



## Superintendent's Circular

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### **BPS BALANCED ASSESSMENT SYSTEM**

*This circular will remain in effect unless rescinded or superseded by a subsequent version.*

Student assessment is an effective tool to support success inside and outside of the classroom. Assessment takes many forms, and it is the responsibility of all in the Boston Public Schools to use the data that emerges from assessments to ensure that every student receives what they need every day.

#### **PURPOSE**

The Boston Public Schools assessment system supports the district's strategic goals of eliminating opportunity gaps and accelerating learning. The assessment system:

- provides teachers, administrators, students, parents, the district, and the community with ongoing information regarding student progress in relation to state frameworks.
- ensures all our students are prepared for college, career, and life.

A balanced assessment system includes formative and summative assessments that provide information on the classroom, school, and district levels and is responsive to needs at each of these levels.

1. At the classroom level, the assessment system provides teachers with data on students' strengths and needs so that teachers may develop lessons that respond to individual differences.
2. At the school level, the assessment system provides school leaders and instructional leadership teams with data to help them measure school success based on school and district goals:
  - a. Assess the effectiveness of curriculum, instruction, and professional development programs.
  - b. Work with teachers to develop strategies that attend to priority areas.
3. At the district level, the assessment system provides district leaders with information that allows them to determine if the system, individual schools, and central departments are making progress regarding the district's long-term teaching and learning goals. Information is needed to assess the effectiveness of specific initiatives being implemented to achieve those goals, to implement effective practices, and to eliminate practices that are unsuccessful. Quality information allows comparisons across programs, schools, and classrooms to be data-driven and equitable.

## **ASSESSMENT EXPECTATIONS**

For SY24-25, district assessment expectations will maintain its instructional focus on Equitable Literacy across all content areas to strengthen equitable Multi-Tiered System of Support (MTSS), laying a strong Tier 1 infrastructure to become a fully inclusive district and expand access to bilingual/native language

instruction. As BPS more consistently implements effective equitable literacy practices, the data provided by assessments will inform educators to meet the learning needs of all students. These expectations are a minimum for schools; school communities are encouraged to craft the assessment strategy that supports their own work towards grade-level, standards-aligned, culturally responsive instruction.

The following tables outline the formative and summative assessments in use in Boston Public Schools during SY24-25, including the purpose, grade level, participation expectation and frequency.

BPS FORMATIVE ASSESSMENTS				
Assessment	Purpose	Grade	Expectation	Frequency
PALS/ Heggerty	Screeners for all 4-year-old students in K1 used to understand student progress in relation to developmental benchmarks.	K1	Required	2x per year
NWEA MAP Reading Fluency	Computer adaptive universal screening tool that assesses early literacy skills, oral reading fluency, and reading comprehension; DESE approved dyslexia screener.	K2-2	Required	3x per year
		3	Required	2x per year (extended test windows)

BPS FORMATIVE ASSESSMENTS				
Assessment	Purpose	Grade	Expectation	Frequency
NWEA MAP Reading Growth	Computer adaptive universal screening tool that assesses reading comprehension; identifies what students are ready to learn next.	3	Required	2x per year
		4–11	Required	3x per year
NWEA MAP Math Growth	Computer adaptive universal screening tool that assesses mathematical skills; identifies what students are ready to learn next.	3–11	Required	3x per year
Pre-IPT	Diagnostic measure of English language proficiency of pre-school children whose home language is not English, in compliance with federal law.	K0* *ML students	Required	1x per year
WIDA Kindergarten Screener	Diagnostic measure of English language proficiency in compliance with federal law for English Language Learners.	K1* *ML students	Required	1x per year

BPS FORMATIVE ASSESSMENTS				
Assessment	Purpose	Grade	Expectation	Frequency
Interim Assessments in ELA and Math	Standard-aligned assessment to measure student access to grade-level content.	2-11	Strongly Recommended	2x per year
Interim Assessments in Science	Standard-aligned assessment to measure student access to grade-level content; unit-based.	3 - 10	Strongly Recommended	3x per year
Language Acquisition (TBD)	Standard-aligned assessment to measure English language acquisition	K2-12* *EL students	TBD	2x per year

Additionally, all district supported curricula include ongoing, curriculum-embedded, formative assessments (classroom tasks and formal assessments) to provide real-time information to educators about what students have learned and are ready to learn next.

BPS SUMMATIVE ASSESSMENTS				
Assessment	Purpose	Grade	Expectation	Frequency
MCAS	Annual assessment of grade level content standards for state and federal accountability.	3 - 8, High School	Required	1x per year

BPS SUMMATIVE ASSESSMENTS				
Assessment	Purpose	Grade	Expectation	Frequency
ACCESS for ELLs	Annual assessment for EL students; measures English language proficiency and progress in compliance with federal law.	K2 - 12* <i>*EL students</i>	Required	1x per year
SAT	A standardized assessment that assesses mathematics and evidence-based reading/writing; used by most colleges and universities to make admissions decisions.	11	Strongly Recommended	1x per year
PSAT/NMSQT	A standardized assessment that assesses much of the same content (evidence-based reading/writing and mathematics) that is on the SAT;	10, 11	Strongly Recommended	1x per year
AP	Standardized exams designed to measure how well students have mastered the content and skills of a specific AP course.	10 - 12* <i>*students in AP courses</i>	Strongly Recommended	1x per year

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