

## DPS Assessment Strategy Overview

Formative assessments provide valuable information for students, parents, and educators on whether or not students are progressing towards mastery of grade level content standards. They are intended to monitor student learning, provide teachers with insights to diagnose student learning in order to take instructional action in their classroom, and reinforce a culture of continuous learning. DPS uses the following assessments to gain formative data:

- Common formative assessments are collaboratively designed or endorsed by grade or course level teams of teachers and administered to all students in a grade or course at about the same time during the instructional cycle.
- Medium-scale, medium-cycle assessments measure a larger span of learning than just a unit of study and assesses multiple standards. These assessments are administered to all students in a grade or course at about the same time in the learning cycle.
- Interim assessments are pre-built medium-scale, medium-cycle assessments selected by a school, are administered about the same time across several schools.
- Computer adaptive assessments are diagnostic assessments that measure skills and or grade level standards. These assessments are designed to adjust the level of difficulty based on responses given and can be given multiple times over the span of a grade or course.

In DPS, schools are required to administer a commonly developed medium-scale, medium-cycle assessment, pre-built interim assessment, or a computer adaptive assessment in literacy and math to all students in grades 3-8, at their enrolled grade-level, **three times** per year. This district requirement ensures that rigorous grade-level skills and standards-aligned assessments can serve as key drivers in data analysis. This analysis goes deep, makes sense of student work and thinking, and identifies implications on instruction while focusing on instructional strategies.

Schools have two opt-in options in 2016-2017 to support the implementation of this assessment strategy. Opt-out schools must meet the minimum requirements listed above.

### Option 1: Create Your Own Assessments Using an Item Bank

Creating your own formative assessments is a great way to diagnose where your students are at a given point in time. Using an item bank, teachers are able to pull standards-aligned items to create quizzes, classroom assessments, common formative assessments and medium-scale, medium cycle assessments that aligned to the content taught, or teachers can pull from pre-built assessments. The frequency of the “Create Your Own Assessment” option will vary based on a school’s data needs, however a minimum of three collaboratively created medium-scale, medium-cycle assessments or three pre-built interims are required. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*

DPS has partnered with Illuminate Data and Assessment for the platform, as well as Key Data Systems and Certica for English and Spanish item banks. Pre-built assessments have been uploaded as well as assessments from curricular adoptions in which the format of the assessments are conducive to assessing online.

## Option 2: Interims and Platform Provided by ANet

Interim assessments provided by ANet provide information for students, parents, and educators on whether students are progressing towards mastery of grade level content standards. For this reason, these assessments should not be used for student grades or to measure growth over time, instead they are intended to provide teachers with insights to diagnose student learning and take instructional action in their classrooms.

The ANet option includes three interims for math and literacy in grades 3-8 (Spanish in 3-5), with an assessment platform to administer online tests, score assessments and access results. The platform also includes a quiz tool that allows teachers to create their own small-scale assessments. Interims provided by ANet will be administered at the end of units of study or module, with the exception of the A3 window. The A3 window has been extended before and after PARCC testing, which may be before the end of the unit/module, or several week after the unit/module in order to give teachers a data source prior to or after administering PARCC. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*