Mission: *It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.*

Vision: *Our learning community is safe, inclusive, equitable, and transparent. Our learners are supported to be engaged, self-directed, contributing members of their local and global communities.*

CCSU LOCAL COMMON ASSESSMENT SYSTEM 2023-2024

Assessment information helps students, teachers, families and all stakeholders understand what learners know, can do and understand. This information informs teaching and learning as well as measures student growth over time. Assessment data is collected in a variety of ways on a regular basis to inform instructional next steps. A comprehensive balanced assessment system includes qualitative and quantitative evidence of learning. Examples may include notes from a writing conference, pictures of a block tower, STAR, recordings of a performance, running records of oral reading, summative end of unit tests, quizzes, exit tickets and screening tools.

The 2023-24 CCSU local common assessment system was created in collaboration with teacher representation from each school in our SU. This is a working document subject to changes and revision which reflect the needs of students and feedback from teachers.

This year's assessment calendar outlines local common assessment tools to be used for **benchmark progress monitoring** in CCSU for all students. It does not represent all assessments used to collect evidence of student learning. In essence, MTSS is a framework that helps us answer these basic questions to guide our assessment and instruction (Moats, Tolman, 2019):
- **Who may need help?**
  - (that's "universal screening")
- **What kind of help do they need?**
  - (that's digging a bit deeper with "diagnostics")
- **Is the help helping?**
  - (that's "progress monitoring")
- **If not, what needs to change?**
  - (outcome and Progress Monitoring assessments help guide decisions)

In this version of CCSU's local common assessment system, there are required SU wide universal screening and progress monitoring assessments. **Formative and diagnostic assessment tools will be chosen at the discretion of teams at each school.** The following documents will outline this system and show in each grade band how screening, progress monitoring and formative assessments can be used.

Testing Windows and Data collection:
You will notice that the fall assessment window begins at the end of September allowing teachers and teams critical time to build relationships and community in classrooms which is foundational for successful teaching and learning. Assessment data is for the purpose of informing instructional moves and measuring student growth by determining assets and next steps for each learner. **The collection of this data should be accessible and easy to organize and analyze by both individual teachers, professional learning communities, and principals.**

"Great teachers are habitual students of their students. They assess continually to understand the human beings that they teach." ~Carol Ann Tomlinson (2014)
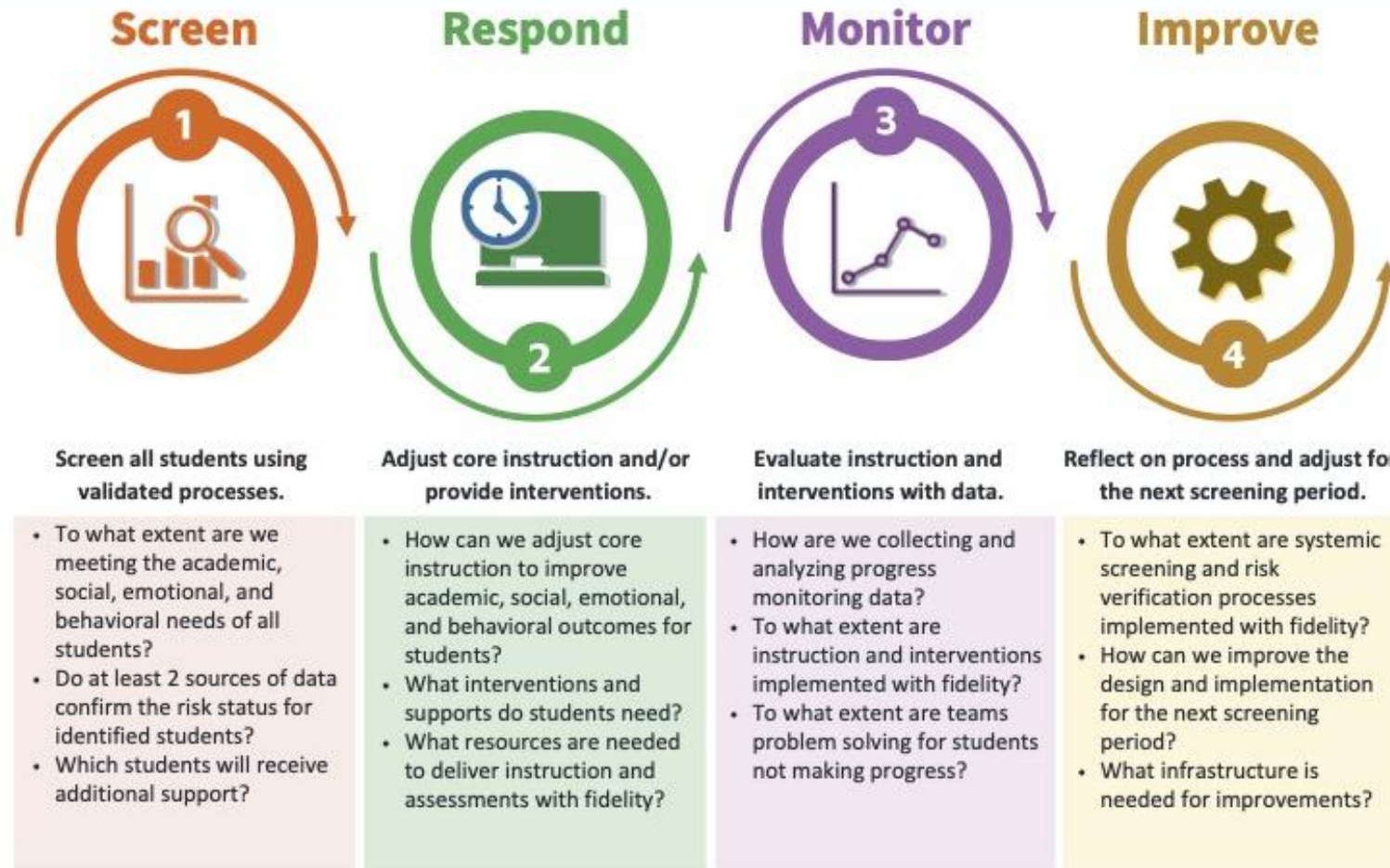
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Snapshot of MTSS Implementation

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

Screen

1

Screen all students using validated processes.

- To what extent are we meeting the academic, social, emotional, and behavioral needs of all students?
- Do at least 2 sources of data confirm the risk status for identified students?
- Which students will receive additional support?

Respond

2

Adjust core instruction and/or provide interventions.

- How can we adjust core instruction to improve academic, social, emotional, and behavioral outcomes for students?
- What interventions and supports do students need?
- What resources are needed to deliver instruction and assessments with fidelity?

Monitor

3

Evaluate instruction and interventions with data.

- How are we collecting and analyzing progress monitoring data?
- To what extent are instruction and interventions implemented with fidelity?
- To what extent are teams problem solving for students not making progress?

Improve

4

Reflect on process and adjust for the next screening period.

- To what extent are systemic screening and risk verification processes implemented with fidelity?
- How can we improve the design and implementation for the next screening period?
- What infrastructure is needed for improvements?

Center on Multi-Tiered System of Supports ◆ AIR®

Visit mtss4success.org to learn more

@MTSSCenter

Calendar Overview

CCSU Common Required Tier 1 Assessments				Optional Assessments									
Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
POA	X	X	X										
Dibels	X	X	X	X	X	X	X	X	X				
F&P	X	X	X	X	X	X	X						
STAR Reading				X	X	X	X	X	X	X	X	X	
Program and Teacher Designed Formative Assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP				X	X	X	X	X	X	X			
Writing													
DSA Spelling Inventory	X	X	X	X	X	X	X	X	X	X	X		
Math													
PNOA/ENOA	X	X	X	X									
STAR Math			X	X	X	X	X	X	X	X	X	X	
Program and Teacher Designed Formative Assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP				X	X	X	X	X	X	X			
Science													
Program and Teacher Designed Formative Assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP						X			X			X	
Social Studies													
Program and Teacher Designed Formative Assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
Multilingual/ English Language Learners													
WIDA ACCESS	X	X	X	X	X	X	X	X	X	X	X	X	X
Physical Education/Art/Music/Health/Drama													
Program/teacher Designed Assessments	X	X	X	X	X	X	X	X	X	X	X	X	X

Explanation of Assessments

SU Wide Common Required Assessments		
Assessment Names	**Purpose / Notes**	**Grades Assessed**
Teaching Strategies (TS) Gold Assessment	Authentic, ongoing, observation-based assessment system. 38 research-based objectives for development and learning. See Preschool Program Coordinator for more information.	PreK
Star **Literacy and Math** *Screening, Interim Progress Monitoring*	Reading and math computer adaptive assessments. Provides screening, progress monitoring and growth reports.	Grades 3-9 ***Optional** - Grades 2, 10, 11 for progress monitoring
POA Early Reading* *Diagnostic, Formative, Screening, Summative*	**Primary Observation Assessment-**The Observation Survey includes six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors. Skills assessed (though not needed to assess continually; adaptive): ● Letter Identification, Word Test, Phonemic Awareness, Writing Vocabulary, Concepts About Print, Text Reading	K-2
PreK/Primary /Elementary Number & Operations Assessment (Pre KNOA, PNOA, ENOA)* *Diagnostic, Formative, Screening, Summative*	**Primary Number and Operation Assessment.** Includes a number of mathematical related tasks and is used as a diagnostic tool in elementary mathematics. Skills assessed (though not needed to assess continually; adaptive): ● Forward/Backward Sequences, Symbolic Notation, Groupings and Place Value, Estimation and Magnitude, Operations, Equality, Properties of a Number	Grades PreK-3*
Vermont Comprehensive Assessment Program- Reading, Math and Science Assessments - *Summative, Interim*	**Vermont Comprehensive Assessment Program (VT-CAP):** The Vermont State mandated tests to measure Common Core State Standards (CSSS) for English and mathematics. The science assessment measures the Next Generation Science Standards (NGSS)**.** A small number of students may qualify for the **Vermont Alternate Assessment.** Contact the student's Case Manager for further information.	Grades 3-9 (ELA and Math) Grades 5, 8, 11 (Science)
*	Assessments and Grade Levels marked with an * indicate that at certain times over the course of the school year, the test itself may become optional for progress monitoring. Certain tests benefit testing in Fall, then as a child meets standards, the test can become optional for the remainder of the year (ex: PNOA). **Please see your building principal and/or curriculum director with questions.**	

Optional Assessments for Formative and Diagnostic Purposes
This is not an exhaustive list

Assessment Names *This is not an exhaustive list*	Purpose / Notes	Grades Assessed
Fountas & Pinnell Benchmark Assessment System (reading) *Progress Monitoring, Diagnostic, Interim*	Assessment system helps to determine instructional and independent reading levels and places students on the F&P text level gradient. Used to determine a **student's accuracy, fluency, rate and comprehension**. This assessment is diagnostic and can help determine reading level. It is a longer, more comprehensive assessment tool. *Often called F&P or F&P BAS*	Grades K-8
Optional Fountas & Pinnell Assessments (LN/LS/COPS/PA) *Screening, Diagnostic*	An assessment that can be used to diagnose student skills in phonics. Other tests may be used to gather this information *(ie: PASS, PAST, Dibels, Killpatrick, etc).* Skills assessed (though not needed to assess continually; adaptive): ● Letter Name **(LN)** and Letter Sound **(LS)** has students demonstrate that they can correctly name and say the sounds of letters (uppercase and lowercase). ● Concepts of Print/Early Literacy Behaviors **(COPS)** has students demonstrate that they know and can use concepts related to print. ● Phonological Awareness **(PA)** has students demonstrate that they can correctly hear and say initial sounds, rhyme, as well as segment and blend phonemes correctly.	Grades K-8
Developmental Spelling Assessment (DSA) *Diagnostic, progress monitoring*	An assessment that can be used to identify a student's stage of spelling development, highlight strengths and weaknesses in knowledge of specific orthographic features so instruction can be timely and appropriate, and monitor progress over time. Other tests may be used to gather this information *(ie: Word Journeys, Words Their Way Spelling Inventory).*	Grades 2-8
Writing	Writing performance assessments based on prompt. Can be used in a variety of ways, and will generally provide teachers with their student's strengths and needs as writers. Suggested to use Teacher's College Writing Units of Study and Rubrics	Grades K-12
Heggerty Phonemic Awareness *Screening, Progress Monitoring*	Student assessment to monitor student progress with phonological and phonemic awareness skills.	PreK-primary grades

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) *Screening, Diagnostic, Progress Monitoring*	DIBELS 8th Edition offers six subtests designed to assess component skills involved in reading: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze. *Certain tests are available for certain grade levels. Adaptative	K-8
High Leverage Assessments (Math) *Progress Monitoring, Interim*	High Leverage Assessments (HLCs) assess key mathematical understandings in each grade that students will need to be successful in the following year of school. Based on the high leverage concepts for each grade level. HLCs are the focus of most/all remedial efforts as well as the most impactful strategies for instruction at each stage in the developmental mathematics learning trajectories.	Grade PreK-8
OGAP-Math *Diagnostic, Progress Monitoring*	Ongoing Assessment Project (OGAP) assessments are based on single or multiple items of high cognitive demand in mathematics: ● Additive Reasoning ● Multiplicative Reasoning ● Fractional Reasoning ● Ratios and Proportions *must be trained to administer and/or access tests	K-8 (depending on test)
SAT & ACT *Summative, Interim*	The **ACT** is an achievement test that focuses on school curriculum-based skills — English, math, reading, and science. The **SAT** is more of a reasoning test that changes very subtly from one test to the next but still includes math, writing (English grammar), and critical reading; it does not contain a science component.	Grades 11, 12

Dates for Assessment Per Grade Level

Pre- Kindergarten

*Dark Grey bars represent vacation weeks	Sept				Oct					Nov				Dec				Jan					Feb				Mar				Apr					May				June		
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17

General Assessments

| Required Universal Screeners | | | | | TS Gold must be completed by Dec. 15 | | | | | | | | | | | | * | | | | | | | | * | | | | | TS Gold must be completed by June 15 | | | | | | | | | | |

*When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult colleagues for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Literacy	Math	Other
- Ongoing classroom observations - Fountas and Pinnell Benchmark Assessment System - POA/Heggerty/Dibels/PASS	- Ongoing classroom observations - Pre-K NOA	Ages and Stages Questionnaire

Kindergarten- Grade 2																																			
*Dark Grey bars represent vacation weeks	*Sept*				*Oct*					*Nov*				*Dec*				*Jan*					*Feb*				*Mar*				*Apr*				*May*				*June*		
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17

Literacy

| Required Universal Screeners | | | | POA- Sept 25- Oct 26 | | | | | | | | * | POA- Jan 8-Feb 9 | | | * | | | | | * | POA- Apr 29-May 27 | | |

Math

| Required Universal Screeners | | | | PNOA- Sept 25- Oct 26 | | | | | | | | * | PNOA- Jan 8-Feb 9 | | | * | | | | | * | PNOA- Apr 29-May 27 | | |

*When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult colleagues for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Literacy	Math	Other
- Ongoing Running Records - Fountas and Pinnell Benchmark Assessment System - POA/Heggerty/Dibels/PASS - Star Early Literacy - Developmental Spelling Assessment or other Spelling Inventory	- High Leverage Assessments (ALN) - Pre-K NOA, PNOA - Illustrative Math Unit Assessments - O-GAP	- Pre/Post writing assessment in each genre - Reading, Science, and Social Studies assessments/ performance tasks - Other assessments as decided in team discussions

*Dark Grey bars represent vacation weeks	Sept				Oct					Nov				Dec				Jan					Feb				Mar				Apr				May				June		
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17

Literacy

Required Universal Screeners				STAR Sept 25- Oct 26												*		STAR Jan 8-Feb 9						*						*		STAR Apr 29-May 29									

Math

Required Universal Screeners				STAR Sept 25- Oct 26														STAR Jan 8-Feb 9											*		STAR Apr 29-May 29									
VTCAP- ELA & Math																*							*				TBD- dates not released yet												
VTCAP-Science G5 Only																											TBD-dates not released yet												
NAEP- G4 Only																		NAEP G4- Various Dates																							
Alternative Assessment																											March 11-April 26												

*When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. **This is not an exhaustive list.** Consult colleagues for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Literacy	Math	Other
- Ongoing Running Records - Fountas and Pinnell Benchmark Assessment System - Developmental Spelling Assessment or other Spelling Inventory - Writing: Teachers College Units of Study pre and post prompts with rubrics - POA/Heggerty/Dibels/PASS - Star Early Literacy** (G3)	- High Leverage Assessments (ALN) - PNOA - Illustrative Math Unit Assessments - O-GAP	- Science, and Social Studies assessments/ performance tasks - Other assessments as decided in team discussions

Grade Band 6-8

*Dark Grey bars represent vacation weeks	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17

Literacy

Required Universal Screeners	STAR Sept 25- Oct 26			*	STAR Jan 8-Feb 9	*		*	STAR Apr 29-May 29	

Math

Required Universal Screeners	STAR Sept 25- Oct 26			*	STAR Jan 8-Feb 9	*		*	STAR Apr 29-May 29	
VTCAP- ELA & Math							TBD- dates not released yet			
VTCAP-Science G8 Only							TBD-dates not released yet			
NAEP- G8 Only					NAEP G8- Various Dates					
Alternative Assessment							March 11-April 26			

*When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. **This is not an exhaustive list.** Consult colleagues for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Literacy	Math	Other
• Ongoing Running Records • Pre/Post assessments in each genre • Fountas and Pinnell Benchmark Assessment System • Developmental Spelling Assessment or other Spelling Inventory • Writing: Teachers College Units of Study pre and post prompts with rubrics	• High Leverage Assessments (ALN) • Open Up Unit Assessments • O-GAP	• Science, and Social Studies assessments/ performance tasks • Other assessments as decided in team discussions

Grade Band 9-12

*Dark Grey bars represent vacation weeks	Sept				Oct					Nov				Dec				Jan					Feb				Mar				Apr					May				June		
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17

Literacy

| Optional Universal Screeners | STAR Sept 25- Oct 26 (Oct) | | * (Dec) | STAR Jan 8-Feb 9 | * (Feb) | * (Apr) | STAR Apr 29-May 29 |

Math

Optional Universal Screeners	STAR Sept 25- Oct 26	* (Dec)	STAR Jan 8-Feb 9	* (Feb)	* (Apr)	STAR Apr 29-May 29
Grade 9 VTCAP- ELA & Math	* (Dec)	TBD- dates not released yet (Mar–Apr)
Grade 11 VTCAP-Science	TBD-dates not released yet (Mar–Apr)
Alternative Assessment	March 11-April 26

*When more information is needed about a student, choose from <u>the following optional assessments</u> to progress monitor and analyze strengths and opportunities for growth. <u>This is not an exhaustive list.</u> Consult colleagues for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Literacy	Math	Other
- Ongoing Running Records - Pre/Post assessments in each genre - Fountas and Pinnell Benchmark Assessment System - Developmental Spelling Assessment or other Spelling Inventory - Writing: Teachers College Units of Study pre and post prompts with rubrics	- High Leverage Assessments (ALN) - Math Unit Assessments - O-GAP	- Science, and Social Studies assessments/ performance tasks - Other assessments as decided in team discussions

CCSU Definition of Assessment Types

Resources: [Cognia Components of a Balanced Assessment System](); [Data within MTSS]()	*[Suggested activity for schools to run]()*

Formative

A continuing interactive process in which students and teachers engage in instructional activities, gather evidence of learning and use feedback to adjust teaching and improve learning in real time.

Used daily!

Screening

Identifies students who may be at risk and evaluates the effectiveness of instruction

Ideally occurs at early states (early in academic career; early in school year)

Interim

An assessment that monitors a full year of instruction and progress towards an end of the year goal.

"Apples to Apples"

2-4 times a year

Diagnostic

A tool used to find out more information about student strengths and skill gaps.

Is dependent on the purpose and how the test is analyzed

Use as needed to gain information about students

Progress Monitoring

Measures how well an intervention is leading to student growth.

2nd wave of instruction; all teachers are responsible.

As needed to monitor student progress. Multiple times throughout the year

Summative

General achievement gathering after teaching and learning

Use depends on purpose—end of unit, end of year