

Frequently Asked Questions

How often will PASS be administered?

2009-10: Weeks 18 and 27

2010-11: Weeks 9, 18, and 27

What resources will be provided to assist schools?

1. Training on the assessment system, scanning software, and data management/reporting tool
2. Guidelines for collaborative planning and analysis of data
3. Strategies for differentiating instruction
4. Rubrics for scoring performance tasks

What will teachers, administrators, and central office staff do with the results?

1. Disaggregate data
2. Use guiding questions to identify areas of strength and weakness
3. Study root causes, plan strategies to address student needs and provide professional learning



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Monitoring Student Learning with Periodic Assessment of State Standards (PASS)

An informational guide for school and community stakeholders

Henry County Schools recognizes the important role that assessment plays in preparing students for college and the world of work. To that end, we are engaged in a comprehensive evaluation of district policies and procedures to identify best practices and to recommend changes that move our students and our schools from “good to great”.

Included among these policies and practices is the district-wide testing program we use to monitor progress towards our goal of ensuring success for each student. We believe that, like state assessments, district assessments should be high-quality standards-based measures that are aligned with Georgia’s curriculum. The result is a balanced assessment system that promotes sound instructional practices, while providing information on the effectiveness of educational programs.



*Ensuring Success for
Each Student*

Balanced Assessment

A balanced assessment system includes a combination of assessment *for* and assessment *of* learning. These formative, interim and summative assessments serve separate, but supportive purposes in the process of learning and teaching and should be an integral part of every instructional program.

Formative Assessment

- ◆ occurs continuously in the classroom, both within and between lessons to monitor student progress
- ◆ used to adjust teaching strategies
- ◆ provides frequent and meaningful feedback to students about their performance
- ◆ used to determine “next steps” in instruction

Interim Assessment

- ◆ occurs within, between, and among instructional units
- ◆ used to identify strengths and gaps in the learning-teaching process
- ◆ Used to modify instruction for student groups based on their progress towards mastery of content and process standards

Summative Assessment

- ◆ occurs annually or less-frequently
- ◆ used a number of ways, including:
 - to determine state, district and school accountability
 - to evaluate instructional programs
 - to monitor state, district, and school progress towards meeting strategic goals
- ◆ are standardized so that comparisons can be made across student groups

Interim Assessment

The goal of interim assessment should be to increase student achievement by using test data in a formative way. To do this effectively, assessments must be standards-based measures that provide valid and reliable feedback to students in a timely manner.

The design of an interim assessment that is purported to predict performance on the yearly state assessment (e.g., Criterion-Referenced Competency Test; CRCT), should begin with the alignment of item content to standards that are measured by the state assessment.

A major purpose of benchmarking is to intervene with effective instructional strategies that correct student misconceptions in enough time to improve student performance on the yearly summative assessment (e.g., CRCT).

Periodic Assessment of State Standards (PASS)

(District-wide interim assessment program)

- ◆ Grades 3-8 Mathematics and Reading/ English Language Arts (R/ELA)
- ◆ GPS-aligned Assess2Know[®] Item Bank (supplemented by additional items where necessary)
- ◆ Performance Tasks (1 task per benchmark/ interim assessment - per grade & subject)
- ◆ Paper & pencil testing
- ◆ Printed tests will be delivered to schools
- ◆ Answer documents printed locally and scored using plain-paper scanners
- ◆ District-wide data collection and reporting tool (Edusoft[®] Data Management System)

The Plan for Balanced Assessment...

Effective Use of Formative, Interim and Summative Assessment Data

- ◆ Use the results of **summative assessments** (e.g., CRCT, End-of-Course Tests, Advanced Placement exams) to set performance goals at each of the following levels:
 - system
 - school
 - data teams (grade and subject area)
 - individual teachers
- ◆ Administer **interim assessments** (aligned to Georgia Performance Standards) to:
 - **Diagnose** strengths and weaknesses
 - **Adjust** instruction
 - **Identify** students for remediation, acceleration or enrichment
- ◆ Integrate **formative** assessment practices that include common assessments and performance tasks within grade levels and subject areas.

