

# Assessment Plan

## Philosophy of Assessment

Assessment has two major roles in Eustace ISD. First, assessment is used to look for holes in student learning. Second, assessment is used to guide the teacher's instruction in the classroom. No one type of assessment is capable of providing all this information; however, when different assessments are combined and results are disseminated, a complete picture of the education process can be obtained. Although the TAKS test determines the district's accountability rating, it is recognized that dependence on this one test limits the quality and effectiveness of the learning process.

Hence, educators in Eustace ISD provide students with an array of opportunities to demonstrate mastery of the curriculum. These opportunities include grade level pre-tests and post-tests as well as six weeks pre-tests and post-tests. Other tests that provide information regarding student learning include TPRI, SAT, ACT, and AP tests. Further, it is recognized that pencil and paper tests are just one form of assessment that may be utilized by the educators of Eustace ISD. Portfolios, presentations, observations, and performances are other forms of assessment recognized by this district.

The multiple forms and opportunities for assessment provide the educators, parents, and students of Eustace ISD with continuing information regarding the academic progress of students. In turn, the ongoing assessment program provides administrators and teachers with the information necessary to make vital educational decisions in the classroom. Eustace ISD recognizes that a well-structured and on-going assessment program is key to providing a quality education for all students.

## Purpose

The purpose of this Assessment Plan is to provide information about the assessment program utilized at Eustace ISD. This plan will provide information ranging from general overviews of the assessment program to detailed descriptions of the different tests used to assess our students. The Assessment Plan details how the Tested Curriculum is evaluated.

## Goals of the Assessment Program

- Look for holes in student learning
  - Objectives
    - Provide students with beginning of the year and end of the year pretests and posttests. Also provide students with beginning of the six weeks and end of the six weeks pre-tests and post-tests.
      - Math and English/Language Arts/Reading in 2002-2003

- Include Science and Social Studies in 2003-2004
    - Include Languages Other Than English and Technology in 2004-2005
    - Include Health and Physical Education in 2005-2006
    - Include Career and Technology courses in 2006-2007
  - Continue to provide formal assessments such as the TAKS test or ITBS test
- Guide Instructional Decisions
  - Objectives
    - Analyze and use information collected from all tests to revise content, alter instructional strategies, and individualize instruction for:
      - Formal tests – all content areas
      - Pre-tests/Post-tests
        - Math and English/Language Arts/Reading in 2002-2003
        - Include Science and Social Studies in 2003-2004
        - Include Languages Other Than English and Technology in 2004-2005
        - Include Health and Physical Education in 2005-2006
        - Include Career and Technology courses in 2006-2007
      - Curriculum guides will continue to be updated based on results of assessments
      - Grade level teachers and content area teachers will be provided with common planning time to revise curriculum, discuss instructional strategies, and determine the validity and reliability of local assessment instruments.
- Provide information to all stakeholders of a student's progress
  - Objectives
    - Continue to provide all required information to parents/guardians with respect to student performance on the TAKS test.
    - Provide curriculum objectives to parents as a basis for knowing the evaluation criteria for the students.
    - Use progress reports for all students
    - Use student/parent conferences to discuss learning and needs
- Serve as the foundation for the process of curriculum revision
  - Objectives
    - Assessments are developed in accordance with the district's Curriculum Development and Review Plan.
    - The district will develop a method of reviewing and organizing the data gathered from pre-tests and post-tests to aid in the revision of curriculum documents.

- Results on post-tests will be used to revise, reorganize, and edit the content, sequence, and strategies used to teach objectives:
  - Math and English/Language Arts/Reading beginning in 2002-2003
  - Include Science and Social Studies beginning in 2003-2004
  - Include Languages Other Than English and Technology beginning in 2004-2005
  - Include Health and Physical Education beginning in 2005-2006
  - Include Career and Technology courses beginning in 2006-2007

## **Assessment Program Tests**

Texas Assessment of Knowledge and Skills (TAKS) – measures the statewide curriculum in reading in grades 3-9; in writing in grades 4 and 7; in English Language Arts at grades 10 and 11; in mathematics in grades 3-11; in science in grades 5,10, and 11; and social studies in grades 8,10,11. The Spanish TAKS is administered in grades 3-6.

State-Developed Alternative Assessment (SDAA) – assesses special education students in grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills but for whom TAKS is an inappropriate measure of academic progress. The tests assess the areas of reading, writing, and mathematics.

Reading Proficiency Tests in English (RPTE) – designed to measure the annual growth in the English reading proficiency of second language learners. LEP students in grades 3-12 are required to take the RPTE until they receive a rating of advanced.

Texas Primary Reading Inventory (TPRI) – Early reading assessments are required for all children attending public school in Texas in K, 1, and 2. The TPRI is an assessment designed to identify children at-risk for reading difficulties in K-2 and used to set learning objectives for these at-risk children.

Iowa Test of Basic Skills (ITBS) – This test is given to grades K-2. The results of this test can provide unique information about individual students and classes for use in instructional planning.

Cognitive Abilities Test (CogAT) – This test is given to students in grades 1 and 2. The CogAT measures the development of reasoning abilities that are crucial for success in school. The results of the CogAT give teachers a profile for students that includes verbal, quantitative, and nonverbal abilities.

Preliminary Scholastic Aptitude Test (PSAT) – The PSAT measures the critical reading, math problem solving, and writing skills that students have been developing through their lives. The PSAT offers a firsthand practice session for the SAT I and SAT II: Subject Test Writing. The PSAT also gives you a chance to qualify for scholarship and recognition programs.

Armed Forces Vocational Aptitude Battery (ASVAB) – The ASVAB is a multi-aptitude test battery known as the Career Exploration Program. It is a tool designed to help students make better school and career decisions.

Advanced Placement Tests (AP) – AP gives students the chance to try college-level work in high school. In addition, students gain valuable skills and study habits for college. If a student scores high enough on an AP exam, they can earn college credit or advanced placement for their efforts. Currently, EISD offers AP courses in the following areas: English, Calculus, and Environmental Science

Scholastic Aptitude Test (SAT) – The SAT I: Reasoning Test is a three-hour exam that measures two sets of skills – verbal reasoning and mathematical problem solving – that students need to do college level work. The SAT II: Subject Tests are one hour, primarily multiple-choice tests in specific subjects that measure knowledge or skills in a particular subject and the ability to apply that knowledge. SAT scores are used for college admissions purposes because the test predicts readiness for college work. The test does not measure other important skills such as motivation, creativity, or special talents.

ACT – The ACT assessment is a college entrance exam designed to assess high school students' general educational development and their ability to complete college level work. The test covers for skill areas: English, mathematics, reading, and science reasoning.

The EISD assessment program also consists of numerous grade level pre-tests and post-tests. These pre-tests and post-tests are the foundation upon which the curriculum is developed and revised. The pre-tests and post-tests are also the tests that provide teachers with the means to look for holes in the students' learning. Eustace ISD recognizes that waiting for once-a-year formal testing does little to provide teachers with important data concerning students. Eustace ISD acknowledges that for a testing program to be meaningful, it must be on going and systematic. This systematic testing approach is based on research done by Fenwick English and associates and by Dr. Margaret Montgomery.

## Assessment Matrix

Assessment	Grade Level												
Required Tests	K	1	2	3	4	5	6	7	8	9	10	11	12
TAKS													
Reading				*	*	*	*	*	*	*			
Writing					*			*					
Eng/Lang Arts											*	*	
Mathematics				*	*	*	*	*	*	*	*	*	
Science						*					*	*	
Social Studies									*		*	*	
SDAA (special ed. only)				*	*	*	*	*	*				
RPTE (ESL students only)				*	*	*	*	*	*	*	*	*	*
TPRI	*	*	*										
ITBS		*	*										
CogAT		*	*										
<b>Optional Tests</b>													
PSAT												*	
PLAN											*		
ASVAB										*			
AP Tests+												*	*
SAT*									*	*	*	*	*
ACT*									*	*	*	*	*

+ The AP tests are usually taken at the conclusion of the AP course. Most students will use their freshman and sophomore years to prepare for AP courses. Therefore, most AP courses and AP tests will be taken during the junior and senior years.

\* There is actually no set grade level for these tests. At a minimum it is suggested that a student be in the 8<sup>th</sup> grade before these tests are attempted. Usually, students are enrolled in the 10<sup>th</sup> grade before attempting these tests.

### Conclusion

Eustace ISD recognizes the importance of a quality, systematic, approach to assessment. Relying on the once a year formal test to provide adequate and timely information about our curriculum and our students' learning is unacceptable. While these formal assessments are useful in an overall assessment program, time and effort must be expended to develop a quality, locally controlled testing program. Combined, this overall assessment program will provide information concerning holes in the students' learning as well as needed revisions to our curriculum.