



Assessment Overview

2016-2017 School Year

South Harrison Township Elementary School

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South Harrison Assessments

Assessments that <i>inform instruction</i>	Assessments that <i>evaluate learning</i>
<p>AIMSweb</p> <ul style="list-style-type: none"> • (K-1) Given three times throughout the year • (3-6) Given weekly to students within RTI 	<p>ACCESS 2.0 for English language learners</p> <ul style="list-style-type: none"> • Given once at end-of-year
<p>Common Summative Assessments</p> <ul style="list-style-type: none"> • Given four times throughout the year 	<p>NJASK-Science</p> <ul style="list-style-type: none"> • Given once at end-of-year
<p>Developmental Indicators for the Assessment of Learning</p> <ul style="list-style-type: none"> • Given once at end-of-year 	<p>Partnership for Assessment of Readiness for College and Career</p> <ul style="list-style-type: none"> • Given once at end-of-year
<p>Fountas and Pinnell Benchmark</p> <ul style="list-style-type: none"> • Given three times throughout the year 	
<p>Measures of Academic Progress</p> <ul style="list-style-type: none"> • Given three times throughout the year 	
<p>WIDA Model for English language learners</p> <ul style="list-style-type: none"> • Given as needed 	

ACCESS 2.0 *(Administered: K-6)*

- **English language proficiency assessment** for English language learners (ELLs)
- Aligned to WIDA English Language Development Standards
- Helps educators, students, and families **understand students' current level of English language proficiency**
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support
- Provides teachers and Districts with information they can use to enhance instruction and learning in programs for their ELLs



AIMSweb *(Administered: K-6)*

- Assessment
 - used to **provide the Instructional Level of each student (K-1)** in reading and mathematics
 - used for **progress monitoring student growth (2-6)** within Response to Intervention (RTI)
- Aligned to Common Core State Standards
- Periodic brief assessment measures overall performance of key foundational skills within reading or mathematics
 - **Mathematics:** Early numeracy, oral counting measure, math concepts and applications, and mathematics computation
 - **Reading:** Letter naming fluency, phonemic segmentation, nonsense word fluency, letter sound fluency, and reading fluency and accuracy
- Provides RTI Interventionists with information they can use to guide and differentiate instruction as well as enhance learning for their RTI students



Common Summative Assessments *(Administered: K-6)*

- Formerly titled, “**Model Curriculum Assessments**”
- Locally developed benchmark assessments **used to track a student’s academic and skill development** over the course of the school year
- Aligned to Common Core State Standards and NJ Student Learning Standards
- Information gathered from these assessments provide educators the ability to identify possible gaps in learning so that instruction can be adjusted to support student achievement

DIAL (*Administered: Incoming K Students*)

- Individually administered developmental screening assessment designed to identify a student's academic skills
- Screens in three areas:
 - **Motor skills** (*skipping, jumping, cutting, writing, and finger motor skills*)
 - **Conceptual skills** (*knowledge of colors and shapes, counting*)
 - **Language skills** (*knowledge of letters and words, ability to solve problems*)
- Information gathered from this assessment helps parents and educators decide if a child's skills are appropriate for entry into Kindergarten or if the child needs intervention



Fountas & Pinnell Benchmark

(Administered: K-4)

- Individually administered assessment used to identify a **student's current reading level and progress** along a gradient of text levels over time
- Assesses students' reading **accuracy, fluency, decoding, and comprehension**
- Information gathered from this assessment helps educators to form initial groups for reading instruction, identify students who need intervention, monitor and report student progress, and differentiate reading instruction



MAP *(Administered: 2-6)*

- Computer-based assessment that **measures students' academic growth over time**, independent of grade level or age
- Formative assessment used by the district to **provide the instructional level of each student in reading and mathematics**
- Aligned to Common Core State Standards
- Assesses students' reading comprehension and mathematics skills
- Assessment results are intended for use by teachers as both as a diagnostic measure (*where is a student right now?*) and as a prescriptive measure (*where does the student need to go next in his/her learning path? And how do I get him there?*) so that every student's instruction is tailored to suit his/her needs

NJASK-Science (*Administered: 4*)

- **Standardized summative assessment** that measures fourth grade students' ability to recall information and to solve problems by applying science concepts
- Assesses knowledge and application skills in **three clusters: *Life Science, Earth Science, and Physical Science***
- Aligned to NJ Student Learning Standards
- NJ Department of Education mandates currently enrolled 4th and 8th grade students to complete the NJASK-Science



PARCC (*Administered: 3-6*)

- Standardized summative (*computer-based*) **assessment that measures students' progress toward grade-level ELA and mathematics standards** as well as readiness for college and career
- Aligned to Common Core State Standards
- PARCC results help educators strengthen their instruction and lets parents know how their children are performing
- Educators and parents can compare achievement results to school, district, state, and consortium-level results



WIDA Model *(Administered: K-6)*

- English language proficiency assessment for English language learners (ELLs) that **determines a student's academic English language proficiency level**
- Aligned to WIDA English Language Development Standards
- Assessment is used to identify students who may be candidates for English as a Second Language (ESL) services
- Assessment is also used as an interim assessment during the school year, providing information that **informs instructional planning**





Thank you!

