



# ASSESSMENT

Presentation to the Alaska House Education Committee  
Dr. Roy Getchell (Haines Superintendent)  
Dr. Anji Gallanos (Kake City School District Superintendent)  
March 14, 2025

# Did You Know?

- School based assessments have roots in the first assessments which were military based
- Before the Standards-Based Movement in the 1990's, achievement test results often gathered dust on a shelf
- ESSA continued many of the assessment goals of *No Child Left Behind*
- Every US state gives a test similar to AK Star in order be in compliance with the *Every Student Succeeds Act*

# What Does it Mean?

## **Benchmark Assessments**

- Administered in Fall, Winter, and Spring
- Measures growth over time between testing periods

## **Diagnostic Assessments**

- Targeted to a student's specific needs
- Helps identify strengths and areas for growth

## **Formative Assessments**

- Classroom-based assessments that guide instruction
- Monitors student progress for real-time adjustments

## **Summative Assessments**

- A "moment in time" measure of learning
- Typically used for grading and accountability

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Inform  
Instruction

Guide  
accountability

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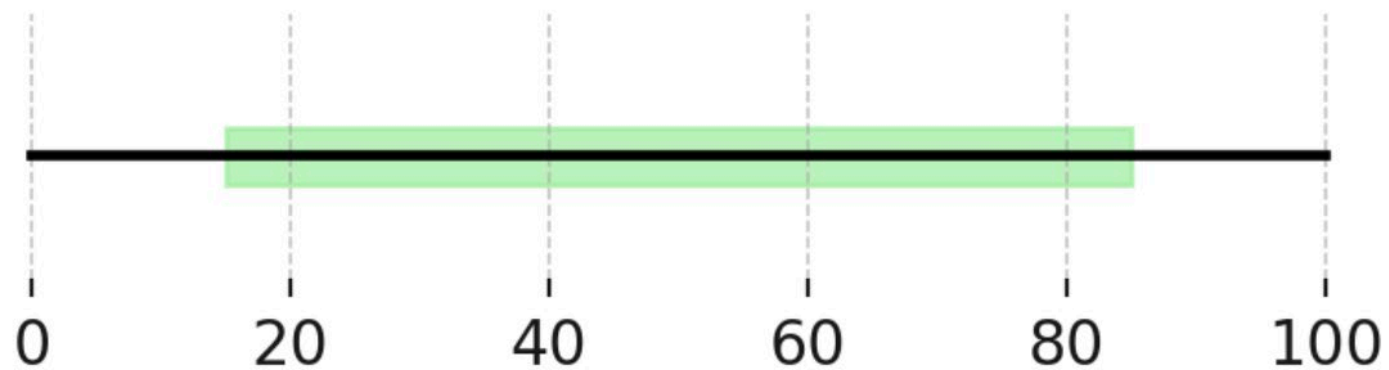
## **Summative Assessments**

- A "moment in time" measure of learning
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*PISA Ranking in order by level of proficiency for the literacy rates of 15 year old's by country (2022)*

- Germany
- Denmark
- Sweden
- Finland
- New Zealand
- Belgium
- Hong Kong
- United States
- Hungary

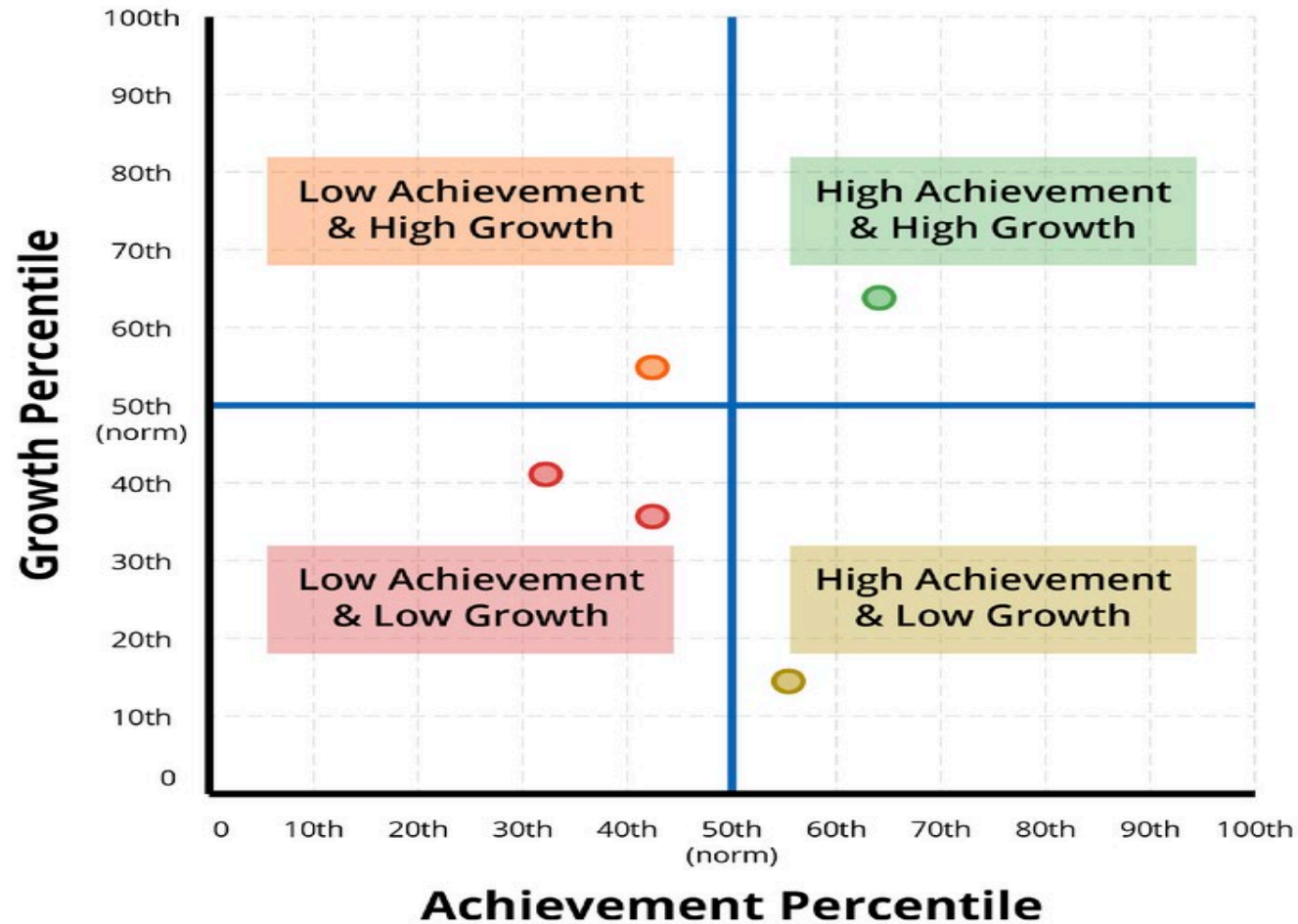
*Tell me about the good ol' days*



# NWEA MAP

- US normed (2020) with international norms available (typically lower)
- Given 3X per year (fall, winter, spring)
- Interventions made between assessments as well as other assessments (common formative)
- Is aligned with the AK Star with predicative abilities
- Many capabilities to “drill down” by classroom, grade levels, sub-groups
- Helps eliminate “teach, test, hope for the best”
- Provides data over time for individual students as well as by school, etc
- Measures proficiency AND growth

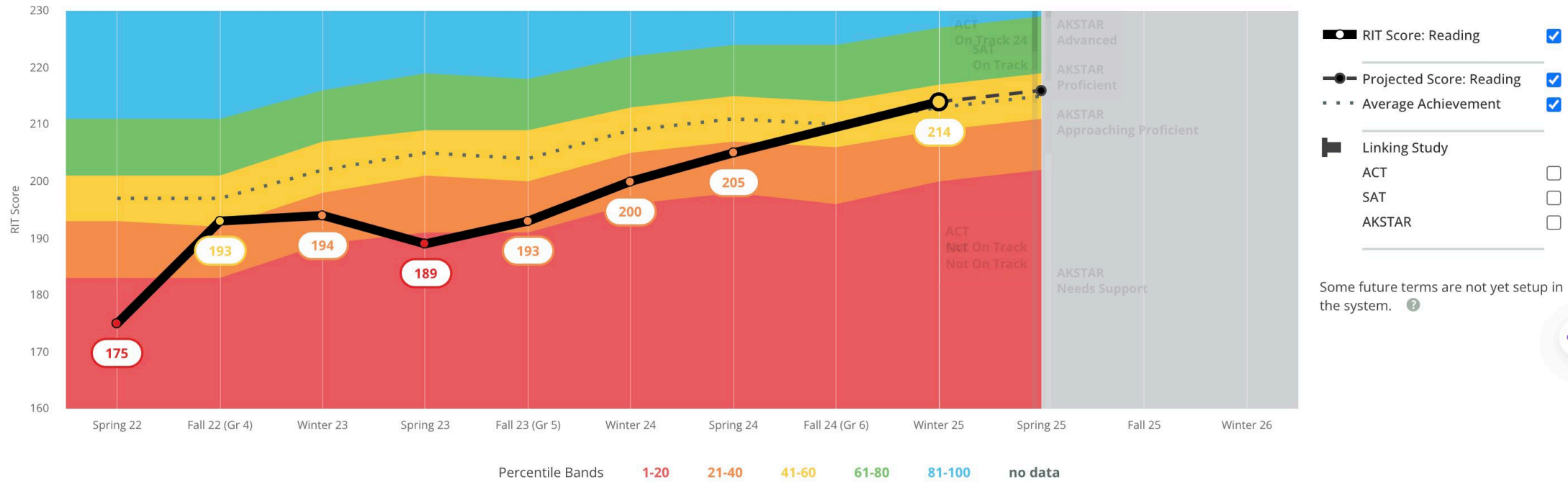
# One Step Beyond Achievement





# Sample Student Report

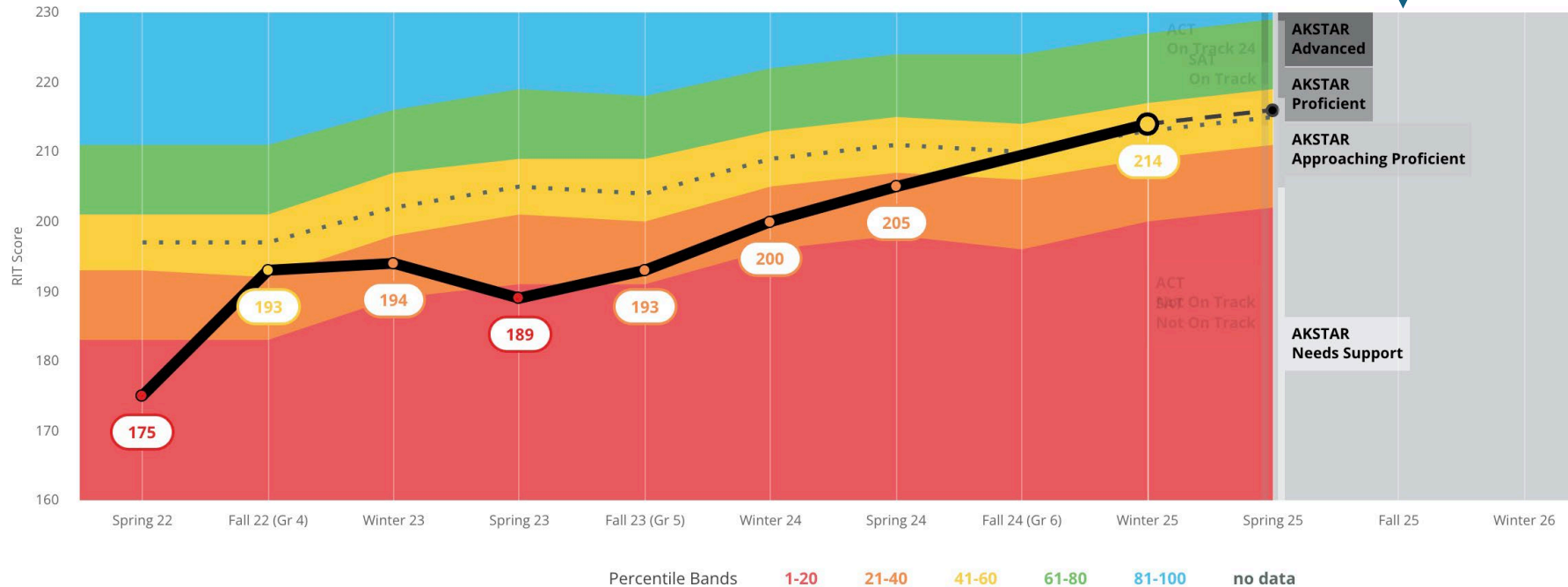
## GROWTH OVER TIME ?



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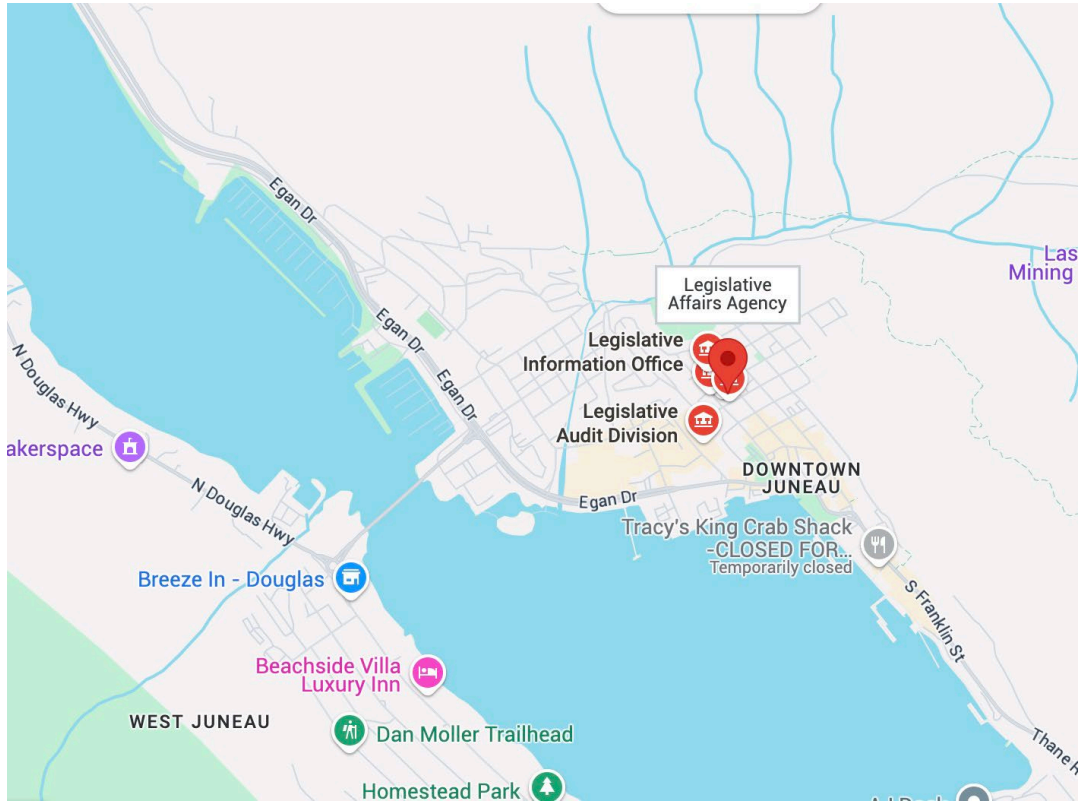


## GROWTH OVER TIME ?



- RIT Score: Reading
  - Projected Score: Reading
  - Average Achievement
  - Linking Study
    - ACT
    - SAT
    - AKSTAR
- Some future terms are not yet setup in the system. ?

# Where We Want to Go vs How Do We Get There



Navigation interface showing route options from 536 Park St, Juneau, AK 99801 to Legislative Affairs Agency, 120 4th St, Juneau, AK 99801.

Options: Best (3 min), Car (3 min), Bus (9 min), Walking (9 min), Bicycling (3 min), Airplane (—).

Origin: 536 Park St, Juneau, AK 99801

Destination: Legislative Affairs Agency, 120 4th St, Juneau, AK 99801

Add destination

Options

Send directions to your phone Copy link

Walking	via 5th St	9 min	0.4 mile
<a href="#">Details</a>			
Walking	via 5th St and 4th St	9 min	0.4 mile
Walking	via 6th St and 4th St	9 min	0.4 mile

All routes are mostly flat

# AK READS Act Assessment

The AK Reads Act has increased Benchmark testing along with Formative Assessments by requiring DIBELS 8 to identify foundational skills

- While testing frequency has grown, these assessments provide essential insights for educators.
- Formative assessments and Benchmark testing guide instruction, ensuring all students receive the support they need.
- These tools help track progress, identify gaps, and drive student success in literacy.

# Understanding Assessment Tools

- Students who make progress in \*\*DIBELS 8\*\* are developing discrete subskills essential for literacy success.
- These subskills require consistent practice and instruction to ensure they are strong enough for proficiency on broader measures like the AK Star summative.
- A tool like DIBELS 8 does not necessarily measure the exact same set of skills as NWEA MAP.
- Choosing the right assessment tool and understanding its purpose is critical for supporting student growth effectively.

# Sample of DIBELS 8

	Beginning of Year	Middle of Year	End of Year	Summary
		Beginning of Year	Middle of Year	End of Year
<b>Class Summary</b>	Well Below Benchmark	64% 7 Students	45% 5 Students	-
<b>11/13</b> Students Assessed	Below Benchmark	9% 1 Student	18% 2 Students	-
<b>2</b> Not Assessed	At Benchmark	27% 3 Students	27% 3 Students	-
<b>0</b> In Progress	Above Benchmark	0% 0 Students	9% 1 Student	-

# Sample Parent Report

mCLASS® Home Connect  
2nd Grade, Middle-of-Year Assessment

Kake City School District

## Why is [redacted] being assessed?

The teachers and administrators at our school want [redacted] to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates [redacted] performance on the literacy skills necessary to become a successful reader.

## What do the below assessments mean?

[redacted] has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

410

**DIBELS Composite Score**  
Has Met Goal

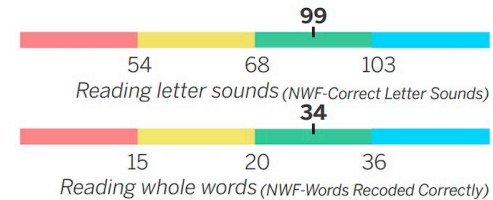
### Performance Level Key



### Decoding

Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...

- ...sound out simple words like "van"? (vuv...aah...nnn)
- ...easily read a list of two- and three-letter words?
- ...easily read more complicated words over time?



### Accurate and Fluent Reading

Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...

- ...recognize familiar words without sounding them out?
- ...recognize common words such as: "there", "one", "color"?



The background of the image is a light blue color with a repeating pattern of speech bubbles. Each speech bubble is white with a dark blue question mark inside. The bubbles are scattered across the entire frame, creating a textured, patterned effect.

**QUESTIONS OR  
COMMENTS?**