

# CLAY COUNTY SCHOOL DISTRICT'S LOCAL ASSESSMENT SYSTEM

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Assessments have various purposes. They provide answers to different questions, address different users, and have varying implications for an assessment system.



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# What is Formative Assessment?

- Assessment **for** learning

# What is Summative Assessment?

- Assessment **of** learning



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# Purposes of Local Assessments

- Identify and evaluate the effectiveness of instructional practices
- Evaluate students' mastery of skills
- Identify students who need additional support



# 1008.22 F.S. Section 7 of HB 7069

- Monitor student learning
- No more than 5% student school hours



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# What does the 5% Include:

- Actual scheduled testing time for statewide and district-required local assessments

# What does it not Include:

- Student elected common placement testing for postsecondary education or student-elected accelerated testing (AP, IB, AICE, industry cert.)
- Students who receive the accommodation of extended time
- Teacher created tests and quizzes



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# Time Allocated for Local Assessments

Grade Level	Test	Time Allotted (min)	
<b>Grade 1</b>	Q1 ELA Clay Foundational Skills	10	
	Q1 Math PM	50	
	Q1 One Clay Writes	60	
	Q2 ELA Clay Foundational Skills	10	
	Q2 Math PM	50	
	Q3 ELA Clay Foundational Skills	10	
	Q3 Math PM	50	
	Q3 One Clay Writes	60	<b>Total Hours</b>
			<b>6.83</b>
		SAT-10	110
			410



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# Time Allocated for Local Assessments

Grade Level	Test	Time Allotted (min)	
Grade 7	Q1 ELA PM	45	
	Q1 Civics PM	45	
	Q1 OneClay Writes	120	
	Q2 Civics PM	45	
	Q2 ELA PM	45	
	Q2 Math PM	60	
	Q2 Science PM	45	
	Q3 Civics PM	45	
	Q3 PM Math	60	
	Q3 OneClay Writes	120	
	FSA ELA	170	
	FSA Writing	120	
	FSA Math	180	
	NGSSS Civics EOC	160	
	Q4 Science PM	45	
	Q 4 M/J Math Placement Test	60	
			<b>22.75</b>
			<b>Total Minutes</b>
			1365

2.5%



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The logo features a stylized grey figure with arms raised, reaching towards a yellow star in the upper left corner. A grey swoosh curves around the figure's head.

# Performance MATTERS

- Provides an integrated student assessment and data management system
- Houses the state item bank of assessment questions
- Provides multiple reports



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# District Reports to Inform Instruction

Grade	District Score	Strengths	Weaknesses	Trends/Instructional Needs
7 <sup>th</sup> Civics	49%	<p><b>SS.7.C.2.9</b> 73% Evaluate candidates by analyzing a variety of qualities</p> <p><b>SS.7.C.2.1</b> 71% Citizenship &amp; naturalization</p> <p><b>SS.7.C.3.7</b> 55% Impact of special voting amendments on participation of minorities</p>	<p><b>SS.7.C.1.9</b> 27% Influence of the rule of law on govt, legal and political systems</p> <p><b>SS.7.C.2.11</b> 39% Media and political communications</p> <p><b>SS.7.C.3.12</b> 39% Supreme Court Cases (<i>Plessy vs. Ferguson</i>)</p>	<p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>-Teachers must plan for and teach all benchmarks on the curriculum map</li> <li>-Teach the <u>application</u> of the standards using everyday scenarios and documents (i.e. campaign flyers for C.2.11)</li> <li>-Emphasize vocabulary – what it means, related quotes, and how it impacts our political, government and legal systems</li> </ul>

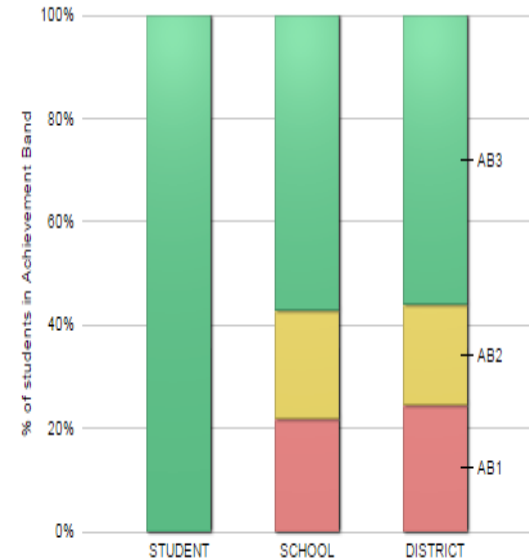


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# District Reports to Inform Support

Item Attributes Achievement Bands Item Detail

Attribute	# of Items	% of Students	
CCSS.ELA-Literacy.RI.4.1	3	0.00%	1
CCSS.ELA-Literacy.RI.4.2	2	0.00%	1
FL.LAFS.4.L.3.4.a	1	100.00%	1
FL.LAFS.4.L.3.4.b	1	100.00%	1
FL.LAFS.4.L.3.6	1	0.00%	1
FL.LAFS.4.RI.1.1	4	0.00%	1
FL.LAFS.4.RI.1.2	3	0.00%	1
FL.LAFS.4.RI.2.4	2	100.00%	1



Standard Depth of Knowledge Difficulty Taxonomy Question Interactions

Previous 1 2 Next



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# Parent Communication

Test History		
Demographic	Enrollment	Schedule
Requests	Grades	Gradebook
Absences	Activi	
<b>3 Test Administrations</b>		
Test	Administration Date	
FSA ELA (FSA)	03/23/2015	2
FSA MATH (FSA)	03/23/2015	2
Performance Matters (PM)	10/09/2015	2
<b>2 Test Parts</b>		
	Title	Raw Score (RS)
-	ELA Grade 5	44
-	Math Grade 5	56
	N/A	
N/A		



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# Our Guiding Principles

1. Standards first, then assessment
2. No single test does everything
3. We only assess when necessary



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**Testing** – and a focus on what we do “*to*” learners “*after*” learning



**Assessment** – and a focus on what we do “*with*” learners “*before, during and after*” learning

# QUESTIONS?



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