

Academic and Language Assessment Strategy SY 22-23

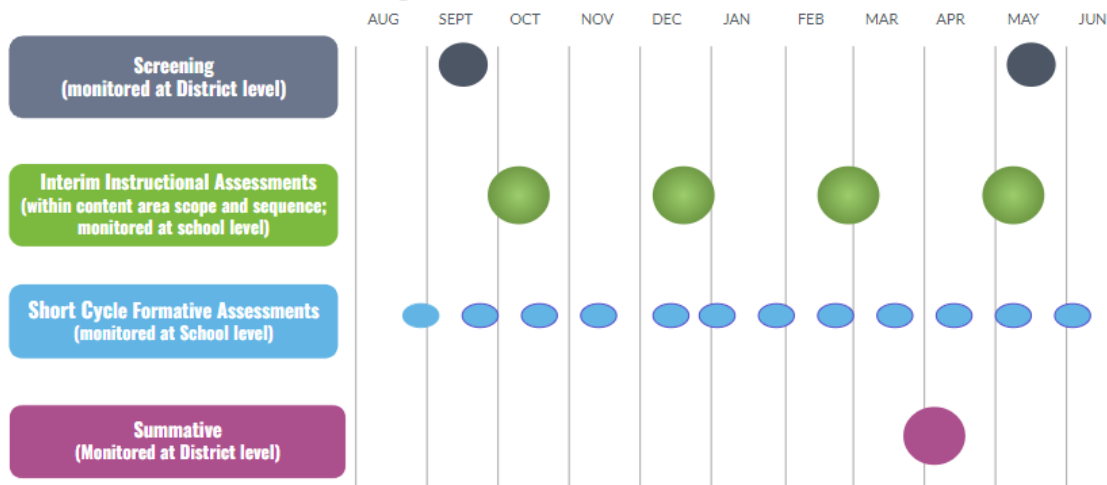
Introduction

Our academic and language proficiency assessment strategy for the 2022-23 year is in alignment with our [assessment vision](#), the Strategic Framework goals and metrics, and School Improvement Plan priority areas and metrics. An assessment strategy that serves multiple purposes is important from an improvement perspective and ensures that assessments are streamlined and integral for the uses of evaluation, prediction, instruction, and diagnostic. The below table outlines how we measure our implementation and short and long term outcomes in MMSD.

Measurement of Implementation of SIP Strategies	Formative SIP Metrics (e.g. short-term outcomes)	Summative Strategic Framework & SIP Metrics (e.g. long-term outcomes)
<i>Did we do what we said we would do to meet our summative outcomes? Did we do it with quality?</i>	<i>Do we see early indicators of progress based on our strategies that suggest we are on the right track to meeting our summative outcomes?</i>	<i>Are we making progress on the long-term outcomes for our district as outlined in the Strategic Framework?</i>
Schools identify based on the specific strategies outlined in their SIP	Determined by district	Determined by district

We utilize assessment and data for purposes of informing instruction and engaging students and families. Our district required screening assessments work in tandem with the school monitored (formative instructional) assessment practices to ensure students are on track to reach year-end grade-level standards and benchmarks as measured by our summative evaluative (State required) assessments. These State required assessments are what we use to evaluate our goals in the Strategic Framework. Overall, we want to ensure that we achieve a balance between the need for assessment and the instructional time it takes to administer. Below is a graphic representation of the cycle length and purpose of our four main assessment types work together to let us know how students are progressing in skills and standards over the course of the year. Following this visual are the definitions of each type of assessment and their connection to SIP and Strategic Framework metrics.

MMSD Academic Assessment Strategy 22-23



Definitions

Critical Screeners: Critical screening assessments (baseline screeners or benchmarks) are given once or a couple times a year, are quick, and general indicators of grade-level outcomes. Screening helps us know who is on/off track for reaching end of year grade level outcomes and how students are progressing across the year. Screening is essential to tiered supports and progress monitoring. These interim screening assessments can be used for the purpose of prediction, instruction (when combined with diagnostic assessment), and evaluation, depending on the time of year. This screening data can be used in the “Evidence of Success” of the Strategies tab and other areas in the SIP to closely monitor student progress towards goal attainment.

Interim Instructional: Interim Instructional assessments are mid-cycle assessments throughout the school year to determine student progress and mastery on grade level standards. These assessments are aligned with the same level of rigor as will be assessed on the end of year state assessments (Forward and ACT). The data from our interim assessments allows us to track and respond to our current progress on the grade level standards. These assessments are important tools for teachers and are embedded within the teaching and learning cycle to plan standards-based instruction. Some of these data are important to school-based leadership teams in monitoring progress of academic SIP goals.

Formative assessments: Formative assessment or formative practices play a critical role in strategic assessment systems and the cycle of teaching and learning. They are designed to quickly inform instruction by providing specific and immediate feedback through daily, ongoing instructional strategies that are student- and classroom-centered, and that answer "what comes next for student learning?" The plan for implementation and monitoring of short cycle formative assessments is best achieved through school level leadership and curricular and instructional resources.

Summative Assessments: Summative assessment is a point in time assessment, occurring at one specific time in the year designed to evaluate learning. The data from these summative assessments allows us to evaluate the effectiveness of our curriculum and teaching for the year. These state required assessments are the proficiency standards in which we are striving for by the end of year. These state required assessments do not refer to unit or curricular summative assessments that we would use in our grade books. For students who are ELLs, the ACCESS data is particularly meaningful to examine student strengths and areas of growth in language development in English. Most of our summative, state required assessments are also used in measuring our progress towards reaching our Strategic Framework Goals.

Assessment Calendars by Level

- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Other Assessments Available](#)

Assessments 22-23 - Elementary School

Academic and Language Assessment for All Students					
Assessment	Purpose	Grades	Fall Window	Winter Window	Spring Window
4K PALS*	Screening Summative	4K	10/3 - 11/4		4/17 - 5/19
FastBridge earlyReading*	Screening Summative	K-1	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
FastBridge CBMReading*	Screening Summative	2	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
FastBridge CBMReading	Screening	3 - 5	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
FastBridge Math (early adopters only)	Screening	K - 5	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
Naglieri (Advanced Learning)*	Screening	2	11/01 - 11/18		
Wisconsin Forward Exam* or Dynamic Learning Maps*	Summative	3 - 5			3/20 - 4/28

EL Open Up Literacy Benchmark Biliteracy	Interim Instructional & Formative	K - 5	These interim instructional and formative assessments are embedded within the scope and sequence of curriculum.		
Bridges Math		K - 5			
Academic and Language Assessment for <i>Some Students</i>					
FastBridge earlyReading - Spanish or Hmong (DLI/DBE)	Screening	K-1	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
FastBridge CBMReading Spanish or Hmong (DLI/DBE)		2 - 5	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
ACCESS or ALT ACCESS (ELLs)	Summative	K - 5		12/1 - 1/27	
AAPPL (Speaking & Listening) (DLI/DBE)		3 - 5	10/31 - 11/18		
Progress Monitoring	Formative	4K - 5	On-going across the year as determined by intervention schedule or IEP		
Specific Assessments for <i>Selected Schools</i>					
NAEP**	Summative	4		TBD	

*Strategic Framework Metric and/or State Mandated

**Federally mandated

Assessments 22-23 - Middle School

Academic and Language Assessment for <i>All Students</i>					
Assessment	Purpose	Grades	Fall Window	Winter Window	Spring Window
Achieve3000 LevelSet	Screening	6-8	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
iReady Math Diagnostic	Screening	6-8	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
Wisconsin Forward Exam* or Dynamic Learning Maps*	Summative	6-8			3/20 - 4/28
Specific MS Courses	Interim Instructional & Formative	6-8	These interim instructional and formative assessments are embedded within the scope and sequence of curriculum.		
Academic and Language Assessment for <i>Some Students</i>					
ACCESS or ALT ACCESS (ELLs)*	Summative	6-8		12/1 - 1/27	
AAPPL (Speaking & Listening) (DLI/DBE)		6 - 7	10/31 - 11/18		
AAPPL (All 4 Domains)	Summative	8	10/31 - 11/18		

Progress Monitoring	Formative	4K - 5	On-going across the year as determined by intervention schedule or IEP		
Specific Assessments for Selected Schools					
NAEP**	Summative	8		TBD	

*Strategic Framework Metric and State Mandated

**Federally mandated

Assessments 22-23 -High School

Academic and Language Assessment for All Students					
Assessment	Purpose	Grades	Fall Window	Winter Window	Spring Window
Achieve3000 LevelSet	Screening	9	9/6 - 9/30	12/13 - 1/13 Optional	5/1 - 5/25
PreACT (replaces ASPIRE)	Summative	9, 10			4/3 - 4/14
Wisconsin Forward Exam* Social Studies only	Summative	10			3/20 - 4/28
Specific HS Courses	Interim Instructional & Formative	6-8	These interim instructional and formative assessments are embedded within the scope and sequence of curriculum		
Academic and Language Assessment for Some Students					
ACCESS or ALT ACCESS (ELLs)*	Summative	6-8		12/1 - 1/27	
AAPPL (All 4 Domains) (DLI and World Language)		10-12	10/31 - 11/18		
Dynamic Learning Maps* As indicated by IEP	Summative	9 -12			3/20 - 4/28
Advanced Placement For students who register	Summative				5/1 - 5/12
Progress Monitoring	Formative	4K - 5	On-going across the year as determined by intervention schedule or IEP		
Specific Assessments for Selected Schools					
NAEP**	Summative	12		TBD	

*Strategic Framework Metric and State Mandated

**Federally mandated

Other Assessments Available


- Schools may submit a request for additional assessment to Assessment & Learning Supports if they would like to administer any of the following FastBridge assessments that are not part of the district-wide

assessment plan. School staff and administrators should be in agreement that the additional assessment is worth the time taken to give. Please email request to: assessment@madison.k12.wi.us

- The request will be reviewed by the Department of Assessment & Learning Supports.

Test Name	Description	Grade
FASTtrack Reading: AUTOREading & aReading	FASTtrack reading combines data from multiple measures in order to provide instruction & Intervention recommendations for the whole class and for individual students. FASTtrack Reading consists of both broad and specific measures. Results will populate the Screening to Intervention Report (S2i-R). FASTtrack Reading measures are computer-based. First, students will complete AUTOREading subtests based on their grade level. Then, students will complete aReading. This entire computer-based testing experience should take approximately 35 minutes.	2-12
aMath	Computer adapted test that measures broad math skills and is designed to be measured up to 3 times per year. aMath is designed for universal screening to identify students at risk for unfinished teaching & learning and to inform teachers as they differentiate and scaffold instruction for all students. They are also used to predict performance on state assessments and to identify which students need intervention or challenge in addition to core instruction	K-8
CBM Math Automaticity	CBMmath Automaticity is a timed computer-based assessment of math fact mastery. It measures a student's automaticity and accuracy with basic math facts (addition, subtraction, multiplication, and division) typically taught in grades 1 through 3. There is a general outcome measure version for each level which is designed for universal screening. Results will populate the Screening to Intervention Report along with aMath results (if given) (FASTtrack Math).	1-3
CBM Math Concepts and Applications (CAP)	This is a timed computer-based assessment of applied and multi-step mathematics skills. It consists of math problems aligned with CCSS.	K-8

Additional 4K-12 Resource

 SY22-23 MMSD Assessment Calendar-Final . This comprehensive (all domains) district assessment calendar indicates which assessments are connected to our SIP priorities and metrics as well as Strategic Framework Goals.