

# Assessment Model

## General Philosophy-Authentic Assessments

Test-based accountability has led to a decrease in student achievement. According to the latest PISA results, countries using test-based accountability have realized declining performance compared to countries, such as Finland, that pursued a different route to educational reform.

The overall assessment focus of Seneca High School is on the development of student core competencies, essential content knowledge, and habits for success through the use of performance-based assessments and formative assessment as route to summative assessment. Rather than relying on traditional "objective" assessments (multiple choice, T/F, matching, etc.), which mainly measure rote knowledge and rudimentary understandings, the SHS Assessment Model conforms to the school's Curriculum and Instruction Models. Demonstrating what one can do is far more important than how well one fills in bubbles.

The table below depicts the alignment of the each model (CIA). The models are unified utilizing a targeted percent of time in each course. For example, ideally, 70% of the CIA processes should be utilized to teach core competencies listed in the curriculum model through inquiry methods of instruction and measured using performance-based assessments.

Models	70	20	10
Curriculum	Core competencies	Essential Content	Habits for Success (Effort and Persistence) Communication/ Remediation
Instruction	Inquiry	Direct Instruction	Performance or Traditional
Assessment	Formative/Performance-Based	Formative/Traditional	

## What is student success?

Student success is a construct defined by its conceptual elements. Thus, student success is composed of the characteristics:

- Prepared for transition after H.S. (college, military, trades)
- Socially & emotionally well-adjusted
- Academic Improvement - growth
- Involved in a variety of activities

Seneca High School Indicators of Success include:

1. Attendance & Behavior Records
2. Class Rank/GPA
3. Performance of Audit Test (TBD)
4. Survey Data - testimonials from parents, teachers, students
5. \*\*5 Essentials for current students/own survey to grads\*\*
6. Performance on Seneca High Assessment Framework (TBD)
7. College Entrance Numbers, # of students taking remedial classwork, college completion

8. Employment or enlistment 1 years/ 5 years after H.S. graduation

## **Tenets of the SHS Assessment Model**

1. The primary focus of the SHS assessment model is performance-based assessment. Students engage in authentic work to demonstrate knowledge and skill acquisition. The primary emphasis of PBA is to demonstrate student performance with regard to the 8 core competencies. Students are assessed using well-developed rubrics reflecting high expectations for student performance.
2. Digital Student Portfolio's provide an excellent opportunity to document student progress over time. DP's provide a comprehensive review of student work and learning and are naturally suited to display performance-based assessments or a demonstration of what kids can do.
3. Essential Content/knowledge may be assessed in a more traditional manner. Whenever possible, open-ended responses are preferred over items such as simple True/False, fill in the blanks, or multiple-choice.
4. Improvement is emphasized over Failure. In order to teach the habits of effort and persistence, SHS allows for assessment retakes/improvements after remediation.
5. Formative assessments provide teachers information regarding their instructional effectiveness and student learning. As such, summative assessments should be given after teachers determine the vast majority of students have mastered the knowledge and skills being targeted at the appropriate level.
6. Demonstrating student growth is critical.
7. To provide an external audit of teaching and learning at Seneca High School, a Type 1 assessment should be utilized. This will provide the community assurance with regard to school effectiveness.
8. A school wide assessment framework built on the 8 core competencies provides an appropriate accountability of student growth and the curriculum and instructional processes at SHS in a far superior manner than does the State Accountability Assessments.

## **Classroom/Course Assessment Framework**

"Normal" classroom assessments will contain the following characteristics:

- Reflects the philosophy and tenets of the SHS assessment model
- When possible should be commonly developed
- Provides prompt feedback relative to student performance
- Provides opportunities for students to improve their performance
- Reflects a balance of projects and cumulative end of the year assessments
- Performance-based final exams aligned to the core competencies and essential content
- Development of standards-based rubrics for performance based exams
- Include student self-assessment and peer reviews when applicable
- Demands high quality student work

## **Communicating Student Progress**

1. Infuse standards-based report cards
2. Keeping up with grades in power school for eligibility purposes
3. Parent-Teacher Conferences should communicate student progress toward their goals
4. Promoting a partnership for student success using frequent parent contact (email or telephone calls) regarding student performance

## Student Growth

To ensure students are college and career ready as defined in the school Curriculum Model, the school must develop data systems to monitor individual and aggregate student achievement information. Close monitoring of this data allows the staff to intervene when necessary to support student achievement.

Additionally, state law requires 30% of a teacher's evaluation be based upon student growth. Compliance with this requirement is not optional, nor waiver eligible.

As a result, Seneca High School will monitor student growth in the following ways:

**TBD**

### Seneca High School Accountability Assessment Framework (Future Consideration)

The Seneca High School Accountability Assessment Framework requires the development of assessments in the following disciplines. As outlined below, students take examinations in each discipline. Assessments are commonly developed and scored by departments and performance-based emphasizing the 8 Core competencies and Illinois State Standards. During the freshman and sophomore years, assessments are created strictly by discipline. During the junior year, to reflect a more interdisciplinary approach, assessments are combined and the total number reduced. Finally, in the senior year, students will complete one assessment, a senior project.

Freshmen - English, Math, Science, Soc. Studies

Sophomore - English, Math, Science, Soc. Studies

Junior - Interdisciplinary (ELA, Soc. Stud.)/ STEM or Group-Individual

Senior - Senior Project

### Compliance with State Mandates

1. PARCC
2. ACT
3. Waiver

#### Testing Matrix

Class	SHS End of Yr.	CWRA	Benchmarking	State Testing	Growth
Freshman	English, Math, Science, Soc. Studies	Yes	English Math, Science Soc. Studies	No	CWRA and Teacher Made
Sophomores	English Math, Science, Soc. Studies	No	English Math, Science Soc. Studies	No	CWRA and Teacher Made
Juniors	Interdisciplinary (ELA, Soc. Or Group- Individual	Yes	English Math	PARCC ACT Work Keys	CWRA and Teacher Made
Seniors	Senior Project	No	No	No	No