Dassa McKinney Assessment Summary Information

Educators use assessments for a variety of purposes. The information below describes some of the assessments we use at Dassa McKinney Elementary School.

District Assessment	Description
Aimswebplus	Aimswebplus is an assessment tool that uses standards-aligned reading and math measures to screen and monitor individual student progress. The benchmark assessments of this tool are administered to students in grades K-2 three times per year (fall, winter, and spring), and multiple times throughout the year for students requiring additional data to inform intervention in grades K-6. The data collected is compared to established cut scores and national or local norms. The results help educators identify and group students at risk, personalize instruction, evaluate student progress, demonstrate expected annual growth, and serve as a communication tool for system improvement.
Heggerty Benchmark	The Heggerty Benchmark Assessments measure a student's ability to recognize and work with sounds in spoken language. They include tasks involving syllables, rhyme, and individual units of speech sound called phonemes. These assessments are aligned to the Heggerty Phonological Awareness curricula that is taught in the primary grades and can be used to measure individual student progress with instruction.
95 Percent Group Assessment Tools	95 Percent Group Assessment Tools are diagnostic assessments used to pinpoint specific foundational reading skill deficits. The Phonics Screener for Intervention (PSI) assesses a student's understanding of the relationship between sounds and written symbols. These types of assessments are typically administered after a student is flagged to be at risk in an area of reading achievement on a benchmark assessment in order to gain insight as to why/where a student may be struggling and guide next steps for instruction.
NWEA MAP	The MAP assessment is utilized three times annually (fall, winter, spring) to assess the progress of students in Grades 3-6 in Mathematics and Reading. Questions on the assessment are tied to the Academic Standards of Pennsylvania. Data from MAP is utilized to inform both student specific and schoolwide decision making. The scale used to measure each student's progress is known as a RIT scale. The RIT score exists on an equal interval scale that allows for comparison of student performance against their peers locally and nationwide. The MAP assessment also provides data on readiness for new learning as a student moves through a math curriculum.
Classroom Based Teacher Assessments	Classroom Based Teacher Assessments are more often than not teacher created based on the instructional design and implementation of curriculum standards within their classroom. Classroom Based Teacher Assessments fall into the following assessment types. *Formative Assessments:* These assessments are based on the needs of students as they demonstrate growth and mastery in learning. Formative assessments are a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning opportunities. This modification is done to improve student acquisition and implementation of knowledge and skills across content areas. Formative

assessments are done so that learning continues to move in a productive manner demonstrating growth across time.

Summative Assessments: These assessments are used in an evaluative manner. The information gathered from a summative assessment will give a picture of student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. The general idea and reason for using a summative assessment is to see if students have learned knowledge and skills over a period of time often defined in terms of a grading period or unit of study. Many summative assessments will include data where students are compared to peers across the country. Summative assessments are generally more evaluative rather than diagnostic in nature.