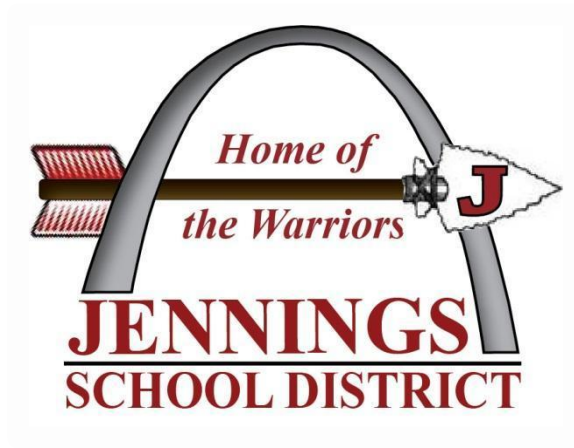


Jennings School District



Comprehensive Assessment Plan

The mission of the Jennings School District is to ensure that each student develops a passion for learning through challenging curricula, rigorous academic standards, innovative, stimulating educational environments, and a passion that education is a lifelong pursuit.

Jennings School Board of Directors

Mrs. Miranda Jones, President
Mr. Harold Austin, Vice President
Ms. Yolonda Fountain-Henderson, Secretary
Ms. Tammy Dailey, Director
Ms. Yonnee Fortson, Director
Mr. Gary Johnson, Director

Jennings School District Administration

Dr. Paula Knight, Superintendent
Dr. Monica Barnes-Boateng, Director of Assessment & Data
Dr. Leslie Washington, Administrator

Jennings School District Comprehensive Plan

Table of Contents

Purpose of Assessments.....	3
Comprehensive & Balanced Assessment Systems.....	4
Figure 1: JSD’s Assessment Cycle.....	6
Figure 2: Five Levels of JSD’s Assessment System.....	7
Five Levels of Assessments.....	8
Summative State Assessment.....	8
Benchmark Assessments.....	8
Common Assessments.....	8
Classroom Summative Assessments.....	9
Classroom Formative Assessment.....	9
Six Critical Formative Assessment Components (Non-Negotiable).....	10
Components of Test Administration.....	10
Test-Security & Administration Practices.....	12
Online-Test Security.....	13
Sanctions Against Inappropriate Practices.....	14
Accommodations for Students with Disabilities.....	15
Reporting Test Results.....	18
List of District Assessments.....	20-23
Reference List.....	24

Purpose of Assessments

In Jennings School District (JSD), assessments are integral to a student's educational experience. The primary goal of assessment is to measure students' learning abilities and improve student learning. Assessment measures students' understanding of concepts and procedures by demonstrating what students have learned. As a critical component of continuous improvement, Jennings continuously gathers, analyzes, and uses data to inform district, school, and classroom decision-making. Using only one assessment is a limited source of information. Therefore, we recognize that a triangulation of available information provides the best overall learning picture.

The Jennings School District Assessment Plan is a working document based on reviewing district processes and results. Jennings School District aims to ensure all assessments are used for formative purposes: to inform data decision-making and encourage teachers to improve instructional practices. The district selects assessments that will improve the following:

- students' acquisition of essential knowledge, skills, and competencies;
- supporting the teaching and learning process;
- empowering families to improve their educational prospects; and
- assisting students with career and college readiness.

We are committed to administering high-quality research-proven academic assessments to determine student success. The Board will approve assessments that are administered. The district will comply with all assessment requirements for students with disabilities mandated by Missouri's Department of Elementary and Secondary Education (DESE) and mandates for English language learners. The district will administer a reading assessment to grades kindergarten through three as required by Senate Bill No. 681 and a dyslexia screener.

Jennings School District will comply with federal and state assessment guidelines by requiring all enrolled students to participate in the appropriate grade level and course level assessments as directed by the state and district. The district has a monthly Community of Learners Café for parents, educators, administrators, and community members to stay informed about accreditation, assessment, and improvement strategies.

Comprehensive & Balanced Assessment Systems

JSD's goal for the assessment system is to develop explicit use or purpose for each assessment administered. A comprehensive assessment system in Jennings strives to contain all of the components necessary for student and teacher growth over time in each assessed subject area. While a balanced assessment system is comprehensive, we view a balanced system as "having the necessary information at the appropriate level of detail available to all users when they need it" (Chappuis et. al., 2021, p. 11). Comprehensive and balanced assessment systems recognize developing learning objectives/goals and using appropriate assessments to cause learning are the primary tenants of an effective assessment system. The purpose for each assessment may be a little different, but each works to inform student learning at varying levels of complexity. We administer summative and formative assessments to provide necessary information during various points in time to the necessary user.

Purposeful assessment at JSD requires us to identify student learning outcomes or objectives, plan how to measure learning, collect data from various sources, analyze and think about the data, and examine new ways to improve future learning. Understanding and using assessment results effectively and appropriately assist with developing a culture of assessments for learning and of learning. Assessments administered in the district will directly align to

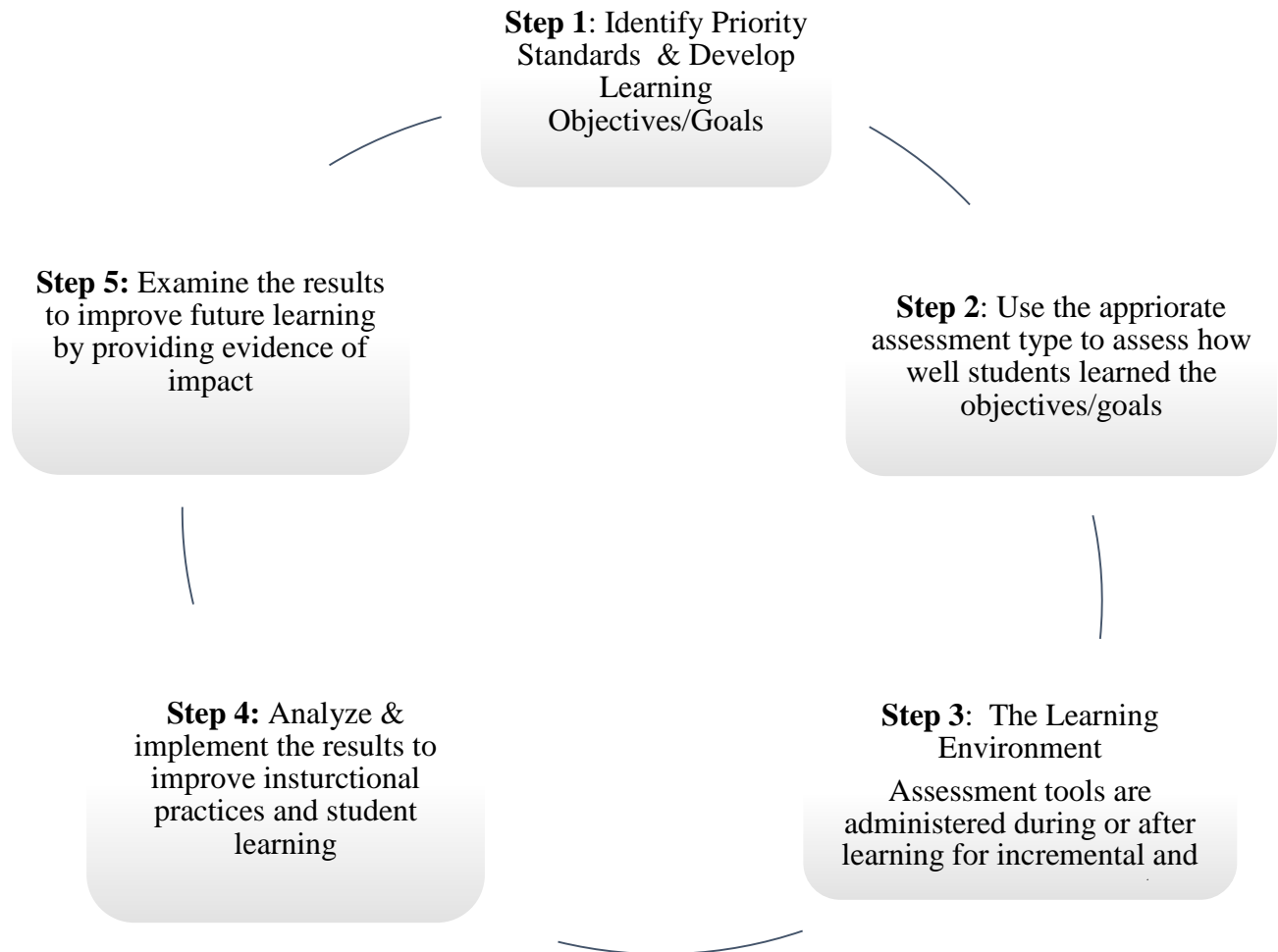
clearly defined goals of instruction. Assessment results are communicated promptly, understandable format, and for actionable reasons.

Figure 1 shows the assessment cycle JSD will use to assist with the effectiveness of our assessment system. The assessment cycle provides a clear process for implementing assessment practices. Starting with learning objectives/goals guides the quality of the assessment, determines the need, and is the link to what is taught and what students know. The steps in the cycle continue with each new assessment and assessment type.

Step one in the district's assessment cycle requires educators to identify state and district priority standards before developing learning objectives. Identifying the priority standards determines curriculum alignment and ensures that all valued learning objectives/goals are assessed. During step two, controlling and managing the appropriate assessments for students helps limit yearly testing experiences to ensure the appropriate assessment measures the objectives/goals. Step three encourages a learning environment with multiple purposeful measures of student learning at various times during the learning process. Step four requires analyzing and using the data to enhance instructional practices. In step four, identifying instructional strategies becomes essential to the use of data. Also, the fourth step includes students understanding their learning progression. The final step requires the examination of the results to improve future learning. During step five, teachers and building instructional leaders can respond to the urgent needs and strengths of students discovered in step four by providing evidence of learning and making improvements based on the evidence of impact.

Figure 1

JSD's Assessment Cycle

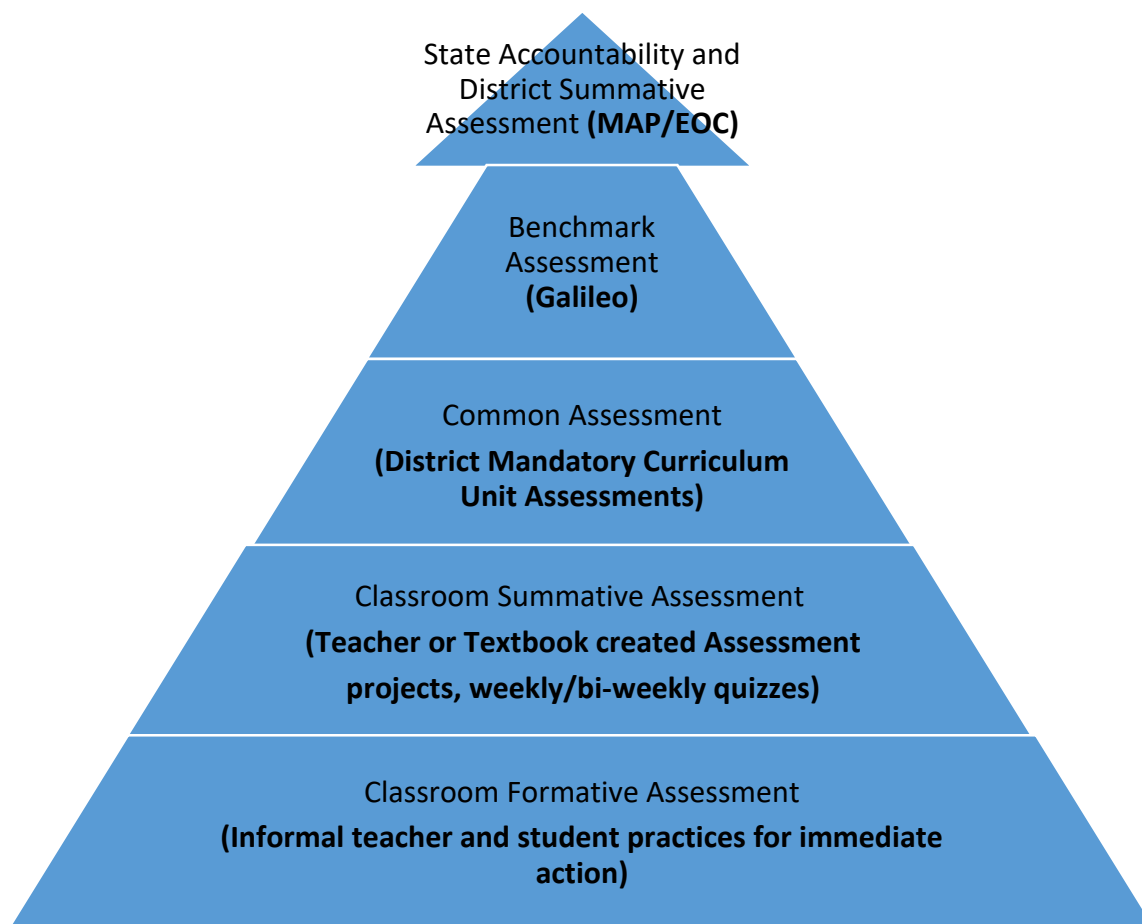


Note. This figure demonstrates the cycle Jennings School District uses to ensure we assess with a purpose. We will not administer assessments within or outside the classroom that do not meet the needs of teachers, students, district-level administrators, or state/federal level requirements.

As shown in Figure 2, there are five levels of assessments in the Jennings School District's assessment system. The figure below displays in bold font the district's current assessment solution that represents each level of the assessment system. See pages 20-23 for a complete list of district assessments and screenings. District assessments and screenings can change with new adoptions.

Figure 2

Five Levels of JSD's Assessment System



Note. This model was produced by Chappuis et. al., 2021, summarizing five levels of assessment in a comprehensive and balanced system. From *Ten Assessment Literacy Goals for School Leaders*, by Chappuis et. al., 2021, p. 12. The district-level assessments were added as an example of each type of assessment used at each level.

Five Levels of Assessments

The **summative state assessment** is the least frequent in administration and is not controlled by the local district. The state's annual summative assessment is more about the district's overall level of performance to compare districts, schools, and groups of students to one another in the state.

The **benchmark assessments** are given more often to monitor and improve student performance before the state accountability test. We refer to them as our three times per year practice before the "big game" test, which is a similar blueprint to the state accountability assessment. Benchmark assessments help inform curriculum and instruction, predict future performance, and provide what knowledge and skills are essential for students, teachers, and parents. The aggregations and analysis of the data from the benchmark assessments facilitate options for student intervention and assistance needed to progress toward meeting the state learning goals.

After a district benchmark is administered, teachers and instructional leaders should discuss the following questions during the data team assessment cycle:

- Which students or groups of students need help, and with what standard or set of standards?
- Where should we focus instruction for the next benchmark? What needs reteaching?
- Do we need any regrouping of students? What other interventions are needed?
- Did items assess what hasn't been taught? Which ones? How do we assess standards not taught yet?

Common assessments are given regularly as summative or formative tests by subject area and grade level. Common assessments examine how students think, understand the

standards, and focus on misconceptions. Teachers will track the data to share best practices, modify instructions promptly, group students as needed, and determine how students are mastering the learning objectives/goals to make mid-course corrections. Common assessment data is most commonly used during collaborative teaming.

For example, in Jennings, **classroom summative assessments** are given as weekly/bi-weekly quizzes and unit tests or projects, to name a few. Usually, these assessments are scored after the teaching and learning process to verify that students meet the learning objectives/goals. For these reasons, the assessment should be reliable, meet standards of quality, and be aligned directly to the learning objectives/goals.

Research on **classroom formative assessment** shows the most significant impact on student learning compared to other assessment forms. Classroom formative assessments are the only level of student assessment meant to be continuously ongoing and integrated into everyday instruction, serving mainly to improve and support learning (Brookhart et al., 2019; Chappuis & Stiggins, 2020). Often this type of assessment uses informal and formal processes and provides immediate feedback for action. Classroom formative assessment is generally the teacher and student diagnostic practices for descriptive feedback to plan the next steps in instruction. When this type of assessment is used, classroom teachers and building instructional leaders can reflect on their own progress and share evidence to guide the next steps toward learning. Formative assessment practices guide students and teachers in answering where they are currently, where they need to go, and how they progress from their current position.

According to Chappuis et al. (2021), there are six critical formative assessment components, and the district will adopt all six components. Chappuis et al. (2021) found that “these six components identify the next steps for both teachers and students, motivate students to

keep trying, and provide the necessary skills for self-directed learning” (p. 82). The goal is to ensure that formative assessment is “conceptualized as an activity that integrates process and content (Cizek et al., 2019, p. 14). The following **six non-negotiable components will be implemented in each of the district’s classrooms:**

1. Establishing clear learning goals and success criteria (rubrics/scoring guide)
2. Using classroom questioning to elicit evidence of student thinking
3. Diagnosing learning needs to inform instructional next steps
4. Providing descriptive and actionable feedback
5. Engaging students in self-assessment, peer feedback, and goal setting
6. Providing opportunities for students to track their learning and self-reflect.

Since assessment is an integral part of the state’s accountability system, districts must have an assessment plan detailing the role, responsibilities, and components of test administration. The next sessions outline components of test administration and specific assessments used throughout the district on an annual basis.

Components of Test Administration

District Director of Assessment and Data

The Director of Assessment and Data is responsible for purchasing, storage, security, dissemination, and administration of standardized testing. District counselors will serve as building-level test coordinators under the supervision of the Director of Assessment and Data. The Director of Early Childhood Education will serve as the Test Coordinator for pre-kindergarten and the Parents as Teachers Program screening and assessment. Also, Special School District staff will serve as the Test Coordinator for the Missouri Assessment Program Alternate (MAP-A) assessments.

Professional Development

The District Director of Assessment and Data, along with building-level test coordinators and building-level coaches, are responsible for organizing professional development for all district staff on standardized testing. We aim to ensure skilled test administration in an appropriate test environment, coordination of the testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels.

Professional development will be provided for counselors and coaches prior to each district testing window. Professional development will include discussion of the testing calendar, updates on administering tests, test security in school buildings, parent notification, procedures for returning materials, test-taking strategies for students, and information on the interpretation and use of test results.

Counselors and appointed coaches will conduct building professional development activities for teachers and proctors regarding appropriate test administration procedures and effective test-taking skills.

Test-Taking Strategies

Building instructional leaders, teachers, and counselors will teach test-taking strategies to ensure students do their best to perform in various testing formats. Supplemental materials will be used as well as teacher-made materials. Critical thinking strategies and abstract reasoning will be stressed.

Listed below, in no particular order, are some of our common test-taking strategies used in the district. However, many teachers may use various strategies with select groups of students.

- The process of elimination asks students to review all of the answer choices to determine which one is the odd answer since many times answer choices are close. Incorrect answers may be easier to spot and eliminate than their ability to work out the correct answer.
- Read the question or task twice for clarity.
- Unsure questions should be flagged or circled to leave time in the end for another try.
- Answer the easy question on your first pass, you'll have more confidence during your second pass.
- Typically, you can tell if the question is difficult by the steps involved to answer the question.
- Find the critical words and phrases in the questions. Find those same critical words and phrases in the answer choices.
- First, skim the passage and not the main idea of each paragraph.
- Highlight keywords and vocabulary in the text and question.
- Listen closely to instructions and read all directions.
- Relax and get enough sleep the night before the test.

Test Security and Administration Practices

Storage of Standardized Testing Materials and Collection Storage

1. Immediately upon receipt of standardized test booklets, the District Assessment and Data Director will count and record the number of booklets/binders received for each grade level.

2. All standardized test booklets purchased by the district or supplied by DESE will be stored in a locked storage facility in the District Central Office. All booklets will remain in this facility except during those times specifically designated for standardized testing in the schools.
3. Only designated personnel will have access to test booklets.
4. No teacher shall have access to test booklets before the designated testing dates.
5. The district and building-level test coordinators will take appropriate measures to ensure locked storage of all test materials after delivery to individual buildings.
6. The District Director of Assessment and Data will collect all test materials from each building on a designated date following the last day of testing.
7. The District Director of Assessment and Data will again inventory all test booklets and answer sheets, record counts and check them against pre-administration counts.
8. Answer sheets will be sorted and packaged by the District Director of Assessment and building-level test coordinator according to instructions provided by the testing vendor.
9. All testing materials owned by the district will be returned to the Central Office storage facility, where they will remain under locked security.

Online Test Security

All trained staff associated with the assessment process are responsible for understanding and implementing security measures. Unless allowed by specific test protocol, the online test shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported, or made accessible to staff not associated with the assessment process. Staff shall not discuss specific testing items online or write anything down regarding the online assessment. Staff are prohibited

from using their mobile devices during testing and should not take a photo of any testing screen during the assessment window.

All online testing tickets are provided before the scheduled testing session and collected immediately following the testing session for recycling. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building and held with the building test coordinator until testing begins. The building test coordinator will distribute the online test tickets to examiners. Online testing security follows similar guidelines as paper-and-pencil testing procedures.

Sanctions against Inappropriate Practices

The following is a list of inappropriate practices which the district forbids:

1. Copying any part of a standardized test booklet for any reason
2. Removal of a test booklet from the secure storage area except during test administration and with permission
3. Failure to return all test booklets following test administration
4. Directly teaching any test item included on a standardized test by copying the item from the test verbatim, or coaching or supplying the exact appearance or sequence of answers
5. Altering a student's response to items on an answer sheet
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions or copying off another's work, or altering test administration procedures in any other way to give students an unfair advantage
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of those mentioned above inappropriate or unfair practices

8. Any other practice which violates administration procedures established by the test producer and which positively or negatively affects student performance beyond regular instruction or student variance

If a District staff person is suspected of engaging in any of the aforementioned inappropriate practices, an immediate investigation will occur. The investigation procedures and participants will be under the supervision of the District Director of Assessment and Superintendent. Established due process and appeal procedures will be followed. The Board of Education may assess penalties for a verified inappropriate practice including, but not limited to: written reprimand in the personnel file, unpaid suspension from work, or depending upon the nature or impact of such verified inappropriate practices, further actions such as long-term suspension, reassignment of personnel, termination of employment, or petition for removal of licensure.

Accommodations for Students with Disabilities

Jennings believes all students can learn and should have the opportunity to be fairly and thoroughly assessed to measure the depth and degree of their learning. Students receiving special education services, regardless of disability type or severity, will receive the appropriate assessment while attending the district. All testing accommodations will be specified in the student's IEP and carried out in accordance with the determined needs of the students. Modifications made during testing and in the classroom material will be based upon the perceived needs of the students represented through their IEP. The DESE guidelines for accommodations on the MAP will be followed and applied to special education students taking District-wide standardized achievement or other standardized ability tests.

The statutory language of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require students with

disabilities to be included in statewide and district assessment programs, with appropriate accommodations where necessary. Jennings will comply with state and federal laws.

Accommodations are designed to give all students an equal opportunity to demonstrate what they know and can do. Accommodation procedures include adjustments in:

- the assessment setting (for example, testing individually or in a small group);
- how items are presented (for example, oral reading of assessment);
- how students are required to respond (for example, dictation to a scribe);
- timing of the assessment (for example, more frequent breaks during testing).

In order to comply with federal laws and state mandates, Jennings School District has developed the following guidelines for including students with special needs in the state assessment program and district-wide assessment program:

1. Based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics, decisions regarding participation in state-level testing (MAP and MAP EOC)/District-wide standardized testing and accommodations will be made annually. Students with special needs will participate in the MAP/MAP EOC in one of three ways:
 - *Subject Area Assessment without Accommodations*: Students with disabilities for whom this option is appropriate would participate in the MAP/MAP EOC/District-wide standardized test subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
 - *Subject Area Assessment with Accommodations*: Students with disabilities for whom this option is appropriate would participate in the MAP/MAP EOC/District-wide standardized

test subject area assessments, but accommodations or modifications in testing procedures would be made so that their disabilities do not prohibit obtaining an accurate assessment of their performance. Accommodations are allowed based on the student's need, not benefit. Accommodations are not meant to give students with disabilities an advantage over other students. Accommodations should not change the nature of what is being tested.

- *MAP Alternate Assessment:* A few students with significant disabilities will not participate in the MAP/MAP EOC assessments, even with accommodations. These students will participate in the MAP Alternate Assessment.
 - *Exempt from testing:* A few students with significant disabilities will not participate in the standardized test subject area assessments, even with accommodation. If their IEP states, these students may be exempted from participating in specific District-wide standardized tests. According to new DESE guidelines, IEP students may be exempt from some but not all of the MAP EOCs. This allowance will be reviewed based on student needs.
1. Students with disabilities should participate in all subject areas in which they receive instruction in the content-oriented Show-Me Standards. Decisions about participation should never be based on program setting, category of Disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP/MAP EOC where the student receives instruction, regardless of where that instruction occurs.
 2. *Testing Accommodations for Students with Disabilities:* The Department of Elementary and Secondary Education (DESE) has authorized a set of accommodations that may be implemented in a child's Individualized Educational Plan. DESE, if necessary, may approve additional accommodations. Any accommodations not on the approved list must

receive approval from the Department of Elementary and Secondary Education. The student's IEP should verify the use of the accommodations for instruction and other assessments.

3. The district will report assessment results for students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students (except when such reporting will infringe on the privacy of the student. The district will comply with IDEA guidelines in reporting state and district-wide test results.
4. Teachers in each building will study the achievement levels of subgroups of students by Disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags.

Reporting Test Results

The district will regularly inform students, parents, other constituents, and the general public about its assessment program. Information will include

- the purposes for which assessments are administered,
- test dates,
- groups of students tested,
- testing results (group achievement test data),
- changes in scores from previous years, and
- plans for utilizing test results to improve instructions.

The district believes it is imperative to use data to decide instruction, assessment, programs, policies, and student placement. Data-aggregated, disaggregated, standardized, and observations are reviewed regularly. In order to ensure that the results of analyzing data are being used to

make needed changes for all subpopulations, each school must develop a School Improvement Plan and discuss assessment results during data team meetings.

School principals, teachers, and district personnel are provided with their MAP and EOC school and student data reports, longitudinal summary reports, itemized data analysis reports, teacher/team-based summary reports, and disaggregated summary reports. In addition, our data warehouse system allows staff to run many different types of longitudinal, disaggregated, and specialized reports based on fall classroom/team enrollments.

The individuals involved in the data analysis process will include but are not limited to administrators, curriculum coordinators, guidance personnel, and teachers.

Efforts are made to include students where possible. The data types to be analyzed will include classroom assessments, observations, state and district-wide tests, dropout data/persistence to graduation, and post-graduation studies, with most disaggregated based on demographics. The Assessment Office produces or facilitates the production of many of these data analysis reports. All results adjust instructional practices and curricula while identifying research-based instructional practices that improve instructions. The results are also used to assist in determining future staff development training modules.

District Assessments

Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of our programs.

The following tables list the various types of assessments and screenings conducted on a district-wide level with the Jennings School District. The tables do not include specialized tests given on an individual basis, due to specific needs.

Elementary Assessments			
Grades/Age	Assessment	Purpose	Dissemination/Use of Results
Ages 4-6/3 times per year	<i>Developmental Indicators for Assessment of Learning Fourth Edition (DIAL-4)</i>	To help parents gain a clearer understanding of their children's individual strengths and areas in which they may be less skilled; to provide developmental context for gauging children's growth.	Parents are given a copy of a developmental screening report and are provided with resource materials and recommendations based on the screening results. The PAT parent educator further discusses screening results during a home visit with the family.
KG-3/2-3 times per year	<i>Dyslexia Screener</i>	In accordance with state requirements, the Galileo screening tool will be utilized as the initial screener for identifying students at risk for dyslexia.	Teachers & administrators use results to identify students who may be at risk for dyslexia.
3-6/ 3 times per year (optional)	<i>FastBridge</i>	Used by Special School District for students with IEPs to benchmark, set goals to close the gap, and progress monitor.	Building instructional leaders and teachers use the results to intervene and provide tier intervention for students with IEPs.
3-8 & High School/ 3 times per year; District	<i>Galileo</i>	To prepare students for the MAP assessment while predicting the student's MAP performance; measures student growth	Instructional Leaders and Teacher teams use results in building level data team processes to plan instruction and identify

Common Benchmark Assessments		within and across the year. Supports both interim and formative district-wide assessments; created by the vendor. Galileo also provides a Lexile & Percentile Rank.	interventions for individual student needs.
3-8/once per year	<i>Missouri Assessment Program (MAP)/(MAP-A)</i>	Grade-Level standards-based tests are given annually each spring in communication arts and mathematics for grades 3-8, and science for grades 5 and 8 to assess students' progress toward mastery of the MO Learning Standards. The assessment also includes sections from the TerraNova survey, a nationally norm-referenced test, which shows how well students are performing, compared to their peers across the country. The MAP-Alternate is a portfolio-based assessment that measures student performance based on alternate achievement standards. MAP-A is designed only for students with significant cognitive disabilities who meet grade level and eligibility criteria.	Teacher teams use results in data teams as one source of data to identify students who need additional intervention. The District uses results to determine grade-level skill deficits, school instructional needs, teacher instructional needs, and results for the Annual Performance standards.
3 times per year	<i>iReady</i>	Reading and math diagnostic. Helps measure what students know and where they need support with adaptive Reading and Mathematics assessments. Helps educators to develop personalized next steps for student growth.	Results are used by teachers and district-level leaders to provide immediate descriptive feedback and instructional improvements. Provides a reading score that assists with individualizing instructions.

1 time per year (if selected)	<i>National Assessment of Educational Progress (NAEP)</i>	Measures what American students know and are able to do in various subject areas.	Results are used nationally by the federal and state government agencies.
English Language Learners/1 time per year	<i>WIDA ACCESS</i>	Determine English language proficiency attainment	Parents are given a copy of the assessment report and the EL teacher to discuss student needs.
Secondary Assessments			
Grades/Age	Assessment	Purpose	Dissemination/Use of Results
All 11th grade Spring Administration; 12 th -grade monthly option	<i>ACT</i>	Measures high school students' general educational development and their capability to complete college-level work in four skill areas: English, mathematics, reading, and science.	Results are used by schools and colleges to help make admissions decisions. Also, counselors use results to assist with placing students in intervention courses to maintain additional assistance.
1 time per year	<i>Advanced Placement (AP)</i>	A measure of students' performance relative to nationally-identified standards.	Results can be used by teachers, universities, and students to determine how well students mastered AP course content.
11, 12/monthly	<i>Armed Services Vocational Abilities Battery (ASVAB)</i>	Identify areas of aptitude and interest in preparation for attending college or seeking other specialized training; especially associated with military training	Results are used by counselors to help advise students on post-high school training and career decisions.
9-12/2 times per year as required	<i>End-of-Course (EOC)</i>	End-of-Course (EOC) Assessments are criterion-referenced tests that are delivered to middle and high school students when the Course-Level Expectations for a	Teacher teams use results in data teams as one source of data to identify students who need additional intervention. The District uses results to determine grade level skill

		particular course have been covered. English II, Algebra I, Biology, and Government are required EOC Assessments for all students to satisfy the requirements of the Show-Me-Standards. Four other EOC assessments are optional this year: English I, Algebra II, Geometry, and American History.	deficits, school instructional needs and results for the Annual Performance standards.
1 time per year (if selected)	<i>National Assessment of Educational Progress (NAEP)</i>	Measures what American students know and are able to do in various subject areas.	Results are used nationally by the federal and state government agencies.
1 time per year (students enrolled in PLTW courses)	<i>Project Lead the Way (PLTW)</i>	Test results are used to qualify for internships and apprenticeships, earn college credit, or bolster college applications and resumes	Students, colleges, and employers can use the results to assist with placement in various careers and colleges.
English Language Learners/1 time per year	<i>WIDA ACCESS</i>	Determine English language proficiency attainment	Parents are given a copy of the assessment report and the EL teacher to discuss student needs.
11, 12/monthly	<i>WorkKeys</i>	Measure foundational skills required for success in the workplace	Help students and employers pinpoint student skills for hiring, recruiting, advancement, and training.

References

- Brookhart, S., McTighe, J., Stiggins, R., & William, D. (2019). *The future of assessment practices: Comprehensive and balanced assessment systems*. Learning Sciences International.
- Chappuis, S., Brookhart, S. M., & Chappuis, J. (2021). *Ten Assessment Literacy Goals for School Leaders*. Corwin Press.
- Chappuis, J., & Stiggins, R. (2020). *Classroom assessment for student learning: Doing it right, using it well* (3rd ed.). Pearson.
- Cizek, G. J., Andrade, H. L., & Bennett, R. L. (2019). Formative assessment: History, definition, and progress. In H. L. Andrade, R. L. Bennett, & G. J. Cizek (Eds.), *Handbook of formative assessment in the disciplines* (pp. 3-19). Routledge.
<https://doi.org/10.4324/9781315166933-1>
- Curry, R.A., & Gonzalez-DeJesus, N.T. (2010). A Literature Review of Assessment. *Journal of Diagnostic Medical Sonography*, 26, 105 - 97.