



## Instructional System - Curriculum Resources

*The district's system of assessments for academic and non-academic skills are aligned to the curriculum.*

### PRACTICE 6

#### PREPARATION

##### GETTING AWARE

The district conducts an inventory of assessments for each content area, grade level, and competency identified in the district curriculum. The inventory is used to identify areas of strength within the system of assessments used, gaps in content or competencies assessed, and teacher knowledge of assessment practices that can be used in the ongoing development and review of a balanced-assessment system.

##### GETTING READY

The district maps the assessments to student learning outcomes, skills or competencies identified in the district curriculum. The maps assist district leaders to evaluate where the assessments work together to support instruction or student intervention decisions. District leaders use the inventory and mapping to identify areas of focus for aligning assessments to the curriculum. The district develops a plan to align existing assessments and to fill gaps in assessment practices.

*While this practice has a single set of preparation actions / indicators, there are two separate indicator areas for implementation, as shown below and on the next page.*

#### INDICATOR AREA - Academic Assessment Resources

#### PROGRESS INDICATORS

##### GETTING STARTED

The district ensures that assessments are available for each core topic. These include summative assessments and state-mandated benchmark and diagnostic assessments in core areas.

##### GETTING BETTER

The district ensures that a system of assessments are available and used for each area of learning identified in the district curriculum. These include common summative assessments, state-mandated benchmark, and diagnostic assessments in classrooms of the same topic or grade level.

##### KEEP IMPROVING

The district provides a system of common assessments for each area of learning identified in the district curriculum. These include

- common summative assessments,
- benchmark assessments aligned to national norms, and
- diagnostic assessments for use in identifying needs for tiered learning supports for academic content.

## INDICATOR AREA - Non-Academic (Whole Child) Assessment Resources

PROGRESS INDICATORS	GETTING STARTED	The district identifies a set of assessments to address non-academic skills and competencies at each developmental level.
	GETTING BETTER	The district uses a common set of assessments to address non-academic skills and competencies at each developmental level, and applies these to guide instructional practices and intervention strategies.
	KEEP IMPROVING	The district uses a range of assessments to address non-academic skills and competencies at each developmental level, and applies these to guide instructional practices, intervention strategies, and learning supports for students. These are part of a comprehensive, balanced-assessment system.

### RESEARCH REFERENCES FOR THIS PRACTICE:

Chappuis, S., Chappuis, J., & Stiggins, R. (2009). Keys to quality. *Quest*, 67(3), 14-19.

Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. *Learning Disabilities: A Contemporary Journal*, 13(1), 59-72.

Marion, S., Thompson, J., Evans, C., Martineau, J., & Dadey, N. (2019). A tricky balance: the challenges and opportunities of balanced systems of assessment. *Center for Assessment. Systems of Assessment. NCME*, 3(13/19), 1.

McIntosh, K., Goodman, S., & Bohanon, H. (2010). Toward true integration of academic and behavior response to intervention systems: Part one--tier 1 support. *Communiqué*, 39(2), 1-14.

Meisels, S. J., Atkins-Burnett, S., Xue, Y., Bickel, D. D., Son, S. H., & Nicholson, J. (2003). Creating a system of accountability: The impact of instructional assessment on elementary children's achievement test scores. *Education Policy Analysis Archives*, 11(9), 9.

National Research Council. (2002). *Learning and understanding: Improving advanced study of mathematics and science in US high schools*. National Academies Press.

Wiggins, G. & McTighe. (2005). *Understanding by design: Expanded 2nd Edition*. ASCD.