



Battle Creek Public Schools District Assessment Plan

Last Updated 2014
Battle Creek Public Schools
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A. Purpose of Assessment

The Battle Creek School district utilizes assessment, which can be both challenging and empowering in a variety of ways for many reasons. Our primary reasons to assess and evaluate stem from the philosophy that we are committed to enhance and maximize all students' achievement and then to prepare them to successfully enter the work force and be productive citizens. To do this, we must be aware of what our students know and what they do not know, thus designing our curriculum to ensure that students meet the standards set forth by the state department of education and/or our local board of education. A variety of assessments are used to report to students, parents, and community, but the prime focus of the district's plan is student-centered assessment. Our district's assessment plan places the students at the center of the educational process. The assessment process serves as a guide to insure continuous improvement and to demonstrate accountability to the patrons of the district.

B. Explanation of How the Assessment Will Address the Standards

1. Formative Assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by our instructors to improve their teaching and by students to improve their learning. These "checks for understanding" during the learning process help students identify their strengths and weaknesses and target areas that need work and help our instructors recognize where students are struggling and address problems

immediately. Examples include the state's C4L assessments, classroom quizzes, think/pair/share, concept maps, kinesthetic assessments, observations, questioning, exit slips, etc.

2. Norm-referenced Assessment

After comparing coverage of various norm-referenced tests available with our local curriculum priorities at the grade levels at which the test is to be used, the Battle Creek School district has chosen the NWEA MAPs assessment. The MAPs assessment most closely aligns with our curriculum objectives. These will be taken in the fall by grades 2, 3, 4,5, 6,7, 8,9, 10, 11.

Other Norm-referenced Assessments to be used in School Improvement Data

All juniors will take the ASVAB assessment.

3. Criterion-referenced and Classroom Assessment Component

Locally developed tests will be designed to formatively assess the district high achievement outcomes. These tests (both district-developed CRTs and teacher-developed tests) will be designed by our CLI subject area committees (SACs) made up of PreK-12 teachers and will be given to all K-12 students during the school year. These tests (including multiple choice, essay, performance, products, and portfolios) will consider and address the following components: reflection of state standards, the opportunity of all students to learn, freedom from bias or potentially offensive language, level appropriateness, consistency in scoring, and mastery levels.

4. Accommodations for students with special needs

The Battle Creek School district follows Nebraska Rule 51 and federal guidelines for procedures on testing, diagnosis, and reporting of students with special needs. All students will participate in district-wide assessments designed to measure proficiency of the Nebraska State Standards. Any exceptions to this requirement must be specifically listed within the student's I.E.P. plan. Accommodations will enable students with special needs to more readily access curricular content or to more easily demonstrate understanding of that content. Examples of assessment accommodations are setting, extended time, presentation, response, and scheduling.

C. Procedures for Other Assessments/Information Sources

1. Early Childhood Assessment

Progress of primary students will be determined using the Creative Curriculum Gold Developmental Continuum (creativecurriculum.net). This assessment

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings
- reflects evidence-based practices
- engages families and primary care providers as active participants
- integrates information gathered across settings
- is individualized to address each child's unique ways of learning
- informs decisions about day-to-day learning opportunities for children
- reflects the belief that development and learning are rooted in culture supported by the family

2. Nebraska State Accountability - NeSA - State Tests

The Battle Creek School district will participate in all statewide assessments: NeSA-R (reading); NeSA-W (Writing); NeSA-M (Mathematics); NeSA-S (Science); NeSA-AA (Alternate Assessments for our Level II students); ELDA (English Language Development Assessments)

3. NAEP

The Battle Creek School district will participate in N.A.E.P. assessments if selected.

4. Voluntary assessment

The Battle Creek School district offers students a variety of voluntary assessments: ACT, PSAT, ASSET, SAT, JUMP-UNL, and Dual Credit classes.

5. Local standards in curricular areas not assessed by the state

The Battle Creek School district is currently using the Curriculum Leadership Institute model. CLI is a model for school district reform and restructure. Its systematic approach includes (1) a strong theory-base (founded on Deming, Tyler & Bloom) (2) a comprehensive academic program governance component (3) techniques for converting traditional curriculum patterns into results-based formats (4) processes for

instruction and evaluation of student performance that are compatible with a results-based philosophy.

Progress in non-core subjects will not be assessed at the district level. On-going curriculum committees do meet on a regular basis in selected years to analyze and recommend program changes. Please refer to curriculum long-range chart under the “curriculum” link.

D. Alignment with Local School Improvement Plan

The Battle Creek School district uses AdvancED for accreditation and school improvement. The accreditation standards and process are based on ongoing self-assessment against the quality standards, rigorous on-site evaluation, and continuous improvement. The accreditation process is based on a five-year term accreditation. The process helps focus schools on a continuous process of improvement, providing external checks, support, and feedback to help schools continuously improve.

The assessment plan and accountability reporting are vehicles to gather baseline formative and summative data to establish target goals in the school improvement process.

E. Reporting to the Public

The Battle Creek School district is committed to reporting to the students, parents, community, and state the progress of our students. Reporting progress will be done in the following ways:

- feedback to students will be verbal, written, and grading (grading systems will be explained to students and progress will be reported on a regular basis both in written form (quarterly) and daily through PowerSchool, our district school information system.

- parent teacher conferences (which will include progress toward attainment of state standards), quarterly report cards, periodic phone calls or individually called conferences, and dissemination of student achievement scores for both criterion-referenced tests and norm-referenced tests

- an annual report (which will include benchmark assessments of district and state standards) to the Board of Education which will also be printed in district

newsletter; newsletter will also include the state reporting system called the “State Report Card”