



Illuminate Student Assessment System

Presentation to the Board of Education
November 2, 2021



EGUSD Strategic Goals

High-Quality Curriculum & Instruction

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Student Assessment & Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Family & Community Engagement

All students will benefit from programs and services designed to inform and involve family and community partners.

ELK GROVE UNITED SCHOOL DISTRICT GRADUATE PROFILE



Educational Equity

Educational equity is defined as both a **process** and an **outcome** (Putnam-Walkerly & Russell, 2016):

- The **process** of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The **outcome** whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, ability, gender, and socioeconomic status.

Strategic Goal 2

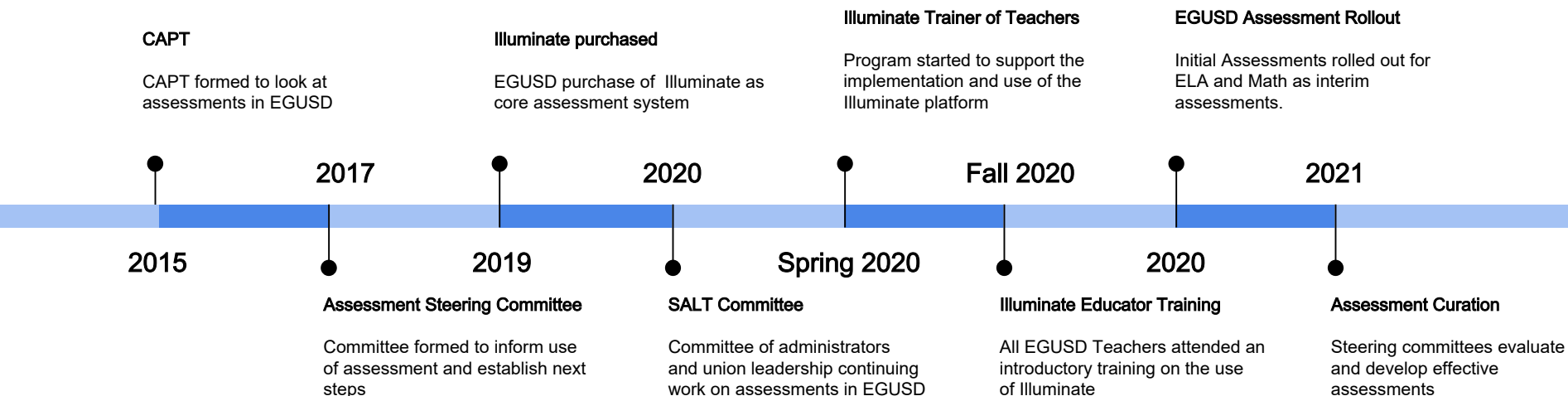
Student Assessment and Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Belief Statement

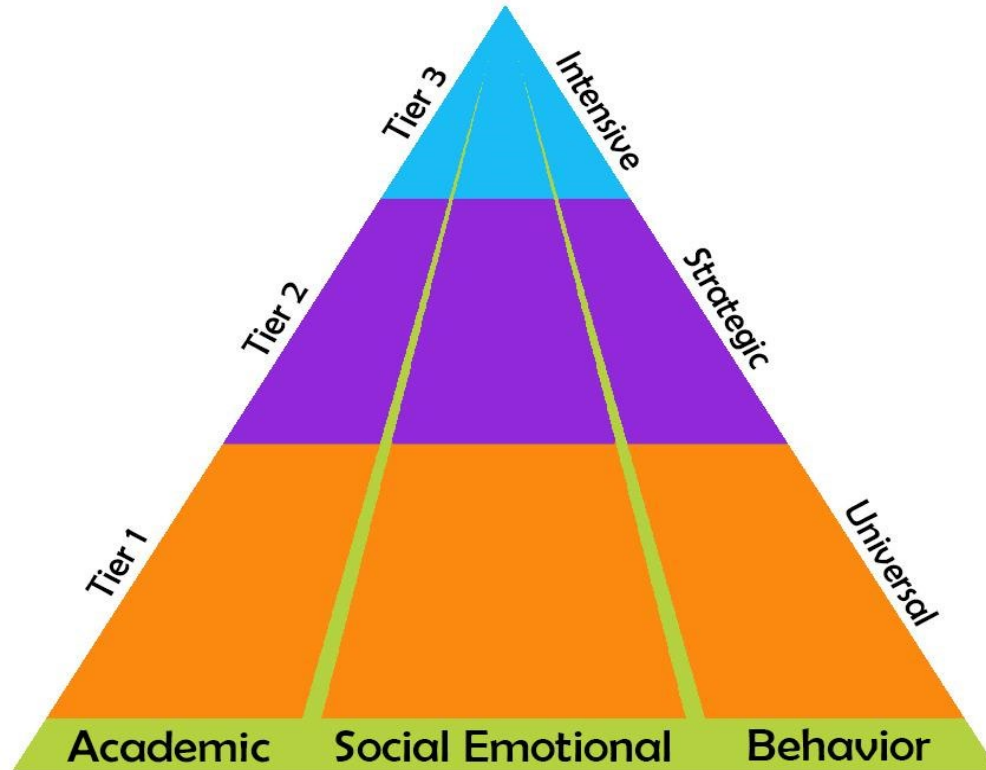
We recognize and believe that a broad base of assessment tools and practices are a critical component of high quality instruction and are needed to accurately determine a student's knowledge base and unique needs.

Timeline



2021-2022 Goal

Administrators and teachers will demonstrate an understanding of the Illuminate system by accessing, administering, and analyzing both district and site created assessments.



Agenda

- Assessment Literacy
- Assessment Creation/Curation
- Supporting the Student Assessment System
- Illuminate the System
- Acknowledgements and Next Steps



Assessment Literacy

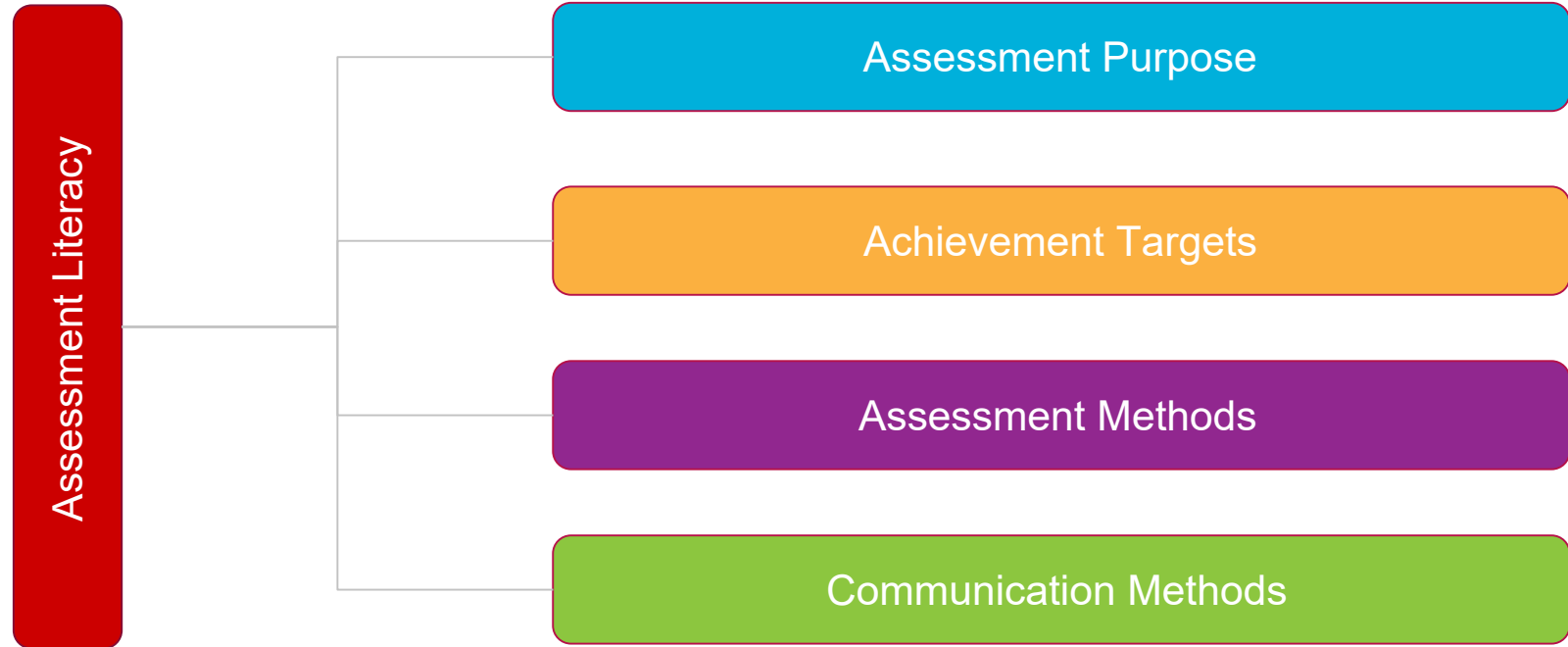
Type of Assessments

1. Diagnostic
2. Formative
3. Interim
4. Summative

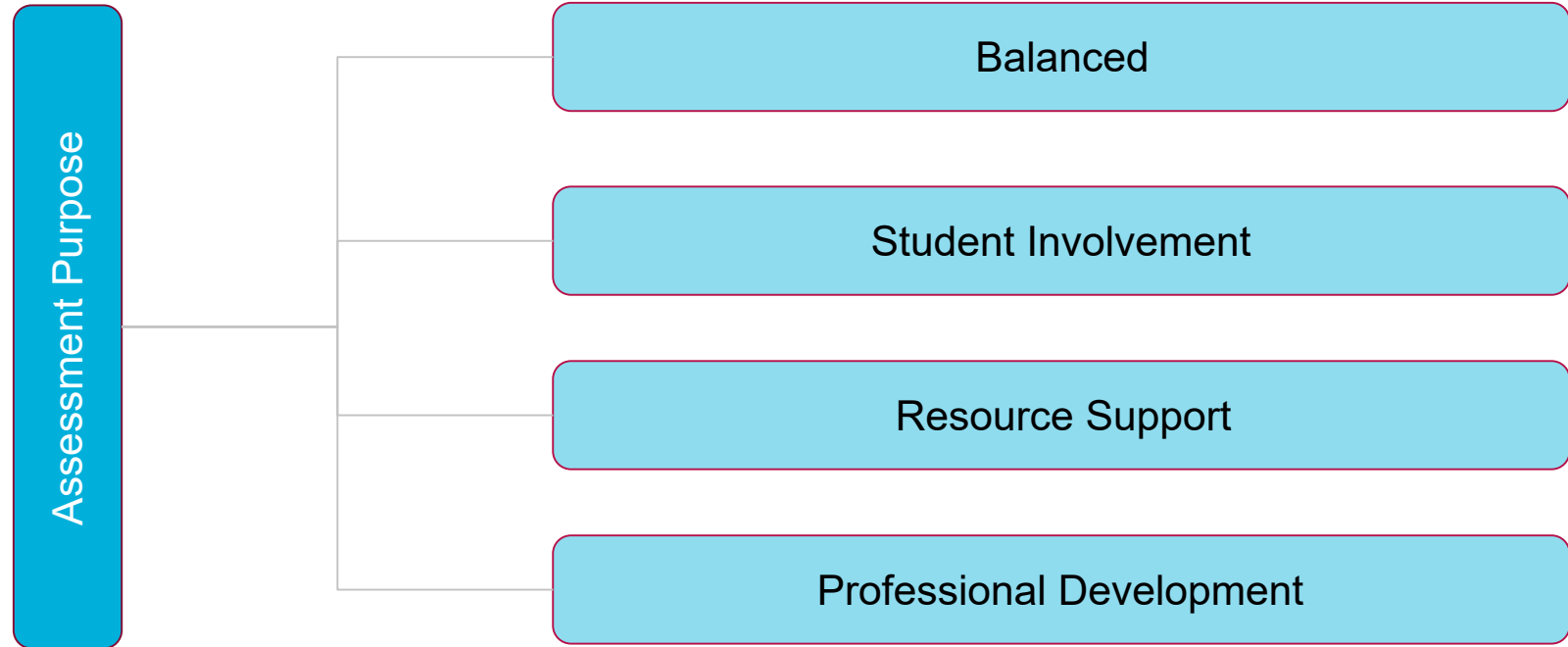
Balanced Assessment System

Meets the information and decision making needs of all assessment users at the classroom, school, and district levels.

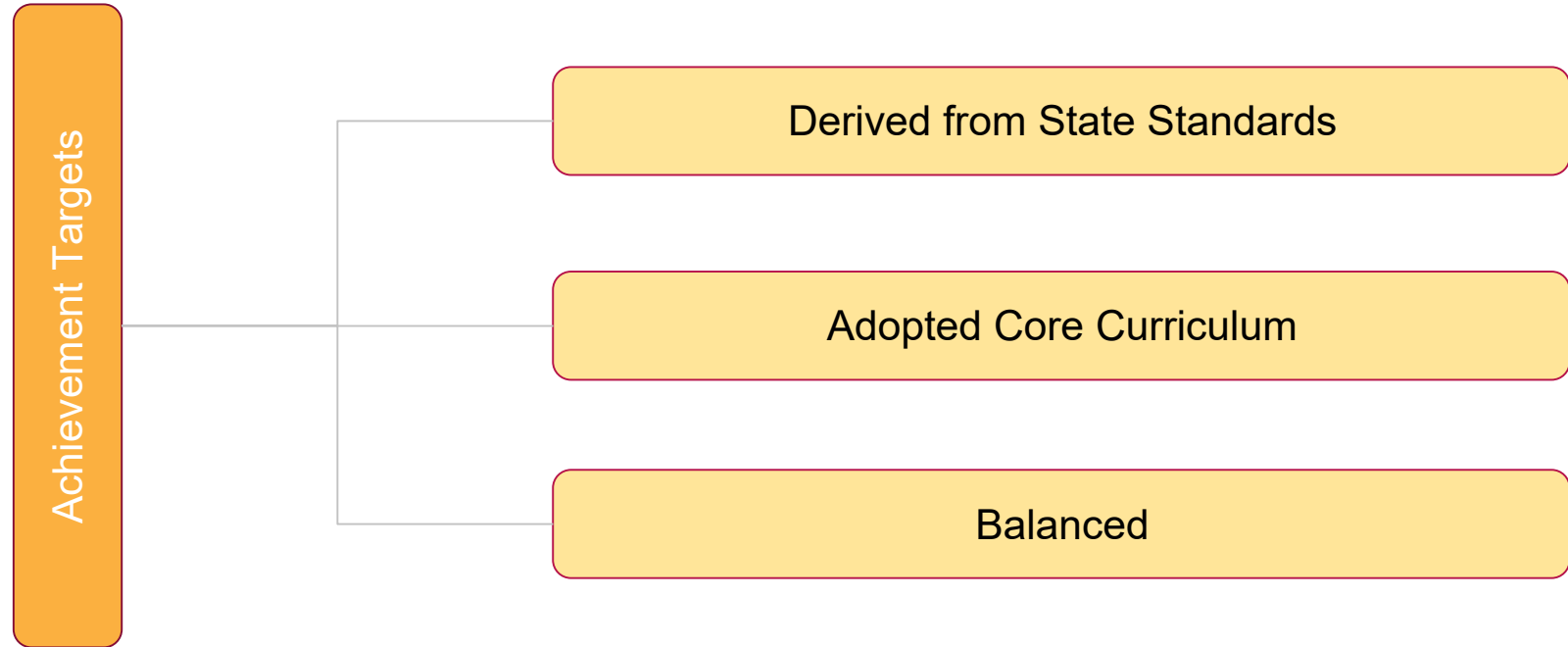
Assessment Literacy



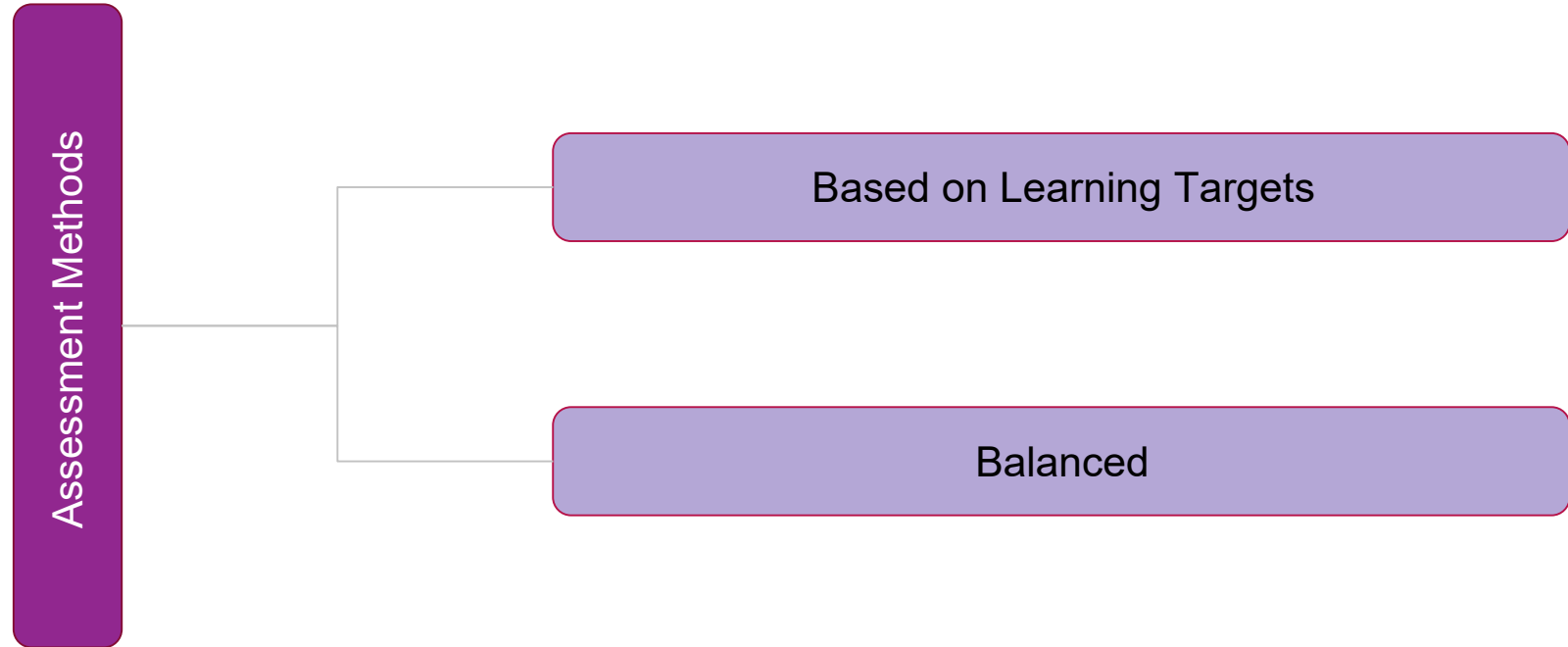
Assessment Purpose



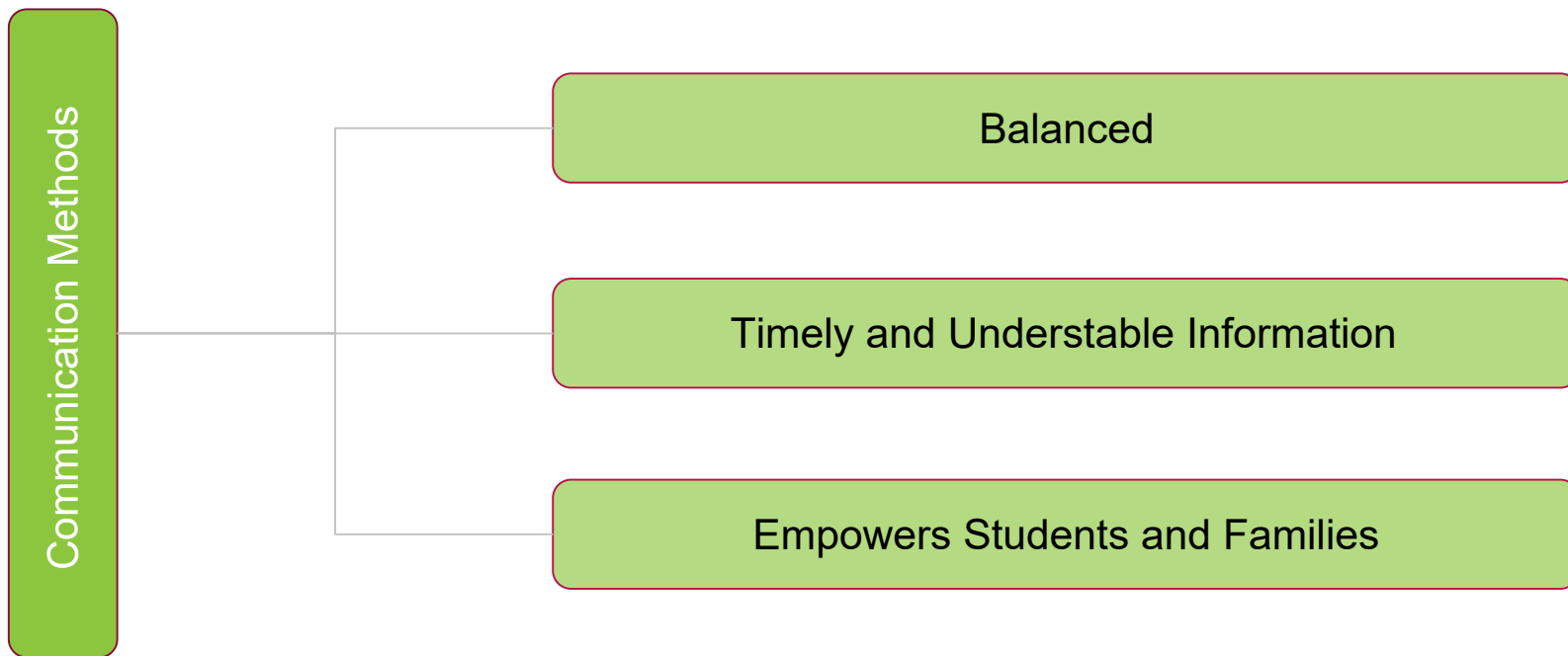
Achievement Targets



Assessment Methods



Communication Methods



Individual Leadership Actions Overtime

- Further your individual understanding of a balanced assessment system
- Promote the necessity of standards aligned instruction with clear learning targets
- Promote the standards of quality for student assessments
- Support formative assessment practices allowing staff to integrate them into classroom instruction
- Support systems needed for the appropriate use and reporting of student achievement data



Assessments

Assessment Development

- Assessment development teams include current subject/grade level teachers, steering committee members, experts, and other stakeholders
- Protocols for both guidance and accountability
- Valid, reliable, and culturally and linguistically appropriate
- High-quality and free from bias

Types of Assessments

Diagnostic

Assessment used to identify a learner's state of wellness knowledge/skill acquisition, and readiness for upcoming curriculum expectations (Pre-Tests and Screeners). Diagnostic assessments also include tools used in determining if a student qualifies for Special Education.

Interim

Assessment administered *outside of the instructional process* to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform decisions at the student, classroom, school, or district level.

Summative

Assessment to evaluate student learning *at the end of an instructional unit or course of study* by comparing it against an established standard or benchmark.

Formative

Assessment carried out *during the instructional process* for purposes of improving teaching and learning. To be considered formative, evidence must be elicited, **interpreted and used by both educators and learners.**

Assessments

District Created Assessments:

K - 2 Skills Assessments for ELA and Mathematics

- Year long assessments recording growth
- Interim Assessments as check points

3 - 6 Item Bank Assessments for ELA and Mathematics

- Diagnostic Assessments
- Interim Assessments

7 - 12 Item Bank Assessments for ELA

- Interim Assessments

7 - 12 Item Bank Assessments for Mathematics

- Content focused Interim Assessments

Types of Assessments:

EG - Same test, given until mastery

EGD - Diagnostic assessment

EGI - Interim assessment

EGS - Summative assessment

CAASPP - California Assessment of Student Performance & Progress

Skills Assessments

m

Item 1 / 31

Directions: Ask the student: What is the sound of this letter? (student must name within 3 seconds)

Previous
Correct
Incorrect
Next

Teacher Shortcut Keys: 1 = Correct, 2 = Incorrect

Proficient
 Developing
 Beginning

	Letter Identification: Uppercase (26)	Letter Identification: Lowercase (26)	Letter Sounds: Single Consonants and Digraphs (24)	Letter Sounds: Short and Long Vowels (15)	Rhyme Production (5)	Isolate Initial Sound (5)	Isolating Final Sounds (5)	Isolating Medial Sounds (5)	Blending Phone (5)
	26	24	21	11	5	5	5	5	5
	26	26	19	12	4	5	5	4	3
	25	25	11	9	3	5	4	0	3
	25	22	20	8	0	3	0	0	0
EL	22	21	13	5	0	0	0	0	0
EL	26	26	21	10	2	5	4	4	2

ELA Assessments

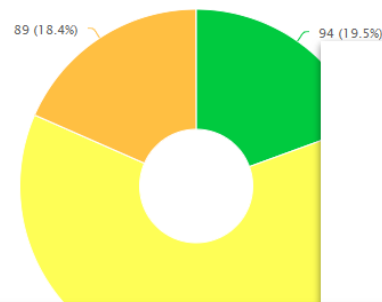
Question 4

What does the word penetrated mean as it is used in the following sentence?

A dozen particles penetrated the outer layer of Stardust's protective shielding.

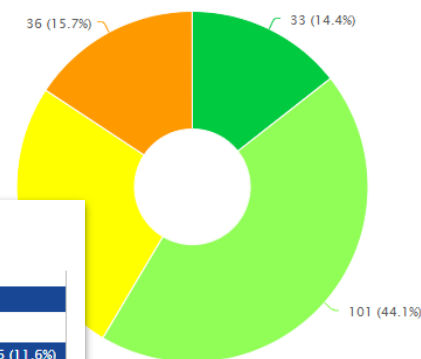
- ☐ A pierced
- ☐ B struck
- ☐ C scattered
- ☐ D wounded

Overall Performance



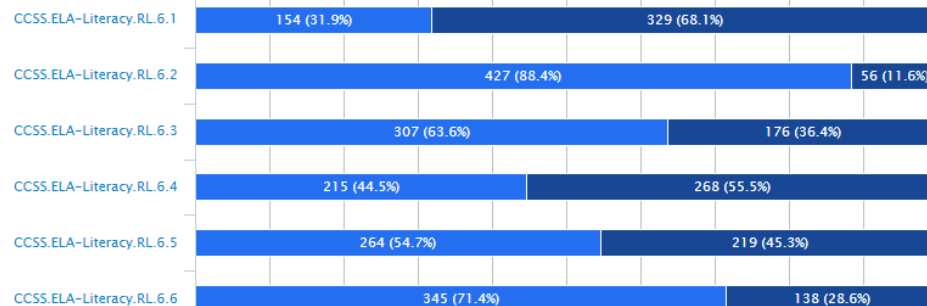
Proficient
Developing
Beginning

Overall Performance



Exceeded
Met
Nearly Met
Not Met

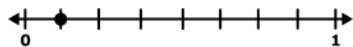
Standard Performance



Math Assessments

 Question 11

Riley has been asked to mark a number line that shows a fraction equal to $\frac{1}{4}$. Riley incorrectly marks this number line:



Correct Riley's mistake. Mark the number line below to show a fraction equal to $\frac{1}{4}$.



Assessment Peer Comparison

Teacher Comprehensive Report: A Student Comparison

Assessment:
Site:
Teacher:

Development/Design/Date: Control Page | 10.14.2023

216 Martin Wix Elements

Student Group: A

Course(s): All

Section(s): All
Teacher(s): All

Teacher(s): All
Program(s): All

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English Proficiency All
250 250 250 250 250

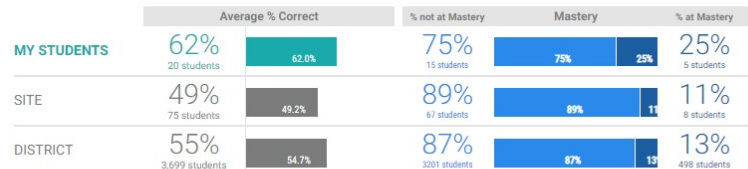
Special Ad Status: Special & Non Special C

Race/Ethnicity: All Reports

Grade Level(s): All
Additional Student Groups: All Students

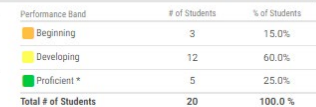
Additional Student Group: All Students
Gender: All

2007-2008: 2007

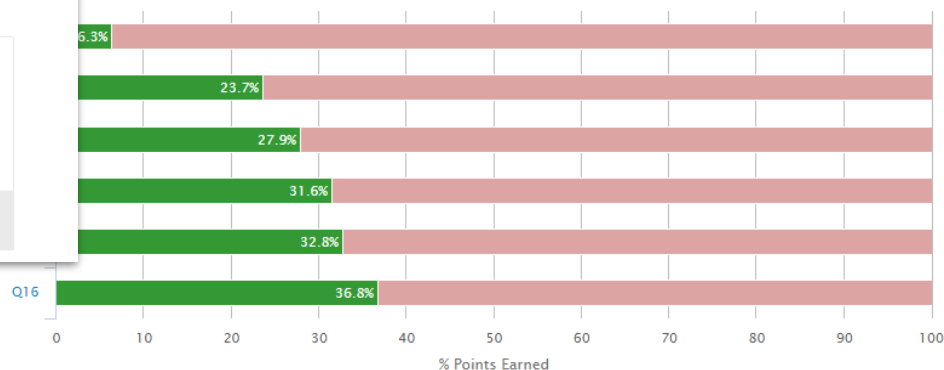


Overall Performance

* Performance band is considered mastery



Lowest Performing Questions



Usage Data

number of created
itembank
assessments

2.7 K

custom reports

2.8 K

students who have
logged into the portal
within the last month

19.7 K

student assessments

346.5 K

Supporting the Student Assessment System

Training Updates

Training Name	Total Sessions	Total Participants
Illuminate Launch - 90 minute Trainings	17	2821
Deep Dive Trainings - 7.5 Hour Training Series	13	633
New Item Bank Creation Sessions	3	121
ToT training sessions at individual school sites	52+	**
Assessment, Administration and Use (K-6)	12	405
Administrator Data and Report Trainings	6	128+

Trainer of Trainers K -12

Illuminate Training of Trainers (ToT)

Goal

The ToT model is to prepare instructors to present information effectively, respond to participant questions, and lead activities that reinforce learning directly connected to the Illuminate system. ToTs act as a point of contact for sites to bring forward questions and concerns.



Facilitators of Instructional Teams

Facilitators of Instructional Teams

Goal

Prepare members to facilitate grade level discussions around assessment and plan next steps for instruction.






Illuminate the System


On the Fly Demonstration

Troy Alfaro (560075002)



ID: AclUNKdZ4k7pDI4AsRM0ZCAAwAAAAA

Fill In Like This: ● Not Like This: ○



	5	6	0	0	7	5	0	0	2
0	0	0	●	●	0	0	●	●	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	●
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	●	5	5	5	5	●	5	5	5
6	6	●	6	6	6	6	6	6	6
7	7	7	7	7	●	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

1) Assessment Literacy applies to:

- a) Students
- b) Teachers
- c) Administrators
- d) Families
- e) All of the Above

1) EGUSD Interims assess student knowledge of:

- a) Horoscopes
- b) ELA & Math
- c) Underwater Basket Weaving

3) EGUSD Assessments are created by teacher informed Steering committees.

- a) True
- b) False

3) EGUSD Assessments are supported by:

- a) Professional Development
- b) Training of Teachers
- c) FIT Teachers
- d) All of the Above

Acknowledgements and Next Steps

Acknowledgements

- Curriculum/Professional Learning
- Research and Evaluation
- Technology Services
- Steering Committee Members
- EGEA Leadership

Next Steps

- Continue collaboration with stakeholders
- Utilize K-12 ELA and Math Interim data to enhance teaching and learning
- Acknowledge our successes and embrace the challenges that will result with our ongoing work