Overview of Presentation

- What is Assessment?
- Assessment's role in the district
- Role of the Assessment Committee through the years
- What the future holds

The Role of Curriculum, Instruction, and Assessment

CURRICULUM
The blueprint for our instruction

The goal is for students to become:
- *skilled readers and writers*
- *skilled mathematicians*
- *skilled researchers and thinkers*
- *thoughtful, kind citizens and societal contributors*

INSTRUCTION

Strategies for delivering the curriculum

ASSESSMENT

Measures the effectiveness of instr. and curriculum

Assessment's Role in the District

- **Formative (designed to help "inform our instruction" and "form the student"**
  - *Quantitative*
    - DRA, MAP, Observation Survey, Write Traits Benchmark
  - *Qualitative*
    - Checks for understanding, Digital Portfolio data, Curriculum Based Measures
- **Summative (a summary of our instructional progress)**
  - End of unit tests, finals, DRA, MAP, NECAP, PSAT, SAP, AP exams

Origin of Assessment Committee

- Began as *Assessment Task Force* in December, 2000.
- Fall of 2002, ATF became AC.

Current Members of the Assessment Committee

- Val Aubry, Director of Student Services
- Bill Carozza, Principal of Harold Martin School, Chair
- Michelle Cotnoir, World Language Teacher, Hopkinton Middle High School
- Liz Durant, Hopkinton School Board Member, Parent
- Pat Heinz, 4th grade teacher, Maple Street School
- Dot LeBaron, 3rd grade teacher, Harold Martin School
- Chris Kelley, Assistant Principal, Hopkinton Middle High School
- Karen Pond, Technology Integrator/Data Specialist
- Deidre Smith, Elementary Literacy Coordinator
- Matt Stone, Director of Technology

Original goal of Assessment Committee

- The Committee studies the **implications brought on by state and federal legislation** in the area of assessment, specifically the current ESEA, and makes recommendations to the Leadership Team.

- The Committee makes **recommendations** to the Leadership Team regarding the use of **district-wide assessments.**

- The Committee will suggest **modifications to annual district goals** relative to assessment.

- The Committee will provide **consultation to the District** regarding a broad range of assessment issues.

Goal of Assessment Committee (within H20)

- **To develop an assessment system that accurately and efficiently informs families, teachers, and administrators about all major aspects of student learning.** ***[How will we know when each student has learned?]***

Assessment Committee through the years

- **Looking at data: EdSmart and Data Warehousing, now Kid Grid, etc.**
- **Built group of professionals well versed in data**
- **Development of philosophy and approach to data/ assessment**
- **Digital Portfolio development (was a recommendation in 2001-pilot program began in 05-06)**
- **Introduction of NWEA/MAP to the District,implementation of PD, and coordination of program through the years**

- **Support to district for state-wide assessment, NHEIAP and NECAP**
- **Began the discussion on RTI back in 05-06.**
- **Helped move the DRA to the Middle School as an important assessment technique.**
- **Helped determine criteria for elementary enrichment program.**

The AC developed this Assessment Philosophy

The *Hopkinton School District* is committed to providing the students of our district the highest standard of education. Quality education and sound educational decision making is based on several principles, one of which is assessment. For the purpose of this document, the term *assessment* includes both the collection and analysis of data.

In order to have effective assessment of our academic programs we believe:

Assessment values what is taught and what students learn.

Assessment drives instruction for every student.

Assessment addresses the process and the product.

Assessment is both formal (e.g. standardized or published tests) and on-going (e.g. observation and anecdotal records).

Assessment must be developmentally appropriate.

Assessment exists in multiple forms.

Assessment enables student progress and program effectiveness to be shared with the educational community.

THE AC HELPS TO ORGANIZE OUR GLOBAL VIEW OF ASSESSMENT: ASSESSMENT MATRIX

ASSESSMENT MATRIX * HOPKINTON SCHOOL DISTRICT
2009-10

GRADE	ASSESSMENT	DESCRIPTION

K	***Observation Survey***	An early literacy assessment that assesses the following:
		• Text Reading Level
		• Letter Identification
		• Concepts About Print
		  ○ Demonstrate understanding of concepts about book handling and conventions of printed language while teacher reads a book
		• Word Test
		  ○ Read a list of 20 words
		• Writing Vocabulary
		  ○ Student has 10 minutes to write all the words he/she knows
		• Hearing and Recording Sounds in Words
		  ○ Student writes a dictated sentence which is scored by the number of sounds heard

	Write Traits Writing Benchmark	Assesses six important "traits" of writing: * Idea Development * Organization * Voice * Word Choice * Sentence Fluency * Conventions
1	***DRA***	• The Developmental Reading Assessment provides teachers with a method for assessing and documenting students' development as readers over time within a literature-based instructional reading program. • The DRA is designed to be used in elementary classrooms with rich literate environments. • The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of 20 stories, which

The AC plan for MAP

The Origins of MAP testing

- The AC felt that we were lacking a district wide measure for our students and NHEIAP (later NECAP) did not suffice.
- We investigated NWEA's MAP testing as a solution that met our needs.

What is MAP? (Measures of Academic Progress)

- With MAP, the test questions are displayed on the computer screen and you will select an answer using the mouse or the keyboard.
- The difficulty of the test will adjust to your performance. As you answer correctly, the questions will become harder. As you answer incorrectly, the questions will become easier. It will build a test just for you!
- Results: each student receives a “RIT Score” which informs teacher, student, and parent of the student’s performance relative to other students in the school and worldwide. (MAP is the largest normed assessment in the world)

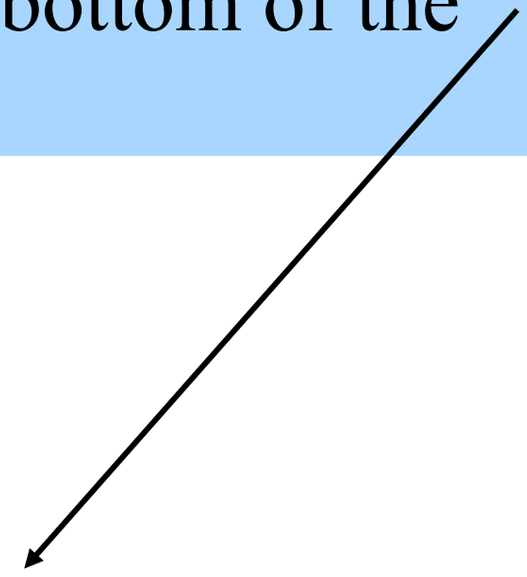
Math Survey 2-5 NWEA Learning Continuum Name: Luanne Sbarbaro (6) ID: 101 Question: 1 [Item 312140]

```
  9002
- 503
```

- A. 8501
- B. 8499
- C. 8409
- D. 8509
- E. 8491

This is a sample math item. Work the problem on your scratch paper and click on the best answer.

Once you have chosen your answer, click on the “Go on” button at the bottom of the screen.



Go on

Math Survey 2-5 NWEA Learning Continuum Name: Luanne Sbarbaro (6) ID: 101 Question: 7 [Item 57200]

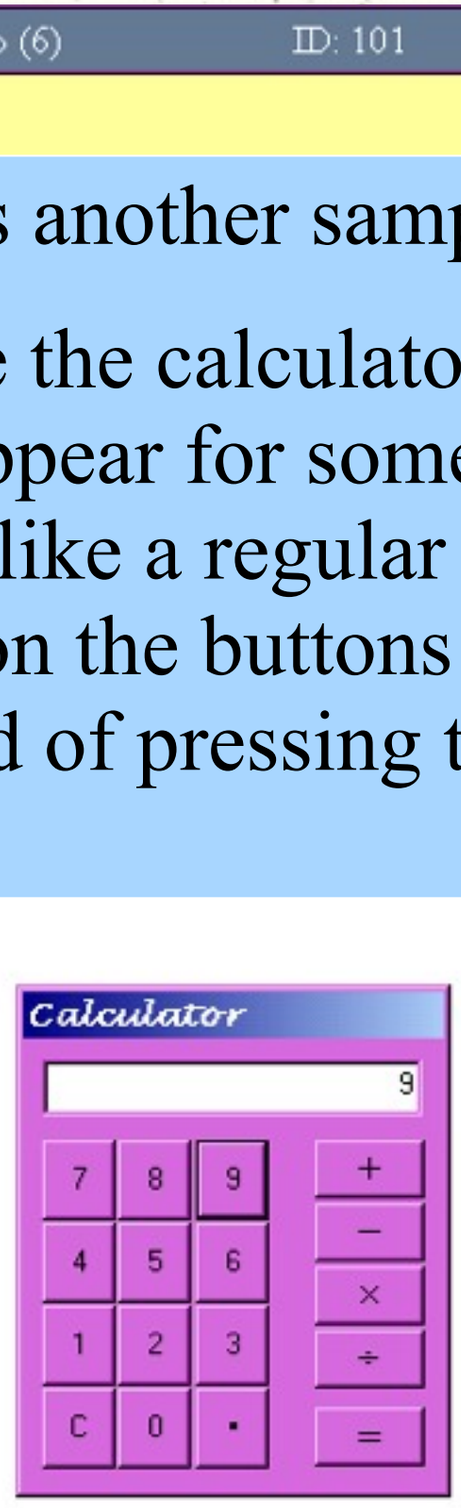
Joe wants 9 cars. He has 5.

How many more does he need?

This is another sample math item.

Notice the calculator at the bottom. It will appear for some items. You will use it just like a regular calculator, only you click on the buttons with your mouse instead of pressing them with your finger.

- A. 5
- B. 4
- C. 3
- D. 2
- E. none of these



Hide Calculator Go on

Reading Survey 2-5 NWEA Learning Continuum Name: Luanne Sbarbaro (6) ID: 101 Question: 8 [Item 97600]

Read the paragraph.

> The schoolgirl had on a new dress and a new pair of shoes. She brought a new notebook and two sharpened pencils with her to school on that first, important day.

Which word tells what the person is like?

- 1. messy
- 2. eager
- 3. pretty
- 4. busy

This is a sample reading item.

Read the passage and select the best response.

Click the "Go on" button to move to the next item.

Go on

Read "Grandma Wood" from Women of the West by Rick Steber. *

Grandma Wood

Mary Ramsey was born in Tennessee, May 20, 1787. She married at seventeen, had four children, and moved to Georgia where her husband died in 1839.

A decade later Mary moved her family to Missouri and then brought them across the Plains in a covered wagon to Oregon. She rode the entire distance on a mare she named Martha Washington Pioneer.

At the age of 67, she married John Wood in Washington County. John had built the first frame hotel in the town of Hillsboro. Mary outlived John.

She was known as Grandma Wood, and when she became a centenarian, friends and relatives threw a party for her. That day she reminisced, and told about seeing General George Washington and Thomas Jefferson. She claimed that the highlight of her life had been "the time Andy Jackson asked me to dance. He was the best president this country ever had. He knew how

What does this passage reveal about Grandma Wood's character?

Some reading items have scroll bars on the passage. You must move the scroll bar down to see the entire passage by using the mouse.

- 1. She was a vain and selfish
- 2. She was principled and did
- 3. She was frail and had diff
  the hardships of life in t
- 4. She didn't care for people who wouldn't fight.

Go on

MAP TEACHER REPORT

Teacher Report - Reading Fall 2006

School: Johnson Elementary (NWEA Sample District)
Class: 46 Berlinger 6thGra Homeroom
Teacher: Berlinger, Berlinger
Test: Reading Goals Survey 6+ IN V3

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Goal Performance: Word Recog & Vocabulary	Inform Text: Structures	Inform Text: Comprehension	Literary Text: Structures	Literary Text: Comprehension
12340334	Ryan, J. A. N.	6	S/G	Aug 23	[illegible]	3.3	179-185	4	3-5	180-330	LO	LO	LO	LO	LO
12340330	Brandon, K. A. S.	6	S/G	Aug 23	[illegible]	3.4	193-199	14	11-19	434-584	AV	LO	LO	LO	LO
12341042	Dionte', K. N. J.	6	S/G	Aug 23	209	[illegible]	206-212	40	29-49	655-805	HI	LO	LO	AV	AV
12342567	Jessianne, Z. Y. R.	6	S/G	Aug 23	210	[illegible]	207-213	43	34-55	689-839	AV	LO	AV	LO	HI
12340323	Dartize, B. K. T.	6	S/G	Aug 23	213	3.3	[illegible]	52	40-61	731-881	LO	AV	AV	HI	AV
12340587	Anna, H. E. A.	6	S/G	Aug 23	214	3.5	211-218	55	46-65	754-904	AV	LO	AV	AV	HI
12340370	Asia, R. N.	6	S/G	Aug 23	215	3.3	212-218	58	49-71	779-929	AV	AV	AV	AV	HI
12340904	Jason, J. Y. M.	6	S/G	Aug 23	215	3.4	212-218	[illegible]	49-68	770-920	LO	AV	AV	HI	HI
12342489	Tresana, L. N. D.	6	S/G	Aug 23	216	3.3	213-219	65	52-71	790-940	AV	AV	LO	HI	HI
12340332	Paris, H. Y. A.	6	S/G	Aug 23	217	3.3	214-220	65	55-74	808-958	HI	LO	HI	AV	HI
12340359	Kevin, D. E. J.	6	S/G	Aug 23	218	3.3	215-221	68	[illegible]	817-967	AV	AV	AV	HI	HI
12340363	Tyler, S. A. W.	6	S/G	Aug 23	218	3.3	215-221	68	58-76	822-972	AV	HI	AV	HI	AV
12341485	Zachary, C. A. D.	6	S/G	Aug 23	220	3.3	217-223	74	65-81	863-1013	HI	AV	HI	AV	HI
12342588	Amanda, M. L. L.	6	S/G	Aug 23	220	3.3	217-223	74	61-81	[illegible]	AV	HI	HI	AV	HI
12340326	Kayana, D. E. R.	6	S/G	Aug 23	220	3.4	217-223	74	61-81	852-1002	AV	HI	AV	HI	HI
12340348	Maria, S. E. C.	6	S/G	Aug 23	228	3.5	225-232	91	85-95	1007-1157	HI	HI	HI	HI	HI
12340349	Danielle, A. H. K.	6	S/G	Aug 23	228	3.3	225-231	91	85-95	1013-1163	HI	HI	HI	HI	HI
12340325	Toddricka, A. Y. M.	6	S/G	Aug 23	229	3.3	226-232	92	87-95	1025-1175	HI	HI	HI	AV	HI

Totals For: Reading Goals Survey 6+ IN V3

		High:	6	6	6	6	13
		Avg:	9	6	8	7	3
		Low:	3	6	4	3	2
Students:	18	Mean:	213.6	212.9	213.9	214.2	219.8
Mean RIT:	214.9	Std Dev:	13.1	12.5	15.2	12.0	15.8
Std Dev:	11.2	Median:	216	214	215	215	223
Median RIT:	216						

MAP PARENT REPORT

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	230- **233** -236	224	234	13	7.7	40- **46** -51
W04	8	217- **220** -223	218	231			23- **28** -33
F03	8	217- **220** -223	215	227			26- **33** -39
S03	7	202- **205** -208	215	228	-20	7.4	8- **12** -15
W03	7	220- **223** -226	212	224			39- **46** -53
F02	7	222- **225** -228	208	221			52- **59** -66
S02	6	220- **223** -226	209	222			45- **52** -59
W02	6	211- **214** -217	207	218			31- **38** -45
S01	5	206- **209** -212	204	216	3	8.7	23- **31** -38
F00	5	203- **206** -209	199	209			31- **40** -50

Mathematics Goals Performance - Spring 2004

Number Sense	Avg
Algebraic Methods	Avg
Data Collection & Analysis,	LoAvg
Geometry	Avg
Measurement	LoAvg
Computational Techniques	Avg

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	212- **216** -220	210	223	22	7.3	22- **28** -37
W04	8	206- **209** -212	209	220			15- **19** -24
F03	8	190- **194** -198	207	218			4- **7** -9
S03	7	179- **183** -187	206	219	-29	4.9	1- **2** -3
W03	7	205- **208** -211	203	217			18- **24** -31
F02	7	209- **212** -215	199	214			30- **39** -47
S02	6	194- **197** -200	201	215			8- **11** -14
W02	6	209- **212** -215	199	213			35- **43** -52
S01	5	203- **206** -209	199	210	6	6.7	26- **35** -42
F00	5	197- **200** -203	197	205			25- **31** -41

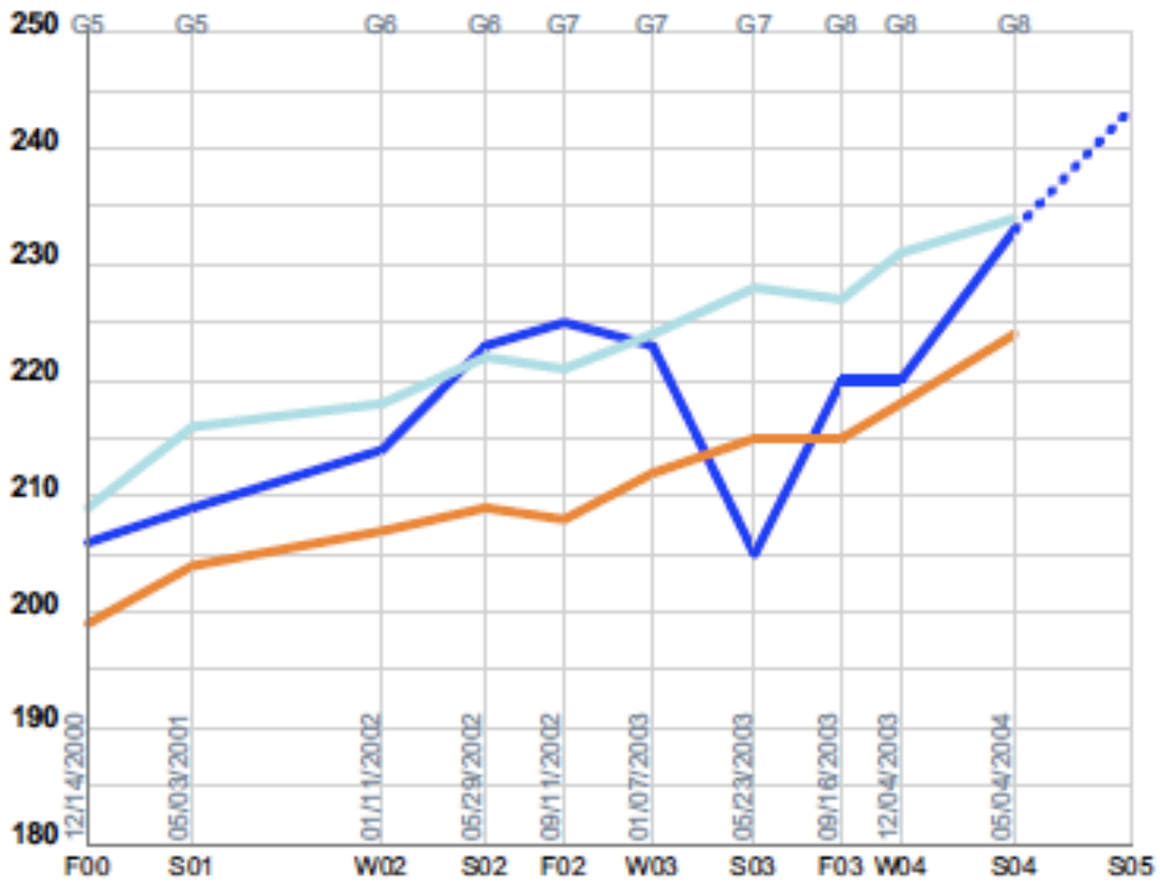
Reading Goals Performance - Spring 2004

Word Meaning & Recognition	Avg
Literal comprehension	Low
Application of Thinking Skills	Low
Literary Expression	HiAvg

Lexile Range: 796-946

MAP PARENT REPORT-GRAPH

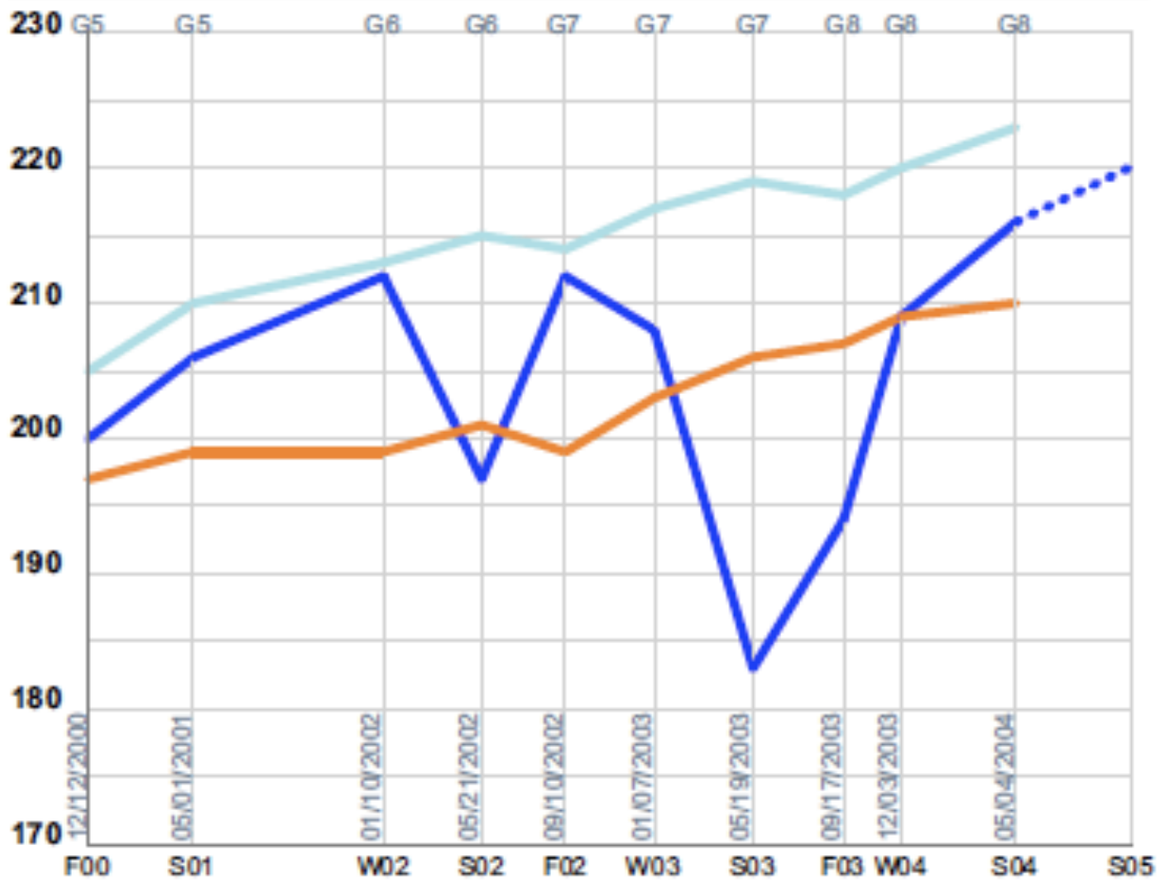
Mathematics



Mathematics Goals Performance - Spring 2004

Number Sense	Avg
Algebraic Methods	Avg
Data Collection & Analysis,	LoAvg
Geometry	Avg
Measurement	LoAvg
Computational Techniques	Avg

Reading



Reading Goals Performance - Spring 2004

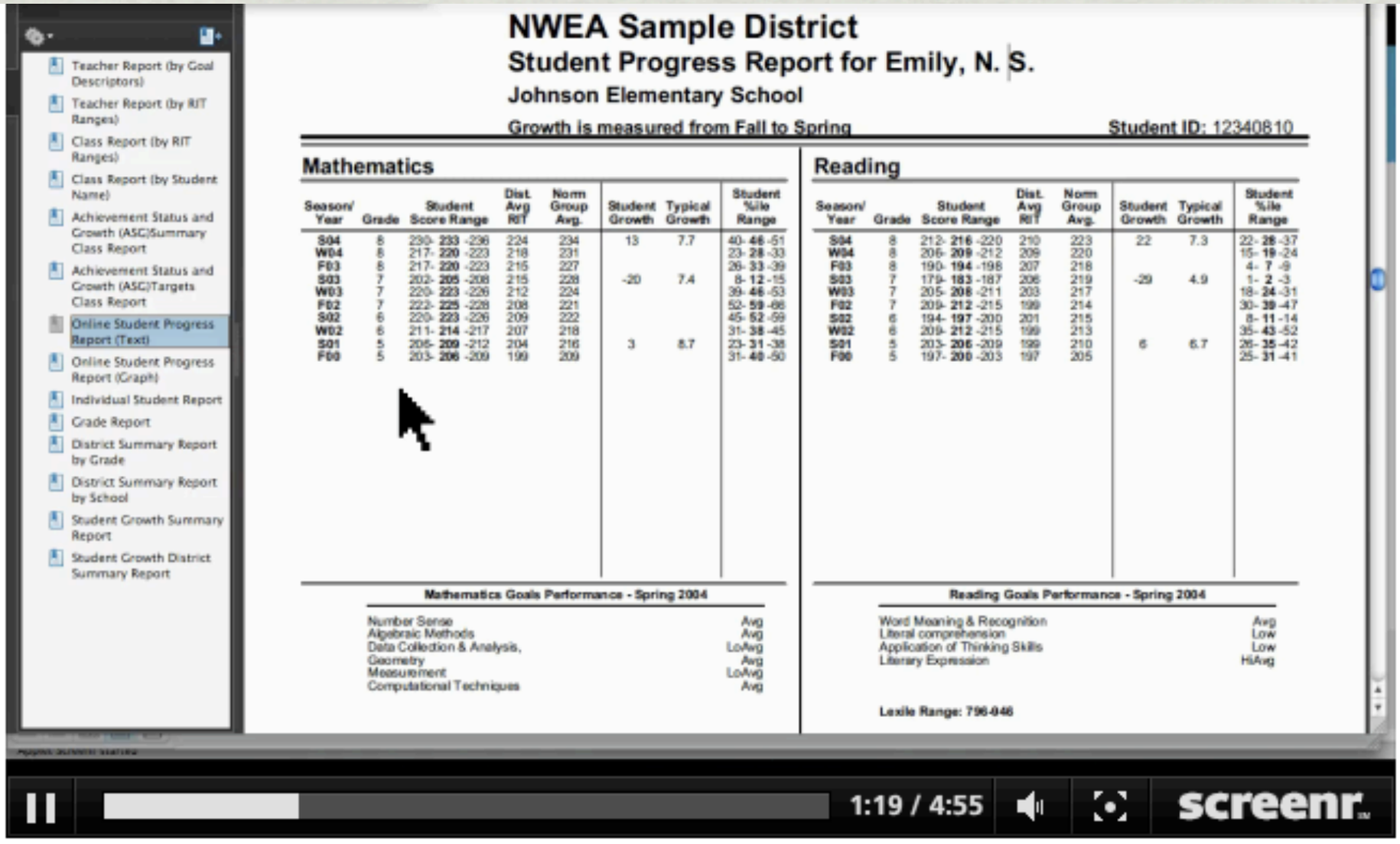
Word Meaning & Recognition	Avg
Literal comprehension	Low
Application of Thinking Skills	Low
Literary Expression	HiAvg

Lexile Range: 796-946

MAP SCREENCAST

WWW.HOPKINTONSCHOOLS.ORG/HAROLDMARTINSCHOOL

KEYWORD: MAP SCREENCAST



by **wcarozza**

This screencast gives a general overview for parents of NWEA MAP testing and how to read the student report.

7:53 pm Jan 3rd

221 views

MAP testing; How is it useful for teachers?

- I take it into account when forming **Reading Groups**. It helps confirm when I have an inkling about a child but don't yet know him/her well enough to know for sure. It makes me take an extra hard look at a child who would not be on my radar yet.

- I use MAP testing to group students for reading, **place students in math and reading enrichment groups**, as a piece of data for **Child Study/Identification issues, and a discussion point at parent conferences.**

- In third grade, we have used the MAP scores to determine **enrichment in both reading and math**. I use the scores to help **plan reading groups** and place students in appropriate levels. For math, last summer (or at the beginning of the year!) we looked at previous years MAP scores **to see where we were really succeeding** and where we needed extra work in order to revise some of our teaching in different math topics.

- I use it to **group kids for certain skills in reading and math**. I also use it to make sure I am putting the skills in my plans throughout the year.

- I use the data to **communicate progress with parents**. Now that we have accumulated data for three years, I am able to talk about **dips over the summer and encourage some summer reading** for example. I also use the RIT scores when planning math groups and the reading category breakdowns when planning reading groups. I look at the whole class in general and plan whole class instruction in overall weak areas. Lastly, I think that the data **provides parents with a nice idea of where their child falls in the bigger picture** of the normed average as well as the school/district average.....like top third, middle,or lower third.

- I use the results to help me develop **skill groups**. When the groups are formed, small group instruction takes place and hopefully they improve.

- In 5th grade, I look at a couple of things:

    - **Concept retention/growth** from fall to fall
    - Are there any students who do not **retain over summer** - spring to fall *Assist in math groupings within the classroom (differentiated instruction)
    - **Additional information to the DRA** for reading level/strengths/weaknesses (particularly at the beginning of the year) *We use the reading score as one of the criteria for enrichment reading placement
    - Although they are sent home to all parents, I only go over the scores with **some parents during conferences**. Usually the parents of the higher achieving students are the ones interested in the scores and want to discuss.

- MAP scores are especially helpful in setting up math groups according to topic strengths/weaknesses the beginning of the year. Eventually, pre/post testing comes in to play, too, but having this info late Sept/early Oct can be helpful!

- I use the data to put kids into small reading groups based on the skills that they need to perfect. Also, we use it as criteria for participation in enrichment reading.

Future Goals

- Support the Common Assessment movement.
- Support consistency in report cards.
- Plan Assessment Night for the community.
- KID GRID (within new H20 goal)
  - **To develop an assessment system that accurately and efficiently informs families, teachers, and administrators about all major aspects of student learning.** ***[How will we know when each student has learned?]***

"KID GRID" DATA FIELDS

DATA FIELD	LEVEL	DATA TYPE	HOW OFTEN	RANGE
Child study	Elem	Date	Once	
RTI	Both	Date	Once	
IEP	both	Date	Once	
504	both	Date	Once	
Retained	both	Date	Once	
Tested-not iden.	both	Date	Once	
Title 1	elem	Date	Once	
Summer School	both	Date	Once	
Reading Recovery	elem	Date	Once	
RR Followed Up	elem	Date	Once	
MAP Reading score	both	Number	Twice/year	(100-300)
MAP Reading percentile	both	Number	Twice/year	(0-100)
MAP Mathematics score	both	Number	Twice/year	(100-300)
MAP Mathematics percentile	both	Number	Twice/year	(0-100)
Writing Benchmark	Elem	Number	3x/year	(1-10)
MAP Math Number & Ops	Both	Picklist	Twice/year	Low, LoAvg, Avg, HiAvg, High
MAP Math Geom & Meas	Both	Picklist	Twice/year	Low, LoAvg, Avg, HiAvg, High

ANOTHER EXAMPLE OF A "KID GRID"

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	**STUDENT**	**DOB**	**CS**	**MI**	**IEP**	**504**	**GUID**	**RR**	**T1**	**DRA ACC.**	**DRA COM.**	**DRA FLU.**	**DRA LEVEL**	**WR CON**	**WR IDEAS**	**WR SF**	**WR ORG**	**WR VOICE**	**WR WC**	**MAP READ**	**% tile**	**MAP MATH**	**% tile**
2	***Jane Doe***	Aug 1																					
3	**G1 Fall**							X		91			5										
4	**G1 Winter**							X		93	18		12										
5	**G1 Spring**								X	97	15		20										
6	**G2 Fall**								X	92	20		20							162	20	166	12
7	**G2 Winter**								X	97	24		28										
8	**G2 Spring**								X	92	23		38							180	27	189	44
9	**G3 Fall**		X		X		X			98	15		38	3	3					183	29	185	27
10	**G3 Winter**									95	20		40	3	3	2	2						
11	**G3 Spring**																	3	3	191	28	195	27
12	**G4 Fall**									97	21	11	40	2	2					192	27	199	35
13	**G4 Winter**															2	2						
14	**G4 Spring**									98	17	11	40					3	3	221	90	217	69
15	**G5 Fall**									99	18	15	40	3	2					213	67	211	49
16	**G5 Winter**									96	20	11	50			2	3						
17	**G5 Spring**									99	16	10	50					4	3	220	75	223	59
18	**G6 Fall**									98	17	10	80	3	3					232	95	221	56
19	**G6 Winter**																						
20	**G6 Spring**																						

Q and A

- (Assessment Wiki at: http://hsdassessmentcomm.wikispaces.com/)