



# ASSESSMENT PLAN

2013-2014



MOUNT PLEASANT COTTAGE SCHOOL UFSD

## **Overview**

The purpose of the Comprehensive Assessment Plan is to provide the necessary guidelines to fulfill the requirement of Board of Education Policies 7210 and 8110 as well as Education Law 3012-C.

## **Philosophy**

The Board of Education recognizes that the essential role of the Mount Pleasant Cottage School is to provide students with the knowledge, skills and attitudes necessary for them to be successful in society. To this end, Mount Pleasant Cottage School engages in a systematic collection and review of the quantitative and qualitative evidence generated about student achievement and this information to improve the performance of current and future students.

## **Purpose of Assessment Data**

- To provide a baseline of student performance.
- To identify discrepancies between expectations and performance.
- To identify student achievement targets.
- To provide instructional feedback necessary to inform student placement decisions, determine progress and modify instructional approaches.
- To provide accountability data at the organizational, departmental, classroom, and student levels.

## **Assessment Programs and Protocols**

In order to achieve the goals of assessment the Mount Pleasant Cottage School Union Free School District has developed five comprehensive methods to collect and analyze assessment data that captures student educational growth and achievement.

### 1) *Intake*

<b>Assessment</b>	<b>Critical Decisions</b>
Behavioral Assessment System for Children 2 edition (BASC-2)	Classroom Placement Related Service Determinations Classification
STAR, ELA and Math	Classroom Placement AIS Determinations
KTEA , ELA and Math	Corroborating score for STAR
Management, Academic, Physical Social functioning (MAPS) Rubric	Classroom Placement Decisions
Criterion Reference Pre-Assessments Math, ELA, Social Studies, Science	Student background knowledge in subject matter for designated grade
Career Zone Assessment	Level I Transition Planning
Hearing Screening	Related Services Determinations

2) *ELA and Math Growth Measurements*

<b>Assessment</b>	<b>Administered Date</b>	<b>Critical Decisions</b>
Standardized Testing and Reporting (STAR)	Test is given upon entry into the school program or at the beginning of the school year.	<ol style="list-style-type: none"> <li>1. Used to establish skill levels in English Language Arts and Mathematics to guide instruction.</li> <li>2. Used by the Committee on Special Education (CSE) to determine appropriate levels of support the student needs to be successful.</li> <li>3. Provide the teaching staff the student's expected Average Yearly Progress (AYP) in math.</li> </ol>
Standardized Testing and Reporting (STAR)	Test is given mid-year.	<ol style="list-style-type: none"> <li>1. Provide scheduled feedback to the instructional staff and building administrators on student's progress towards their achievement of AYP.</li> <li>2. Provide the teaching team a report for instructional planning – skills needed to work upon.</li> <li>3. Feedback is given to counselor for discussions on the student's progress towards the student's individual plan (ILP)</li> </ol>
Standardized Testing and Reporting (STAR).	Test is given at the end of the year.	<ol style="list-style-type: none"> <li>1. To measure AYP and to see if expected growth goals were met according to the districts standards as articulated in the APPR.</li> <li>2. Provide feed-back to the student.</li> <li>3. End of year scores are used to establish the foundation for the following year's growth expectations; determination of expected AYP.</li> <li>4. Scores are used as input for the following year's development of the student's individual educational plan (IEP).</li> </ol>

<p>Kaufman Test of Educational Achievement (KTEA) is an individually administered test to determine student's skill levels in mathematics and English Language Arts.</p>	<p>The test is given upon entry in to the district.</p>	<ol style="list-style-type: none"> <li>1. Provide corroborative scores for the STAR assessment.</li> <li>2. Used by the Committee on Special Education (CSE) to determine appropriate levels of support the student needs to achieve academic success.</li> </ol>
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3) *State Exams and Student Learning Objectives*

<b>Subject</b>	<b>Pre-Assessment</b>	<b>Post-Assessment</b>	<b>Critical Decisions</b>
K-2 ELA	MPCS Developed	MPCS Developed	1, 2, 3
3-8 ELA	MPCS Developed	State Assessment	1, 2, 3, 4, 5, 6, 7
9, 10, 12 ELA	MPCS Developed	MPCS Developed	1, 2, 3, 6, 7
11 ELA	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
K-2 Math	MPCS Developed	MPCS Developed	1, 2, 3
3-8 Math	MPCS Developed	State Assessment	1, 2, 3, 4, 5, 6, 7
Algebra I	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
Geometry	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
Algebra II	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
Consumer Math	MPCS Developed	MPCS Developed	1, 2, 3
4, 8 Science	MPCS Developed	State Assessment	1, 2, 3, 6, 7
Living Environment	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
Earth Science	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
Geology	MPCS Developed	MPCS Developed	1, 2, 3
Anatomy & Physiology	MPCS Developed	MPCS Developed	1, 2, 3
Forensics	MPCS Developed	MPCS Developed	1, 2, 3
Global I	MPCS Developed	MPCS Developed	1, 2, 3, 6, 7, 8
Global II	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
US History	MPCS Developed	Regents	1, 2, 3, 6, 7, 8
PIG/ECO	MPCS Developed	MPCS Developed	1, 2, 3
Spanish I	MPCS Developed	MPCS Developed	1, 2, 3
Spanish II	MPCS Developed	MPCS Developed	1, 2, 3

<b>Subject</b>	<b>Pre</b>	<b>Post</b>	<b>Critical Decisions</b>
K-12 PE	MPCS Developed	MPCS Developed	1, 2, 3
K-12 Health	MPCS Developed	MPCS Developed	1, 2, 3
K-12 Art	MPCS Developed	MPCS Developed	1, 2, 3
K-9 Tech	MPCS Developed	MPCS Developed	1, 2, 3
K-12	Previous NYS AA	NYSAA	1, 2, 3, 4, 6, 7

**Critical Decisions Code**

- 1) SLO Creation
- 2) Teacher Efficacy
- 3) Student Program Decisions
- 4) School Accountability
- 5) Principal Efficacy
- 6) Program Efficacy
- 7) Curriculum Efficacy
- 8) Regents Credit/HS Diploma

4) *Vocational Assessments*

<b>Assessment</b>	<b>When Administered</b>	<b>Critical Decisions</b>
Career Zone	EOE, before youth turns 14	Level I transition planning

5) *Social Emotional/School Climate*

<b>Assessment</b>	<b>Form/Administered by</b>	<b>Critical Decisions</b>
BASC – 2	Teacher Rating/Teacher	Related Services Determinations Classification
BASC – 2	Parent Rating/Parent	
BASC – 2	Student Observation/Teacher	
Skill Streaming	Staff Checklist/Staff	
Skill Streaming	Parent Checklist/Parent	
Functional Behavioral Assessments	School Counselor	Creation of Behavioral Intervention Plans
SOAR Point System	Teacher	PBIS Evaluations RTI Interventions Related Service Determinations

## **Individual Learning Plan**

While assessment data is aggregated on a variety of levels to assist in determining individual and programmatic decisions, it is recognized that the most critical level of analysis is at the individual student level. In order to assist in managing this data as well as providing timely feedback to teachers, students and parents, the Individual Learning Plan document has been created. This document chronicles a student's individualized trajectory through the MPCS UFSD by codifying student's achievement towards vocational, academic and social goals. It also serves as the source document for the completion of the Student Exit Summary and Career Skill Attainment Certificate that may be approved by SED.

## **Student Learning Objective Protocol**

### I. Creation of Pre-Assessments//Post-Assessment

Teachers assigned to or with experience in subject are brought together in teams to create pre-assessment taking into account:

- a. NYS or Common Core Standards for course.
- b. Form, content, level of rigor of SED exit exam for that subject (i.e., 11<sup>th</sup> grade ELA regents).
- c. Teachers create testing banks through on-line tools (Castle Learning) or publisher generated.
- d. Administrator selects items from testing bank for exam.
- e. In cases where SED has an exit exam for subject and grade, that exam will serve as the post-test. In all other cases, additional items will be selected from the testing bank to create the post-test.

### II. Creation of SLO Target

1. Student will be administered the pre-assessment after being enrolled in the course for three weeks.
2. Student's pre-assessment score will be used along with other factors (attendance, behavior, STAR scores, motivation) to develop an achievement goal for the post-assessment. This process will be documented on the SLO growth creation worksheet (attached).
3. Post-assessment goals will be developed in collaboration with administration, youth and parent.

### III. Linkage of SLO Goal to Instruction

1. The SLO Goal will be documented on the Student's Individual Learning Plan (ILP).
2. Each goal will be broken down into realistic, measurable objectives.
3. Objectives will serve as the guide post of instruction and progress and will be tracked on a regular basis.
4. Objective and goal progress tracking will be documented on the ILP.

**SLO CREATION WORKSHEET**

**STUDENT NAME:** \_\_\_\_\_ **Course:** \_\_\_\_\_

Student Score on Pre-Assessment:	_____
Student's Current Reading Ability	_____
Student's Current Math Ability	_____
Student's Average Daily Attendance	_____
% of Time Student is on Task	_____
Does Behavior Interfere with Instruction	_____
Does Student Engage with Goal Creation/Achievement	_____
Student SLO Post Assessment Goal	_____

Rationale: \_\_\_\_\_

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## **Attachments**

- 1) Glossary of terms
- 2) Individual Learning Plan
- 3) SED approved APPR
- 4) Local Component (Rate of Learning) Teacher Effectiveness Rating System
- 5) Student Learning Objectives Teacher Effectiveness Rating System
- 6) SLO Pre-Assessment and Post Assessment (where applicable) Inventory
- 7) SLO Creation Protocol
- 8) SLO Creation Worksheet
- 9) STAR Testing Protocol
- 10) State Testing Protocol
- 11) Class change/Student Grouping Protocol
- 12) MAPS Rubric

**Assessment Terminology:**  
**A Glossary of Useful Terms**

- ❖ **Achievement Test** – A standardized test designed to efficiently measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction. Such testing produces a statistical profile used as a measurement to evaluate student learning in comparison with a standard or norm.
- ❖ **Action Research** – School and classroom-based studies initiated and conducted by teachers and other school staff. Action research involves teachers, aides, principals, and other school staff as researchers who systematically reflect on their teaching or other work and collect data that will answer their questions.
- ❖ **Assessment** – In an educational context, the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. Traditionally, student assessments are used to determine placement, promotion, graduation, or retention. In the context of school reform, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.
- ❖ **Competency Test** – A test intended to establish that a student has met established minimum standards of skills and knowledge and is thus eligible for promotion, graduation, certification, or other official acknowledgement of achievement.
- ❖ **Criterion Referenced Tests** – A test in which results can be used to determine a student's progress toward mastery of a content area. Performance is compared to an expected level of mastery in a content area rather than to other student's scores. The scores have meaning in terms of what the student knows or can do, rather than how the test-taker compares to a reference or norm group. Criterion referenced tests can have norms, but comparison to a norm is not the purpose of the assessment.
- ❖ **Formative Assessment** – Assessment occurring during the process of a unit or a course.
- ❖ **Item Analysis** – Analyzing each item on a test to determine the proportions of students selecting each answer. Can be used to evaluate student strengths and weaknesses; may point to problems with the test's validity and to possible bias.
- ❖ **Norm Referenced Tests** – A test in which a student or a group's performance is compared to that of a norm group. The student or group scores will not fall evenly on either side of the median established by the original test takers. The results are relative to the performance of an external group and are designed to be compared with the norm group providing a performance standard. Often used to measure and compare students, schools, districts, and states on the basis of norm-established scales of achievement.
- ❖ **Performance-Based Assessment** – Performance-based assessment is a test of the ability to apply knowledge in real-life setting. Assessment of the performance is done using a rubric or analytic scoring guide to aid in objectivity.

- ❖ **Summative Assessment** – Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity.
  
- ❖ **Validity** – The test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.