

## Chapter 3: Assessment

### ENDURING UNDERSTANDING

All assessments should provide feedback to inform instruction, monitor progress, or form the basis for evaluation. All types of assessment (screening, formative, progress monitoring, diagnostic, and summative) should be part of a valid, reliable, and balanced framework.

### DEFINITION

Assessment is the process of observing, accumulating, and documenting evidence of student progress. Assessment is defined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999) as, "...any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs." According to Stiggins, Arter, Chappuis, and Chappuis (2004), effective assessment must:

- Arise from and be designed to serve the specific informational needs of intended users.
- Arise from clearly articulated and appropriate achievement targets.
- Reflect student achievement.
- Yield results that are effectively communicated to their intended users.
- Involve students in the assessment process, in record keeping, and in communicating the results of assessments.

### FOCUS

All forms of assessment should include:

- Documentation of students' strengths and instructional needs.
- A measurement tool to observe and record learning behaviors and strategies that serves the intended purposes.
- Descriptive feedback and support for the learner to maximize motivation and achievement.
- Accurate and appropriate data collection procedures.
- Information that can be communicated accurately, confidentially, and effectively to the learner, family, teacher, and other designated staff.

### COMPONENTS OF ASSESSMENT

According to the Council of Chief State School Officers (CCSSO) in 2009, **Formative Assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Formative assessments are used to change standards into classroom targets, informing and involving students and teachers. These assessments are a collection of evidence on increments of mastery that are used to plan next steps during the instructional process and as a tool to predict summative achievement levels.

- Screening is a general assessment, administered individually to all students to identify those students who are struggling or at risk in critical skills. The process of flexible, needs-based planning for instruction begins following the universal screening. In some cases, universal screenings trigger the need for more detailed diagnostic assessments.
- Progress monitoring is administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills. Progress monitoring provides continuous, ongoing formative information to evaluate, modify, and match instruction to students' needs. It attempts to determine if the rate of progress is optimal for the student. The two most common types of progress monitoring are:
  - ♦ Classroom and district curriculum-based and curriculum-embedded monitoring – assessments administered to all students to inform instruction and grouping.
  - ♦ Intervention progress monitoring – assessments administered individually to inform instructional decisions and evaluate the effectiveness of a particular instructional intervention for a particular student
- Diagnostic assessments are used to provide more detailed, in-depth information about the specific needs of individual students who may be identified as at risk or who fall below benchmarks. Diagnostic assessments define strengths and areas of need that inform instructional decisions and assist in setting learning targets that may require an intervention
- Benchmarks are a detailed description of an expected level of student performance at particular ages, grades, or developmental levels. Benchmarks may be represented by samples of student work. A set of benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

***Outcome/Summative Assessments*** provide an evaluation of mastery of standards for the purpose of reporting or accountability, as well as a bottom-line evaluation of the effectiveness of the core content instruction. Outcome/summative assessments provide individual or group achievement data while also documenting the success of a program at a single point in time for purposes of reporting and accountability. Outcome/summative assessments, such as the Delaware Comprehensive Assessment System, a criterion referenced test, may be used for individual, school, and district adequate yearly progress (AYP). Outcome tests, such as the *Dynamic Indicators of Basic Literacy Skills* (DIBELS), the *Gates-MacGinitie Reading Test*, or *Measures of Academic Progress* (MAP), are normed-referenced assessments, and in contrast, provide a bottom-line evaluation of the effectiveness of the core content instruction and document individual or group achievement at a single point in time for purposes of reporting and accountability.

## **Assessment Plan K–12 Self-Assessment Tool**

### **Goals of Assessment**

1. To establish a valid, and reliable screening framework that identifies children who are potentially at risk for reading challenges.
2. To implement, on an ongoing basis, a system to continuously check students' reading development.
3. To establish and implement a diagnostic evaluation process that addresses the needs of students who are not responding to interventions.
4. To establish a data utilization framework that uses screening, progress monitoring, diagnostic, and outcome data to make instructional decisions.
5. To establish an assessment structural framework to ensure that the assessment process is used across classrooms within a district.
6. To establish a program evaluation (outcome/summative) process that monitors the effectiveness of the comprehensive literacy curriculum.

### **Components of Assessment**

**A. Screening Measurement Framework** – a valid and reliable assessment process used to identify children who are at risk for successfully meeting reading standards. Scientifically based reading research (SBRR) screening measures should address the critical reading skills (phonemic awareness, alphabetic principle, phonics, vocabulary, comprehension, fluency) predictive of successful reading growth. The process should be brief and include the use of a general assessment that is administered individually to students. This framework will include a valid screening tool that identifies critical skills and has a plan for using that data to support a child's literacy development.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>1</b>	The district screening framework includes a screening process that addresses all the critical reading skills. This district/school screening framework	addresses all of the critical reading skills.	addresses some of the critical reading skills.	does not address the critical reading skills.	
<b>2</b>	The district screening framework is applied to students at the beginning of the year. This district/school screening framework	is applied to all students.	is applied to some students.	is not applied.	
<b>3</b>	The district screening framework includes the use of a valid screening measure that is designed primarily as an individual assessment. This district/school screening framework	is designed primarily as an individual assessment which may include a group administered spelling test.	is designed primarily as a group assessment with some subtests administered individually.	Is designed as a group assessment.	
<b>4</b>	The district screening framework includes the use of a screening measure that is quick to administer. This district/school screening framework	takes less than 10 minutes per student to administer in the elementary grades.	takes approximately 10 minutes per student to administer in the elementary grades.	takes more than 10 minutes per student to administer in the elementary grades.	
<b>5</b>	The district screening framework provides scores for each grade-level critical reading skill to guide instructional placement. This district screening framework	provides scores for each grade-level's critical skill(s).	provides for critical skill(s) at some grade levels.	does not provide scores for each grade-level's critical skill(s).	
<b>6</b>	The district screening framework has provisions for training available for all educators. This district/school screening framework	requires minimal training for educators.	requires some training for educators.	requires extensive training for educators.	

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>7</b>	The district screening framework includes the examination of multiple formative assessments that may impact reading achievement and has a plan for using that data to support a student's literacy development. This district/school screening framework	has a framework and plan firmly in place for all students.	has a framework and plan available for some students.	has no comprehensive framework or plan.	

**B. Progress Monitoring Framework** – an assessment process used systematically to determine if students are making adequate progress toward grade-level reading expectations. It is generally administered individually and provides continuous, ongoing, formative information. This information may be used to evaluate and modify instructional plans to provide direction for future professional development so as to more effectively meet students' individual needs. Students that demonstrate some risk with the reading process should initially be monitored at least biweekly in accordance with Delaware's Response to Intervention (RTI) regulations ([http://www.doe.k12.de.us/infosuites/staff/profdev/rti\\_docs.shtml](http://www.doe.k12.de.us/infosuites/staff/profdev/rti_docs.shtml)). Students identified as at risk are monitored weekly. The ongoing monitoring of students' progress can and should include the application of multiple measures to assess children's progress. This monitoring should include valid and reliable measures, such as DIBELS and/or formative tests targeted to match differentiated, needs-based instruction. Curriculum-embedded, formative assessments may include core curriculum as well as teacher-made measures.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>8</b>	An effective progress monitoring framework intended to evaluate student learning is aligned with GLEs. The progress monitoring framework used in this district/school is	aligned with GLEs.	aligned with some GLEs.	not aligned with GLEs.	
<b>9</b>	An effective progress monitoring framework intended to evaluate student learning reflects targeted differentiated, needs-based classroom instruction. The progress monitoring framework used in this district/school	reflects targeted, differentiated, needs-based classroom instruction.	reflects some targeted, differentiated, needs-based classroom instruction.	does not reflect targeted, differentiated, needs-based classroom instruction.	
<b>10</b>	An effective progress monitoring framework intended to evaluate student learning provides specific formative implications for future instruction. The progress monitoring framework used in this district/school	provides specific implications for future instruction.	provides some implications for future instruction.	does not provide implications for future instruction.	
<b>11</b>	An effective progress monitoring framework intended to evaluate student learning provides alternate forms for weekly/biweekly/monthly assessments. The progress monitoring framework used in this district/school	provides weekly/biweekly/monthly alternate forms.	provides some alternate forms.	does not provide alternate forms.	
<b>12</b>	An effective progress monitoring framework intended to evaluate student learning provides direction for professional development on addressing the instructional needs of students. The progress monitoring framework used in this district/ school	provides direction with consistent professional development.	does provide direction, and professional development is inconsistent.	does not provide direction.	

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>13</b>	An effective progress-monitoring framework intended to evaluate student learning provides training to all staff in the use of progress monitoring tools. The progress monitoring framework used in this district/school	provides effective training to all staff.	provides training; however, not everyone has participated in the training.	does not provide training.	

**C. Diagnostic Measurement Process** – an assessment process intended for students that have shown inadequate progress as determined by the progress monitoring tool and/or the classroom-based formative assessments. The diagnostic process needs to be able to identify a student’s specific areas of strengths and weaknesses. The data from the assessment must result in a more detailed analysis of a student’s skill level and knowledge in order to more precisely guide instruction.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>14</b>	The effective district diagnostic measurement process has a plan in place to identify students that need diagnostic assessment. The diagnostic measurement process used in this district/school	is a firmly established plan that is completely implemented.	is a developed plan, but is not consistently implemented.	does not have an established plan.	
<b>15</b>	The effective district diagnostic measurement process identifies diagnostic assessments which are available for use by staff. The diagnostic measurement process used in this district/school	identifies and makes available multiple assessments to address the multiple needs of students.	identifies and makes available only one assessment.	does not identify diagnostic literacy assessments.	
<b>16</b>	The effective district diagnostic measurement process provides training to all staff in the use of the diagnostic measures. The diagnostic measurement process used in this district/school	provides effective training to all staff.	provides training; however, not everyone has participated in the training.	is not providing training.	
<b>17</b>	The effective district diagnostic measurement process measures critical literacy skills pertinent to the students’ needs. The diagnostic measurement process used in this district/school	measures all critical literacy skills.	measures some critical literacy skills.	does not measure critical literacy skills.	
<b>18</b>	The effective district diagnostic measurement process provides a detailed picture of the student’s skill level. The diagnostic measurement process used in this district/school	provides a detailed picture in all areas.	provides a detailed picture in some areas.	does not provide a detailed picture.	

**D. Data Utilization Framework** – “The major prevention strategy (to prevent reading failure) is to receive excellent instruction” (National Research Council, 1998). The use of screening, diagnostic assessment, ongoing monitoring of student’s progress and outcome data is intended to drive instructional design and support students’ reading development. There is a delicate balance between assessment measures designed to determine if children are making progress and are achieving grade-level performance and curriculum measures, such as needs-based assessments, that also provide sufficient information to assist educators in designing targeted instructional activities to support children’s reading development. Educators need guidance, information, and support to help them effectively utilize the assessment data. Assisting educators in understanding how to take assessment results and link that information with instruction requires knowledge and support. This process requires strategic planning on the part of the district and a commitment from educators to be flexible and creative in instructional planning. Systematic and explicit instruction that is more intensive at each successive tier of instruction and is based upon useful and valid data will likely result in effective interventions.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>19</b>	An effective data utilization framework guides the use of assessment information for instruction. The data utilization framework in this district/school	is fully established and implemented.	is partially established.	is not established.	
<b>20</b>	An effective data utilization framework determines whether or not students have progressed and/or achieved GLEs. The data utilization framework in this district/school	is used to determine student progress and achievement of GLEs.	is used to determine student progress.	is not used.	
<b>21</b>	An effective data utilization framework provides training on how to use the assessment data for instructional planning purposes. The data utilization framework in this district/school	has provided comprehensive, ongoing training.	has provided inconsistent training.	has not provided training.	
<b>22</b>	An effective data utilization framework provides systematic, ongoing support to educators as they continue to utilize assessment data for instructional planning. The data utilization framework in this district/school	has provided systematic ongoing support.	has provided inconsistent support.	has not provided support.	
<b>23</b>	An effective data utilization framework is used to evaluate the effectiveness of the reading program. The data utilization framework in this district/school	is used to determine the effectiveness of the reading program.	is inconsistently used to evaluate effectiveness of the reading program.	is not used to evaluate the effectiveness of the reading program.	

**E. Assessment Structural Framework** – an assessment process consistently used across classrooms within a building; a framework for how and when assessments are to be administered is needed. Schedules should be established to ensure beginning of the year screenings occur, multiple forms of progress monitoring are utilized, and evaluation and outcome-based assessment(s) are implemented and used for planning purposes. Tests should be administered by trained individuals and, in some cases, assessment teams may be needed to ensure validity and reliability. Assessment data should be used to identify students who need intervention and supplemental support for instructional planning and examining program effectiveness.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>24</b>	An effective assessment structural framework establishes a schedule for administering beginning of the year screening for students. The assessment structural framework for this district/school has a plan that	is established and followed.	is established, but adherence is not monitored.	is not established.	
<b>25</b>	An effective assessment structural framework designates a team of assessors for “higher stakes” assessments. The assessment structural framework for this district/school has a plan that	has designated an efficient assessment team.	has designated an assessment team, but the team is not sufficient in numbers.	has not designated an assessment team.	
<b>26</b>	An effective assessment structural framework trains teachers and the assessment team and monitors for validity/reliability in the administration of assessments. The assessment structural framework for this district/school has a plan that	has trained and monitored for validity and reliability.	has provided some training, but little monitoring for validity/reliability.	has not provided training.	
<b>27</b>	An effective assessment structural framework establishes a schedule for progress monitoring. The assessment structural framework for this district/school has a plan that	has an established, monitored schedule.	has an established schedule, but adherence is not monitored.	has not established a schedule.	
<b>28</b>	An effective assessment structural framework designates specific classroom-based assessments or quarterly common assessments (discontinues those not aligned with core, intervention, or supplemental programs). The assessment structural framework for this district/school has a plan that	has designated classroom-based assessments and only those are administered in the classroom.	has designated some classroom-based assessments, but others not aligned with the program continue to be administered.	has not designated specific classroom-based assessments.	
<b>29</b>	An effective assessment structural framework establishes successful cut-off scores on classroom-based assessments (core). The assessment structural framework for this district/school has a plan that	has established passing scores that are predictive of performance on summative assessments.	has established passing scores for some of the assessments.	has not been established.	
<b>30</b>	An effective assessment structural framework uses assessment data to group students. The assessment structural framework for this district/school has a plan that	uses data consistently to group students.	uses data inconsistently to group students.	does not use data to group students.	
<b>31</b>	An effective assessment structural framework uses assessment data to individualize instruction. The assessment structural framework for this school/district has a plan that	uses data consistently to individualize instruction.	uses data inconsistently to individualize instruction.	does not use assessment data to individualize instruction.	

**F. Program Evaluation/Outcome Framework** – an established assessment process, including schedule and method, for examining formative data to guide the design of instruction for all students including the formation of instructional groups. Meetings for the purpose of examining data and its implications for instruction should be scheduled after each assessment window and involve all staff who teach reading. Follow-up meetings with grade-level teams and individual teachers should be held to discuss results of the assessments and to develop plans of action for instruction. Plans should be monitored to determine effectiveness, and teachers should be supported in their efforts.

	<b>Descriptors</b>	<b>Meeting the Goal</b>	<b>Approaching the Goal</b>	<b>No Evidence</b>	<b>Comments</b>
<b>32</b>	The effective district program evaluation/outcome framework establishes a schoolwide assessment calendar that includes benchmark, progress monitoring, classroom-based, and outcome assessments. This district program evaluation/outcome framework	has an established schoolwide calendar that includes benchmark, progress monitoring, classroom-based, and outcome assessments.	has an established schoolwide calendar that includes some assessments.	has not established a schoolwide assessment calendar.	
<b>33</b>	The effective district program evaluation/outcome framework establishes a procedure for “sharing” the data. This district program evaluation/outcome framework	has established a procedure for sharing data and consistently follows it.	has established a procedure but does not consistently follow it.	has not established a procedure.	
<b>34</b>	The effective district program evaluation/outcome framework schedules timely school-level meetings for the purpose of examining data and its implications for planning and modifying instruction. This district program evaluation/outcome framework	schedules timely school-level meetings for the purpose of examining data and discussing its implications for planning and modifying instruction.	schedules school-level meetings for the purpose of examining data and discussing its implications for planning and modifying instruction.	does not schedule school-level meetings for the purpose of examining data and its implications for planning and modifying instruction.	
<b>35</b>	The effective district program evaluation/outcome framework schedules grade-level meetings for the purpose of examining data and creating action plans. This district program evaluation/outcome framework	consistently schedules grade-level/content meetings for the purpose of examining data and creating action plans.	inconsistently schedules grade-level/content meetings for the purpose of examining data.	does not schedule grade-level/content meetings.	
<b>36</b>	The effective district program evaluation/outcome framework schedules meetings for individual teachers to meet with their principal for the purpose of examining individual classroom data and creating action plans for students who are at-risk. This district program evaluation/outcome framework	schedules individual teacher meetings with the principal for the purpose of examining individual classroom data and creating action plans for students who are at-risk.	schedules some individual teacher meetings for those who have at-risk students.	does not schedule individual teacher meetings with the principal for setting goals for at-risk students.	
<b>37</b>	The effective district program evaluation/outcome framework consistently monitors the effectiveness of the plan of action through observations or peers, instructional coaches, and/or principal. This district program evaluation/outcome framework	consistently monitors the plan of action for effectiveness through observations of peers, instructional coaches, and/or principal.	does some monitoring of plan of action for effectiveness.	does not monitor plan of action for effectiveness.	
<b>38</b>	The effective district program evaluation/outcome framework supports teachers in their efforts to implement plans with materials, planning, and coaching with feedback. This district program evaluation/outcome framework	supports teachers with materials, planning, and coaching with feedback.	supports teachers with materials and planning <b>or</b> with coaching and feedback in order to implement plans.	does not support teachers in their efforts to implement plans.	

**Self-Evaluation Form**  
**Regarding the Development of School/District Literacy Plan**  
**Assessment—K–12**

**Goals of Assessment**

1. To establish an early, valid, and reliable screening framework that identifies children potentially at risk for reading challenges.
2. To implement, on an ongoing basis, a system to continuously check students' reading development.
3. To establish and implement a diagnostic evaluation process that addresses the needs of students who are not responding to interventions.
4. To establish a data utilization framework that uses screening, progress monitoring, diagnostic, and outcome data to make instructional decisions.
5. To establish an assessment structural framework to ensure that the assessment process is used across classrooms within a district.
6. To establish a program evaluation (outcome/summative) process that monitors the effectiveness of the comprehensive literacy curriculum.

**Components of Assessment**

**Check One for Each Component:**

MG: Meeting the Goal; AG: Approaching the Goal; NE: No Evidence

**A. Screening Measurement Framework**

a valid and reliable assessment process used to identify students who are at risk for successfully meeting reading standards.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**B. Progress Monitoring Framework**

a process used systematically, a minimum of 3 times a year, to determine if students are making adequate progress toward grade-level expectations.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**C. Diagnostic Measurement Process**

a process intended for students that have shown inadequate progress as determined by the progress monitoring tool and/or the classroom-based formative assessments.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**D. Data Utilization Framework**

the use of a screening, diagnostic assessment, ongoing monitoring of student's progress, and outcome data intended to drive instructional design and support for each student's literacy development.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**E. Assessment Structural Framework**

ensures that the assessment process is consistently used across classrooms within a building; a framework for how and when assessments are to be administered is needed.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**F. Program Evaluation/Outcome Framework**

an established process, including schedule and method for examining formative data to guide the design of instruction for all students, including the formation of instructional groups.

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

