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February	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat		
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July	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue		

Teacher PD/WD



Holidays



Weather Days



Early Out Planning



State Testing



K-8 Screener



Istation ISIP first login of every month in reading and math

CBA



K-8 Screener The universal screener is the first step in the RTI process. We screen K-8 in reading and 3-8 in math using Istation. Reports embedded in Istation will be used in the RTI process to show the level of tiered support each student needs. This satisfies the state mandate that every 7th grader who failed the 6th grade State Reading Assessment be monitored. Any student in K-1 that is struggling in math should be administered the district math screener and the results will be used in the RTI process.

CBA	Grades/Course	Validation	Dates	Simulation
	Kinder Reading, Math			
	1st Reading, Math	Aug 12 for all CBAs	CBA-1 K-11 October 24-28	3rd Sim Campus Decision
	2nd Reading, Math		WP December 5-9 grades 2-8	3rd Sim Campus Decision
	3rd Reading, Math, Writing		CBA-2 K-11 January 17-20	
	4th Reading, Math, Writing		WP Feb 6-10 grades 2-8 ENG I/	Writing Prompts
	5th Reading, Math, Science, Writing		CBA-3 K-11 April 11-14	Dec 4-8 Grades 2-8
	6th Reading, Math, Science, SS, Writing			Feb 5-9 Grades 2-Eng II
	7th Reading, Math, Science, SS, Writing			
	8th Reading, Math, Science, SS, Writing			
	ELA 9-12 ENG I, ENG II, ENG III			
	Math 9-12 ALG I, ALG II, Geometry			
	Science 9-12 Biology, Chemistry, Physic			
	SS 9-12 W GEO, W HIS, US HIS			

CBA Grading policy Can be used as a daily grade (not test) - Use Bell Curve - Allow corrections as you do for all daily assignments - Honor the students in your grading effort - Accommodations should be applied in accordance to the student's documented need.

Validation The validation process allows the teacher to see what will be assessed and the scope of the CBA at the end of a nine week cycle. When you as a teacher validate the assessment, we are asking that you determine what questions are not in the scheduled block of instruction, questions that do not properly address the SE, the answer, and edit the question for mistakes. Validations will be completed on August 12th.

Simulation Test A simulation test is designed to mirror the state testing as closely as possible. The only grade level permitted to give a simulation test is third grade. The test will be pulled from the STAAR release test(s) and will cover only material where direct instruction has occurred. The test will be entered in DMAC and all testing accommodations will be followed. There will be two Simulation Test, the dates will be campus decisions. The first test will be a 2 hour simulation and the second test will be a 4 hour simulation.

Benchmarks shall not disrupt the students instructional time, and should only address concepts and student expectations where direct instruction has occurred.

Pre-Assessment instruction in a curricular unit in order to gain an understanding of what your students know, understand, and are able to do. Without pre-assessment, you do not know the preparedness of your students for new learning, the specific learning differences amongst your students, or where to begin devising new curriculum goals (Heacox, 2009).

Why Pre-Assess

- To make instructional decisions about student strengths and
- To determine flexible grouping patterns
- To determine which students are ready for advance instructi

Purpose for Pre-Assessment

- Differentiate Instruction
- Guide whole-group instruction
- Plan learning activities that address varying levels of readiness
- Determine which students have/have not achieved mastery of specific objectives
- Identify problems that might cause students difficulty with mastery of an objective
- Form flexible groups
- Determine master level of individuals or small groups

Formal Pre-assessment Strategies

- Publisher-developed paper/pencil, software, or online form
- Teacher-developed paper/pencil or online formats
- Journal prompts
- Written responses
- Structured observations
- Student demonstrations
- Student interviews

Informal Pre-assessment Strategies

- Observations
- Conversations
- Directed questions
- Pre-assessment webs
- Walkabouts
- Knowledge bar graphs
- Check-in slips
- Visual organizers
- KWI
- Pre-assessment carousel

Formative Formative Assessment is assessment FOR learning. Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. It relies on constant feedback. Learning is enhanced when feedback is given based on product, process, and progress (Fluckiger, 2010). By involving students with feedback and formative assessments, it allows students to be a part of the learning environment and to develop self-assessment strategies that will help with their own metacognition.

Formal

- Quizzes
- Daily work
- Demonstrations
- Work samples
- Portfolio reviews
- Sketches, drawings, diagrams
- Logs, records, journals
- Drafts
- Graphic organizers
- Exit slips
- Preview/Review

Informal

- Directed questions
- Systematic observation
- Discussion reflections
- Homework scans
- Grade scans
- “thumbs” assessment
- Card signals
- White board demonstrations
- Critical reflection stems
- Student self-evaluation with rubrics/checklists

Summative

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria:

- The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among
- Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments

Common Examples

- State-mandated assessments
- District benchmark or interim assessments
- End-of-unit or -chapter tests
- End-of-term or -semester exams

Common Formats

- Multiple choice
- True/false
- Matching
- Fill in the blank
- One or two sentence response