**Assessment Description**

Saraland City School System (SCSS) implements a comprehensive assessment system that provides a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. School personnel regularly meet to analyze data produced from multiple assessment measures including locally developed tests and standardized assessments. These multiple measures include formative and summative assessments. The formative assessments are as follows: STAR Early Literacy, STAR Reading, STAR Math, and ACT Periodic. Summative assessments are as follows: ACT Aspire, ACT Plus Writing, ACT WorkKeys, Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT), Advanced Placement (AP) Exams, Alabama Alternate Assessment (AAA), and the Assessing Comprehension and Communication in English State-to-State (ACCESS) test. The use of normed-referenced assessments ensures the collection of reliable and bias free data. Moreover, teachers work collaboratively with the Instructional Partners to create common grade level/departmental assessments to ensure consistent measurement across classrooms and courses. School administrators review these assessments throughout the school year, and the Curriculum and Instruction Director reviews them bi-annually. Tests are analyzed for rigor, consistency, and content using Webb’s Depth of Knowledge (DOK) model. These frequent checks ensure assessments are reliable and bias free. Also, data graphs are generated and analyzed by administrators and teachers to improve instruction and ensure learning needs are met and student potential is realized. The effectiveness of the comprehensive assessment system is regularly evaluated by system and school personnel to ensure teachers are equipped with research-based strategies to improve instruction, student learning, and the conditions that support learning.