



Shepherd's Assessment Plan

Shepherd Public Schools

Our District Mission, Vision, and Commitments

We Are Shepherd: A safe, respectful, and positive community where our high expectations and emphasis on personal growth support all students in being successful, lifelong learners.

High School:

We Are Shepherd: Empowering students to achieve greatness. Built Upon: ResPect, LeadeRship, IntegrItty, KinDness and AchiEvement.

Middle School:

Students work towards being Persistent, Responsible, Independent, Dedicated, and Empowered.

Elementary School:

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success through Positivity, Respect, Independence, Discovery, and Empowerment.

Shepherd School's assessment plan is designed to provide a clear, organized, and cohesive framework for evaluating all student progress. We use these assessments to identify areas for improvement, and ensure the overall academic success of each student. Our assessment plan is aligned with the school's educational mission statement which supports all students' success through personal growth. This plan includes various forms of assessment, both formative and summative, to offer comprehensive insights into student learning.

Shepherd's assessment plan is to look at the different types of assessments we use within the district to measure student achievement to identify areas where students can have personal growth.

Teachers use these assessments to identify where students are at in the learning process and to determine which students need intervention, remediation and/or extension lessons. Teachers also use assessment to assist in unit and lesson planning to determine if a concept needs to be retaught or if they can move on with their year-long plan.

As a district, we use various assessments in order to drive our curriculum planning. We use assessments to evaluate curriculum resources in order to make needed curriculum adjustments according to our curriculum plan. We also look for trends in student achievement over time and across grade levels to track individual student achievement.

It is imperative that we, as a school district, communicate student achievement and progress towards individual growth to students and parents/guardians. Students can make better growth when parents are involved in their education because it promotes accountability from everyone involved.

Vision, Mission, and Commitments

Elementary Vision

Positivity
Respect
Independence
Discovery
Empowerment

Elementary Commitments

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success. Faculty and staff are committed to providing a safe and **positive** environment for children to learn and develop. We will teach **respect** for each other, authority, and oneself. Our curriculum will focus on building responsibility and **independence** to make a smooth transition to middle school, high school, and beyond. Shepherd Elementary will encourage **discovery** and growth of social, academic, and personal skills for every student. We believe in the **empowerment** of our students and hold everyone within our walls to the highest standard.

Middle School Vision

P.R.I.D.E.

Persistent

I commit to creating goals for myself and overcoming obstacles by taking the time to do things the right way in order to succeed.

I commit to setting and achieving my goals.

Responsible

I commit to completing my work with my best effort and turning it in on time.

I commit to putting forth my best effort.

Independent

I commit to trying to take on challenges myself before asking for help.

I commit to advocating for myself.

Dedicated

I commit to giving my time and effort towards the things I need most.

I commit to prioritizing my needs.

Empowered

I commit to realizing that I have the power to make my own decisions and choices.

I commit to being confident in my own decisions.

High School Vision

We Are Shepherd: Empowering students to achieve greatness.

Built Upon:

Res**P**ect
Leade**R**ship
Integr**I**ty
Kin**D**ness
Achi**E**vement

Shepherd High School Commitment Statements:

Respect: We commit to thinking before we act and showing everyone respect.

Leadership: We commit to inspiring others to be their best.

Integrity: We commit to being honest and making good choices.

Kindness: We commit to being compassionate and understanding.

Achievement: We commit to giving our best effort in everything we do.

District Assessment Schedule

Shepherd District Assessment Schedule K-12

Grade Level	Assessments			
K	MAPS – NWEA	Math Diagnostic	Reading Diagnostic	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, OCM (oral counting measure), NIM (number identification measure), QDM (quantity discrimination measure), MNM (missing number measure)	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, LNF (letter name fluency), LSF (letter sound fluency), PSF (phoneme segmentation fluency) - spring/winter only, NWF (nonsense word fluency) -spring/winter only	Independent Reading Level Assessment- Assessed as they master skills in each level
1	MAPS – NWEA	Math Diagnostic	Reading Diagnostic	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, OCM (oral counting measure), NIM (number identification measure), QDM (quantity discrimination measure), MNM (missing number measure), MCOMP (Math computation)	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, LNF (letter name fluency), LSF (letter sound fluency), PSF (phoneme segmentation fluency) - spring/winter only, NWF (nonsense word fluency) -spring/winter only, RCBM (Fluency at grade level)	Independent Reading Level Assessment- Assessed as they master skills in each level
2	MAPS – NWEA	Math Diagnostic	Reading Diagnostic	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, MCAP(Math concepts and application) MCOMP (Math computation)	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, RCBM (Fluency at grade level)	Independent Reading Level Assessment- Assessed as they master skills in each level
3	MAPS – NWEA	Math Diagnostic	Reading Diagnostic	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring, Science- completed 3 times/yea Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, MCAP(Math concepts and application) MCOMP (Math computation)	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, RCBM (Fluency at grade level), STAR (Reading level and vocab)	Independent Reading Level Assessment- Assessed as they master skills in each level

4	MAPS – NWEA	Math Diagnostic	SBAC/MAST – State Assessments	MONTCAS – Science	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring, Science- completed 3 times/yea Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, MCAP(Math concepts and application) MCOMP (Math computation)	ELA and Math	Science – completed each spring	Independent Reading Level Assessment- Assessed as they master skills in each level
5	MAPS – NWEA	Math Diagnostic	SBAC/MAST – State Assessments	MONTCAS – Science	IRLA
	Math – completed 3 times/year – Fall, Winter, Spring Reading – completed 3 times/year – Fall, Winter, Spring, Science- completed 3 times/yea Fall, Winter, Spring	AIMSWEB - completed 3 times/year – Fall, Winter, Spring, MCAP(Math concepts and application) MCOMP (Math computation)	ELA and Math	Science – completed each spring	Independent Reading Level Assessment- Assessed as they master skills in each level
6-8	MAPS – NWEA	SBAC/MAST – State Assessments	MONTCAS – Science	Reading Diagnostic	
	Math, Reading, Language, Science – completed 2 times/year – Winter, Spring	ELA and Math	Science – completed each spring	STAR (Reading and vocab), Accelerated Reading Program	
9-12	MAPS – NWEA	ACT – State Assessments		PreACT – State Assessments	
	Math, Reading, Language, Science – completed 2 times/year – Winter, Spring	ELA, Math, Science and Writing		ELA, Math, Science and Writing	

Types of Assessments

Shepherd Schools uses both **formative** and **summative** assessments to monitor, support, and evaluate student progress. When we have an emphasis on personal growth as a part of our overall district mission statements. Our classroom teachers use a variety of different types of these assessments listed below.

Formative Assessments

- **Classroom Discussions:** Informal questioning and discussions to gauge student comprehension.
- **Quizzes:** Frequent, low-stakes quizzes to assess knowledge retention.
- **Exit Tickets:** Short responses to reflect on the day's lesson and identify areas of confusion.
- **Projects and Presentations:** Assessing both process and product, allowing for creativity and collaboration.
- **Peer and Self-Assessments:** Encouraging reflection on personal progress and collaborative learning.

Summative Assessments

- **Midterm Exams:** To evaluate student understanding of the material covered in the first half of the course.
- **Final Exams:** Comprehensive assessment of the full scope of the curriculum.
- **End-of-Term Projects or Papers:** Assessing students' ability to synthesize and apply knowledge in real-world scenarios.
- **State Assessments:** Administered to assess student performance relative to state level educational standards.

District Assessment Test Administration Plan

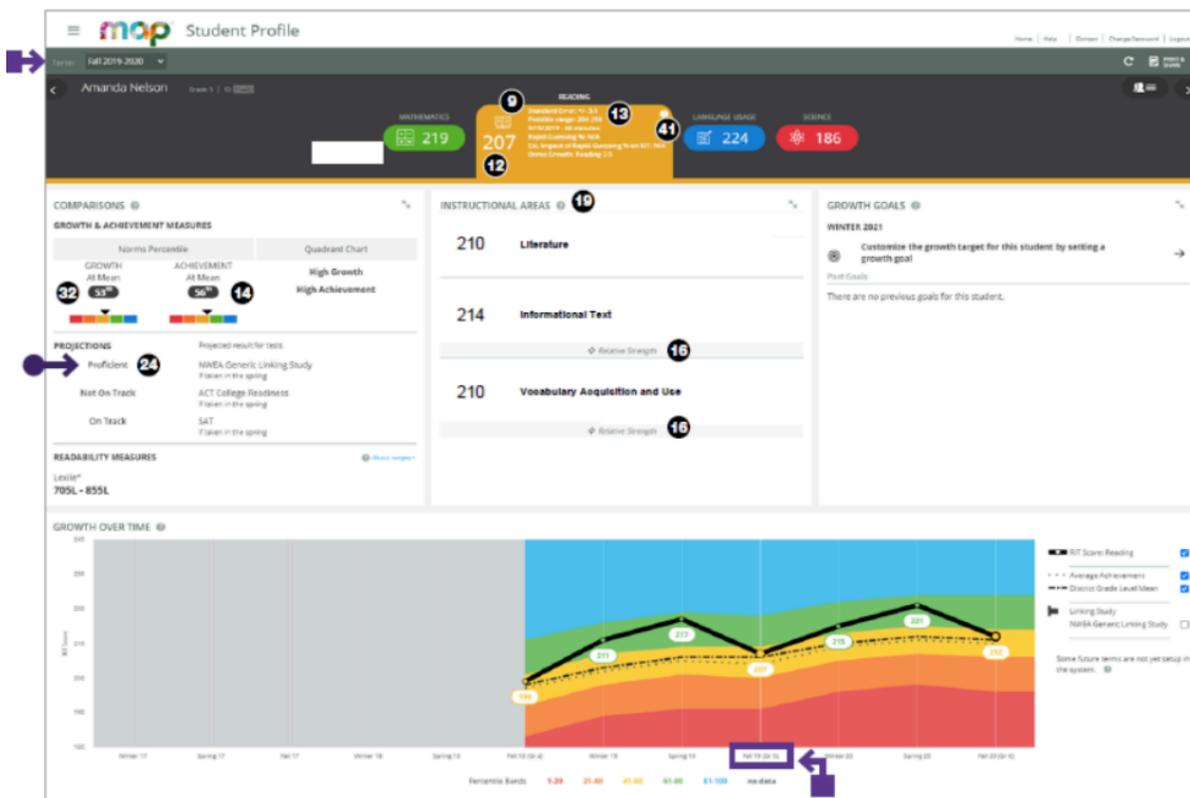
[Shepherd Schools Assessment Accessibility and Accountability Plan](#)

Student Data - progression, growth, and proficiency

Performance data help schools assess how well students are understanding and retaining the material being taught. By analyzing performance data, schools can identify areas where students are struggling or underperforming. This allows educators to adjust their teaching methods, curriculum, and provide additional support where needed. Performance data allows teachers to tailor their instruction to meet the needs of individual students. By understanding each student's strengths and weaknesses, teachers can provide personalized support and interventions to help students succeed.

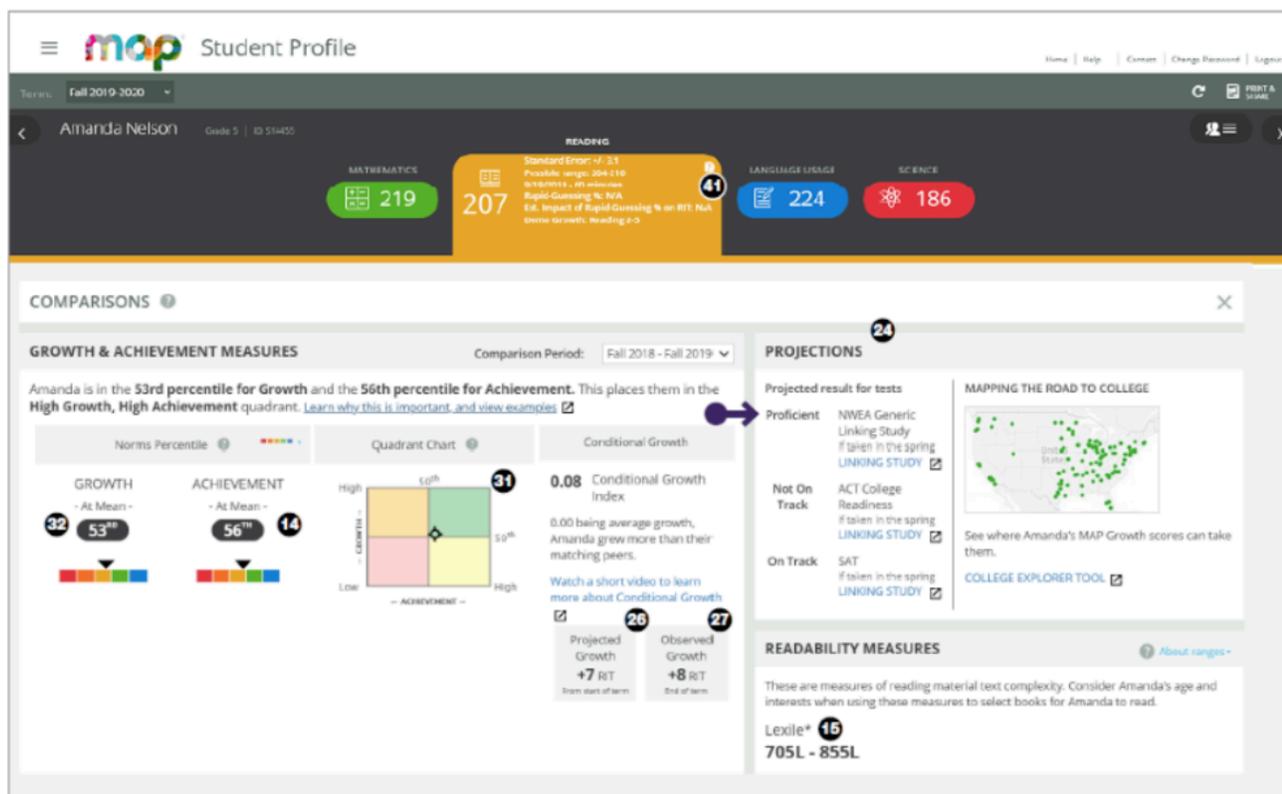
Our district monitors each student for personal growth on MAPs assessments. Each student is tracked through a student profile sheet which is shared with their parents during Student-Led Conferences.

Sample Student Profile Sheet:



Sample Student Growth Sheet:

Student Profile Report Comparisons



Key Assessments in our Performance Goals and Analysis

Elementary School

The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments and AIMSweb data.

Staff will continue to support, and monitor implementation of interventions to support academic standards.

Elementary classroom teachers also use Aimsweb as a Progress Monitoring System which is based on direct, frequent and continuous student assessment to assess individual growth. Shepherd Elementary uses these assessments for the purpose of determining response to

instruction, creating intervention and extension groups to work with students in areas of need. The following progress monitoring assessments are given:

- R-CBM (reading fluency)
- M-COMP (math computational skills)
- M-CAP (math concepts and applications)
- LNF (letter name fluency)
- LSF (letter sound fluency)
- PSF (phoneme segmentation fluency)
- NWF (nonsense word fluency)
- OCM (oral counting measure)

We give our benchmark assessments three times each school year: fall, winter, and spring. Benchmark assessments provide teachers, administrators, and parents information to make decisions about growth and development of basic skills.

Middle School

The MAP assessment will be given in the winter and spring to monitor reading progress.

Staff will continue to support and monitor implementation of interventions to support academic standards.

The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments.

High School

MAP Assessments will be given mid-fall and mid to late spring to monitor Reading/ELA and Math progress.

ACT is provided by the State of Montana every spring for all enrolled Juniors.

Pre-ACT is provided by the State of Montana every spring for all enrolled Sophomores.

After MAP Assessments are complete, curricular departments meet to analyze data to determine strengths, weaknesses, and gaps that need to be fixed within the curriculum. Individual student data is also analyzed to determine strengths, weaknesses, and gaps that need to be filled.

ACT and Pre-ACT data will be analyzed by staff once it is received.

Standards Based Assessments

Our school district asks that teachers explicitly teach and assess all Montana content standards. We are a standards-based classroom school district, the foundation of proficiency-based education. Our teachers collect evidence of learning about the MT content standards into PowerSchool to show their progress toward proficiency in each standard.

Our elementary school has a reports card that matches the standards taught at each grade level and therefore, does standards-based reporting as well.

Standards Based Report Cards for Elementary Grade K-5

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

[Sample Report Card](#)

Alliance for Curriculum Enhancement (ACE) Assessment Work

Alliance for Curriculum Enhancement collaboratively created K-12 standards-based common assessments which are available on the website for ACE member schools. Teachers review and edit the examples and use the 2.0, 3.0, and 4.0 as common formative/summative assessments and discuss the student evidence during PLC time.

Teachers can also use various resources listed below as curricular assessment resources and intervention software purchased to fill in gaps in students' understanding of the standards.

These scores are recorded onto our student data boards and PowerSchool and monitored for individual growth.

Elementary

Math - Go Math

ELA - American Reading Company (Based off the Science of Reading)

Middle School

Math - Into Math

ELA/Writing - NoRed Ink

High School

Math - Savaas Pearson

ELA - NoRed Ink

Communication of Assessments to Students and Families

- **Student-Led Parent Conferences:** Twice a year in October and February Shepherd Schools hold student-led conferences to communicate with parents how their student is doing in various aspects of their education. Part of these conferences are to discuss student achievement based on the assessments given to students. Student-led conferences foster a sense of ownership and responsibility in students regarding their education. These conferences provide students with an opportunity to reflect on their academic achievements, challenges, and growth.
- **Online Gradebook:** We use PowerSchool in order to provide students and families with an accessible, real-time platform to track academic performance in grade 6-12.
- **Individualized Reports:** For students requiring additional support, personalized reports will outline strengths and areas for improvement.

Conclusion

Shepherd Schools' assessment plan is designed to create a comprehensive system for teachers to track student progress, inform instruction and to concentrate on individual growth for each student.

[We Are Shepherd!](#)