# Granite School District Assessment Plan

Granite School District's charge and responsibility is to ensure students leave us prepared for college, career and life in the 21st century world. In response to th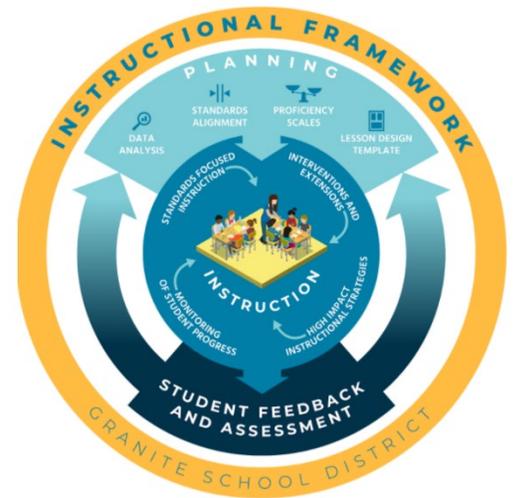is charge, the Granite District School Board has established goals that include increasing achievement for every student. The work of educators in Granite District is guided by five components referred to as the Granite Way: Fidelity to the Core, Instructional Framework, Instructional Tools and Assessments, Professional Learning Communities (PLCs), and Multi-tiered Systems of Support (MTSS). As educators increase their ability to implement these five components into their practice, student achievement will also increase.

Assessment plays a critical role in the components of the Granite Way. The Instructional Framework relies on an ongoing process of student feedback and assessment to monitor student learning, adjust instruction, provide appropriate interventions or extensions, and improve programming. The Granite Way relies on quality assessments to inform and guide instruction as educators work collaboratively in PLCs as well as monitoring progress for an effective MTSS process. Feedback from assessments is also used to communicate to students and parents progress toward mastery of content and skills, identify areas of strength and opportunities for growth.

A balanced approach to assessment strategically incorporates summative, interim, and formative assessments to provide meaningful and interpretable information for stakeholders at all levels[1].

**Summative Assessments** are given at the end of a defined instructional period, such as a unit of instruction or a school year, to evaluate students' performance against a set of learning targets for that period.

**Interim or Benchmark Assessments** are administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals, in order to inform educators and policymaker decisions at the classroom, school, and district levels. Design of the assessments are driven by the purpose and intended uses, but the results must be aggregable for reporting across students, occasions, and concepts. Interim assessments can fulfill an instructional purpose when used by educators to adapt instruction and curriculum to meet student needs. They can be evaluative by providing information to help teachers, administrators, or policy makers learn about curriculum and instructional choices and then take action. Interim assessments can also be predictive when used to help determine a student's likelihood of meeting end of level targets[2]

[1]"Supporting High-Quality Statewide Assessment: What Every State Policy Leader Needs to Know." (Center for Assessment, 2020).

[2] "The Role of Interim Assessment in a Comprehensive Assessment System." (Perie, Marion, Gong & Wurtzel, 2007). https://www.achieve.org/files/TheRoleofInterimAssessments.pdf

**Formative Assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. These assessments include minute-by-minute opportunities integrated into classroom lessons to gauge effectiveness and make necessary adjustments.

Granite District has a Proficiency-Based Learning model designed around the premise that grades are intended to communicate progress toward mastery of course content standards to students and parents. Assessment is an important component of this model and requires use of multiple opportunities for assessment tied directly to specific standards and using multiple modalities in order to provide evidence of mastery of standards.

There are a variety of assessments that are given in Granite District to fulfill the multitude of purposes. The following pages summarize state-wide and local assessments. Included is the purpose of each assessment, the population that take it, how the data from the assessment are used and shared, the estimated time required for the assessment and when the assessment is given.