

<b>Title:</b>	Syracuse City School District Assessment Framework
<b>Created by:</b>	Syracuse City School District and New York Comprehensive Center

- Audience:** **Teachers, instructional coaches, principals, district leaders**, state education department employees, **professional development providers**, local/state board members; higher education faculty; and comprehensive centers staff
- Description:** This document describes the different types of assessment used by the Syracuse school district to support student learning. The types of assessment are organized by the frequency with which they are used, ranging from annually to continuously. This framework describes how students, teachers, and administrators are expected to use the results of each type of assessment and the professional development that will support each type.
- How it was used:** This document was used to communicate the different types of assessment being used in the school district so that students, teachers, and administrators would have a common understanding of where classroom formative assessment practices fit within the district’s comprehensive assessment system. It was developed by the district leadership team with assistance from the NYCC. At that time, it was distributed to teachers, building principals, and district administrators and shared with New York State Education Department (NYSED) staff during a Leadership Academy conference held in February, 2008. Since its initial distribution, this document has been used in multiple contexts within Syracuse to help teachers and administrators clarify, refine and deepen their understanding of effective data use practices.
- Key lessons:** Formative assessment practices are easily conflated and confused with periodic benchmark or interim assessments. A framework such as this helps teachers and administrators distinguish them. It is also important to acknowledge the role of other types of assessment and how they are used to inform decisions and support student learning.
- Recommendations:** The development of a framework describing the role of different types of assessment in any local or state school system should be accomplished as early as possible in any initiative to introduce new assessments into that system.

**Syracuse City School District Assessment Approach**  
**Characterizing each assessment type and expectations for use in Syracuse**

<b>Assessment cycle</b>	<b>Assessment type(s)</b>	<b>Assessment tools</b>	<b>Expectations for student use of data</b>	<b>Primary Expectations for teacher use of data</b>	<b>Expectations for school or district level use of data</b>	<b>Emphasis area for professional development</b>
<b>Continuous or Daily</b>	Formative classroom, instructionally based	Questioning techniques Planned interactions Spontaneous assessments FA practices, like white boards, choral response, exit tickets, bellwork, whip around	To self-monitor understanding of the learning goals	To check for level of student understanding of learning goals and revise instruction based on data  Decide what comes next in learning		Support ISTs to define and train grade 4/5 teachers using short-cycle formative assessments to better understand student learning needs  Align short cycle formative assessments to learning goals
<b>Weekly or Monthly</b>	Formative classroom  Could be "common formative assessments" by grade level	Weekly or Monthly assessments used formatively including s <ul style="list-style-type: none"> <li>▪ Student work samples</li> <li>▪ Journals</li> <li>▪ Essential Questions</li> <li>▪ Common formatives</li> <li>▪ Mini performance tasks</li> </ul>	To check progress against learning goals  To clarify what has been learned and what learning will take place next	To check for class and individual level of understanding and revise upcoming instruction based on data  To identify which students need additional targeted interventions	To provide early identification of students who require targeted student interventions	Support ISTs to define and develop appropriate medium-cycle assessments that can be used to inform instructional practices  Support leadership team to identify and implement structures to support interventions
<b>Unit</b>	Unit testing	End of unit tests	To gauge progress towards meeting grade-level goals or benchmarks	To determine grades and promotion  To measure student competency	Grade level and building level analysis of mastery on end of unit tests  Analysis and alignment between end of unit tests with state and predictive tests	Support development of data practices that create opportunities to align end of unit testing with other student assessment results
<b>Quarterly</b>	<ul style="list-style-type: none"> <li>▪ Quarterly Assessments</li> <li>▪ Benchmark testing</li> <li>▪ Interim testing</li> </ul>	ACUITY	To gauge their progress towards mastering the standards	Analysis of which students need additional interventions or targeted services, and which can benefit from advanced work	Analysis of trends in student performance across grades, buildings  Identify which students are meeting the standards and which are not	Provide and train ISTs and school leaders to use common protocols for effective analysis and use of long-cycle data
<b>Annual</b>	NY State Testing	NY State Assessment		Analysis of which students need additional interventions or targeted services, and which can benefit from advanced work	To identify broad areas of strengths and weakness, determine which standards have been met, which of these standards students have mastered or are making appropriate progress towards, and in which areas not enough students met the standards	Provide and train leadership to use common protocols for effective analysis and use of annual state assessment (long-cycle) data

*Ultimate goal of a coherent assessment approach: Create an aligned system of assessment so that all assessments are measuring agreed upon learning goals and discrete measurement takes place along the learning progression embedded within each goal.*