

# *Governor Mifflin School District Student Assessment Information*

## **Assessment and Progress Monitoring**

The overall aim of assessment is to foster learning of worthwhile academic content for all students. School districts across the state have a number of different assessments, in addition to the PSSA, that are used to determine student progress. These assessments are intended to be direct, frequent, and directly related to academic standards. These assessments also create more opportunities to deliver the most effective and valuable instruction by providing information about how students are performing. In recognizing that the more data we have the better we can measure how well our students are achieving, the Governor Mifflin School District will continue to administer the 4Sight Benchmark Assessment, in Reading and Math, in grades 3-11 and the Dynamic Indicator of Basic Early Literacy Skills, (DIBELS) in grades K-6. These assessments will be used to benchmark and progress monitor our students throughout each school year. More information about the 4Sight and DIBELS assessments can be found below.

Progress monitoring is a scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring involves collecting and analyzing data to determine student progress toward specific skills or general outcomes and making instructional decisions based on the review and analysis of student data. Monitoring student progress through data collection and analysis is an effective way to determine if the classroom instruction is meeting the needs of the student, and benefits all those involved in the education process. Progress Monitoring allows:

- Teachers to evaluate their instruction based on data not hunches.
- Parents to be kept well informed about their child's progress, supported by specific information about how their child is responding to instruction.
- Students to know what is expected of them. They receive specific feedback about their performance along the way, and not just at the end of the marking period.
- Use data-based information for those students who have [\*IEP's\*](#).
  - Determine current instructional levels
  - Write measurable annual goals and objectives
  - Determine if the student still meets eligibility for special education and needs specially designed instruction

## **Governor Mifflin School District Assessments**

### **4Sight Benchmark Assessment**

Pennsylvania 4Sight Benchmark Assessments are aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as diagnostic sub-skill data to guide classroom instruction and professional development efforts. The Pennsylvania 4Sight Benchmark Assessments will be administered in Reading and Mathematics for all students who also take the PSSA in Grades 3-11.

According to the Pennsylvania Department of Education, "The 4Sight Benchmark Assessments have proven to be an invaluable tool utilized across the Commonwealth to drive instruction, focus professional development efforts, identify program needs and improve student achievement. 4Sight has been used to assist districts in promoting change, addressing program needs, initiating data discussions and fostering a data-driven culture. In addition, 4Sight has focused prevention and intervention efforts and provided a consistent reporting system for Pennsylvania districts involved in the Educational Assistance Program

(EAP) Tutoring Initiative.” The 4Sight Benchmark Assessment will be administered in Reading and Math to all students in grades 3 – 11.

More information about the 4Sight Assessments is available on the PaTTAN website at [www.pattan.k12.pa.us](http://www.pattan.k12.pa.us).

**Governor Mifflin School District**  
**2008 – 2009 4Sight Benchmark Assessment Schedule for Reading and Math**

<b>Initial Benchmark Assessment September 9 - 11, 2009</b>	<b>3<sup>RD</sup> – 11<sup>TH</sup> Grade 4Sight Initial Benchmark Assessment for Reading and Math</b>
<b>Quarter One Assessment November 9 -11, 2009</b>	<b>3<sup>RD</sup> – 11<sup>TH</sup> Grade 4Sight Benchmark Assessment for Reading and Math</b>
<b>Quarter Two Assessment January 4 -8, 2010</b>	<b>3<sup>RD</sup> – 11<sup>TH</sup> Grade 4Sight Benchmark Assessment for Reading and Math</b>
<b>Quarter Four Assessment May 10 - 14, 2010</b>	<b>3<sup>RD</sup> – 11<sup>TH</sup> Grade 4Sight Benchmark Assessment for Reading and Math</b>

**Pennsylvania System of School Assessment, (PSSA)**

The No Child Left Behind Act of 2001 requires that all students in grades 3-8 and 11 be proficient in reading and math by the year 2014. The Pennsylvania System of School Assessment (PSSA), a standards-based and criterion-referenced assessment, is administered annually to measure a student's academic performance, as well as the degree to which school programs enable students to meet the standards. All students in grades 3 through 8 and 11 are assessed in reading and math. Students in grades 5, 8, and 11 are also assessed in writing. For students with disabilities, the IEP team must determine whether the student will take the PSSA with or without accommodations, or whether the student is eligible for the PA Alternate System of Assessment (PASA). The PSSA is administered annually in grades 3-8 and 11.

More information about the PSSA can be found on the Pennsylvania Department of Education website at [www.pde.state.pa.us](http://www.pde.state.pa.us)

The PSSA calendar has changed for the 2009-2010 school year. Rather than having assessments spread out throughout the winter and spring, the Commonwealth has decided to administer all assessments during the month of April. The assessment schedule is as follows:

Reading & Math - April 7-16, 2010  
Grades 3 - 8 & 11

Writing - April 19-23, 2010  
Grades 5, 8 & 11

Science - April 26-30, 2010  
Grades 4, 8 & 11

updated 2/4/10

**Dynamic Indicator of Basic Early Literacy Skills, (DIBELS)**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be

short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. The DIBELS will be administered in grades K-6.

More information about the DIBELS can be found on the DIBELS website at <http://dibels.uoregon.edu>

### **Governor Mifflin School District 2008 – 2009 K-6 DIBELS Assessment Schedule**

<b>September 14 - 18, 2009</b>	<b>Fall Assessment Grades K-6</b>
<b>January 11 – 15, 2010</b>	<b>Winter Assessment Grades K-6</b>
<b>May 24 – 28, 2010</b>	<b>Spring Assessment Grades K-6</b>

### **Additional Assessment Information**

- These assessments are in no way a replacement for the normal curriculum based assessments administered in the classroom.
- All curriculum based assessments will be administered in accordance with the pacing of the content area curriculum.
- The Developmental Reading Assessment, (DRA), will not be administered to entire classes of students; however, it will be used on an individual *as needed* basis.
- All assessments provide valuable information to the parent, school and student. It is very important that students are available during assessment administration. Please use the above dates to plan accordingly.
- Students in grades 4, 8, and 11 were given the PSSA Science assessment in the Spring of 2009. When more information on the student results and Adequately Yearly Progress for the school district becomes available that information will be provided.

All inquiries about this information should be directed to:

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