

2019-2020 Clark County School District Balanced Assessment System Framework

To guide instruction and improve performance for every single student, schools must analyze and use multiple types of assessments and data sources on multiple occasions.

FORMATIVE – Assessment FOR Learning

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning.

SUMMATIVE – Assessment OF Learning

Summative assessments are often “standardized tests of learning” instruments and “verify arrival at success” which take place after learning has occurred. This type of assessment is used at the District and classroom level.

PURPOSE OF ASSESSMENT		FORMATIVE – Assessment FOR Learning			SUMMATIVE – Assessment OF Learning		
PURPOSE OF ASSESSMENT		Universal Screeners (Upon enrollment or 3x a year)	Diagnostic Assessments (As needed)	Progress Monitoring and Informal Classroom-Based Assessments (Based on student needs)	District Interim/Benchmark Assessments (3x a year)	Formal Classroom-Based Assessments (After a unit of instruction)	District and State Cumulative Assessments (Follow District mandated calendar)
PURPOSE OF ASSESSMENT		<p>Determines basic skill information. Identifies students at risk for academic difficulties or in need of extension.</p> <ul style="list-style-type: none"> • Are there any core instructional concerns? • How can I quickly identify students who are at risk or need extension? 	<p>Determines area of specific skill deficits to guide instruction and/or intervention planning.</p> <ul style="list-style-type: none"> • What specific skills are needed for the student's learning? • What is the severity of the deficit? 	<p>Provides non-graded assessments to inform teacher's instruction and intervention practices.</p> <ul style="list-style-type: none"> • How is the student responding to instruction and/or intervention? • What learning comes next for the student? • How effective was my teaching? 	<p>Determines whether students are making progress toward the mastery of standards.</p> <ul style="list-style-type: none"> • How effective was the instruction and intervention given? • How are students progressing? 	<p>Provides scores and/or grades for the grade book. Pre-planned assessments to determine what students have learned.</p> <ul style="list-style-type: none"> • Did students learn the material that was taught? • How effective was my instruction? 	<p>Monitors school/district/state progress and assists in determining whether curriculum, instructional strategies, and pacing were appropriate, as it pertains to student achievement.</p> <ul style="list-style-type: none"> • What was the achievement made during the specific time period of student learning in the designated areas (student, class, grade level, school, and district)?
USE OF ASSESSMENT DATA TO SUPPORT LEARNING		<p>Identify school, grade level/department, or class wide challenges that need to be addressed.</p> <p>Identify at-risk or above-level students in order to align instruction appropriately.</p>	<p>Differentiate and/or intervene based on the identified student's learning deficit to create a starting point for targeted instruction.</p>	<p>Within an activity, adjust instruction and/or provide frequent and meaningful feedback to support mastery of the concept being taught. After instruction, teacher teams identify strengths/gaps and make changes as needed.</p> <p>Within intervention, track progress toward individualized student goals and make changes as needed.</p>	<p>School leadership teams identify schoolwide trends to inform learning opportunities provided.</p> <p>Grade-level or content-based teacher teams identify strengths/gaps and make changes to instruction/intervention as needed.</p>	<p>Student/teacher receives feedback on mastery of standard/performance.</p> <p>Teacher reflects on efficacy of instruction and makes changes as needed.</p>	<p>School or District teams develop strategic, long-term evaluation of curriculum and programming based on trends over time.</p> <p>Achievement results can be used to make important decisions about students, teachers, and schools.</p>
PERSON(S) RESPONSIBLE		Classroom Teacher, Interventionist	Classroom Teacher, Interventionist	Classroom Teacher, Teacher Teams, Interventionist	Classroom Teacher, Teacher Teams, School Leadership Teams	Administration, Classroom Teacher	All Stakeholders
APPROVED		aimswebPlus, BRIGANCE, i-Ready, MAP Reading Fluency, MAP Screening (K-1, 2-5, 6-8), STAR (Reading and Math), WIDA-ACCESS Placement Test (W-APT), WIDA Screener, and Historical Data	CORE Phonics Survey, Developmental Reading Assessment (DRA), i-Ready Diagnostic, and Qualitative Spelling Inventory (QSI)	aimswebPlus, MAP Reading Fluency, MAP Skills, i-Ready Standards Mastery, Checklists, Discussions, Exit Tickets, Feedback, Observations, Open Questioning, Rubrics, Self and Peer Assessment, Ungraded Classwork, Quizzes, and other curriculum-based measures (CBM), etc.	Measures of Academic Progress (MAP) Growth (Grades K-9) and Smarter Balanced Interim Assessments (Grades 3-8)	End-of-Unit Assessments, Exams, Final Projects, Midterms, and Performance Tasks	Advanced Placement Exam (AP), ACT, Career and Technical Education Exam (CTE), Criterion-Referenced Test (English language arts, Mathematics, Science), End of Course (EOC) Exam, Nevada Alternate Assessment (NAA), Preliminary Scholastic Aptitude Test (PSAT), Semester Exam, WIDA ACCESS for ELLs 2.0, and WIDA Alternate ACCESS (WAA)

Clark County School District Balanced Assessment System Cycle

Implementation of the CCSD Balanced Assessment System (BAS) Framework supports high-level learning for all students, regardless of the school they attend, gender, race, ethnicity, disability, or language status. School Teams can use the Framework as a guide to develop a site-based plan for CCSD BAS implementation that meets their specific needs. This plan will specify the formative and summative assessments given by each grade level/content area team as well as the schoolwide common decision points used for consistent and equitable data-based decision making across all classrooms. The CCSD BAS Framework serves as a connective thread between the Nevada School Performance Framework (NSPF), School Performance Plan (SPP), Nevada Educator Performance Framework (NEPF), Student Learning Goals (SLGs), and Response to Instruction and Intervention (RTI²).

