

Assessment: Measuring and Maximizing Student Performance

Based on a continuous and in-depth review of best practices in the educational field, Stevenson's Carmel Campus uses a balanced classroom assessment system that is effective in measurement and purposefully planned to maximize student learning. Various measures are used for both formative and summative assessment.

Assessment

When summative and formative classroom assessments are high quality and purposefully planned, they are synergistic parts of the same system and help form a more accurate and complete picture of student learning.

Summative, formative, and standardized testing are all used to fine tune the scope and sequence of curriculum from PK through Grade 8.

Why Assess?

- Measure student progress
- Inform instruction with data
- Communicate results clearly
- Maximize learning

How Do We Assess?

Formative, Summative, and Standardized Assessment

Formative Assessment

(i.e. rubrics, oral reports, self-assessment tools, class participation, essays, group projects)

Formative assessment provides continuous information about a student's learning and happens while teaching is still underway, helping shape decisions about what needs to happen next to better prepare students for the summative assessment.

- Provides a baseline for individualized instruction
- An ongoing stream of informal information about student learning
- Data supports precision teaching
- Stepping-stone for significant yearly progress
- Involves student in process

Summative Assessment

(i.e. chapter tests, unit exams, writing projects, long term projects, presentations)

Summative assessment fulfills the traditional role of measuring student progress or mastery of a subject, and reflects a student's learning at a particular point in time. These assessments are used to measure how much a student has learned of the content they have been exposed to, as compared to standards set by the teacher or by best practices in the field. Traditional summative assessments remain a significant component of a student's grade. Teachers are held to an extremely high standard in writing tests that are consistent with classroom teaching, clean in format, and clear in direction. When class performance does not match teacher expectations, a careful analysis leads to targeted re-teaching. Likewise, when class results exceed expectations, collaborative discussion adds greater depth and complexity.

- Snapshot measurement of student mastery of content
- Measures how much a student has learned of the content to which they have been exposed (grammar, history, math, science)
- Measured against standards set by the teacher and by best practices in the field
- Significant component of student's grade

Standardized Testing

Grades 3–8

Standardized testing is any test that is given in the same way and scored in a consistent manner. The standardization allows comparison of performance across test takers. Stevenson uses a variety of methodologies and formats to accurately understand what a student knows, not just what they can show on one type of task. The Measure of Academic Performance (MAP) is the established nationally-normed standardized measures used in Grades 3–8. Standardized testing gives us one snapshot of a student's output. Under the guidance of the Director of Curriculum and Instruction, teachers also use standardized testing for formative pre- and post-testing including the Phonological Awareness Test, Gray Oral Reading Tests, the Test of Written Language, and the Woodcock-Johnson Tests of Achievement to substantiate other formative assessment tools administered in class.

Northwest Evaluation Association (NWEA) MAP Assessments

Grades 3–8

MAP assessments are used to measure student's progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This growth chart shows how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your child's growth in mathematics, reading, language usage, and science skills. MAP tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help guide instruction in the classroom.

Pre-Test Task Analysis

Grades PK–8

In preparing for these tests, teachers use the opportunity to teach task analysis to students (using a rubric to edit writing, etc.) rather than "teaching to the test."

Under the Guidance of the Coordinator of Learning and Instruction

Grades PK–8

We use standardized testing for formative pre- and post-testing including the Comprehensive Test of Phonological Processing, the Developmental Test of Visual Motor Integration SCAN (Test for Auditory Processing), Phonological Awareness Test, The Diagnostic Achievement Battery, Gray Oral Reading Tests, the Test of Written Language, and the Woodcock-Johnson Tests of Achievement to substantiate other formative assessment tools administered in class.

Educational Testing

Grades PK–8

At a moderate cost a full educational assessment including cognitive, language, academic, and behavioral functioning may be requested to gather more information about a student's learning, rule out a learning disability, and/or determine if accommodations are warranted for standardized testing.