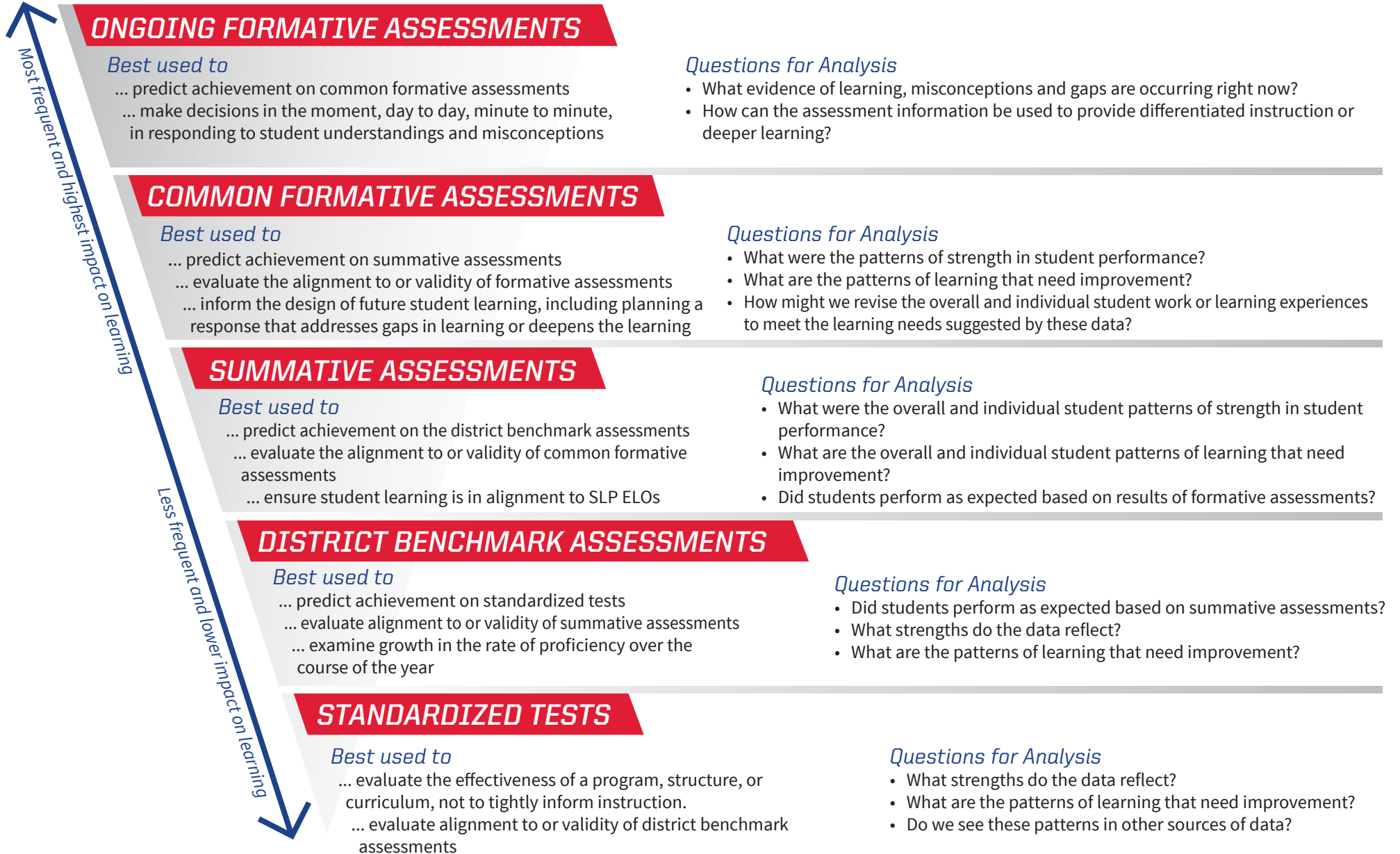


SPRING LAKE PARK SCHOOLS



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Spring Lake Park’s comprehensive assessment program balances Assessments FOR Learning and Assessments OF Learning. These assessments are used to produce informed instruction, to help gauge the effectiveness of curriculum and programs, and ultimately to improve student learning. A battery of assessments is necessary because they provide important information to a variety of stakeholders. By providing an assessment program that balances Assessments OF Learning and Assessments FOR Learning, Spring Lake Park Schools show a commitment to continually monitor student progress and improve instruction.

ONGOING FORMATIVE ASSESSMENTS

Best used to

- ... predict achievement on common formative assessments
- ... make decisions in the moment, day to day, minute to minute, in responding to student understandings and misconceptions

Specific Assessments

These assessments are given day to day, minute to minute. Assessment used may vary with the task or the student, and may include both formal and informal information.



Connection to College Readiness

The information gathered from this assessment guides student learning of learning targets. These are predictive of student achievement on common formative, summative, district benchmark, and standardized assessments, which are used as an indicator of college and career readiness.



Questions for Analysis

- What evidence of learning, misconceptions and gaps are occurring right now?
- How can the assessment information be used to provide differentiated instruction or deeper learning?

COMMON FORMATIVE ASSESSMENTS

Best used to

- ... predict achievement on summative assessments
- ... evaluate the alignment to or validity of formative assessments
- ... inform the design of future student learning, including planning a response that addresses gaps in learning or deepens the learning

Specific Assessments

Assessments of learning targets or deconstructed learning targets given throughout a learning segment



Connection to College Readiness

The purpose of the common formative assessment is to plan an instructional response to support each student in achieving proficiency on learning targets. Proficiency on learning targets is predictive of student achievement on summative, district benchmark, and standardized assessments, which are used as an indicator of college and career readiness.



Questions for Analysis

- What were the patterns of strength in student performance?
- What are the patterns of learning that need improvement?
- How might we revise the overall and individual student work or learning experiences to meet the learning needs suggested by these data?

SUMMATIVE ASSESSMENTS

Best used to

- ... predict achievement on the district benchmark assessments
- ... evaluate the alignment to or validity of common formative assessments
- ... ensure student learning is in alignment to SLP ELOs

Specific Assessments

Teacher, PLC, or building determined assessments given at the end of each learning segment



Connection to College Readiness

Combined with information from other assessments, predictions can be made about a student's proficiency level on a learning target or targets. Proficiency on learning targets is predictive of student achievement on district benchmark and standardized assessments, which are used as an indicator of college and career readiness.



Questions for Analysis

- What were the overall and individual student patterns of strength in student performance?
- What are the overall and individual student patterns of learning that need improvement?
- Did students perform as expected based on results of formative assessments?

DISTRICT BENCHMARK ASSESSMENTS

Best used to

- ... predict achievement on standardized tests
- ... evaluate alignment to or validity of summative assessments
- ... examine growth in the rate of proficiency over the course of the year

Specific Assessments

- Locally developed end of trimester assessments and end of course assessments are administered near the end of each trimester in courses that are one or two trimesters in length
- The State Civics Assessment is administered one time per year in the spring to all students in grade 9



Connection to College Readiness

The data can be used at multiple points during the school year to determine how many students are "on track" to being proficient on standardized tests and therefore college and career ready.



Questions for Analysis

- Did students perform as expected based on summative assessments?
- What strengths do the data reflect?
- What are the patterns of learning that need improvement?

STANDARDIZED TESTS

Best used to

- ... evaluate the effectiveness of a program, structure, or curriculum, not to tightly inform instruction.
- ... evaluate alignment to or validity of district benchmark assessments

Specific Assessments

- MCA-III and MTAS are administered once a year, in the spring
- The ACT Aspire is a college and career readiness assessment given once a year in the fall
- The ACT is a college entrance examination given once per year in April
- The ACCESS 2.0 is a test of English language proficiency given once per year in February-March
- The Measures of Academic Progress (MAP) are administered one time a year, in the spring. MAP is also administered in the fall for all Grade 2 students, and for new-to-SLP students.



Connection to College Readiness

The MCAs are our state-required accountability assessments. MCA results have been linked to the MAP, ACT ASPIRE, and ACT test which have in turn been linked to college readiness.



Questions for Analysis

- What strengths do the data reflect?
- What are the patterns of learning that need improvement?
- Do we see these patterns in other sources of data?