

Comprehensive District-Wide Assessment Map

Conneaut School District

2026-2027



WHAT IS AN ASSESSMENT MAP?

Definition and Benefits

An assessment map is a visual representation of K-12 student learning assessments that are required in an LEA or school. Assessments included range from summative, benchmark, and diagnostic assessments, with some LEAs choosing to also include required formative assessments. Locally administered assessments and statewide assessments are typically included in an overall assessment map.

Key Features

While assessment maps vary in style or formatting, the common components of a map include:

- Which student learning assessments are required at each grade or subject level
- When the assessment is to be given (Administration windows)
- For which students (All or targeted group)

Assessment maps may also

- Identify the type and purpose of the assessment (benchmark, diagnostic, summative, formative)
- Document data meeting schedules that correspond to the administration dates, so that each assessment administered is analyzed and acted upon by a data team in a meaningful and useful timeframe
- Indicate who is responsible for the administration of the student learning assessment
- Include key dates for Keystone exams, AP exams, PSSA/PASA dates and grade levels as relevant

The benefits of creating a map

An assessment map can offer your LEA/district or school:

- A sharpened focus with consistency and alignment across schools and teachers within an LEA/ district (horizontal and vertical articulation)
- A deeper understanding of types of assessments and their purposes
- Transparency and visibility for all stakeholders (families, students, staff)

TYPE	DEFINITION/USE	ASSESSMENTS
Universal Screener	Conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.	• Acadience® Learning • STAR Math • STAR Reading • WIDA Screener/KindergartenScreener
Diagnostic Assessment	Often focuses on one area or domain of knowledge and provides educators with Information about each student's prior knowledge or skills before beginning instruction. Diagnostic assessments show students areas of strength and need.	• Acadience® Learning • Classroom Diagnostic Tools (CDT) from PDE • STAR Math • STAR Reading
Benchmark Assenment	Measure students' progress on grade level standards to monitor student progress and provide teachers with data about how to adjust instruction. Tests are aligned to state standards for academic content.	• Acadience® Learning • Firefly from PDE • iLit/GRADE • Imagine Learning/Galileo • Imagine Math • STAR Math • STAR Reading • WIDA Model
Summative Assessment	Evaluate student learning at the end of an Instructional unit using state eligible content standards. Monitor student progress and provide teachers with data about how to adjust instruction.	• ACCESS/ACCESS Alternative • AP Exams • Common Unit Assessments • PSSA/PASA • Keystone
Formative Assessment	Monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Allows teachers to modify and adjust instruction during the lesson.	• Exit Ticket • SAS Assessment Center from PDE • Summaries • White Boards • Etc.

Deeper Dive into Assessment Types

Assessment is an ongoing developmental progression used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels. Different types of assessments serve different purposes.

Diagnostic assessments access students' acquisition of requisite background knowledge and skills.

PURPOSE	IMPACT IN INSTRUCTION	INTENDED USERS OF THE RESULTS	EXAMPLES	TYPE OF INFORMATION PROVIDED
• Guide differentiated instruction specifically targeted to meet students' needs, including student's strengths and weaknesses. • Permits the teacher to adjust the curriculum to meet individual needs. • May adapt to how student responds to questions.	• Tools that provide alignment to units, lesson plans, and other resources based on students' needs. • Guide instruction	• Teachers • Students • Parents	• Classroom Diagnostic Tool (CDT) • iReady • Acadience • STAR	• Provides a more complete picture of a student's or group of students' strengths and weaknesses so that instruction can be targeted directly at meeting student needs. • Acquisition of mastery of standards • Acquisition of fundamental skills • Usually at the student's current level of performance (not grade level)

Formative assessments gauge student progress throughout a unit of study

Used by teachers and students during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

The primary purpose of the formative assessment process, as conceived in this definition, is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' current understanding and the desired goals. Formative assessment is not an adjunct to teaching but, rather, integrated into instruction and learning with teachers and students receiving frequent feedback.

One key feature of this definition is its requirement that formative assessment be regarded as a process rather than a particular kind of assessment. In other words, there is no such thing as "a formative test." Instead, there are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction.

PURPOSE	IMPACT IN INSTRUCTION	INTENDED USERS OF THE RESULTS	EXAMPLES	TYPE OF INFORMATION PROVIDED
• Inform ongoing classroom instruction so that adjustments to instruction can be made. • Monitor student progress over the course of units. • Provide effective and timely feedback to all students throughout the course of instructional units. • Motivate and encourage students.	• Classroom based activities integrated into instruction and learning with teachers and students receiving frequent feedback • Teacher revise instruction based on specific assessment results	• Teachers • Students • Parents	• Teacher selected classroom assessments • Questioning • Reflections • Observations • Homework • Quizzes • Anecdotal notes	• Provides timely feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/learning process.

Benchmark assessments gauge student success based on a set of designated grade-level or content standards

Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments measure the degree to which a student has mastered a given concept; measure concepts, skills, and/or applications; reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; and measure performance regularly, not only at a single moment in time.

PURPOSE	IMPACT IN INSTRUCTION	INTENDED USERS OF THE RESULTS	EXAMPLES	TYPE OF INFORMATION PROVIDED
• Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards. • Identifies students that may need interventions • Evaluate the effectiveness of the curriculum	• Low-stakes assessments used to predict how well students will do on the high-stakes summative assessments. • Usually given three times a year to monitor progress toward state standards.	• Teachers • Students • Parents • Administrators	• Firefly • 4Sight • Study Island	• Provides information on the degree to which students have mastered a given concept. • Provides information on how students are progressing toward demonstrating proficiency on grade-level content standards. • Based on grade level expectations.

Summative assessments evaluate student achievement at the end of a unit/course of study

Seeks to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Scores on these assessments usually become part of the student's permanent record and are statements as to whether or not the student has fallen short of, met, or exceeded the expected standards. Whereas the results of formative assessments are primarily of interest to students and the teachers, the results of summative assessments are also of great interest to parents, the faculty as a whole, the central administration, the press and the public at large. It is the data from summative assessments on which public accountability systems are based. If the results of these assessments are reported with reference to standards and individual students, they can be used as diagnostic tools by teachers to plan instruction and guide the leadership team in developing strategies that help improve student achievement.

PURPOSE	IMPACT IN INSTRUCTION	INTENDED USERS OF THE RESULTS	EXAMPLES	TYPE OF INFORMATION PROVIDED
• Determine the degree to which students have mastered a designated set of curriculum content standards. • Identify patterns for specific students or groups of students. • Determine learning priorities for building level plans.	• Assessments used for accountability purposes.	• Teachers • Students • Parents • Administrators • Community	• PSSA • PASA • Keystone Exams • WIDA ACCESS for ELLs • Chapter Tests • End of Course Exams • NOCTI • SATs • ACTs	• Provides information on students' mastery of a given set of content standards. • Information to articulate instructional goals for classrooms and grade levels. • Information for teachers of the same grade level to measure student understanding of the standards.

***CVE and CLE School
2026-2027 Assessment Calendar***

Assessment Tool	Assessment Type	Purpose	Dates	Grade(s)/Students
Acadience (Reading)	Universal Screener	Identify students needing additional reading support and inform intervention decisions	September 8-September 18 December 7-December 18 June 1-June 8	K-5 (K-BOY 9/21-10/5)
iReady (Math, Reading)	Diagnostic Assessment	Identify skill gaps, inform instruction, and monitor student growth	September 8-September 18 January 5-January 16 May 17-May 28	K-5 (K-BOY 9/8-10/5)
Firefly (Math, ELA, Sci)	Benchmark Assessment	Measure progress toward grade-level standards and inform curricular adjustments	September 21-October 2 January 11-January 29	Math and ELA 3-5 Science 5
PSSA ELA	State Assessment	Measure mastery of PA Standards	April 26-April 30	3-5
PSSA Math	State Assessment	Measure mastery of PA Standards	May 3-May 7	3-5
PSSA Science	State Assessment	Measure mastery of PA Standards	May 3-May 7	5
PSSA Make-Ups	State Assessment	Measure mastery of PA Standards	May 10-May 14	3-5 as needed
WIDA ACCESS for ELLs	English Language Proficiency Assessment	Measure English language proficiency growth and inform EL services	January 27-March 4	ELLs
PASA	Alternate State Assessment	Measure achievement for eligible students with significant cognitive disabilities using alternate standards	March-May (TBD)	3-5 Identified Students

*Additional assessments, such as CDTs, QPS, etc. may be administered when additional information is needed to support instructional decision-making.

Acadience + i-Ready = Who needs support and what do they need?

Firefly = Are we progressing toward grade-level expectations?

PSSA/PASA = Did we meet state expectations?

**Conneaut Middle School
2026-2027 Assessment Calendar**

Assessment Tool	Assessment Type	Purpose	Dates	Grade(s)/Students
iReady (Math, Reading)	Diagnostic Assessment	Identify skill gaps, inform instruction, and monitor student growth	September 8-September 18 January 5-January 16 (optional) May 17-June 9	6-8
Firefly (Math, ELA, Sci)	Benchmark Assessment	Measure progress toward grade-level standards and inform curricular adjustments	Nov 2-Nov 13 Feb 8-Feb 19	Math and ELA 6-8 Science 8
PSSA ELA	State Assessment	Measure mastery of PA Standards	April 26-April 30	6-8
PSSA Math	State Assessment	Measure mastery of PA Standards	May 3-May 7	6-8
PSSA Science	State Assessment	Measure mastery of PA Standards	May 3-May 7	8
PSSA Make-Ups	State Assessment	Measure mastery of PA Standards	May 10-May 14	6-8 as needed
Keystone Alg I	State Assessment	Measure mastery of Algebra I Standards	May 17-May 28	8/Alg I
WIDA ACCESS for ELLs	English Language Proficiency Assessment	Measure English language proficiency growth and inform EL services	January 27-March 4	ELLs
PASA	Alternate State Assessment	Measure achievement for eligible students with significant cognitive disabilities using alternate standards	March-May (TBD)	6-8 Identified Students

*Additional assessments, such as CDTs, may be administered when additional diagnostic information is needed to support instructional decision-making.

Fall:

iReady Diagnostic: Purpose-identify gaps, inform instruction and interventions

Firefly Benchmark: Purpose-measure standards progress, identify curricular adjustments

Winter:

iReady Diagnostic: Purpose-measure growth, adjust instruction and interventions

Firefly Benchmark: Purpose-identify remaining standards gaps before PSSA

Spring:

iReady Diagnostic: Purpose-measure annual growth, placement data for next year

PSSA: End of year benchmark/summative to measure mastery of state standards

**Conneaut Senior High School
2026-2027 Assessment Calendar**

Assessment Tool	Assessment Type	Purpose	Dates
Firefly (Math, ELA, Sci)	Benchmark Assessment	Measure progress toward grade-level standards and inform curricular adjustments	Nov 2-Nov 13 Feb 8-Feb 19
Winter Keystones	State Assessment	Measure mastery of Algebra I, Literature and Biology Standards	December 7-18
Spring Keystones	State Assessment	Measure mastery of Algebra I, Literature and Biology Standards	May 17-May 28
WIDA ACCESS for ELLs	English Language Proficiency Assessment	Measure English language proficiency growth and inform EL services	January 27-March 4
PASA	Alternate State Assessment	Measure achievement for eligible students with significant cognitive disabilities using alternate standards	March-May (TBD)

*Additional assessments, such as CDTs, may be administered when additional diagnostic information is needed to support instructional decision-making.