

FUNDAMENTAL AND CHECKPOINT ASSESSMENT GUIDELINES KCKPS 5-STEP PROCESS

Kansas City, Kansas Public Schools is striving to become one of the Top 10 Districts in the Nation. This vision has been established for the sole purpose of ensuring that every student exits high school fully prepared for their futures. That means we must provide a curriculum and instruction program equal to being among the best educational institutions in the nation.

To pursue this vision, we have established the Kansas City, Kansas 5-Step Process for Excellence in Instruction. This process supports the teaching for learning process by establishing a cycle of goal setting, instruction, differentiated instruction, assessment, data, and adjustments, to ensure that each and every student is successful. We have recognized that to prepare our students to be competitive in the college and career market of the future, we must increase the learning expectations for all students. So in addition to the 5-Step Process, we have developed KCK Standards aligned not only to Kansas Standards, but to ACT or national standards.

We know that it is not enough to establish a process and align to higher expectations. We must also have methods to determine and measure our results. The assessment processes we are using are key to determining if our students are on-track and on-time in their learning and are academically prepared.

The Fundamental and Checkpoint Assessments are a part of the assessment process we are implementing. We want to stress “part of”, as we know highly effective teachers are informally and formally assessing what their students are learning each hour, each day, and each week. We have designed these tools to be instructional, and free of the restrictions that come with the KCA and KCA formative assessments.

The **Fundamental Assessment** is geared to provide teams of teachers, working in Professional Learning Communities, a “baseline” of what each student knows and is able to demonstrate, where the gaps are in their current understanding, and information about where students are ready to excel. We are implementing the Fundamental Assessments in every middle and high school and in two of our elementary schools. We refer to these schools as “pilots” to help us learn from and determine the impact of using a baseline-type assessment.

Incremental Assessments, which we refer to as **“Checkpoint” Assessments**, are opportunities for determining if students are learning and retaining the Standards KCK Standards and are able to demonstrate proficiency and mastery of the content. The

Checkpoints are to be used as instructional tools. The results of the Checkpoints will be an indicator of each student's mastery of the content we have deemed essential. In addition, the Checkpoints serve as a measure of the effectiveness of our curriculum and instruction process. Finally, the Checkpoints will inform the system (The District) of the gaps in the resources we are using to teach the standards.

Our expectations have increased. We understand that with high expectations come lots of questions, along with the need for support and resources. We must be reminded that the "Indicators of Success" we have established for our work are purposefully designed to raise our expectations for each and every student in the system. We also know that we must provide supports and opportunities for individual groups of our students to be successful. The remainder of this document will address administration questions for specific groups of our students.

K-12 General Education

General Guidelines K-12

- With the exception of the reading passage on the reading tests, teachers may pronounce isolated words, phrases, or sentences when requested by a student.
- Manipulatives that are routinely used in the classroom may be used by the student. The manipulative must be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used.
- Calculator and non-calculator items (determined by KCK Standards) will be separated into two sections on the math Checkpoint Assessments.

Paper/Pencil Test Presentation K-2

- All students should be provided online access to the tests.
- At kindergarten, informal review should be taken of students' perceptual and motor skills, as well as familiarity with computers, during the first few weeks of school. Because these students will receive considerable individual attention during administration, examiners should decide when it is practical to begin work on screen. Printed copies may be needed at first, but the goal should be to move students toward online presentation by midyear.
- At first and second grades, the general approach should be to attempt online presentation first, with appropriate structure from a proctor, and to fall back to printed copy only if necessary.
- Check IEP and ELL plans for specific students at these grade levels.

Paper/Pencil Test Presentation 3-12

- All students should be provided online access to the tests.
- If a student has paper/pencil test presentation of the Kansas assessments specified as an accommodation in an individual IEP, 504, ELL plan, or other instructional plan developed by the PLC that student should receive a print version of the tests.

ESL /ELL

All K-12 ELL students (excluding Newcomers)-

- Will participate in all Fundamental and Checkpoint Assessments as their grade level peers with accommodations commonly provided in daily instruction.

Newcomers- Elementary level

- Will participate in the same Fundamental and Checkpoint Assessments as their grade level peers with accommodations commonly provided in daily instruction. Elementary newcomers are not exempt from literacy Fundamental and Checkpoint Assessments because there is not a significant difference in expectations of the ESOL standards and KCK standards for the majority of these students.

Newcomers- Middle and High School levels

- Will be EXEMPT from literacy checkpoint and Fundamental Assessments during first year (12 months) in the country.
- All Newcomers will participate in literacy Checkpoint and Fundamental Assessments at least by the 13th month in the country; however using data, PLCs may determine an individual student is prepared to take the assessment before the 13th month.
- In place of literacy Fundamental and Checkpoint Assessments, other modes of performance assessments to collect content knowledge will be utilized.
- All ELL students (including Newcomers) will participate in Math Fundamental Assessments, and Math, Science, and Social Studies Checkpoint Assessments with the accommodations commonly provided in daily instruction.

System actions will include alignment of the ESOL Standards with the KCK Standards and a determination of the gaps with our primary resources used with ELL/Newcomer-designated students.

Special Education

Students instructed through Extended Standards (Alternate state assessment)

- Will be EXEMPT from Fundamental and Checkpoint Assessments. Other modes of performance assessments and progress in extended standards will be utilized.

Students instructed through the General Education KCK Standards, including those students participating in the KAMM, will participate in the Fundamental and Checkpoint Assessments. Accommodations commonly provided in daily instruction and documented in the student's IEP are appropriate to use during the assessments.