

# Spectrum Academy Assessments

Created 8/2017

Assessments provide a roadmap to determine what to teach, give evidence of what students have learned, and when used effectively, can even give students the satisfaction that they have made progress and the motivation to continue to learn. Creating and implementing an effective assessment system is beneficial to educators, administrators, parents, and students.

## Types of Assessments:

Summative	<ul style="list-style-type: none"> <li>● Evaluates student learning at the end of an instructional unit.</li> <li>● Compares student learning against a standard or benchmark.</li> </ul>	<p>Includes ACT, CTE, SAGE, DLM, and UAA Science.</p> <p>Classroom summative assessments might include chapter tests, presentations, or final projects.</p>
Formative	<ul style="list-style-type: none"> <li>● Monitors student learning to provide ongoing feedback.</li> <li>● Used across grades and campuses to compare data.</li> <li>● Provides administration and teachers with useful information to make curriculum and instructional decisions.</li> <li>● Provides teachers with information to track progress on IEP goals.</li> <li>● Provides teachers with information to make weekly or bi-weekly decisions about instruction.</li> <li>● Allows students to track their own individual progress.</li> </ul>	<p>Includes Sage Interim and Benchmarks, DIBELS, PALS, WADE, Common Math Assessments, Kindergarten Keep, Sensory Processing Questionnaires, and Zones of Regulation Assessments.</p> <p>Individual classroom assessments might include quizzes, essays, presentations, projects, fluency trackers, or exit tickets.</p>
Other	Assessments given on an 'as needed' basis.	Includes WIDA, Academic Assessments, Cognitive Assessments, OT Assessments, Speech Assessments, and Behavior Rating Scales.

## ACT

Given to 11th grade students between February and April.

A college readiness assessment that is a curriculum and standards based educational and career planning tool that assesses students' academic readiness for college.

Includes English, Reading, Writing, Math, and Science.

## Civics or Civics Alternate

Given to students before high school graduation.

An LEA created assessment. Contains 50 questions (10 questions in the alt.) from the United States Citizenship and Immigration Services naturalization test. Students must pass the assessment before receiving a high school diploma.

## Common Math Assessments

Given to 1st - 6th grade students at the beginning, middle, and end of the school year. Standards based assessments that are organized by grade and domain. Assesses students' knowledge of the standards both without and with word problems.

## CTE Assessments (Career and Technical Education)

Given to High School students who have a related class. Given at the end of each semester.

Statewide competency-based student assessments in the areas of Agricultural Education, Business and Marketing Education, Family and Consumer Sciences Education, Health Science Education, Information Technology Education, Skilled and Technical Sciences Education, and Technology and Engineering Education.

## DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Given to Kindergarten - 3rd grade students at the beginning, middle, and end of the year. Can be given to Kindergarten and higher grades.

Short fluency measures used to regularly monitor the development of early literacy and early reading skills. Can also be used to progress monitor specific reading skills weekly or bi-weekly.

## DLM (Dynamic Learning Maps Alternative Assessment)

Given to 3rd - 11th grade students who have significant cognitive disabilities. Given at the end of the year.

Designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. Testing happens as part of instruction. Includes Reading and Math.

### Financial Literacy

Given to students before high school graduation.

Assesses students' financial literacy knowledge. Students must take the assessment before receiving a high school diploma.

### KEEP Assessment

Given to Kindergarten students at the beginning and end of the year.

Assesses students' readiness for kindergarten at the beginning of the year and knowledge of kindergarten standards at the end of the year.

### PALS (Phonological Awareness Literacy Screening)

Given to 1st - 6th grade students at the beginning, middle, and end of the year. Can be given to Kindergarten, 7th, and 8th grade students.

Assesses students' ability to read grade level passages and answer comprehension questions. Also assesses phonemic awareness, phonics, and concept of word skills.

### SAGE (Student Assessment of Growth and Excellence)

Given to 3rd - 10th grade students at the end of the year. Is also available for higher grades.

Comprehensive computer adaptive assessment system to measure students' knowledge of the standards. Includes Language Arts, Math, and Science.

Students can also take shorter SAGE Interim and Benchmark Assessments at the beginning and middle of the year. Interim Assessments are a shorter version of the SAGE and are adaptive. Benchmark Assessments are 15-30 min., non-adaptive assessments.

### Sensory Processing Questionnaire

Given to teachers to complete for students in Kindergarten - 12th grades at the beginning, middle, and end of the year.

Questions include rating scales where teachers can report students' progress with understanding the Zones of Regulation and using tools and strategies to self regulate.

### Social Skills Questionnaire

Given to all teachers, parents, and 3rd - 12th grade students at the beginning, middle, and end of the year.

Assesses students' knowledge and use of social skills.

### Special Education Assessments

In compliance with federal and state regulations, Spectrum staff actively works to identify students who may qualify to receive special education services under one of the 13 disability categories. Assessments for the purpose of determining a student's eligibility to receive special education services require written parental consent prior to the collection of evaluation data. The IEP Team may choose to conduct additional assessments for the purpose of re-evaluating a student's eligibility to receive special education services. Assessments may be conducted in the following areas: Academic, Social, Adaptive, Behavioral, Communication, or Psychological.

### Star Reading Assessments

Given to secondary students participating in regular language arts classes. Given throughout the year. Students read various passages and answer questions related to the passages. The test is adaptive, giving the student easier or more difficult questions when the student answers questions incorrectly or correctly. Determines the grade level a student is able to independently read and comprehend at.

### UAA (Utah Alternative Assessment)

Given to 4th - 11th grade students who have significant cognitive disabilities. Given at the end of the year.

Includes science.

### WADE (Wilson Assessment for Decoding and Encoding)

Given to 2nd - 12th grade students who are being instructed in the Wilson Reading Program. Given at the beginning and end of the year.

Assesses students' progress in the areas of phonics, decoding skills, spelling, and high frequency word recognition.

### WIDA (World-Class Instructional Design and Assessment)

Summative assessment of English Language Learners (ELLs). Measures individual students' progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing academic English.

### Zones of Regulation Assessment

Given to Kindergarten - 12th grade students at the beginning, middle, and end of the year.

Assesses students' knowledge of the Zones of Regulation.

### **Assessment Procedures:**

- Assessment dates will be sent to you via calendar invitation. Accept these invitations.
- You will need to review the Testing Ethics Policy Presentation and turn in the Ethics Signature Form when requested.
- Before giving an assessment:
  - Review class rolls and inform the assessment coordinator if there are any changes.
  - Collect and organize all needed materials.
  - Look up and be prepared to implement student accommodations.
  - Review with your students the importance of the assessment via a social story or other means. Review information such as:
    - Why are the students taking the assessment?
    - What information will it provide?
    - What types of questions will there be? (short answer, essay, multiple choice...)
    - How should students prepare? (eat a good breakfast, sleep the night before...)
    - How should students behave during the assessment?
    - What accommodations will be available?
    - What should students do when they are finished?