



**Assessment
Aggie Improvement Team
2018-2019**

GOAL:

All students will become proficient by experiencing the benefits of learning in a balanced assessment system, including getting useful feedback as well as tracking their own learning.

Overall Strategy: Develop New K-12 Report Cards that Accurately Represent SBG

Action Step I: Develop K-12 report card models to be rolled out in the Fall of 2019-20.

■ Accomplishments:

- The Assessment Team participated in a webinar demonstration of the Marcia Brenner Power School report card software suite.
- Based on this webinar demonstration, the team decided to move forward with purchasing the software suite.
- The team will be working on the development of report cards in the elementary and further exploring report card development in the MS and HS.
- Our team did work last year regarding formatting that will be used as the starting point for building the report cards.

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Action Step 2: Train one or more staff members in Power School report writing with the ISD.

- **Accomplishments**
 - Two of our team members helped coordinate a pilot of the standards-version of Power School, as they served as liaisons to the Power School personnel at the ISD.
 - We have put forth two new teacher technology coach positions starting in the 2019-20 school year to help facilitate this work for next year.

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Action Step 3: Explore how to report out formative assessment completion by fraction or percentage

- **Accomplishments:**
 - Our team members were all given the book *Seven Strategies of Assessment For Learning* by Jan Chappuis
 - Our team read and discussed sections of the book to establish a common understanding of clear learning targets and formative assessment.
 - This reading of research was necessary to establish a common framework for moving forward.

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- **Action Step 4: Standardize PowerSchool inputs and create/release videos to increase parent understanding.**
 - **Accomplishments**
 - One teacher from each building who have deep understanding of assessment practices spent one day working to develop a detailed document that clearly defines best practice for each main area of assessment as well as the correlated best teaching practices.
 - One elementary teacher from each grade level spent one day with assessment team members talking through every aspect of our newly best practices document that was developed with attention to scaffolding, meaning that each building has a slightly different document that is appropriate for its students.
 - Our assessment team spent most of the last PD day talking through the best practices with all teachers.

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- **Action Step 5: Update and report out work habits K-12 and explore academic survival skills.**
 - **Accomplishments:**
 - Our team listened to the teachers and realized we needed to do an assessment re-boot and more clearly define best practices and provide training for our teachers.
 - At the end of the last PD day in May, teachers shared what next steps would be helpful to prepare them for writing summative assessments, handling reteaching and creating retakes according to research.
 - As a result of their feedback, we held a paid work day last Friday and 24 TEACHERS came to get questions answered, to work and access available resources. Our assessment teacher leaders provided examples and served as resources for their peers.

What's Next?

- Our Assessment Team will:
 - work on developing new parent guides re: district-wide teaching and assessment practices for each building that align with our newly developed teacher guides
 - train K-2 teachers regarding how to use Power School
 - help all teachers learn how to use the standards side of Power School
 - help teachers get their enduring learning targets identified for use in development of standards-based report cards
 - work on developing check lists that identify academic success traits that will be tracked and reported out by teachers to students and parents
 - provide time and support for science teachers to create summative assessments that align with the principles of NGSX
 - continue to develop ways via staff meetings and PD to ensure staff are getting feedback regarding each aspect of the new expectations document