



“We are committed to creating a school that knows no limits to the academic success of each student.”

No Excuses University Pledge

Los Penasquitos Assessment Plan 2006-2007

This assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally the Curriculum and Assessment Committee, comprised of teachers, classified staff, and support team members, took a detailed approach to ensure that we as a school participate in assessments that:

- **Support with Mission, Shared Commitment, and Goal of Los Pen**
- **Correlate to Academic Success**
- **Align with State Standards**
- **Encourage Student Participation Through Individual Goals**
- **Focus on Assessment “FOR” Learning**
- **Facilitate Differentiated Instruction**

We believe that careful follow through on the assessments and goals within this plan will result in higher achievement for all students. All student data will be stored in a site database that is easily accessible. Data will be openly shared through articulation meetings three times a year. The insightful interpretation of specific student data will allow teachers to tailor their instruction to the unique needs of each student. This document is more than words on paper, it represents the hard work and commitment of this staff as we continue to strive for academic excellence.

Los Penasquitos Assessment Plan 2006-2007

	September	February	May
<i>Kindergarten</i>	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Running Record • Math Skills Checklist 	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Word Recognition • Phonemic Awareness • Sentence Dictation • Running Record • Math Skills Checklist • On Demand Writing • DIBELS 	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Word Recognition • Phonemic Awareness • Sentence Dictation • Running Record • Math Skill Assessment 1 /Prob. Solving • On Demand Writing • DIBELS
<i>First</i>	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record • Math Skills Assessment 1 • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record • Math Skills Assessment 2 • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record • Math Skills Assessment 3 • DIBELS
<i>Second</i>	<ul style="list-style-type: none"> • On Demand Writing • Running Record • Everyday Math Beg. Assessment • Math Problem Solving • Spelling Inventory • Fluency • MAP (Read, Writ., Math) • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Running Record • Everyday Math Mid-year • Math Problem Solving • Spelling Inventory • Fluency • MAP (Read, Writ., Math) • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Running Record • Everyday Math End of Year Assessment • Math Problem Solving • Spelling Inventory • Fluency • MAP (Read, Writ., Math) • DIBELS
<i>Third</i>	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Spelling (No Excuses Words) • Everyday Math Beg. Assessment • MAP (Read, Writ., Math) • Fluency • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Everyday Math Mid-year • MAP (Read, Writ., Math) • Fluency • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Everyday Math End of Year Assessment • MAP (Read, Writ., Math) • Fluency • DIBELS
<i>Fourth</i>	<ul style="list-style-type: none"> • On Demand Writing (Response to Lit) • Everyday Math Beg. Assessment • Spelling – Word Journeys • MAP (Read, Writ., Math) • Fluency (students under 150 wpm) • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math Mid-year • Spelling – Word Journeys • MAP (Read, Writ., Math) • Fluency • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math End of Year Assessment • Spelling – Word Journeys • Fluency • MAP (Read, Writ., Math) • DIBELS

<i>Fifth</i>	<ul style="list-style-type: none"> • On Demand Writing (Persuasive Essay) • Everyday Math Beg. Assessment • Spelling – Word Journeys • MAP (Read, Writ. , Math) • Fluency (students under 150 wpm) • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math Mid-year • Spelling – Word Journeys • MAP (Read, Writ. , Math) • Fluency • DIBELS 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math End of Year Assessment • Spelling – Word Journeys • Fluency • MAP (Read, Writ., Math) • DIBELS
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Assessment Details

Assessment	What does this assess?	How can this assessment be used as an assessment for learning?
Letter ID (K)	This assesses letter recognition. It includes recognition of capital and lowercase letters.	It allows a teacher to set instructional goals by indicating unknowns and revisiting solidifying known letters.
Phonics Skills (K)	This assesses knowledge of letter sounds.	It provides the teacher with the ability to determine needs for individual students in reading and writing.
Running Record / IRI (K – 5 th)	This assesses current reading level, miscue analysis, fluency, word attack skills, comprehension and necessary next steps. <i>* IRI used w/multiple assessments</i>	It can be used to allow a teacher to group according to current level, show the teacher what skills to teach and how to plan individualized instruction and give the teacher one-on-one time and allow him/her to listen to each student read.
Word Recognition (K)	This assesses the knowledge that students have of high frequency words.	It provides a teacher with knowledge of known and unknown words to drive instruction in word knowledge and reading knowledge.
Phonemic Awareness (K)	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words.	This allows a teacher to target student needs pertaining to phonetic development and teach accordingly.
Sentence Dictation (K)	This assesses the ability to hear and record sounds and words.	It determines developmentally where students are in the writing process with regards to letter sounds and high frequency words.
Math Problem Solving (K – 2 nd)	This assesses a student’s reasoning skills and ability to use math strategies to solve real life problems.	Students will learn strategies for problem solving that can be generalized to many kinds of different problems. The teacher can modify instruction through purposeful grouping, whole group instruction and daily or weekly lessons depending on the grade level.

Spelling Inventory (1 st – 3 rd)	This assesses students' developmental spelling level, application of the alphabetic principle to spelling words, and use of conventional spelling.	Teachers at all grade levels use these assessments to form flexible homogenous word study groups. Adaptations are made for students who are far beyond derivational relations. Teacher interpretation of this assessment allows students to work in a challenging environment.
DIBELS (K – 5 th)	This assesses fluency rate and accuracy of pre-reading and early reading skills.	Student fluency data will be collected three times a year during fall, winter, and spring to show progress over time and generalization of skills. Progress monitoring assessments will also be given every few weeks to all at-risk students. Data will be used to develop individualized literacy programs.
Spelling: No Excuses Words (3 rd)	These 100 “No Excuses” words comprise 50% of all words used in writing.	Teaching students to access the “No Excuses” words effortlessly, gives students the ability to think about the content of their writing rather than struggle with the spelling of a word. This assessment can be useful to the teacher as they design appropriate spelling groups.
MAP (2 nd -5 th)	This assesses standards noted as “essential learnings” at each grade level in all core subjects.	The teacher can analyze RIT scores in each subject area to determine skills that are yet to be mastered. They can also use the NWEA learning continuum to design instruction. Charting class growth can be done to determine class strengths and weaknesses to impact curriculum. Using this data can support appropriate grouping. Teachers can individualize the assessment as they develop meaningful goals for ALL students based on MAP scores.
Gates (4 th -5 th)	This assesses vocabulary and reading comprehension skills.	This is an assessment <i>of</i> learning that is mainly used to form groups.
Spelling: Word Journeys (4 th -5 th)	This assesses developmental stages of spelling, gaps within stages i.e.: double consonants, word endings, and stressed/unstressed vowel patterns.	This assessment guides all instruction in spelling. It is a diagnostic tool that helps to form purposeful groups.
Math Skills Assessment (K – 5 th)	This assesses the concepts and skills that should be mastered at trimester benchmarks.	The first three administrations of the test are for learning because the teacher can see where the gaps in learning occur and, in turn, can teach to those gaps. The final administration of this test is of learning.
On Demand Writing (K – 5 th)	This assesses sentence fluency, organization, idea development, voice, conventions, spelling and grammar.	It can be used to pinpoint skills that need further instruction, help create flexible groups and create student goals in writing.

Collective Commitment to Involving Students in the Assessment Process

The staff at Los Penasquitos Elementary believes that one of the best ways to increase student achievement is to involve students in the assessment process. Above, we listed several ways that we *can* involve them in this process. Below, however, are ways that we *will* involve them in the process through what we call a “Collective Commitment”. All members of each grade level have endorsed this commitment. *Below is just one example from one grade level.*

2nd Grade’s Collective Commitment to Involving Students in the Assessment Process	
<i>Assessment</i>	<i>Commitment</i>
On Demand Writing	The teachers and students will use On Demand Writing papers to create a class rubric based on the CSR rubric criteria. We will display the class-created rubric in our classroom for the children to refer to as they write. Students will use the class-created rubric to evaluate their own writing. Students will use the class-created rubric to evaluate their peers’ writing and to guide their suggestions for improvement. After the first On Demand Writing assessment is given and we have created the class rubric, teachers will guide students in setting individual writing score goals. After the 2 nd On Demand Writing test is given, the students and teachers will reflect on writing score goals, and adjust them if necessary. At the end of the year, the students and teachers will reflect on individual writing score goals.
Running Record	We will analyze running records to identify areas of need (based on three cueing systems: meaning, structure, visual information) and verbally communicate to each student strengths and weaknesses observed.
Fluency	Three times a week, students will practice a fluency passage reading. The students will individually track their progress during the repeated readings by graphing their words per minute.
Spelling Inventory	Students will be grouped by spelling stage for specific needs-based instruction. In these needs-based groups, the students will participate in adding words to the spelling list that fit the spelling pattern their teacher selects for the week.
Math Skills Assessment	Based on the results of the first Everyday Math Skills tests and MAP the teacher and individual students will select 2 standards on which to focus improvement. The students will list strategies for improving in those standards on a student-teacher-parent contract. After the 2 nd Math Skills test and MAP are given, the students and teachers will reflect on the math goals, and adjust them if necessary. At the end of the year, the students and teachers will reflect on individual math goals.
DIBELS	We will use this assessment throughout the year to modify our instruction for students who are not on course to meet or exceed grade level standards.

Individual Student Goals

Goal Details

- Each student will develop **ONE GOAL** based on specific assessments with their teacher.
- Teams will work together to pool their resources in efforts to create a variety of extended learning opportunities for each individual student. (One example of this is developing packets of practice work that addresses a student's learning goal.)
- Teams should plan on working together to creatively schedule Student Goal Conferences.
- All intervention staff must be aware of the goals for each student that they work with.
- Whole-class conversations about the importance of goals shall take place at the beginning of the school year. Teach kids the big three questions:
 1. What is your goal?
 2. How are you working with your teacher to achieve your goal?
 3. How will you know when you have achieved your goal?
- Each student shall participate in some form of "Goals Reflection" during the times when new goals are set.

Assessment Standardization

As a school we believe that the process of delivering valuable assessments is all about the student, not the teacher. Therefore we do not seek to gather scores in an attempt to boost or deflate our own sense of self, but we desire to collect accurate information that will help us better serve students. Listed below are steps that should be taken by every team member to protect the integrity of the way that we deliver assessments.

- **All assessments that do not require continuous direction from teachers (MAP, Writing Prompts, Math Skills Tests, etc.) will be given in a manner that protects the integrity of the assessment. NO TEACHER SUPPORT may be offered during these assessments.**
- **Each test or prompt shall be the same for every teacher at a specific grade level. Using different tests for different classrooms is not appropriate.**
- **All assessments listed in this plan shall be delivered according to an agreed upon timeline that ensures all students are being measured at equal intervals throughout the year. Teachers shall work closely as grade level teams to specify dates and times that students will be assessed.**
- **Teachers shall create a testing environment that remains consistent while all students are testing. (*Quiet, appropriate seating arrangement, students silent reading when finished testing, etc.*)**

Assessment Schedule

August 28 th - September 15 th	Assessment Window (K-5)
September 5 th - 15 th	CELDT Testing
September 11 th - October 13 th	MAP (2-5)
September 22 nd	FALL Articulation (K-2)
September 25 th	First Progress Report (K-5) (3-5 reports based on assessments given to date)
September 18 th - October 20 th	Student Goal Conferences: FALL
October 20 th	FALL Articulation (3-5)
October 30 th - October 31 st	Report Cards & Parent/Teacher Conferences
December 11 th	Second Progress Report (K-5)
January 3 rd - February 9 th	MAP (2-5)
January 22 nd - February 9 th	Assessment Window (K-5)
January 22 nd - February 16 th	Student Goal Conferences: WINTER
February 12 th	Report Cards
February 15 th - 16 th	Articulation (K-5)
March 6 th	STAR Writing (4 th Grade)
April 30 th - May 11 th	STAR TESTING (2-5)
April 30 th	Third Progress Report (K-5)
May 21 st - June 8 th	Assessment Window (K-5) & Student Goal Reflection: SPRING
May 14 th - June 14 th	MAP (2-5)
June 13 th - 15 th	Articulation/Class Placement (K-5)
June 21 st	Report Cards