

Las Cruces Public Schools

2014-2015 Assessment Plan

Division of Learning,
Teaching, & Research

August 11, 2014

Dear Colleagues,

In order for us to gauge our effectiveness in meeting the district's mission, we rely on multiple data sets that allow us to triangulate information and give us a full picture of whether we are indeed meeting the diverse needs of all learners. While formal assessments are only one piece of the puzzle, they give us information that helps determine whether we are making progress in improving academic outcomes.

As noted by Paradis (2005), the fundamental purpose of assessment is to verify and improve student learning at the course, program, school and district levels. Assessment provides numerous options to gather and discuss information from diverse sources to develop a deeper understanding of what students know and what they can do with their knowledge.

The 2014-2015 Assessment plan provides

- Information that helps teachers plan instruction to meet the needs of individual students;
- Information for administrators to assess progress in meeting achievement outcomes;
- Information to administrators for evaluating strategies for school improvement;
- Information for parents in understanding their child's achievement of academic standards;
- Information on establishing professional development needs;
- Information to assist committees in modifying the school and district's Educational Plan for Student Success (EPSS); and,
- Documentation on how the district is complying with federal and state assessment requirements.

I hope that you find the information contained in this year's assessment plan useful as we continue to provide the best education possible for our students. Together, we can reach our goal of 85 percent proficiency by May 2016.

Stan Rounds
Superintendent

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Basic Tenets

Basic tenets of the assessments used by the district provide a focus for determining assessment practices and using assessment data to improve student achievement.

- Assessments are tools that provide data to district and school staff whom in turn study and use the information to make focused decisions with enhanced precision and clarity.
- The assessment system should reflect the essential content and skills of the New Mexico Standards and Benchmarks and the Common Core State Standards in English Language Arts and Math.
- The delivered curriculum aligns with content and skills of the adopted New Mexico Content Standards for each grade level and each core curriculum area.
- No single assessment provides a complete picture of an individual student's achievement or program success.
- The use of data from assessment and evaluation are processes that evolve, change and improve over time.
- On average it will take a student a total of 9 hours to complete PARCC, which includes 5 hours of the Performance-Based Assessment (PBA) in March and 4 hours of End-of-Year (EOY) in May. This time is comparable to the time students took to complete previous administrations of the NM Standards Based Assessment over a three-day period.
- District Pacing Guides are aligned and embedded with example PARCC questions.

Use of Assessments for Improvement of Student Achievement

- Teachers monitor student progress over time and use assessment data to focus instruction.
- Teachers, students, and parents use assessment data to gauge individual progress in comparison to established norms.
- Assessments can be used as a screening tool for students who may need additional targeted interventions or provide baseline information to further assess for targeted services to address special needs.

Use of Assessments for Improvement of Instructional Programs

- Principals and district staff use assessment data to evaluate the effectiveness of instructional programs. These data provide valuable insights into the district's and each school's Educational Plan for Student Success (EPSS).
- Principals and district staff monitor growth in student achievement through assessment data.

Assessment Plan

A number of evaluative tools have been identified. The district will use:

- Assessments prescribed by the New Mexico State Assessment Program (NMSAP);
- New Mexico Public Education Department (PED) approved formative assessment for reading and math aligned to Common Core State Standards;

- Diagnostic and/or Developmental Reading Assessments are researched based and used as an optional tool to provide teachers with additional student data for Tier II or Tier III students.
- The district will provide resources and support for a yearly cycle of assessment reports, professional development, and information so teachers, principals and other administrators understand and use assessment information to make instructional decisions.

Reporting of Assessment Results

The results from a triangulated data collection system will be used to design and revise curriculum, provide information that can inform and direct instruction in the classroom, give information to parents, set learning goals, identify students who need additional learning opportunities or assistance, and modify existing programs. Appropriate assessment accommodations will be provided for students at every level as needed.

The Board of Education and the school community will be informed about the quality of educational programs and student learning through assessment reports.

The public shall be notified of the results of both the State Assessment Program results and individual student achievement through the following means:

- Aggregated state test results will be reported annually to the board and posted on the LCPS web site.
- Individual standards based test scores will be sent to the parents of each student.
- Assessment results, projects, daily work, teacher tests, observation checklists, and anecdotal records of student demonstrations and performances, shall be shared with parents through report cards and parent teacher conferences. Parents may request a conference with a student’s teacher at any time to review the student’s progress.

2014-2015 Required Assessments

Grade Level	Assessment	Math	Reading	ELL (English Dominant)	ELL (Spanish Dominant)	Event
K	DIBELS❖	✓	✓	DIBELS ACCESS★	IDEL ACCESS★	(Discovery A, B & D OPTIONAL) Beginning of Year – Required Middle of Year – Required End of Year – Required
1	Discovery			Discovery DIBELS	Discovery Math IDEL	Discovery – Test A (August), Test B (December), and Test D (May)
2	DIBELS❖	✓	✓	ACCESS★	IPT ACCESS★	DIBELS - Beginning of Year – Required DIBELS Middle of Year – Required DIBELS End of Year – Required
3	Discovery DIBELS❖ PARCC PBA❖ PARCC EOY❖	✓	✓	Discovery DIBELS ACCESS PARCC PBA PARCC EOY	Discovery (mathematics) IDEL IPT ACCESS PARCC mathematics SBA Language Arts (in Spanish)	Discovery – Test A (August) Test B (December) only DIBELS Beginning of Year – Required DIBELS Middle of Year – Required DIBELS End of Year – Required SBA in Spanish – April

4 5	Discovery + PARCC PBA PARCC EOY	✓ ✓	✓ ✓	Discovery ACCESS★ PARCC PBA PARCC EOY	Discovery Math ACCESS★ IPT PARCC mathematics SBA Language Arts (in Spanish)	Discovery A – August Discovery B – December SBA in Spanish – April PARCC PBA – March PARCC EOY - May
6 7 8	Discovery + PARCC PBA PARCC EOY	✓ ✓	✓ ✓	Discovery ACCESS★ PARCC PBA PARCC EOY	Discovery Math ACCESS★ IPT PARCC mathematics SBA Language Arts (in Spanish)	Discovery A – August Discovery B – December SBA in Spanish – April PARCC PBA – March PARCC EOY - May
9 10 11	Discovery by Course (Algebra I & II, Geometry, English I & II) PARCC PBA PARCC EOY	✓ ✓	✓ ✓	Discovery by Course (Algebra I & II, Geometry, English I & II) ACCESS★ PARCC PBA PARCC EOY	Discovery by Course (Algebra I & II, Geometry) ACCESS★ IPT PARCC mathematics SBA Language Arts (in Spanish)	Year long Course Discovery A – Aug. Discovery B – Dec. Fall Block Discovery A – Aug. Spring Block Discovery A – Jan. SBA in Spanish – April PARCC PBA – March PARCC EOY- May
4 7 11	NM SBA			Science		Spanish version for Spanish Dominant ELLs
All Grades	End of Course Exams			Various Subjects	AAR will provide guidance	Administered at end of each course

District required assessment

❖DIBELS is statutorily required assessment for K-3+ programs

❖Required by New Mexico Public Education Department

Required by Federal regulations and NM Public Education Department and administered annually in February

Note:

- While DIBELS is statutorily required for K-3+ schools, the PED has determined that once a district accepts K-3+ funding, DIBELS must be administered in all Kindergarten through third grade classrooms
- LCPS requires that all students in Grades 1 through High School take the Discovery assessment as noted
- The WIDA Placement Test (WAPT) is only administered once to a student to determine level of English language proficiency (i.e., ELL designation)
- The IDEA Proficiency Test (IPT) is administered to all students enrolled in a dual language programs, regardless of home language, to assess Spanish language proficiency
- ACCESS is only administered to students until they achieve a composite score of 5.0 or higher

Description of Assessments

Assessing Comprehension and Communication in English State to State (ACCESS) & WIDA-ACCESS Placement Test (W-APT) – Both federal and state laws require that all students whose primary or home language is other than English (as indicated by the initial Home Language Survey (HLS) filled out when a student first enters a district school) be tested for English language proficiency. The W-APT is used for this initial identification. If the student is identified by initial testing with the W-APT as an English Language Learner (ELL), the student must be tested annually with the ACCESS until he/she is no longer considered ELL according to state mandated criteria.

Developmental Reading Assessment (DRA) - The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through grade 8. Its purposes include identifying students' reading strengths and weaknesses, planning instruction, and monitoring reading growth. The DRA is used as an optional tool for teachers to gain additional information about Tier II or Tier III students' reading abilities.

DIBELS Next AND IDEL – Dynamic Indicators of Basic Early Learning Literacy Skills (DIBELS) and Indicadores Dinámicos del Éxito en la Lectura, (IDEL) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through third grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of six measures to function as indicator of phonemic awareness, alphabetic principles, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

- The six assessments used are First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency and Daze.
- First Sound Fluency measures a student's fluency in identifying the initial sounds of words.
- Letter Naming Fluency measures a student's ability to recognize individual letters and say their names.
- Phoneme Segmentation Fluency assesses student's ability to segment spoken word into its component parts or sound segments.
- Nonsense Word Fluency assesses student's knowledge of basic letter-sound correspondences and the ability to blend letter sounds.
- Oral Reading Fluency measures advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.
- Daze assesses a student's ability to construct meaning from text using word recognition skills, background information and prior knowledge and reasoning skills.
- Kindergarten students will be given four different assessments throughout the year. First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency.
- First graders will be given four different assessments as well throughout the year. Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency and Oral Reading Fluency.
- Second graders will be given two different assessments throughout the year. Nonsense Word Fluency and Oral Reading Fluency.
- Third graders will be given two different assessments throughout the year. Oral Reading Fluency and Daze.

mCLASS:Math – The mCLASS:Math system is an integrated screening, progress monitoring, and diagnostic assessment system that aids in evaluating students in kindergarten through Grade 3 to determine their understanding and application of mathematical skills and concepts.

- This comprehensive assessment helps educators identify students at risk for math difficulty (screening), monitor student progress and response to instruction (progress monitoring), and conduct investigative interviews to understand the cognitive processes underlying performance (diagnostic interviews). The full picture created with this depth of insight can help an assessor identify a student's patterns of mathematical thinking and teach in a way that positively affects early development.
- The Screening and Progress Monitoring assessments combine three categories of mathematical thinking (Quick Retrieval, Number Sense, and Written Computation) to cover the essential skills of early mathematics: retrieving information quickly, computation, and comprehension of mathematical concepts. They are designed to be short one minute assessments.
- Quick retrieval of the basic number facts, or combinations, is both important for learning mathematics and useful for a Curriculum-Based Measurement (CBM) task. CBM is the two-part screening and progress monitoring methodology, promotes repeated assessment to advance long-range instructional goals.
- Number sense involves basic intuitions and ideas about numbers, including concepts that make computation easier or eliminate the need for it altogether. A series of items gauge a student's general ability to draw conclusions from working with numbers.
- Written computation involves basic reading and understanding of written mathematics.

Evaluación del Desarrollo de la Lectura Segundo Edición K-6 (EDL2) - The EDL2 is designed to identify a student's independent reading level and document progress over time. The EDL2 serves as the formative reading assessment for eligible English Language Learners (ELLs) in grades K-5 and provides teachers and administrators with actionable data in reading.

IDEA Proficiency Test (IPT) - The IDEA Proficiency Test (Spanish version) is designed to evaluate proficiency in Spanish. The resulting classifications are Non-, Limited, or Fluent Spanish-Speaking. LCPS uses the IPT to determine a student's Spanish language proficiency level upon initial entry into a bilingual program and while participating in a dual language bilingual program until Fluent Spanish Proficiency (FSP) is reached.

Discovery Education Assessments (DEA) - are computerized formative assessments that are designed to provide feedback to the teacher and learner so that instruction is adjusted to meet the learner's needs. The role of a formative assessment is to improve teaching and learning. DEAs are administered three times a year to LCPS students in grades K-5 at the elementary level, 6-8 at the middle level, and grades 9 and 10 at the high school level.

New Mexico Standards Based Assessment (NMSBA or SBA) - The New Mexico Standards Based Assessment is administered to students in grades 4, 7, and 11 to be assessed in science. It is a criterion-referenced test, a type of test where individual student achievement is measured against specific criteria, not against other students. Test item sets address New Mexico content standards and grade level expectations. The NMSBA measures students' grade-level proficiency on New Mexico's content standards in science in grades 4, 7, and 11.

New Mexico Partnership for Assessment of Readiness for College and Careers (NMPARCC) – NMPARCC assessment measures the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS). Students in grades 3-High School will take the NMPARCC

Assessments. New Mexico's public schools are evaluated on the math and reading test scores of their students, school and student growth, attendance in grades 3-8 and college-career readiness and graduation rates in high schools. These features all count towards a school's A-F grade. The NMPARCC also serves as the High School Graduation Assessment.

New Mexico High School Graduation Assessment (NMPARCC/SBA/HSGA or HSGA) –The New Mexico Partnership for Assessment of Readiness for College and Careers (NMPARCC) and the New Mexico Standard Based Assessment – Science (NMSBA), described above, also makes up the HSGA, which is required only for graduation. It is administered during a student's second year in high school (H2), again in a student's third year in high school (H3) and once again in the fall of the student's fourth year (H4) if necessary to pass the reading and math portions.

New Mexico Alternate Performance Assessment (NMAPA) – The NMAPA serves as an alternate to the NMSBA. The purpose of the New Mexico Alternate Performance Assessment (NMAPA) is to assess a specific subpopulation of students with the most significant cognitive disabilities. Students with the following disabilities may be eligible to take the NMAPA: Autism, Deaf-blindness, Mental Retardation, Multiple Disabilities, and Traumatic Brain Injury.

PSAT/NMSQT-The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides practice for the SAT (see below) and gives students an opportunity to enter scholarship programs. It measures critical reading skills, writing skills, and math problem-solving skills. Students use the results for refining areas of need prior to taking the SAT. New Mexico's Public Education Department (PED) provides funding so that it can be administered to all sophomores.

SAT - The Scholastic Aptitude Test (SAT) is a standardized test used by colleges and universities in the United States to assist in the selection of students coming from schools using different class ranking, grading methods, or in schools with no grades at all. The mathematics section of the exam assesses basic math, algebra, and plane geometry. The verbal portion of the test assesses verbal skills and requires one to see the relationship between words and ones understanding of a written passage. This test and the PSAT is administered by the private College Board and developed, published, and scored by the Educational Testing Service (ETS). These tests are not required by the state or school system.

ACT- The ACT is universally accepted for college admission and is curriculum-based. The ACT assesses what students have learned from the high school English, math, and science curriculums. Students receive scores in English, Reading, Math, Science Reasoning, and a composite score. This exam also provides information for career and educational planning. This test is not required by the state or school system.