

## Woodland's Comprehensive Assessment System

Assessment Name	Grades	Assessment Type	Use of Data
<p>Smarter Balanced Assessments (SBA)</p> <p>Administered annually in the spring.</p>	3-10	Summative - measures students' progress toward college and career readiness in English language arts/literacy and math at the end of each school year.	Often used for decisions such as grading, program evaluation, tracking, or accountability.
<p>English Language Proficiency Assessment (ELPA)</p> <p>Administered annually in the spring.</p>	K-12 English Language Learners	Summative - measures students' English language proficiency, both knowledge and skills in reading, listening, writing, and speaking	Results from this test determine which students are eligible to continue receiving ELL services. They are also used to determine effectiveness of program services.
<p>Washington Kindergarten Inventory of Developing Skills (WaKIDS)</p> <p>Administered during the first two weeks of school.</p>	Kindergarteners	Diagnostic - reveals individual Kindergarten readiness skills. students' developing skills in 6 areas (social-emotional, physical, cognitive, language, literacy, mathematics). The assessments is completed largely through teacher observation during the first weeks of school.	<p>Knowing more about children's skills and strengths upon entering Kindergarten helps teachers and parents work together to support student growth in the kindergarten year.</p> <p>Data available through WaKIDS is also indicating a strong positive correlation between readiness at kindergarten entry and performance on 3rd grade Smarter Balanced Assessments (SBA) English Language Arts (ELA) and Math tests.</p>
<p>Washington Comprehensive Assessment of Science (WCAS)</p> <p>Administered annually in the spring.</p>	5,8,11	Summative- measures the level of proficiency that Washington students have achieved based on the <u>Washington State 2013 K-12 Science Learning Standards</u> . These tests measure multiple years of content at three points in time. The 5th grade test assesses student mastery of content delivered in grades 3-5. The 8th grade test assesses content from grades 6-8, 11th grade test measures content from grades 9-11.	Often used for decisions such as grading, program evaluation, tracking, or accountability.
<p>Washington Assessment for Students with Cognitive Abilities (WA-AIM)</p> <p>Administered annually over the</p>	3-10	Summative - an alternate assessment of student proficiency based on alternate achievement standards aligned to the Common Core State Standards. The test is specifically designed for students with significant cognitive disabilities.	Educators use the Access Point Frameworks and associated Performance Tasks to determine individual student knowledge and skills and monitor the growth of each student over time.

course of the year.			
Acadience  Administered three times a year and more frequently in cases where we need to monitor student progress.	K-4	Diagnostic - measures foundational literacy skills including phonemic awareness, phonological awareness, letter sound knowledge, reading accuracy and fluency.  Screener - helps identify signs of Dyslexia~ to also include Rapid Automatized Naming.	The assessment has established reliability and validity standards based on National norms, that help us determine if students are making expected progress with foundational skills of literacy. Data helps teachers determine where student struggles are specifically occurring so additional supports or interventions can be implemented. The assessment also helps monitor progress of students as these supports are put in place.
i- Ready Assessments of Math and Reading  Administered in the Fall, Winter, and Spring	K-8	Diagnostic - this adaptive assessment measures student performance and growth. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the <i>i-Ready Diagnostic</i> pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth.	The data offers teachers actionable information to help guide their students toward continued growth throughout the year. The reports help teachers make informed decisions about whole class, small group, and individual instruction. If particular students demonstrate weak growth teams work together to discuss interventions and supports that will ensure each student meets end of grade targets.
Independent Reading Level Assessment (IRLA)  Administered at various points in time as determined by each teacher.	K-4 Dual Immersion Students	Formative - measures a student’s reading level in Spanish and English texts.	Helps teachers identify leveled texts for independent reading.
Woodcock Johnson  Administered when a student is being evaluated or re-evaluated for a disability and its potential impact on their learning.	K-12 Students in need of Individualized Educational Plans	Intelligence Test - (often referred to as IQ test). The comprehensive series of exams is designed to measure general intellectual ability, as well as academic achievement, scholastic aptitude, cognitive abilities and oral language	Results are often used to help determine if a student is performing up to their cognitive ability. If a student’s ability widely differs from their demonstrated performance individualized goals are set and specialized instruction is designed to close that gap. Often these goals and plans are outlined in a student’s Individual Educational Plan.

<p>Behavior Assessment System for Children (BASC) Administered when extreme student behavior requires further investigation.</p>	<p>K-12 Students Exhibiting Extreme Behaviors</p>	<p>Functional Behavioral Assessment - a comprehensive set of rating scales to help teachers understand the behaviors and emotions of children and young adolescents.</p>	<p>Results are used to help determine supports, accommodations, modifications, and/or interventions to help a student with an IEP succeed in their behavioral and academic achievement.</p>
<p>Classroom Based Assessments (CBAs)  Administered at various points in time as determined by the teacher.</p>	<p>K-12</p>	<p>Formative - assessments that monitor student achievement of skills and knowledge over the course of the school year. These are sometimes classroom assignments, chapter tests, or other informal classroom assessments.</p>	<p>Often results are used to inform parents of student progress over the course of the year. These results are typically reported to parents in report cards or grades. Teachers also use the results to make instructional decisions, including where reteaching is required to ensure student achievement.</p>
<p>Common Assessments (Finals)  Administered at the end of an instructional unit or the end of a course.</p>	<p>High School</p>	<p>Summative - tests designed by groups of teachers who are assessing the same content at the conclusion of a unit or course.</p>	<p>Results are most often used to inform grades. The data also helps principals identify if students across different classrooms perform similarly or different depending on instructor.</p>
<p>Wechsler Intelligence Scale for Children (WISC)  Administered when concern for student lack of progress requires further investigation.</p>	<p>K-12</p>	<p>Intelligence Test -the WISC essentially outlines students' intellectual strengths and weaknesses and provides insight into their overall cognitive abilities and potential. The test also compares children to peers of a similar age. In the most general terms, the goal is to determine the potential for a child to grasp new information.</p>	<p>Results are often used to help determine if a student is performing up to their cognitive ability. If a student's ability widely differs from their demonstrated performance individualized goals are set and specialized instruction is designed to close that gap. Often these goals and plans are outlined in a student's Individual Educational Plan.</p>
<p>Cognitive Abilities Test  Administered annually in the fall.</p>	<p>K-4</p>	<p>Diagnostic Screener- designed to measure a child's academic aptitude. The test measures students' learned reasoning abilities in the three cognitive domains most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning. By measuring these three reasoning domains, CogAT provides a broad perspective on each student, identifying profiles of cognitive strengths and weaknesses critical for talent identification that single-score instruments would miss.</p>	<p>Students who score in the 90th percentile qualify for evaluation and possible entry into Highly Capable programs,</p>

