information Literacy, Foreign Language, Social Studies, Fine & Performing Arts, Career & Tech Education and Science. All of the SACs are in different phases as illustrated on the long-range plan below.

Sweetwater County School District #1
Long-Range Plan

SUBJECTS	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32
Math	C / A	VC / VA			R				SSR	C / A	VC / VA	R		
Health/PE		SSR	C / A	VC / VA							SSR	C / A	VC / VA	
ELA	VA	VA 9-12 only		SSR	C / A	VC / VR / VA	R						SSR	C / A
Info Lit/Foreign Language	VA			SSR	C / A	VC / VR / VA	R						SSR	C / A
Social Studies	Electives VC / R/A	VC / VA				SSR	C / A	VC / VR / VA	R					
Fine and Performing Arts	R/A	VA / SSR	C / A	VC / VA							SSR	C / A	VC / VA	R
Science	VC	R/A	VA			VC / VA		SSR	C / A	VC / VA	R			
Career Vocational	VC / C remaining courses	R/A	VA			SSR	C / A	VC / VA						
Info Lit		C	VC											
School Counselors	C	VC	R/A	VA					C / A	VC / VA	R			

C	Development of Curriculum Documents
VC	Implementation and Validation of the new Curriculum
R	Resource Selection
A	Development of District Common Assessments
VA	Implementation and Validation of the new Assessments
SSR	State Standard Review

Using a questionnaire, the SAC is responsible for gathering information about teaching units aligned to

standards and alignment from all teachers in the district. Using this information, committee members construct "curriculum walls". After constructing the curriculum walls, the team looks K- 12 for alignment of standards to teaching topics, identify missing standards, check the cognitive complexity, identify focus areas, and look for unintended redundancy. After the walls are rearranged, all SAC members K-12 collaborate and adjust the progression of the curriculum from kindergarten through the secondary high school courses. The SAC members then organize teachable units and write draft curriculum maps to align to standards and curriculum map. The draft curriculum then goes through an extensive review process (read through) with the SAC members. The SAC reviews learning progressions, ensures the map is aligned with the state standards and that the teachable units are written to the appropriate complexity.

The draft curriculum map is then implemented with a built in feedback collection method. This method is where all teachers can access and complete a Curriculum Validation Survey to inform changes in the curriculum. Suggestions may include alignment, sequencing as well as wording of curriculum maps. The SAC will review the feedback, make changes and finalize the curriculum map.

During the curriculum validation phase, the focus of professional development is implementing the curriculum map. This process is accomplished by using highly trained teacher leaders/department chairs. On

professional development days, teacher leaders/department chairs are supported by principals, model lessons, review curriculum maps, write lesson plans and share success strategies with students. Other professional development opportunities support assessments, the curriculum map and data analysis occurs during summer academies and evening sessions throughout the school year. Professional development sessions are evaluated and revised based on teacher feedback. Also, staff uses a common planning tool, the Instructional Planning Resource (IPR). The IPR template is included in the Appendix. The IPR is instrumental in implementing the curriculum maps, encouraging collegial collaboration about best instructional practices and planning with the end (post-assessment) in mind. Also, the IPR is essential in pre-planning of intervention and enrichment strategies as well as using technology. These IPRs are collaboratively written by grade levels/content areas, PLC teams and are shared district wide.

The district will systematically map all content areas, validate the curriculum, adopt resources, design common assessments as well as provide intervention and enrichment opportunities. Each content area will

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systematically be revisited and revised using newly adopted state standards as listed in our long-range plan.

Systematic Process of Developing Common Assessments

Currently, the district staff administers common formative assessments from Math, Physical Education and Health. Common assessments are created for each benchmark on the district curriculum maps. Assessment ideas are gathered from grade level/content area teachers. During the design process, teachers will create teacher administration guidelines, an answer key/scoring guide and the student assessments. Teacher administration guidelines are outlined step by step to ensure assessments are administered equitably. These steps include big ideas, essential questions along with identifying the intended depth of knowledge (DOK) as well as mapping out the underpinnings students are required to know to be successful on the assessment. Also, PLC teams are always looking to identify student work exemplars. Common assessments in other content areas are currently under development and/or in the review and revision process.
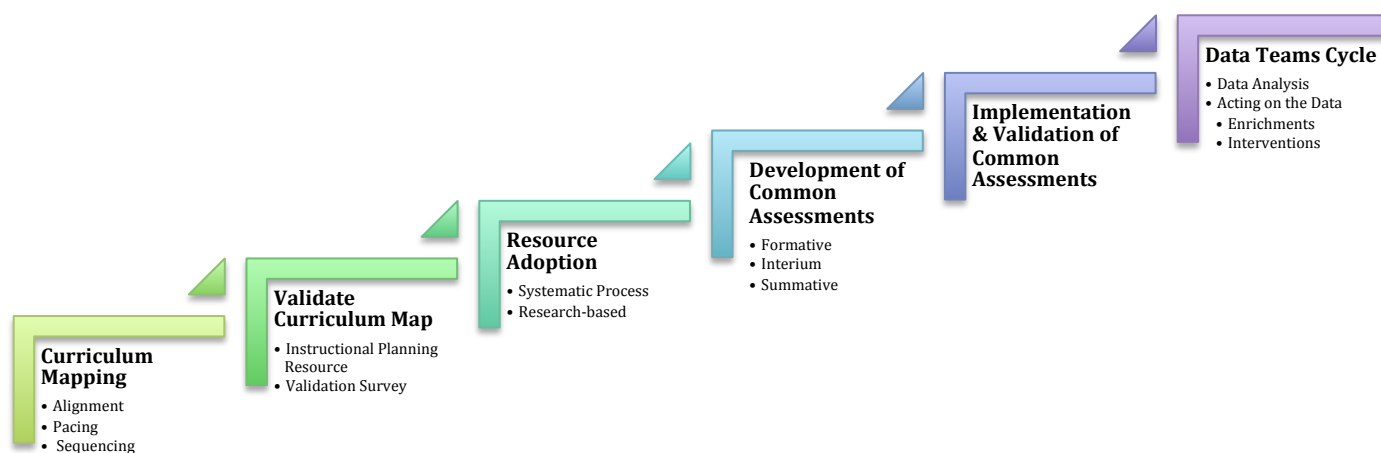
To begin the design process, the SAC team will:

- Determine the type of assessment that will match the targets and cognitive complexity intended on the curriculum map which is aligned to state standards
- Develop test items or tasks along with aligned rubrics and/or scoring guides
- Review items and tasks for sensitivity and/or bias

All teachers will pilot the assessment items/tasks, collect student work and send in suggestions via a validation survey for revisions. The teacher feedback and student work will drive the review/revision process. These draft common assessments will be reviewed and revised and will go through the formal writing process as charted in the SCSD#1 long-range plan.

Student work is key in identifying if the task(s) or item(s) solicits a student response with the intended cognitive complexity and intended outcomes. During the revision process, the teachers will also review student work to determine "*How good is good enough?*" During the standard setting process the SAC will identify exemplar student work that will be annotated and released as exemplar scoring guides for teachers. SAC and teacher leaders will work with teachers in their buildings/grade levels/content area to ensure consistency in grading.

Development of SCSD#1 Curriculum and Common Assessments Graphic

Curriculum Mapping
- Alignment
- Pacing
- Sequencing

Validate Curriculum Map
- Instructional Planning Resource
- Validation Survey

Resource Adoption
- Systematic Process
- Research-based

Development of Common Assessments
- Formative
- Interium
- Summative

Implementation & Validation of Common Assessments

Data Teams Cycle
- Data Analysis
- Acting on the Data
- Enrichments
- Interventions

Several days are built into each school year devoted to developing and writing assessments. These assessments will be commonly administered, scored and data will be collected which will drive instructional decisions.

These assessments are reviewed and feedback given to the SAC by the CLI consultant, district peer review team and teachers. Teachers will recommend changes to the assessment using a validation survey. All feedback will be used to inform the committee of changes. The assessments will be updated before the final draft is released. All subject areas will go through a similar process as noted in the SCSD#1 Long Range Plan.

Assessment Quality & Alignment

The assessment companies, American Institutes of Research (AIR) and ACT, determine alignment of tests such as ACT, ACCESS for EL WY-ALT and WY-TOPP. Test blueprints and released items are reviewed with teacher PLCs. Blueprints are used to inform instructional planning and curriculum mapping. District developed assessments are designed by expert teachers, piloted and then implemented by all teachers. All teachers have the opportunity to provide feedback about the assessment. These suggestions are considered by the SAC and changes are made as needed. Student work will also help determine the quality of the assessment. A review of student work will ensure the assessment is written correctly and the questions have the ability to illicit the intended outcome and Depth of Knowledge (DOK) response.

Alignment in the District Assessment System (DAS) is documented in the Sweetwater County School District #1 Standards Alignment Matrix (Appendix) showing the alignment the Wyoming Content and Performance Standards and the intended cognitive complexity using Webb's Depth of Knowledge (DOK). Two-way alignment is guaranteed by means of matching all assessment tasks to curriculum maps that were

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written from unwrapped Wyoming State Content and Performance Standards and reviewing student performance on the assessments. All assessments are labeled on the Standards Alignment Matrix using Webb's DOK levels:

- ▪ Level 1: Recall
- ▪ Level 2: Skill/Concept
- ▪ Level 3: Strategic Thinking
- ▪ Level 4: Extended Thinking

Data Teams and Data Analysis Protocol

PLC teams will use the Data Teams process and the common data teams form (see appendix) to analyze student data. The intention is that the bulk of the PLC time be dedicated to identifying the instructional strategy and planning the best instructional practice by specifically identifying what teachers are doing and what successful students are doing. The beauty of this protocol is that the teachers can focus on best classroom practice. This data team process includes the following components:

- Focus standards
- Data Collection Chart for the pre-assessment
  - o Review of data
  - o Review of disaggregated data
- Analysis of pre-assessment data
  - o Identify gaps and strengths
  - o Recognize trends
- Set a data-driven SMART goal
- Identify effective instructional strategies
- Identify results indicators
  - o What are teachers doing?
  - o What are students doing?
- Data collection chart for the post-assessment
  - o Analysis of data

- Team reflection/Next Steps

All Professional Learning Community (PLC) leaders have participated in data teams training, and these leaders will facilitate the data teams process in PLC groups. Certified data team training was provided to administrators, teacher leaders and district department chairs. These leaders are key in supporting the data teams process in all schools. A data teams consultant provides additional follow-up coaching support to PLC teams. Follow-up training and coaching has been part of the professional development repertoire.

Accountability in SCSD#1

Accountability is at both the building and district level. At the building level, principals conduct walk-throughs to collect data and ensure that the underpinnings are being taught and assessments are administered properly. Principals attend PLC meetings regularly. The principal also reviews the PLC data teams collection forms from all PLC groups in their building. Principals review exemplars and take feedback back to PLC teams within their buildings. Exemplars are used to demonstrate quality work and to strengthen future data analysis.

Data from all assessments is systematically analyzed and drives decision making in the district. Data is analyzed at the district level at site levels, at grade levels/content areas and at teacher PLC meetings. The data is disaggregated by sub-groups, by buildings, by grade levels/content areas and at the teacher level. Using comparable data from similar Wyoming districts is also used to determine educational effectiveness. The district also looks at longitudinal data (three-year) and identifies trends. These trends help stakeholders identify positive impacts/educational practices on student achievement. The data is acted upon in many ways. For example, for the Wyoming Accountability in Education Act (WAEA) state accreditation process, assessment data from the School Performance Reports (SPR) drives the goal setting and action planning around student participation, student equity, student growth,

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student achievement, student readiness and graduation rates. Data from DIBELS and WY-TOPP is used to place students in leveled reading and math groups as well as intervention programs if needed.

Analyzing Program Effectiveness

Data from all assessments is reviewed periodically to help inform decisions about the effectiveness of programs implemented in SCSD#1. EL, socio-economic status (SES) and special education data are part of our routine disaggregation and are reviewed along with the all student data. Special education also reviews WY-TOPP, Wy-ALT and in-program data to evaluate effectiveness of their program. This data is used to inform goal setting and guide the writing of action plans. In addition to state and local data, Title III (EL) analyzes ACCESS for ELs and in-program data to evaluate the effectiveness of the EL program.   Also, Title I evaluates district and program data regularly to determine the impact services are having on Title I students and schools. Analyzing data from the WY-TOPP and ACT assessment data drives the monitoring of the SCSD#1 summer school

program. The configuration and the types of after-school programs are driven by data analysis. Hattie's effect size data is also used to evaluate programs in Sweetwater County School District #1.
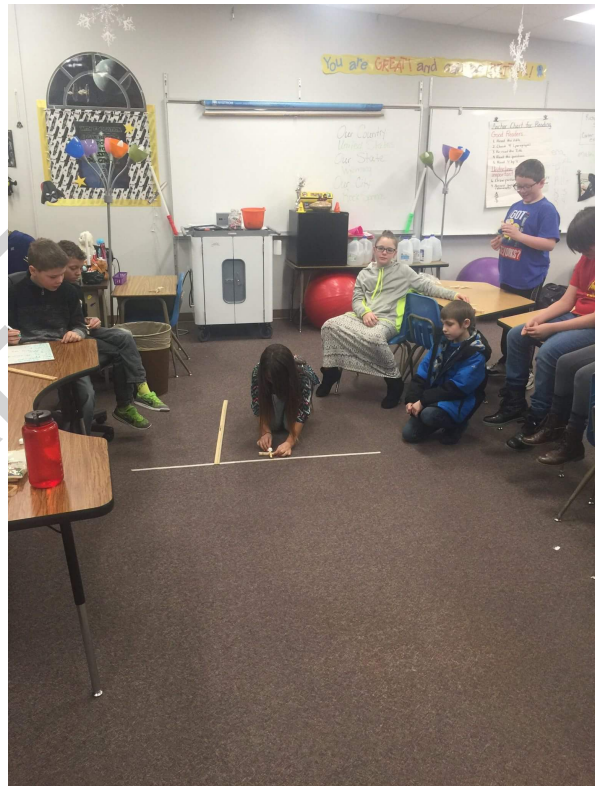
Reporting Assessment Results

SCSD#1 data is reported out to stakeholders in various ways. State level data is reported out to all community stakeholders every fall during a school board meeting. This district performance review reports out all disaggregated WY-TOPP and ACT suite data showing performance over the past three years. Other data is analyzed with the administrative leadership team, the Community Curriculum Council (CCC), achievement

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monitoring progress teams, teacher leaders, district department chairs and all staff. District data is available for public viewing on the district website www.sweetwater1.org. All analysis is aggregated and used to determine SMART goals that drive action planning in the district.

Overview of Wyoming State Assessment System and Assessment Protocols

Detailed information about the State Assessment System can be found on the Wyoming Department of Education (WDE) website (edu.wyoming.gov). To ensure an equitable testing environment, WDE provides regional on-site and follow-up WebEx training and support to all districts when conducting state level assessments. Security is a priority at WDE. WDE provides security training for all staff and sign-off sheets for WY-TOPP to document the training. The state provides tight timelines and protocols to ensure a fair and equitable testing environment for all students, which in turn provides valid and reliable results. Statewide accommodations are provided to all districts to ensure fair and equitable processes for all students.   Data is provided to districts via the Fusion portal. This portal is the source for all state assessment and accountability results. This portal allows for statewide district and school comparisons. The Wyoming Accountability in Education Act (WAEA) provides all schools in Wyoming with School Improvement Reports (SPR). The WAEA looks at student growth, readiness, achievement, equity and participation. Based on these indicators, schools are rated using a traditional grade scale with varying levels of performance that can be achieved: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations or Not Meeting Expectations. Schools use the SPR to write their comprehensive school improvement plan. With the replacement of NCLB and with the passing of the ESSA, schools will be transitioning to the new accountability measures.

Conclusion

The SCSD#1 District Assessment System has been put in place to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all content areas. The assessments used in SCSD#1 provide data to support the equity of educational opportunity for all students. Data is systematically analyzed using the data teams process to inform teachers who act on student strengths and needs. PLC teams, principals and district staff ensure accountability to implement the district assessment system.

The Community Curriculum Council, Administrative Leadership Team, Curriculum, Instruction and Assessment Team and Instructional Facilitators have reviewed this document. The district will continue to periodically review, revise and align the district assessment system with the Wyoming State Assessment System as it is in flux based on new legislation and new state requirements.

References

Wyoming Department of Education District Assessment Guidebook January 2016
https://edu.wyoming.gov/educators/district-assessment/

Curriculum Leadership Institute http://cliweb.org/

Recommendations from the Wyoming Assessment Task Force (Joseph Martineau and Scott Marion, October 15, 2015) https://edu.wyoming.gov/downloads/assessments/2015/2015ATFreport.pdf

Wyoming Department of Education State Assessment System https://edu.wyoming.gov/educators/state-assessment/

Sweetwater County School District #1 District Assessment System

APPENDIX

Appendix I: SCSD#1 Assessment Placemat

Appendix II: Assessment Inventory

Appendix III: Assessment Matrix

Appendix IV: Instructional Planning Resource

Appendix V: Standards Alignment Matrix (SCSD#1 Curriculum Maps)

Appendix VI: Data Teams Form

Appendix VII: Instructional Model

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