

ASSESSMENT PLAN**Contents**

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Overview

Continued student achievement is the primary objective of the assessment plan. To be effective, assessments must be employed as part of a coordinated system. Criterion referenced assessment data will continue to drive curriculum and instruction strategy while norm referenced "standardized" tests will provide parents and educators a means to track trends in individual student achievement. The use of standards based benchmark assessments provides classroom teachers with a data stream that permits responsive measures to remediate student needs. Authentic assessments continue to be developed that assess students' ability to demonstrate proficiency of core content and skills using higher level thinking skills. New models must be explored where formative and summative assessments are used appropriately to promote safe learning environments while preparing students for infrequent high stakes assessments.

New technological resources become a critical component in the continued promotion of student achievement through the development of instructional strategies using multi media presentations, the use on online services providing standards based assessments (Learnia) and reading comprehension assessments (Star Reading and Accelerated Reader) as well as facilitating the tracking and submission of grades and the management and evaluation of assessment data.

Guiding Principals

- Assessments are required to ensure and monitor continued student achievement.
- A variety of assessments are required to form an accurate evaluation of student achievement.
 - Norm referenced standardized tests (SAT10) are best used to track a single student or cohort group's achievement over time.
 - Criterion referenced (CA standards) benchmark assessments may be useful to measure student achievement in a time frame that allows for remediation.
 - Authentic assessments that focus on core content and skills while requiring higher level thinking skills may provide the most accurate evaluation of student achievement.
 - Frequent low stakes quizzes (formative assessments) provide both the student and the teacher valuable feedback that helps ensure the integrity of the learning process while adequately preparing the student for the high stakes benchmark assessments (summative assessments).
- Assessments form a necessary and important function in the learning cycle.
- An effective learning cycle includes: engagement, connect to prior knowledge, direct instruction, guided practice, formative assessment, reteaching, independent practice and summative assessment.

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- Care should be taken to ensure the validity and reliability of summative assessments. Professionally created print or online assessments may be evaluated for implementation.
- Assessment data must be collected and evaluated in a timely manner to be useful in guiding reteaching as well as supporting relevant curriculum and instruction decisions.

Assessment Vision & Implementation

2008-2009	<ul style="list-style-type: none"> • implement authentic assessments • shift benchmark assessments to class time sessions • promote increased use of formative assessments • discuss and share reteaching strategies regularly • continue to evaluate Learnia math and reading assessments • evaluate the benefits of a mobile notebook PC cart for classroom assessments • provide more curriculum planning time for teachers • begin to purchase SAT10 data in electronic format • use assessment data in math review and adoption
2009-2010	<ul style="list-style-type: none"> • continue to edit and refine authentic assessments • continue to edit and refine benchmark assessments • continue to promote increased use of formative assessments • continue to discuss and share reteaching strategies regularly • continue to evaluate Learnia math and reading assessments • purchase a mobile notebook PC cart for classroom assessments • revisit backwards planning as a staff develop topic • continue to provide curriculum planning time for teachers • disaggregate SAT10 data by major subgroups • use assessment data in language arts review and adoption • publish assessment data and make grades available online
2010-2011	<ul style="list-style-type: none"> • continue to provide curriculum planning time for teachers • continue to promote increased use of formative assessments • continue to discuss and share reteaching strategies regularly
2011-2012	<ul style="list-style-type: none"> • continue to provide curriculum planning time for teachers • continue to promote increased use of formative assessments • continue to discuss and share reteaching strategies regularly

Evaluated annually by:

Claud Lamar, Vice Principal HCJH

Rol Esslinger, Principal HCJH

Kelly Beckert, Family Resource Ministries