

2015-2016

# Assessment Management Plan

Woodville Independent  
School District

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# Assessment Management Plan

2015-2016

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# Woodville Independent School District

## Mission

The mission of Woodville ISD is to ensure quality foundational educational skills through excellent instruction in a positive learning environment for maximizing each student's potential.

In WISD, we believe:

- all children are given equal opportunity to learn,
- every child can expect to be challenged to reach his or her highest level of individual potential
- we are all accountable for the success of our students
- creating an atmosphere of excellence through citizenship, tradition, and high expectations
- our community and district will work collaboratively to foster and enhance the education of our children
- the hiring and retaining of dependable, knowledgeable, and resourceful staff is essential to the success of the district
- all district campuses and facilities will be equitable
- the pride of the community of Woodville ISD will set the standard for excellence
- all planning and actions will be purposeful and involve a high level of engagement
- disciplined people, in both thought and action, will achieve greatness over mediocrity

## Vision

Woodville ISD's Vision Statement:

***Be the Change....***

# I. Philosophical Framework of Student Assessment

The purpose of the Woodville Independent School District Assessment Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. Improving the academic achievement of the students within the district is the target. By having an organized assessment system that is aligned to state and district standards and that provides information to parents, administrators, and teachers for the purpose of improving student achievement, this target can be obtained.

The goals of our assessment plan are to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students.
- Assist parents in understanding their child’s achievement of academic standards.
- Establish goals for professional development.
- Provide information to assist the curriculum department in evaluating curriculum.
- Provide information to administrators for evaluating progress in improving student achievement.

## District Policies

EK Legal

EKB Legal

EKBA Legal

EKC Legal

EKD Legal

EHBB Legal

EHBB Local

EHBE Legal

EHBE Local

EHDB Legal

EHDB Local

EHDC Legal

EHDC Local

All policies and regulations are located online at: <http://pol.tasb.org/Home/Index/1161>

## II. Roles and Responsibilities

All district staff members are responsible for ensuring that students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although responsibilities are not limited to those listed.

### **The Board of Trustees will:**

- Adopt goals that provide a well-balanced curriculum resulting in high student achievement;
- Establish policies to direct and support the ongoing district assessment program;
- Communicate to its constituents the Board's assessment expectations;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.

### **The Superintendent will:**

- Implement board policies related to assessment;
- Annually report to the Board concerning district assessments;
- Oversee the work of district staff in accomplishing their responsibilities;
- Report to the board assessment results;
- Adhere to district and state testing regulations.

### **The Director of Curriculum and District Assessment Coordinator will:**

- Ensure that a master long-range plan is in place for student assessment;
- Provide materials to ensure the district assessment plan is implemented;
- Support campuses in the assessment process;
- Provide support for analysis and interpretation of assessment data;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Monitor district student assessment training sessions;
- Adhere to district and state testing regulations.

### **The Principals will:**

- Develop a working knowledge of the district assessment program;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Update Campus Improvement Plans to support the district assessment goals;
- Facilitate and participate in campus assessment training;
- Adhere to district and state testing regulators.

**The Counselors/Campus Testing Coordinators will:**

- Facilitate district and state testing;
- Work with teachers, students, and parents to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Facilitate and participate in campus assessment training;
- Monitor campuses to ensure assessment procedures are being followed;
- Adhere to district and state testing regulations.

**The Teachers will:**

- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Report to parents assessment results;
- Participate in district and campus assessment training;
- Adhere to district and state testing regulations.

**The Students will:**

- Be an active partner in the learning and assessing process;
- Adhere to district and state testing regulations.

**The Parents will:**

- Be valued partners in the learning process.

The individuals involved in the analysis of data will include, but will not be limited to, administrators, counselors, and teachers.

The district recognizes that utilizing data to make needed changes is an ongoing process. The Director of Curriculum and Instruction meets with individual campuses as needed to review test scores and develop specialized data analyses. Principals, counselors, curriculum department, and teachers use this information to make adjustments in curriculum, lesson plans, and instructional strategies. The same format is used to facilitate teacher collaboration and planning. Determining future staff development activities are also considered during this process.

### III. Assessment and Curriculum

Effective disaggregation and use of student achievement data is critical to assessing student mastery of the student objectives. Data driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, grade level, campus, and district levels. The assessed curriculum should:

- Measure student progress.
- Guide teachers' instruction at appropriate levels of depth and complexity.
- Pre-assess students' learning levels for diagnostic purposes.
- Focus/narrow instruction by teaching to objectives not mastered.
- Vary the instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data.
- Allow students to work with teachers to set learning goals for themselves and the classroom.
- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Identify general achievement trends of various student groups.
- Communicate progress to parents.

The assessed curriculum should include the following components:

- On-going classroom level assessment of student learning in a variety of formats.
- A variety of tools to assess students, resources, and curriculum.
- Adequate practice and assessment in the testing format (context) of required state assessments.
- A district-wide criterion-referenced information management system that provides timely, efficient assessment feedback to students, teachers, and administrators.
- An assessment process that allows students to demonstrate and receive credit with no prior instruction in a particular course.
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area.

## IV. Types of Assessments

Woodville ISD currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed benchmark assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the written curriculum and state assessment goals. Student assessment must provide for the acquisition, analysis, and communication of student achievement data to:

- Guide teachers’ instruction at appropriate levels of depth and challenge.
- Guide students’ learning.
- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Communicate progress to parents to support learning at home.

The district data from formative and summative assessments will be monitored in order to evaluate overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the district curriculum.

The table below is an overview of the district assessment program. For specific details, see Exhibit 3 and Exhibit 4.

<b>Woodville ISD Assessment Program Overview</b>			
<b>Nationally-Normed Testing</b>	<b>Statewide Testing Program</b>	<b>Program Testing</b>	<b>District/Campus Testing Program</b>
PSAT	STAAR/EOC	ESL	Curriculum Based Assessments
SAT/ACT	STAAR/EOC Accommodated	Special Education	6-weeks Assessments
	STAAR/EOC L	Dyslexia	Semester Exams
	STAAR/EOC Alternate	Gifted/Talented	Unit Assessments
	TELPAS	Advance Placement (AP)	Lesson Assessments
			Credit by Exam
			Diagnostic Reading Assessment

## V. Assessment Strategies

Effective use of student achievement data is critical to achieving the district's standards. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions at the student, campus, and district levels. Diverse assessment strategies utilized include the following:

- Using pre-assessments to determine learning levels for diagnostic purposes.
- Focusing and narrowing instruction by teaching to objectives not mastered and differentiating curriculum to address individual needs.
- Using flexible grouping and regrouping of students within the classroom based upon student achievement data.
- Varying instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data.
- Communicating information about student achievement to parents in a timely, understandable fashion.
- Encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum.
- Offering opportunities for students to accelerate through the curriculum requirements.
- Using tutorials and other special programs to provide needed help and assistance to students who have not demonstrated mastery.
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.
- Developing improvement plans at the district, campus, and classroom levels.
- Evaluating and improving instructional programs based on student achievement data and other relevant data.

## **VI. Assessment Calendar**

The district assessment calendar is collaboration between assessment, curriculum, and individual campuses. All local and state assessment dates can be found on the district assessment calendar. The district's curriculum determines timeframes for Curriculum Based Assessments. The Texas Education Agency determines the dates for state assessment. . The district and state assessment calendar may be found in its entirety in Exhibit 1 and Exhibit 2.

## **VII. Relationship between District, State, and National Assessments**

Woodville Independent School District administers district, state, and national assessments. The district uses Curriculum Based Assessments, local exams, and semester exams to assess course objectives and to provide information to teachers as to what areas need to be addressed. In addition, the district uses local benchmarks and unit assessment that aligned in content and context with state assessments. Typically the district utilizes TEA STAAR/EOC released exams in area in which they are available. The purpose of district/campus assessments is to provide feedback to students, teachers, and parents during the learning process.

Statewide tests are administered according to the timeline provided by the state to students in specific grade levels and in particular content areas. The purpose of the statewide assessment is to provide feedback and accountability for learning at the end of a grade or course. Assessment results are used to conduct effective needs assessments at the district and campus levels to guide instructional decisions and refine teaching practices to best meet the needs of students.

Nationally-normed assessments are used to analyze how students are doing compared with other students throughout the nation.

## **VIII. Assessment Data Used to Determine Curriculum Effectiveness**

Assessment data from state level testing is analyzed at the end of each school year to determine if the curriculum needs to be adjusted in any way. Areas of curriculum shortfall are determined by analyzing the results by objective and identifying patterns of low scores. Based on this analysis, adjustments can be made to the current curriculum. If it is just one campus that is having difficulty in a particular area, the district curriculum department and principal will, work together to modify what changes need to be implemented.

In other areas in which state testing are not available, other assessment data such as semester exam results and other assessment results will be reviewed by the curriculum department and principals.

Regularly scheduled assessments meetings are held by the curriculum department in conjunction with principals and teacher to review Curriculum Based Assessments and benchmark data throughout the school year. Strengths and weaknesses are identified in order to provide intervention and tutoring for students.

# IX. Aligned Assessment Model

The following assessment model is used to maintain and improve student performance.

## **Step 1: Understanding the STAAR/EOC Assessment**

- Which Reporting Categories are assessed?
- Which TEKS are assessed?
- At what level are the questions asked?
- What formats are used to ask questions?

*All Other Assessments:*

- What is measured?
- What is our process for reporting?

## **Step 2: Analyzing STAAR Data**

- Based on the data, teachers identify the TEKS/SE that need improvement.
- STAAR/EOC results are analyzed by TEKS from the weakest to the strongest performance.
- Each grade level/department in all core subject areas completes an item analysis of each STAAR/EOC release test.
- Strategies for improvement are identified.

## **Step 3: Planning Instructional Sequence**

- STAAR analysis data will be used to determine the time allocations of identified
- An instructional calendar is established based on inclusion of STAAR reporting categories in the curriculum.
- Assessment dates are included in the instructional calendar.

## **Step 4: Administering Curriculum Based Assessments**

- Curriculum Based Assessments are administered at designated times during the year.
- Curriculum Based Assessments evaluate mastery of all state-tested objectives.
- Teachers use assessment data to guide instruction.

## **Step 5: Monitoring**

- Teachers and administrators use test results to assess the status of individual student achievement, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results
- Director of Curriculum and principals monitor to ensure implantation of these plans.

## **X. Controls for Bias**

Woodville Independent School District shall ensure that tests and other evaluation materials used to assess any student are selected and administered so as not to be discriminatory on a racial or cultural basis. When possible, assessments are provided in the student's native language or other mode of communication. Any standardized assessments given to the student are validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the testing company.

Fair and equitable assessment, evaluation and reporting practices ensure reliability and validity by assembling information from a variety of sources to support the final judgments about students' level of achievement. Fair and equitable assessment, evaluation and reporting practices examine both the content that the students have learned and how well they understand such content. Quality assessments are fair to all students.

## XI. Program Assessment

The district will establish appropriate measures for determining the effectiveness of curricular design and instructional programming at the district, campus, and classroom levels. One of the purposes of assessing student learning is to determine the extent to which students are achieving and maintaining their mastery of appropriate specific learning objectives and the extent to which teachers are displaying effective conveyance of curriculum in the classrooms. To this end, the tested curriculum includes the critical components as follows (see Exhibit 6):

- Utilization of DMAC, a district-wide data management system that documents, records, and reports student mastery on local and state assessments. This tool provides timely, efficient feedback to teachers, principals, and district administrators.
- A variety of assessment tools to assess students, programs and curriculum. These include, but are not limited to local pre- and post-assessments, STAAR assessments, college entrance exams (SAT/ACT), and/or Advanced Placement exams.
- On-going classroom level assessments of student learning in a variety of formats, including locally validated items and targeted authentic assessments.
- Adequate practice and assessments in the testing format of required tests such as STAAR, ACT, SAT, and AP.

## XII. Assessment Training

It is a priority for Woodville I.S.D. to employ regular and systematic procedures for assessing the effectiveness of curriculum and instruction. The district provides assessment training throughout the school year on various topics including the following:

- Student accommodations
- General STAAR testing (including changes to manuals, policy changes, dyslexia, test security and integrity of testing programs, reporting systems, special education assessments, and campus preparation)
- STAAR-Alternate
- TELPAS
- Campus Testing Procedures

All campuses have a designated Campus Testing Coordinator who is responsible for training staff at the campus level.

District Assessment Coordinator attends annual training at Region 5 and provides training to the Campus Testing Coordinators. In addition to trainings, each campus is given specific instructions prior to each assessment.

## **XIII. Communication Results**

Timely assessment, evaluation and reporting methods are imperative. This includes providing information about student progress throughout the school year. The Woodville Independent School District has campus improvement plans that assist campuses in developing their strategies to increase student achievement. Assessment data is used to analyze strengths and weaknesses at each campus. Assessment data is disaggregated by gender, race, economically disadvantaged status, special education classification, and other special groups of students to determine student progress. The data is analyzed by the district and campus instructional leaders to determine trends in student achievement. These trends are examined to determine revisions or refinement of curriculum content, instructional methods, and professional development opportunities. Quality assessment provides students with timely and constructive feedback with clear directions for improvement in advance of the formal reporting process.

Timely communication ensures that, when a student is not meeting curriculum expectations, parents are notified of the situation and possible solutions are discussed. Campuses and individual teachers are responsible for report cards, student progress reports, and disseminating state assessment results. On the district level, campuses receive immediate notification once results are sent to the district. The district is also responsible for updating the website, and communicating assessment results to all stakeholders.

## **XIV. Budget Ramifications**

The budget process ensures that district goals and priorities are met and that decisions related to reduction or increase in funding levels will be aligned with curriculum design delivery implications. Budgeting decisions will reflect a program costing process that is driven by the district's curriculum and instructional focus, legal requirements, growth, and district-established priorities.

### **District Assessment Costs:**

- Non-Personnel Costs: supplies, materials, computers, software, tests, books, required state assessment materials
- Personnel Costs: tutors, substitutes, stipends

### **District Assessment Benefits:**

- Increased student achievement

## **XV. Exhibits**

# Exhibit 1

## District Assessment Calendar

### 2015 – 2016 Student Assessment Calendar

Month/Year	Testing Date(s)	Test	Level/Grade
September 2015	9/12 9/28 – 10/2	ACT 6-Weeks Exams	High School 3-12
October 2015	10/3 10/14	SAT PSAT	High School High School
November 2015	11/7 11/9 – 12/3	SAT 6-Weeks Exams	High School 3-12
December 2015	12/7 – 12/11 12/7 – 12/11 12/7 12/9	STAAR/EOC Retest (See Below) Algebra I, Biology, U.S. History EOC Retest STAAR/EOC English I Retest STAAR/EOC English II Retest	High School High School High School High School
January 2016	1/4 – 1/22 1/11 – 1/15  1/25 – 1/29	G/T Screening Semester Exams 6-Weeks Exams Benchmarks – STAAR Testing Grades	K-11 9-12 3-8 3-5
February 2016	2/6 2/29 – 3/4	ACT 6-Weeks Exams	High School Intermediate, MS, HS
March 2016	3/5 3/7 – 4/22 3/29  3/30 3/31	SAT TELPAS STAAR Writing STAAR Math STAAR/EOC English I STAAR Reading STAAR/EOC English II	High School K-12 4, 7 5, 8 High School 5, 8 High School
April 2016	3/7 – 4/22 4/4 – 4/15 4/18 – 4/22	TELPAS Continued STAAR Alternate 6-Weeks Exams	K-12 3-12 3-12
May 2016	5/2 – 5/6 5/7 5/9  5/10  5/11  5/12 5/31 – 6/3	STAAR/EOC Algebra I, Biology, U.S. History SAT STAAR Math STAAR Math Retest STAAR Reading STAAR Reading Retest STAAR/EOC English III STAAR Science STAAR/EOC Algebra II STAAR Social Studies Semester Exams 6-Weeks Exams	High School High School 3, 4, 6, 7 5, 8 3, 4, 6, 7 5, 8 High School 5, 8 High School 8 9-12 3-8
June 2016	6/11 6/14 – 6/16 6/21 6/22	ACT Credit by Exam STAAR Math Retest STAAR Reading Retest	High School 1-12 5, 8 5, 8
July 2016	7/11 – 7/15 7/11 7/13 7-12 – 7-14	STAAR/EOC Algebra I, Biology, U.S. Hist. Retest STAAR/EOC English I Retest STAAR/EOC English II Retest Credit by Exam	High School High School High School 1-12
Aug 2015 – July 2016		TSI (Texas Success Initiative )	High School

# Exhibit 2

## District Calendar

Woodville ISD 2015-2016 Calendar											
Board Amended 8-11-2015 (Student Early Release Days Added)											
<p>1ST 6 Weeks Aug. 24-Oct. 1</p> <p>2nd 6 Weeks Oct. 5-Nov. 13</p> <p>3rd 6 Weeks Nov. 16-Jan. 15</p> <p>4th 6 Weeks Jan. 19-Mar. 4</p> <p>5th 6 Weeks Mar. 7-Apr. 22</p> <p>6th 6 Weeks Apr. 25-June 3</p>	<b>JULY</b>					<b>JANUARY</b>					
	S M T W T F S					S M T W T F S					<p>Jan. 13 Student Early Release</p> <p>Jan. 15 End 1st Sem</p> <p>Jan. 16 Workday</p> <p>Jan. 18 Student Holiday</p> <p>Jan. 18 Exchange Day</p> <p>Jan. 19 Begin 4th 6 Weeks</p>
	1 2 3 4					1H 2					
	5 6 7 8 9 10 11					3 4 5 6 7 8 9					
	12 13 14 15 16 17 18					10 11 12 13 14 15 16					
	19 20 21 22 23 24 25					17 18 19 20 21 22 23					
	26 27 28 29 30 31					24 25 26 27 28 29 30					
						31					
	<b>AUGUST</b>					<b>FEBRUARY</b>					
	S M T W T F S					S M T W T F S					
1					1 2 3 4 5 6						
2 3 4 5 6 7 8					7 8 9 10 11 12 13						
9 10 11 12 13 14 15					14 15H 16H 17H 18H 19H 20						
16 17 18 19 20 21 22					21 22 23 24 25 26 27						
23 24 25 26 27 28 29					28 29						
30 31											
<b>SEPTEMBER</b>					<b>MARCH</b>						
S M T W T F S					S M T W T F S					<p>Mar. 2 Student Early Release</p> <p>Mar. 7 Begin 5th 6 Weeks</p> <p>Mar. 25 Good Friday Holiday</p> <p>Mar. 29-31 STAAR Testing</p>	
1 2 3 4 5					1 2 3 4 5						
6 7 8 9 10 11 12					6 7 8 9 10 11 12						
13 14 15 16 17 18 19					13 14 15 16 17 18 19						
20 21 22 23 24 25 26					20 21 22 23 24 25 26						
27 28 29 30					27 28 29T 30T 31T						
<b>OCTOBER</b>					<b>APRIL</b>						
S M T W T F S					S M T W T F S						<p>Apr. 1 STAAR Testing Makeup</p> <p>Apr. 4-8 Spring Break</p> <p>Apr. 19-20 STAAR Testing</p> <p>Apr. 25 Student Early Release</p>
1 2 3					1T 2						
4 5 6 7 8 9 10					3 4H 5H 6H 7H 8H 9						
11 12 13 14 15 16 17					10 11 12 13 14 15 16						
18 19 20 21 22 23 24					17 18 19T 20T 21 22 23						
25 26 27 28 29 30 31					24 25 26 27 28 29 30						
<b>NOVEMBER</b>					<b>MAY</b>						
S M T W T F S					S M T W T F S					<p>May 2-6 Assessment Window</p> <p>EOC - Alg.1, Bio., US History</p> <p>May 9-12 STAAR Testing</p> <p>May 30 Memorial Day Holiday</p>	
1 2 3 4 5 6 7					1 2 3 4 5 6 7						
8 9 10 11 12 13 14					8 9T 10T 11T 12T 13 14						
15 16 17 18 19 20 21					15 16 17 18 19 20 21						
22 23 24 25H 26H 27H 28					22 23 24 25 26 27 28						
29 30					29 30H 31						
<b>DECEMBER</b>					<b>JUNE</b>						
S M T W T F S					S M T W T F S						<p>June 3 Early Release-Everyone</p> <p>June 3 Graduation</p> <p>June 4 Workday</p> <p>June 21-22 STAAR Retest</p>
1 2 3 4 5					1 2 3 4						
6 7T 8 9T 10 11 12					5 6 7 8 9 10 11						
13 14 15 16 17 18 19					12 13 14 15 16 17 18						
20 21H 22H 23H 24H 25H 26					19 20 21T 22T 23 24 25						
27 28H 29H 30H 31H					26 27 28 29 30						
Semester 1					Semester 2						
Work / Staff Days 5					Work / Staff Days 2						
Grading Period Student Days					Grading Period Student Days						
1 29					4 28						
2 30					5 29						
3 30					6 29						
Semester 1 88					Semester 2 88						
Sept 30 Early Release					<div style="background-color: yellow; border: 1px solid black; padding: 2px;">Waiver</div> <div style="background-color: yellow; border: 1px solid black; padding: 2px;">Professional Dev. 5</div>						
Nov 11 Early Release					<div style="border: 1px solid black; padding: 2px;">Instruction Days 175</div>						
Dec. 18 Early Release											
Jan 13 Early Release											
Mar 2 Early Release											
Apr 25 Early Release											
June 3 Early Release											
Feb. 12 Bad Weather Day											
Mar.25 Bad Weather Day											

# Exhibit 3

## Elementary Assessment Matrix and Tools Grades PK - 5

Exhibit 3 displays the current assessment tools used in the district at the elementary level:

Assessment Tools Used at the Elementary Level Woodville Independent School District							
Assessment Tool	PK	K	1	2	3	4	5
PK and K Basic Readiness	x	x					
Reading Screening and Progress Monitoring		x	x	x	x	x	x
Math Screening and Progress Monitoring		x	x	x	x	x	x
TELPAS		x	x	x	x	x	x
STAAR, STAAR L, STAAR A, STAAR Alternate Reading					x	x	x
STAAR, STAAR L, STAAR A, STAAR Alternate Math					x	x	x
STAAR, STAAR L, STAAR A, STAAR Alternate Science							x
STAAR, STAAR L, STAAR A, STAAR Alternate Writing						x	
Curriculum Based Assessments		x	x	x	x	x	x
STAAR Benchmark					x	x	x
Local 6 weeks exams (Reading/ELA, Math, Science -5 <sup>th</sup> Grade)					x	x	x
Credit by Examination upon Parent Request		x	x	x	x	x	x
<b>Program Assessments</b>							
Bilingual - ESL	x	x	x	x	x	x	x
Gifted/Talented		x	x	x	x	x	x
Special Education	x	x	x	x	x	x	x
Dyslexia		x	x	x	x	x	x

# Exhibit 4

## Secondary Assessment Matrix and Tools

### Grades 6-12

Exhibit 4 displays the current assessment tools used in the district at the secondary level:

Assessment Tools Used at the Secondary Level Woodville Independent School District							
Assessment Tool	6	7	8	9	10	11	12
TELPAS	x	x	x	x	x	x	x
STAAR, STAAR L, STAAR A, STAAR Alternate Reading	x	x	x				
STAAR, STAAR L, STAAR A, STAAR Alternate Math	x	x	x				
STAAR, STAAR L, STAAR A, STAAR Alternate Writing		x					
STAAR, STAAR L, STAAR A, STAAR Alternate Science			x				
STAAR, STAAR L, STAAR A, STAAR Alternate Social Studies			x				
STAAR EOC (STAAR L, STAAR A, STAAR Alt.) – English I, English II				x	x		
STAAR EOC (STAAR L, STAAR A, STAAR Alt.) – Algebra I			x	x			
STAAR EOC (STAAR L, STAAR A, STAAR Alt.) – Biology				x	x		
STAAR EOC (STAAR L, STAAR A, STAAR Alt.)– U.S. History					x	x	
Credit by Examination upon Parent Request	x	x	x	x	x	x	x
Local 6-weeks Exams	x	x	x	x	x	x	x
Local Semester Exams				x	x	x	x
Curriculum Based Assessments	x	x	x	x	x	x	x
ASVAB					x	x	
PSAT					x	x	
SAT					x	x	x
ACT					x	x	x
TSI					x	x	x
<b>Program Assessments</b>							
Bilingual - ESL	x	x	x	x	x	x	x
Gifted/Talented	x	x	x	x	x	x	x
Special Education	x	x	x	x	x	x	x
Dyslexia	x	x	x	x	x	x	x
Advanced Placement					x	x	x

## **Exhibit 5**

## **Assessment Tools**

	Content Area	Students Assessed	Current Data Use
ACT	High school students' general educational development and their ability to complete college-level work	Any high school student	College entrance exam
Advanced Placement	Course knowledge and skills	AP students in grades 10-12	Award of college credit; award of state incentive funds; evaluation of AP courses
ASVAB	Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, Mathematics Knowledge, General Science, Auto & Shop Information, Mechanical Comprehension, Electronics Information, Assembling Objects	All students, grade 10 -11	To help school counselors and students discover where a student's basic aptitude lies
Credit by Examination	Course knowledge and skills	Any student to gain credit for a course through testing	To advance student to next grade or give a high school course credit
PSAT	Verbal, math	Any student, grades 10-11	To predict success on the SAT
STAAR	Reading	All students in grades 3 - 8	To evaluate knowledge and skills for grade level
STAAR	Writing	All students in grade 4 and 7	To evaluate knowledge and skills for grade level
STAAR EOC	ELA	All students in grades 9, 10 and 11	To evaluate knowledge and skills for grade level

## Exhibit 5 cont.

Assessment Instrument	Content Area	Students Assessed	Current Data Use
STAAR	Math	All students in grades 3 - 9	To evaluate knowledge and skills for grade level
STAAR	Science	All students in grades 5, 8, 9 or 10	To evaluate knowledge and skills for grade level
STAAR	Social Studies	All students in grades 8, 10 or 11	To evaluate knowledge and skills for grade level
SAT	High school students' general educational development and their ability to complete	Any high school student	College entrance exam
Semester Exams	Course knowledge and skills	All students in all courses, grades 9 - 12	To evaluate knowledge and skills for course
Curriculum Based Assessments	Course knowledge and skills	All students in all courses, grades K-12	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
TELPAS	Texas English Language Proficiency Assessment - English language learners in listening, speaking, reading, and writing	All grades	To evaluate reading skills and English Proficiency for English as a Second Language students

# Exhibit 6

# Program Assessments

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>ESL</b>	IDEA Proficiency Test	Listening and Speaking Oral Language Proficiency	Limited English proficient students in grades K-12	ESL Evaluation
	ITBS Form E	Vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, science,	Limited English proficient students in grades K - 12	ESL Evaluation
<b>Gifted/Talented</b>	TTCT	Assesses fluency, elaboration, originality, and abstractness of titles	Students nominated for GT Screening in Grades K-12	Gifted/Talented Program Eligibility
	CogAT Form 7	Assesses verbal/picture analogies, number analogies and figure matrices	Students nominated for GT Screening in Grades K-12	Gifted/Talented Program Eligibility
	ITBS Form E	Assesses areas of vocabulary, word analysis, reading, math, social studies, and science	Students nominated for GT Screening in Grades K-12	Gifted/Talented Program Eligibility

## Exhibit 6 cont.

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>Dyslexia</b>	GORT 5	Provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties. Assesses reading accuracy, rate and comprehension	All students referred Gr. 1 - 12	Dyslexia Program Eligibility
	CTOPP 2	Assesses phonological awareness, phonological memory, and rapid naming	All students referred Gr. 1 - 12	Dyslexia Program Eligibility
	TWS 5	Assesses spelling efficiency	All students referred Gr. 1 - 12	Dyslexia Program Eligibility
	WRMT 3	Assesses decoding, high frequency words and listening comprehension	All students referred Gr. 1 - 12	Dyslexia Program Eligibility
	KBIT 2	Assesses cognitive ability	All students referred Gr. 1 - 12	Dyslexia Program Eligibility

## Exhibit 6 cont.

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>Special Education</b>	WPPSI - II	Assessment tool to measure intellectual abilities in young children	All students referred as needed.	Special Education Screening/ Eligibility
	Battelle	Developmental inventory assessment	All students referred as needed.	Special Education Screening/ Eligibility
	WISC -V	Intelligence Assessment	All students referred as needed.	Special Education Screening/ Eligibility
	Woodcock-Johnson (WJ-IV)	Measures general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.	All students referred as needed.	Special Education Screening/ Eligibility
	WIAT I-III	Assesses individual achievement skills	All students referred as needed.	Special Education Screening/ Eligibility
	Vineland Adaptive Behavior	Assesses personal and social functions	All students referred as needed.	Special Education Screening/ Eligibility
	Kaufman (KTEA)	Assessment of the key academic skills in reading, math, written language, and oral language.	All students referred as needed.	Special Education Screening/ Eligibility
	CREVT	Assesses comprehensive receptive and expressive vocabulary	All students referred as needed.	Special Education Screening/ Eligibility
	KAUFMAN (KABC-II)	Assesses ability and is culturally unbiased	All students referred as needed.	Special Education Screening/ Eligibility
	WASI - II	Measures intellectual ability	All students referred as needed.	Special Education Screening/ Eligibility
	DAS	Assesses differential ability	All students referred as needed.	Special Education Screening/ Eligibility

## Exhibit 6 cont.

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>Special Education</b>	WAIS	Assesses general intelligence	All students referred as needed.	Special Education Screening/ Eligibility
	TONI-3	Assesses nonverbal intelligence	All students referred as needed.	Special Education Screening/ Eligibility
	WRAT-3	Measures reading recognition, spelling, and arithmetic computation	All students referred as needed.	Special Education Screening/ Eligibility
	BASC – II	Behavior Scale	All students referred as needed.	Special Education Screening/ Eligibility
	GARS 3	Assessment and rating scale for autism spectrum disorder	All students referred as needed.	Special Education Screening/ Eligibility
	GADS	Assessment for autism spectrum disorder	All students referred as needed.	Special Education Screening/ Eligibility
	ABAS 3	Assessment of adaptive skills across the life span	All students referred as needed.	Special Education Screening/ Eligibility
	Stanford Binet IV	Assessment of intelligence and cognitive abilities	All students referred as needed.	Special Education Screening/ Eligibility
	WRMT-III	Reading Assessment	All students referred as needed.	Special Education Screening/ Eligibility
	Leiter – R	Non-verbal intelligence assessment	All students referred as needed.	Special Education Screening/ Eligibility
	PEP – 3	Assesses the skills and behaviors of children with autism	All students referred as needed.	Special Education Screening/ Eligibility

## Exhibit 6 cont.

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>Special Education</b>	Berry VMI	Assesses visual-motor deficits	All students referred as needed.	Special Education Screening/ Eligibility
	K-SEALS	Assesses developmental early academics and language skills	All students referred as needed.	Special Education Screening/ Eligibility
	CTOPP	Assesses phonological processing	All students referred as needed.	Special Education Screening/ Eligibility
	DAYC	Developmental assessment of young children	All students referred as needed.	Special Education Screening/ Eligibility
	Developmental Profile 3	Developmental assessment	All students referred as needed.	Special Education Screening/ Eligibility
	ADOS 3	Assesses autism spectrum disorders across age, developmental level and language skills	All students referred as needed.	Special Education Screening/ Eligibility
	TOMA 3	Assesses to identify, describe, and quantify mathematical deficits	All students referred as needed.	Special Education Screening/ Eligibility
	SSIS	Assesses social skills	All students referred as needed.	Special Education Screening/ Eligibility
	CARS 2	Autism Rating Scale	All students referred as needed.	Special Education Screening/ Eligibility
	MIGDAS	Assessing Asperger's and high-functioning autism	All students referred as needed.	Special Education Screening/ Eligibility
	Sensory Processing Measure	Assesses children with sensory processing difficulties	All students referred as needed.	Special Education Screening/ Eligibility

## Exhibit 6 cont.

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
<b>Special Education</b>	PDDST-II	Early childhood screener for autistic spectrum disorder	All students referred as needed.	Special Education Screening/ Eligibility
	ABLLS-R	Developmental assessment of basic language and learning skills	All students referred as needed.	Special Education Screening/ Eligibility
	ADDES 4	Evaluation scale for characteristics of ADD/ADHD	All students referred as needed.	Special Education Screening/ Eligibility
	Creative Curriculum	Developmental assessments for early childhood	All students referred as needed.	Special Education Screening/ Eligibility

