



# ASSESSMENT IN RED CLAY

## GRADE 5

Summative and interim tests given to students in this grade across the district:

Test	Time	Purpose(s)
<b>Smarter Summative</b> (ELA & Mathematics)	1 time per year, Spring Untimed, @4 hours per subject over multiple days	<ul style="list-style-type: none"> <li>Meets federal requirement for school accountability</li> <li>Measures achievement and year-to-year growth on content standards</li> </ul>
<b>DCAS</b> (Science)	1 time per year, Spring Untimed, @ 2 hours typically given in one day	<ul style="list-style-type: none"> <li>Measures achievement on content standards</li> <li>State requirement</li> </ul>
<b>Reading and Mathematics Inventory</b> (HMH)	3 times per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Measure growth</li> </ul>
<b>Pre &amp; Post Tests</b> (Various subjects)	2 times per year @ 30-50 minutes each test	<ul style="list-style-type: none"> <li>Fulfill state requirement for teacher evaluation (Component V)</li> <li>Measure growth</li> </ul>
<b>Reading Series Benchmark Tests</b>	4 unit assessments per year @ 60 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>Mathematics Series Benchmark Tests</b>	2 unit assessments per year @ 30 minutes each test	<ul style="list-style-type: none"> <li>Fulfill federal requirement for Response to Intervention (RTI), identify students at-risk</li> <li>Determine progress toward meeting standards</li> </ul>
<b>ACCESS (English Language Learners only)</b>	Once a year, 2 <sup>nd</sup> semester @ 3 hours given over 2 - 3 sessions	<ul style="list-style-type: none"> <li>Measure growth in English language proficiency</li> <li>Determine qualifications for services</li> </ul>

*Ask your child's teacher what, if any, additional tests are administered at the school level (such as STAR Reading or Accelerated Reader)  
This list does not include every unit assessment and quiz. Some students receive additional testing based on need.*

## More information on assessment

Assessment is a valuable part of Red Clay's educational program. This important component allows teachers to plan, document and evaluate student learning in an ongoing cycle. This teaching process is crucial to promote student achievement. Tests and other assessments provide evidence of student learning and help teachers identify next steps in their instruction.

## TYPES OF ASSESSMENTS

**FORMATIVE** assessments are used *during* instruction and provide feedback to adjust ongoing teaching and learning. An example is a class quiz where students explain their thinking.

**SUMMATIVE** assessments are generally given *after* instruction (end of a unit, course, or grade) to evaluate students' performance against a set of standards. Examples are the state SMARTER and DCAS tests, and class unit tests.

**INTERIM or BENCHMARK** assessments fall between formative and summative and are given to evaluate students' knowledge and skills relative to a specific set of standards. They are designed to inform decisions at the classroom level and school or district level. An example is a unit test from our reading or math series given to all students in the district at that grade level.

**Source: Achieve**

[http://www.achieve.org/files/Achieve\\_StudentAssessmentInventory\\_ListeningtoParents.pdf](http://www.achieve.org/files/Achieve_StudentAssessmentInventory_ListeningtoParents.pdf)

**Classroom** assessments are determined by individual teachers. Some examples are pre-tests, end of unit or chapter tests, quizzes, and informal assessments to gauge students' understanding, provide grades, and inform teaching.

**Schoolwide** assessments are determined at the school level. Teachers across a grade level or department give the same assessment. Common assessments provide information to identify students who may need additional assistance and to identify strengths and needs in the instructional program.

**Districtwide** assessments are determined at the district level. These assessments are given to all students across the district. Certain assessments are selected based on district need and other assessments are given to meet state or federal requirements, such as Response to Intervention (RTI) to identify students who need additional assistance. These common assessments show what students learned, monitor progress, and determine what professional development might be helpful for teachers.

**State and National** assessments are determined by the Delaware or U.S. Departments of Education. Delaware System of Student Assessment (DeSSA) includes Smarter testing in reading and mathematics (grades 3-8), DCAS Science (grades 5, 8, 10, PSAT (grade 10, Red Clay also tests grades 8 and 9), and SAT (grade 11). It also includes tests for specific groups: DCAS Alt-1 (alternative test) for students with severe cognitive disabilities, ACCESS (Assessing Comprehension and Communication in English State-to-State) for English Language Learners (taken until demonstrate proficiency in English). Students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses have an opportunity to take AP or IB exams. Every few years a sample of 4th, 8th, and 12th grade students take the National Assessment of Educational Progress (NAEP).