



Formative Assessment Toolkit



**West Virginia Board of Education
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A **SNAPSHOT** of Assessments and Assessment Processes for West Virginia Schools

	FORMATIVE ASSESSMENT PROCESS <i>(occurs daily in grades Pre-K-12; is a fundamental component of high-quality teaching and learning)</i>	INTERIM/DIAGNOSTIC ASSESSMENTS <i>(occur periodically in grades Pre-K-12; are optional)</i>	CLASSROOM BENCHMARK ASSESSMENTS <i>(CBAs)</i>	STATE SUMMATIVE ASSESSMENT <i>(occurs yearly in grades 3-8 and grade 11 in English language arts and mathematics, and in science in grades 5, 8, and 11)</i>
What is it?	A daily process teachers and students use that links evidence of learning to standards in order to personalize learning for all students. (Evidence of learning can include work samples, observations, anecdotal information, graded work, etc...)	Non-secure, targeted classroom assessments used to obtain data educators can use to help identify: <ul style="list-style-type: none"> » strengths and weaknesses of their classes and individual students » necessary adjustments to instruction 	Secure, comprehensive assessments used to meet the WV Accountability System requirements for the academic progress indicator	A standardized test designed to provide a snapshot of student progress toward college- and career-readiness in the tested content areas
Who selects the assessment?	Educators (formative assessment is a teacher-driven process; not an isolated event.)	Educators	State	State
Who participates in it?	All educators and students in grades Pre-K-12	Students in grades Pre-K-12	All students in grades 3-8	All students in grades 3-8 and grade 11
When does it occur?	Daily, during high-quality instruction; the formative assessment process is NOT an event	Periodically, throughout the school year as applicable	Twice annually; date ranges to be provided	Annually; at the end of the school year
What is done with the results?	Evidence of learning is collected and discussed by teachers and students; evidence is organized in a way that helps teachers tailor their instruction and articulate learning to families	Districts, schools, and educators use results to identify: <ul style="list-style-type: none"> » strengths and weaknesses of their classes and individual students » necessary adjustments to instruction 	Results can be used to: <ul style="list-style-type: none"> » evaluate student achievement and learning » meet the WV Accountability System requirements for the academic progress indicator 	Long-range planning based on results can occur at the district or state levels; used in state accountability system
How much time does the assessment take?	Varies; formative assessment is an ongoing, daily process teachers use to personalize learning for all students	30 minutes - 1 hour average	30 minutes - 1 hour average	4.5 hour average for the WV General Summative Assessment (average across all grades levels and includes ELA, math, and science)

Introduction

The formative assessment process provides educators and students with up-to-date, often in the moment, evidence of student progress towards achievement of the intended learning outcomes. Educators and students use the evidence collected during classroom instruction to inform their daily decisions about learning and instruction.

For educators, the formative assessment process provides evidence of student learning necessary to adjust daily instruction in a manner that increases the learning outcomes for all of their students. Educators also use the evidence of student learning collected during the formative assessment process to give their students feedback about their progress towards the targeted learning outcomes. In addition to creating stronger student supports in the classroom, the reflective nature of the formative assessment process also supports professional growth and increases overall educator effectiveness.

When students receive high quality, actionable feedback about their progress toward learning outcomes, they are able to make informed decisions concerning their short and long-term learning goals and the strategies and tools they use to meet those goals. In this manner, the formative assessment process creates opportunities for students to be active participants in the decision-making process, which increases their engagement in the classroom and supports the development of a growth mindset.

To increase student engagement and ensure that all West Virginia graduates are college and career ready, classroom instruction must fulfill the needs of all students. Designing classroom instruction with the individual strengths and weaknesses of students in mind creates personalized learning opportunities and supports all students as they strive to achieve academic success.

Purpose of Document

The West Virginia Department of Education's Division of Teaching and Learning provides this toolkit to help readers understand formative assessment. It outlines the fundamentals of the formative assessment process, highlights terminology, definitions, best practices, distinctions among formative assessments and other types of assessments, and underscores the interdependence between formative assessment and educational decisions. Additionally, the toolkit offers guidance at each programmatic level and easy access to online resources and tools for formative assessment practices.

A Collaborative Definition for Educators

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Formative assessment IS	Formative assessment IS NOT
Ongoing (daily) process that teachers AND students engage in DURING instruction	After the teaching-learning cycle (between instructional units or calendar periods)
The communication of clear specific learning goals	Mini-versions of pre-determined summative assessments
A planned and intentional part of the learning goals in a classroom while closely monitoring individual student progress or growth toward those goals	Always occurring at the same time and same way for each student; focus solely on a number, score, or level
Using evidence to adjust teaching and learning	A specific test, event, nor a bank of test items given at the end of learning to measure overall progress or to evaluate educational programs
Non-graded	Scored solely for accountability
Highlighting the needs of each student	Viewing all students as being, or needing to be at the same place in their learning
Immediate, useful and descriptive feedback provided to students and teachers	Limited feedback weeks or months after the assessment
Relying on teacher expertise and interpretation	Relying on outsiders to score and analyze results
Encouraging students to assume greater responsibility for monitoring and supporting their own learning	Excluding students from the assessment process (teacher directed)
Considering multiple kinds of evidence, based on a variety of tools or strategies	Focused on a single piece of information

Chart adapted from page 6,

http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf

Key Practices of the Formative Assessment Process

1. Clear lesson-learning goals and success criteria, so students understand what they're aiming for;
2. Evidence of learning gathered during lessons to determine where students are relative to goals;
3. A pedagogical response to evidence, including descriptive feedback that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?;
4. Peer- and self-assessment to strengthen students' learning, efficacy, confidence, and autonomy; and
5. A collaborative classroom culture where students and teachers are partners in learning.
(<http://ccsso.org>)

Key Questions about the Formative Assessment Process

What information should be collected? Student work showing progress toward learning targets (standards) should be collected.

How should I collect information?

The use of:

- anecdotal notes
- work samples
- pictures
- dictation
- student interviews
- graphic organizers
- debriefing
- student data forms
- observations
- questioning
- exit slips
- visual representations
- portfolio check
- journals
- hand signals
- misconception check
- think - pair - share

are just a few of the ways to collect information.

How should I organize information collected?

The information collected may be organized in data notebooks, electronically, or in student portfolios, just to name a few.

When should I collect information?

Formative assessment is a deliberate process that is utilized DURING instruction. It is not adjunct to teaching but, rather integrated into instruction and learning with teachers and students receiving frequent feedback.

The remaining pages of this document provide helpful resources educators can use to

- refine their classroom integration of the formative assessment process, and
- share information with families about the formative assessment process.

The Formative Assessment Process: A Guide for Teachers

What is Formative Assessment?

Formative assessment is the **deliberate daily process** used by teachers and students **during instruction** that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

How the Process Works

- Know your standards and developmental levels and be prepared to use them to inform and improve classroom practices and to plan meaningful learning experiences.
- Observe students during learning. Ask questions to check for understanding.
- Document, document, document student work/responses.
- Analyze documentation. What do the responses/work samples/observations mean?
 - » Plan for instruction based on formative assessment results.
- Instruct/re-teach.
- Reflect, assess, adjust, repeat the process.

The West Virginia Department of Education's Division of Teaching and Learning has developed a visual representation of the formative assessment process. This representation is a hybrid of the images originally designed by the National Institute for Early Education Research (NIEER) and the Smarter Balanced Assessment Consortium.

http://nieer.org/wp-content/uploads/2016/08/Using_Anecdotal_for_Intentional_Teaching.pdf

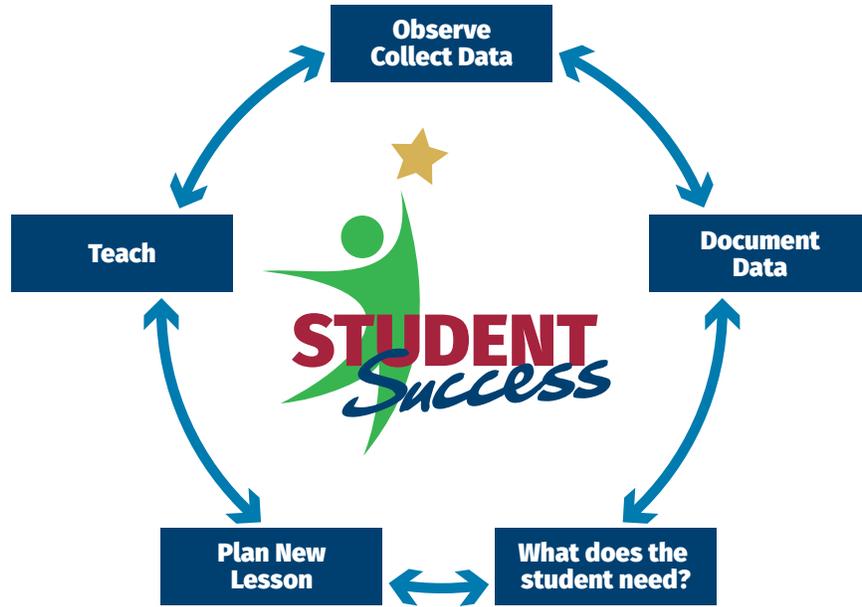
For more information and classroom resources on formative assessment, please visit the following website:

<https://wvde.us/tree/>.

The Formative Assessment Process: A Guide for Families

What is formative assessment?

Formative assessment is a process used to gather evidence during class to change teaching for student success.



How the Process Works:

- How can a teacher be sure your student is understanding a lesson? This is done using the formative assessment process.
- During a lesson, the teacher asks your child questions to see if they understand the material.
- During a lesson, the teacher has your child ask questions.
- During a lesson, the teacher has your child raise their hands if they are confused.
- During a lesson, the teacher has your child explain, in their own words, what they were just studying.

If a student displays difficulty, different ways are found to help the student understand. This helps teachers be sure their students are learning what they need to know and it keeps the students from falling behind.

For more information on how formative assessment is being used in your child's class, contact the teacher or principal.

Image adapted from: http://nieer.org/wp-content/uploads/2016/08//Using_Anecdotal_for_Intentional_Teaching.pdf



<https://wvde.us/tree/>

West Virginia’s online platform for educators is a one stop, grade-and/or content-specific site highlighting WV content standards, resources, and links that are essential to ensure high-quality educational programming. The resources include grade specific lessons, professional learning, and guidance documents crafted to help enhance teaching practice and guide the classroom teacher in the art of teaching. The links connect teachers with information regarding:

- Grade-and/or content-specific content standards, linked to resources to support use
- College and career readiness in West Virginia
- The formative assessment process
- Summative assessment login and resources (grades 3-12)
- Opportunities for professional learning
- Working with children with special needs
- Educator effectiveness and licensure (certification and evaluation)
- Guidance Documents
- Programmatic level foundations for learning
- Additional resources

The WV TREE is designed with the teacher’s busy schedule in mind, one stop, one focus, and tailored for the professional educator. This “one stop” ensures teachers will not have to scour the WVDE website to find needed resources.

The WV TREE is a fluid website, with the resources and content added on a regular basis.

Foundations for High-Quality Early Learning Programming

Early Learning Readiness (Pre-K – Kindergarten)

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Formative Assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Teachers and students in the Early Learning Readiness grades use authentic evidence of student learning to inform instruction and learning during the teaching/learning cycle.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Formative Assessment Processes:

- A classroom culture in which teachers and students are partners in learning is essential for the successful implementation of the formative assessment process.
- Early childhood educators use the formative assessment process to inform and monitor student progress toward achieving identified learning goals. They use this evidence of learning to inform and adjust instruction.
- Early Learning Standards Framework and the Standards articulate what young students should know, understand and be able to do. The learning progressions within these standards assist the educator in determining the evidence needed to impact future learning.
- Students in the early learning readiness grades benefit when teachers use the formative assessment process to ensure experiences are available to close the gap between current learning and learning goals.

Implications

- Instruction is crafted based on a deep understanding of the standards and an understanding of how student learning progresses along a learning progression. Ask Yourself: Do I have an understanding of all applicable Content Standards and Objectives for my grade level? Do I know how to use the standards to design learning experiences that will help a student reach the goal of the standard?
- Evidence of student learning is gathered during classroom instruction. This evidence may include but is not limited to: student observations (during any part of the day), conversations, checklists, student interviews, student conversations, student work samples, and photographs. Ask Yourself: Am I consistently looking for evidence of student learning related to learning goals? Do I use the gathered evidence to guide instruction in order to support student learning? Do I use evidence of student learning to support individual students? Do I use evidence to articulate individual children's progress to families?

Foundations for High-Quality Early Learning Programming

Early Learning Primary (Grades 1-2)

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Formative Assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Teachers and students in the Early Learning Primary grades use authentic evidence of student learning to inform instruction and learning during the teaching/learning cycle.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Formative Assessment Processes:

- A classroom culture in which teachers and students are partners in learning is essential for the successful implementation of the formative assessment processes.
- Early childhood educators use the formative assessment processes to inform themselves of student's progress toward achieving identified learning goals. They use this evidence of learning to inform and adjust instruction.
- Students at these grade levels benefit from having learning goals articulated in terms that they understand and are able to self-assess their progress toward reaching these goals.
- The Standards articulate what young students should know, understand and be able to do. The learning progressions within these standards assist the educator in determining the evidence needed to impact future learning.
- Students at these grade levels benefit when teachers use formative assessment processes to make changes in the instruction to close the gap between current learning and learning goals.

Implications

- The focus of classroom instruction is based on a deep understanding of standards and learning progressions within the standards. Ask Yourself: Do I have an understanding of the Standards that enable me to craft instruction to support individual student learning?
- Primary students need to have an understanding of the expectations within the learning goals. Ask Yourself: Do I share the learning goals with my students in terms that they understand? Do my students hold themselves accountable for their progress in achieving the identified learning goals?
- Evidence of student learning is gathered during classroom instruction. This evidence may include but is not limited to: student observations, checklists, student interviews, student conversations, student work samples. Ask Yourself: Am I consistently looking for authentic evidence of student learning related to learning goals? Do I use the gathered evidence to impact student learning?
- Students at this level achieve the learning goals at different rates. Ask Yourself: Do I use evidence to design learning experiences to meet the individual learning needs of students?

Foundations for High-Quality Early Learning Programming

Early Learning Intermediate (Grades 3-5)

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Formative Assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Teachers and students in the Early Learning Intermediate grades use authentic evidence of student learning to inform instruction and learning during the teaching/learning cycle.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Formative Assessment Processes:

- A classroom culture in which teachers and students are partners in learning is essential for the successful implementation of the formative assessment processes.
- Intermediate teachers use the formative assessment processes to inform themselves of student's progress toward achieving identified learning goals. They use this evidence of learning to inform and adjust instruction.
- Students at these grade levels benefit from having learning goals articulated in terms that they understand and are able to self-assess their progress toward reaching these goals.
- Students at these grade levels begin to articulate their learning needs in order to achieve goals.
- The Standards articulate what students should know, understand and be able to do. The learning progressions within these standards assist the educator in determining the evidence needed to impact future learning.
- Students at these grade levels benefit when teachers use formative assessment processes to make changes in the instruction to close the gap between current learning and learning goals.

Implications

- The focus of classroom instruction is based on a deep understanding of standards and learning progressions within the standards. Ask Yourself: Do I have an understanding of the Standards that enable me to craft instruction to support individual student learning?
- Intermediate students need to have an understanding of the expectations within the learning goals. Ask Yourself: Do I share the learning goals with my students in terms that they understand? Do my students hold themselves accountable for their progress in achieving the identified learning goals? Are my students able to articulate what they need in order to achieve the identified learning goals?
- Evidence of student learning is gathered during classroom instruction. Ask Yourself: Am I consistently looking for authentic evidence of student learning related to learning goals? Do I use the gathered evidence to impact student learning?
- Students at this level achieve the learning goals at different rates. Ask Yourself: Do I use evidence of learning in collaboration with the student to design learning experiences to meet the individual learning needs of students?

Foundations for High-Quality Secondary Programming

**Middle School (Grades 6-8)
High School (Grades 9-12)**

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers employ formative assessment processes to guide daily instruction. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Formative Assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Formative assessment can be both informal (discussions, journal entries, questioning, etc...) and formal (peer/self-assessments, quizzes, practice presentations, etc...).

Critical Considerations to Help Ensure Developmentally Appropriate Practices for Formative Assessment Processes:

- A classroom culture in which teachers and students are partners-in-learning is essential for the successful implementation of formative assessment processes.
- Teachers use the authentic evidence of student learning collected through formative assessment to make informed instructional decisions such as adjusting in-the-moment teaching or planning long-term instruction.
- Teachers share the authentic evidence of student learning collected through formative assessment with their students in a timely manner and provide feedback to help students understand their progress toward intended learning targets and make informed decisions about the strategies/methods they use to achieve the intended learning outcomes.
- Students benefit when they understand the expectations for intended learning outcomes and are given opportunities to receive and act on constructive feedback from their teacher and from peer and self-assessments.
- Students benefit when teachers use formative assessment to make instructional changes or adjustments in order to close the gap between current learning and the intended learning outcomes.

Implications

- The focus of classroom instruction is based on a deep understanding of standards and learning progressions within the standards. Ask Yourself: How do I demonstrate understanding of the state standards that enable me to craft instruction and supplement individual student learning needs?
- Effective formative assessments provide teachers and students with timely, authentic evidence that demonstrates students' progress toward standards-aligned learning outcomes. Ask Yourself: How do I provide standards-based assessments during instruction that provide an accurate picture of students' progress relative to the intended learning outcomes?
- Students need to have an understanding of the expectations within the intended learning outcomes. Ask Yourself: In what ways am I providing students with clear standards-based goals and expectations so that they can articulate the criteria for success?
- Students need to understand their progress toward intended learning outcomes in order to make informed decisions about their own learning. Ask Yourself: How do I provide students the opportunity for peer and self-assessment? What am I doing to encourage students to hold themselves accountable for their progress in achieving the intended learning outcomes?

Additional Formative Tools and Resources

If you would like to find examples of formative assessment techniques and other resources that will assist you as you integrate formative assessment practices in your instructional resources, please visit the links below.

Professional Learning Resources

Using Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice — this document covers current research in formative assessment, explains why formative assessment is important, and provides the steps best used for successful assessments.
<http://events.ksde.org/LinkClick.aspx?fileticket=Lv2UCizX3uw%3D&tabid=799&mid=2077>

Formative Assessment for Students and Teachers (FAST). This webpage provides links to various formative resources.
<http://ccsso.org/resource-library/formative-assessment-students-and-teachers-fast>

Formative Assessment Resources — this site provides links to videos of teachers using formative assessment in the classroom. An excellent way to see what it actually looks like in practice.
<https://www.teachingchannel.org/videos?9=formative+assessment>

How to Assess Students' Learning and Performance — this website provides suggestions and strategies for assessing student learning and performance as well as ways to clarify your expectations and performance criteria to students. Covers formative assessment, creating assignments, developing rubrics, and assessing one's own teaching.
<https://www.cmu.edu/teaching/assessment/assesslearning/index.html>

Early Childhood Curriculum, Assessment, and Program Evaluation — this website includes the statement of position, recommendations, and indicators of effectiveness of the position statement, as well as an overview of relevant trends and issues, guiding principles and values, a rationale for each recommendation, frequently asked questions, and developmental charts.
<http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

Formative Assessment That Truly Informs Instruction - An article about formative assessment.
<http://www2.ncte.org/statement/formative-assessment/>

Formative Assessment: Improving Learning in Secondary Classrooms (Policy Brief)
www.oecd.org/edu/cei/35661078.pdf

Formative Assessment for Administrators (Middle and High School level) — this is a helpful resource to use for professional learning.
<http://www.rowan.edu/colleges/education/outreach/Using%20Formative%20Assessments%20to%20Improve%20Teaching%20and%20Learning/documents/Formative%20Assessment%20for%20Administrators.pdf>

Classroom Assessment for Learning – this is a brief article that discusses classroom assessment where involves students are involved in the process and that focuses on increasing learning.
<http://hssdnewteachers.pbworks.com/w/file/50394085/Classroom.Assessment.for.Learning.Chappuis.pdf>

Educational Leadership. How Classroom Assessments Improve Learning — this is an article by teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn.
<http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

Tools for the Formative Assessment Process

56 Different Examples of Formative Assessment —this document provides easy-to-use, concrete examples of formative assessment that can be adapted for any grade level.

http://www.commoncorehistorysocialstudies6to8.com/uploads/1/3/5/2/13524571/56_examples_of_formative_assessment.pdf

Early Childhood Learning and Knowledge Center — this is the website for the U.S. Head Start program.

<http://eclkc.ohs.acf.hhs.gov/hslc>

Early Childhood Technical Assistance Center — this website is for the ECTA Center, a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, <http://ectacenter.org/>

Selected assessment resources — this website has a wealth of information about assessments for young children. <http://nieer.org/research/assessment>

Ready, Set, Go! WV: West Virginia's Comprehensive Framework for School Readiness.

<http://wvde.us/early-and-elementary-learning/ready-set-go-wv-school-readiness/>

Glossary

Formative assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.

Non-standardized assessments

Informal tests, usually developed by the teacher that allow for an assessment of an individual's abilities or performances, but doesn't allow for a comparison of one student to another. Some examples include portfolios, interviews, informal questioning, group discussions, oral tests, pop quizzes, exhibitions of work, projects, and performance exams.

Observation performance data

Data collected (documented records) by the teacher to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class (Burke, Kay, 1994). Example recording options: teacher, self, or peer observation checklists, anecdotal records (written summary of student performance), or rubrics. Example observation activities: small group work, peer collaboration, student presentations, experiments, performance tasks, or check for understanding (during lesson/end of skill instruction).

Burke, Kay (1994). How to assess authentic learning. Palatine, IL: IRI/Skylight Publishing, Inc.

Performance assessments

Assessments designed to provide students with an opportunity to demonstrate their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario.

Portfolios

A purposeful collection of student work (evidence) that demonstrates the student's efforts, progress, or achievement in given areas in which the collection must include student participation in the selection of portfolio content, the guidelines for selection, the criteria for judging merit, and evidence of student self-reflection.

Standardized assessments

Assessments designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered, then scored, in a predetermined, standard manner to be used for comparing results across students, classrooms, schools, school districts, and/or states.

Teacher-made tests

A teacher-made test is written by the instructor in order to measure student comprehension and implemented as part of the instructional process, rather than after the fact.

WV Alternate Summative Assessment

A customized test specifically designed for students with significant cognitive disabilities whose performance cannot be adequately assessed through the general summative assessment instrument, even with accommodations. These students are assessed in the same content areas and at the same grade levels as students who take the West Virginia general summative assessment. Students who are administered the West Virginia alternate summative assessment must be instructed using the appropriate grade level Alternate Academic Achievement Standards as per the IEP.

WV Diagnostic Assessments

Optional assessments that allow local school districts and staff to monitor students' progress toward demonstrating mastery of the content standards.

WV Early Learning Reporting System

A tool that includes the data reporting component of WV Pre-K and Kindergarten programs.

WV General Summative Assessments (WVGSA)

A customized test consisting of selected criterion-referenced response items used to measure a student's level of achievement of the West Virginia CSOs in mathematics and English Language Arts/Literacy (ELA) in grades 3-8 and 11, and science in grades 5, 8, and 10.

WV Interim Assessments

Assessments that can be administered prior to the WVGSA that allow local school districts and staff to monitor students' progress toward mastery of the WVBE-approved content standards.



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