

Comprehensive Assessment System Components

(Board Policy 6400)

Type	Classroom Assessment			District/State/Federal	
	Short-Cycle	Medium-Cycle	Long-Cycle	Interim/Semester	Annual
Impact on Learning					
Purpose	<ul style="list-style-type: none"> Checks for Understanding in real time Gauges instructional effectiveness 	<ul style="list-style-type: none"> Checks for Understanding Gauges instructional effectiveness Measures student retention of learning towards standards 	<ul style="list-style-type: none"> Gauges instructional effectiveness Measures students' retention of learning and growth toward standards 	<ul style="list-style-type: none"> Measures students' retention of learning and growth toward standards Predicts future performance on state assessment(s) Guides academic programming 	<ul style="list-style-type: none"> Predicts future performance Measures students retention of learning and growth toward standards Guides program decisions Fulfills accountability requirements
Examples	<ul style="list-style-type: none"> Strategic Questioning and/or Checking for Understanding during instruction 	<ul style="list-style-type: none"> Common Assessments, within units, used by teacher teams in the context of PLCs 	<ul style="list-style-type: none"> Common grade level or department unit/topic assessments used by teacher teams in the context of PLCs 	<ul style="list-style-type: none"> MAP/Measures of Academic Progress (STATE: ELA; K-3 - NRS 388.157) High School Finals 	<ul style="list-style-type: none"> ACT (NRS 390.600 and NRS 390.610) Smarter Summative Assessment in ELA & Math (NRS 390.105) Science Summative (NRS 390.105) ELPA (NRS 390.810) NV EOC Finals (NRS 390.600)
Who	<ul style="list-style-type: none"> Created by teachers or external sources Teachers determine when to assess 	<ul style="list-style-type: none"> Created by teachers or external sources Teachers determine when to assess 	<ul style="list-style-type: none"> Created by teachers, district, or external sources Teachers or district determines when to assess 	<ul style="list-style-type: none"> Created by district or external sources. District determines when to assess 	<ul style="list-style-type: none"> Created by external sources. State determines when to assess
Occurs	<ul style="list-style-type: none"> Daily; during instruction 	<ul style="list-style-type: none"> Within instructional units 	<ul style="list-style-type: none"> End of unit or topic 	<ul style="list-style-type: none"> 2-3 times per year 	<ul style="list-style-type: none"> Annually/program specific
Utility	Students and Teachers	Students, Teachers, and Parents	Central Office Administrators		
			Principals/Departments	Policy Makers	
Appropriate Questions to Ask	<ul style="list-style-type: none"> How are students thinking about lesson-sized chunks of daily content? What next steps do the students need to take in their understanding? Did the students learn the lesson learning targets? Which students struggled and why? How will I adjust my planning of tomorrow's lesson for those students? 	<ul style="list-style-type: none"> How are students thinking about current content within a unit? What next steps do the students need to take in their understanding? Did the students retain what they learned in previous lessons? What interventions are needed and by whom? How will I adjust my planning in the next few lessons in this unit? 	<ul style="list-style-type: none"> What are students' current status/achievement levels on the learning goal(s) assessed? How should we report/record? How should we report students' current achievement to students/parents/guardians? How will we adjust our intervention groups to close gaps in learning? 	<ul style="list-style-type: none"> Which students need further diagnostic assessments? Are the standards being taught and learned? Does our enacted curriculum have gaps between learning expectations and assessment? What structural or instructional changes might be helpful? How should resources be distributed or redistributed? 	<ul style="list-style-type: none"> Does the curriculum cover the standards in appropriate breadth and depth? How does each tested grade level, subject, and school perform in regard to the standards? Which curricular area(s) may need more resources?