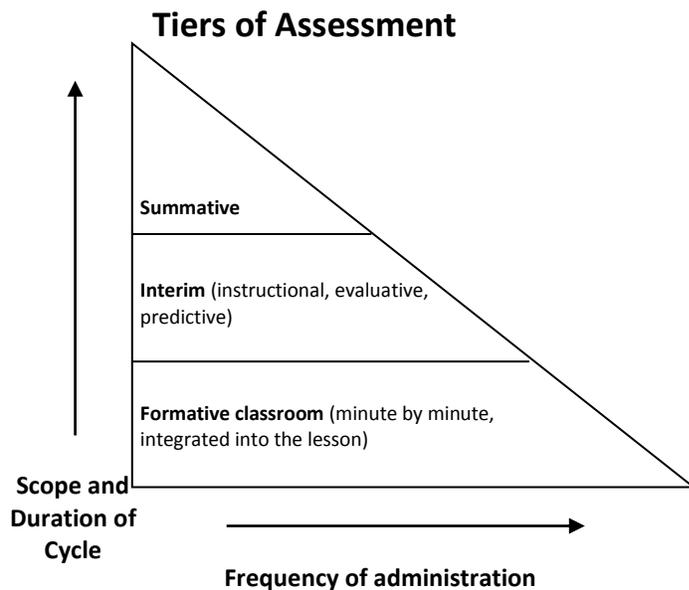


Columbia Public Schools Assessment Plan

Educators in Columbia Public Schools believe that assessment must be an ongoing, systematic, standards-based measure of student learning. Information about student learning and development will inform instruction, direct resources and lead to improved student achievement.

The Board supports the establishment of the Assessment Plan as one indication of the success and quality of the total education in the district. With time and effort, the Assessment Plan will produce:

- a comprehensive assessment program which monitors a variety of learning indicators for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about types of assessments and their uses, data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- information to support Student Performance strategies listed in the Comprehensive School Improvement Plan.



This district plan includes both the state mandated assessments as well as those selected by the district. Generally assessments are described by three different types: Formative, Interim, and Summative. The majority of the formative assessments are classroom based and will not be listed in this plan. **Formative assessments** often occur in the teaching moment and are used to provide immediate feedback on student progress. The nature of formative assessments do not allow for large scale tracking or data collection. **Interim assessments** are assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the classroom, school, or district level.

The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing for aggregation across students, occasions, or concepts. Finally, **summative assessments** occur less frequently and are administered at the end of the instruction, e.g. semester tests, MAP assessments.

Columbia Public Schools Assessment Plan

In order to monitor progress in meeting our goals, the district will utilize an assessment system where the following information is identified for each assessment within curriculum guide documents:

1. What do we want to learn from this assessment?
2. Who will use the information gathered from this assessment?
3. What action steps will be taken as a result of this assessment?
4. What professional development or support structures should be in place to ensure the action steps are taken appropriately?
5. How will student learning improve as a result of using this assessment and will it improve more than if the assessment were not used?

“Tiers of Assessment” through the five questions are from an article footnoted below.¹

Columbia Public Schools’ Comprehensive School Improvement Plan (CSIP) directs the assessments to be monitored in the Student Performance Objectives section. This plan can also be found at: <http://www.columbia.k12.mo.us/csip/beta/spobjectives.php>. The information generated by the CSIP Student Performance Objectives provides direction to inform District Administrators leading to resource allocation and program effectiveness and efficiency. Coordinators/Directors use this information to plan professional development as well as monitoring program needs. Building Principals utilize the information as a tool in supporting teachers with instructional leadership. Teachers use this information, tied to data from formative assessments in their data teams, to inform instruction and to identify areas needing additional support from professional development or other resources.

Columbia Public Schools is using a score card system as a tool to monitor our progress towards student, teacher, building, and district performance goals. Each level (coordinator, principal, Central Office Administrators) has a score card specific to the data and processes relevant to their role and responsibilities. When appropriate, data from assessments provides information to score cards that allow for analysis on our progress towards district goals.

The following chart provides a list of the assessments being monitored at the district level, as well as the grade levels and times of the year the data is collected.

¹**Moving Towards a Comprehensive Assessment System:** A Framework for Considering Interim Assessments, Perie, et al, Educational Measurement: Issues and Practice, Fall 2009, Vol. 28, No. 3, pp. 5 – 13.

Columbia Public Schools Assessment Plan

Assessment Name	Assessed Grade Levels	Frequency of Administration
ACCESS (State ELL Test)	KD through 12 th	Winter
District Writing Assessment (DWA)	KD through 5 th	Spring
DRA-2	KD through 5 th	Fall and Spring
ENGAGE Survey	6 th and 9 th	Fall
English/Language Arts Common Interim Assessment	6 th through 11 th	Fall Winter Spring
End of Course (EOC - State tests)	EOC Courses	Fall (if course completed in 1 st Semester) and Spring
EXPLORE	8 th	Fall
KSA Math	Kindergarten	Fall and Spring
MAP (State test)	3 rd through 8 th	Spring
Math Common Summative Assessment	Students in Alg 1, Geo, Alg 2, and Pre Calc	Winter and Spring
NNAT2	Kindergarten	Spring
NNAT2	1 st through 5 th (only students new to district)	Fall
PALS-K	Kindergarten	Fall
Physical Fitness	5 th and 9 th	Spring
Physics Tests	9 th	Spring
PLAN	10 th	Fall
Science Common Summative Assessment	Students in Biology, Chemistry, and Physics	Winter and Spring
STAR Early Literacy	KD and 1 st	Fall and Winter (as needed)
STAR Math	6 th through 8 th	Fall Winter Spring
STAR Reading	1 st through 12 th	Fall (2-12) Winter and Spring (1-9)
Word Study	1 st through 5 th	Fall and Winter