

Assessments Philosophy

A strong assessment strategy measures both standard mastery and student growth. When measuring mastery, we assess students' absolute performance against college-ready standards using criterion-referenced tests or our best available option. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers). Here, the end goal is having students make better-than-average growth each year in order to climb to college readiness levels. Both forms of assessment are essential to form a holistic sense of a student's learning and college readiness.

Assessment Overview

Assessment	Type	Frequency	Students
MCA	Standards Based	Annual (3-8)	Grades 3-8
NWEA MAP	Norm-Referenced	3x per Year (K-8)	Grades K-8
mClass DIBELS	Universal Screener	3x per Year (K-6)	Grades K-6
KIPP Wheatley EOM	Standards Based	Quarterly	Grades K-8
Math Unit Assessments	Standards Based	Quarterly	Grades K-8
Classroom Formative	Standards Based	Daily, Weekly etc..	Grades K-8

**Entering, new to KIPP students and students receiving interventions will have additional testing windows.*

Assessment Deep Dive

MCA

The MCA is a required state test conducted in the spring (late April, early May) each year. It is a standard based assessment that measures students' abilities in specified content areas and on specific skills. It provides a predominantly lagging indicator about student performance. It is used to observe student achievement over time and offers comparisons across groups of students in the state. It can also provide year-to-year growth metrics for students (note that it is not true growth, students are being tested on different standards as they progress through grades.)

The assessment is given in ELA, Math and Science (5 & 8 only). Both the ELA and the math tests are adaptive and test items adjust based on performance in each section of an exam (1 to 2 passages.) The ELA assessment measures mastery of the CCSS in ELA. The math assessment measures mastery on the MN state standards in math. The science test is a non-adaptive standards based test that measures performance on the MN state science standards.

NWEA MAP

The NWEA MAP assessment is a norm-referenced assessment that offers a dipstick measure of student performance compared to peers nationally. Year over year, it provides a picture of student growth (as compared to peers). It is not a standards based assessment and should not be used to adjust or direct specific content. It is given annually, in the spring, to all students in all grade levels. It is also administered in the fall to students entering kindergarten or 5th grade, students new to KIPP in any grade and students who receive intervening services. NWEA MAP data is used to create student growth goals, inform classroom groupings and prioritize students for intervention.

mClass DIBLES

mCLASS with DIBELS 8th Edition is an integrated literacy system based on the Science of Reading and validated for universal screening, progress monitoring, and screening for risk of dyslexia. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), which is automated through the collection of data through the mCLASS platform, is a widely-used series of short tests developed by the University of Oregon that assess K–8 literacy. DIBELS is an observational assessment collected by teachers interacting with students one-on-one, either live or over video. The assessment is typically administered three times per year (beginning, middle, and end of year), and is used to identify reading difficulty, monitor progress, and inform instruction, especially for struggling readers.

KIPP Wheatley EOM

All students in grades K-8 are provided with close reading instruction aligned to the CCSS through KIPP Wheatley. Teachers complete 4 units of study each year. At the conclusion of each unit, or “module”, students complete a standards based curriculum assessment called an, “End of Module.” This data is used to track standard mastery over time (on a student, class and school wide level) and is meant to immediately inform a teacher’s instructional practice.

Math Unit Assessments

All students in grades K- 8 are provided with math instruction based off a high quality curriculum resource. In K-8, the primary curriculum resource is Eureka. The end of unit

assessments are created using items from Eureka assessments and are comprehensive of the standards taught in the preceding unit.

The number of unit assessments vary by grade level. Additionally, the scope and sequences in all grade levels are created to satisfy the MN state math standards and therefore may deviate from their primary curriculum resources scope. The data from these end of unit assessments is used to track standard mastery over time (on a student, class and school wide level) and is meant to immediately inform a teacher's instructional practice.

Classroom Formative Assessments

Teachers at KIPP are expected to use a variety of formative assessments to help gauge student understanding and adjust instruction on a moment by moment and day to day basis. Below are examples of formative assessments that are used by instructional staff:

- In class checks for understanding
- Daily exit tickets
- Bi-Weekly quizzes
- "Lab" assessments
- Guided reading progress monitoring
- Sight word assessments
- Blended learning platforms
- Classwork
- Do Now