

**Groton-Dunstable
Regional School District**

Assessment Presentation

March 21, 2007

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Assessment and Evaluation Overview

Audiences	Type of Information	Information needed to:	Frequency	Examples
Students	Individual results; related to specific goals	Identify strengths, areas to emphasize	Daily, weekly, or as often as possible	End-of-unit math test Writing sample
Teachers	Individual, class, school & district results; related to specific goals	Plan instruction, strategies, activities	Daily, weekly, or as often as possible	DRA results Unit assessments Running records Checklists Performance-based assessments
Parents	Individual results; related to grade level goals, standards	Monitor progress of child, effectiveness of school	Periodically-often by term	Student work Quizzes, tests Report cards
Administrators	Individual, class, school & district results; related to specific & broad goals	Judge effectiveness of curriculum, materials, teachers	By term/semester; annually	Writing sample data
Public/Press	School and/or district results; related to broad goals	Judge if schools are accountable and effective	Annually	SAT mean scores AP mean scores Post-grad statistics

Adapted from Farr, Roger. (1992, September). Putting it all together: solving the reading assessment puzzle. *The Reading Teacher*, 46 (1), 26-37.

Elementary Literacy Assessments

District K-8 Literacy Assessment Plan

Grade 1 Example

Tier 1 Classroom	Tier 2 Reading Specialists	Tier 3 Special Education/Speech
<p>Phonemic awareness, decoding, vocabulary & comprehension:</p> <ul style="list-style-type: none"> • Concepts about Print • Letter Identification • The Yopp-Singer Test of Phoneme Segmentation (on selected students) • Writing sample (Sept & May) • Written Retelling of text: Cookie's Week <p>Decoding, comprehension & fluency:</p> <ul style="list-style-type: none"> • Developmental Reading Assessment (Pre-parent conferences in fall) • Benchmark Running Records (as needed) 	<p>Phonemic awareness, decoding, vocabulary, comprehension & fluency:</p> <ul style="list-style-type: none"> • An Observation Survey of Early literacy Achievement • Dibels (selected assessments) • Running Records • Word Analysis DRA • The Phonological Awareness Test • Interest & attitude survey • The Ekwall Shanker Reading Inventory, Fourth Edition 	<p>Phonemic awareness, and decoding:</p> <ul style="list-style-type: none"> • Dibels (selected assessments) <p>Vocabulary, comprehension & fluency:</p> <ul style="list-style-type: none"> • Running Records • CTOPP – Comprehensive Test of Phonological Processing • Test of Word Reading Efficiency • Gray Oral Reading Test <p>Specific learning disabilities:</p> <ul style="list-style-type: none"> • WRMT-R

Developmental Reading Assessment K-8

DRA - A criterion referenced assessment with a primary purpose to:

- Assess student's reading development in a literature based program over time
- Track knowledge & behaviors that are characteristic of good readers
- Inform instruction
- Determine a reader's independent level
- Group students effectively
- Identify students working below proficiency

District K-8 Writing Assessment

- Developed in Groton-Dunstable
- Scored using a rubric
- Administered to all students K-8
- Informs instruction for student, class, school & district
- Measures growth from beginning to end of school year

Fourth Grade Writing Rubric

Revised March 2007

Fourth Grade Writing Prompt

Spring 2006

We all have a person who is special to us. It might be a family member, a good friend, or someone you like to visit.

Choose ONE person and explain why that person is special to you. Use everything you know about good writing as you write your answer.

Elementary Writing Data Over Time

Grade	Year	# of students	TOPIC DEVELOPMENT		MECHANICS	
			# of students reached benchmark	% of students reached benchmark	# of students reached benchmark	% of students reached benchmark
Kindergarten	Spring 2002	202	149	74%	134	66%
	Spring 2003	195	133	68%	151	77%
	Spring 2004	195	149	76%	142	73%
	Spring 2005	205	180	88%	150	73%
	Spring 2006	197	168	85%	152	77%
1st Grade	Spring 2002	225	112	50%	112	50%
	Spring 2003	241	146	61%	146	61%
	Spring 2004	233	136	58%	164	70%
	Spring 2005	219	165	75%	138	63%
	Fall 2005	231	75	32%	26	11%
	Spring 2006	237	200	84%	188	79%
2nd Grade	Spring 2002	227	121	53%	119	52%
	Spring 2003	235	134	57%	142	60%
	Spring 2004	249	164	66%	180	72%
	Spring 2005	243	206	85%	191	79%
	Fall 2005	223	38	17%	74	33%
	Spring 2006	225	166	74%	188	84%
3rd Grade	Spring 2002	248	103	42%	125	50%
	Spring 2003	227	149	66%	175	77%
	Spring 2004	232	121	52%	139	60%
	Spring 2005	243	206	85%	191	79%
	Fall 2005	239	151	63%	162	68%
	Spring 2006	240	184	77%	199	83%
4th Grade	Spring 2002	222	85	38%	117	53%
	Spring 2003	248	177	71%	151	61%
	Spring 2004	237	164	69%	172	73%
	Spring 2005	245	151	62%	183	75%
	Fall 2005	247	43	17%	91	37%
	Spring 2006	242	184	76%	181	75%

Spring Writing - Grade 4

2005-2006

District - Grade 4	Intro	Details	Concl.	Org	On Topic	Sen.Var	Lang	Level	Mech	Spelling	Grammar	Level
1	3.1	3.1	3.2	3.3	4.0	3.1	2.7	3.2	3.2	3.1	3.4	3.3
2	2.4	2.7	2.3	2.7	3.6	2.8	2.8	2.9	2.9	2.9	2.9	2.9
3	2.0	2.2	1.9	2.3	3.5	2.3	2.0	2.2	2.5	2.7	2.6	2.6
4	2.3	2.7	2.4	2.8	3.8	2.2	2.5	2.6	2.3	2.6	2.6	2.4
5	3.1	3.1	3.0	3.0	3.8	3.0	2.9	3.1	3.1	3.1	3.1	3.1
6	3.2	3.4	3.1	3.5	3.9	3.1	2.9	3.3	2.9	2.8	2.9	2.9
7	2.7	2.6	2.2	2.6	3.7	2.7	2.6	2.8	2.9	2.8	3.0	3.0
Florence Roche Avg.	2.7	2.8	2.6	2.9	3.8	2.7	2.6	2.8	2.8	2.9	2.9	2.9
8	2.9	3.2	2.8	3.1	3.9	2.9	2.8	3.2	3.1	3.0	3.2	3.1
9	2.9	3.1	2.7	3.1	3.7	2.7	2.8	3.0	3.0	2.8	3.0	3.0
Prescott Avg.	2.9	3.2	2.8	3.1	3.8	2.8	2.8	3.1	3.0	2.9	3.1	3.0
10	2.6	2.8	2.5	2.9	3.7	2.6	2.5	2.8	2.7	2.7	2.6	2.7
11	2.8	3.0	2.6	3.0	3.9	2.3	2.3	2.8	2.7	2.7	2.8	2.7
12	2.7	2.6	2.5	2.7	3.6	2.6	2.4	2.7	2.8	2.8	2.8	2.9
Swallow Union Avg.	2.7	2.8	2.5	2.9	3.7	2.5	2.4	2.8	2.7	2.7	2.7	2.7
District Average	2.8	2.9	2.6	2.9	3.8	2.7	2.6	2.9	2.9	2.8	2.9	2.9

Middle School Mathematics Assessments

Example of a Common Core Assessment Process

Unit: Looking for Pythagoras - Grade 8

Step 1: Review Connected Mathematics prepared assessment and alter test items if necessary

Step 2: Scoring rubric is prepared

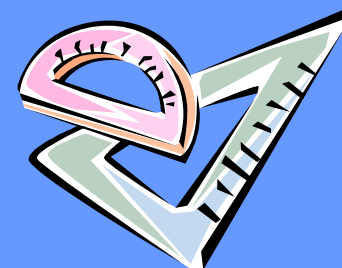
Step 3: Resulting data is collected and analyzed

Step 4: Item analysis is prepared

Step 5: Decisions made about next steps regarding instruction

Looking for Pythagoras Unit Test

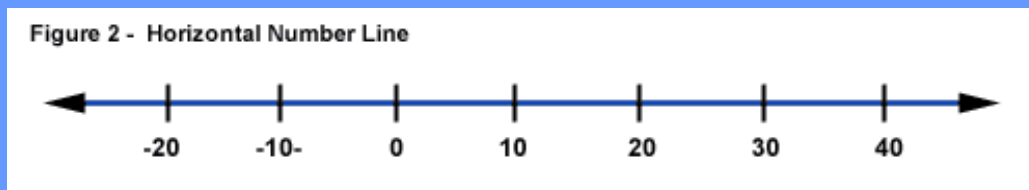
TEST ITEMS and SCORING RUBRIC



2. Arrange the following numbers on a number line:

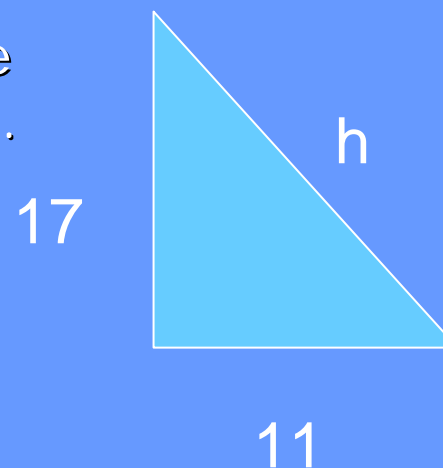
$$\sqrt{3}, \frac{15}{7}, \sqrt{17}, \sqrt{36}, \sqrt{5}, \sqrt{11}, 1.5$$

2 points
each



8. In the given right triangle, find the missing length (to the nearest tenth).

- 4 pts: 1 pt correct equation
1 pt correct procedure
2 pts correct answer



10. A square board has an area of 5 square feet. To the nearest tenth of a foot, what is the length of one side of the board?

a. 2.5 feet

b. 2.2 feet

c. 5 feet

d. 1.3 feet

3 points:

1 pt correct equation*

1 pt correct procedure*

1 pt correct answer

* If answer is not correct

Assessment Results



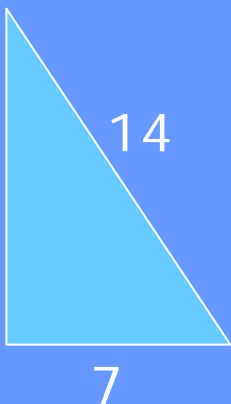
1. All class (6) data are compiled.
2. Range: 28 to 98
3. Mean: 75.5
4. Median: 75
5. Mode: 90



Item Analysis



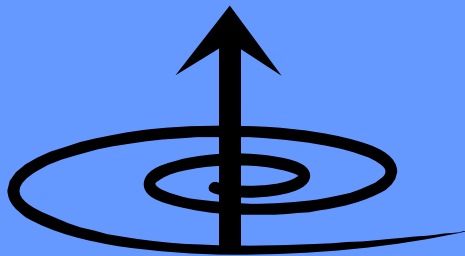
- What percent of the students in all three classes found correct/incorrect answer for each item?
- If $>30\%$ (varies) of students found incorrect answer then question is flagged for review.
- Example: In the given right triangle, find the missing length.



Analysis: Students did not recognize that 14 was the hypotenuse and it was necessary to subtract within the equation to find the leg.

What happens when students don't learn the content?

- Mini-lesson is conducted
- Review materials are given for homework
- Special education and Title I teachers are informed of content review needs (when appropriate)
- Content is re-tested at a later date



Groton-Dunstable Middle School Algebra Placement Criteria --- Spring, 2007

Criteria	Results
Grade 7 common unit assessments given throughout the year	Test average must be 85% or above
Orleans-Hanna Algebra Prognosis Test* * This is a standardized test provided by Harcourt Assessment	Test score must be 85% or above
Teacher Recommendations based on: a) Ability to work independently b) Ability to work efficiently and at an accelerated pace c) Ability to work in an organized manner	Criteria will be calculated based on a scoring rubric
Results of Grade 6 MCAS Tests	Student must have received a proficient or advanced score

High School Assessments

AP Exams Subjects Taken/Percent Passing

Year	Eng Lit/ Comp	Calculus	Biology	Physics	History
2002	83%	100%			
2003	67%	100%			
2004	75%	98%			
2005	79%	100%	100%		
2006	83%	100%	87%	88%	90%

SAT Exam Mean Scores

Year	Verbal-GDRHS	Verbal-National	Math-GDRHS	Math-National
2002	504	504	552	516
2003	529	507	561	519
2004	540	508	550	518
2005	545	508	554	520
2006	542	503	556	518

Percentage of Students to Post-Secondary Institutions

Year	Percent
2002	96%
2003	94%
2004	91%
2005	91%
2006	89%

Questions, Comments?