

ASSESSMENT

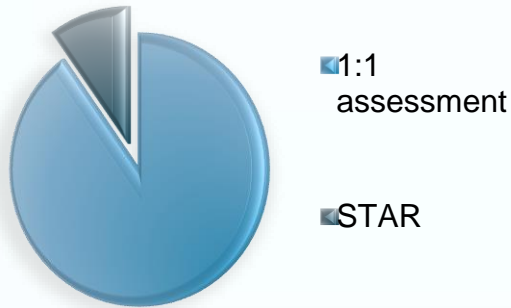
K-2 & SPED

Define Assessment

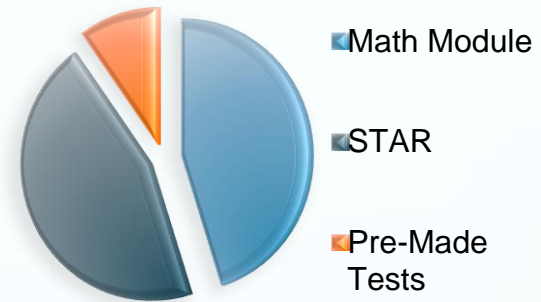
- A way to gain feedback and inform future instruction
- Helps to monitor progress throughout a unit
- Determines skills needed and skills mastered
- A student's 'take away' from the lesson
- Application of new learning
- Continual

Most stressful on the teacher

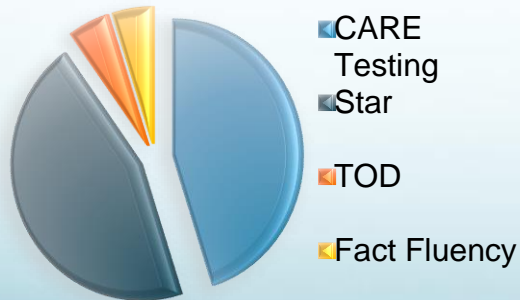
Kindergarten



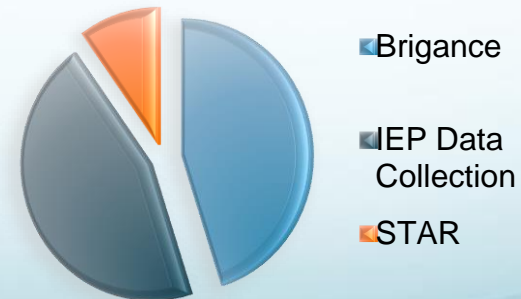
First Grade



Second Grade



SPED

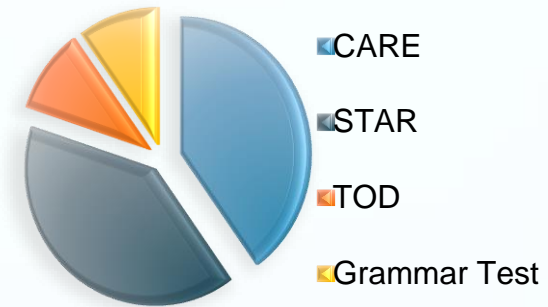


Most stressful on the student

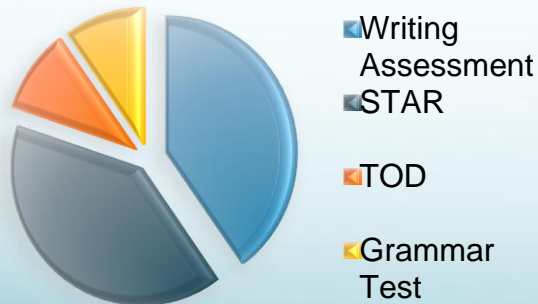
Kindergarten



First Grade



Second Grade

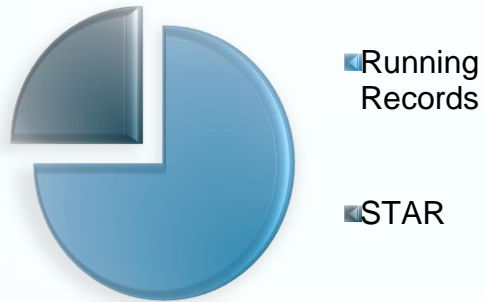


SPED

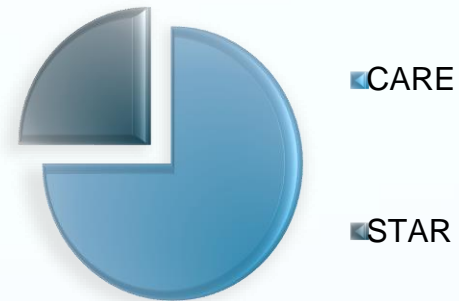


Most prep time

Kindergarten



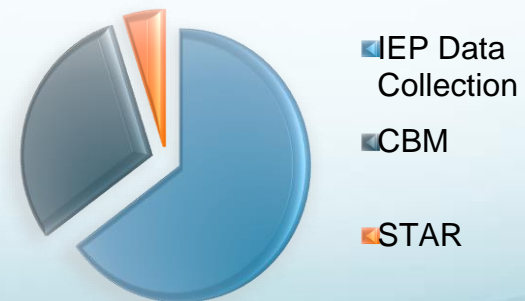
First Grade



Second Grade



SPED

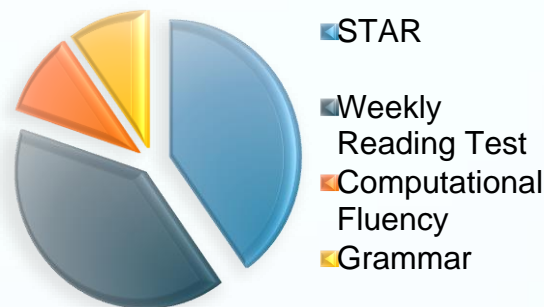


Most beneficial for the teacher and the student

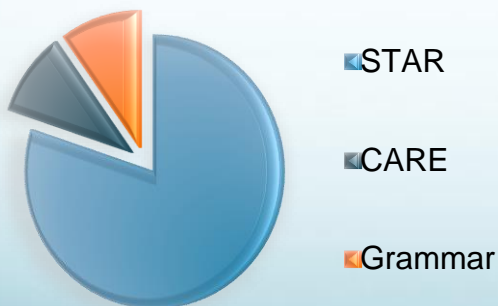
Kindergarten



First Grade



Second Grade



SPED



How is your school using testing results in your building?

- RTI²
- PLC/Cluster Cycle Goals
- Grouping
- Enrichment
- Tiers
- IEP Goals

What does 'test prep' mean to you and what impact does it have on instructional time?

- Teaching students strategies to take the test (true/false, multiple choice, essay) is time consuming.
- Identifying standards and finding questions that address the standards
- Making copies to practice; review, review, review
- Giving students ideas of what to expect so they maximize their potential for success

In your classroom assignments, how do you prepare your students for tests?

- Using differentiated instructional strategies; games, manipulatives, active board, centers
- Re-teaching in small group
- A good pep talk about sharing importance to drive instruction; take your time, listen/read all of the choices before answering
- Various modes of student learning; kinesthetic, visual, auditory

What impact does actual testing for students have on instructional time?

- Much teaching time is lost on test day; partly due to one-on-one testing.
- One-on-one time is most beneficial; it would be helpful to have outside help.

What types of conversations are you having with students regarding test data?

- Discuss student progress with visuals; individual charts/graphs...compare how you did last week to this week. Do you see a pattern? What do you think we should work on this week?
- Celebrate growth, collaborate, brainstorm ideas.
- You are not expected to know it all
- Take your time, read carefully, don't stress.
- Do your best!

How do you communicate test data to your parents?

- Interim & Progress Reports
- Parent conferences
- Home notes, E-mails
- IEPs & Goal Reports
- Weekly Assessments
- Providing additional resources for non mastery

What additional resources/professional development would you benefit from with regard to student assessment?

- Writing assessments for RTI and SPED
- Time to collaborate with grade level to create tests
- How to make testing less stressful for kids
- Some way to make testing AT EACH grade level consistent; expectations consistent across the county/grade level

What benefits do student assessments have on student achievement?

- Assessments, when used appropriately can build self esteem; confidence booster, motivation
- Motivating Students + Goal Setting = Increased Achievement

If you could use one assessment, what would it be and why?

- Kindergarten
 - Kindergarten Literacy Test - It helps drive small group and is very foundational to know where they are throughout the year.
- First Grade
 - CARE Testing, 3 times a year - It gives good info as to where the students are coming into 1st grade and throughout the year.
 - Unit Tests in Math - It lets me know where students are still struggling and drives my small group instruction.
- Second Grade
 - Math Pre/Post Test (teacher made based on CCSS) - No time wasted teaching already mastered skills
 - TOD in all subjects - It can be student directed and attached to the objective taught that day to drive tomorrow's instruction.
- SPED
 - AIMS Web - It is quick but it correlates to goals and shows growth/regression to me and to the students.

General Trends

- STAR is useful when used appropriately.
- One-on-One Testing is beneficial for data, but keeping the others on-task during long testing is a challenge.
- Testing varies highly throughout the county.
- Teachers would prefer a baseline of “mandated” tests to streamline accountability.
- More instructional time assessing than instructing
- Use of STAR data to make teachers feel inferior in meetings (school visible quadrants)
- We do not need a new standardized or norm referenced test in K-2

Questions, Comments, and Concerns

- Kindergarten
 - Math/Science/SS testing is too vague for Kindergarten
 - Report Card high frequency words are different from the high frequency words taught.
 - Formal testing for 5 and 6 year olds???
 - What is being mandated?
 - Why are we doing things that are not required?
- First Grade
 - Length of time it takes to get a child help- RTI2

Questions, Comments, and Concerns

- Second Grade
 - No structure on math testing- went from a “yellow math folder” to “do what you want”
 - Difficult when child moves from school to school to not have consistent data
 - Amount of time to do one-on-one testing for multiple subjects
 - Low students take the Early Literacy STAR test because they can't complete the Reading- comparing apples to oranges on the data