

Breathitt County Schools
2021-2022 Assessment Calendar
Graduates Prepared for College, Career and Community

Assessment	Assessment Window	Grade Levels	Data Report to Board
Brigance	July-September	Kindergarteners	January
NWEA MAP (Fall)	Aug. 30-Sept. 10, 2021	K-11	September
Fountas & Pinnell/EasyCBM	Aug. 30-Sept. 10, 2021	K-6 students not meeting benchmark	September
Alternate Assessment Window 1	TAR Window: AT Window 1:	Students qualifying for Alt. Assessment	October
ODW Scrimmage 1 (Passage-Based)	November 2021	K-11	December
NWEA MAP (Winter)	Dec. 6-17, 2021	K-11	January
Fountas & Pinnell/EasyCBM	Dec. 6-17, 2021	K-6 students not meeting benchmark	January
ACCESS		ELL Students	
KOSSA/Career Technical	February/March	CTE Pathway students	October, as part of TR data
ACT	Initial Testing: SpEd Window: Make-up Day:	11	July
ODW Scrimmage 2 (Stand Alone)	February 28-March 4, 2022	K-11	March
NWEA MAP (Spring)	Grades 3-11: March 21-29, 2022 Grades K-2: Week prior to KPREP	K-11	April
Fountas & Pinnell/EasyCBM	Grades 3-6: March 21-29, 2022 Grades K-2: Week prior to KPREP	K-6 students not meeting benchmark	April
Alternate Assessment Window 2	AT Window 2:	Students qualifying for Alt. Assessment	October
AP Testing	May 2022	Students in AP classes	October, as part of TR data
K-PREP	5 consecutive days within the last 14 instructional days of district calendar	Reading: Grades 3-8 & 10 Math: Grades 3-8 & 10 SS: Grades 5, 8, & 11 Science--Grades 4, 7 & 11 On-Demand: Grades 5, 8, 11	October
District-Wide Testing	Elementary ONLY	Middle/High ONLY	K-PREP

Breathitt County Schools
Comprehensive, Balanced System of Assessments
Graduates Prepared for College, Career and Community

Type of Assessment	Name of Assessment	Purpose of Assessment*	Use of Assessment Data to Support Learning*	Collective Responsibility
Formative Assessment	Classroom			
<ul style="list-style-type: none"> ● How is the student responding to instruction and/or intervention? ● What learning comes next for the student? ● How do I adjust instruction in response to the evidence of student learning? ● What professional learning or coaching opportunities exist? 	<ul style="list-style-type: none"> ● Strategy 1: Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria † ● Strategy 2: Elicit Evidence of Learning † ● Routine 1: Activating Prior Knowledge# ● Routine 2: Academic Dialogue# ● Routine 3: Questioning# ● Routine 4: Observation and Analysis of Student Work# ● Routine 5: Peer and Self-Assessment# ● Strategy 3: Providing Feedback that Moves Learning Forward † ● Strategy 4: Activating Students as Learning Resources for One Another † ● Strategy 5: Activating Students as Owners of Their Own Learning † ● MAP Skills Report <div style="text-align: center; border: 1px solid black; padding: 2px;">Intervention</div> <ul style="list-style-type: none"> ● Lexia Core5: GLM Report ● Reading Plus: SeeReader, ReadAround, iBalance ● Dreambox: Growth Report, Standards Report ● ALEKS Math: Teacher created KCs, Progress Reports, Pie Completion 	<ul style="list-style-type: none"> ● Informs teaching and learning ● Monitors student learning and progress, based on lesson goals ● Provides immediate or very timely feedback on student understanding ● Signals important learning goals 	<ul style="list-style-type: none"> ● Informal and formal checkpoints on students' learning during the course of instruction ● Provides feedback to students and teachers in short-term intervals ● Directly embedded in and informs ongoing teaching and learning 	<p>Student</p> <ul style="list-style-type: none"> ● Uses provided feedback from elicited evidence to adapt learning. <p>Teacher</p> <ul style="list-style-type: none"> ● Plan, Implement, Collect, Monitor, Reflect, and Adjust ● Notices, recognizes, and responds to the evidence of student learning to support progress toward learning goals. <p>PLC</p> <ul style="list-style-type: none"> ● Collaborate, Provide and/or Receive Peer Feedback, Identify Next Steps <p>School Leadership Team</p> <ul style="list-style-type: none"> ● Monitor, Coach, and Support <p>District Curriculum Team</p> <ul style="list-style-type: none"> ● Monitor, Coach, and Support

* Adapted from The Center on Standards and Assessment Implementation WestEd

† Reference: *Embedding Formative Assessment* by Dylan Wiliam

Reference: KY Model Curriculum Framework

Type of Assessment	Type of Assessment	Purpose of Assessment*	Use of Assessment Data to Support Learning*	Collective Responsibility	
Diagnostic Assessment	Classroom				
<ul style="list-style-type: none"> ● What specific skills are needed for the student's learning? ● How can I use the data to plan meaningful and efficient instruction? ● What professional learning or coaching opportunities exist? 	<ul style="list-style-type: none"> ● Pre-assessment ● Running Records 	<ul style="list-style-type: none"> ● Identifies potential learning strengths and difficulties and/or areas that require further development ● Provides teachers with information to inform next possible instructional steps 	<ul style="list-style-type: none"> ● Obtain insight into student's learning challenges ● Feedback can inform how teachers provide learning support, as well as next steps in instruction 	<p>Teacher</p> <ul style="list-style-type: none"> ● Differentiate based on the identified individual student learning needs to create a starting point for instruction. ● Determine if the student is using the skill/knowledge but making mistakes <p>PLC</p> <ul style="list-style-type: none"> ● Collaborate, Provide and/or Receive Peer Feedback, Identify Next Steps <p>School Leadership Team</p> <ul style="list-style-type: none"> ● Monitor, Coach and Support ● Identify school data trends and allocate resources to address gaps/deficits ● Recommend program and policy changes to SBDM <p>District Leadership Team</p> <ul style="list-style-type: none"> ● Monitor, Coach and Support ● Recommend program and policy changes to the Board of Education <p>Board of Education</p> <ul style="list-style-type: none"> ● Identify district data trends and allocate resources to address gaps/deficits ● Review and consider approval of program and policy changes 	
	District				
	<ul style="list-style-type: none"> ● Lexia Core5: Insight Assessment ● Reading Plus: Insight Assessment ● Dreambox: Initial Assessment ● ALEKS: Initial Knowledge Check 				
	State				
	<ul style="list-style-type: none"> ● Brigance ● WIDA ACCESS Placement Test (K W-APT) ● WIDA Online Screener Grades 1-12 				

* Adapted from The Center on Standards and Assessment Implementation WestEd

† Reference: *Embedding Formative Assessment* by Dylan Wiliam

Reference: KY Model Curriculum Framework

Type of Assessment	Type of Assessment	Purpose of Assessment*	Use of Assessment Data to Support Learning*	Collective Responsibility
Interim/Benchmark Assessment	Intervention			
<ul style="list-style-type: none"> • Are there any core instructional concerns? What adjustments need to be made? • How can I quickly identify students who are at risk or need extension? • What professional learning or coaching opportunities exist? 	<ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) - BAS 	<ul style="list-style-type: none"> • Predicts student's end-of-year proficiency • Monitors students' progress toward longer-term goals • Informs teacher instruction and/or school improvement • Identifies and provides support for struggling students, teachers, schools • Evaluates learning outcomes • Informs school improvement planning • Signals important learning goals 	<ul style="list-style-type: none"> • Monitor student learning and may be predictive of student's end-of-year performance • Inform improvement strategies for teachers, schools, and districts 	<p>Student</p> <ul style="list-style-type: none"> • Set learning goals <p>Teacher/PLC</p> <ul style="list-style-type: none"> • Identify strengths/gaps for individual students • Assign students to tiered intervention as needed • Reflect on the efficacy of instruction and make curricular changes as needed. <p>School Leadership Teams</p> <ul style="list-style-type: none"> • Identify school wide trends to inform opportunities for student and/or adult learning, coaching, feedback and resources. • Recommend program and policy changes to SBDM <p>District Leadership Team</p> <ul style="list-style-type: none"> • Identify district wide trends to inform opportunities for professional learning and coaching. • Recommend program and policy changes to the Board of Education <p>Board of Education</p> <ul style="list-style-type: none"> • Review data and identify progress for a school or the district per administration • Review and consider approval of program and policy changes
	District			

* Adapted from The Center on Standards and Assessment Implementation WestEd

† Reference: *Embedding Formative Assessment* by Dylan Wiliam

Reference: KY Model Curriculum Framework

Type of Assessment	Type of Assessment	Purpose of Assessment*	Use of Assessment Data to Support Learning*	Collective Responsibility
Summative Assessment	Classroom			
<ul style="list-style-type: none"> • Which standards were/were not mastered by students? • How can we use student data to identify strengths/gaps in the curriculum? How can we address identified gaps? • What was the achievement made during the specific time period of student learning in the designated areas (by student, class, grade level, school and district)? • What professional learning or coaching opportunities exist? 	<ul style="list-style-type: none"> • Common Summative Assessments • Midterms • Final Exams • Final Projects • Performance Tasks 	<ul style="list-style-type: none"> • Provides overall description of students' learning status, enabling monitoring and evaluation of student achievement • Evaluates effectiveness of the educational Inform improvement strategies for programs, classroom, schools and districts environment at various levels • Provides information for accountability purposes • Informs school improvement planning • Signals important learning goals 	<ul style="list-style-type: none"> • Evaluate and monitor student learning • Inform teaching and learning at the program, school, and district level • Inform improvement strategies for programs, classrooms, schools and districts 	<p>Students</p> <ul style="list-style-type: none"> • Receives feedback on mastery of standards <p>Teachers/PLC</p> <ul style="list-style-type: none"> • Reflect on the efficacy of instruction and make curricular changes as needed <p>School Leadership Team</p> <ul style="list-style-type: none"> • Develop improvement plans for programs, classrooms, and school • Recommend program and policy changes to SBDM <p>District Leadership Team</p> <ul style="list-style-type: none"> • Develop strategic, long term evaluation of curriculum and programming based on trends • Develop improvement plans for programs, classrooms, schools, and the district • Recommend program and policy changes to the Board of Education <p>Board of Education</p> <ul style="list-style-type: none"> • Identify annual yearly progress for a school or the district • Review and consider approval of program and policy changes <p>KDE</p> <ul style="list-style-type: none"> • Identify annual yearly progress for schools and districts • Identify schools and districts for targeted or comprehensive support
	State			

* Adapted from The Center on Standards and Assessment Implementation WestEd

† Reference: *Embedding Formative Assessment* by Dylan Wiliam

Reference: KY Model Curriculum Framework