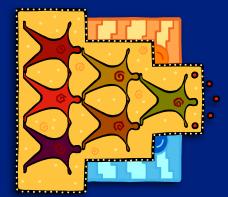
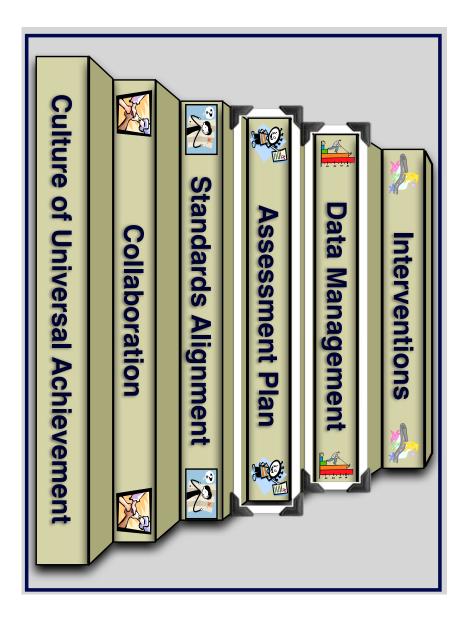
Assessments and Data Management

Two Exceptional Systems, One Valuable Result



Presented by Liz Atkinson

Liz Atkinson





June	Мау	April	March	February	January	
Take a full day Assessment Retre Coaling an assessment plan that is easy to understand and a shoul: Set dates for specific assessments to be administered Daplay active engagement by students in the assessment goals for us as a school	Share the results from last month's team conversations. Focus on <u>Math</u> assessments.	Share the results from last month's team conversations. Focus on Writing Assessments.	Share the results from last month's team conversations. Focus on Reading Assessments.	Share the results from last month's team convensations. Begin the process of developing a school-wide assessment map.	Overview of our goals to create a site-based assessment plan that is focused on utilizing formative assessments with the purpose of differentiating instruction.	Creating Site Assessm Assessment Committee Meetings
Take a full day Assessment Retreat Coaling an assessment plan that is easy to understand and endorsed by all. This plan should: Set dates for specific assessments to be administered Daplay active engagement by students in the assessment process Set assessment goals for us as a school	Finalize your Collective Commitment Brainstorm any block for your nepresentative to bring forward during the retreat.	Begin to develop your Grade Level I Department "Collectine Commitment to Involving Students in the Assessment Process"	Define each assessment (what does if assess?) assess?) Define each assessment's use as an assessment 'tor' learning.	Findize your agreement on the assessments that you will use as a profile level / department earns. Ask the following questions to guide you: Why do you walled these assessments? *How can they be used as assessments thou can they be used as assessments thou do these assessments involve attached the as assessment in their learning?	What assessment do you value as an individual feacher? What assessments can you all agree on as a grade feel department feam? What assessments do you find methods to make the methods of you find methods to be grade fere! / department team?	Assessment Plans: Conversations nmittee Grade Level / Department Meetings





"We are committed to creating a school that knows no limits to the academic success of each student."

No Excuses University Pledge

Los Pen Assessment Plan 2005-2006

This assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally the Curriculum and Assessment committee, comprised of teachers, classified staff, and support team members, took a detailed approach to ensure that we as a school participate in assessments that:

- Support with Mission, Vision, Shared Commitment, and Goals of Los Pen
 Correlate to Academic Success Align with State and District Standards
 Encourage Student Participation Through the Development of Goals
 Focus on Assessment "FOR" Learning Facilitate Differentiated Instruction

We believe that careful follow through on the assessments and goals within this plan will result in higher achievement for all students. All student data will be stored in a site database that is easily accessible. Data will be openly shared through articulation meetings three times a year. The insightful interpretation of specific student data will allow teachers to tailor their instruction to the unique needs of each student. This document is more than words on paper; it represents the hard work and commitment of this staff as we continue to strive for academic excellence.



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	HDf Math (Neach TBD)	* PM Phn (18)	On Demand Writing (3)	 DIBELS (LNF-37, PCF 35, NWF: 24) 	Math Skills Assessment I (\$0%)	* PM Phu (4-6)	 Spelling Inventory (ELN) 	On Demand Writing (3)					Math Skills Checklist (5)	* PM Pas (1)	Phonics Skills (15)	*Letter I.D. (40)	September	Los Penasquito
Math 180	• HM Math (beach TBD)	• PM Plus (24)	On Demand Writing (3)	* DIBELS (PSF45, NWT: 50, ORF: 20)	 Math Skills Assessment 2 (80%) 	* PM Plus (14)	 Spelling Inventory (LLN) 	On Demand Writing (3)	*DIBELS (LNF-27, PSF 18, NWF: 13)	On Demand Writing (3)	Math Skills Checklist (10)	* PM Plus (2)	 Sentence Dictation (18) 	* Word Recognition (17)	* Phonics Skills (21)	* Letter I.D. (52)	February	Los Penasquitos Assessment Plan 2008-2009
MAP (Read 188 Lane 193 Math 185)	* HM Math (bench TBD)	• PM Plus (23)	On Demand Writing (5)	* DIBELS (PSF35, NWF: 50, ORF: 40)	 Math Skills Assessment 3 (80%) 	* PM Plus (18)	 Spelling inventory (EWW) 	On Demand Writing (3)	 DIBELS (LNE:40, PSF 35, NWF: 25) 	On Demand Writing (3)	Math Skills Assessment (75%)	- PM Plus (4-6)	 Sentence Dictation (22) 	* Word Recognition (22)	* Phonics Skills (26)	* Letter I.D. (52)	May	

Assessment	What does this assess?	How can this assessment be used as an assessment for learning?
Letter ID (K)	This assesses letter recognition. It includes recognition of capital and lowercase letters.	It allows a teacher to set instructional goals by indicating unknowns and revisiting solidifying known letters.
Phonics Skills (K)	This assesses knowledge of letter sounds.	It provides the teacher with the ability to determine needs for individual students in reading and writing.
Running Record / IRI (K - 5*)	This assesses current reading level, miscue analysis, fluency, word attack skills, comprehension and necessary next steps.	It can be used to allow a teacher to group according to current level, show the teacher what skills to teach and how to plan individualized instruction and give the teacher concounce time and allow him/her to listen to each student read.
Word Recognition (K)	This assesses the knowledge that students have of high frequency words.	It provides a teacher with knowledge of known and unknown words to drive instruction in word knowledge and reading knowledge.
Phonemic Awareness (K)	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words.	This allows a teacher to target student needs pertaining to phonetic development and teach accordingly.
Sentence Dictation (K)	This assesses the ability to hear and record sounds and words.	It determines developmentally where students are in the writing process with regards to letter sounds and high frequency words.
Math Problem Solving (K − 3 [∞])	This assesses a student's reasoning skills and ability to use math strategies to solve real life problems.	Sindents will learn strategies for problem solving that can be generalized to many kinds of different problems. The teacher can modify instruction through purposeful grouping, whole group instruction and daily or weekly Jessons depending on the grade level.
Spelling Inventory (1 st – 3 st)	This assesses students' developmental spelling level, application of the alphabetic principle to spelling words, and utilization of conventional spelling.	Teachers at all grade levels use these assessments to form flexible bomogenous word unity groups, Andpardou are much for unidents who are fast beyond derivational relations. Teacher interpretation of this assessment allows students to work in a challenging environment.
Reading Fluency (2 nd – 5 th)	This assesses fluency rate, accuracy and prosody in reading.	Student fluency is monitored through daily graphing. Student fluency data will be collected three times a year during fall, winter, and spring to show progress over tine and generalization of skills. Data will reflect
	16	© D. Lance 2000



On Demand Writing (3)
HM Math (bench TSD)
Spelling inventory (LSD)
MAP (Read 208, Lang 210, N
DIRECS (L2D)



Collective Commitment to Involving Students in the Assessment Process

The staff at Los Penasquitos Elementary believes that one of the best ways to increase student achievement is to involve students in the assessment process. Above, we have listed several ways that we "can" involve them in this process. Below, however, are ways that we "will" involve them in the process through what we call a "Collective Commitment". This commitment has been endorsed by all members of each grade level.

MAPS	IRI	Fluency	Math Skill Assessment	Spelling Inventory	Problem Solving	On Demand Writing	Assessment	3rd Grade's Comi
Teachers will share scores with their students and will set goals with students. Teachers will share lexile range with students to use at home. We will work towards involving parents as we gain experience with MAPS.	Teachers will share IRI results including miscues, retelling, and comprehension. We will communicate students' strengths and weaknesses and help students create goals for the future.	Teachers will receive training from Gail Adams in "Fluency Timings". Students will purticipate in fluency timings at least three times a week. Students will score themselves and charf growth. Teachers will instruct students on how to make individual goals for themselves.	Teachers will meet with students individually to discuss results of the Math Basic Skilis Test. All students will receive a check of sheet highlighting the test thems that they have not yet mastered. Teachers will assist students in setting goals for the future.	Teachers will share scores with their students. We will explain the spelling stages and make the students aware of their current stage. Teachers will help students set individual goals for themselves based on their needs and group accordingly	Teachers will also share "Problem Solving" child friendly rubrics with their students and involve them in the scoring process. Students will practice scoring with their peers.	Teachers will share the "six traits" child friendly rubrics with their students. We will involve the students in the scoring process, starting with the whole class and working towards individual poer scoring. Teachers will continue to guide students toward mastery in the first three traits, "ideas, organization, and conventions". Teachers will add "word choice", as a new area of focus.	Commitment	3rd Grade's Commitment to Involving Students in the Assessment Process



Assessment Schedule

September 5° – 16°
September 12° – October 14°
September 23° lugust 29 - September 16

September 19* – October 21*
October 21*
October 31* – November 1*

December 126

January 4° – February 10° January 23° – February 10° January 23° – February 17°

February 16e - 17e

March 76

April 28° – May 12° May 1° May 22° - June 9° May 15° - June 16° June 14° - 16° June 21°

nent Window (K-5)

CELDT Testing

MAPS (3-5) FALL Articulation (K-2)

First Progress Report (K-5) (3-5 reports based on

nts given to date)

Student Goal Conferences: FALL FALL Articulation (3-5)

MAPS (2-5)

Report Cards & Parent/Teacher Confi Second Progress Report (K-5)

Student Goal Conferen Assessment Window (K-5) WINTER

Report Cards

Articulation (K-5) STAR Writing (4º Grade) STAR TESTING (2-5)

MAPS (2-5)

Third Progress Report (K-5)
Assessment Window (K-5) & Student Goal Reflection: SPRING

Articulation/Class Placement (K-5)

Report Cards

Collective Brainstorming



Sub-Group Brainstorming

MAP₃ RIT Fall 2008 186 183 170

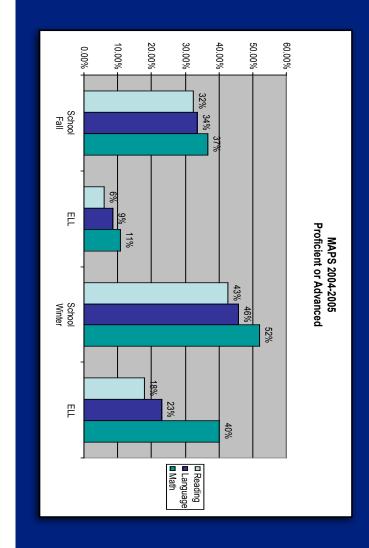
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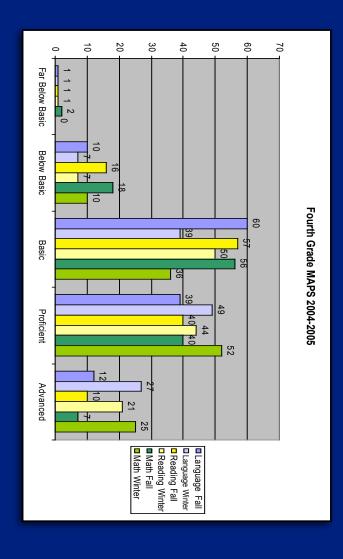
strategies are being used to close the achie

need to be considered?

School-wide Data



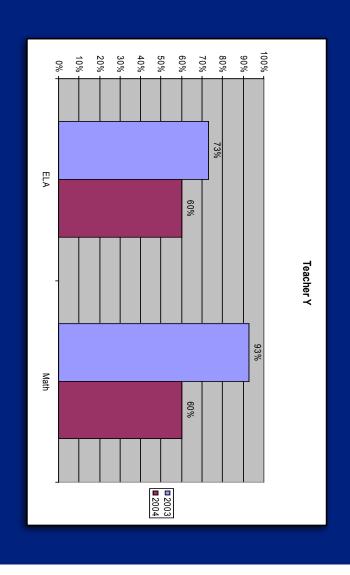
Grade/Dept. Data



ndividual Teacher Data

		MAPS		CST	
	Reading	Language	Math	ELA	Math
Teacher X					
% showed growth	96.77%	90.32%	96.67%	84.00%	92.00%
% did not show growth	3.23%	9.68%	3.33%	16.00%	8.00%
Fourth Grade					
% showed growth	74.38%	76.03%	93.28%	67.00%	69.70%
% did not show growth	25.62%	23.97%	6.72%	33.00%	30.30%
School					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%
		MAPS		CST	3T
	Reading	Language	Math	ELA	Math
Teacher Y					
% showed growth	88.89%	77.78%	66.67%	13.33%	20.00%
% did not show growth	11.11%	22.22%	33.33%	86.67%	80.00%
Third Grade					
% showed growth	80.56%	86.36%	80.77%	36.56%	48.39%
% did not show growth	19.44%	13.64%	19.23%	63.44%	51.61%
School					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%

ndividual Teacher Data



Class Placement

The Los Pen Fledge Academic Rubric

Advanced: These students are excelling across the curriculum. All darn sources how that this student will show continued success from the start of the next school year

roficient. These students are meeting grade level standards across the curricultus may excel in some areas, but overall the data seffects a balenced achievement than de level expectations.

ssic: These renders are just below grade level standards. They show usuaghts is areas, but also westlamesses that need to be addressed. These weders are kined on the One" list in at least one subject. Overall data reflects that this standour is sendy "just below" standards.

ow Basic: These students are struggling to areas of literacy. They are students outlid be considered Title One and who have been offered interventions through

Below Basic: These students should be considered "high rish". They represent liest students school-wide. They are students who are significantly below grade adards and should be placed in appropriate interventions from day one of the

Behavior Rubric

- Jasuroom rules and is helipful to teacher
 hylrygound rules and is helipful to other peet
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 hylrygound rules and sodds value to classroom discr
 seaper and cooperation with peets and adults at all times
 strifty follows was there's instructions

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Separate From: Special Comments / Helavior Concerns:	READING WRITING MATH	STUDENT NAME (LAST, FIRST) TEACHER	Arzibnik (AALI) Dalwier (AALI) CAYE RSP (SPEZCH/961 4 to 6/1288
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Assessments Common

• Speak the same language, the

Share data openly with one another language of data

3. Take responsibility for all students at a grade level

4. Make plans to continue to pursue • Tie assessments to strategies and the very best assessment practices interventions that work



Grade / Department Assessments



The purpose of this time together is to dialogue and agree upon specific assessments that are valued by all team members. These assessments will in-turn be used to drive instruction and create results for all students.

Questions to frame our work:

- What assessments do we value?
- Why do we value these assessments? How do we know that they correlate to academic success.
 How will up involve endonts in the assessment process?
- What is our plan to use them collectively as a grade / department? (Share data, group appropriately, tie to specific strategies and interventions)

	How can you make better use of these assessments with students?
	How do you currently use these assessments with your students?
	Which of your assessments match that of your teammates?
find in district assessments	
or what value CAN you	Why do you value these assessments?
	you personally value

D. Lopez 2006



Questions? Contact Me!

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