

Port Angeles School District
Assessment Committee 2008-09 Report
June 22, 2009

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 do our 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 is a topic that will be reflected in recommendations for the coming year as this year is recognized for the pivotal nature in transitioning to a secondary structure. The entire sixth grade level team provided input into this recommendation after spending significant time piloting and researching sixth grade options.

With regard to specific content assessments, district science assessments for grades K-8 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, 2008-09. The K-8 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 scenario WASL like science 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, as the state is making relatively few adjustments to the writing WASL. 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 and winter writing prompts are still an expectation. We continue to endeavor 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. In the coming year, one of the reading series integrated theme tests will provide the springboard for the social studies classroom based assessment. 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 grades 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 if the budget allows.

District math assessments will continue with refinement in grades six through ten. For grades kindergarten through fifth grade, teachers will be reviewing revised benchmark assessments as the state standards in math have been revised. 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.

Particularly, the high school math department will be developing new assessments as they re-vamp the curriculum with the advent of end of course exams for the incoming freshman class. 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 completed the Collection of Evidence (COE) assessment work this year. The district committee tracks the progress of this work. This has been a highly successful option for students who have not otherwise passed the math WASL. The state has eliminated this as an option for the upcoming year(s).

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 interven-

tion 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. The secondary teachers will be modifying the DRA for more effective use in classroom assessment practice.

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 we recently approved new report cards at the kindergarten thru sixth grade, teachers are now concerned about the alignment to the new state math standards. This topic has been addressed 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 Skyward Parent Access option for parents and students is continuing, 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 hot topic for study of 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, 2008-09. 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—really regularly—to produce this report. There were multiple other staff members who contributed by way of the grade level team meeting process.

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| 1. Beth Backus | 9. Michelle Olsen |
| 2. Patti Dunlap | 10. Roni Prince |
| 3. Rindy Hainstock | 11. Michelle Reid |
| 4. Molly Hibler | 12. Debra Roos |
| 5. Erika Kuch | 13. Katie Ross |
| 6. Renee Lancaster | 14. Bruce Rothweiler |
| 7. Lisa McCoy | 15. Kelly Sanders |
| 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, technology, 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, and a Letter of Agreement between the district and the Port Angeles Education Association was signed December 18, 2003, to begin the work of a district-wide committee whose charge carried multiple objectives.

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 certified special education support staff member.

A significantly contentious factor continues to be the need to have an assessment system in place, while we research, review, and revise the system to have it be responsive to many competing needs. In other words, the need to maintain stability while in the midst of being responsive to a quickly changing context in which we live and work continues to challenge us.

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 to have in place. As juniors and seniors now are taking both 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 directives (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 assertion was made that the committee would 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 following 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 myriad 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 2008-09 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 as outlined by the superintendent, the committee met monthly during the 2008-09 academic year, the first Wednesday of the month. They met from 3:30 to 5:00 pm at the Skills Center. 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. A significant goal of the committee was to not be candidates for the “assessment committee protection program” at the end of the work. The work will continue into the next year as well. The committee is one that is respected for its thoughtful deliberations and reasoned recommendations.

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 a key communicator for the staff they represented at the table. This created 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.

We are getting closer and closer to this end.....

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 approved the pilot of Skyward Parent Access at the elementary level. Several teachers across the elementary schools agreed to pilot the on-line assessment and communication tool during the past year. These teachers worked through the process and made periodic reports to the district assessment committee regarding what was working well and what needed adjustment. In the spring, the district committee reviewed the data and made 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) provided the professional development and support for this pilot project. The set up and planning for professional development was scheduled (see Appendix C). The set up took place on August 4, 2008 and the teacher professional development for those involved in the pilot took place on August 21, 2008. Periodic meetings with the pilot group were held during the fall and winter to monitor progress of the pilot and provide support to those in the pilot project.

Because the secondary schools had a very successful roll-out of the Skyward Parent Access program, we were 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 in which we find ourselves 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 our 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. This bulleted charge item will address only the review of the assessment(s) themselves.

Assessments were reviewed in the core areas of reading, writing, science 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-8 assessments have been completed and are ready for publication and systemic use.

State assessments this year eliminated extended response (four-point) items in grades 3-5. The committee reviewed the number of such items in reading and math benchmark assessments for that grade level. Because there were relatively few of these items and because student responses can reveal valuable information about student understanding, the committee decided to leave these questions on the assessment. Teachers would not need to score them but would be able to read through them.

Next year state assessments will have a different look. At grades 3-8 the WASL is being replaced by Measurements of Student Progress, which will be administered in May instead of April. This assessment will feature no extended response items, fewer short answer (two-point) items, and completion items (where students must provide an answer) as well as a greater per-

centage of multiple-choice items. The reading, math, and science assessments will require one day each instead of the current two days. When more information about these changes is available in the fall, the committee will need to review all of the reading and math benchmark assessments. There are currently no changes planned for the writing assessment.

At grade 10 the WASL will be replaced by the High School Proficiency Exam. It will have changes similar to those described above but will continue to be administered in March for reading and writing and April for math and science.

In view of the fact that the state continues to revise its math GLEs and the new math curriculum materials we are using, 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 state has eliminated the Collection of Evidence option for math next year. The high school developed an entrance placement assessment for incoming freshmen to use in placing students in classes.

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 have met frequently to review their 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. High school math department members wrote a math assessment to be administered to eighth grade students so that incoming ninth graders would be more accurately placed.

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 and on 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, e.g. 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.

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 middle school has recommended that all incoming seventh and eighth graders will be given the Degrees of Reading Power (DRP) test to determine a baseline reading

level for each student. Students who score a raw score of below 40 will be administered the running record portion of the Developmental Reading Assessment (DRA). This oral fluency test will determine gaps and problems with fluency and decoding that will help guide the instruction of the reading teacher. Middle level reading teachers would benefit from professional development in how to modify instruction for readers that are significantly below grade level and that are in the same classroom as grade level and higher readers for only 40 minutes of reading instruction each day.

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 bullet item. 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. This chart includes classroom-based assessments as well as a separate chart more specifically outlining these assessments. Legislation passed this year delays the requirement for a civics classroom-based assessment at the elementary level until 2010-11.

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

The committee integrated their review of the assessments (as outlined in bullet one) 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 PE CBAs are also being reviewed in an effort to provide more systemic support for teachers and students. Math internal assessments will be

rewritten this summer to match the new state math standards. This will be done at all grade levels. The newly recommended math curriculum materials at the high school will match the state end of course exam expectations. The publisher for these new materials is also providing template benchmark assessments.

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.

The committee did look at considerable information about an assessment product from the Northwest Evaluation Association—MAP, or Measures of Academic Progress. Appendix D shows the features of this product in comparison with the product we currently use from Scantron. While there are some significant differences in the natures of the assessments available in MAP from what we currently use, they may offer some promise. Some other districts in our state use MAP and are quite pleased with the product. The biggest issue is the cost. The committee is supportive of a pilot of these assessment materials in the coming year.

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 bullet item. Clearly, an analysis of all currently proposed assessments must include how they support and guide instruction.

A necessary function 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 significant 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 Parent Access program will require professional development and monitoring as we implement it at the sixth grade across the district in the coming year.

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 bullet item argues for the 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.

A review of grading practices at the secondary level is on the docket for the upcoming year.

The pilot on the elementary standards gradebook available from Skyward provided the district with a good look at how well this gradebook may work for the district's elementary report cards. The pilot team included thirteen teachers. Each building and each grade level, except for kindergarten, had at least one representative. The district supported these teachers with training in August and monthly meetings at the start of the school year. Cathy Hays from the Olympic Education Service District provided very helpful technical support. Five of the pilot teachers agreed to participate in Family Access in the second half of the year, after they were comfortable enough with the standards gradebook.

The survey results (see Appendix C) from the pilot team were mixed and not strong enough for the committee to recommend adoption of the standards gradebook district-wide.

During the course of the pilot, the three sixth grade teachers involved expressed a strong preference to be able to use the secondary gradebook in Skyward. At the spring grade level team meeting, this was a topic of discussion among all sixth grade teachers. Their recommendation was to be allowed to pilot the use of the secondary gradebook for next year. Teachers would have multiple gradebooks so they can continue to give separate grades in math, reading, writing, science, social studies, PE and fitness, and music. The district would provide a separate report card attachment to allow teachers to report on behaviors that promote learning. All sixth grade teachers will participate in the pilot and at some point during the year all sixth grade teachers will provide Family Access. The committee supports this recommendation.

There will be some adjustments in the elementary report cards to reflect the revised math standards. There will also be some minor changes in the behaviors that promote learning.

CONCLUDING THOUGHTS FOR THE GOOD OF THE ORDER

There are several salient points that the Assessment Committee wants to continue 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 for 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 as the budget allows. Several of the integrated theme tests in the core reading series will be piloted as social studies CBA springboards.

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 need to continue 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 need to continue to refine the forms and reporting tools used in the assessment system. Further, continued ways of documenting how we use assessment results will be on next year's committee work plan agenda. 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 building schedules will need to continue to be modified during assessment windows district level assessments are administered under more and more WASL-like conditions. This is a topic for further discussion as the committee continues its work next year. 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 as well as directions for these assessments are now being utilized district wide.

Another real 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. Being more and more organized in this regard will enable each of us to take a bit of a breath as we will avoid so many repetitions. 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 physical fitness CBA has been moved to the sixth grade level after much discussion on the concentration of assessments at the fifth grade level.

Finally, a major challenge the Assessment Committee will continue to work on is how to work with students and staff new to the district or new to a grade level. If the transitions are not relatively seamless, gaps will continue to permeate the system, marring the thoughtful and systemic design and effectiveness for all students and staff within the system.

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 to not 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 within the narrowly defined context, as it continues to be utilized next year.

With the new state math standards and the changing graduation requirements, it is more important than ever to maintain oversight on the internal assessments required by the district. Furthermore, as the state revises its assessment structure and test maps in varied content and at varied grade levels, the district must be responsive to revisions in the district internal assessment structure.

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 and beyond

Appendix B Port Angeles School District Required Assessment, 2009-2010

Grade	Subject	Fall	Winter	Spring
K	READING	Screening by 9/25	Benchmark by 1/28	EOY by 6/4
	WRITING			Sample and Writing Continuum by 6/11**
	MATH			EOY by 6/4
	SCIENCE		Wood and Paper	Animals 2x2
1	READING	DRA optional	DRA all by 1/28	DRA below standard + Tchr. Dis.* by 6/4
	WRITING	Sample and Writing Continuum by 11/6	Sample and Writing Continuum by 1/28**	Sample and Writing Continuum by 6/11**
	MATH		Benchmark by 1/28	EOY by 6/4
	SCIENCE	Insects	Solids & Liquids	Air & Weather
2	READING	DRA all by 10/30	DRA below standard + Tchr. Dis.* by 1/28	DRA below standard + Tchr. Dis.* by 6/4
	WRITING	Sample and Writing Continuum by 10/30	Sample and Writing Continuum by 1/28**	Sample and Writing Continuum by 6/11**
	MATH		Benchmark by 1/28	EOY by 6/4
	SCIENCE	Pebbles, Sand & Silt	Balance & Motion	New Plants
3	READING	DRA all by 10/30	DRA below standard + Tchr. Dis.* Benchmark by 1/28	MSP
	WRITING		Narrative by 1/28	Expository by 5/29
	MATH		Benchmark by 1/28	MSP
	SCIENCE	Earth Materials	Physics of Sound	Human Body
	CBA	Social Studies by June 1		
4	READING	DRA below standard + Tchr. Dis.* by 10/30	DRA below standard + Tchr. Dis.* Benchmark by 1/28	MSP
	WRITING	Narrative by 10/30	Expository by 1/28	MSP
	MATH		Benchmark by 1/28	MSP
	SCIENCE	Water	Magnetism/Electricity	Structures of Life
	CBA	Social Studies by June 1		
5	READING	DRA below standard by MSP results + Tchr. Dis.* by 10/30	DRA below standard + Tchr. Dis.* Benchmark by 1/28	MSP
	WRITING		Expository by 1/28	Expository by 6/4 CBA—Social Studies
	MATH		Benchmark by 1/28	MSP
	SCIENCE		Astro Adventures Variables	MSP Mixtures & Solutions
	CBA/CBPA	The Arts—in Music Classes and Social Studies—Civics by June 1		

Appendix B, cont.

Port Angeles School District Required Assessment, 2009-2010

6	READING	DRP by 9/25 DRA – below standard + Tchr. Dis.* by 10/30	Benchmark by 1/28	MSP
	WRITING		Expository by 1/28	Persuasive by 5/28
	MATH		Benchmark by 1/28	MSP
	SCIENCE	Models & Designs	Levers & Pulleys	Land Forms; Food & Nutrition
	CBA	Health, Fitness, and Social Studies by June 1		
7	READING	DRP by 9/25 DRA below standard + Tchr. Dis.* by 10/30	Benchmark by 1/28	MSP
	WRITING	Expository by 10/30	Persuasive by 3/5	MSP
	MATH		Benchmark by 1/28	MSP
	CBA	Social Studies--Civics by June 1		
8	READING	DRA below standard by MSP results Mini-assessments + Tchr. Dis.* by 10/30	Benchmark Mini-assessments by 1/28	MSP Mini-assessments ongoing
	WRITING		Expository by 1/28	Persuasive by 5/28
	MATH		Benchmark by 1/28	MSP
	SCIENCE			MSP
	CBA/CBPA	The Arts—in Music Classes, Health, Fitness, and Social Studies by June 1 Some may occur during 7 th grade year.		
9	READING	DRP by 9/11, by 9/18 for Level 1 students Benchmark by 12/4		Benchmark by 4/30
	WRITING		Expository by 1/28	Persuasive by 4/30
	MATH		Benchmark by 1/28	Benchmark by 4/30
10	READING	DRP by 9/10 DRA for Level 1 9/19	Benchmark by 1/8	HSPE -- March
	WRITING	Expository by 12/4	Persuasive by 1/28	HSPE -- March
	MATH		Benchmark by 1/28	HSPE -- April
	SCIENCE		Benchmark by 1/28	HSPE -- April
	CBA/CBPA	The Arts—in Music Classes, Health, Fitness, and Social Studies by June 1 Some may occur during 9 th grade year.		
11	READING	Advanced DRP by 10/23		
	CBA	Social Studies—Civics by June 1		
12	READING	Advanced DRP by 10/23		
	WRITING		Senior Project Paper by 12/18 or 5/12***	

Appendix B, cont.

Port Angeles School District Required Assessment, 2009-2010

Classroom-Based Assessments

Grade	The Arts	Health	Fitness	Social Studies
3				By June 1
4				By June 1
5	Music Classes by June 1			Civics by June 1
6		By June 1	By June 1	By June 1
7				Civics by June 1
8	Music Classes by June 1	By June 1	By June 1	By June 1
9 or 10	Music Classes by June 1	By June 1	By June 1	
11				Civics by June 1

Appendix C Standards Gradebook Pilot Team Questionnaire Results

The number with each comment indicates the grade level of the teacher making the comment. X indicates the grade level of the teacher is not known.

1. The standards gradebook allowed me to produce report cards more efficiently.

4—strongly agree	3—agree	2—disagree	1—strongly disagree
4,5,X	1,2,4,6	5,6	

Comments:

1 I am more on task about inputting grades. I never have to guess at the end of the trimester what a student deserves.

2 Using Skyward makes it very easy to enter information (grades and comments) for each student quickly and print out the report cards for the entire class all at once! There were no ‘glitches’ with grades and comments transferring to the report cards as there are with the current spread sheet style report cards.

4 Entering scores of work during the trimester and then having the results at the end of each trimester in order to do report cards saved time and energy. The attendance already in the Skyward system also is great. I look forward to the time where the music and PE folks will be able to enter the grades for their students and have that already in the system.

4 Yes time was reduced significantly.

5 I really like Skyward report cards, it keeps attendance and academics in one place.

5 The Skyward program lets me create report cards more efficiently when it comes to the deadline, but I don’t feel it is appropriate for elementary standard based report cards. Using averages defeats the purpose of having a standard based form of grading, and we might as well go back to A, B, C grades if we are going to choose Skyward. I also find it annoying that when I put a grade in a skill area, I have to also click on “include in total grade”, plus then it won’t let me put in percentages, so a student receiving a low 3 ends up being counted as a mid range 3 in percentage. If I want accurate percentages, I have to put the grades in one at a time for the same assignment. I haven’t found the program very user friendly and would be concerned that many teachers would find the program difficult to use. I am aware of only 1-2 parents that have accessed online their student’s grades, which means that not enough parents get benefits from the program to make it worth the difficulty that the program has for teachers. When putting a grade in multiple areas, I frequently have been kicked out of the program when I ask it to save, which necessitates me putting in the grades all over again. I have been approached by almost every teacher in the building with concerns over using a computer program for their grades. When I think of the varying technology skills in the district, I think the program doesn’t really simplify grading, or make report cards any easier. The only benefit that I see from Skyward is the parent access feature, but since the grades don’t match our standard based report card, giving an average, rather than a mode, than I don’t view that as much of a benefit, plus I haven’t had very many parents accessing the program. Most parents at this level, will call, or come in and talk with the teacher about their child’s grades. All students have a fall conference, and any student on a learning plan, or not doing well gets another conference in February. Parents are always encouraged to request a conference anytime they have concerns. Most parents of elementary students already feel well informed about how their child is doing, so access to a grading program isn’t as necessary as it would be at middle school, or high school, where a teacher has larger num

Appendix C, cont. Standards Gradebook Pilot Team Questionnaire Results

bers of students, and does not have time available to keep in close contact with parents. Overall, I don't think requiring Skyward for elementary teachers is a good choice.

6 Although not a lot more efficiently. The program is not user friendly and since its web based, it often runs too slow, or refuses to load at all. This is a problem since I have limited time to work on grading in a day.

6 Although I like the concept that by using the standards gradebook your report cards could potentially be ready to print at the end of the trimester, the gradebook itself was so difficult to use and inefficient that it cost me 10 times the amount of time trying to use it than I would have spent using Grade Machine as my gradebook and doing report cards the old fashioned way. Also, another teacher and I were sharing the gradebooks between two groups of students. I found adjusting grades as needed at the end of the trimester to be very difficult. For example, if he had given a minus grade for a particular behavior, and I needed to adjust the grade to a check, I couldn't just overwrite the old score. I had to go into assignments and change grades on assignments until the overall behavior score was properly adjusted. Maybe there was a more efficient way to do this?

X After some downtime entering grades, generating a report card took about an hour, mostly for comments.

2. The standards gradebook improved my ability to track student achievement.

4—strongly agree	3—agree	2—disagree	1—strongly disagree
4,5		1,2,4,6 X	6

Comments:

2 I do not think the Skyward gradebook meets the needs of primary teachers (K-3). In the primary grades, we do not keep a large number of percentage scores and 'grades' in the same manner that the older students teachers do. With young children, we tend to use running records, continuums, and portfolios (with a variety of work samples) to get a more accurate view of a student's overall progress. In addition, we do not have the same types of long term projects or homework assignments that may affect a subject grade. I think the online grade book is too complicated and cumbersome for our (K-3) needs.

4 I could follow where my students were struggling in their understanding, for example, in the specific areas broken down in Math or Reading.

4 Not really, I still kept a paper checklist to see at a glance what was being understood and what needed to be retaught.

5 It was easy to look at assignments across the trimester and entire school year.

6 My previous grade program allowed me to see "the whole picture" for a students grade. This program requires me to scan across the page...very slowly. The middle school version might be better suited to 6th graders than the elementary version. Every parent I have spoken to does not like our report card. They want letter grades back.

Appendix C, cont. Standards Gradebook Pilot Team Questionnaire Results

6 I am used to the Grade Machine program, and found the standards gradebook seriously lacking in how well I could communicate progress to parents. On printed progress reports there is no way to show percents or points out of points possible so that students can see how close they are to a 2 or a 4. With a 3 covering such a broad range of what would be a C, B, or A letter grade, the motivation is not there for students to put forth effort to raise a C to a B or a B to an A, when all they can see is a “3” grade. I actually kept two different types of gradebooks going for a while, just so I could print progress reports that parents and students could understand and use to make changes to grades before report cards. This became an impossible task and I eventually just went back to Grade Machine as my gradebook and used Skyward only for report cards. Another problem I had was the standards gradebook converted all my scores to a 4,3,2,1, unless I went to a lot of work to re-weight the points I inputted. For example, in math where most daily work is worth 10 points, I had to weight a quiz worth 24 points as 2.4. It was awkward and time consuming to do this. When I was doing two different grade books for awhile, some students had different percents in each grade book, and I wasn’t able to figure out why!

X Parents are confused with the progress report. It has too many categories and is too small a print. “Overall” grades in Reading, Math and Writing can be deceiving.

3. The district provided sufficient support for me in the use of the standards gradebook.

4—strongly agree 3—agree 2—disagree 1—strongly disagree
 4 1, 2,4,5,6, X 6

Comments:

2 The written materials and training sessions were very helpful. Other questions were answered through emails to Gary and/or at the end of the month meetings

4 Thank you for the instruction and opportunity to pilot this grade book option.

4 Yes, the e-mail system was timely when I had questions. The answers were easy to follow to fix my concerns.

5 I learned more by just playing around on it and figuring out how it worked on my own, but all my questions were answered in a timely manner.

6 The program is so complex and complicated that it would have taken multiple inservices to make a difference. It is simply not a user friendly program. The only positives about it is the ability to simply hit print and get a report card and family access.

6 There were regular meetings in the beginning and Gary even came to my classroom to help me with some questions I had. However, I often had questions that there didn’t seem to be answers for, and sometimes questions that could not be answered right away hindered me from using the program.

Appendix C, cont. Standards Gradebook Pilot Team Questionnaire Results

X Very supportive to start off, e-mails later took care of problems but no meetings mean I'm not sure I know all I should.

4. If you chose to have Family Access, what kind of response did you have?

(NOTE: We will be sending home a survey with report cards for those students in classes with Family Access.)

6 Parents I spoke with liked being able to follow the students' grade to make sure they were keeping up in class. Repeatedly, I heard that they don't like the numerical grading system.

5. Please provide the Assessment Committee with any other comments you feel are appropriate in evaluating this pilot.

1 The standards grade book has some advantages. 1. the attendance is already done for you. 2. the grades are consistent in the grade book. I don't have to guess is it a /, or -, or 4,3,2,1. I don't think it is appropriate for primary though. We have too many class assignments that we do as a whole class and this cannot be reflected in the grade book. Also we have a lot of practice and this is not appropriate for grading. So the reports only show a few grades to reflect an entire trimester.

2 In general, I like Skyward (both gradebook and report card) and would recommend it if I was teaching fourth grade or above. However, the Skyward gradebook was not a good fit for keeping records on 2nd grade students. If the district is determined to have everyone using Skyward, for primary teachers I would recommend that we be able keep our own records and grade books as we do now, then just enter the overall 'grades' and comments like we do on the current spread sheet report card. (I'm going to try doing it this way for the 3rd trimester.) I chose not to use the parent access because I feel the parents of K-3 students do not need to see weekly online information to keep track of their students' progress. Much of the work we do is done as whole group practice and we do not use numerical scores to evaluate the students. In fact, I think the parents would be very confused to see a typical primary teacher's 'grade book'. If the district moves toward having all teachers use Skyward, I would recommend that primary teachers NOT be required to use the parent access part of the program.

2 I stopped using the program pretty early in the year. It did not seem to meet the needs of a primary grading system. My grades are based on a lot of observation of student work and individualized instruction - not a lot of formal testing and assignments that are the same for every child. I see this system being much more appropriate for the upper elementary grades. I hope that there is an option for the primary grades to continue using the current system as I don't feel that this grading system works well for us. I hope this does not become an all or nothing decision.

5 I would like all teachers to have access, i.e. music and PE, and for sixth grade, all the team teachers. This would make Skyward even more efficient.

6 The elementary version is too complex and when you get to the end of a semester and have a lot of grades entered, it runs very slowly. It is very cumbersome to enter grades, and especially to go back and enter absent or late work. Having seen the middle school program, it is far better suited to 6th grade as we should be using letter grades at this point anyway. The only saving grace for the teacher is printing report cards. It still required a lot of time searching out mistakes and getting rid of "phantom grades" that popped up in weird places. Without the program we were spending up to ten hours on report cards, with it, maybe three. Personally, I think the report card is the issue and needs to be simplified, and more mean

Appendix C, cont. Standards Gradebook Pilot Team Questionnaire Results

ingful to parents. This would allow us to use better grading programs and produce a quality report card in the intermediate grades without spending huge amounts of time translating our grades from the computer to our report card.

6 After using this standards gradebook program, I feel the pros are on-line access by parents and the possibility of simply being able to print report cards from the program with little extra work at the end of the trimester.

The cons far outweigh the benefits in my opinion. The disadvantages include:

1. The program is very slow, and time-consuming to use, and seems to depend on access to good technology. My experience every time I used the standards gradebook, from home or school, was “click.....wait.....click.....wait.....click....wait”. Very frustrating because it is instant to input scores or change screens on Grade Machine. I wasted a lot of time waiting! Also, I don't think our district has what it needs to enable all elementary teachers to use this program.
 2. You can't see a student's whole report when you are making comments for report cards. In fact, it takes multiple clicks, and long pauses between, to switch between pages and see the family access report, which shows a picture of the whole student's progress. You can't have two screens open at once to see this while making comments.
 3. When parents go on-line, they see the whole year's information at once. They can see assignments and over-all grades from 1st and 2nd trimesters in addition to the 3rd tri items. I think this makes for a confusing progress report, because I only want them to focus on what the student can do to change the current trimester's grades. Also, the reports print out 4 or more pages long at the end of the trimester.
- X Our technology (hardware) is lacking to put everyone on Skyward. My computer worked very slowly and I sometimes lost input during busy on-line times. Some sort of computerized gradebook is necessary and it was great to have grades go straight to report card, much less time involved.

Appendix C, cont. Standards Gradebook Pilot Team Questionnaire Results

Parent Survey Responses

Surveys returned: 29

How often have you logged in to Family Access since we made it available?

- Several times 8
- About once a week 5
- A few times 6
- I have not logged in yet 10

How helpful did you find Family Access?

- Very helpful 14
- Somewhat helpful 5
- Not very helpful

What features of Family Access were most helpful to you?

- Viewing my child's academic progress 16
- Checking on my child's attendance 6
- Keeping track of my child's lunch account balance 8
- other: 1—Really keeps me in touch with my child's education & aware

Are there any other comments you would like to make?

--This is a very good way to keep up on my children's progress in their grades.
--I have a lot of access to my child's teacher so viewing her progress wasn't as critical to me. But it was helpful. I really liked being able to keep track of my child's lunch account balance.
--It's inflexible, and a little difficult to use; not user friendly
--It's nice to be able to check progress but I'm not sure it's necessary for 6th graders in elementary school. I see it being of more benefit for parents of middle/high schoolers.

Appendix D

MAP vs. Scantron

Feature	MAP	Scantron
Computer testing	Yes—multiple choice only Adaptive based on RIT scale	Yes—multiple choice only Not adaptive
Control over test items	None	We choose from Scantron’s test bank or create our own items or do both
Standards	Limited to components of RIT scale...RIT is norm-referenced We can for our use define levels (4,3,2,1) based on RIT scale for each grade level The tests are not achievement tests; they do not measure mastery. They identify a student’s instructional level. A “blended test” is possible that can serve as an achievement test.	We can attach a standard to each test item. We can define levels by percentage scores, but we don’t have any information about the relative difficulty of test items beyond what our students do.
NOTE	We do not know if the new state testing program will report student results by levels.	
Results	72 hours after we upload test data Teacher reports are available next day A variety of reports available in 72 hours	We can create our own reports instantly Scantron itself has limited amount of reports available
Personnel	District coordinator and onsite “proctor” (not a classroom teacher) in each building District tech person need to make sure all labs are working	District coordinator and onsite coordinator in each building District tech person need to make sure all labs are working
Costs	Tiered pricing \$13.50/student for full service \$12.50/student if we use it for at least 65% of our students \$3700 start-up fee which includes mandatory workshop	\$4 to \$5 per student per year