ASSESS REFLECT GROW

COMPREHENSIVE ASSESSMENT PLAN

BEGINNING 2020-2021 SCHOOL YEAR

SCHOOL DISTRICT 271
COEUR d'ALENE, IDAHO

ADOPTED: June 29, 2020

www.cdaschools.org

Comprehensive Assessment Plan

2020-2021 School Year

Coeur d'Alene Public Schools

ASSESSMENTS & SYSTEM PERFORMANCE

INVEST | INSPIRE | INNOVATE

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Purpose of the Comprehensive Assessment Plan

The purpose of the district's comprehensive assessment plan is to serve as a communication tool, promote assessment literacy throughout the district and learning community, and to ensure that assessment is fulfilling its intended role of informing student instruction. Coeur d'Alene Public Schools believes that an effective assessment plan recognizes the relationship between our school district's mission and vision, state learning standards, district curriculum, classroom instruction, formative and summative assessment, and student learning.

A quality education inspires our students' natural curiosity and supports their innate desire to learn, all toward meeting our district's Portrait of a Graduate. When effective assessment practices are incorporated, time will increase for learning, assessment results are used in support of instruction, and students feel that they have involvement in how they develop their understanding. We believe that all students can learn, and this plan is intended to provide a system of support and tools to encourage their success.

A primary function of this assessment plan is to provide students, parents, teachers, administrators, Board members, and the community served by the district with **accurate, reliable, and valid** data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment;
- Assure accurate, valid, and reliable data are in the hands of decision makers;
- Ensure alignment of the district curriculum with state learning standards;
- Inform the integration of technology in the classroom;
- Assist in placement of courses;
- Evaluate district programs;
- Inform decisions regarding the allocation of district resources;
- Inform teacher professional development;
- Improve student learning;
- Evaluate the college and career readiness of students;
- Measure student achievement;
- Provide affirmation to students about what they can do and what next steps are in their learning;
- Identify what students can process, research, problem-solve, reiterate, creatively present, teach, etc. on a multitude of topics and dispositions;
- Measure student growth – socially, emotionally, and academically; and
- Provide accountability for the district's stakeholders.

Mission

We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens.

Vision

Coeur d'Alene Public Schools is an education leader, promoting opportunities for innovation in learning and inspiring excellence in everyone.

Assessment Philosophy

The assessment process for Coeur d'Alene Public Schools is grounded in educational values. These values drive not only what is assessed, but also how assessments are administered. The assessment process must support and enhance student learning. It is the responsibility of those conducting assessments to ensure that the practices are dynamic and intentional in order to best suit the needs of all learners.

As a foundation, Coeur d'Alene Public Schools will grow in its collective understanding and implementation of a robust assessment system built around Dintersmith's (2018) PEAK Framework (Purpose, Essentials, Agency, Knowledge). No matter the purpose, all faculty and staff will be skilled in the selection, timing, analysis, and responsiveness to many types of assessment tools while facilitating student learning continually and incrementally along a continuum. While there are plateaus and even setbacks in the normal learning process, our faculty will employ strategies such as peer feedback, conferring, self-assessment, and project-based learning. This will allow teachers to continuously adjust instructional strategies with the goal of supporting and monitoring student learning in a variety of ways.

Since learning happens within a context of emotions, beliefs and relationships, and at different rates and times, our assessment system will intentionally address these needs through a balance of formative, interim, and summative assessments which will be varied in style and delivery. The way assessments are conducted will build positive attitudes and self-confidence in learners by making growth visible and identifying what is still to be learned. Partnered with a supportive classroom culture, students will celebrate progress and enjoy setting appropriate and challenging goals.

Overall, our program of assessments will reinforce the following four critical questions of learning (DuFour, 2016):

- What do we expect students to learn?;
- How will we know when they have learned it?;
- How will we respond when they don't learn?; and
- How will we respond when they already know it?

The essential question addressed by this assessment plan targets the second question, "*How will we know when they have learned it?"* Additionally, we would not limit ourselves to only measuring academic achievement. Balanced assessment systems include clarity of purpose, learning targets, sound design, effective communication, and student involvement (Stiggins, 2017). Specific to this will be incorporating assessment of the district's Portrait of a Graduate and its related dispositions within content knowledge, communication, creativity, critical thinking, collaboration, and character.

Role of Assessment in Learning

Assessment is an integral part of instruction, as it determines whether the goals of the lesson, activity, or standards are being met and how students are progressing in meeting the outcomes of the Portrait of a Graduate. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. The use of sound assessment strategies inspires us to reflect upon these hard questions:

- "Are we teaching what we think we are teaching?"
- "Are students learning what they are supposed to be learning?"
- "Is there a way to teach the subject better, thereby promoting better learning?"
- “Am I seeing evidence that students are gaining competencies in the Portrait of a Graduate?”

Through our district’s work on the Portrait of a Graduate, students need to possess not only content knowledge, but also skills that will allow them to be successful in a world that is continually changing. They must be able to think critically, to analyze, and to make inferences along with being a person of character who collaborates, creates, and communicates. As students grow in these skills, knowledge, and dispositions, our students should develop new learning goals in a continuous cycle. All together, these ascending targets change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

Clarity, teamwork, reflection, proactivity, and integrity guide the District in creating curriculum in all grade levels and content areas. This will be paired with continuous professional development, regular and varied assessments, and distributed instructional leadership. It is vital that the written, taught, and tested curriculum align in order to ensure cohesive instruction for the District’s students. To that end, the District has created nine documents that align and coordinate with one another:

1. Districtwide Equity Framework;
2. Curriculum Management Plan;
3. Instructional Framework;
4. Comprehensive Assessment Plan;
5. Professional Development Plan;
6. Social-emotional Learning Framework
7. Communications Plan
8. Technology Plan; and
9. System Performance and Program Evaluation Plan

Together, these documents provide guidance to Coeur d’Alene School District’s teachers and administrators in providing quality learning to each student.

Balancing Assessments

A balanced approach to assessment includes using multiple tools and strategies that are fair, varied, reliable, and sufficient to measure student learning. It is essential that district schools provide varied and frequent opportunities for students to demonstrate understanding in their own way while reflecting upon on growth. Unless a teacher knows what a student is able to do or is unable to do, he or she cannot design effective instruction for that student. Therefore, a balanced system utilizes *both formal and informal* information about student learning.

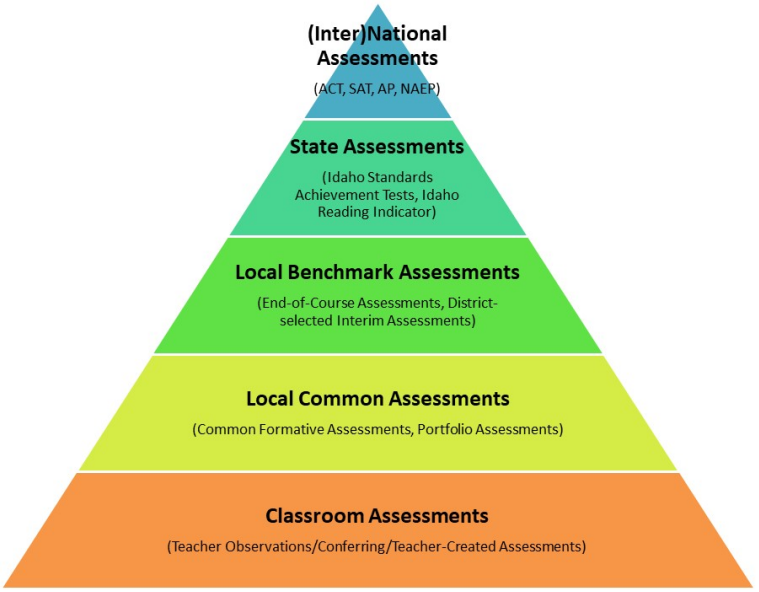


Figure 1: Nelson, Michael S. Balanced Assessment System (2011)

A balanced system encompasses several layers of assessment:

- At the **district level,** balance reflects a continuum of assessment tools whose data correlate and measure all dimensions of student learning rather than focusing on a single domain.
- At the **school or grade level**, balance requires the use of multiple measures to gain a big picture view of student performance. It includes standardized tests and typical classroom assessments, as well as informal observation. Often the data are used to inform whole group instruction. In other words, the data is used to monitor the progress of a grade level, class, or cohort of students in reference to specific state standards or nationally recognized growth.
- Balanced assessments at the **individual level** are used to form instructional groupings, identify interventions, monitor progress, determine a student's specific learning needs, and provide opportunities for students to self-assess and reflect on their learning. Again, multiple measures (formal and informal) are used to guide decision-making.

At-a-Glance: Critical Components of a Balanced Assessment System

- Variety of assessments – both types and purposes – provide multiple opportunities for students to demonstrate learning;
- Constructive and specific feedback regularly provided for all students;
- Components of assessment fit together to provide a performance profile for each learner;
- Data collection occurs regularly within the classroom - progress of at-risk learners is closely and frequently monitored;
- Individual and aggregated assessment data is made accessible to both teachers and administrators;
- Analysis or interpretation of data performed regularly through a process of inquiry;
- Data used to guide daily instruction, make changes to curriculum, and guide program development; and
- Students take integral role in the assessment process as they reflect on progress and set personal learning goals.

ASSESSMENT *FOR / AS / OF* LEARNING

> *"Assessment for learning is a gift we give our students. It is a mirror we hold up to show them how far they have come. It is a promise that we will use assessment, not to punish or reward, but to guide them on their learning journey."*
>
> - *Jan Chappuis, 2019*

There are three common uses of assessment in our classrooms, each with its own purpose:

Assessment *for* learning

Assessment *for* learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment,' these checks are used during instruction. They involve students in the assessment process, and in so doing, help students take charge of their own learning.

Two common practices used in assessment for learning are student self-assessment and student peer feedback routines. By providing students with specific information about their learning and a clear description of the desired learning goal, students are better able to know what they need to do. This can help students experience greater success and contribute to a positive self-image and confidence as a student, particularly for those accustomed to experiencing repeated failure in classrooms. Effectively, assessments *for* learning can be an important tool for reducing persistent gaps in achievement.

Other examples of formative assessments could include: exit tickets, low-stakes group work, in-class discussions, checks for understanding, classroom writing assignments (draft, polished, or on-demand…) among others.

Assessment *as* learning

Assessment *as* learning occurs when students are their own assessors. Students take control of tasks, monitor their own learning against defined criteria (rubric), ask unique questions, and use a range of strategies to decide what they know and can do, and how to use these skills to demonstrate current and future learnings.

Examples could include: peer evaluation, metacognition, conferring, student feedback, self-assessment via rubrics, goal setting, personalized tasks based on student interests, among others.

Assessment *of* learning

Assessment *of* learning assists teachers in seeing evidence of student learning so that they can compare the results to desired outcomes and state/industry standards. Sometimes referred to as 'summative assessment,' it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment *of* learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Examples could include: standardized assessments, final projects/portfolios, presentations for audiences, journals and logs, among others.

Our student learning/assessment system includes the following components:

Type	Purpose	Source	Definition	Assessment Examples
CHECKS FOR UNDERST.	*Formative*	Classroom feedback loop informs Instruction; may include PLC/ Common assessments	Check for Understanding is a planned daily process used during instruction to elicit and use evidence of student learning to improve student understanding of outcomes and support students to become more self-directed learners.	Exit Tickets Short Answer
PROGRESS MONITORING			Progress Monitoring is a planned, regular weekly or biweekly process used to determine progress towards meeting targeted standards during learning to elicit and use evidence of student learning to improve student understanding of outcomes and support students tobecome more self-directed learners.	Teacher planned Question/ Responses
INTERIM	*Interim*	District Selected	Interim tests are typically administered periodically throughout the school year (every few months) to fulfill one or more of the following functions: • Instructional – to supply teachers with individual student data, • Predictive – identifying student readiness for success on a later high-stakes test) and/or • Evaluative – to appraise ongoing educational programs.	WIDA Screener NWEA MAP Growth NWEA MAP Skills
CLASSROOM SUMMATIVE	*Summative*	Teacher Developed and District Selected	Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are sued to make inferences about a student's mastery of the learning goals and content standards	End of Unit Tests, Culminating Assignments/ Performance Tasks
END-OF COURSE/YEAR SUMMATIVE		State Developed	End of Course/Year Summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.	End-of-Course Assessments ISAT by SBAC IRI by IStation

FOCUS AREAS

P.E.A.K. IN ASSESSMENT/TIES TO INSTRUCTIONAL FRAMEWORK

With the adoption of the district's Instructional Framework (February 2020), Coeur d'Alene Public Schools will transform from single-use static assessments to greater focus on "multi-disciplinary, balanced and holistic tasks with multiple purposes" (Orozco, K. *Instructional Framework for Coeur d'Alene Public Schools*. February 2020). As these tasks will be embedded in the day-to-day work of our students and teachers, their synergy with updated curricula is intended to "ensure that a higher level of learning is attained."

Through the curricular design process, teachers will design common assessments *for, as, and of* learning which will align specific learning targets, instructional tasks, and assessments with essential questions and enduring understandings; clearly communicating these to these with learners and leaders. This task will allow for a better way to "Identify evidence of learners' understanding that can be gathered before, during and after the unit of study" (Orozco, 2020).

These recommendations, along with the PEAK learning principals (Dintersmith, 2018) will guide our developers to focus more on performance-based assessment to apply learning to real-world situations, incorporating multiple areas of knowledge into a cohesive project. Common rubrics will be developed across levels which students and teachers will use to communicate expectations and provide focused feedback on a project still in process. Additionally, with the focus on authentic learning experiences, common formative assessments and student portfolios may be developed to highlight student effort, development, and achievement over time.

Within these processes, students will take more control of their learning. Peer assessment, conferring records, and self-assessment will be employed to allow students to judge their own work, plot their progress, and identify areas in which they perceive discrepancies between current and desired performance without relying upon the classroom teacher to do so. No matter the strategy, constructive feedback will need to be received, internalized, and used to create dynamic opportunities for learning.

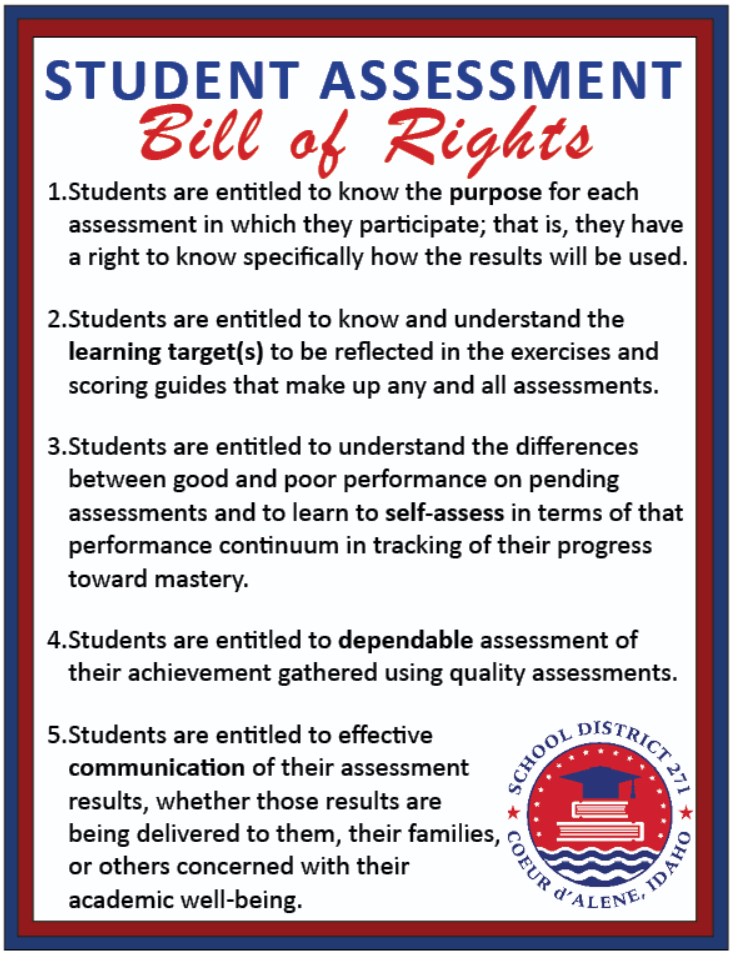
Student Assessment Bill of Rights

From the work of Rick Stiggins of the Assessment Training Institute (2014):

> *I contend that students of all ages and in all educational contexts are vested with certain inalienable rights related to the assessment of their achievement and the use of their assessment results to influence their learning. Students and their families should be made aware of those rights, and educators should understand their professional responsibility to understand and protect them.*
>
> Stiggins, R.J. (2014), Improve Assessment Literacy Outside of Schools Too. Phi Delta Kappan, 96(2) 67-72.

Stiggins (2014) implores educators and school systems to follow these guidelines:

1. Students are entitled to know the purpose for each assessment in which they participate; that is, they have a right to know specifically how the results will be used and by whom.
2. Students are entitled to know and understand the learning target(s) to be reflected in the exercises and scoring guides that make up any, and all, assessments.
3. Students are entitled to understand the differences between good and poor performance on pending assessments and to learn to self-assess their progress toward mastery.
4. Students are entitled to dependable assessment of their achievement gathered using quality assessments.
5. Students are entitled to effective communication of their assessment results, whether those results are being delivered to them, their families, or others concerned with their academic well-being.



Stiggins, 2014

At time of plan development, Stiggins' Student Assessment Bill of Rights has been adopted by multiple states and school districts such as in Arkansas, Hawai'i, Nebraska, New Hampshire, Oregon, and San Diego County Schools, among others.

MEASURING THE PORTRAIT OF A GRADUATE & SOCIAL-EMOTIONAL LEARNING

Students who graduate from high school with a balance of knowledge, skills and dispositions are more likely to be successful in their future endeavors, whether those involve college, the workforce, military service, family, volunteer work or community involvement

- Coeur d'Alene Public Schools, 2020

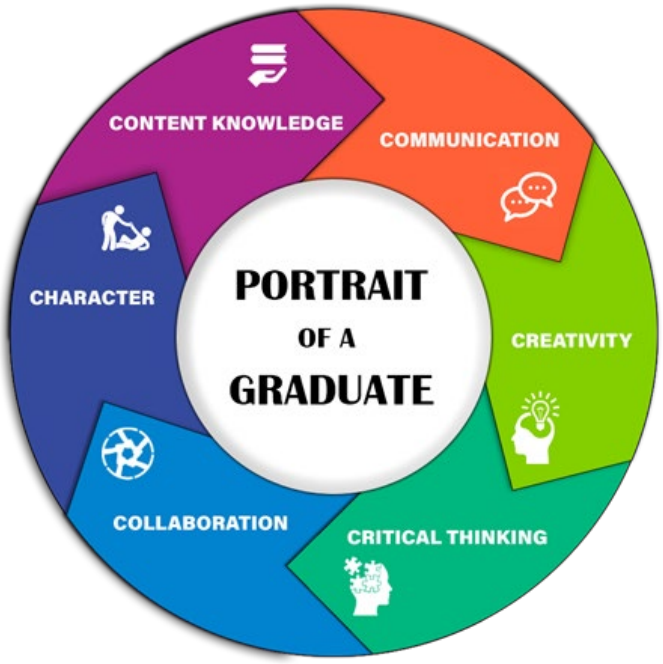


Figure 2 Maben, Scott. Portrait of a Graduate, Coeur d'Alene Public Schools (2020)

With the approval of our district's Portrait of a Graduate, work on assessing these 6 key areas has begun. We recognize that measuring these life/college and career readiness attributes is imperative for this project to have credibility and lead to the desired student outcomes.

In order to assess these skills, they will be built into the culture of our schools and, ultimately, the community. From curricular design to instruction, Coeur d'Alene Public Schools' staff will use the Portrait and standardized rubrics in each of our levels – elementary, middle and high school (samples of which are found in the appendix, courtesy Battelle for Kids and the EdLeader21 Network). These rubrics are content agnostic (not tied to a course/subject area) and define the success indicators associated with each of our 6Cs. Teachers will then assess performance on complex tasks that enable students to demonstrate mastery of targeted skills and grant students virtual badges (example at left). We expect that growth toward meeting these expectations will be clearly communicated to parents/guardians and all stakeholders associated with that student. This communication will need to be in defined windows, like that of grade reporting.

These Rubrics Are Designed To:

- define the performance areas associated with each of the 6Cs;
- define important dispositions and habits of mind associated with each of the 6Cs;
- support balanced, formative assessment of the 6Cs in various aspects of teaching and learning (including but not limited to student work);
- illustrate a continuum of performance, including exemplary performance, in each category;
- provide a common vocabulary regarding the 6Cs;
- be adapted for use in different grade levels and core academic subject areas;
- help teachers assess performance on complex tasks that enable students to demonstrate mastery of targeted 6Cs; and
- be used by educators, specialists, curriculum designers, assessment designers, and/or students.

A Focus on Performance Assessment

What is a Quality Performance Assessment?

Aligns to Portrait of a Graduate

Is Open-Ended and Relevant to the Real World

Requires Application and Transfer of Learning

Is Fair and Culturally Sensitive

Outlines Clear Criteria for Success

Results in Original Products or Solutions

Center for Collaborative Education, 2019

The truest test of student ability is through performance – whether completing a task (demonstration/creation) or publicly demonstrating new competencies. This could be:

- completing an experiment;
- playing a musical instrument with increased precision;
- providing an oral presentation in a new language;
- reading aloud with fluency;
- repairing an engine; or
- producing a work of art, among many others.

These types of assessments are not intended to be a measure of a single unit or semester's knowledge. Informed by McTighe (2019), our performance tasks will integrate our six Portrait of a Graduate dispositions and pair them with other 21st century skills such as informational literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills as well as Costa and Kallick's Habits of Mind (1996) – all together emphasizing the dispositions we'd like to see in students. Through this work, our tasks

- will call for the application of knowledge and skills, not just recall or recognition;
- will be open-ended and not lead students to a singular recognized solution;
- will ask students to develop their own novel and authentic contexts for performance;
- will provide the teacher evidence of student understanding and identified connections to other content;
- will be multi-faceted, allowing the student to pursue a path that may be "out of the norm;" and
- will be evaluated with known criteria and rubrics available to students before beginning.

Within the normal cycle of curricular development and instructional resource selection, the development of common formative and summative assessments will take place which will be in alignment with the course's defined learning targets. With these targets identified, district staff will develop common rubrics which are:

- clear and concise;
- used in planning and assessment;
- revised regularly based on samples of student work;
- understood by students and teachers;
- used by students to emphasize quality work; and
- used by teachers to remove subjectivity in grading.

EQUITY IN STUDENT ASSESSMENT

With the implementation of this plan, assessments will be selected based on cognitive research that supports our beliefs in how children learn, aligned with the Instructional Framework. Our new vision of assessment supports a developmental lens and emphasizes how students think and perform when solving complex problems. Underlying the new approach is our belief that intelligence is not a fixed trait; instead, each student's learning potential is developing and a result of their classroom and community experience (Gardner, 1993).

A shift of this mindset is demonstrated through shifting from a "measurement model" to a "standards model," with assessment now focusing on how student performance develops relative to local and state standards, not on how each student ranks against other students. This profoundly changes the playing field for all students, especially those who lack access to food, shelter, and other resources. The onus is now on our schools to provide these opportunities rather than sorting students into limited opportunities. A summary of the differences between our developing assessment culture and the testing culture that dominated American education for most of the twentieth century is shown below:

The Testing Culture [PREVIOUS]	The Assessment Culture [DEVELOPING]
Views intelligence as a unitary, fixed trait.	Views intelligence as multifaceted and learning potential as developmental.
Based on a measurement model that treats students' abilities as relative positions on a normal curve.	Based on a standards model where achievement is compared to standards (criterion-referenced)
Emphasizes accuracy, speed, and easily quantifiable skills.	Focuses on what students can do (performance), not just what they know (content).
Focuses on a narrow range of cognitive abilities.	Emphasizes complex and rich ways of demonstrating learning.
Views testing and instruction as separate activities.	Regards assessment as central to instruction.
Determines how students rank and compare with each other.	Determines how students perform relative to standards of excellence.
Uses test results to sort students into classes and courses emphasizing differential abilities.	Uses assessment results to improve teaching and learning.

Equity is also emphasized in the district's pivot to greater use of "performances" in assessment, especially those which involve higher-order thinking and more complex problem solving. Performance assessments offer a better way of measuring the attainment of high learning standards than do traditional assessments. With guidance from Wiggins (1989) assessment developers will create tasks "authentic" to the concepts, knowledge, and skills of a discipline and based on real-world problems which integrate into multiple subject areas. Professional learning in item development and assessment literacy will also be provided to ensure fair and reliable large-scale grading practices with common rubrics, examples of student work, and ways to encourage deeper understanding while developing a product personalized to an individual's strengths, abilities, and areas for growth.

Student Self-Assessment

Student self-assessment involves students in evaluating their own work and learning progress. This is not only a valuable learning tool within the assessment process but one that invites varied feedback on how a student is progressing. As our Instructional Framework demonstrates, when paired with conferring and peer assessment practices, students employing self-assessment can:

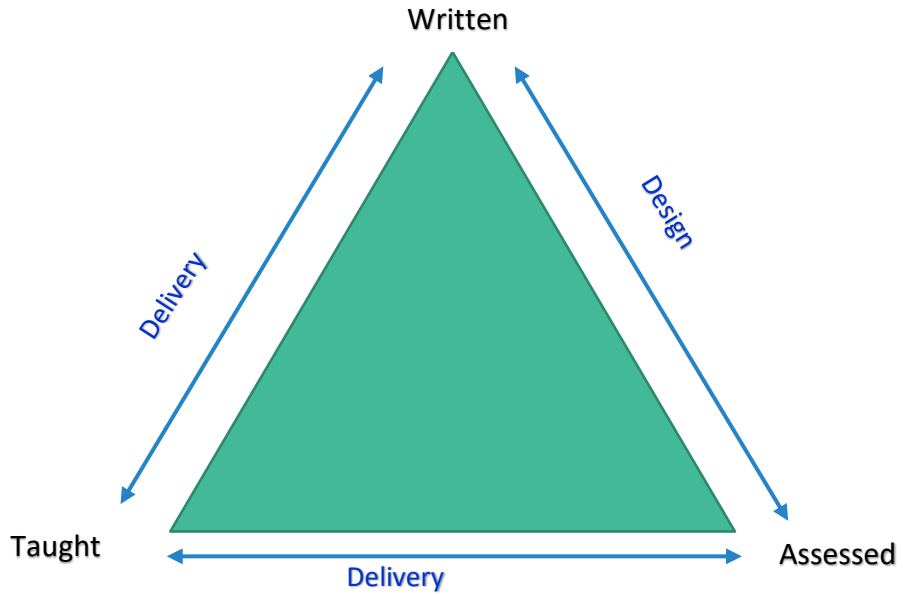
- identify their own skill gaps, where their knowledge is current weak and can be improved;
- see where to focus their attention in learning;
- create a portfolio of talents and abilities;
- set realistic goals;
- revise their work;
- track their own progress;
- if online, decide when to move to the next level of the course; and
- stay involved and motivated, encouraging self-reflection and responsibility for their learning.

Through the curricular and assessment development process, teachers will establish "success criteria" to demonstrate what our teachers want children to include in their work during the course of a lesson. In order to promote greater use of student self-assessment within Coeur d'Alene Public Schools, district and school leadership will emphasize:

> Paired with ongoing assessment, student self-assessment encourages students to identify what they always understand, how that understanding is relevant to the world around them, and how they can leverage their knowledge to solve real-world problems.
> LINDSAY PORTNOY, DESIGNED TO LEARN (2020)

- applying success criteria using quality examples of work;
- critiquing other students work using anonymous examples;
- practicing to apply success criteria using their own work; first identifying success and when they become confident in this, asking them to identify where the criteria have not been met, and what they need to do next or to set goals;
- observing and providing feedback and support as students self-assess;
- that learning to self-assess is not a one-shot event; quality reflection is iterative and reciprocal;
- providing ongoing support for self-assessment such as time and structures; and
- providing opportunities for students to discuss and/or justify their self-assessment.

THE CURRICULUM ALIGNMENT MODEL



from "A Curriculum Audit™ of the Coeur d'Alene Public Schools," (2019):

> "Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings; (2) a taught curriculum, which is shaped by and interactive with the written one; and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches."

The "assessed" curriculum is that portion of our expectations that is assessed by national, state, and locally developed assessments. Both formative, interim, and summative assessments will be used to monitor student, teacher, and building performance, drive instruction, and inform students and parents. All assessments will be congruent with the written and taught curriculum. Consistent monitoring processes will provide data and feedback to inform decisions about carefully calibrated, timely, and appropriate interventions by student, by teacher, by subject and by school.

METHODS OF STUDENT ASSESSMENT

Various assessment strategies provide information at differing intervals and for different purposes. Each one provides a different perspective, and one cannot take the place of another. Together, district assessments will provide a balanced approach that informs decisions at the classroom, school, district, state, and national levels. Assessments can be categorized as small-scale or large scale. Within each category reside various types of assessments that may be employed.

Large-scale assessment occurs annually or less-frequently and can be either criterion-referenced (measuring local/state or national standards) or normed (comparing populations taking same test).

> ***State and national assessments*** typically occur annually but may be as frequent as twice annually for certain student populations or may occur only once. Information is used to show how students are performing against state standards or national norms, and to hold school districts accountable for student performance. Assessment instruments and procedures are standardized so that comparisons can be made across student groups. Examples of large-scale assessments include those within the Idaho Comprehensive Assessment System (ISAT, ISAT-ALT, WIDA-ACCESS), Advanced Placement (AP) exams, and PSAT/SAT.
>
> ***Universal screening assessment*** can occur only once or it may occur multiple times annually, depending upon its purpose. Information is used for early identification of learning needs. Examples of universal screening assessments include the Kindergarten Screener and the Idaho Reading Indicator (IRI). Some screeners are provided to all students in order to track growth in a single grade level while others are provided with the intent of identifying students for a special program, such as with special education.
>
> ***Benchmark assessment*** occurs two to three times annually. Information is used to identify strengths and gaps in curriculum and instruction and to determine how student groups are progressing. Grade-level curriculum may be refined, and teachers may adjust instruction for student groups based on their progress. Examples of these assessments would include IStation and i-Ready which much be selected or developed based upon Idaho Content Standards.

Small-scale assessment occurs frequently and should be standards-based or criterion-referenced.

> ***Classroom formative assessment*** occurs continuously as students are learning and is considered assessment *for* learning. The purposes of formative assessment are to provide students with insight about their current level of achievement, to inform students about how they can improve their learning, and to help teachers identify and respond to student learning needs. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback (including self-assessment and peer assessment) on their performances. Examples of formative assessment strategies include conferring, observation and immediate feedback during learning experiences, quick checks for understanding, class discussion, strategic questioning techniques, rubrics (used by both teachers and students), non-graded student work samples, and student self-assessment.

Classroom summative assessment occurs after student learning has taken place and is considered assessment *of* learning. The purpose of summative assessment is to document achievement or mastery of standards at a point in time. It is used to inform others about students and used to certify competence or to sort students.

Information is used to adjust unit instructional strategies or assessment tools that will be implemented in the future. Examples of summative assessment strategies include graded student work or essays, tests and quizzes, and final projects or performance assessments.

Curriculum-embedded assessment also occurs continuously within the instructional process. As the name implies, these measures are naturally embedded in instruction. Often students are not aware that the activity is in fact an assessment. Information is used to monitor student learning, inform instruction, or identify students in need of intervention, remediation, or enrichment. Curriculum-embedded assessments may be formative (assessment *for* learning) or summative (assessment *of* learning) in nature, and may include performance tasks, oral or written response, presentations/exhibitions, or other examples of student work. Common curriculum- embedded assessments also provide basic program evaluation data essential for grade level or departmental Professional Learning Communities (PLCs).

Diagnostic assessment occurs only as needed. Such tests are used to identify a specific learning need, or to determine intervention techniques or strategies for targeted instruction. The information is commonly used during Multi-tiered System of Support (MTSS) meetings to direct specific interventions.

It is important to note that Coeur d'Alene Public Schools relies upon researched best practices when selecting assessments. We rely upon the *What Works Clearinghouse* (https://ies.ed.gov/ncee/wwc/) and *Best Evidence Encyclopedia* (http://www.bestevidence.org/) to help guide our choices to ensure alignment with our multi-tiered systems of support and specific programs which aide learning.

Assessment Format and Components

One essential part of educating students successfully is assessing their progress in learning to high standards. Done well and thoughtfully, assessments are tools for learning and promoting equity. They provide necessary information for educators, families, the public and students themselves to measure progress and improve outcomes for all learners. Done poorly, in excess or without clear purpose, they take valuable time away from teaching and learning, draining creative approaches from our classrooms. In the vital effort to ensure that all students will be prepared for success in their chosen college and careers, it is essential to ensure that tests are fair, are of high quality, take up the minimum necessary time, and reflect the expectations of current standards

- USDOE Testing Action Plan Fact Sheet, (2015)

Assessments must be rigorous, fair and yield unique information about what students know and can do in relation to academic standards and the district's Portrait of a Graduate. In short, assessments must be (Stiggins, 2019):

- Worth taking;
- High quality;
- Time-limited;
- Fair-and supportive of fairness-in equity in educational opportunity;
- Fully transparent to students and parents;
- Just one of multiple measures; and
- Tied to improved learning.

In order to provide student learning opportunities that exercise all types of cognition and add rigor to the curriculum, assessment items are expected to demonstrate mastery in multiple contexts. Such direction provides models of assessment formats and tasks that align with the content and cognition of objectives/ standards. Assessment tools used at various stages of learning help to prepare students in a range of contexts and address the range of content and cognition for which students will be held accountable.

- A CURRICULUM AUDIT OF COEUR D'ALENE PUBLIC SCHOOLS (2019)

A Comprehensive Assessment System should include the following components (Stiggins, 2019):

- Ongoing classroom level assessment of student learning in a variety of formats;
- A variety of tools to assess students, resources, and curriculum;
- Adequate practice and assessment in the testing format (context) of required state assessments;
- Use of our district-wide information management system that provides timely, efficient assessment feedback to students, teachers, and administrators;
- An assessment process that allows sites to modify and/or accelerate student learning; and
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area.

As mentioned in the introduction, our balanced approach to the assessment system focuses on serving the unique needs of students and teachers, emphasizing assessments *for* and *as* learning more than assessment *of* learning, although summative assessments still have use.

STUDENT GROWTH THROUGH REVIEWING DATA

In order to gain a complete understanding of the data that we use to guide decisions and measure progress it is best to use multiple measures of data. The model used by Coeur d'Alene Public Schools is Victoria Bernhardt's *Multiple Measures of Data* (2006; appendix), which includes four measures of data: **demographic, perception, student learning, and school processes**. When student learning data is used alone it does not provide enough information to inform comprehensive improvement and any measure used on its own can be quite misleading.

Behind each datum is a story. Knowing our learners is vital and understanding their specific data story is paramount, beginning with the earliest learners. The information learned from observation, assessment scores, and grading (among others) is the compass that provides direction that informs challenges and strengths of students, teachers, populations, programs, and systems.

The following descriptions of each type of data are based on Bernhardt's articles *Multiple Measures (2006)* and *Intersections: New Routes Open When One Type of Data Crosses Another (2015):*

- ***Demographic data*** provide descriptive information on items such as enrollment, attendance, grade level, ethnicities, gender, home backgrounds, and language proficiency and how they may be inter-related (known as "intersectionality" such as connections between attendance and semester grades). Demographics are very important because they describe the part of our educational system over which we have the least control. Demographics help in the understanding of past trends and help predict future trends. One year of demographic data can answer questions like
    - *How many students are enrolled in the school this year?*

  Over time, that same question can be rephrased as
    - *How has enrollment in the school changed?*
- ***Perceptual data*** help us understand what students, parents, teachers and others think about the learning environment. Perceptions are important since people act based on what they believe and perceive. It's important to know how students, teachers, and parents think about school, so we know what is real and what is possible. Perceptions data can be gathered in a variety of ways, such as questionnaires, interviews, and observations. One year of perception data could answer the question
    - *What are current parent, student, or teacher perceptions of the learning environment?*

  Over time, the question we might want to answer is
    - *How have perceptions of the learning environment changed?*
- ***Student learning data*** describe an educational system in terms of standardized test results, grade point averages, standards assessments, and other formal assessments. Analyzing one year of student learning data, for example, schools can answer questions like
    - *How did students at the school score on this one standardized test?*

  Over time, schools can answer questions such as
    - *Are there differences in student scores on standardized tests over the years?*
- ***School process data*** define programs' instructional strategies, and classroom practices. This is the measure that seems to be the hardest for teachers to describe, yet it is the one type of data that's most readily available to document. To collect school process data, educators must systematically examine their practice and student achievement, making sure both are

aligned with specifically defined, desired student outcomes. One year of school process data can answer the question:

- *What are we doing to teach reading?*

Looking over time, we can answer questions like:

- *How have we been teaching reading for the past five years?*

Educators **can and should** combine two, three, and four categories of data in ways that can provide new insight into student learning and how to improve it. This process can help

- Replace hunches and hypotheses with facts;
- Identify the root causes of problems, not just the symptoms;
- Assess needs, and target resources to address them;
- Set goals and keep track of whether they are being accomplished; and
- Track the impact of staff development efforts.

The graphic in the appendix illustrates the *Multiple Measures* model.

How Teachers Can Use Data to Make Instructional Decisions

Effective use of student performance data is critical to achieving the district's standards. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment results are used to guide instructional decisions at the student, site, and departmental levels.

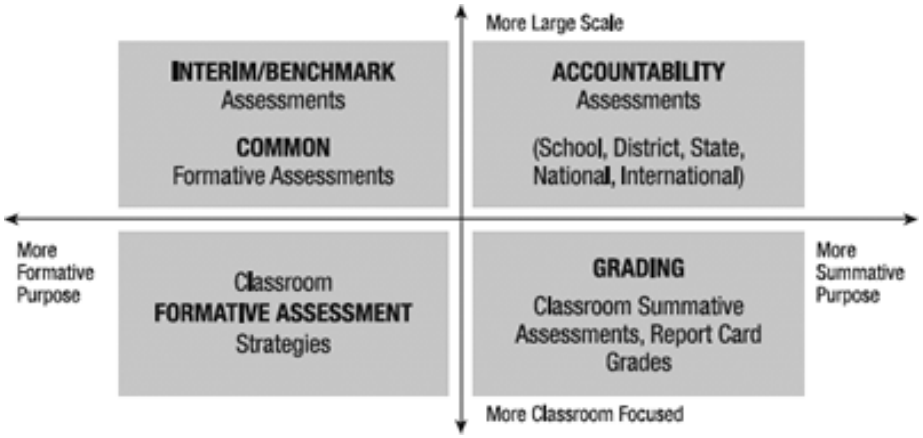


Figure 3: Brookhart, S. Basing Decisions on Data (ASCD, 2015)

Strategies for using assessment data to make decisions include

- Using pre-assessments to determine learning levels for diagnostic purposes;
- Focusing and narrowing instruction by teaching to objectives not mastered and differentiating curriculum to address individual needs;
- Using flexible grouping and regrouping of students within the classroom based upon student achievement data;
- Varying instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data;
- Communicating information about student achievement to parents in a timely, understandable fashion;
- Encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum;
- Offering opportunities for students to accelerate through the curriculum requirements;
- Using tutorials and other special programs to provide needed help and assistance to students who have not demonstrated mastery; and
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.

Reporting of Data

The ultimate success of our district will be measured by advances in student knowledge, skills, behaviors, and attitudes. Progress in these areas often is gauged by student assessment programs managed by the State of Idaho or our local district. After our schools receive assessment results, educators need to carry out specific activities in order to use the information effectively. One important task is reporting the assessment results to interested individuals and groups so that their needs for information are met and they have a clear understanding of the assessment. When properly presented, assessment reports can help build support for schools and for initiatives that educators wish to carry out. But if our assessment results are poorly reported, they could be disregarded or interpreted incorrectly, adversely affecting students, educators, and others in the school community.

In order to fully inform students, parents/guardians, and stakeholders on how our students are progressing toward meeting their goals, student data will be made readily available through:

- Internal and external data dashboards posted on the district website;
- Printed reports delivered to home mailing addresses or delivered through students; and/or
- Secured portals which provide access to longitudinal data, cohort growth, student groupings, and real-time performance in a variety of areas.

Whenever possible, student reports will be posted to our family access portal with interpretation guidance.

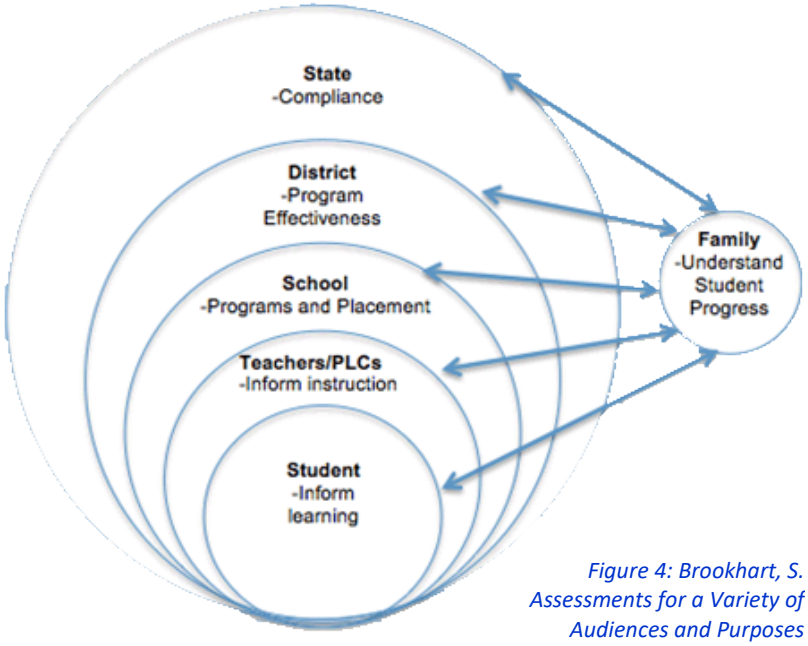


Figure 4: Brookhart, S. Assessments for a Variety of Audiences and Purposes (ASCD, 2015)

Assessment Advisory

Beginning in spring of 2020, Coeur d'Alene Public Schools will establish an assessment advisory committee which will examine the current menu of student assessments and discuss how to best administer, use data, and build common understanding throughout the district. This internal committee is intended to be interdisciplinary, comprised of classified and certificated staff including members of the community not immediately connected to a specific school or department.

In future years, this internal committee could assist to ensure alignment with the strategic plans and associated frameworks and provide input on communication and professional development efforts.

SELECTED DISTRICT AND STATEWIDE ASSESSMENTS

Coeur d'Alene Public Schools complies with statewide requirements for assessments based on the Idaho Comprehensive Plan (2017) and provides support for classroom instruction using the following required assessments, listed alphabetically:

Assess. Name	Required by	Assess. Type	Data Reference	Group	Purpose	Estimated Length	Frequency
Civics Assessment	State	Summative	Criterion-referenced to the national immigration and nationalization exam	Students in grades 07-12	Assessment of Idaho civics/government standards.	45 minutes	May be taken in any of 4 annual windows until receiving passing score
CogAT	District	Placement	Norm-referenced to national sample	Students suggested for Advanced Learning Program	Estimate students' reasoning and problem-solving abilities	1 hour	Annually at the beginning of the school year. Battery of verbal, quantitative, and nonverbal test items can be provided at different times
End-of-Course Assessments	District	Summative	Criterion-referenced to applicable Idaho Content Standards	Students in grades KG-12	Performance assessment measuring Portrait of a Graduate dispositions and multi-disciplinary content.	Varies on content and chosen depth of task	Twice per academic year
Idaho Reading Indicator (Istation)	State	Interim and Summative	Norm-referenced	Students in grades KG-05 although the state IRI is KG-03	"Identify "at risk" students for reading failure before the end of grade 03."	30 minutes	Required in months of September, January, March, and May. Optional progress monitoring on the first of the month
i-Ready	District	Interim	Norm-referenced	Students in grades KG-08	Assess students and provide individualized instruction in mathematics.	45 minutes	Required in months of September, January, and March. Optional growth monitoring at teacher discretion on the 10th of each month
ISAT presented by Smarter-Balanced	State	Summative	Criterion-referenced to Idaho Content Standards for English Language Arts/Literacy and Mathematics	General education students in grades 03-08 and 10	"Measures student progress towards success in college and career."	4 hours (split over multiple dates)	Four exams (two computer-adaptive tests and performance tasks) taken between months of March and May
ISAT Science	State	Summative	Criterion-referenced to Idaho Content Standards for Science	General education students in grades 05, 08, and 11	Assessment of Idaho science standards.	1 hour (over multiple dates)	One time during the months of March and May

Assess. Name	Required by	Assessment Type	Data Reference	Group	Purpose	Estimated Length	Frequency
ISAT-ALT	State	Summative	Criterion-referenced to the Idaho Extended English language arts and mathematics Standards	Students qualifying for the alternate assessment in grades 03-08, and 10	Assessment of Idaho extended standards in English language arts and mathematics.	3 hours	Two exams taken between months of March and May.
ISAT-ALT Science	State	Summative	Criterion-referenced to the Idaho Extended Science Standards	Students qualifying for the alternate assessment in grades 05, 07, and 10.	Assessment of Idaho extended standards in science. Students do not "take" assessment. Instead, student work is uploaded to a statewide website.	1 hour	Teacher-uploaded artifacts between January and April.
NWEA MAP	District	Interim	Norm-referenced	Students in high school-equivalent mathematics courses	Measures what students know in high school mathematics and informs areas in which they'll grow.	45 minutes	Three times a year, in September, November/December, and March.
PSAT 8/9	District	Interim	Norm-referenced	Students in grade 09	"Establishes a starting point in terms of college and career readiness as students transition to high school."	3.5 hours	Once in the month of October.
PSAT/ NMSQT	District	Interim	Norm-referenced	Students in grades 10-11	"Used to determine eligibility and qualification for the National Merit Scholarship Program and serves as a practice test for the SAT."	3.5 hours	
Quests	District	Formative	Criterion-referenced to the Idaho Content Standards	All students in grades KG-12	Common formative assessments measuring progress in meeting standards	15 minutes per session	Twice per academic semester
SAT	State	Summative	Norm-referenced	Students in grade 11	"Measure a high school student's readiness for college and provide colleges with one common data point to compare applicants	3.5 hours; 4 hours with optional essay	Paid by the state once annually for Juniors in the spring.
WIDA ACCESS 2.0	State	Summative	Criterion-referenced to the WIDA English Language Development Standards	Students in grades KG-12 qualifying for the English-language learner assessment	"Assesses students' language development in the four domains: Listening, Reading, Speaking, Writing."	2 hours	Administered in person or via computer between months of January and March.

Test Security and Confidentiality

Accurate information about student performance is integral to Coeur d'Alene Public Schools' mission of improving student achievement. In order to make sure the information is valid and reliable, the district must protect the integrity of the testing process at all levels. As part of the district assessment plan, all staff associated with the assessment process are responsible for understanding and implementing sound security measures as required by the testing agency or district. Specifically, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access under the supervision or direction of the testing coordinator. The building principal will identify a school test coordinator who will be primarily responsible for maintaining communication and verifying these practices.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with specific test protocols. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of state and local policy.

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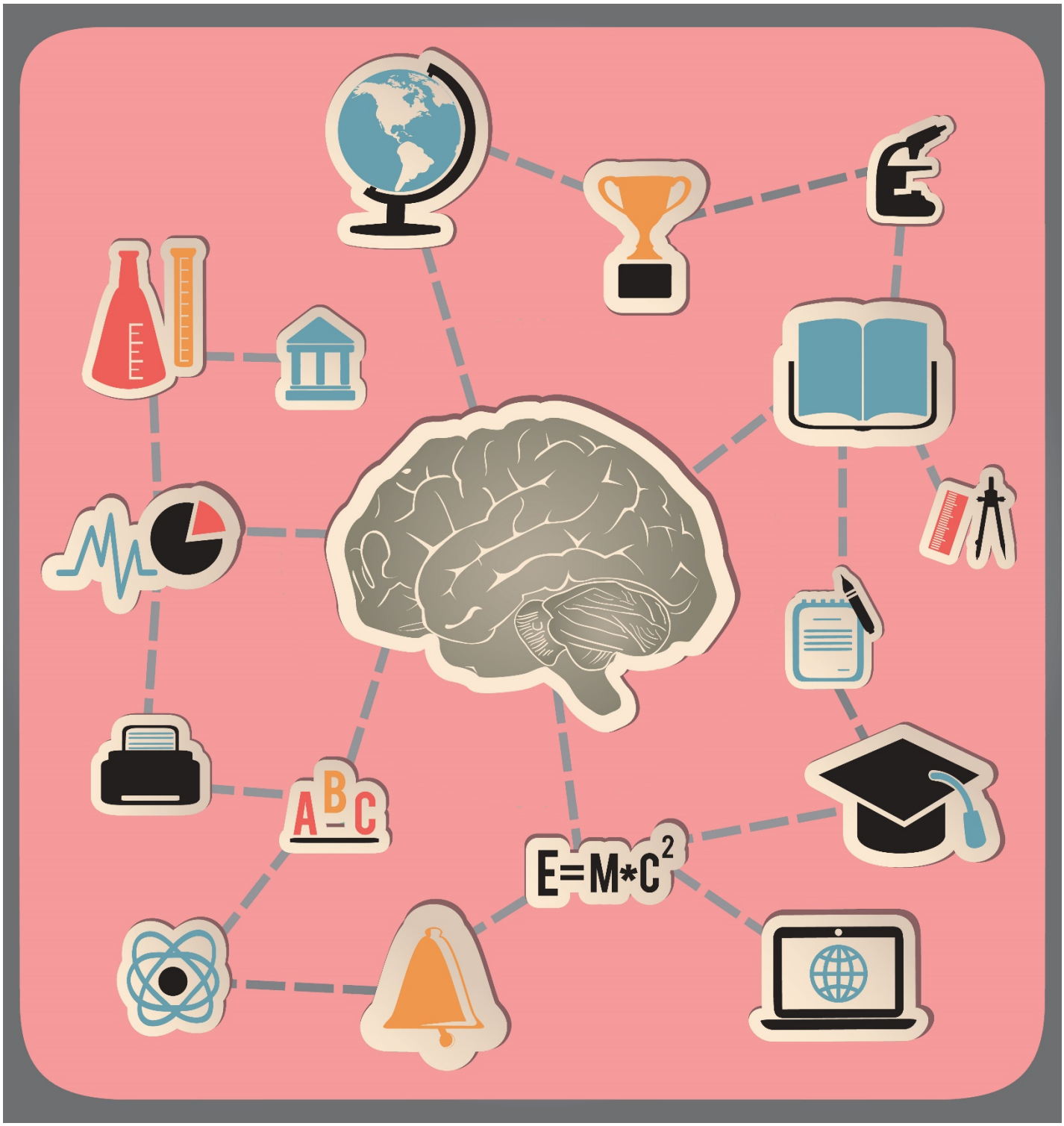

APPENDIX

ACKNOWLEDGEMENTS AND SUPPORTING LINKS

In creating this plan, our district relied upon assistance from:

- Bernhardt, V. (2006) *Using Data to Improve Student Learning in School Districts.* Larchmont, NY: Eye on Education.
- Brookhart, S. (2015) *Basing decisions on data* (Alexandria, VA: ASCD)
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Definitions of Assessment Terms and Acronyms

- **Achievement Test** – A standardized test used to measure acquired knowledge or skills in a specific subject area (such as mathematics, reading, or science).
- **Aggregate** – All students in a district, school, or grade level.
- **Anchor Paper** – A student work sample identified for the purpose of exemplifying a specific level or score on a criterion-based rubric. Typically, one-two anchor papers are selected for each rubric level.
- **Authentic Assessment** – A strategy for assessment in which students are asked to perform engaging, real-world tasks that demonstrate meaningful application of essential knowledge and skills.
- **AYP** – Adequate Yearly Progress. A measurement defined by the United States federal Every Student Succeeds Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.
- **Benchmark Assessment** – A form of assessment most often developed within a school district and administered to students at specific intervals of the school year. The assessments serve several purposes: providing evaluative information about the impact of a curriculum or a program, offering instructional information that helps diagnose student strengths and weaknesses, and informing and guiding teachers' instructional decisions.
- **CBM (Curriculum Based Measures) and CBA (Curriculum Based Assessment)** – An assessment method used to determine the extent to which students are progressing in basic academic areas such as math, reading, writing, and spelling.
- **CogAT -** The Cognitive Abilities Test is a group-administered K–12 assessment intended to estimate students' learned reasoning and problem-solving abilities through a battery of verbal, quantitative, and nonverbal test items. It is commonly used to measure giftedness in a variety of domains.
- **Cohort** – A group of students with a common defining characteristic, most often grade level.
- **Common Assessment** – An assessment typically created collaboratively by a team of teachers responsible for the same grade or subject area and administered across student groups or classes.
- **Constructed Response** – A problem or question item that requires the respondent to compose an answer rather than select from list of choices. Essays, short answer, project presentation.
- **Criterion-Referenced** – An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. The ISAT by Smarter Balanced is an example of a criterion-referenced assessment.
- **Curriculum-Embedded** – Assessment that occurs simultaneously with learning in the classroom setting. If properly designed, students should not be able to tell whether they are being taught or assessed.
- **Diagnostic Assessment** - Assessment that provides the teacher with an understanding of the prior knowledge and skills of students, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

- **EOCA** - End of Course Assessment – Tests designed by the teachers of the Coeur d'Alene School District to measure academic achievement in each course. These exams are usually provided at the end of each academic term and are weighted at 15% of the students' academic grade unless it is the first time that the assessment is given, at which time it will have a 10% weight. (Board procedure 2620P)
- **Formative Assessment** – Non-graded assessment of student learning that a teacher uses to inform instruction. Formative assessment is often described as "assessment *for* learning."
- **IRI** - Idaho Reading Indicator – Provided individually to students in the primary grades (KG-03) three times a year to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Computer adaptive assessments in vocabulary, reading fluency, comprehension, and additional indicators of early reading strength are provided.
- **ISAT** - Idaho Standard Achievement Test. Administered to all Idaho students in grades 3-8 and 10 to provide ongoing monitoring of individual, school, district, and state progress. Content areas assessed are English language arts/literacy, mathematics, and science.
- **KGR** – Kindergarten Readiness Assessment. This assessment is usually given to students before entering Kindergarten and includes letter name and letter sound identification, writing, and basic shape/image identification.
- **Learning Assessment** - Learning is designed and facilitated to use multiple sources of data to assess learning, including self-monitoring, assessment design, data collection, data use, and feedback.
- **LNF** - Letter Naming Fluency (LNF) - identified frequently as the best single indicator of risk for reading failure and requires saying the correct letter name.
- **LSF** - Letter Sound Fluency - predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter.
- **Norm-Referenced** - A type of assessment designed to compare and rank test takers in relation to one another. NWEA MAP Growth assessments are an example of a norm-referenced assessment.
- **ORF** – Oral Reading Fluency. Grade-level reading passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time
- **Performance-Based Assessment** – An alternative to traditional testing that requires a student to create an answer or product that demonstrates his or her understanding of the content.
- **Portfolio Assessment** – A purposeful collection of student work that demonstrates the student's learning, development, and achievement over time. Often the portfolio includes written student reflections and rubrics used to "score" work.
- **Progress Monitoring** – The National Center for Student Progress Monitoring defines progress monitoring as, "a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction."
- **PSAT** - Preliminary Scholastic Aptitude Test. An exam given to high school freshmen, sophomores and juniors which measures critical reading, mathematics, and writing in preparation for the SAT (Scholastic Aptitude Test)
- **Quests** – Common formative assessments and performance that will be designed by district staff to demonstrate progress toward meeting standards or Portrait of a Graduate dispositions.

- **Rubric** – A scoring tool that lists criteria against which a student work sample is compared.
- **SAT** – Scholastic Aptitude Test. A test of a student's academic skills in critical reading, mathematics, and writing, used for admission to US colleges.
- **SBAC** – Smarter Balanced Assessment (Consortium). A multistate collaboration to create assessments of the Common Core State Standards in English language arts/literacy, science, and social studies as well as mathematics.
- **Standardized Test** – Tests that are designed, administered, and scored in a consistent manner. ISAT by Smarter-Balanced and WIDA-ACCESS 2.0 are considered examples of standardized tests.
- **Stanine** – Short for "Standard Nine," stanine refers to a method of scaling scores along a nine-point (often nationally normed) standard scale. A stanine 5 is considered average nationally.
- **Summative Assessment** – Graded assessment of student learning that demonstrates whether or not a student has met expectations. Summative assessment is often described as "assessment *of* learning." End-of-course assessments are examples of summative assessments.
- **Universal Screening** – A quick, simple assessment of specific skills used for early identification of students who might be struggling. Universal screenings can be administered one or more times annually.
- **WIDA** – Originating from the states of Wisconsin, Delaware and Arkansas, this assessment measures academic language, listening & reading, speaking & writing for students whose first language is not English.

ROLES AND RESPONSIBILITIES

A balanced assessment system involves all professionals and the learner within a culture of inquiry, or a *professional learning community*, that utilizes assessment data to make the best decisions for all learners. The following sums up the desired roles of each:

Administrator

- Provide ongoing professional development in classroom assessment practices for faculty & staff;
- Collaborate with colleges and universities to build continuity between district practices and those for pre-service teachers;
- Identify and agree on district-wide standardized and locally developed benchmark assessments, and how to score and disseminate results in a timely manner;
- Monitor student assessment data and provide access to longitudinal data system for teachers to monitor student assessments and learning;
- Establish data teams to review and disseminate aggregated, district-wide and school-wide assessment and other data, and to serve as data coaches for the schools
- Accommodate time within the job-embedded collaboration schedule for teachers to collaborate with colleagues and teaching partners (for example, using Looking at Student Work [LaSW] protocol]

Educator/Team

- Ensure that all instructional units developed in the district's curriculum database employ a balanced system of assessment;
- Involve students in the assessment process through reflection and setting of learning goals;
- Adjust instructional practices to influence individual student growth rather than relying on whole group instruction to meet most students' needs;
- "Research learners' thinking and understanding to guide instruction by asking questions that promote insight and metacognition," then choosing assessment practices that fit well; (Instructional Framework for Coeur d'Alene Public Schools, 2020)
- Clearly communicate district and individual learning goals to students;
- Identify criteria, set benchmarks, gather evidence of exemplary/standard/poor student work;
- Regularly interpret/discuss grade-level, classroom, and individual student performance data; and
- Problem-solve within the multi-disciplinary teams (MTSS), PLCs, departments/grade levels, etc. to determine best interventions for struggling learners or best enrichment strategies for students who have mastered learning goals.

Learner

- Assume ownership of learning;
- Use assessment information and reflection to set personal learning goals;
- Self-assess progress toward the attainment of personal learning goals.

The charts on the following two pages (Stiggins, Rick. "Assessment for Learning: A Key to Motivation and Achievement." *EDge* 2.2 (2006). Phi Delta Kappa International, Nov.-Dec. 2006. Web. Apr. 2011) reflect the importance of balancing classroom-level assessment with program and policy level assessments. Each summarizes important decisions to be made, by whom, and using what information.

Level 1: Classroom Assessment Users

Decision Makers	Important Questions to be Answered	Information Needed	Assessment System Implications
Students in the Classrooms	What am I supposed to learn?	Learning targets described in student-friendly language at the beginning of learning	Accurate assessments must reflect the learning targets students are given
	What have I learned already, and what do I still need to work on?	Evidence allowing student to track progress and understand where they are now in relation to expectations at any point in time	Continuous sequence of accurate classroom assessments must provide descriptive feedback in student- friendly terms during learning
	Have I met or am I progressing toward the important achievement standards?	Status regarding mastery of each standard in student-friendly language	Assessments must provide evidence of standards mastered periodically throughout the year
	How do my interests connect to instruction/selection of lessons?	What are the interests/goals of the students in my class(es)?	Students will provide greater effort when relevance is clear
	How can I better understand how I'm doing/understanding?	Self-assessment and peer-assessment	Continuous discussion with others aids understanding
	Have I met the state achievement expectations?	Status regarding meeting state standards in student-friendly language	Annual state assessments reporting standards mastered and not yet mastered
Teachers in the Schools	What are my students supposed to learn?	Standards deconstructed into classroom targets leading, over time, up to each standard; district curriculum maps learning progressions	All assessments must reflect these targets; it must be clear which target any assessment reflects
	What have they learned already, and what do they still need to learn?	Continuous evidence revealing each student's current place in the learning progressions leading up to each standard	Continuous sequence of accurate classroom assessments used during the learning to provide a picture of progress toward mastery of standards
	How can I adjust instruction to better meet my students' needs and learning styles?	Use of conferring and observation to identify learning pathways	Assessments of different types should be employed to match learning style
	Which students need learning supports or special services?	Evidence of how students are doing in relation to grade- or age-level expectations	Assessments must provide evidence of students' relative status or progress to determine eligibility
	Have my students met or are they progressing on the important achievement standards?	Status of each student's mastery of each state standard	Periodic, interim, benchmark assessments reflecting student mastery of standards throughout the year
	Did they meet state achievement expectations?	Status regarding each student's mastery of each state standard	Annual assessment of each student's mastery of each state standard

Decision Makers	Important Questions to be Answered	Information Needed	Assessment System Implications
Parents in the Community	What is my child supposed to learn?	Learning targets in family-friendly language provided from the beginning of learning	Assessments must accurately reflect these targets
	What has my child learned already, and what does he or she still need to learn?	Assessments providing information on current place in the progression toward each learning target at any point in time	Continuous sequence of accurate classroom assessments used during the learning need to provide a picture of progress
	Is my child progressing satisfactorily in meeting the teacher's classroom learning expectations?	Information gained from my child through self-assessment, indications from the teacher, or from my child	Periodic summative classroom assessments must feed into report card grade or summary of classroom standards met
	Does my child need additional learning supports or the services of a specialized program?	Student's learning in relation to grade- or age-level expectations	Assessment evidence needs interpretation in terms of expected achievement levels

Level 2: Instructional Support Users

Decision Makers	Decisions to be Made	Information Needed	Assessment System Implications
Principals, Curriculum Leaders, Teacher Teams	What standards are students expected to master by subject across our range of grade levels and classrooms?	Learning targets in the form of achievement standards organized by grade and subject as they unfold within and across grade levels	Assessments must accurately reflect these standards and their associated classroom-level learning targets
	Which of these standards are students mastering or progressing appropriately toward? Are there problem areas?	Information revealing patterns over time within the school year of achievement within and across teachers, grades, and subjects	Comparable evidence of student learning status collected periodically during the year
	How can I support my classroom teachers to best use strategies referenced in the Instructional Framework?	Professional development needs analysis and data collected by professional learning communities	Assessment results are more consistent when instructional practices follow professional learning
	Did enough of our students meet standards this year?	Proportion of students meeting and not meeting each standard	Annual assessments reveal how students did on each standard
	What standards are students expected to master across our classrooms, grades, and schools?	Standards mastered by grade and subject mapped within and across grade levels across schools	Assessments must accurately reflect these standards

Level 3: Policy Level Users

Decision Makers	Decisions to be Made	Information Needed	Assessment System Implications
Superintendent, Various Policymakers	What standards are to be met?	Learning targets in the form of achievement standards organized by grade and subject	Assessments must accurately reflect these standards
	Which of these standards are students mastering or making appropriate progress toward and in which schools?	Information revealing patterns of achievement within and across schools	Comparable evidence of student learning status collected periodically during the year
	Did enough of our students meet standards this year?	Proportion of students meeting and not meeting each standard	Annual assessments show how each student scored on each standard
	What standards are students expected to master in our schools?	Learning targets in the form of achievement standards organized by grade and subject	Assessments must accurately reflect these standards
	How many of our students are meeting standards?	Scores reflecting patterns of achievement within and across schools and districts	Comparable evidence of student learning status collected periodically

MULTIPLE MEASURES OF DATA

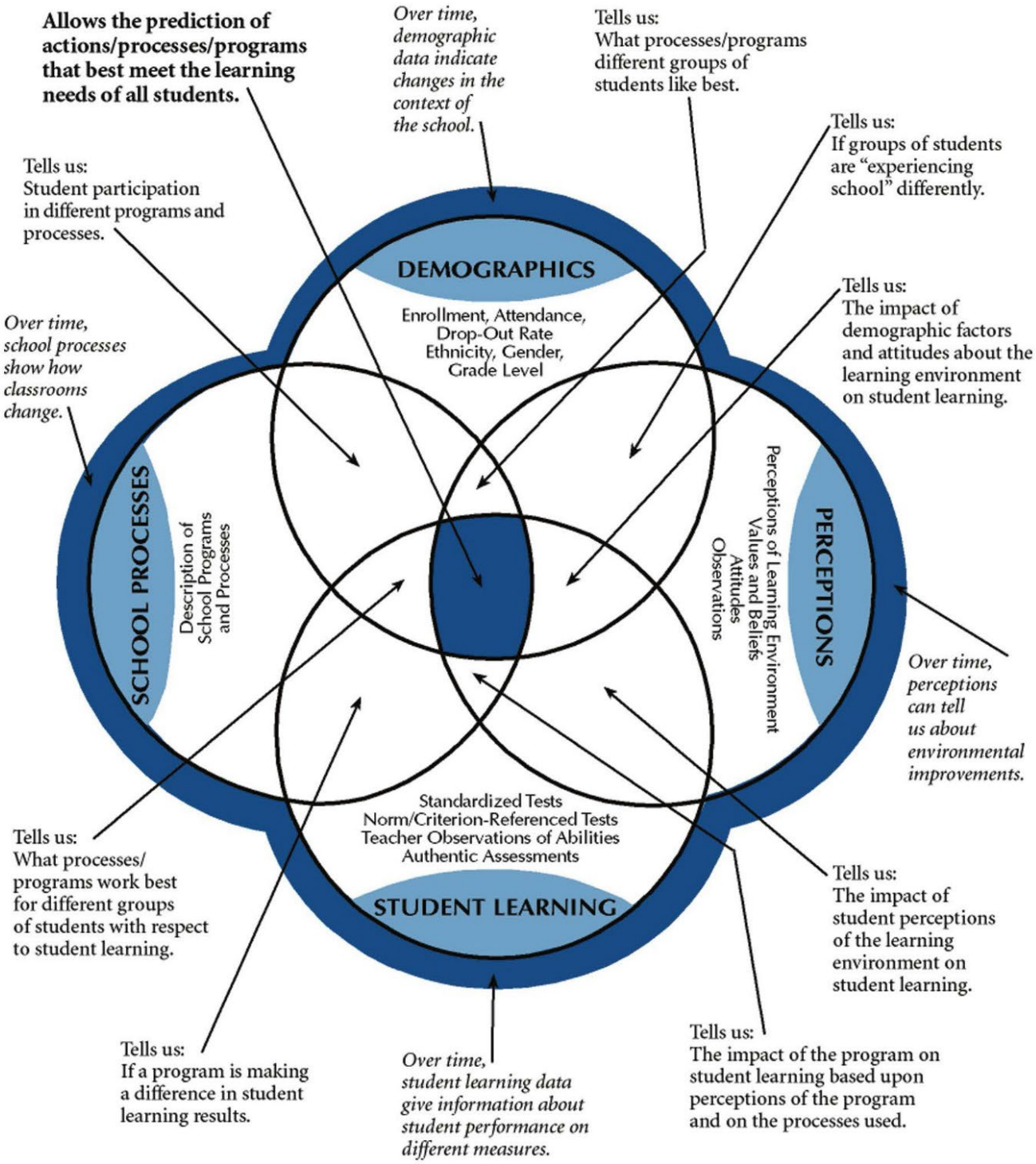

Figure 5 From Using Data to Improve Student Learning in School Districts, by Victoria L. Bernhardt, 2006, Larchmont, NY: Eye on Education. Copyright © 2006 Eye on Education, Inc. Reprinted with permission.

DISTRICT ASSESSMENT CALENDAR

The district assessment calendar is developed collaboratively between district administration and individual school sites. Site administrators choose specific testing dates based on values, cultures, and readiness to use the data to impact instructional choices. The calendar will be updated with the release of statewide windows and with the input of a local advisory council.

Coeur d'Alene Public Schools 2019- 2020 Assessment Calendar

(Internal Use, updated 8-20-19)

Assessment	Testing Dates/Windows	Audience	Other Notes
Civics Assessment	FALL: September 3-20 WINTER: Nov. 1—Dec. 20 SPRING: March 2-24 END OF YEAR: May 1-29	Students in grades 07-12	Students will log on and take test. 100 questions; multiple choice; Pass = 60%+
College & Career Preparedness Day	October 16, 2019	PSAT 8/9—Grade 09 PSAT/NMSQT—Grades 10-11	Buildings encouraged to have activities focusing on college and career preparedness.
i-Ready Diagnostics	FALL: Sept. 3-20, 2019 WINTER: Dec. 2-20, 2019 SPRING: Mar. 2-20, 2020	Students in grades KG-08 in and Mathematics	All students in grade KG-08 will take the diagnostic in each window and monthly progress monitoring.
i-Station Diagnostics and Idaho Reading Indicator (IRI)	FALL: August 5—Sept. 27 WINTER: Dec. 2-20, 2019 SPRING: May 1-29, 2020	Students in grades KG-03 take diagnostic as statewide accountability in Fall/Spring.	All students in grade KG-05 will take the diagnostic in each window and monthly progress monitoring.
ISAT - ALT (Science)	January 6-April 6, 2020	Required for Grades 5, 7, & 10.	IPASS Closing March 31, 2019 at midnight (12:00 am MST).
ISAT by SBAC (Interim & Summative) **ISAT Science*** **ISAT ALT** (ELA/Math)	March 16-May 15, 2020	Students in grades 03-11 Science in grades 05/08, & 11 ALT for grades 03-08 and 10	ELA/Math Performance Tasks/CAT Interim assessments to be available until before the start of the summative window * Science assessment is new, reflecting change in state standards.
Learning Characteristic Inventory	February 3-May 15, 2020	ALT for grades 03-08 and 10	Instructors must complete the Learner Characteristic Inventory before summative tests.
NWEA MAP Growth "Quests" Interims	FALL: September 3-27 WINTER: Nov. 1—Dec. 20 SPRING: March 2-24	Required for students in MS/HS English and HS Math as well as all KG-12 science courses.	Results will be printed and provided to students and parents/guardians in regular intervals. ELA students will take reading & language use tests.
SAT Schoolday	PRIMARY: April 14, 2020 MAKE-UP: April 28, 2020	All district Juniors.	April 14th is a school day only for Juniors.
Engagement Surveys	February 18-March 31, 2020	Grades 03-12, all parents and all staff, including classified staff	Surveys are required as components of the states ESSA waiver. We will be able to track student participation this year.
WIDA ACCESS 2.0	January 27—March 6, 2020	KG-12 students receiving aid for limited English proficiency	Students will be given a qualification WIDA screener

Approximate Testing Times

The times provided below are reported from the assessment provider and are estimated based off of their national sample. Student testing time will vary based on literacy level, typing ability, content expertise, and complexity of task.

Grade	Benchmark/Progress Monitoring Assessments	ISAT by Smarter Balanced English Language Arts/Literacy or ISAT-ALT	ISAT by Smarter Balanced Mathematics or ISAT-ALT	ISAT Science	End of Course Assessments	Idaho Reading Indicator	SAT	PSAT	WIDA-ACCESS (ELL Only)	EST. Hours - Continuous Student	EST. Hours – ELL Student
KG	3				2	3			3	**8**	11
1st	5				2	3			3	**10**	13
2nd	5				2	3			3	**10**	13
3rd	5	2	2		2	3			3	**14**	17
4th	5	3	3		2	3			3	**16**	19
5th	5	3	3	1.5	2	3			3	**17.5**	20.5
6th	5	3	3		6				3	**17**	20
7th	5	3	3	1.5	6				3	**18.5**	21.5
8th	5	3	3		6				3	**17**	20
9th	5	3	3		12			3	3	**26**	29
10th	5	3	3		12			3	3	**26**	29
11th	5			1.5	12		4	3	3	**28.5**	31.5
12th	5				12				3	**17**	20

SAMPLE RUBRICS MEASURING PORTRAIT OF A GRADUATE DISPOSITIONS

Elements of the **COLLABORATION RUBRIC FOR GRADES 03-04** from Batelle for Kids© which emphasizes working with diverse teams, flexibility, and willingness to help, among other dispositions:

Performance Area	1	2	3	4
Leadership and Initiative	Frequently misunderstands the scope and importance of the group's work; rarely shows responsibility for carrying out the plans.	Demonstrates a limited understanding of the scope and importance of the group's work; sometimes shows responsibility for carrying out the plans.	Demonstrates a clear understanding of the scope and importance of the group's work; consistently shows responsibility for carrying out the plans.	Provides leadership to the group by checking on progress and providing direction; fulfills roles and responsibilities with little prompting or coaching.
Cooperation	Rarely follows agreed-upon norms for respectful discussions and decision-making; rarely carries out assigned roles.	Sometimes follows agreed-upon norms for respectful discussions and decision-making; sometimes carries out assigned roles.	Consistently follows agreed-upon norms for respectful discussions and decision-making; consistently accepts and fulfills individual role within group.	Consistently works to address challenges within the group through discussion; shows understanding of the learning needs of group members.
Flexibility	Demonstrates a willingness to listen to the ideas and opinions expressed by group members, but shows a lack of understanding and appreciation.	Shows limited understanding and appreciation of the various ideas and opinions of group members.	Shows clear understanding and appreciation of the various ideas, opinions, and skills of group members.	Consistently shows a willingness to change his/her ideas or opinions based on the information exchanged.
Responsibility and Productivity	Shows a lack of willingness to accept responsibilities, rarely helps others in need, and submits work that is incomplete and does not meet task requirements.	Shows a willingness to accept responsibilities; sometimes helps others in need; and periodically, but not consistently, meets task requirements.	Accepts responsibilities with a positive attitude, assists others as needed, values opinions and skills of all group members, and regularly meets task requirements.	Shows excitement about the task at hand, inspires and motivates the group, and consistently produces high quality individual work.
Use of Tech Tools for Synchronous and Asynchronous Collaboration	Refrains from collaborating synchronously and asynchronously using technology.	Shows a lack of comfort and confidence in collaborating synchronously and asynchronously using technology, but can be guided to do so.	Is beginning to demonstrate comfort and confidence in collaborating synchronously and asynchronously using technology.	Consistently demonstrates comfort and confidence in collaborating synchronously and asynchronously using technology.

Responsiveness	Refrains from offering feedback; responds to constructive feedback with a negative attitude or defensiveness.	Shows a lack of confidence in the ability to offer feedback to team members, but can be guided to do so. Shows a lack of comfort in receiving feedback from team members, but can be guided to do so without showing a negative attitude or becoming defensive.	Consistently provides constructive feedback; feedback is usually well-received; and accepts and is beginning to show appreciation for constructive feedback.	Consistently delivers feedback effectively in a manner that is well-received by the recipients.
Self-Regulation/ Reflection	Rarely reflects on collaboration accurately. (When did he/she show strong collaboration skills? How much support was needed? What improvements could he/she make in collaboration skills next time?)	Sometimes reflects on collaboration accurately. (When did he/she show strong collaboration skills? How much support was needed? What improvements could he/she make in collaboration skills next time?)	Consistently reflects on collaboration accurately. (When did he/she show strong collaboration skills? How much support was needed? What improvements could he/she make in collaboration skills next time?)	Consistently asks for feedback and accepts and shows appreciation for constructive feedback.

Elements of the **COMMUNICATION RUBRIC FOR GRADES 07-08** from Batelle for Kids© which emphasizes interpersonal skills, interactive communication, listening for meaning, deciphering meaning, and understanding the importance of our words and actions.

Performance Area	1	2	3	4
Engaging in Conversations and Discussions	Rarely uses interpersonal skills that are necessary for effective communication. Rarely responds to questions during conversations. When attempting to clarify, verify, or challenge ideas, often comes across as argumentative or defensive; rarely participates relevantly in conversations. Rarely delivers feedback in a manner that makes the recipients feel respected. Often shows negativity.	Is beginning to apply effective interpersonal skills during conversations to build positive relationships with collaborators. Poses questions that contribute to the discussion, but questions sometimes do not closely link to the ideas shared by collaborators; inconsistently clarifies, verifies, or challenges ideas; and sometimes participates relevantly in conversations. Delivers feedback, but sometimes comes across as lacking respect when attempting to be direct. Is usually positive, but inconsistently lets collaborators know that their opinions and ideas are valued.	Applies effective interpersonal skills during conversations to build positive relationships with collaborators. Poses questions that connect to ideas shared during discussion, usually clarifies, verifies, or challenges ideas and conclusions with diplomacy, without coming across as argumentative or defensive; consistently participates relevantly in conversations. Is beginning to deliver feedback in a manner that makes the recipients feel respected; can be direct but shows care and respect. Is usually positive and is beginning to express that collaborators' opinions and ideas are valued.	Asks probing questions that lead to greater understanding and help the collaborators think more deeply about the discussion topic. Consistently delivers feedback in a manner that makes the recipients feel respected. Consistently communicates positively and indicates that collaborators' opinions and ideas are valued.
Using 21st Century Communication Tools	Shows an understanding of digital media and environments and how they can be used for communication, but rarely uses the tools for communication.	Develops messages to communicate using digital media and environments, but the messages lack clarity, focus, and specificity. Uses a format, level of formality, and style that is inappropriate based on the communication purpose and channel messages when	Usually develops clear, focused, concise, and specific messages when communicating using digital media and environments (i.e., telecommunications and online resources for asynchronous and synchronous communication). Messages are usually crafted so that both the sender and the receiver	Consistently develops a clear, focused, and specific message when communicating using 21st century tools; both the sender and the receiver understand the same information as a result of the communication. Consistently uses a format, level of formality, and style that

		communicating using 21st century tools.	understand the same information as a result of the communication. Usually uses a format, level of formality, and style that is appropriate based on the communication purpose and channel when communicating using 21st century tools.	is appropriate based on the communication purpose and channel when communicating using digital media and environments.
Listening	Is building a foundation to listen effectively: connects the information shared by the speaker to own background knowledge and experience, but often confuses the key points the speaker is trying to convey; draws inferences and conclusions that show minimal understanding. Rarely asks questions to gain clarification about intended message; is building a foundation to do so, with confidence. Listens inattentively, demonstrates a lack of interest in the speaker's message, and appears to be disengaged. Rarely honors agreed-upon discussion norms related to listening (e.g., listens to others with care, speaks one at a time, and "shares the air").	Is beginning to use strategies to listen effectively: connects the information shared by the speaker to own background knowledge and experience, but sometimes confuses the key points the speaker is trying to convey; draws inferences and conclusions that show some understanding. Sometimes asks questions to gain clarification about the intended message. Is beginning to show ability to listen actively and attentively; demonstrates interest in the speaker's message but does not provide verbal or nonverbal feedback to indicate that the message was received and to show understanding. Honors agreed-upon discussion norms related to listening (e.g., listens to others with care, speaks one at a time, and "shares the air") with reminders.	Uses strategies to listen effectively: connects the information shared by the speaker to own background knowledge and experience, identifies the key points the speaker is trying to convey, and draws logical inferences and conclusions that show understanding. Frequently asks clarifying questions about the speaker's intended message. Usually listens actively and attentively, demonstrates interest in the speaker's message, and is beginning to provide verbal or nonverbal feedback to indicate that the message was received and to show understanding. Recognizes and usually honors agreed-upon discussion norms related to listening (e.g., listens to others with care, speaks one at a time, and "shares the air").	When listening, deciphers meaning, including the speaker's values and attitudes. Listens actively and attentively, demonstrates interest in the speaker's message, and provides verbal or nonverbal feedback to indicate that the message was received; shows understanding. Consistently honors established norms related to listening (e.g., listens to others with care, speaks one at a time, and "shares the air").

Communicating in Diverse Environments	Rarely communicates with learners from other cultures; shows limited understanding of the perspectives of the world that learners from other cultures bring to the table.	Is beginning to develop cultural understanding by communicating with learners from other cultures; shows some understanding of the perspectives of the world that learners from other cultures bring to the table. Is building a foundation to communicate effectively in diverse environments (including multi-lingual); is beginning to show awareness that use of colloquialisms, jargon, and slang make it difficult for collaborators to understand what the student is trying to communicate.	Develops cultural understanding by communicating with learners from other cultures; shows understanding of the perspectives of the world that learners from other cultures bring to the table. Is beginning to communicate effectively in diverse environments (including multi-lingual). Shows understanding that the use of colloquialisms, jargon, or slang makes it difficult for some learners from other cultures to understand what the student is trying to communicate.	Bridges cultural differences to communicate effectively with learners from other cultures during collaborative experiences; compromises and shows respect and openness to those whose views on the world may be different, while working toward a common goal.
Delivering Oral Presentations	Presents claims and findings; presentation lacks focus and clarity; and communicates a limited amount of descriptions, facts, details, and examples. Does not look at audience, uses a volume that is too low to be heard, and pronounces several words incorrectly. Use of digital media detracts from the presentation and diminishes audience understanding and interest. When delivering oral presentations, is able to accurately answer few grade-level appropriate questions to demonstrate conceptual understanding and knowledge.	Presents claims and findings; presentation is somewhat focused and clear. Added descriptions, facts, details, and examples would enhance the quality of the presentation. Makes some eye contact and speaks loudly enough for some audience members but mispronounces some words. Use of digital media somewhat enhances audience understanding and adds interest. When delivering oral presentations, is able to accurately answer some grade-level appropriate questions to demonstrate conceptual	Presents claims and findings; communicates in a focused, clear manner with an appropriate amount of descriptions, facts, details, and examples. Uses appropriate eye contact, adequate volume, and clear pronunciation. Use of digital media enhances audience understanding and adds interest. When delivering oral presentations, accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge.	Discusses presentation topic with passion and excitement; generates a high level of interest from the audience.

	Shows a lack of confidence when fielding questions during presentations; offers responses to few questions, but responses lack clarity.	understanding and knowledge. Is beginning to show confidence when fielding questions during presentations; offers clear responses to some questions.		
Self-Regulation/ Reflection	Rarely reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Sometimes reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Consistently reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Accurately identifies underlying causes that influence communication challenges or breakdowns; consistently identifies action items to improve communication.

Elements of the **CREATIVITY RUBRIC FOR GRADES 11-12** from Batelle for Kids© in which thinking, collaborating and sharing ideas, producing unique works, and innovative exploration are emphasized.

Performance Area	1	2	3	4
Idea Generation	Shows an inability to find a compelling problem or area of focus that demands their attention, or to grasp the problem, investigation, or challenge provided. Shows an inability to reframe the problem, investigation, or challenge into a metaphor or analogy. Generates few ideas. Offers ideas that are limited in diversity; ideas are often vague and loosely related to the creative challenge at hand. Shows an understanding of the concept of precedents, but fails to research whether ideas offered are new ideas. Participates in limited amounts of brainstorming; raises few open-ended, "what if" questions during the idea generation process.	Somewhat effectively, finds a compelling problem or area of focus that demands their attention. Defines the problem, investigation, or challenge, but explanation lacks clarity and may impact idea generation. Reframes the problem, investigation, or challenge into a metaphor or analogy, but the metaphor or analogy does not provide a sufficiently clear direction regarding how to approach the task. Communicates some new ideas, but the volume is not sufficient to spark a creative process. Asks, "Is my idea really new?" Learning from research about precedents is not sufficient to inform the creative innovation process. Offers ideas that are somewhat diverse and reasonably clear, though they may not be detailed or expanded enough to show a relationship to the creative challenge at hand. Sometimes asks and answers "what if" questions, but has difficulty clearly expressing ideas to convince participants to	Effectively finds a compelling problem or area of focus that demands their attention. Clearly defines the problem, investigation, or challenge in a manner that builds a framework for idea generation. Reframes the problem, investigation, or challenge into a metaphor or analogy to yield a clear direction regarding how to approach the task (e.g., "a personal music player is jewelry" metaphor sparked creativity in the idea generation phase that led to the iPod). Generates a sufficient volume of new ideas. Asks, "Is my idea really new?" Clearly explains information acquired from researching precedents. Offers ideas that are broad in their diversity; ideas are clearly articulated and closely related to the creative challenge at hand. Regularly asks and answers "what if" questions in order to propose new solutions or new criteria for making decisions.	Shows an impressive level of depth of understanding of the problem, investigation, or challenge. Shows an impressive level of depth of understanding of the audience for the solution to the problem, including expectations for and constraints on the solution. Takes an original, unique, imaginative approach to idea generation. Demonstrates a complete understanding of all the characteristics of divergent thinking skills, such as: ● Fluency—generates a high volume of new ideas in response to open-ended questions or problems; ● Flexibility—openness to examining ideas in unexpected ways; ● Originality—generating options that are unusual or statistically infrequent; ● Elaboration—making ideas richer or more complete;

		consider new solutions or new criteria for making decisions.		• Metaphorical thinking—using comparison or analogy to make new or unique connections, making the strange familiar, or the familiar strange. Demonstrates a sophisticated understanding of mindfulness; uses all appropriate senses to discover details that might go unnoticed. Finds important, interesting, and relevant information that others did not find from sources that others did not think of using. Asks sophisticated, open-ended questions that lead to the generation of original ideas.
Idea Design and Refinement	Makes limited revisions that rarely advance or improve the quality or quantity of ideas. Presents ideas in isolation, without evidence of categorization or prioritization.	Uses organizational techniques such as categorization, prioritization, and classification to present ideas. Is beginning to show evidence of the ability to draw and explain complex connections between ideas. Makes revisions, but has difficulty translating feedback into action items to sufficiently advance and/or improve the quality and quantity of ideas.	Regularly makes sufficient revisions that advance and/or improve the quality and quantity of ideas. Often draws complex connections between ideas using a variety of organizational techniques, such as categorization, prioritization, or classification.	Refines, strengthens, or develops ideas by analyzing possibilities in forward-thinking ways; regularly revises and revisits ideas to improve them (e.g., "tinkering"). Sorts, arranges, categorizes, and prioritizes ideas in ways that turn options into creatively productive outcomes.
Openness and Courage to Explore	Describes and explores ideas in black-and-white terms with little attention given to diverse points of view (or "shades of gray"); displays low tolerance for ambiguity; rarely challenges	Is beginning to develop curiosity, flexibility, and openness to ambiguity in exploring ideas, but needs encouragement and support; sometimes challenges existing	Is curious, flexible, and open to ambiguity in exploring ideas; consistently challenges existing parameters or ideas. Clearly describes the larger context surrounding the issue	Demonstrates high levels of curiosity, imagination, tenacity, and a sense of humor in exploring new concepts and ideas. Displays a sophisticated

	existing parameters or ideas. Pursues simple questions that lead to a limited understanding of the full context of the question or problem. Represents a single, often inflexible, perspective in pursuing ideas. Frequently stops exploring ideas when encountering moments of failure or constructive criticism. Has an unclear vision of the end product or performance. Frequently uses a single, inflexible method for producing products.	parameters or ideas. Describes the larger context surrounding the issue with few errors, but the description may lack clarity. Is beginning to show willingness to challenge and go beyond one's underlying assumptions or beliefs when exploring ideas and solutions. Usually perseveres in exploring ideas when encountering moments of failure or constructive criticism. Has a vision of the end product or performance. Is beginning to display resilience when confronted with production challenges or setbacks, but sometimes lacks confidence and ability to take calculated risks and adapt plans.	with few errors. Displays sufficient willingness to challenge and go beyond one's underlying assumptions/beliefs when exploring ideas and solutions. Consistently perseveres in exploring ideas when encountering moments of failure or constructive criticism; shows resilience in situations in which failure is part of the experience. Has a clear vision of the end product or performance. Displays sufficient resilience when confronted with production challenges or setbacks; is confident and able to take calculated risks and adapt plans.	understanding of and empathy for the context of a problem. Comfortably takes risks, tolerates ambiguity, learns from mistakes, and displays a willingness to grow. Often identifies problems or challenges before others are aware of them. Critically examines conventional or authoritarian assertions; challenges one's own assertions or beliefs; willingly expresses unconventional and possibly unpopular ideas.
Work Creatively with Others	Almost always works in isolation; hesitant to communicate ideas and provide feedback to others.	Works collaboratively with others. Is beginning to communicate ideas and feedback to others effectively, but sometimes struggles to make connections between or to build upon others' ideas to generate new and unique insights.	Works collaboratively with others. Communicates ideas and feedback to others effectively; often makes connections between and builds upon others' ideas to generate new and unique insights.	Student initiates collaborative, creative activities or challenges; frequently acts as an "idea leader" in activities. Displays a sophisticated level of openness and responsiveness to new and diverse perspectives; incorporates group input and feedback into the work.
Creative Production and Innovation	Proposes a product that has a vague or incomplete connection to the task. Product is not considered to be valuable or unique by the broad, target audience and is not considered	Somewhat effectively shapes original ideas into a product in an effort to meet specifications. Presents a product that is considered to be somewhat valuable and unique by the	Effectively shapes original ideas into a product in an effort to meet specifications. Presents a product that is considered to be valuable and unique by the broad, target audience and is	Always exhibits diligence and ethical behavior in producing creative works. Productively uses an impressive set of divergent thinking strategies to generate ideas.

	by experts to be creative. Shows an inability to reflect on the quality of work.	broad, target audience and is considered by experts to be somewhat creative. Reflects with minimal accuracy on the quality of work.	considered by experts to be creative. Reflects with accuracy on the quality of work.	Uses convergent thinking skills and/or design thinking strategies as appropriate to develop creative ideas into tangible solutions or contributions. Products or performances include evidence of spontaneous fluency, flexibility, originality, or elaboration. Demonstrates a high degree of adaptability in the production of creative products or performances (e.g., making do with what is at hand to reach goals.)
Self-Regulation/ Reflection	Rarely analyzes and questions one's own creativity and innovation with accuracy. (Is the student curious, flexible, and open to ambiguity in exploring ideas? Does the student assess the quality of his/her ideas? Show perseverance? Continuously seek clarity and understanding? Dedicate enough time and effort to the creative process? Reflect on the amount of support that he/she needs during the creative process?)	Sometimes analyzes and questions one's own creativity and innovation with accuracy. (Is the student curious, flexible and open to ambiguity in exploring ideas? Does the student assess the quality of his/her ideas? Show perseverance? Continuously seek clarity and understanding? Dedicate enough time and effort to the creative process? Reflect on the amount of support that he/she needs during the creative process?)	Often analyzes and questions one's own creativity and innovation with accuracy. (Is the student curious, flexible and open to ambiguity in exploring ideas? Does the student assess the quality of his/her ideas? Show perseverance? Continuously seek clarity and understanding? Dedicate enough time and effort to the creative process? Reflect on the amount of support that he/she needs during the creative process?)	Is highly reflective and shows a strong capacity for self-critique.

Elements of the **CRITICAL THINKING RUBRIC FOR GRADES 03-04** from Batelle for Kids© in which thinking, collaborating and sharing ideas, producing unique works, and innovative exploration are emphasized.

Performance Area	1	2	3	4
Information and Discovery	Shows an inability to explain the problem, investigation, or challenge in his/her own words; creates a small number of questions; and questions are unclear.	Defines the problem, investigation, or challenge in his/her own words, but explanation is a little unclear; creates a small number of related questions; and questions are sometimes clear.	Clearly explains the problem, investigation, or challenge in his/her own words; creates an acceptable number of questions; and questions are usually clear.	Provides a thorough description of the problem, investigation, or challenge, including all important details, in his/her own words. Creates a large number of questions; questions are always clear. Although some questions are fairly easy to answer, includes a number of powerful questions (i.e., open, requiring a lot of thought).
Interpretation and Analysis	Is beginning to show understanding of the concept of point of view; is building a foundation to describe sources' points of view.	Attempts to describe the points of view of a small number of sources, but explanation may be a little unclear.	Clearly and accurately describes points of view from a variety of sources.	Clearly and accurately describes sources' points of view; explains how sources use reasons and evidence to support particular points.
Reasoning	Is beginning to show understanding of inferences; is building the foundation to make and describe own inferences.	Attempts to describe inferences, but descriptions are a little unclear.	Clearly describes inferences, finds meaning that is not explicitly (clearly) stated by sources, and makes conclusions on the basis of available information.	Clearly explains what he/she believes, but has not proven, about the problem, investigation, or challenge—i.e., assumptions. When describing inferences, explains the assumptions used to make inferences.
Problem Solving/Solution Finding	Is beginning to show understanding of how to create ideas regarding how to solve a problem, meet a challenge, or answer an inquiry question; is building the foundation to	Explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question, but the explanation is a little unclear. Describes why their ideas make	Explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. Clearly describes why their ideas make sense.	Offers a very clear and convincing description of how to best solve the problem, meet the challenge, or answer the inquiry question. Tests ideas, assesses the outcome,

	develop solutions and explain ideas. Is beginning to show understanding how to use systems thinking in problem solving. Describes the function of the whole system and names all of the parts, but is unable to describe the function of each part or predict what will happen if a part is missing.	sense, but description could be more convincing. Is beginning to use systems thinking in problem solving. Describes the function of the whole system, names all of the parts, and describes the function of each part, but is unable to predict what will happen if a part is missing.	Uses systems thinking in problem solving. Describes the function of the whole system, names all of the parts, describes the function of each part, and predicts what would happen if a part is missing.	and decides if a new solution is necessary. When using systems thinking in problem solving, describes inputs and outputs within a system; describes how the output will change if an input is changed.
Constructing Arguments	Is beginning to show understanding of how to make arguments; is learning how to identify opinions, proof, reasons, facts, and details in arguments.	Offers a limited number of supported reasons; supports reasons with facts and details.	Gathers an adequate, acceptable amount of proof from sources to support opinion.	Explains opinion with multiple reasons and documented proof in a well-organized, logical order.
Self-Regulation/ Reflection	Is beginning to show understanding that there are critical thinking skills and that with practice, he/she can improve these skills. Is building a foundation to explain the critical thinking skills assessed in the unit, in his/her own words. Rarely assesses one's own critical thinking dispositions with accuracy. (Does the student always try hard to understand? Allow enough time and effort for thinking? Reflect on the amount of support that he/she needs during the critical thinking process?)	Defines critical thinking in his/her own words. Explains the critical thinking skills assessed in the unit, in his/her own words, but explanation is somewhat unclear. Sometimes assesses one's own critical thinking dispositions with accuracy. (Does the student always try hard to understand? Allow enough time and effort for thinking? Reflect on the amount of support that he/she needs during the critical thinking process?)	Clearly explains the critical thinking skills he/she used in the unit, in his/her own words. Often assesses one's own critical thinking dispositions with accuracy. (Does the student always try hard to understand? Allow enough time and effort for thinking? Reflect on the amount of support that he/she needs during the critical thinking process?)	Accurately self-assesses his/her ability to gather and interpret information, make inferences, find solutions, and construct arguments.