

ELA Benchmark Assessments Overview

Purpose

WCSD is committed to the PLC process to ensure that **all students** learn at high levels through rigorous grade level instruction. It is important to systematically collect evidence of student learning to determine areas of need, resources, interventions and/or extensions. To support the PLC process, teachers in K-5 use the *Benchmark Advance*® assessment tools provided by WCSD to capture evidence of student learning. Teachers collaboratively analyze results and collectively determine how to move student learning forward. Student scores from these ELA assessments are not intended for teacher evaluation.

Common Assessment Tool

Quick Checks - Grades K-1	Unit Assessments - Grades 1-5
Foundational skills Quick Checks provide immediate information, based on the content and skills taught in the Benchmark units. The Quick Check reports provide guidance for future instruction and determine if students have learned and can apply foundational skills. Best practice suggests teachers and students use the results to determine next steps in learning and document student progress.	Unit Assessments include passages that match the genres taught in the unit. Items assess foundational skills/word study, reading comprehension, cross-text analysis, grammar, and vocabulary. Student results are to be used within the PLC process to inform interventions and extensions.

Administering the Assessments:

Assessment Windows	Each grade level's assessment windows are listed on each Pacing Calendar found in Teams under Planning Resources.
Assessment Length	Assessments have been altered to address only the ELA Essential Standards. This does not relinquish a teacher of teaching all standards (Reeves, 2011). Each unit assessment will take approximately 1 hour to complete, approx. 8-12 items. The K-1 Quick Checks vary if administered 1:1 or whole group.
Assessment Access	The Benchmark assessments are available in the SchoolCity platform. Teachers access by selecting the Assessment tile, choosing the 2022-2023 school year and selecting from the Collection dropdown: ELA_Benchmark.Assessments_22-23 .
SchoolCity Training	Recorded videos, live training opportunities, and help documents are available on the Department of Assessment's SchoolCity webpage: https://www.washoeschools.net/Page/5408
Support	School sites are encouraged to request support from Assessment Department and C&I to assist with the PLC process, backwards planning, assessment platform navigation, student self-reflection, teacher-student feedback, data analysis, and intervention and extension planning.
Assessment Administration	The common assessments are given online or a paper/pencil option. If students will assess using paper/pencil, student responses must be entered into the SchoolCity platform where the assessment is machine scored. Results will be immediately available to teachers.

Paper/Online. Copies of the test are printed; students complete the test on paper. Students log in to SchoolCity to input their answers.

Online (only). Students take the test directly on the SchoolCity platform. Students should have access to scratch paper to record their work and for use during self-reflection and teacher PLC activities.

Paper/Pencil. Copies of the test AND answer sheets are printed; students complete the test on paper. Answers are filled in on the printed answer sheet. The GradeCam function in SchoolCity is used by the teacher to score the assessments.

Collaborative Analysis (PLC)

■ Common assessments and results will be used by collaborative teams to address the four guiding questions:

- 1. What do WE specifically want students to know and be able to do?**
 - View the assessments prior to the instructional window.
 - Calibrate instructional plans to the grade level standards and assessment expectations.
 - Adjust and scaffold Tier 1 instruction and support to meet the needs of students.
- 2. How will WE know if students have learned it?**
 - Access SchoolCity reports (i.e., Test Results, Item Analysis).
 - Share and analyze results and student work with your collaborative team shortly after each administration.
 - Identify strengths and weaknesses for each student.
- 3. How will WE respond when some students do not learn?**
 - Group students by common mistakes, misconceptions and errors for additional time and support.
 - Plan and deliver instructional/intervention strategies to address targeted student mistakes, misconceptions and errors.
- 4. How will WE extend the learning for students who have learned it?**
 - Group students by areas of strength and proficiency.
 - Plan and deliver instructional extension opportunities for students.