

# DeSoto Parish 2021-2022 District Assessment Guidance Plan

“Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments is murky.”

W. James Popham

**Goal: For students to demonstrate Level 3 (Proficient) or higher on the standards by end of the year and to score Mastery or Higher on Grades 3<sup>rd</sup>-High School state assessments.**

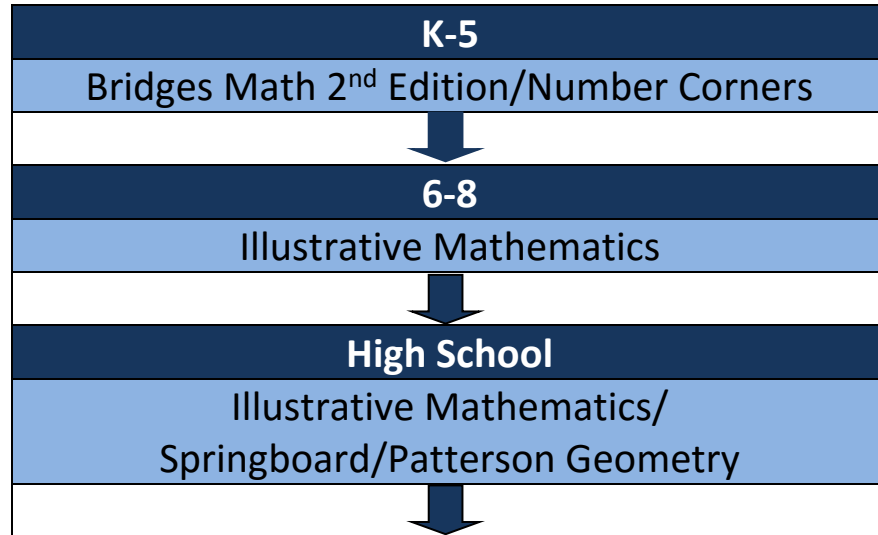
## Introduction

Since August of 2010, DeSoto Parish has implemented the process of on-going progress monitoring using formative assessments and District Quarterly Proficiency Exams (summative assessments). This process has been instrumental in supporting student achievement over the past several years. As the Louisiana Department of Education revises state assessments, Desoto’s process of progress monitoring to determine student mastery of the standards and projecting student outcomes on state assessments will remain the same while the content taught and assessed may change due to these revisions.

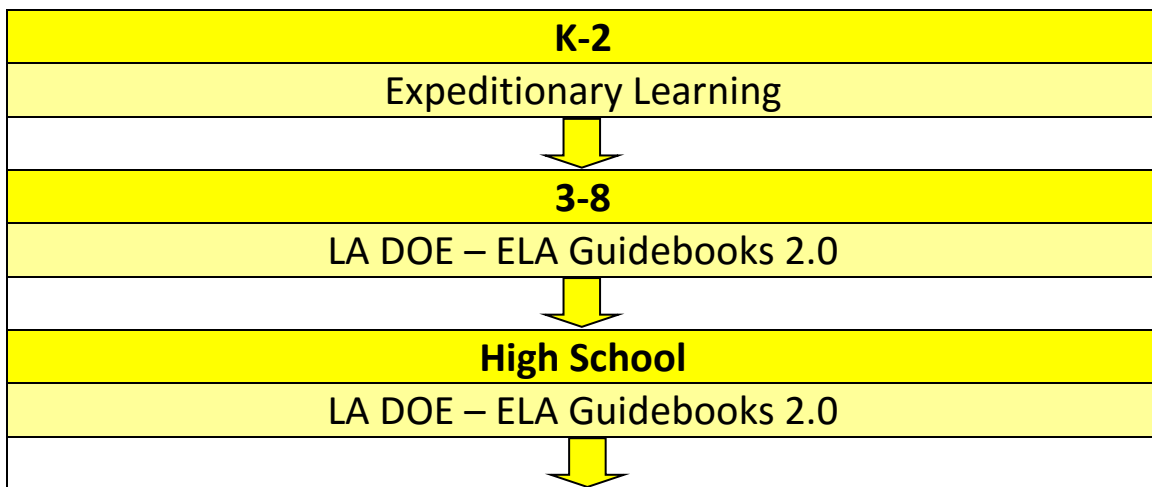
The Louisiana Student Standards (LASS) were developed to prepare students with the knowledge and skills they need to succeed in college and the workforce. They are rigorous, research-based standards for ELA, Math, Science and Social Studies that provide a clear path in learning that leads to high school graduation. **Progress monitoring using formative assessments is imperative to informing teachers of gaps in student achievement and developing plans of action for each student to master the standards.** The process of progress monitoring will guide teachers to support students in attaining “Proficiency” or above on the state assessments in grades 3<sup>rd</sup>-HS.

District staff (career teachers, lead teachers, and master teachers) selected instructional resources to be used for instruction in grades K-HS in ELA, Math, Science and Social Studies. These resources include the following:

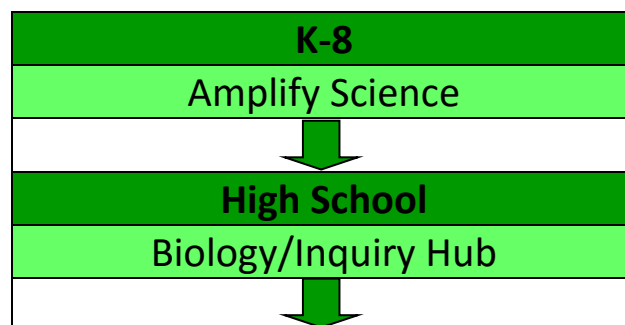
**Math**



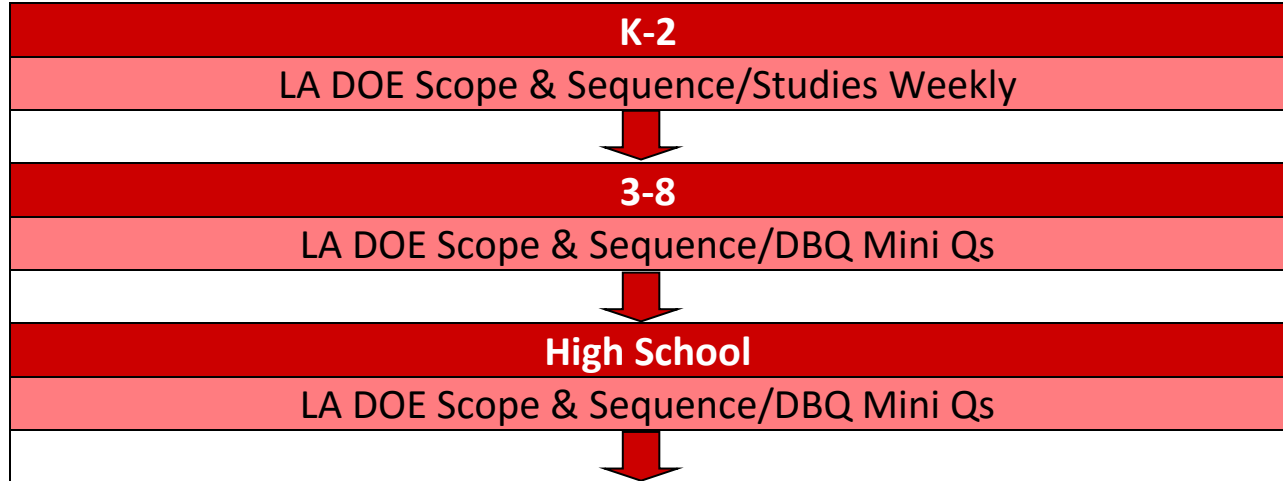
**ELA**



**Science**



## Social Studies



From these instructional resources, scope and sequence structures were selected/created and will be implemented for the upcoming school year.

**This year’s assessment updates/revisions will include this revised guidance plan to detail district-wide implementation of formative and summative assessments to determine student level of mastery of the standards taught at each grade level. This information will be published as it becomes available on the District’s website under DeSoto U: Teacher U: District Policies and Guidance.**

### Formative Assessments (Assessment for Learning)

**K-3<sup>rd</sup>:**

**Priority Standards and Proficiency Scales will be implemented in ELA, Math, Science and Social Studies. While all standards should be taught to all students, Priority Standards have been identified as most essential to a grade level and content area. Teachers should devote significant time and resources to ensure all students have mastered all of the prioritized standards. Proficiency scales describe what students need to know and be able to do at each of the varying levels of performance on a priority standard. Proficiency Scales should be used to determine each student’s level of knowledge on the prioritized standards. Instruction is provided until each student is proficient by mastering the prioritized standard being assessed.**

In K-5<sup>th</sup> grades math, formative assessments to progress monitor student proficiency of the LA Student Standards will follow the *Bridges 2<sup>nd</sup> Edition Assessment Guide* with additional items (Type 2 and 3) from Edulastic, LEAP 360, etc.

In K -2<sup>nd</sup> grades ELA, assessments to progress monitor student proficiency of the standards will follow the Expeditionary Learning assessment plan.

**The following information should be used for implementation of Formative Assessments for ELA, Math, Science and Social Studies – Grades 3<sup>rd</sup>-HS:**

The assessment plan for 3<sup>rd</sup> grade through high school will consist of determining student mastery of the standards by continually progress monitoring student achievement on the standards taught.

The standards are the results that students should achieve. To implement this process, teachers should progress monitor student proficiency of the standards throughout each quarter using formative assessments. These formative assessments may include the use of Edulastic, daily classroom work, and teacher observations/anecdotal notes of students' conversations/ actions, exit tickets, etc. If students have not mastered the standards taught, then these formative assessments should also be used to determine student needs so that appropriate instruction to ensure mastery of standards is provided. Once a student is proficient on a standard, then he or she should be provided instruction and be given the opportunity to demonstrate an "Exemplary" performance level through the collection of evidence (assessments, daily work, and/or teacher observation of above-grade level work).

Teachers will be responsible for monitoring student progress of all standards over the course of the school year. **The goal of this process is for students to demonstrate Level 3 (Proficient) or higher in the standards by the end of the year and to score Mastery or Higher in Grades 3rd-HS state assessments.**

**Below are the Key Performance Levels:**

<b>Key for Performance Levels</b>		
4	Exemplary	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications or is performing beyond grade level.
3	<b>Proficient</b>	<b>Student consistently demonstrates an understanding of concepts, skills and processes of the grade level standard. (Independently/Without Support)</b>
2	Developing	Student demonstrates understanding of vocabulary and basic skills of the standard, but is not yet consistent in all of the concepts, skills, and processes at the grade level standard.
1	Emerging	Student does not demonstrate understanding or has partial understanding of concepts, skills and processes of the grade level standard.
NA	Not assessed	Not assessed this reporting period.
<p><b>Note:</b> The goal is for all students to reach Level 3 (Proficient) by the end of the year. If a student reaches Level 3 (Proficient) prior to the end of the year, Level 4 (Exemplary) concepts, skills and processes should be made available through instruction.</p>		

**Key things to remember:**

- The goal is that every student consistently demonstrates a Level 3 (Proficient) or higher by the end of the school year. As teachers progress monitor students, they should develop a plan of action for each student to provide additional support/instruction to ensure student

success. The guides for each content and grade level will be available on the district website under **DeSoto U: Teacher U: District Policies and Guidance**.

- A formative assessment test bank (Edulastic and LEAP 360 as directed with the guidance found in Appendix A) will be provided by the District in the following grades and content areas:

Math – Grades K through High School  
 ELA – Grades K through High School  
 Science – Grades K through High School  
 Social Studies – Grades K through High School

While formative assessments are not “a bunch of tests” or a “big test”, teachers may use the formative assessment items to assist in creating assessments as needed during each quarter to progress monitor student performance levels. This information should be shared with students and parents to help them see what the students need to demonstrate in order to be considered proficient or advanced on the standards.

- Formative assessments provide immediate feedback to the teacher **and timely feedback to students** regarding student mastery of the standards/GLEs. They are planned and reflected on **by both teacher and student** to monitor progress of student growth.

#### **Note on Formative Assessments of the Standards:**

It is important to understand that a letter grade or percent correct can only provide a limited amount of information about student learning. The use of the Proficiency Scales in Grades K-5 ELA, Math, Science and Social Studies will provide a clear current level of proficiency on each Priority Standard. In Grades 6-HS and K-HS Science & Social Studies, determining the students’ current level of proficiency on the standards/GLEs is vital in moving students to the next level of achievement. This information provides a feedback system for formative assessments and also facilitates discussion between students and teachers as well as teachers and parents on the level of proficiency of the each student.

#### **Student Feedback – Effective Education Strategy for Supporting Student Learning**

“Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers.” (Education Endowment Foundation)

#### **A. Kluger and DeNisi (1996)**

- Negative feedback results in negative gains
  - negative defined as any feedback that does not let the student know how they can get better.

**B. Hattie and Timperly (2007)**

Type of Feedback	Example	Effect on Student Learning
Feedback about person	“you’re a good writer”	no effect
Feedback about task	“you need a semi-colon there”	limited effect - too specific to task, not generalizable, most common form of feedback
Feedback about the processing of the task	“make sure you pay attention to this because it helps this”	provides information for a student to apply in other areas – some effect
Feedback about self-regulation	“try this tool to avoid this problem”	most helpful because it provides a tool for the student to use

**C. Brookhart (2011)**

- Timely – the quicker the better
- Identify strengths AND next steps
- Focused on work and processes, not person
- Descriptive, not judgmental
- Positive, clear and specific – clear to the student!
- Check for understanding – “do you get it” not enough – quiz them!

**Summative Assessments (Assessment of Learning)**

- Each quarter, teachers will administer a summative assessment – a Quarterly Proficiency Exam. These assessments will be cumulative based on the standards or GLEs taught during the quarter and will be one of the required assessment grades. Teachers will create the Quarterly Proficiency Exam using the state-wide progress monitoring system and/or Edulastic/LEAP 360. *\*See Appendix A for additional guidance.*
- Testing Windows for Grade 3 and Up:

Yearlong Courses/Classes			
Title of Exam	Dates	3-8	HS Yearlong
1st Quarterly Proficiency Exam Window (QPE1)	September 20 - September 30, 2021	X	X
2nd Quarterly Proficiency Exam Window (QPE2)	December 1 - December 16, 2021	X	X
3rd Quarterly Proficiency Exam Window (QPE3)	March 1 - March 10, 2022	X	X
4th Quarterly Proficiency Exam Window (QPE4)	April 28 - May 12, 2022		X

Block/Semester Courses			
High School Fall Block		High School Spring Block	
Title of Exam	Dates	Title of Exam	Dates
1st Quarterly Proficiency Exam Window (QPE1)	September 2 - September 8, 2021	1st Quarterly Proficiency Exam Window (QPE1)	January 26 - January 28, 2022
2nd Quarterly Proficiency Exam Window (QPE2)	September 28 - September 30, 2021	2nd Quarterly Proficiency Exam Window (QPE2)	March 3 - March 9, 2022
3rd Quarterly Proficiency Exam Window (QPE3)	October 29 – November 3, 2021	3rd Quarterly Proficiency Exam Window (QPE3)	March 31, 2022 - April 6, 2022
4th Quarterly Proficiency Exam Window (QPE4)	December 1 – December 7, 2021	4th Quarterly Proficiency Exam Window (QPE4)	April 27, 2022 - May 12, 2022

- Data from the Quarterly Proficiency Exams will provide a projected student performance score that school administration will use to provide updates to the District on predicted SPS and to use to determine TAP Leadership Team support. It is important that these exams align with the rigor of the state assessments. **All of these processes are in place to strengthen students and prepare them for future success.**
- Study Guides should not consist of test bank items or answers. Doing so inflates assessment grades and does not provide accurate data on what the student can or cannot do. Formative and summative assessments should occur within a natural progression of instruction without the aid of study guides.
- For SpEd and 504 students, all accommodations should be in place.
- For High School courses that are not LEAP 2025 tested, the Final Summative Assessment will be entered as the students' final exam grade (if applicable). **Please refer to the DeSoto Parish Working Outline pages for guidance: High School-page 27-28.**

Formative and summative assessments are conducted for different purposes. Formative assessment focuses on monitoring students' progress and identifies where support is needed for each student. Summative assessments determine what students have learned at the end of each quarter and provide information about students overall learning. Summative assessments should be created prior to instruction to capture and identify both the content and process of learning that represent the desired outcomes. When formative assessments are used in conjunction with summative assessment, the potential exists to improve outcomes for all students (Stiggins, 2002).

## FAQ's

**For students to achieve Level 3 (Proficiency), what will they need to understand and be able to do?** A Level 3 (Proficient) student is able to consistently demonstrate understanding of the standards or GLEs of their grade level. To determine a quarterly performance level, teachers collect evidence of student learning through daily work, observation, and assessment (e.g. writing task, performance tasks, exit tickets, student conversations, etc.). This evidence is used to determine whether the student has fully mastered the skill or needs additional time and re-teaching. Effective teachers provide multiple opportunities and various ways for students to demonstrate proficiency. Opportunities to demonstrate evidence of “Exemplary – Performance Level 4” work should be provided to students who are “Proficient – Performance Level 3”.

**Some of my students take twice as long to complete the proficiency assessments as others. What is the best way to handle this?** Discussion of this should take place at the school level to work out ways that may assist with this issue.

**The English essays take longer than a day to complete. Could the essay be given prior to the other part of the English formative assessment?** The English portion could be given in two parts. The writing component the first day and the remaining portion of the test the next.

**Why is it important for student to practice assessment on the computer?** ELA, Math, Science and Social Studies state assessments for grades 3-HS will occur within an online platform. **Grade 3** will have the option of paper or online testing. It will be important so students have experienced taking assessments online. Students may access the “Online Tools Training” to experience the same platform and tools that will be used during the state assessment.

**In the content area that I teach, I had to create my own proficiency assessment. What should I look for when creating Proficiency Exams?** Teachers should analyze GLEs and standards to determine the big ideas of the content and then create their own proficiency assessments which guide them in determining a “snapshot” of student performance. Proficiency assessments should not take any longer than one class period. Careful analysis of the standard should also be used to ensure the question is at the same level of rigor. Teachers should include a writing task on each Proficiency Exam. These writing tasks should be similar to those included on the state assessments.



## Appendix A

### Math & ELA LEAP 360 Resources for Quarterly Proficiency Exams—

#### Grades 3-8 & HS:

Items in LEAP 360 Interims and Practice Assessments are the most aligned and rigorous items released by the state department in preparation for high-stakes LEAP 2025. Therefore, it is the districts expectation, that these items are used as a major component of proficiency exams and progress monitoring throughout the year.

#### Use LEAP 360 Interims & Practice Assessments in one of the following ways throughout the year:

Option 1—Interims may be used in their entirety as a quarterly proficiency exam ONLY IF they are aligned to the content taught within the grading period. (*Interim Forms 1 and 2 (3-8, and Interim Forms 1-3 (HS) may be given out of order to best fit alignment.*)

Option 2—LEAP 360 Interim and Practice Assessment items may be placed individually into Edulastic platform to create more aligned proficiency exams based on the scope and sequence of the Tier 1 curriculum being used.