

Port Angeles School District
Assessment Committee 2007-08 Report
June 23, 2008

EXECUTIVE SUMMARY

The Port Angeles School District Assessment Committee was commissioned and charged in the fall of 2003, and continues to present recommendations to direct district assessment work since that time. The superintendent's charge focused on eight areas of responsibility. The committee continues to respond to all eight of the areas in both narrative and graphic detail.

The district Assessment Committee is responsive to the Port Angeles School District Continuous Improvement Plan (CIP). Objective 2.1 states, "...consistent assessment systems will be in place at all schools to document student needs and progress in reading, writing, math, and science." The committee continues to align the district and school systems to meet this objective.

The context for the work outlined in the committee report has dramatically changed in the last few years. Increased levels of external accountability, the high stakes nature of assessment now required for graduation for all students, and the need to work more efficiently as time and resources continue to be more limited, have all converged to exert pressure on the viability of a sustainable and effective systemic assessment system. It continues to be more imperative than ever to have our internal assessment system match the external assessment system. With the new curriculum materials selected for use in the district, the internal assessment structures and the instructional calendar accompanying it necessarily becomes more important to be aligned.

We must embrace the idea of assessment *for* learning rather than an exclusive focus on assessment *of* learning. Further, as a system, we must develop and share a collective understanding of effective assessment content and practice. We must train our new staff in effective assessment practices, not leave this important topic to chance. To this end, the committee will engage in current research article study this coming year as we continue ways to improve our collective understanding of effective assessment practices. As the relatively new K-5 report cards become more embedded in our practice, the day to day grading practices must also keep pace in the standards-based classroom plans. The sixth grade report card has become standards-based and is consistent with the K-5 standards-based report cards already in use and familiar to parents. This adjustment has been made to bring alignment to the sixth grade as the sixth grade is now at the elementary school level.

With regard to specific content assessments, district science assessments for grades K-5 have been developed and were piloted during both the 2005-06 and the 2006-07 school years. These have been reviewed by the grade level teams and the science building leaders and have continued to be in use during this past year, 2007-08. The K-5 assessments match the science kits and are written in the WASL-like format. These will continue to be used uniformly across the district and their data recorded in the individual school CSIP documents. Scenario assessments for science are new practices requiring professional development. Grades K-10 will continue this important work during the coming year. The middle school science teachers spent significant time

this year collaboratively writing WASL-like science scenario assessments. The middle school science teachers met in grade level band teams to review the assessment data and inform instruction in real time. With the relatively new curriculum at the ninth and tenth grade levels, the internal assessments will also need to flex and be consistent from classroom to classroom.

District writing assessments will continue to be WASL-like prompts at grades three through ten. We will do fewer writing prompts throughout the system as we will continue to consciously pass writing samples from grade level to grade level this year. This eliminates the need to do a fall writing prompt at multiple grade levels. At all the WASL years for writing assessments, fourth, seventh, and tenth grades, the fall writing prompt is still an expectation. We continue to refine the end of year fifth grade writing assessment to integrate into the required classroom-based assessment (CBA) in social studies. This year, the “Whose Rules?” civics CBA was the one chosen to research and write about at the fifth grade. Middle and high school students at grades eight and ten also participated in the social studies CBA work.

The writing continuum will continue to be the mode of assessment directed and supported by the district for kindergarten through the fall of third grade. Writing at the end of year for grades 3 and 5 are intended to be connected to the newly required social studies classroom-based assessments at these grade levels. As previously stated, this is an example where we are trying to work smarter, not harder as we integrate content areas with process strategies. The new district writing curriculum materials will continue to be in use for the upcoming year in grades K-8. Curriculum adoption specialists in the literacy area will be part of the comprehensive support provided for staff in this area.

District math assessments will continue with refinement in grades six through ten. For kindergarten through fifth grades, teachers have studied and developed winter benchmark assessments that are aligned with the GLEs from the state, replacing the former A2L assessments. Where possible, we have used WASL released items. As we continue the work of the district math curriculum committee, further assessments will no doubt be coming forward to the assessment committee for review and implementation.

The high school math department will be continuing to use the integrated math approach to instruction started in the current ninth grade curriculum, and will be developing collective internal assessments used by all faculty members across the tenth grade. These should compliment the assessments already developed for the grade nine curriculum this past year. They will be meeting twice a month on Wednesdays to work these out and then forwarding this work to the assessment committee. The high school math department also has the collection of evidence (COE) assessment work to focus on this year. The district committee tracks the progress of this work.

District reading assessments will continue with the DRA at grades one through eight. The DRA will continue at the high school level for readers at the level one on their most recent WASL, requiring professional development for designated staff. With the advent of the reading intervention courses at the high school, the DRA gives invaluable diagnostic and intervention strategy assistance. Both middle schools and the high school will use the DRP as a screening for reading skills, administering the DRA for identified struggling readers. Grades one through ten teachers

have approved winter benchmark assessments using items that are WASL released when possible.

Integral to the success of the new assessments has been alignment to state standards and the manner they are authored – utilizing our own teachers’ professional expertise. Finally, since the board recently approved new report cards at the kindergarten through sixth grades, teachers are now concerned about the alignment to the new state math standards. This topic will be addressed next year as the report card structure must be responsive to the state standards and accurately reflect student progress toward same. Parents must be able to clearly understand the purpose and goal of the report card as they partner with teachers to support strong academic achievement for all students.

Middle level reporting and grading practices will need to continue to be studied. The middle level work was put on hold this year due to the completion of the transition work. The Skyward Family Access option for parents was put into place, requiring continued conversation regarding grading practices at this level.

At the high school level, the correlation between grades and the WASL is a topic continuing to get significant attention. This will be a topic for the committee in the coming year as the graduation pathways continue to come into play, particularly in the content area of math.

ASSESSMENT COMMITTEE MEMERSHIP

The staff members listed below represent the Assessment Committee membership for the current school year, 2007-08. These hard-working professionals represent every school in the district, the kindergarten program, and the special education department. Classroom teachers, support teachers, and administrators collaborated regularly to produce this report. There were multiple other staff who contributed by way of the grade level team meeting process.

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| 1. Beth Backus | 9. Michelle Olsen |
| 2. Jan Collins | 10. Loren Engel |
| 3. Cindy Crumb | 11. Roni Prince |
| 4. Ericka Kuch | 12. Michelle Reid |
| 5. Molly Hibler | 13. Debra Roos |
| 6. Renee Lancaster | 14. Katie Ross |
| 7. Lisa McCoy | 15. Bruce Rothweiler |
| 8. Gary McLaughlin | 16. MaryAnn Unger |

BACKGROUND

The background for the need to address a district-wide assessment system lies in a state and national context as much as the local district assessment climate. As our nation and state have experienced more and more explicit levels of accountability for student achievement outcomes, districts everywhere have been challenged to set internal accountability measures to prepare their students for success in this high-stakes assessment environment. As districts struggle to develop and implement internal accountability systems that match external accountability structures, there are pressure points which come to bear on the system. Limited time, fiscal resources, tech-

nology, information-sharing structures, availability of quality assessments and/or assessment items, shared assessment understanding and expertise and clear curricular targets all combine to impose significant pressure on systems already under stress. This committee has weathered these factors and come forward with plans that are both courageous and competent.

In the autumn of 2003, it became increasingly clear that the assessment system coherence and effectiveness across the system needed focused assistance. In response to this need, the assessment committee was commissioned by the superintendent. This district-wide assessment committee would include representation from all the schools in the system. Principals and teachers from all levels within the system would represent expertise and share thoughtful research and reflection during the course of this endeavor. The unique assessment needs of special education students were also represented by the inclusion of a certificated special education support staff member.

Fundamental truths regarding assessment continue to be debated at all levels of the local and national education system. Agreeing on some fundamental beliefs surrounding effective assessment practice is necessary in the development of a coherent and effective assessment system. The collective accountability the system takes for assessment of the instructional core is directly connected to the student achievement potential for all students in the system. Assessments must inform and guide instruction.

With the various new content area curricula being put into place, the assessment committee is charged with coherent assessments to be developed, implemented and reviewed for use in the classroom. Further, with the emergence of the classroom-based assessments in selected content area, the assessment committee is charged with their administration, organization and record keeping.

Finally, with the advent of the Class of 2008 (and beyond) graduation requirements, significantly more assessment topics and processes are necessary. As juniors and seniors now take more core academic coursework and continue to take state assessments into their capstone high school years, more internal assessments are required to inform the instruction at these levels. The collection of evidence option for graduation purposes at the high school level has added a layer of complexity to the assessment planning.

PARAMETERS

The assessment committee was charged with eight specific objectives (see Appendix A). The superintendent met with the committee at the outset to charge the committee with these responsibilities and lend clarity to the scope of the work. The committee is responsible for a broad range of review and recommendations to the superintendent to continuously improve the effectiveness of, responsiveness of, and value received from the assessments used by the district. The eight responsibilities are:

- Review the assessments currently in place.

- Review and recommend revisions to the matrix indicating when district assessments are administered, the audience for the assessment, the purpose for the assessment, and whether the assessment is mandated or optional in each content area.
- Review local assessments to ensure their fit with federal and state mandated assessment requirements.
- Review proposed new assessments to determine how they will enhance the current assessment system's ability to deliver timely, useful data for learning and teaching growth.
- Review how assessments will be used to support instruction, report to parents, and identify professional development needs.
- Make recommendations for professional development to ensure the appropriate implementation of an assessment.
- Make recommendations for addition or removal of assessments as needs of teachers and students change.
- Review and recommend changes to the district's report cards, beginning at the elementary grades, in order to better link them with the state standards and the data produced by the district's assessment system.

The committee was charged to work diligently on these responsibilities and make recommendations at the conclusion of the 2004-05 academic year, and each year thereafter. The committee will continue its work as the new recommendations are implemented over the next several years in order that there is a high level of support for the new expectations outlined later in this report. The committee reviewed all of these expectations at the outset of the 2007-08 year and again at the end of this year.

These parameters helped to focus all of this critical work in a context that acknowledged there were both short and long-term considerations, research, and actions which would have to be taken in order to accomplish the proposed recommendations. Significant communication and professional development work continues to be necessary and recognized as a foundation to the success of the new recommendations.

PROCESS

In addressing the district assessment committee charge the committee met monthly during the 2007-08 academic year, the first Wednesday of the month. The committee read and discussed many of the major tenets of the big ideas around effective assessment system structures and strategies. Spirited conversation informed the collective thinking of the group. During the past year, the committee reviewed several articles written in current education journals or reviewed in current research. The work will continue into the next year as well.

In addition to the meeting calendar structure and book or article study components of the process, it was determined early on that teacher voice from throughout the system was a necessary internal structure. It provides a foundation for thoughtful discourse around really thorny dilemmas in certain content areas and at certain levels within the system. To this end, an additional responsibility was made explicit to the members of the committee. They need to be key communicators for the staff they represented at the table. This created by the assistant superintendent for curriculum and assessment conversation that was iterative in its nature. Staff input into this

process was considered critical. Particularly with the rollout of the new standards-based report card, this communication and support role took on critical importance.

The committee has endeavored to be responsive to teacher voice, ever mindful of the need to maintain high support for the high expectations in place for teachers. Professional development for the efficient technology use of the new report card has continued to be provided.

With the recognition of the high need for communication around this topic, beginning of the year faculty meeting time was devoted to assessment conversations and clarification. Both internal and external data points continue to be discussed at faculty and grade level team meeting times. During the course of the year, we continue to live in parallel worlds represented by the need to live with a less than perfect system for the current year, while the committee deliberates and recommends a smoothly articulated, well-researched system of beauty for the coming years.

ASSESSMENT COMMITTEE RECOMMENDATIONS

There were several significant points of learning along the way that guided the thinking and work of the committee. Among these were that it became clear for the committee to have some clear guidelines for their role as the committee developed. The following guidelines are ones the committee, after researching and integrating the book study work, created for effective district assessment committee leadership and stewardship:

- Having a vision of excellence in assessment that is in balance in terms of understanding and meeting the assessment needs of *all* users, from students, parents and teachers, principals and district administrative staff, to board members and legislators.
- Understanding the conditions, including the assessment competencies of teachers and administrators, that must be in place for a balanced vision to be attained; that is, knowing the path that will take you from where the district is now to an assessment system that is in balance.
- Understanding the research on classroom assessment, recognizing that assessment quality and accuracy, descriptive feedback, and student involvement in assessment are essentials in realizing the gains available to schools and systems when principles of assessment *for* learning are routinely applied in the classroom.
- Leading the district team to excellence in assessment by securing and allocating the resources needed to remove barriers to completing the journey.

The result of committee consensus is essentially reflected in the assessment schedule and plan attached as an appendix to this report (see Appendix B). The committee engaged in spirited dialog, inspired problem-solving, thoughtful research and intentional planning.

The assessment committee also endorsed piloting the report card feature of Skyward Family Access at the elementary level. Several teachers across the elementary schools have agreed to pilot the on-line assessment and communication tool in the coming year. These teachers are excited to work through the process and make periodic reports to the district assessment committee regarding what is working well and what needs adjustment. In the spring, the district committee will then review the data and make a decision whether or not to recommend to the superintendent that we move forward on this program at the elementary level. The Olympic Educational Service District (OESD) will provide the professional development and support for this pilot project.

The set up and planning for professional development have already been scheduled (see Appendix C). The set up will take place on August 4, 2008 and the teacher professional development for those involved in the pilot will take place on August 21, 2008.

Because the secondary schools had a very successful roll-out of the Skyward Family Access program, the committee is optimistic about the pilot at the elementary level.

A system that is in balance will ensure that the right kind of assessment is used for the right purpose, and that assessment will be used to continually improve student learning. Through the use of high-quality assessments *of* and *for* learning, linked to the targets of instruction, all students will be able to show what they know and can do.

A high quality assessment system relies on a variety of assessments to provide timely and understandable information to all who need it, so they can make the instructional decisions that maximize student success. In this sense, the concept of a “total system” attends carefully to the following:

- Defining the achievement expectations to be assessed; in other words, clear curricular targets.
- Understanding who is to use assessment results and how.
- Deciding when and how student achievement will be assessed.
- Communicating results effectively to intended users of the assessments, whether they are students, parents, teachers, administrators, the board or community.

Lastly, a tenet that frames our vision is that in an organization that functions as a system, we know that the system is viewed as a whole, with all component parts connected, each working toward a common purpose. Those component parts affect each other over time, and so actions taken in the system consider all components rather than function as isolated decisions with a narrow focus. We contend that, because of the diverse information needs of instructional decision makers, the only assessment system that can work effectively is one that balances the effective use of periodic, standardized tests with the effective use of day-to-day classroom-based assessments. Reporting practices must be timely and accurate.

This area particularly informs our work as a committee. Both the assessments themselves and how we use them are critical to the success of the internal accountability system. Further, how we communicate to students and their parents becomes an integral part of the effectively functioning system.

All of the aforementioned information describes the context today, with the increased level of external accountability expected from our community, the state, and nation. The committee spent considerable time getting clear about this context and the big ideas guiding district-wide assessment efforts. As the committee continues its journey and leadership of the assessment system work in this district, all conversations necessarily will be framed by this context.

Having gained clarity with regard to the context in which we work, multiple, more specific recommendations are being proposed for the next several years. These narrative recommendations are followed by the chart listed in Appendix B.

The narrative recommendations will be organized by responding to each of the eight charges the committee was directed to address by the superintendent at the outset of the work:

1. Review the assessments currently in place.

The committee continues to spend a considerable amount of time reviewing the assessments currently in place. The extent to which the assessments respond accurately to the state standards was reviewed as well as their timing, purpose and frequency.

Assessments were reviewed in the core areas of reading, writing and math. Given that the state has delayed the science competency requirement for WASL mastery and graduation, the science assessments are still being refined and implemented. The K-5 assessments have been completed and are ready for publication and systemic use.

In view of the fact that the state continues to revise its math GLEs and the new math curriculum materials, we will need to continue to refine our internal math assessments. Further, with the new high school math courses under construction, coherent and consistent math assessments from classroom to classroom will be more and more important. The collection of evidence practices, with regard to math at the high school level, will need attention in the coming year.

Math teachers at the middle level have met several times this year and reviewed their mid-year and end-of-year assessments. High school math teachers met frequently to review mid-year and end-of-year assessments as well. The middle school math instructors chose to administer the practice test designed by the state for the first time last year. These turned out to be rather lengthy and were reviewed and reduced somewhat as the assessment is not desired to be onerous. The seventh grade math team met and developed an entrance placement assessment for the incoming sixth grade students so that the seventh grade math placements would be correct.

With regard to the review of district writing assessments, the committee spent significant time early on looking at the different writing prompts at the different grade levels. Spirited discussion ensued with regard to prompt design, sequencing and purpose. At the outset, after significant deliberation, there was consensus within the committee that writing prompts at grades one and two were not developmentally the best way in which to gain authentic information on the writing skills of developing or beginning writers. The writing continuum is used for the kindergarten through fall of the third grade year for assessment purposes. The latter part of the third grade to the tenth grade, the writing assessments are formal prompts with their own set of anchor papers.

Another topic with regard to the district-wide writing assessments was the types of prompt students were asked to write to, i.e. narrative, expository or persuasive. This topic was reviewed at the table. The committee determined that after the fourth grade, no internal district writing assessment would utilize the narrative genre. There is still a question regarding the introduction of persuasive writing in a formal prompt format at grade five.

With regard to the review of district reading assessments, the committee spent a considerable amount of time reviewing the major reading assessments currently being required of students.

The Developmental Reading Assessment™ (DRA) currently being utilized in grades one through eight was reviewed. The committee also reviewed the Degrees of Reading Power® (DRP) assessment primarily used at the secondary level. The committee completed a survey on reading assessments and deliberated regarding the results. No substantive adjustments were made to the assessment plan as a result of the survey.

Inherent in this review process was the understanding that the required district assessments should necessarily be aligned to the state standards and be utilized to inform instruction or in terms of the context we have defined, be assessment *for* learning, rather than exclusively assessment *of* learning. This focus on formative assessment instead of exclusively summative assessment is thought to be important.

2. Review and recommend revisions to the matrix indicating when district assessments are administered, the audience for the assessment, the purpose for the assessment, and whether the assessment is mandated or optional, in each content area.

The bulk of the committee work this year lay in the tasks defined by this charge. The committee spent a significant amount of time reviewing content area assessments and the nature of requirements connected to these. Keeping in front of us the notion of audience and purpose for these assessments continues to guide our thinking.

Clearly, the committee wanted to address these topics, and the accompanying chart (see Appendix B) is an effort to do this by the core content areas we addressed this year. It is also important to note that the accompanying assessment calendar is for the required district-wide assessments only. The committee recognized there is significant classroom-based assessment that goes on which these recommendations are silent on, other than noting the context in which they reside.

These classroom-based assessments will be reflected in an assessment calendar to be distributed in the fall.

3. Review local assessments to ensure their fit with federal and state mandated assessment requirements.

The committee integrated its review of the assessments (as outlined in the first charge) with the task set intended under this charge. The federal *No Child Left Behind* Adequate Yearly Progress (AYP) requirements and implications were discussed. As the number of these required assessments has increased, the load on the system continues to increase. Integral to this review was the realization that more specific information is necessary for student achievement to flourish and for other ancillary mandates to dovetail more efficiently, e.g., the required individual student learning plans. Teachers, students and parents become more significant partners in this context.

The committee looked at the state GLE documents in the core assessment areas and also the test map implications for reviewing type and style of writing prompts, reading or math prompts. It is clear in the review that both the content and the style of the district mandated assessment(s) must match the content and style of the external assessments. The science scenario assessments also

reflect this work. The social studies CBAs and the physical education CBAs are also being reviewed in an effort to provide more systemic support for teachers and students.

4. Review proposed new assessments to determine how they will enhance the current assessment systems ability to deliver timely, useful data for learning and teaching growth.

The committee did not review many new assessments during this past year. The committee is supportive of assessments collaboratively constructed by teachers that are aligned with the state standards and can inform instruction in real time.

An example would be the middle level science teachers who met collaboratively multiple times this year with support from the district. This was a most productive year as they developed and piloted assessments. The extensive use of state assessment requirements helped frame their work. Again, the teacher-developed assessments contributed to the shared understanding of the purpose and use for the assessments developed. The assessment committee approved this process and oversaw the work. The new science scenario assessments will guide the work at this critical science juncture for middle school students.

5. Review how assessments will be used to support instruction, report to parents, and identify professional development needs.

The committee will continue to address the tasks outlined in this charge. Clearly, an analysis of all currently proposed assessments must include how they support and guide instruction. The manner in which we report assessments to parents will continue to evolve as we pilot the Skyward Family Access program (see Appendix C) and study new report card procedures and practices at the middle level next year.

A significant departure for the system is the manner in which we must share assessment data, particularly grade level to grade level, in a more coherent and systemic manner. Currently, a significant reason for the feelings of overload is that everyone feels responsible for everything. As we share more with each other and refine our collective understanding of standards across the system and within buildings, we will have more real time data to inform instruction.

Professional development needs will continue to emerge from our intentional look at assessments. The better the assessments we utilize, and our expertise in using and interpreting their results, the more effective we can be. We will continue to use the day prior to the work day in August to review the data from the previous year. District grade level team meetings throughout the year will also review data as will teachers engaged in collaborative time activities during the year.

6. Make recommendations for professional development to ensure the appropriate implementation of an assessment.

It is imperative that the work of the district's assessment committee be done in concert with the work of the Professional Development Systems Council (PDSC), the district committee charged with oversight of the professional development system in the district. While one of the most sig-

nificant factors in the development of new assessments is the participation of the teachers in the design of the assessment, a real professional development need will be the orienting of new teachers to the system or grade level to the assessments and what we do with them in our district and at our schools.

An example of the professional development designed to meet a new assessment need was the work done to prepare teachers for the use of the new elementary standards-based report cards. These report cards meant a shift in assessment thinking in the district and required professional development in both their technical use and the manner in which one grades in a standards-based system. The Skyward Family Access program will require professional development and monitoring.

Professional development will continue to be provided the high school language arts and math staff as they prepare students for their work with the COE process.

7. Make recommendations for addition or removal of assessments as needs of teachers and students change.

Once the proposed assessment system is underway and in the implementation phase, a significant part of the work will be the continued monitoring of the assessments in place and their scheduling, use, necessary professional development, etc. As can be seen in the attached chart, recommendations are being proposed that endeavor to address the changing needs of teachers and students in an increasingly more accountable climate and context. Our ability to be responsive at all levels of the system will ensure our success in this rapidly changing context.

This particular charge implies continuation of the assessment committee work for many years to come. This monitoring, with clear goals and frameworks, is critical for this well tuned, smoothly articulating assessment system to flourish.

8. Review and recommend changes to the district's report cards, beginning at the elementary grades, in order to better link them with the state standards and the data produced by the district's assessment system.

The Port Angeles School District will pilot the Skyward Family Access program, an on-line grade book and communication tool, for grades K-6 in the coming year (see Appendix C). The grade book will be a standards-based report. A review of grading practices at the secondary level is on the docket for the upcoming year.

CONCLUDING THOUGHTS

There are several salient points that the assessment committee wants to underscore with these recommendations. A significant point of our recommendations lies in the strong preference for classroom teachers to be part of the development, construction and review of the mandated district-wide assessments. The development and scoring of these assessments is a valuable professional development activity in and of itself as it enables teachers as professionals to really familiarize themselves with the curricular targets and state assessment expectations. Where

teachers will continue to be challenged is in the grade spans that do not yet have WASL released items. For these grade spans, the assessments will be more internally constructed and will need continued refinement for them to be responsive to the changing teacher and student needs. We continue to review these at grade level team meetings.

With regard to the development and implementation of district-wide science assessments, there was a real effort being made by the building science leaders to build this into the required professional development for the science kits at grades K - 8. This has enabled the teachers to better use their time. The grades 9 - 12 science teachers will be continuing their work to write scenario assessments that match the WASL-style assessments. A key for the assessment committee is to work in concert with the science committee in their recommendations for future district-wide science assessment.

The assessment committee will be looking at the articulation between the writing and reading continuum at the primary level particularly. With the new writing curriculum materials in use, and the support provided, writing assessment work should continue to be prominent. Curriculum adoption specialists continue to provide support for this work.

The district's assessment committee will continue to review, refine and communicate recommendations for mandated district-wide assessments. These assessments will be carefully studied and must meet the researched criteria for the context in which we find ourselves. Effectively gaining teacher, administrator, parent, and student feedback as well as communicating changes to the appropriate audiences in a timely manner will be major focal points for the committee's continued work. Maintaining stability, while needing some flexibility, requires a balanced approach to a challenging task.

The committee needs to research an organizational tool, whether or not it is technology-based, to support the management of the data and enable timely responsiveness for the assessments the district employs. Currently, the Scantron system is being used as this vehicle. The school and district CSIPs also must reflect this data in real time if it is to focus and guide the work. Grade level teams at individual schools study this data in real time.

Professional development will continue to need to be addressed as support for the assessment structures and systems put into place. Part of the new teacher training will continue to be devoted to this end. Curriculum adoption specialists will continue to support this work.

The assessment committee will continue to need to refine the forms and reporting tools used in the assessment system. Further, ways of documenting how we use assessment results will be on next year's committee work plan. The Continuous School Improvement Plan (CSIP) tool at both the school and district level is currently the significant tool for reporting and analyzing the data.

The assessment committee also would like to shed light on the need for schools to look at the possibility that some school schedules may need to be modified during assessment windows. District-level assessments are administered under more WASL-like conditions. There is a definite need for these common district assessments to be administered in as similar a manner as

possible across the system. Common templates for these assessments are now being utilized district-wide.

Another focus for the assessment committee is the movement of assessment information from one grade level to the next. How we share assessment information is critical for the system to maintain its smooth, efficient focus and function. Structures are being put into place to also share assessment information from one building to the next. The CSIP form each school requires documentation of both internal and external assessment data points. These assessments inform instruction in the core academic areas and drive action plans at the individual school sites.

Classroom-based assessments will need focused attention as these need to be administered in a systematic manner and the results documented for state compliance purposes. These assessments are somewhat complex and certainly require more professional development to be effectively used. The work on the social studies and physical fitness and health CBAs was significant this past year.

The new curriculum recently chosen and implemented will require significant assessment committee oversight. **Assessment drives instruction** and as such must be aligned and commonly administered across a grade band as well as a school and district. The fidelity of implementation of a new curriculum can be charted by effective assessment practices. A conscious decision was made not to rewrite the current internal math assessments this year as both the curriculum was new and the state was releasing the new math standards. The committee felt that the coming year provided the best timing for the review of the internal assessments connected to this new curricular target area. The assessment committee clearly needs to remain steadfast in its commitment to effective systemic assessment and the oversight of the new assessment system.

APPENDIX A**School District Assessment Committee Charge****PORT ANGELES SCHOOL DISTRICT ASSESSMENT COMMITTEE**

The district's Assessment Committee will be responsible for a broad range of review and recommendations to the superintendent to continuously improve the effectiveness of, responsiveness of, and value received from the assessments used by the district. The general scope of the committee's charge includes the following responsibilities:

- Review the assessments currently in place.
- Review and recommend revisions to the matrix indicating when district assessments are administered, the audience for the assessment, the purpose for the assessment, and whether the assessment is mandated or optional, in each content area.
- Review local assessments to ensure their fit with federal and state mandated assessment requirements.
- Review proposed new assessments to determine how they will enhance the current assessment systems ability to deliver timely, useful data for learning and teaching growth.
- Review how assessments will be used to support instruction, report to parents, and identify professional development needs.
- Make recommendations for professional development to ensure the appropriate implementation of an assessment.
- Make recommendations for addition or removal of assessments as needs of teachers and students change.
- Review and recommend changes to the district's report cards, beginning at the elementary grades, in order to better link them with the state standards and the data produced by the district's assessment system.

11-07-03

Appendix B Port Angeles School District Required Assessment, 2008-2009

Grade	Subject	Fall	Winter	Spring
K	READING	Screening by 9/26	Benchmark by 1/23	EOY by 6/5
	WRITING		Sample and Writing Continuum y 1/23**	Sample and Writing Continuum by 5/29**
	MATH		Benchmark by 1/23	EOY by 6/5
	SCIENCE		Wood and Paper	Animals 2x2
1	READING	DRA optional	DRA all by 1/23	DRA below standard + Tchr. Dis.* by 6/5
	WRITING	Sample and Writing Continuum by 11/2	Sample and Writing Continuum by 1/23**	Sample and Writing Continuum by 5/29**
	MATH		Benchmark by 1/23	EOY by 6/5
	SCIENCE	Insects	Solids & Liquids	Air & Weather
2	READING	DRA all by 10/26	DRA below standard + Tchr. Dis.* by 1/23	DRA below standard + Tchr. Dis.* by 6/5
	WRITING	Sample and Writing Continuum by 10/31	Sample and Writing Continuum by 1/23**	Sample and Writing Continuum by 5/29**
	MATH		Benchmark by 1/23	EOY by 6/5
	SCIENCE	Pebbles, Sand & Silt	Balance & Motion	New Plants
3	READING	DRA all by 10/24	DRA below standard + Tchr. Dis.* Benchmark by 1/23	WASL
	WRITING		Narrative by 1/23	Expository by 5/29
	MATH		Benchmark by 1/23	WASL
	SCIENCE	Earth Materials	Physics of Sound	Human Body
4	READING	DRA below standard + Tchr. Dis.* by 10/24	DRA below standard + Tchr. Dis.* Benchmark by 1/23	WASL
	WRITING	Narrative by 10/31	Expository by 1/23	WASL
	MATH		Benchmark by 1/23	WASL
	SCIENCE	Water	Magnetism/Electricity	Structures of Life
5	READING	DRA below standard by WASL results + Tchr. Dis.* by 10/24	DRA below standard + Tchr. Dis.* Benchmark by 1/23	WASL
	WRITING		Expository by 1/23	Expository by 6/5 CBA—Social Studies
	MATH		Benchmark by 1/23	WASL
	SCIENCE		Astro Adventures Variables	WASL Mixtures & Solutions

* Teacher Discretion means any student whose performance is marginal or static can be assessed and this will be supported by substitute time if the teacher so chooses.

** Writing Continuum is a pilot. Report results to building principal.

Appendix B, cont. Port Angeles School District Required Assessment, 2008-2009

6	READING	DRP by 9/26 DRA – below standard + Tchr. Dis.* by 10/24	Benchmark by 1/23	WASL
	WRITING		Expository by 1/23	Persuasive by 5/29
	MATH		Benchmark by 1/23	WASL
	SCIENCE	Models & Designs	Levers & Pulleys	
7	READING	DRP by 9/26 DRA below standard + Tchr. Dis.* by 10/24	Benchmark by 1/23	WASL
	WRITING	Expository by 10/31	Persuasive by 3/5	WASL
	MATH		Benchmark by 1/23	WASL
	SCIENCE			
8	READING	DRA below standard by WASL results Mini-assessments + Tchr. Dis.* by 10/24	Benchmark Mini-assessments by 1/23	WASL Mini-assessments ongoing
	WRITING		Expository by 1/23	Persuasive by 5/29
	MATH		Benchmark by 1/23	WASL
	SCIENCE			WASL
9	READING	DRP by 9/10 DRA by 9/19 for Level 1 students	Benchmark by 1/23	Benchmark by 5/1
	WRITING		Expository by 1/23	Persuasive by 5/1
	MATH		Benchmark by 1/23	Benchmark by 5/1
10	READING	DRP by 9/10 DRA for Level 1 9/19	Benchmark by 1/23	WASL -- March
	WRITING	WASL prompt Expository by 10/9	WASL Benchmark Persuasive by 1/23	WASL -- March
	MATH		Benchmark by 1/23	WASL -- April
	SCIENCE		Benchmark by 1/23	WASL -- April
11	READING	Advanced DRP by 10/26		
	WRITING			
	MATH			
12	READING	Advanced DRP by 10/26		
	WRITING		Senior Project Paper by 12/19 or 5/14**	
	MATH			

Appendix C District Implementation of Standards-based Gradebook SBGB



What does my Entity or District need to have in place for a successful implementation of the WESPaC Standards-based Grade Book?

Implementation Checklist:

Implementation Team:

- ❑ District Administrator who will remain involved through the entire process to assist in coordination of all stages. This administrator's role is to be the guide on the side, and sometimes the overriding decision maker for success.
- ❑ Recommended Implementation Team
 - District Representative (person with understanding of EALR's & GLE's)
 - Building Representative (possibly office staff responsible for SIS)
 - Minimum of 3 Teachers (perspective involvement and training)
- ❑ Team Members should all have an understanding of Standards-based Learning Structure. (If entity is not already Standards-based, this may be too many shifts)
 - EALR's (Essential Academic Learning Requirements)
 - GLE's (Grade Level Expectations)

Training Model:

(This is an example based on what worked for us)

- ❑ Implementation and Overview Session
- ❑ One Day Setup and Training for Implementation Team
- ❑ Train the Trainers Session
- ❑ Follow-up Session

Recommended Implementation Timeframe:

- ❑ Spring Overview
- ❑ With Training a few weeks into the new school year
 - Teachers need the first few weeks of school to settle in before training and implementation.

Appendix C, cont. District Implementation of Standards-based Gradebook SBGB**Considerations & Setup**Curriculum:

- Does your District intend to standardize their grade level curriculum?
 - The success of the gradebook may depend on standardizing, for easier setup and support.
 - In addition, Academic Areas can be Cloned from one entity to another, which would make for easier cross-district implementation.

Graded Courses:

- Are students scheduled into more than one course?
- Will a teacher of a scheduled course grade more than one Subject?
 - i.e. a student is scheduled into GRD005, 5th grade, and the teacher grades multiple subjects, math, science, spelling...
 - This course will be used for attendance tracking also.
- Will Teacher Specialists enter grades for students?
 - i.e. Art, Music, PE If so,
 - Copy students from their grade level sections into corresponding grade level specialist sections (i.e. GRD005/01, copy into GR5ART/01)
 - Uncheck keep attendance
- Do you have Split Grade Level Courses?
 - Most split grade level classes have a different set of EALR's & GLE's for the individual grade level of students.
 - This would require a teacher to setup Events and grade through different gradebooks.
 - Students can be kept in the split grade level course code for attendance purposes, then split up and scheduled into a separate course for gradebook.
 - i.e. GRD045 (grd 4 & 5), teacher keeps attendance on this course, and uses courses GRD004 and GRD005, to grade Events and Skills for students based on grade level.

Report Cards:

- Does the district intend to (or already) standardize their elementary report card layout?
- Does your Entity have a Report Card you are trying to simulate?
 - Mimicking the display may require additional Academic Areas to be set up, or Course Code manipulation to display in same order.
 - Some districts may have global area's they gauge student learning on such as 'Indicators of Success'. If so, they may need to be entered as a separate Academic Area. And then entered into the Course Master as a course for each grade level required.
 - In what order do you want Academic Areas to display on the report card?

Appendix C, cont. District Implementation of Standards-based Gradebook SBGB

- The order of Academic Areas is based on ASCII order of the Course Key. To get them to display in a specific order on your report card you may need to add numbers to the first character of course codes in your Course Master.



- i.e. courses should appear in this order on the report card, Indicators of Success, Grade Level Course, Art, PE, and Music. To accommodate this display, examples of Course Codes created for Grade 5 would be:

- 1INDS05
- 2GRD05
- 3ART05
- 4PE05
- 5MUS05

Grade Marks:

- Does your DISTRICT want the teacher’s gradebook to calculate the Skill and Subject Grades based on Event Scores?
- What types of Grade Marks will your entity use?
ABC 4,3,2,1 +, -
- What point values or percentages will be assigned to individual grade marks within a table?
- When you think of Standard’s Based, you don’t typically think of percentages. However, in order for the gradebook to work, you must think of percentages in association to grade marks.

- A 100%-90%
- B 89.9%-80
- C 79.9%-70
- D 69.9%-60
- F 59.9%-0%



Or

- 4 100%-96%
- 3 95.99%-80
- 2 79.9%-60
- 1 59.99%-0%



Or

- + 100% - 70%
- - 69.9%-0

Appendix C, cont. District Implementation of Standards-based Gradebook SBGB

- ❑ Will all teachers in your entity use the same Grade Mark Table?
- ❑ Will teachers be allowed to use Multiple Grade Mark Tables within their gradebook, but be asked to standardize them for the overall Subject Grades?
 - Will teachers use the same Grade Marks for Assignments as they use for grading of Skills and/or Subjects?
 - ❑ SBGB allows the use of different grade mark tables per Event
 - ❑ SBGB allows the use of a different grade mark tables for grading Skills and Subjects.

*** NOTE***

The list above is intended to assist your district in some of the questions and items that should be considered before you decide to implement the Skyward Standards-based Gradebook.

It was created based on learning experiences we had with our pilot districts, and things we will ask any new districts who wish to implement the Standards-based Gradebook to take into consideration.

Remember, your success will be gauged on many things.

A smooth implementation and the happiness of administrators, teachers, and parents should be your ultimate goal.

And this can be achieved through planning.

