

# SCOTT COUNTY PUBLIC SCHOOLS

## *BALANCED ASSESSMENT PLAN*

*Every Child, Every Opportunity*

The Scott County Public School Mission statement expresses a commitment to providing each student with the personalized learning experiences that will ensure success in life.

In Virginia, a balanced assessment system should include a variety of assessment types that are matched to the content being assessed and the purpose of the assessment data, including the need to meet accountability measures. A balanced assessment system should allow opportunities to measure student achievement and growth based on content standards, specific learning goals, and the 5 C's (critical thinking, creative thinking, collaboration, communication, and citizenship); the data gathered should provide meaningful information that supports and guides classroom instruction.

Scott County Balanced Assessment Plan includes a variety of types of assessments such as classroom assessments and projects that serve both formative and summative purposes as well as produces evidence that can be used to further instruction. To accurately measure student mastery of core knowledge and demonstration of competitive skills, Scott County Schools uses a variety of assessments including, but not limited to, performance tasks, multiple-choice tests, short answer tests, essays, portfolios, verbal assessments, collections of work, writing prompts, PowerSchool assessments, etc. Many assessments are required by the state department of education to measure student progress toward performance benchmarks such as SOL end of course assessments. A variety of measures are needed to accommodate a variety of goals. Local assessments are used to monitor student progress, differentiate instruction, identify students for participation in remediation, and measure progress toward competitive skills.

# Assessment Literacy Glossary

This list of terms relates to the Local Alternative Assessment work and is not intended to be an exhaustive list of assessment terms.

**alternative assessment**—used to measure applied proficiency of knowledge and skills. In Virginia, alternative assessments include, but are not limited to, performance assessments. [See performance assessment]

**assessment**—any systematic basis for gathering data or information and making inferences about characteristics, proficiencies, or abilities of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better.

**authentic assessment**—a performance assessment that includes a context from the real world and/or a context that is authentic to the academic discipline.

**formative assessment**—a process or assessment designed to intentionally collect information about the nature or degree of student learning during instruction, providing feedback to teachers and students and allowing for teachers and students to make instructional decisions (adjustments and modifications). Formative assessment is generally referred to as assessment “for” learning.

**local alternative assessment (LAA)**—assessments created, administered, and scored at the local division level in the place of eliminated Standards of Learning tests, as required by legislation.

**performance assessment or performance-based assessment**—generally requires students to perform a task or create a product and is scored using a rubric or set of criteria. In completing the task, students apply acquired knowledge and skills. This type of assessment often includes a written component. [See rubric]

**performance task**—a learning activity that requires students to perform a task or create a product to demonstrate their knowledge, understanding and proficiency. Performance tasks occur during the learning process, provide feedback on learning to students and teachers during instruction, and offer opportunities for students to develop skills that may be applied in performance assessments.

**portfolio assessment**—a systematic collection of student work and artifacts that demonstrate growth and/or mastery of content, knowledge, and skills over an identified period of time.

**project-based learning** —a teaching method or approach that engages students in sustained, collaborative, real-world investigations. Projects are organized around a driving question, and students participate in a variety of hands-on tasks that seek to meaningfully address this question (Buck Institute). Performance assessment is typically a component of this approach to teaching and learning.

**reliability**—the consistency or stability of test performance. Tests must be constructed and administered so that measurement error from factors such as ambiguous scoring, unclear questions/directions, bias, cheating, or environmental factors is minimized.

**rubric**—a description of the criteria for success and levels of achievement for a task, product, or assessment. Rubrics are used to score various types of alternative assessments based on evidence in student work. When used during instruction, rubrics provide feedback to teachers and students, allowing teachers and students to make adjustments and modifications during the learning process.

**summative assessment**—used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a unit, project, course, semester, program, or school year. Typically, summative assessments are comprehensive and representative of a set of knowledge and skills, and associated with high-stakes decisions (e.g., a grade in a course, promotion to another level, verification of a course credit). Summative assessment is frequently described as assessment “of” learning.

**validity**—the degree to which an assessment actually measures the learning it is intended to measure. In order to strengthen and account for the validity (and reliability) of an assessment, assessment designers use a combination of procedures and tools in the development of, the administration of, and the post-administration analysis of assessments.

Grade 3 HISTORY	Month	SOL(s) Taught	Type of Assessment (Diagnostic, Formative, Summative)	Type of Assessment Provided (Multiple Choice MC, Performance Assessment (PA, or Short Answer SA)
	August	3.6 Geography Map Skills-- Continents/Oceans  3.11 Civics Citizenship	Formative	PA  Label Continents and Oceans  Citizenship-Community Member Speakers with Follow-up writing assignment
	September	3.2, 3.5, 3.7  China	Summative	<i>PA-Create a brochure/Booklet/Google Slides or Poster of China</i>
	October	3.2, 3.5, 3.7  Egypt	Summative	<i>PA-Create a Brochure/Booklet/ Google Slides or Poster of Egypt</i>
	November	3.3, 3.5, 3.7 Greece	Summative	<i>PA-Create a Brochure/Booklet/ Google Slides or Poster of Greece or  Mosaic with follow-up activities on Greece</i>
	December	3.3, 3.5, 3.7 Rome	Summative	<i>PA-Create a Brochure/Booklet/ Google Slides or Poster of Rome</i>
	January	3.4, 3.5, 3.7 Mali	Summative	<i>PA-Create a Brochure/Booklet/ Google Slides or Poster of Mali</i>
	February	3.8, 3.9, 3.10 Economics	Summative/ Formative	<i>Business Plan PA and Unit Test MC, SA,</i>
	March	3.12- Civics Government  3.13- Civics Diversity	Formative	<i>Multiple Choice Unit Test</i>
	April	Review of All SOLs	Formative	<i>Multiple Choice and Short Answer</i>
	May	Review of All SOLs	Formative	<i>Multiple Choice and Short Answer</i>

Grade 3 SCIENCE	Month	SOL(s) Taught	Type of Assessment  (Diagnostic, Formative, Summative)	Type of Assessment Provided  (Multiple Choice MC, Performance Assessment PA, or Short Answer SA)
	August	Scientific Method 3.1	Formative	<b>PA</b> -Observation, Method, Experiment, Hypothesis, Conclusion, Results, Smart Panel Activities  <b>MC and SA</b>  Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions
	September	Matter 3.3 Water Cycle 3.9	Formative	<b>PA</b> -Sort, Foldable Activity, Booklet, Water Cycle Wheel, Experiments, Scavenger Hunt, Poster of Water Cycle  Smart Panel Activities  <b>MC and SA</b>  Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions
	October	3.4, 3.5, 3.6 Living Systems and Processes	Formative/ Summative	<b>PA</b> - Diorama Boxes with follow-up presentations, Mobiles, Scavenger Hunt, Food Web, Online Research with follow-up presentations, Venn Diagram  Smart Panel Activities  <b>MC and SA</b>  Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions
	November	3.8 and 3.10 Animal and Plant Life Cycles	Formative/ Summative	<b>PA</b> - Diorama Boxes with follow-up presentations, Mobiles, Scavenger Hunt, Food Web, Online Research with follow-up presentations, Venn Diagram  Smart Panel Activities  <b>MC and SA</b>  Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions
	December	3.10 Natural Events at a glance 3.7 Soil	Formative	<b>PA</b> -Diagram and Eatable Soil Activities, Tornado in a Bottle Experiment, Poster/Brochure  Begin Moon Phases Project  Smart Panel Activities  <b>MC and SA</b>  Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions

	January	3.11 Energy	Formative	<p><b>PA-Complete Moon Phases Project, Sorts, Sort Renewable and Nonrenewable Energy, Windmill Model, Brochure/Poster, Videos with follow-up writing activities</b></p> <p>Smart Panel Activities</p> <p><b>MC and SA</b></p> <p><i>Fill in the blank, Multiple Choice, Matching, True or False, TEI Question,</i></p>
	February	3.2 Simple Machines	Formative	<p><b>PA-Make lever activity, sort, scavenger hunt, Journal, Brochure/Poster</b></p> <p>Smart Panel Activities</p> <p><b>MC and SA</b></p> <p><i>Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions</i></p>
	March	3.10 Natural Events in depth	Formative	<p><b>PA--Brochures/Poster Videos with follow-up writing activity, video with follow along fill in the blank, online research followed by presentation to the class</b></p> <p>Smart Panel Activities</p> <p><b>MC and SA</b></p> <p><i>Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions</i></p>
	April	Review of All SOLs	Formative	<p><b>MC and SA</b></p> <p><i>Multiple Choice and Short Answer Smart Panel Activities</i></p> <p><i>Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions</i></p>
	May	Review of All SOLs	Formative	<p><b>MC and SA</b></p> <p><i>Multiple Choice and Short Answer Smart Panel Activities</i></p> <p><i>Fill in the blank, Multiple Choice, Matching, True or False, TEI Questions</i></p>

## 5th Grade English

	Standards Covered	Standards OVERVIEW	Required Writing Prompts
1st Nine Weeks	5.4a, 5.4b	context clues, Multiple Meaning Words, Comprehension of Fiction	Imagine a local newspaper reporter wants to know about your favorite school event. Write to describe the event and explain why it is your favorite. (HOUSE PLAN only)
	5.5a, 5.5b, 5.5c	Summarizing plot events, impact of setting on plot, character development	
	5.5d, 5.5e, 5.5g	theme, resolution, first and third person point of view	Think about something you would like to change about your school. Write to explain what you would change and why. (REQUIRED WRITING)
	5.6a, 5.6c	comprehension of nonfiction text features: type, headings, graphics, main idea	
	5.6d, 5.6g, 5.6b	summarizing supporting details, locate information to support opinions, inferences, and conclusions, skim materials	
	Benchmark #1		
2nd Nine Weeks	5.4c	synonyms, antonyms, homophones	Think of a time when someone did something special for you. Perhaps the person sent a card, helped with homework, or cooked a food you like. Write about this time and include details. (HOUSE PLAN only)
	5.5k, 5.6e, 5.6f	cause/effect, identify organizational patterns and words that signal organizational patterns	
	5.6h, 5.5j	Cause and effect, Draw conclusions and make inferences	If you could make one wish that would help others, what would you wish for and why? Write to explain what wish you would make and how it would help others. Be sure to include details. (REQUIRED WRITING)
	5.6i, 5.6j	fact and opinion, compare and contrast between texts	
	Benchmark #2		
3rd Nine Weeks	5.4c	Roots and Affixes	Think about a time when you were brave. Perhaps you had to speak in front of the class, do something that was difficult, or ride a fast roller coaster. Write about what happened. Be specific and include details. (HOUSE PLAN only)
	5.4d	Figurative Language	
	5.4e	Word Reference Materials	Write about a time you worked hard for something. For example, you may have worked hard to win a game, make money for something, or earn a reward in class. Tell what you did and how you felt. (REQUIRED WRITING)
	5.4f	Genres	
	5.4i, 5.5l	Author's vocabulary/style, compare contrast details	
	Benchmark #3		
4th Nine Weeks	All SOLS	SOL Review and Preparations	Think about a time you practiced or prepared for an important event. Write about what happened. Be sure to include details. (REQUIRED WRITING)
	All SOLS	SOL Review and Preparations	
	All SOLS	SOL Review and Preparations	
	All SOLS	SOL Review and Preparations	There is a saying that time goes by quickly when you are having fun. Write about an exciting event in which the time seemed to go by faster than usual. (HOUSE PLAN only)
	All SOLS	SOL Review and Preparations	
	SOL TEST		

	<b>US History to 1865</b> (5 <sup>th</sup> Grade)	<b>Type of Assessment</b> (Diagnostic, Formative, Summative)	<b>Type of Assessment Provided</b> (Multiple Choice MC, Performance Assessment (PA, or Short Answer SA)
<b>1<sup>st</sup> Nine Weeks</b>	<b><i>Skills, Geography, Exploration to Revolution: Pre-Columbian Times to the 1770s</i></b> <i>USI.1, USI.2, USI.3, and begin on USI.4</i> <i>Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship/interpret maps, globes, photographs, pictures, or tables/apply social science skills to understand how early cultures developed in North America/apply social science skills to understand European exploration in North America and West Africa.</i>	Formative/ Summative	PA and SA Videos with follow-up oral questioning and summary writing, PA Google Slide creations both individual and group with follow-up presentations, PA Online Booklet Creation, SA Recognition of regions, bodies of water, land forms, and water forms, recognition in actual photographs, videos, and maps SA Writing Assignments as needed based on select topics
<b>2<sup>nd</sup> Nine Weeks</b>	<b><i>Exploration to Revolution: Pre-Columbian Times to the 1770s and Revolution and the New Nation: 1770s to the Early 1800s</i></b> <i>Continue USI.4, USI.5, USI.6</i> <i>Apply social science skills to understand European exploration in North America and West Africa, apply social science skills to understand the factors that shaped colonial America, and apply social science skills to understand the causes and results of the American Revolution</i>	Formative/ Summative	Interactive Notebook Activities, PA and SA Videos with follow-up oral questioning and summary writing, PA Google Slide Creations both individual and group with follow-up presentations, PA Online Booklet Creation/ SA Declaration of Independence- PA Writing Assignments as needed based on select topics
<b>3<sup>rd</sup> Nine Weeks</b>	<b><i>Revolution and the New Nation: 1770s to the Early 1800s, Expansion and Reform: 1801 to 1861, and Civil War: 1861 to 1865</i></b> <i>USI.7, USI.8, start on USI.9 if time allows</i> <i>Apply social science skills to understand the challenges faced by the new nation, apply social science skills to understand westward expansion and reform in America from 1801 to 1861, and apply social science skills to understand the causes, major events, and effects of the Civil War</i>	Formative/ Summative	PA Google Slide Creations both individual and group with follow-up presentations, / Quizizz, , PA Online Booklet Creation/Writing Assignments as needed based on select topics
<b>4<sup>th</sup> Nine Weeks</b>	<b><i>Civil War: 1861 to 1865</i></b> <i>USI.9</i> <i>Apply social science skills to understand the causes, major events, and effects of the Civil War</i>	Formative/ Summative	PA Writing Prompt on given topic such as Slavery (students write a 4-paragraph essay), PA and SA Videos with follow-up oral questioning and summary writing, PA Google Slide Creations both individual and group with follow-up presentations, / PA Online Booklet Creation/Writing Assignments as needed based on select topics



	<b>US History 1865 - present</b> (6 <sup>th</sup> Grade)	<b>Type of Assessment</b> (Diagnostic, Formative, Summative)	<b>Type of Assessment Provided</b> (Multiple Choice MC, Performance Assessment (PA, or Short Answer SA)
<b>1<sup>st</sup> Nine Weeks</b>	<p><b>Skills, Geography, Reconstruction: 1865 to 1877, and begin Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</b></p> <p>USII.1, USII.2, USII.3, and begin on USII.4</p> <p><i>Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship/use maps, globes, photographs, pictures, or tables/apply social science skills to understand the effects of Reconstruction on American life/apply social science skills to understand how life changed after the Civil War</i></p>	Formative/ Summative	Interactive Notebook Activities, PA and SA Videos with follow-up oral questioning and summary writing, SA Foldables, PA Google Slides with follow-up presentations both group and individual, SA Interactive Achievement, SA Google Form Assessments,
<b>2<sup>nd</sup> Nine Weeks</b>	<p><b>Finish Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s, cover Turmoil and Change: 1890s to 1945</b></p> <p>Continue USII.4, USII.5, USII.6</p> <p><i>Apply social science skills to understand how life changed after the Civil War, apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I, and apply social science skills to understand the social, economic, and technological changes of the early 20th Century</i></p>	Formative/ Summative	Interactive Notebook Activities, PA and SA Videos with follow-up oral questioning and summary writing, SA Foldables, PA Google Slides with follow-up presentations both group and individual, SA Interactive Achievement, SA Google Form Assessments,  Writing Assignments as needed based on select topics
<b>3<sup>rd</sup> Nine Weeks</b>	<p><b>Turmoil and Change: 1865 to 1877 and The United States since World War II</b></p> <p>USII.7 and begin USII.8</p> <p><i>Apply social science skills to understand the major causes and effects of American Involvement in World War II/apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present</i></p>	Formative/ Summative	Interactive Notebook Activities, PA and SA Videos with follow-up oral questioning and summary writing, SA Foldables, PA Google Slides with follow-up presentations both group and individual, SA Kahoot Activities, SA Interactive Achievement, SA Google Form Assessments,
<b>4<sup>th</sup> Nine Weeks</b>	<p><b>The United States since World War II</b></p> <p>Finish USII.8 and USII.9</p> <p><i>Apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present and apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries</i></p>	Formative/ Summative	SA Interactive Achievement  WRITING: Throughout America's history many groups have been affected by the decisions of this nation. Describe the effects, both positive and negative, that these decisions have had on <b>ONE</b> of the following groups: Native Americans, Women, Immigrants, African Americans, Veterans, or the underprivileged. Be sure to include specific events, documents, and/or people significant to that group.

## **NON DISCRIMINATION POLICY**

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1972; Title IX Regulation 1964 and Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act (GINA) of 2008 and all other Federal, State, School rules, laws, regulations, and policies, Scott County Public Schools shall not discriminate on the basis of race, color, religion, national origin, political affiliation, gender/sex (including pregnant and parenting students), age, marital status, disability, or genetic information in any educational program including vocational education for career and technical students, daily activities or extra-curricular activities, or the admission to such programs or activities, and provides equal access to the Boy Scouts and other designated youth groups.

It is the intent of the Scott County Public Schools to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination/harassment have been shown by the school division.

Inquiries to recipients concerning the application of Title IX and its implementing regulations may be referred to the Title IX Supervisor or to Office for Civil Rights (OCR).

Specific complaints of alleged discrimination under Title IX (gender) and Section 504 (