
Assessments

— at Heath School —

Introduction

The following document will provide an in depth overview of the assessment tools used at Heath School. This document is intended to support parents and guardians in better understanding how student performance is gauged.

Assessments tools are an essential part of student learning and growth at Heath School. Two types of assessment tools are used at Heath School, assessment **for** learning (AfL) and assessment **of** learning (AoL). AfL, also referred to as formative assessment, is an informal way of evaluating student performance, such as in class participation, observation and work analysis. AoL, also referred to as summative assessment, is a formal way of judging student performance, such as unit exams, end of year assessments and the statewide MCAS.

Formative vs. Summative

Formative assessments

- Given during unit
- Measure practice
- Provide feedback to students
- Don't affect the grade

Summative assessments

- Given at the end of unit
- Measure mastery after instruction
- Feedback not as important
- Used to calculate student's grade

Paul Goodwin, July 11, 2018

HEATH SCHOOL ASSESSMENT TOOLS

Assessment **of** learning (Summative assessment) and Assessment **for** learning (Formative assessment) are the two types of assessments that occur daily at Heath School. Assessment is one of many tools used to make academic, social and behavioral decisions in our quest to enrich the learning, participation and growth of each of our students. Assessment takes many forms and is used in a variety of ways. Assessment helps us understand student growth, student thinking and reasoning, and student achievement. It is our goal to include assessments seamlessly, as part of our daily instruction, and to use as many assessment tools as possible in real time. Most assessments do not interrupt student learning; rather they are presented as part of the student's learning process, and children understand results are used to help enhance current and future instruction.



ASSESSMENT FOR LEARNING (Formative Assessment)

Assessment for Learning (AfL) is the process by which learning is assessed on a fluid, ongoing basis with the purpose of adjusting instruction and improving student outcomes. These are considered “best practices” and are an essential part of the work we do at Heath School. This type of assessment is not driven by mandate, but is one element of excellent teaching. It occurs on a daily basis and takes many forms. It may include observation, student feedback, student performance, homework, quizzes, work analysis, discussion, reflection, and data collection. Teachers use AfL to reflect on their practices, change or differentiate their instruction, assist in lesson planning, adjust routines and expectations, and form learning groups within the classroom. AfL includes student’s self-assessment of their own work and learning, allowing students to own their successes, track their learning, and set goals for future success.



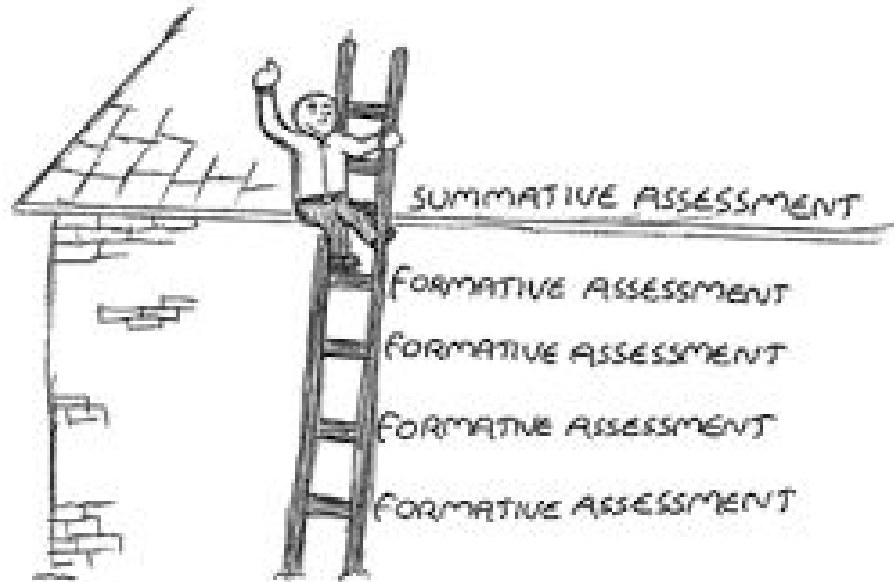
Assessment *for* Learning



Assessment Tool	Description & Purpose
Conferencing	Conferencing with students provides an opportunity for a teacher to determine the student's thought process and to administer individual 'on the spot' instruction to clear up misconceptions, stretch their thinking and/or determine next steps.
Observations of academic work	Observation of academic work can help a teacher quickly determine when a student is ready to move on or requires further instruction. These observations can help reveal misunderstandings or indicate when a student is ready for application or extension.
Observation of academic behaviors	How students approach a task can reveal many insights. Teachers observe students as they work individually and collaboratively to notice behaviors that can help or hinder their academic endeavors. These observations help create teaching points and opportunities for practice or leadership. Behaviors include persistence, creativity, collaboration, task initiation, mindset and determination.
Behavioral assessments	Behavioral observations are made all day, everyday. Reflections upon these observations can help a teacher structure their lessons, adjust routines, shape classroom culture and determine student learning style.
Teacher-specific tools	Classroom teachers often use specific tools to help assess student learning of specific skills. These tools may be formal or informal. They may help a teacher pre-assess students prior to a lesson or unit, thus helping the teacher plan targeted instruction.
Relationship building	Student achievement is dependent on a strong foundation of trust and mutuality. Our relationships with students help create a culture of care, concern and scholarly expectations. It drives our instruction and our learning.
Pre-assessments	Teachers may assess students prior to beginning a project or unit of study. This information helps the teacher shape and differentiate instruction, tailoring it to each student's current level of understanding or skill as a way of ensuring that all students are challenged and supported appropriately.

ASSESSMENT OF LEARNING (Summative Assessment)

Assessment of Learning (AoL) occurs when evidence of student learning is used to make judgements on student achievement against goals and standards. AoL is a formal way of assessing students and is often required by the district, state or federal government. Examples of Assessment of Learning include MCAS, PARCC, end of unit tests or projects, end of year assessments in math and reading. AoL is frequently used to determine student achievement at a particular point in time as data reflected in report cards.





Assessment *of* Learning (Summative Assessment)

Assessment Tool	Subject Area	Description & Purpose	Are these assessments District Wide?	How often are they administered ?
BAS	Literacy	<p>The Benchmark Assessment System is a reading assessment given to all students K-5 and many students 6-8, district-wide. It was created by Fountas and Pinnell and aligns with our literacy instruction. It measures students' reading skills and behaviors in the areas of accuracy, comprehension and fluency.</p> <ul style="list-style-type: none">• BAS allows teachers to see at what grade level a child is reading and deliver books and instruction at that child-specific level.• BAS provides baseline data and shows growth in specific reading skills over time. Data from the BAS can help teachers identify struggling readers. It can also help teachers determine if the current form of instruction is effective for individual students.• Analysis of reading behaviors while administering the BAS, which takes about twenty-thirty minutes per student, helps teachers form instruction and indicate areas of strength or need.• BAS scores are used as one factor in determining which students receive Leveled Literacy Instruction, a form of short-term 'response to intervention.'• BAS provides common language about students' literacy skills, which create greater consistency and collaboration among teachers as students move through the grade levels.• BAS is NOT intended to rank students by ability, but is rather designed to provide the most accurate information about current reading ability and inform teacher decision-making and practice.	Yes	* Given periodically throughout the school year to determine growth. (2-4 times)



Assessment *of* Learning (Summative Assessment)

Assessment Tool	Subject Area	Description & Purpose	Are these assessments District Wide?	How often are they administered?
MCAS	Math, English Language Arts, & Science; Grades 3-8	<p>Massachusetts Comprehensive Assessment System (MCAS) are statewide and national assessments given to all students.</p> <ul style="list-style-type: none"> ● MCAS provides information about individual strengths/weaknesses and specific gaps in curriculum areas. ● It provides information about skills directly related to state standards. ● It provides information about groups of students within our school. ● It provides information about effectiveness of long-term intervention. 	Yes	<p>*ELA: 2 days in April or May * Math: 2 days in May * Science: 2 days in May</p>
Kathy Richardson Assessments	Math (K-2)	<p>Kathy Richardson assessments are tools used to determine stages of children's development of math concepts. Teachers use the information to plan and differentiated appropriate instruction for all learners. The assessments focus on the concepts of Counting, Comparing, Number Composition and Decomposition, Place Value, Addition and Subtraction, and beginning Multiplication and Division.</p>	No	<p>* Given periodically throughout the school year to determine growth. (2-4 times)</p>
Post-assessments	All subject areas	<p>Teachers may use post-tests to determine skills and knowledge learned after teaching a unit of study. While teachers have guidance from Common Core State Standards, curriculum and curriculum coordinators, they also have autonomy to create assessments that will best show what their students have learned.</p>	Yes	<p>* Given after each unit of study.</p>

How are Parents/Guardians Informed of Assessment Results?

K-5

- **Parent-Teacher Conferences**
 - Each Fall and Spring, teachers in grades Kindergarten through Fifth grade host parent teacher conferences. These conferences serve as an opportunity to share some of this summative data with parents. Parents are often informed of BAS scores, BOYA & EOYA scores and assessment results of any Kathy Richardson assessments that were administered.
 - Student led conferences
- **Conference Reports**
 - Conference reports are written by the classroom teacher and specialists twice a year. The conference report forms are used district-wide and are aligned with the Common Core State Standards at each grade level. One report is shared at the fall parent-teacher conference. The other report is sent home in June.
- MCAS scores and analyses are mailed home to parents/guardians in the fall of the next school year.
- Post-assessment scores are sent home after each unit, at the discretion of the teacher. Often times, parents are asked to sign and return these assessments.
- Student work that is sent home or shared on student's Google Drive account.
- Student portfolio reviews and/or class celebrations.

How are Parents/Guardians Informed of Assessment Results?

6-8

- **Report Cards**
 - Report cards are not assessments themselves, but are a way of documenting and sharing the culmination of formative and summative assessments administered throughout the term. Report cards are given for students in grades 6-8 four times a year. These report cards are viewed by parents via X2.
- MCAS scores and analyses are mailed home to parents/guardians in the fall of the next school year.
- Post-assessment scores are sent home after each unit, at the discretion of the teacher. Often times, parents are asked to sign and return these assessments.
- IPR's: Students in grades 6-8 receive progress reports four times a year, mid-term. These progress reports provide information about how the student has performed and grown thus far in the term.
- Student work on their Google Drive account. This may include work with teacher comments and/or rubrics embedded.
- Teacher websites (links to EasyGradePro embedded)

Works Cited

<http://katienovakudl.com/formative-vs-summative-assessments/>

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<http://www.slideshare.net/mrscienceteach/quick-formative-assessment-with-mastery-connectkey>