APS SCHOOL COMMITTEE ASSESSMENT PRESENTATION

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Director of Curriculum and Instruction

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Introduction

Assessment is part of Instruction

Introduction

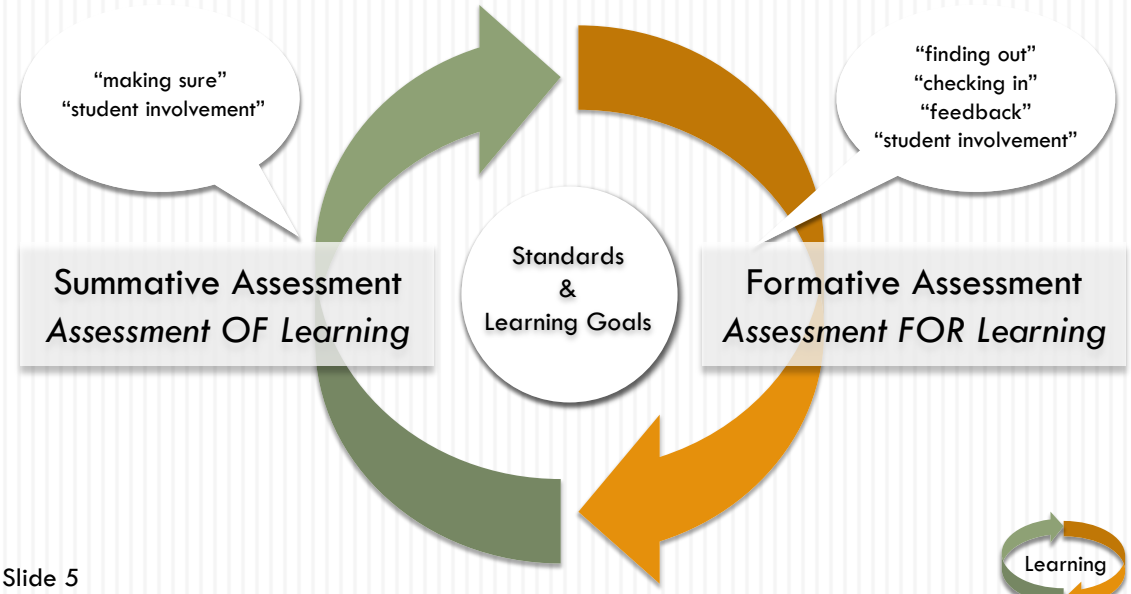
- **Long Range Strategic Plan Goal #2:** Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Strategies:
  - Review and articulate what all students should know and be able to do
  - Determine classroom-based authentic assessments of student learning
  - Create opportunities for students to monitor their own progress
- **Long Range Strategic Plan Value:** Educational policy and resource decisions informed by research and *evidence*

Introduction

- Dr. Priscilla Kotyk and Matt McDowell
  APS Assistant Principals
- Eileen Sullivan
  APS Elementary Curriculum Specialist
- Jean Oviatt-Rothman
  APS Mathematics Curriculum Specialist and Coach
- Noel Erickson
  Reading Specialist, Douglas School

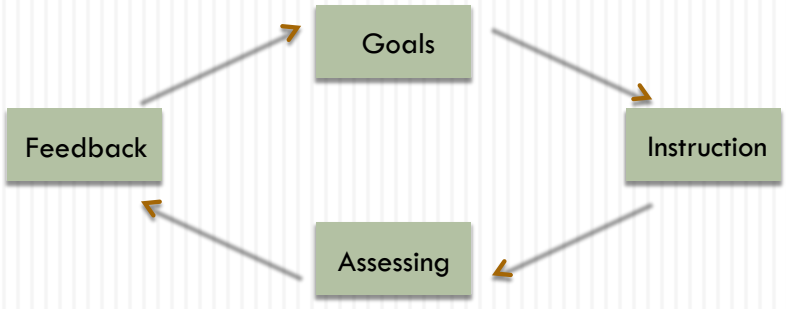
Balanced Assessment Program

- Coordinates Formative and Summative Assessment



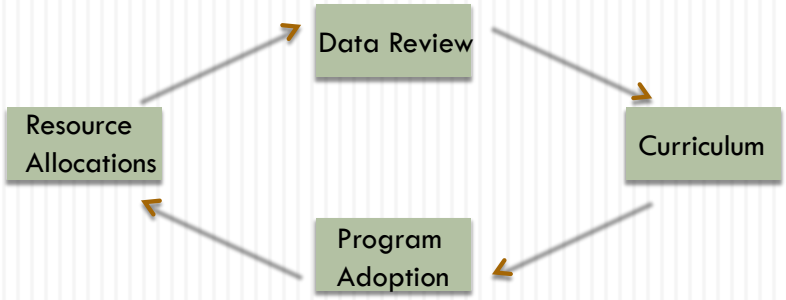
Balanced Assessment Program

Formative Assessment: Formative assessment is a PROCESS used by teachers and students DURING instruction that provides FEEDBACK to ADJUST ongoing teaching and learning to IMPROVE students' ACHIEVEMENT on intended instructional outcomes. (Popham, 2008).

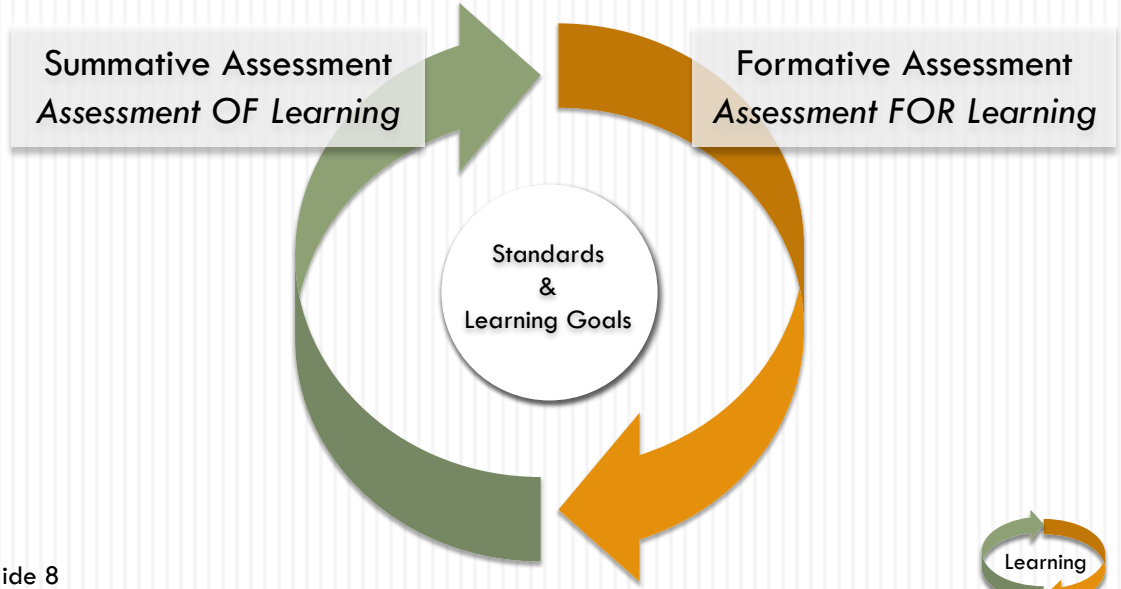


Balanced Assessment Program

Summative Assessment: Summative assessment is the formal assessment done at the END of units of learning for GRADING PURPOSES primarily, and secondly, for providing learning and ACHIEVEMENT FEEDBACK (Moore, 1998).



Balanced Assessment Program



Science and Social Studies

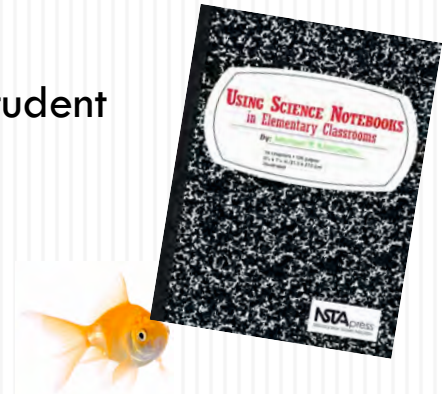
- Science and Social Studies assessments include a wide variety:
  - Teacher observations and class discussions (F)
  - Written assessments (F, S)
  - Performance Assessments (F, S)
  - Embedded assessments (F, S)
  - Mid- and end-of-unit self- assessments (F, S)

Teachers assess *practices* as well as *content* in Science, Engineering, and History/Social Science

Think/Work like a Scientist/Engineer	Think/Work like a Social Scientist
Ask a question/define a problem	Ask questions
Plan/carry out investigations/ tests	Distinguish primary from secondary sources
Differentiate between observation and inference	Differentiate between observation and inference
Analyze and interpret data	Identify "Point of View"
Construct explanations/solutions using evidence	Engage in argument using evidence
Engage in argument using evidence	Analyze maps, artifacts, images

Science Notebooks as Assessment

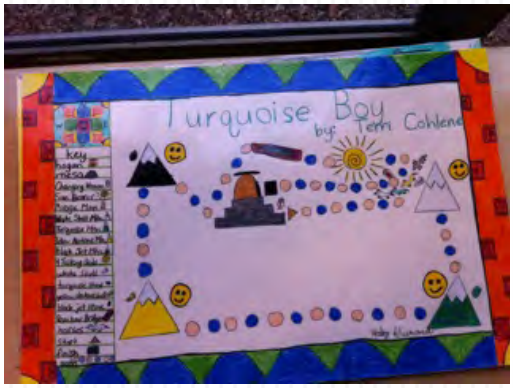
- Students respond to prompts, enter observations, include labeled drawings, charts, tables, self-reflections, questions, etc.
- Notebooks are "mined" for data as units progress.
- Teachers give written feedback in notebooks
- Science work uses the lens of "Claims and Evidence" to focus student understandings.



Scientist's Notebooks

Science and Social Studies assessments often integrate ELA skills (Embedded Assessment)

- Non-fiction reading supports and expand students' understanding of content.
- This story map illustrates the student's understanding of a story and also demonstrates their map-making skills.

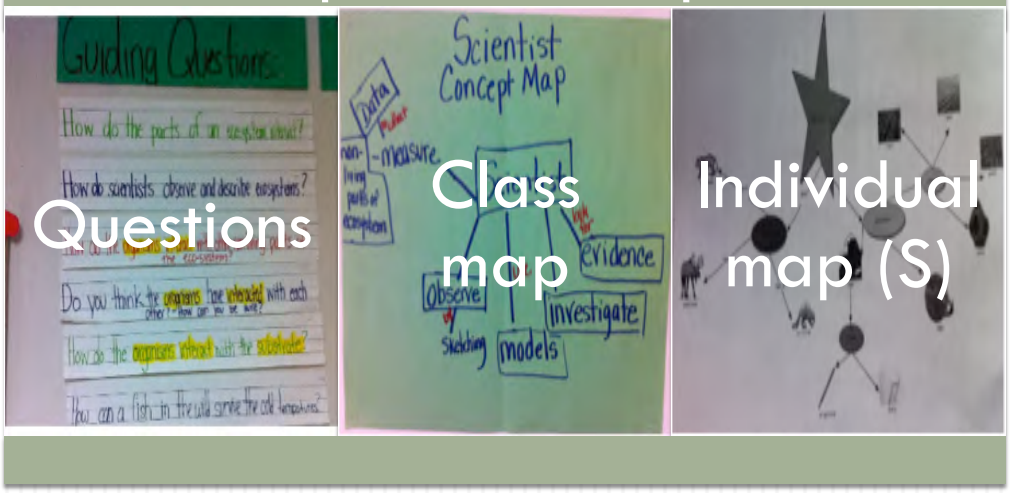


Embedded Assessments

Electric Circuits - Wiring the House

Science and Social Studies assessments build on knowledge developed throughout the unit.

Concept Wall leads to conceptual development



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Formative Assessment in 6th Grade Science: Building Bridges

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Advantages and Challenges

Advantages

- Performance-based assessments require students to apply knowledge.
- Self-assessments are very instructive for the teacher (both mid-and end-of-unit).
- Written work can confirm/ question group work.

Challenges

- Performance-based assessments are time-consuming.
- Group work requires planning.
- ELA skills can limit student demonstration of learning.

Assessing Mathematics Concepts

- Kathy Richardson's Assessing Math Concepts (AMC) is a series of Formative Assessments
  - Used in conjunction with each math program's assessment systems
  - Focused on the development of core mathematical concepts
  - Individual one-on-one assessment interviews between student and teacher

Assessing Math Concepts (AMC)

"Number concepts are the foundation that children must have in order to achieve high standards in mathematics as a whole."

-Kathy Richardson

Counting

Number Relationships

Number Composition and Decomposition

Place Value and the Structure of the Base-Ten Number System

Assessing Math Concepts (AMC)

- Not focused only on a child's ability to get the correct answers

"When children learn only to follow procedures without understanding the underlying mathematics, what they are doing is empty of mathematics."

-Kathy Richardson

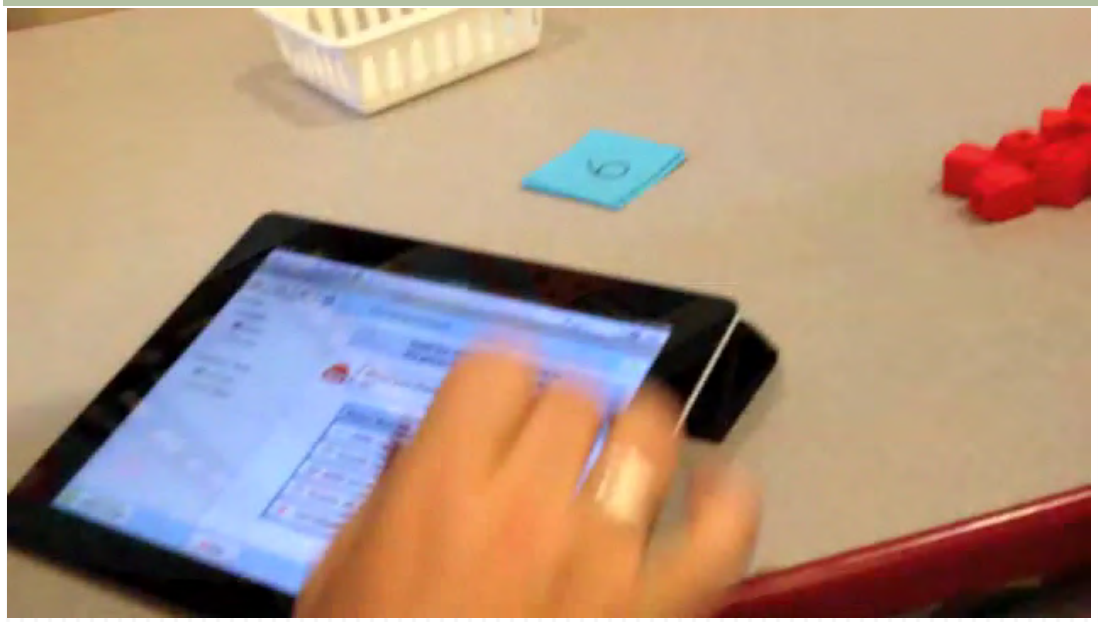
Assessing Math Concepts (AMC)

- Helps identify where understanding is breaking down and why
  - Utilized by teachers in grades K-1 to plan and inform instruction and identify early intervention needs
  - Utilized by math specialist and math assistants to identify children in need of intervention at all grade levels
- Provides evidence of learning and growth

AMC Anywhere Kindergarten Pilot

- Online program for recording, reporting, and tracking data from AMC Assessments
- Used by all Kindergarten teachers 2011-2012
- Interest in continuing for Grade 1 during 2012-2013

AMC Anywhere in Action



AMC Anywhere Class Instruction Report: Kindergarten Counting Assessment

A = Ready to Apply

I = Needs instruction

P = Needs Practice

Student	Date	Counting an Unorganized Pile to: 4	7	12	21	32
Working on Numbers to 12						
	10/18/2011		A	P	P	
Working on Numbers to 21						
	10/20/2011			A	I	
	12/21/2011			A	P	
	12/20/2011			A	P	
	10/20/2011			A	P	
	12/20/2011			A	P	
	10/20/2011			A	P	
Working on Numbers to 32						
	12/21/2011				A	P
	10/18/2011				A	P
	12/21/2011				A	P
	12/21/2011				A	P
Ready to Apply						
	12/20/2011					A
	12/21/2011					A
	10/20/2011				A	A
	12/23/2011				A	A
	10/20/2011					A

Assessment Guides Instruction

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The Formative Assessment Cycle

Cheryl Beaudoin, McCarthy-Towne Kindergarten Teacher

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Assessing Math Concepts (AMC)

ADVANTAGES

- Individualized assessment
- Assesses understanding of foundational concepts
- Not specific to a single program or grade level
- Provides flexibility to assess all students
- Drives instruction and targets interventions

CHALLENGES

- Time consuming to administer to all students
- Teachers must be trained to utilize effectively
- Classroom management while teacher works one-on-one

MCAS at School Level

- MCAS Data is Summative Assessment Data
- Shared in a Wide Variety of Ways:
  - Classroom Teachers – Individual and Grade Level
  - Special Education Teachers
  - Counselors
- ISSP – Individual Student Success Plan
- Data Analysis Similar Review Process

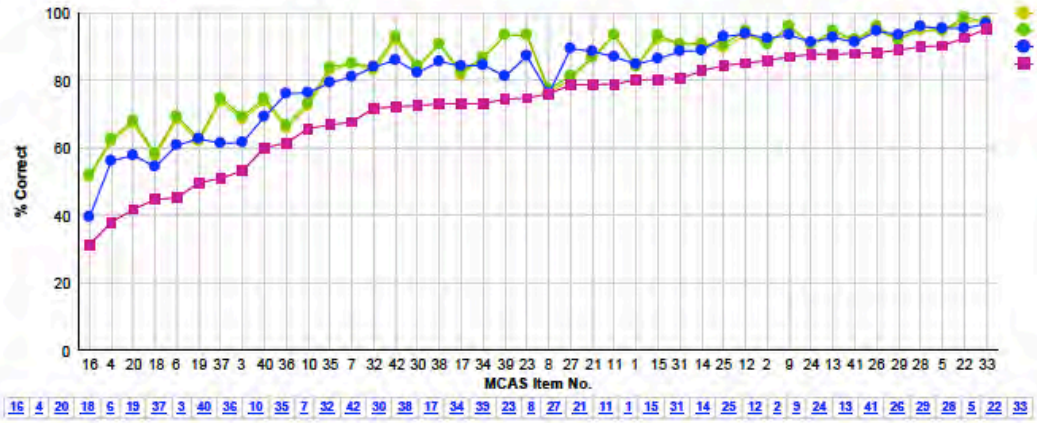
MCAS Reports

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Student Item Analysis Graph

Acton - 2011 MCAS Grade 4 Mathematics

Instructional Group: **Students Included:** 75



16 | 4 | 20 | 18 | 6 | 19 | 37 | 3 | 40 | 36 | 10 | 35 | 7 | 32 | 42 | 30 | 38 | 17 | 34 | 39 | 23 | 8 | 27 | 21 | 11 | 1 | 15 | 31 | 14 | 25 | 12 | 2 | 9 | 24 | 13 | 41 | 26 | 29 | 28 | 5 | 22 | 33

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Learning

MCAS School Item Analysis

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

School Item Analysis

Acton, **2011 MCAS Grade 4 Mathematics**

Students Included: On or after Oct 1 (74)

Strand	Topic	Standard	Type	Item	% School	% District	% State	School-State Diff	Percent of School's Total Student Responses: % Blank	% A	% B	% C	% D	% 0	% 1	% 2	% 3	% 4	Avg Pts
Data Analysis, Statistics, and Probability	Data Collection	4.D.1	MC	9	92	93	87	5		**92**	5		3						
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	11	91	87	78	13		3	1	**91**	5						
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	31	89	89	80	9											
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	28	91	96	90	1											
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	22	92	95	92	0											
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	27	91	89	78	13											
Data Analysis, Statistics, and Probability	Probability	4.D.4	MC	13	96	93	87	9		1	1	**96**	1						
Data Analysis, Statistics, and Probability	Probability	4.D.5	MC	10	80	76	65	15		5	**80**	12	3						
Data Analysis, Statistics, and Probability	Probability	4.D.6	MC	15	86	87	80	6		**86**	12	1							
Data Analysis, Statistics, and Probability	Probability	4.D.6	SA	5	99	95	90	9						1	99				0.99
Data Analysis, Statistics, and Probability	Statistical Methods	4.D.2	MC	33	95	97	95	0											
Geometry	Properties of Shapes	4.G.1	OR	30	82	82	72	10						1	5	11	27	55	3.30
Geometry	Properties of Shapes	4.G.5	MC	8	70	76	76	-6		**70**	5	20	4						
Geometry	Transformations and Symmetry	4.G.8	SA	17	86	84	73	13						14	86				0.86
Measurement	Techniques and Tools	4.M.3	MC	40	70	70	59	11											
Measurement	Techniques and Tools	4.M.4	OR	18	60	54	44	16						9	16	22	30	23	2.41
Measurement	Techniques and Tools	4.M.5	MC	25	97	93	84	13											
Measurement	Techniques and Tools	4.M.5	SA	37	62	61	50	12						38	62				0.62

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Learning

Reading

"The most useful information for teachers is assessment information gathered in the course of daily classroom routines. The purpose of this assessment is to improve instruction and help students become better readers and writers."

Kathryn Au
Professor of Education
University of Hawaii

Benchmark Reading Assessments

- Fountas & Pinnell Benchmark Assessment

- The Developmental Reading Assessment (DRA)

- PM Ultra Benchmark Kit (Rigby)

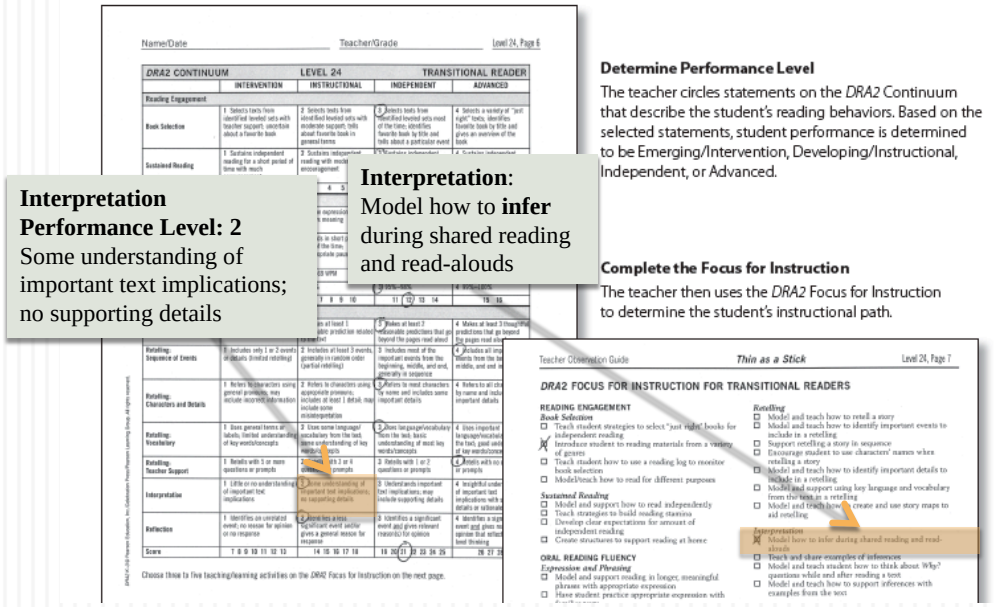
Purpose

- To determine to what extent all students are progressing
- To inform curriculum and instruction in order to determine what learning comes next for students
- Track student growth

Reading Skills Assessed

- Reading Accuracy
- Fluency
- Comprehension

Developmental Reading Assessment



Name/Date Teacher/Grade Level 24, Page 6

DRA2 CONTINUUM — LEVEL 24 — TRANSITIONAL READER

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; talks about favorite book in general terms	3 Selects texts from identified leveled sets most of the time; identifies favorite book by title and talks about a particular event	4 Selects a variety of "just right" texts; identifies favorite book by title and gives an overview of the book
Sustained Reading	1 Sustains independent reading for a short period of time with much	2 Sustains independent reading with moderate encouragement	3 Sustains independent	4 Sustains independent
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes most important details	4 Refers to all characters by name and includes important details
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	1 Retells with 3 or more questions or prompts	2 Retells with 2 or 3 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications; may include supporting details or rationale
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives relevant reason(s) for opinion that reflect text-level thinking
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

Determine Performance Level

The teacher circles statements on the *DRA2* Continuum that describe the student's reading behaviors. Based on the selected statements, student performance is determined to be Emerging/Intervention, Developing/Instructional, Independent, or Advanced.

Complete the Focus for Instruction

The teacher then uses the *DRA2* Focus for Instruction to determine the student's instructional path.

Teacher Observation Guide — *Thin as a Stick* — Level 24, Page 7

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection
- ☐ Teach student strategies to select "just right" books for independent reading
- ☒ Introduce student to reading materials from a variety of genres
- ☐ Teach student how to use a reading log to monitor book selection
- ☐ Model/teach how to read for different purposes

Sustained Reading
- ☐ Model and support how to read independently
- ☐ Teach strategies to build reading stamina
- ☐ Develop clear expectations for amount of independent reading
- ☐ Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing
- ☐ Model and support reading in longer, meaningful phrases with appropriate expression
- ☐ Have student practice appropriate expression with

Retelling
- ☐ Model and teach how to retell a story
- ☐ Model and teach how to identify important events to include in a retelling
- ☐ Support retelling a story in sequence
- ☐ Encourage student to use characters' names when retelling a story
- ☐ Model and teach how to identify important details to include in a retelling
- ☐ Model and support using key language and vocabulary from the text in a retelling
- ☐ Model and teach how to create and use story maps to aid retelling

Interpretation
- ☒ Model how to infer during shared reading and read-alouds
- ☐ Teach and share examples of inferences
- ☐ Model and teach student how to think about Why? questions while and after reading a text
- ☐ Model and teach how to support inferences with examples from the text

Interpretation
Performance Level: 2
Some understanding of important text implications; no supporting details

Interpretation: Model how to **infer** during shared reading and read-alouds

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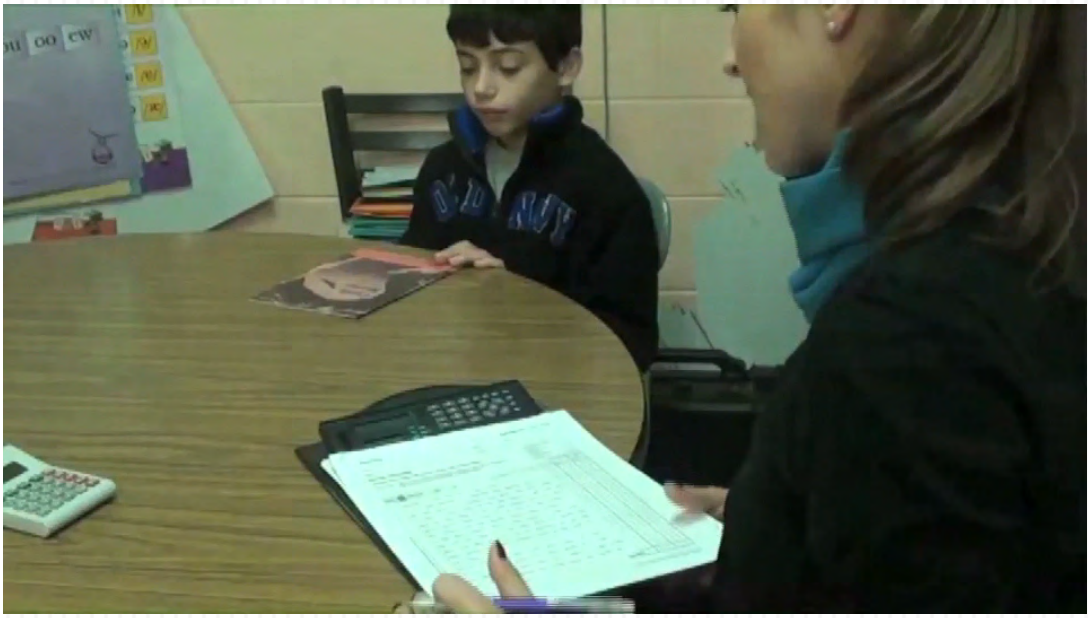
Fountas & Pinnell Demonstration



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Additional Literacy Assessments

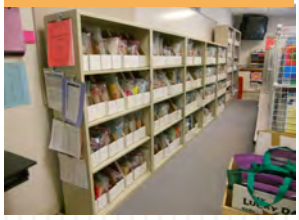
- Words Their Way Spelling Inventory
- Phonics, Word Analysis, and Vocabulary assessments
- Marie Clay: An Observation Survey for emergent readers - Kindergarten

Professional Learning

- Guided Reading Consultant
- Running Records Workshop
- Annenberg Course: Teaching Reading 3-5 Workshop
- School based professional learning
- Graduate Reading course taught by a Salem State professor

Leveled Reading Libraries & Professional Resources

McCarthy-Towne



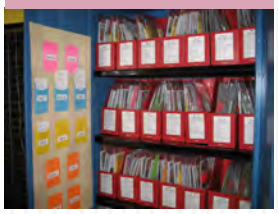
Conant

Merriam

Douglas

Professional Resources

Gates



Advantages & Challenges

- Advantages
  - Individualized Assessment
  - Tracks student growth
  - Assesses reading behaviors and level
  - Drives effective instruction and targeted intervention
- Challenges
  - Time consuming to administer to all students
  - Classroom management while teacher works one-on-one with students

Writing and Other

- Rubrics for writing
- Portfolios: Writing, Visual Arts, Achievement
- How used determines formative or summative
- Advantages:
  - Evidence of growth over time/documentation of learning
  - Invites reflection
- Challenges:
  - Organization and storage (including digital evidence)
  - Time

Closing

Questions and Answers