Assessment Series Guidelines

To be compliant with PERA legislation, teachers need to generate data on student growth to be used in their evaluation. Most teachers will collect this data from assessment series that are Type II (district-wide) and Type III (teacher-specific or PLT-created). Whether they are Type II or Type III, each assessment series consists of a pre- and post-test to measure student growth, as well as a non-evaluative midpoint assessment.

		Type II Assessment Series – 10% of summative evaluation	Type III Assessment Series – 20% of summative evaluation
Creation Process	*The tests in these assessment series are created by different people depending on the type.*	These pre- and post-tests are created and administered at the district level.	These pre- and post-tests are created by the teacher or PLT.
Approval Process	*These assessment series must be approved in advance.*	D211 Curriculum Committee (department chairs, principals, and associate superintendent) will approve pre-test ,post- tests, and post-test proficiency levels.	Building-level evaluators (department chair and administrator) will approve pre-tests, post-tests, and post-test proficiency levels.
Assessment Focus	*Type II and Type III assessment series will focus on at least one D211 CLS designated for that specific course.*	Both the pre- and post- test should focus on the same CLS(s). The building PLT and evaluators (chair and administrator) should make a data-driven decision when choosing the CLS(s) to be measured.	Both the pre- and post- test should focus on the same CLS(s); however, the same CLS(s) does not need to be assessed each year of the two-year evaluation cycle. The teacher and his/her evaluators (chair and administrator) should make a data-driven decision when choosing the CLS(s) to be measured. If the same CLS as the Type II assessment series is chosen, a different pre- and post-test must be created and administered.
Midpoint Assessment	*Teachers will also administer a non-evaluative midpoint assessment.*	Non-evaluative PLT- or teacher-generated midpoint data provides feedback for the teacher on student growth. The data is not reported, but may be useful for a teacher's April 1 reflection.	Non-evaluative PLT- or teacher-generated midpoint data provides feedback for the teacher on student growth. The data is not reported, but may be useful for a teacher's April 1 reflection.

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		Type II Assessment Series – **10% of summative evaluation**	**Type III Assessment Series –** **20% of summative evaluation**
Data Collection & Reporting	*Teachers will gather data from pre- and post-tests in both assessment series.*	All sections of the targeted course are reported in Year 1 of the evaluation cycle. The Type II pre-test provides baseline data for all sections of the targeted course taught during Year 1 of the evaluation cycle. Data is collected for both student growth measurement and PLT collaboration. Data will be entered into Mastery Manager. Year 1: The Type II assessment series provides data for all sections of the targeted course taught during year one of the evaluation cycle. Year 2: The Type II assessment series data will continue to be collected during the second year of the evaluation cycle but cannot be used to determine the student growth component of the summative evaluation.	A Type III assessment series must be given each year of the evaluation cycle. All sections of the targeted course are reported but teacher selects the year (Year 1 or Year 2 of evaluation cycle) to be used for the 20% of the evaluation. Data may not necessarily be entered into Mastery Manager but must be reportable.
Student Growth	*The data gathered from pre- and post-tests will be used to determine student growth.*	A student can show growth in one of two ways: 1) Improving at least 0.1% from pre- to post-test, or 2) scoring at or above the set proficiency level on the post-test.	

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Other Considerations for Assessments

Type II Assessment Series

- Pre- and post-tests must be **<u>mirrored assessments</u>**. "Mirrored assessments" are designed with the same form, skill, and level of complexity.
    - For example, a pre-test with two reading passages and 25 questions should have a post-test containing two different reading passages of a similar complexity and 25 different questions addressing similar skills.
    - "Mirrored assessments" does not mean administering the same test as a pre- and post-test.
    - If using a rubric to score a Type II assessment, the same rubric must be used on both the pre- and post-test. The performance task must be mirrored but cannot be identical.
    - Post-tests may be given as final exams.
- A Type I assessment may be approved for use (ex. MAP).
- If multiple choice assessments are used, there must be at least 7 questions per CLS to ensure validity (this is in line with ACT practices).
- Because mid-point assessments do not need to mirror pre- and post-tests, they can take a variety of forms.
- Best assessment practices, including ensuring inter-rater reliability, must be developed for common assessments.
- The pre- and post-tests must be given within a two-week window agreed upon by the department chairs.

Type III Assessment Series

- Pre- and post-tests must be **<u>mirrored assessments</u>**. "Mirrored assessments" are designed with the same form, skill, and level of complexity.
    - For example, a pre-test with two reading passages and 25 questions should have a post-test containing two different reading passages of a similar complexity and 25 different questions addressing similar skills.
    - "Mirrored assessments" does not mean administering the same test as a pre- and post-test.
    - If using a rubric to score a Type III assessment, the same rubric must be used on both the pre- and post-test. The performance task must be mirrored but cannot be identical.
- Type I or Type II assessments may be approved for use (ex. MAP) as a Type III assessment. However, the same assessment cannot be used to collect both the Type II and Type III series data.
- If multiple choice assessments are used, there must be at least 7 questions per CLS to ensure validity (this is in line with ACT practices).

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