

Roles

District and Administration

- Develop standards-based, developmentally appropriate, and aligned curriculum in major content areas. Supports students, parents, and teachers in the learning process.

Teacher

- Provides effective content instruction thoroughly and thoughtfully throughout the year.
- Helps students learn about and use different testing-taking formats throughout the year.
- Helps students and parents understand how assessments are used to make instructional decisions.

Student

- Does his/her best to learn the content throughout the year.
- Puts forth his/her best effort when taking the assessment.

Parent

- Explains to his/her student the value of getting a good education and the importance of assessments.
- Helps his/her student as they learn the content.
- Make sure his/her student is well-rested and well-fed when he/she comes to school the day of the test.

Assessment Ethics

Standards

Professional Ethics: No test-preparation practice should violate the ethical norms of the education profession.

Educational Defensibility: No test-preparation practice or test administration should increase student's test scores without also increasing student's mastery of the assessment domain tested.

Beliefs

- Assessment practices support effective instruction and learning opportunities.
- Teachers are responsible for thorough and effective content preparation, practice with testing formats, instruction in test-taking strategies, and the development of effective assessments. They are responsible for asking for clarification if testing procedures or unclear.
- Conscientious administration and handling of assessment materials is a professional responsibility.
- Students should have had multiple opportunities to learn and review the content, become familiar with a variety of assessment forms, and learn test-taking strategies through authentic and relevant learning activities designed to encourage meta-cognition, self-awareness, and knowledge of testing structures and patterns.
- Students, teachers, and parents should be encouraged to see assessments as providing important information upon which future-learning opportunities will be designed.

Plattsmouth Community School District

Assessment System



**The Plattsmouth
Community Schools-**
*Working together to
achieve **A**cademic
success, respectful
Behavior, and **C**areer
readiness in a **S**afe
environment.*

Nebraska Assessment Framework



The Nebraska Assessment and Reporting System is based upon school improvement, has its foundation in the classroom, and provides public accountability.

Nebraska has a balanced approach to assessment including norm-referenced tests, statewide tests, and district level criterion referenced assessments.

At Plattsmouth,

Four Questions Guide our Work:

What do we want our students to know and be able to do?

We use state standards and research to answer this question.

How do we know when they know it?

We use Norm-referenced Tests, Criterion-referenced Tests, and each student's daily work to determine what students know.

What do we do if they don't know it?

What do we do if they do?

Analyzing the data from assessments help us answer both of these questions and provide effective support for individual students.

How do we Know They Know It?

Norm-referenced Tests are designed to sort students into high, medium, and low ability level groups. These tests help us see how our students compare to other students nationally.



Given in grades K-11.

The NWEA Measures of Academic Progress (MAP) tests are adaptive and assess each student's academic achievement and growth in reading, science, and mathematics achievement. Data from grades 4 and 8 are used for Nebraska state reporting.



The ACT is a college entrance exam. It is given to all students in Grade 11 as part of the Nebraska system.

Teaching Strategies Gold Is used in all preschool, child care, and Head Start programs with children ages 3-5.



STARTM
Assessments

Given in grades K-2 and, when appropriate, 3-12.

STAR provides a quick overview of what students know and monitors their progress towards learning goals.



Given in grades K-4.

The Developmental Reading Assessment 2 is a comprehensive reading assessment.

Criterion-referenced Tests

are designed to determine if a student has learned what he/she was intended to learn.



NEBRASKA STUDENT-CENTERED
ASSESSMENT SYSTEM

NSCAS Growth Used for National reporting and, except for writing, are given during a spring testing window. This test currently uses the NWEA testing system and is somewhat adaptive. It is being updated.

NSCASG-R The Nebraska State Assessment in Reading is designed to assess student comprehension and vocabulary (Grade 3-8)

NSCASG-M The Nebraska State Assessment in Math is designed to assess math standards using problem solving (Grade 3-8).

NSCASG-SC The Nebraska State Assessment in Science is designed to assess science inquiry and content knowledge (Grades 5,8).

Alternate Assessment The Nebraska State Alternate Assessment is given to students who meet certain criteria (3-8,11).

ELPA21 The Nebraska ELPA21 Assessment is given to students in the English Learner program.

Common Assessments

Teachers identify and use common assessments throughout the year.

Other Assessments

Students can take the ASVAB (Military readiness exam) and the ACCUPLACER (Community College entrance exam)