District Assessment System Rubric

DAS

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
(Chap 6, Sec 5, (j)) (Chap 6, Sec 5 (k) (i))	Content and Performance Standards are taught and assessed. "Performance Standards" means the standards all students are expected to learn and be assessed on through the DAS by the end-of-the grade level or grade band. These specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard, describing "How good is good enough?" The district has a coherent approach, model, or system for aligning curriculum, assessment, instruction, learning support, and other aspects of the instructional program. OR, through a balanced student assessment system, the district verifies that WYCPS are taught and assessed in all content areas in accordance with State Board of Education requirements. Assessment results are used to set goals, make instructional decisions, and monitor student progress. The assessment system is continuously refined and updated by the district, and is formally reviewed every five years by the Department. The implementation of the DAS may be reviewed more frequently by the Department or the district school improvement representative for schools that are partially meeting or not meeting expectations.	Has the district developed an assessment plan to encompass district and state standards to increase student proficiency on district and state standards?	An assessment map or some other method of documentation that portrays the ways in which all ten content and performance standards are taught and assessed by the system of assessments.

Alignment

(Chap 31, Sec. 5 (b) (i)) (Chap 31, Sec. 5 (b) (i) (A))	The DAS must be aligned to the state standards within three (3) full years of the Board approving a standard. Districts shall ensure that their aligned DAS produces student performance levels relative to the state standards.	Has the district used a process to align standards with instruction and assessment? Does the process include a procedure to ensure student performance levels match those of the standards?	A plan or process to update the assessment system. The process contains evidence that student performance is relative to performance on state standards.

Review

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
Chap 6, Sec 4(a)(i)(iii)	Each district will host an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the DAS. This includes a review of the assessment system by the Department, and may include a review of other aspects of the district system by the Department, or an external systems review by a Department-approved third-party vendor.	Does the district have a plan that includes artifacts for the different facets, i.e. alignment, continuous review, performance levels, student information systems, etc?	A complete assessment system plan available for the Department's and external review team including the district process for continuously refining and updating the assessment system plan.

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
(Chap 6 Sec 5 (j)) (Chap 31, Sec. 5 (b) (iii))	The assessment system is continuously refined and updated by the district, and is formally reviewed every five (5) years by the Department. In conjunction with district accreditation, a district's assessment system shall be subject to review and approval by the State Board of Education at least once every five (5) years. A district containing schools that are designated as partially meeting expectations or not meeting expectations under W.S. 21-2-204 (f)(i) may have its DAS reviewed more often as deemed appropriate by the State Board of Education.	What is the district process to continuously refine and update the assessment system?	

Multiple Opportunities

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
Chap 10, Sec 2 (d)		Can your district and teachers guarantee students have multiple opportunities to prove proficiency on district and state standards?	A Student Information System containing evidence of multiple opportunities for students to prove proficiency on the district assessments.
Chap 31, Sec 5 (b)(i) (C)	Districts shall ensure that their aligned DAS provides every student with multiple opportunities to demonstrate what the student understands, knows, and can do.		

Monitor Student Progress

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
Chap 10, Sec 2 (d)	The district has a process in place to regularly monitor student performance in order to determine progress toward the attainment of knowledge and skills aligned to the state standards. Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports.	How does your district use the Student Information System or dashboard to determine progress toward proficiency on the state standards? Does this system also monitor student progress in need of intervention and supports as needed?	A Student Information System or a defined process containing evidence of monitoring student progress towards proficiency on the district assessments.

Performance Level

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
(Chap 31, Sec 5 (b)(i)) (Chap 31, Sec 5 (b)(i) (A)(B))	The district has a process in place to ensure its DAS is aligned to the state standards in both content and cognitive complexity. Districts shall ensure that their aligned DAS produces student performance levels relative to the state standards. Districts shall ensure that their aligned DAS measures the knowledge or skill for the appropriate grade level and content.	Does your DAS contain a process to validate the assessed level of cognitive learning that matches the cognitive and complexity level on the standard?	A process or defined plan demonstrating cognitive level responses match district and state standards content and cognitive complexity.

Reading Assessment

CHAPTER RULES	CRITERION (DEFINITION)	GUIDING QUESTIONS	EXAMPLES OF EVIDENCE
(Chap 31, Sec 5 (b)(i)) (Chap 31, Sec 5 (b)(i)(A)(B))	The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans. For the purpose of detecting signs of reading difficulties including, but not limited to dyslexia or other reading deficiencies, school districts will use a WDE approved screening instrument or instruments.	How does your Literacy Plan integrate into the DAS process of demonstrating progress toward proficiency in reading?	Literacy plan.