

Standard: General Provisions – Proficiency-Based Learning Model				
<b>N. Assessment Plan</b>  <u>Guiding Question:</u>  Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?  <a href="#">(ARM 10.55.603(5))</a>	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
	<input type="checkbox"/> District has <b>no</b> evidence that it is developing an assessment plan that will be in place within two years	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years <b>AND</b> <input type="checkbox"/> Details progression, growth, and proficiency	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years <b>AND</b> <input type="checkbox"/> Details progression, growth, and proficiency <b>AND</b> <input type="checkbox"/> <b>Uses more than 1</b> measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas
<b>DEFINITIONS</b>				
<p><b>"Assessment"</b> means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.</p> <p><b>"Proficiency-based learning"</b> means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.</p> <p><b>"Student growth"</b> means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.</p> <p><b>"Learning progression"</b> means the specific performance expectations in each content area and grade level or grade band from kindergarten through grade 12.</p> <p><b>"Proficient"</b> means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.</p> <p><b>"Measure"</b> means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.</p>				
<b>SAMPLE EVIDENCE MAY INCLUDE</b>				
<p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Developed Assessment Plan Sample Evidence May Include</b> - plan district has developed</p> <p><b>Progression, Growth, and Proficiency Sample Evidence May Include</b> - NOT STUDENT PERFORMANCE DATA - tools <b>AND/OR</b> reports <b>AND/OR</b> systems that track if progression, growth and proficiency is taking place (<i>Elementary and Middle Schools - Review evidence of <u>tools</u> submitted for Student Performance Rubrics A &amp; B from Part 1</i>)</p> <p><b>More than 1 Measure of Student Progress Sample Evidence May Include</b> - common assessments <b>AND/OR</b> ongoing assessments <b>AND/OR</b> teacher-made assessments <b>AND/OR</b> district assessments <b>AND/OR</b> state assessments <b>AND/OR</b> teaching strategies (formative assessments)</p>				