

Bradley International Assessment Plan 2019-2020

Bradley Calendar for i-Ready Interim Assessments

2019-2020 Assessment Administration Dates (Literacy and Math)

Fall

Grades 1-5: August 26, 2019 – September 20, 2019

Kindergarten: September 3, 2019-October 18, 2019

Midyear

Grades K-5: Dec. 2, 2019 – December 20, 2019

Spring

Grades K-5 May 1 – May 29, 2020

Bradley students (Grades 1-5) will take their Beginning of Year (BOY) district assessments for literacy and math between August 26th – September 20th. Kindergarten students will take their BOY assessments between September 3 and October 18th. Bradley students will take their midyear interim assessments during the month of December. All assessments are to be completed by December 20th. Teachers will analyze BOY (Beginning of Year) and MOY (Midyear) data along with a body of evidence to determine student performance and areas of need for reteach and differentiated instruction. The i-Ready diagnostic is also used to tailor the online curriculum to each student's individual needs.

i-Ready is our chosen assessment tool for students in grades K-5. Students will complete their assessments in the classrooms on Chromebooks/Laptops or in the Computer Lab. Each test (reading and math) takes approximately one hour with it taking a little longer in grades K-2. This is not a timed test and students are able to complete with as much time as they need.

If you choose to opt out of the district assessment, please contact your teacher or the assistant principal at 720-424-9468.

	<i>Bradley i-Ready Interim Assessments</i>
Assessment Calendar	Bradley students take the i-Ready Diagnostics for reading and math three times per year, once at the beginning of the year (August/September), once at midyear (December) and again at the end of the year (May). Each interim takes approximately one hour with it taking a little longer in the primary grades. In the younger grades, the diagnostic may be broken up into several sessions over the course of a few days.
How will you use the data from these assessments?	The i-Ready Diagnostics are used to inform teaching and help teachers plan for differentiation. They allow students to access the Ready curriculum at their current level of performance. Teachers use the data from the assessments along with a body of evidence to determine student growth and areas of need for reteach. The i-Ready reading diagnostic is also used to

	determine which students are qualify for a Read Plan under the Colorado State Read Act.
Assessment Format	i-Ready Diagnostics are taken online using a desk top computer, a laptop or a Chromebook.
Grades	All students in grades Kindergarten through 5 th take the i-Ready reading and math diagnostics.
Opt-Out	To opt out, parents should contact the principal or assistant principal at 720-424-9468.

Guidance: This document is intended to guide the conversation between school leaders, Instructional Superintendents/Executive Directors, and content experts, when discussing a school’s decision to decline to opt into district-supported assessment tools and strategies. Please note that some of the questions listed below will only pertain to select grade levels.

- School leaders are responsible for ensuring all legal requirements are met, as outlined *here*. For a list of available central office supports tied to Universal Flexibility decisions, please click *here*.
- Instructional Superintendents/Executive Directors are responsible for ensuring school leaders implement a viable assessment strategy.

Local Assessments

Section 1 | Legal Compliance

1. How are you meeting the minimum requirements for support of English Language Learners (ELLs)?
2. How will the assessment purpose and dates be communicated to ensure C.R.S. 22-7-1013.8 & C.R.S. 22-7-1013.7 (HB15-1323) are met?
3. Does your vendor have an online platform? If so, how will the school validate that the assessment vendor meets district technology requirements?

Section 2 | CCSS Alignment

1. Are the assessments aligned to Common Core State Standards?
2. If your chosen assessment is not inherently aligned to CCSS, how will your school supplement/account for this need?
3. Will your assessments cover only standards that have been taught?
4. Do you have assessment blueprints? Are your assessments computer adaptive? If not, do you know what standards or skills are being assessed?

Section 3 | Implementation Questions

1. What is your assessment strategy? What are your data needs?
2. How often will you assess, and when will you assess? (There is a minimum requirement of 3 assessments per year, one in each trimester for grades 3-8 in math and literacy.)
3. Schools will need to prepare data for ongoing conversations with their ISs, on the progress their students are making. This needs to be in a format that can be manipulated (not a PDF). What is the process, format and frequency for how you will share this information?
4. What structures are in place to support the implementation and training for your assessment selection (i.e. technology, STR/SAL

availability, data teams, professional learning, assessment strategy, curricular alignment) if selecting an outside vendor?

a. When and how will your staff be trained?

5. What systems and structures (DDI) will you put in place to engage in an analysis of the data? Who will own this work?

6. How will student-level data inform the overall actions that the ILT takes to support teachers?

7. How are you progress monitoring the effectiveness of determined actions (DDI)?

8. What were your school's strengths? What are your areas of concern? (by grade/subject area)

9. Did you see any trends across grade levels?

10. How are you addressing areas of concerns and/or trends?

11. How do you know the level of rigor on your assessments meets the level of rigor on the standards?