

# Assessment Overview:

a mid-year look at formative data

A Presentation to the  
Sudbury School Committee  
March 21, 2022

Teaching & Learning Department



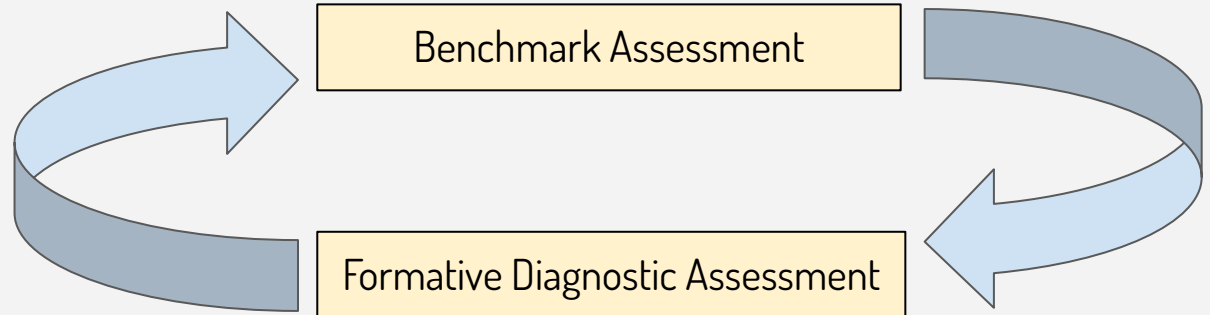
...the major purpose of assessment in schools should be to provide interpretive information to teachers and school leaders about their impact on students, so that these educators have the best information about what steps to take with instruction and how they need to change and adapt.

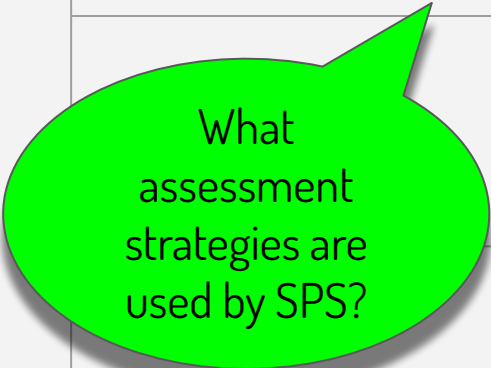
--John Hattie, *Education Week*, vol 35, #10, October 28, 2015

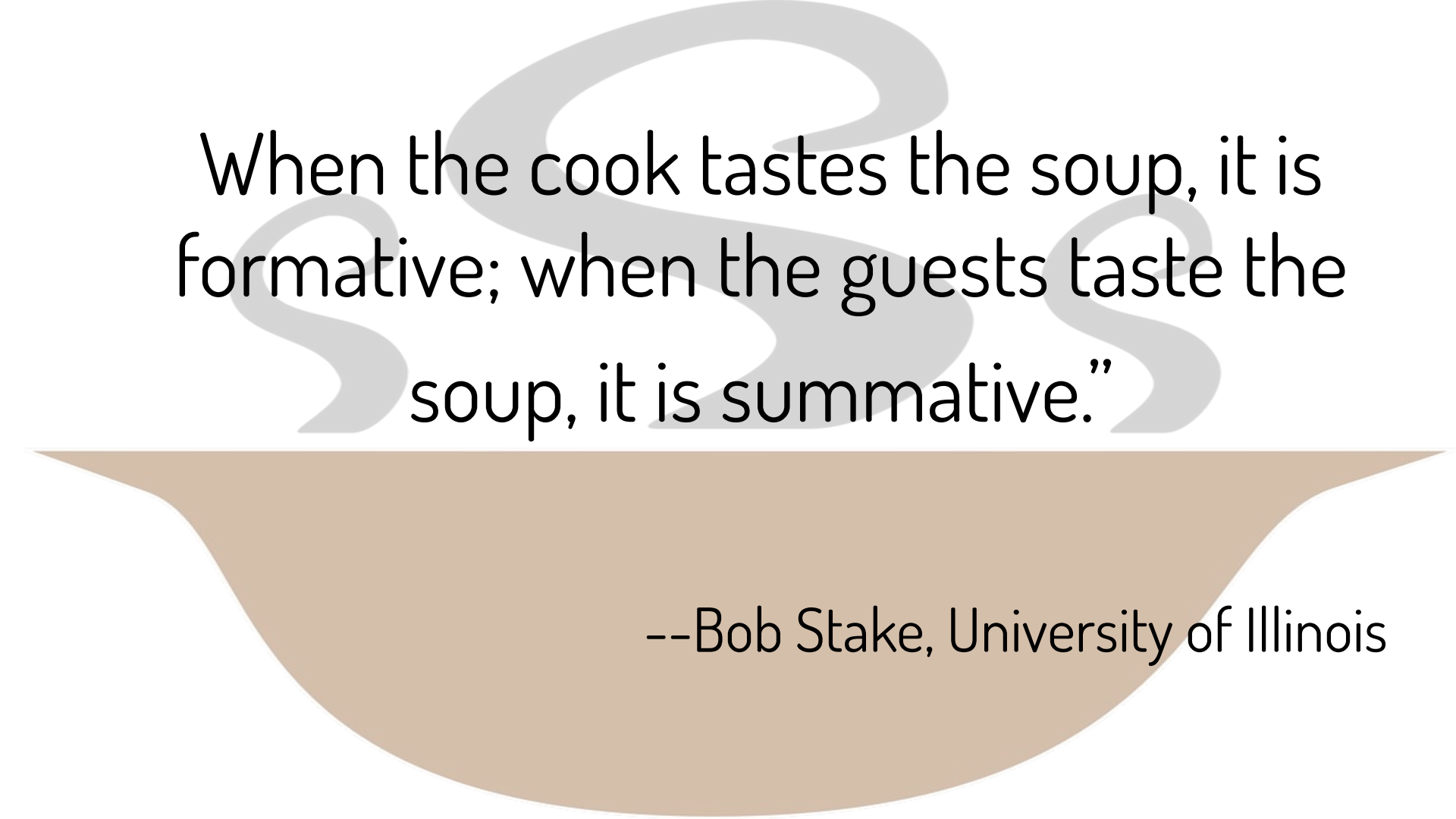
# Agenda

1. Different assessments–different purposes
2. SPS Benchmarking Calendar
3. Looking at Data: ELA and Mathematics
  - a. District Level Trends
  - b. Classroom and Subgroup Level
  - c. Student Level
4. Next Steps & Questions
5. Appendix

# School Data Analysis Cycle



Formative Learning Assessment	Formative Diagnostic Assessment	Benchmark Assessment	Summative Assessment
Journals, Reflection, Goal setting routines, Quizzes	Classroom: Running Records, Observation, Conferencing, Student work, Rubrics, Unit tests & quizzes	ELA DIBELS, Phonics, Fountas & Pinnell, Foundations,TMP	MCAS: ELA, Math, STE, ACCESS
 What assessment strategies are used by SPS?	Tiered Support: Norm-referenced measures, Observation	Math Number Corner Baseline, K Growth Assessment Interview	EOY and Placement content area assessments
	SPED: Norm-referenced measures, Observation	SEL DESSA	

A large, stylized illustration of a bowl with steam rising from it. The bowl is a light brown color and occupies the bottom half of the image. Above the bowl, there are three wavy, grey lines representing steam or smoke rising into the air. The text is centered in the upper half of the image, overlaid on the steam.

When the cook tastes the soup, it is formative; when the guests taste the soup, it is summative.”

--Bob Stake, University of Illinois

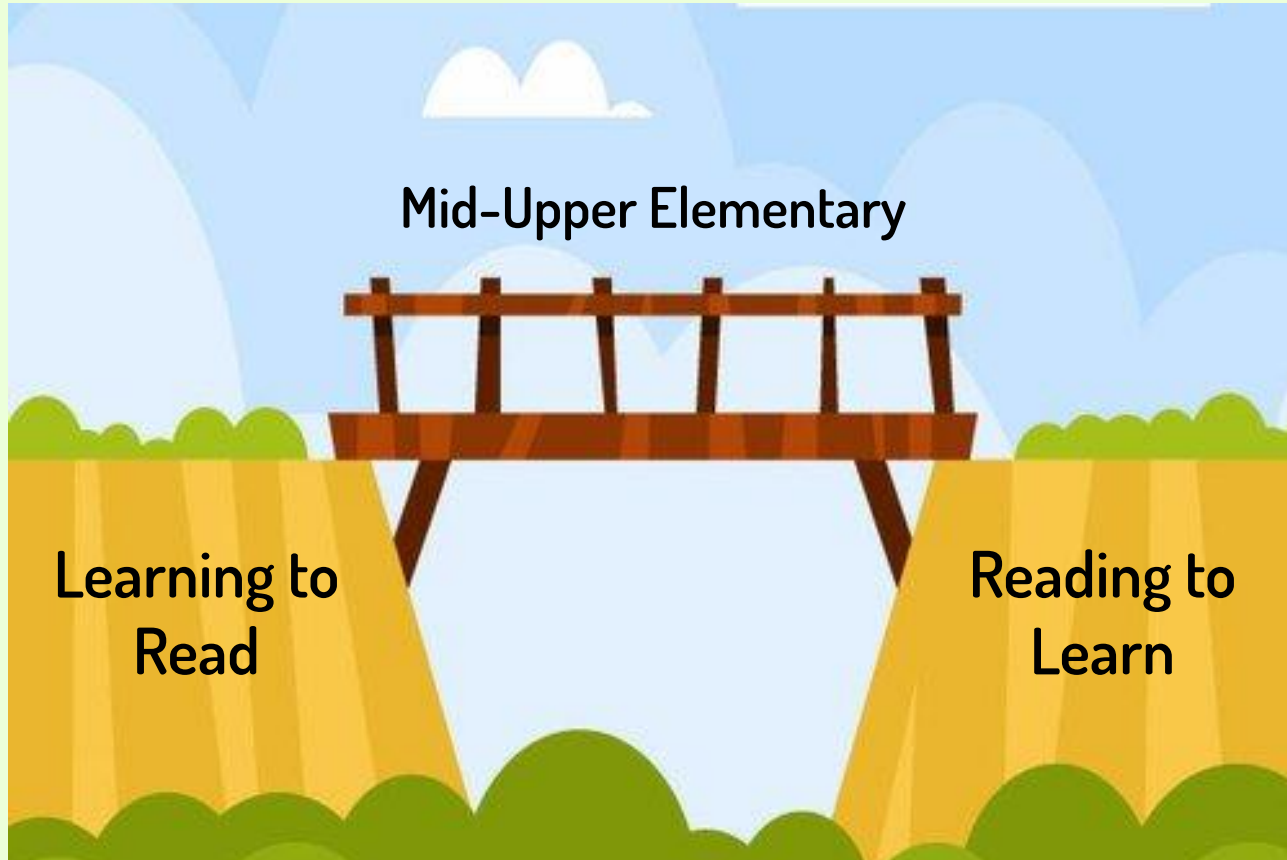
Week of	Report Cards	State Testing	Literacy		Math				SEL	Week of
			F & P	THP	Number Corner Assessments All students	Unit Screeners Highly Recommended Approx. Dates	Formative Assessments Highly Recommended Approx. Dates	Number Corner Checkup Highly Recommended Approx. Dates	DESSA Screener	
9/1										9/1
9/8										9/8
9/13						Unit 1	Numerical Expressions UMJLS1			9/13
9/20			Baseline 9/8 - 9/24	Baseline 9/8 - 9/24	Baseline					9/20
9/27							Multiplication & Volume UMJMS2			9/27
10/4						Unit 2				10/4

Week of...	Report Cards	State Testing	Literacy		Math		
			F & P	TMP	Number Corner Assessments All students	Unit Screeners Highly Recommend Approx. Dates	Formative Assessments Highly Recommend Approx. Dates
5/9		STE MCAS 4/26 - 5/27				Unit 7	Shapes Classification U6,M3,S1
5/16							
5/23						End of Year Number Corner 4	
5/30							
6/6							
6/13	Post Report cards by 6/14 @ 8am Elem Report Card live @ 4pm 6/16 is day 180		Benchmark Students in Levels 3 and 4 on TMP 6/6 - 6/15	Benchmark All Students 6/6 - 6/15			Division U7,M1,S6

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# ENGLISH LANGUAGE ARTS

# Elementary



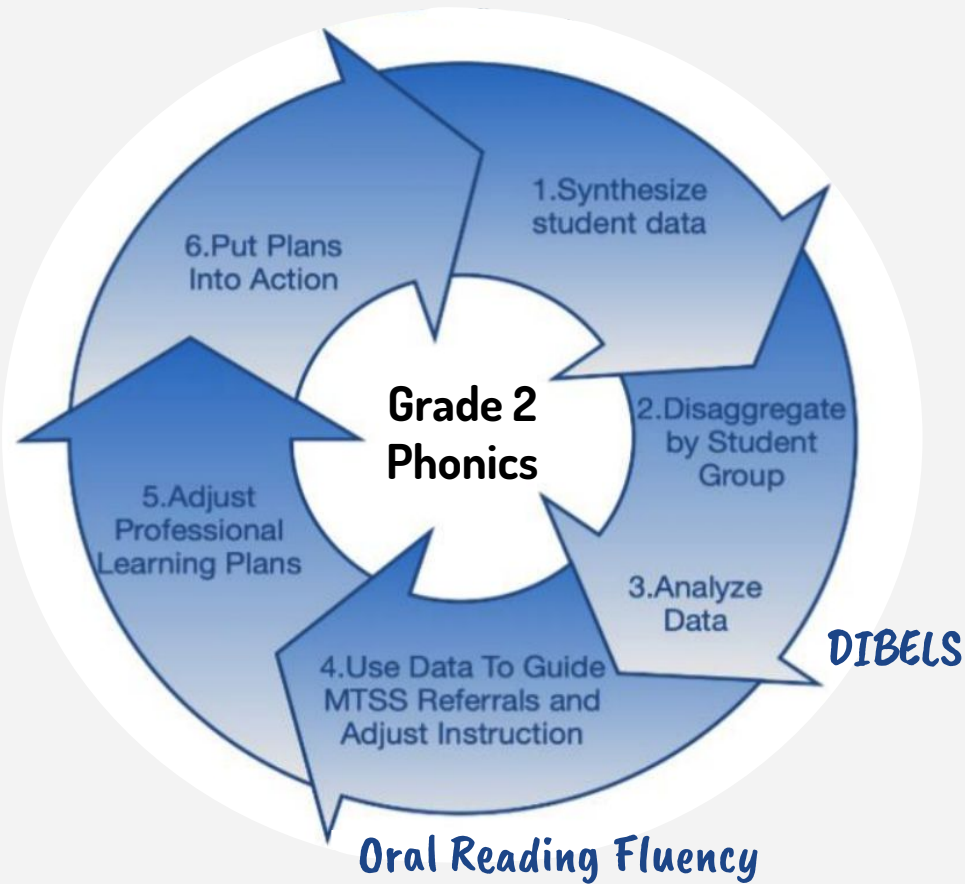




Dynamic Indicators of Basic Early Literacy Skills

Oral Reading Fluency (ORF)								
Word Reading Fluency (WRF)								
Nonsense Word Fluency (NWF)								
Phonemic Segmentation Fluency (PSF)								
Letter Naming Fluency (LNF)								
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade			Second Grade		

Subtests are administered via 1-on-1 interviews



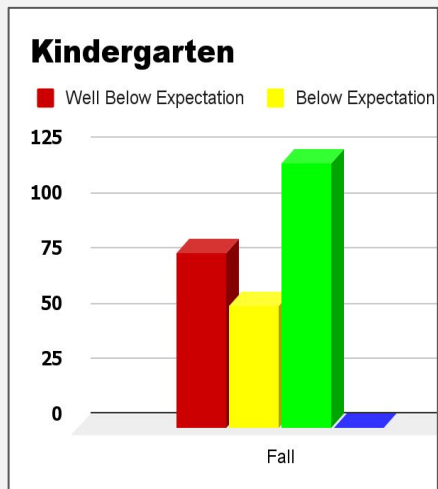
What other factors may influence the results?

- Spent last 3 months of K at home
- In-person learning for 2 days only for all of grade 1
- K & 1 are crucial stages for developing phonological skills
- decreased access to physical books
- decreased access to ELA manipulatives
- decreased time in group or paired discussions
- lack of mouth modeling to due masks
- increase in at-home distractions

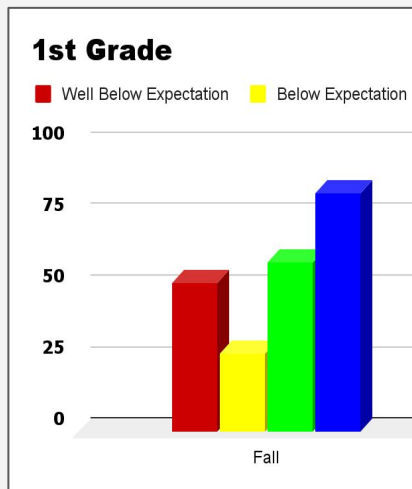
# DIBELS: District View

What do we notice?  
What do we wonder?

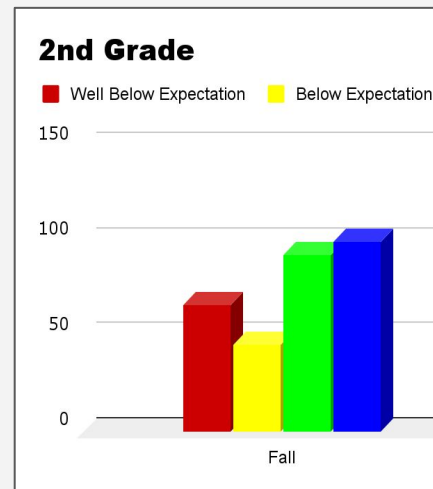
Well Below Expectation   Below Expectation   Meets Expectation   Above Expectation



47%



65%



63%

Meets Expectation + Above Expectation = Total % population at or above expectation

# Classroom

What else can we learn right now?  
What do we do with this information?

## 2021-2022 Instructional Grouping - DIBELS 8th Edition

District: Sudbury Public Schools  
Classroom:

School: \_\_\_\_\_  
Second Grade Beginning of Year

**Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.**

**Group 2: Word reading is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).**

**Group 3: The alphabetic principle is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).**

**Group 4: Marked as at-risk in regard to the alphabetic principle and word reading. Recommend intensive intervention supports and weekly progress monitoring.**

**Interventionist:** \_\_\_\_\_

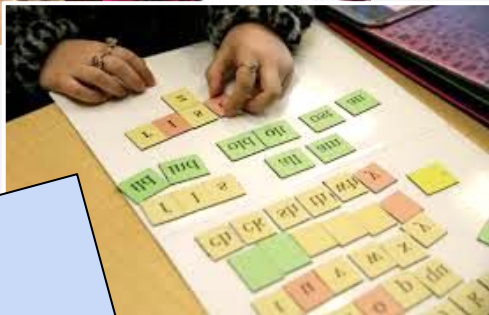
**Time:** \_\_\_\_\_

Interventionist: \_\_\_\_\_  
Time: \_\_\_\_\_

Interventionist: \_\_\_\_\_  
Time: \_\_\_\_\_

Interventionist: \_\_\_\_\_  
Time: \_\_\_\_\_

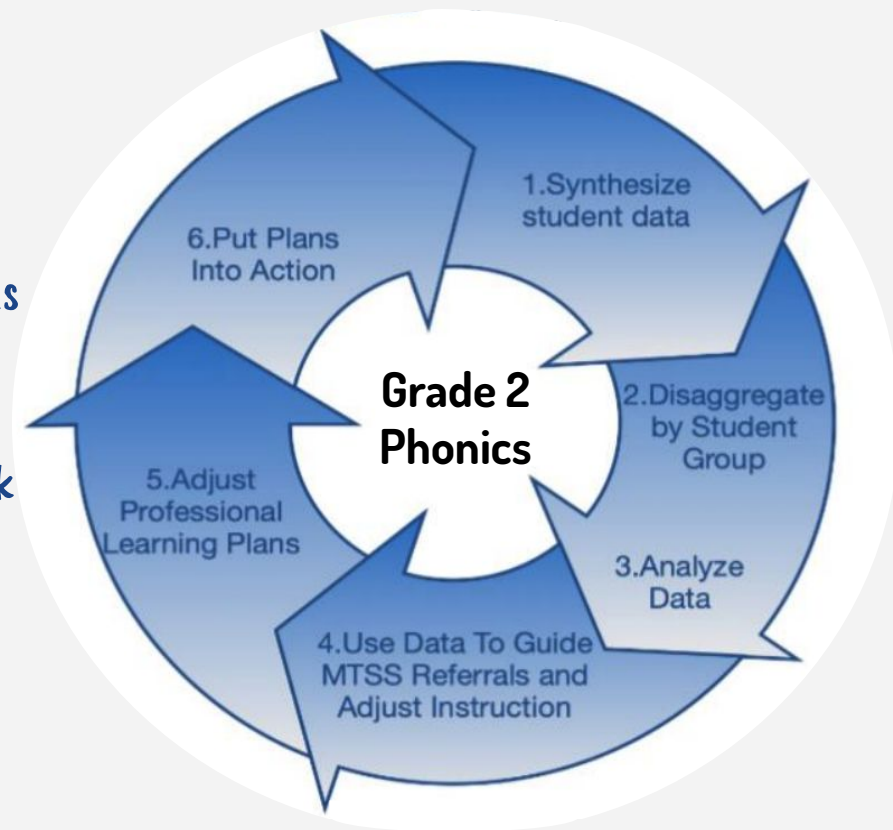
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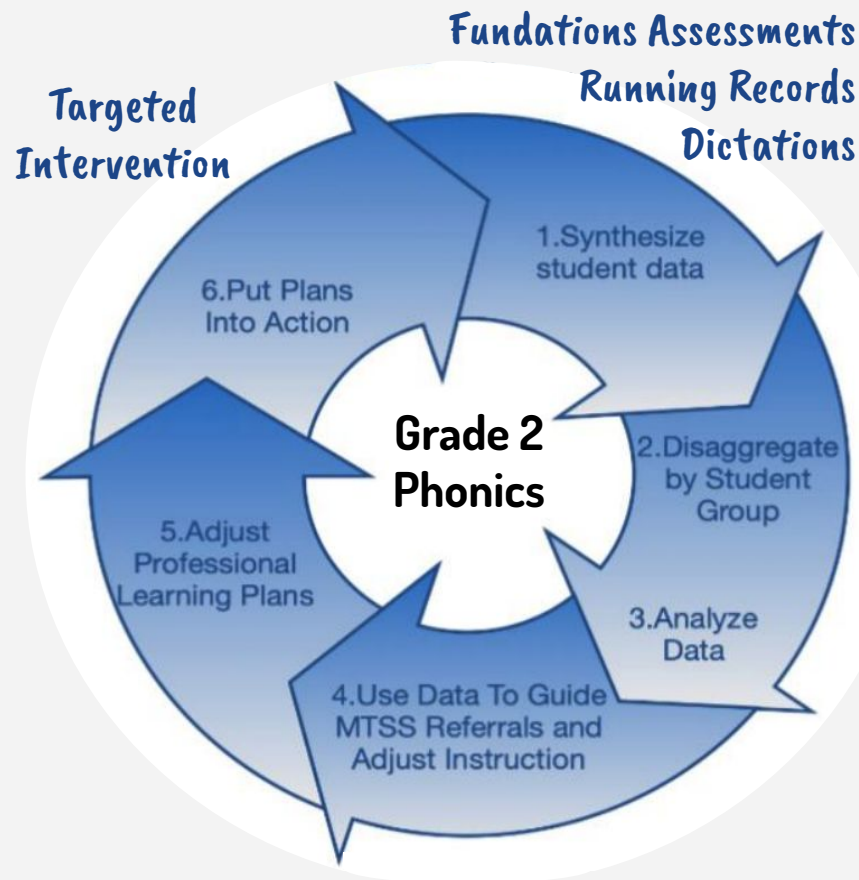


Build  
Sort  
Seek & Find  
Deconstruct

Fundations  
Lessons

Word Work  
Activities





# Student

## Assessment Data

period ☐ benchmark n/a for measure ☐ Intensive Support ☐ Strategic Support ☐ Core Support

percentile on easyCBM measures can be considered at some risk for poor outcomes. Students scoring below the 40th percentile on easyCBM measures are at some risk for poor outcomes. Note that the 40th and 20th percentile points are recommendations but not firm cutpoints.

Measure	Period	
	Beg	Mid
NWF-CLS	33	57
NWF-WRC	7	22
WRF	18	28
ORF-Words Correct	41	83
ORF-Errors	10	8
ORF-Accuracy	80%	91%

What strategies are working?

Where do we need to adjust instruction?

Where do we progress monitor?

Grade: Second Grade  
Year: 2021-2022  
School:  
District: Sudbury Public Schools

### Legend

Target Bar

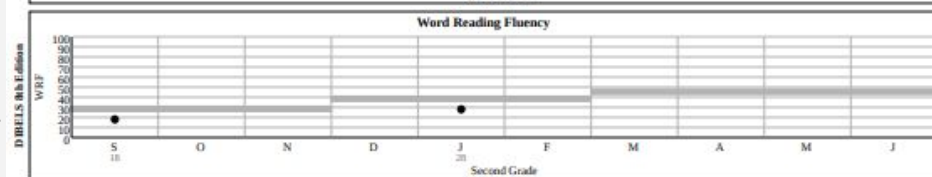
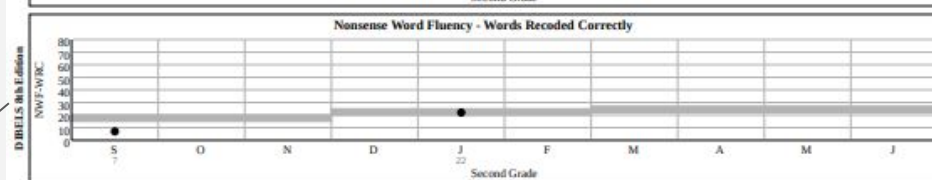
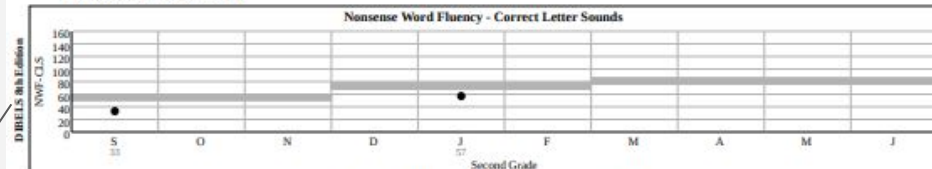
● Benchmark Assessment

○ Progress Monitoring Assessment

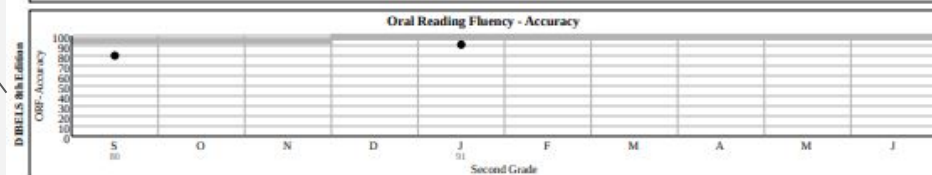
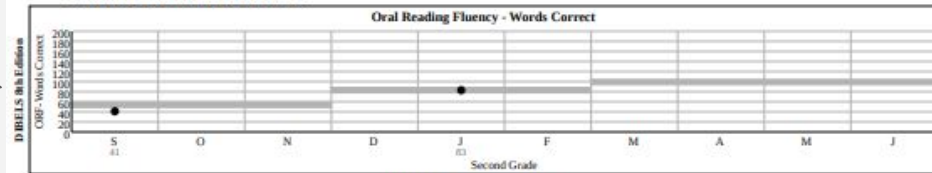
▲ Score Above Graph Boundary

△ Score Above Graph Boundary

### ALPHABETIC PRINCIPLE



### FLUENCY AND COMPREHENSION



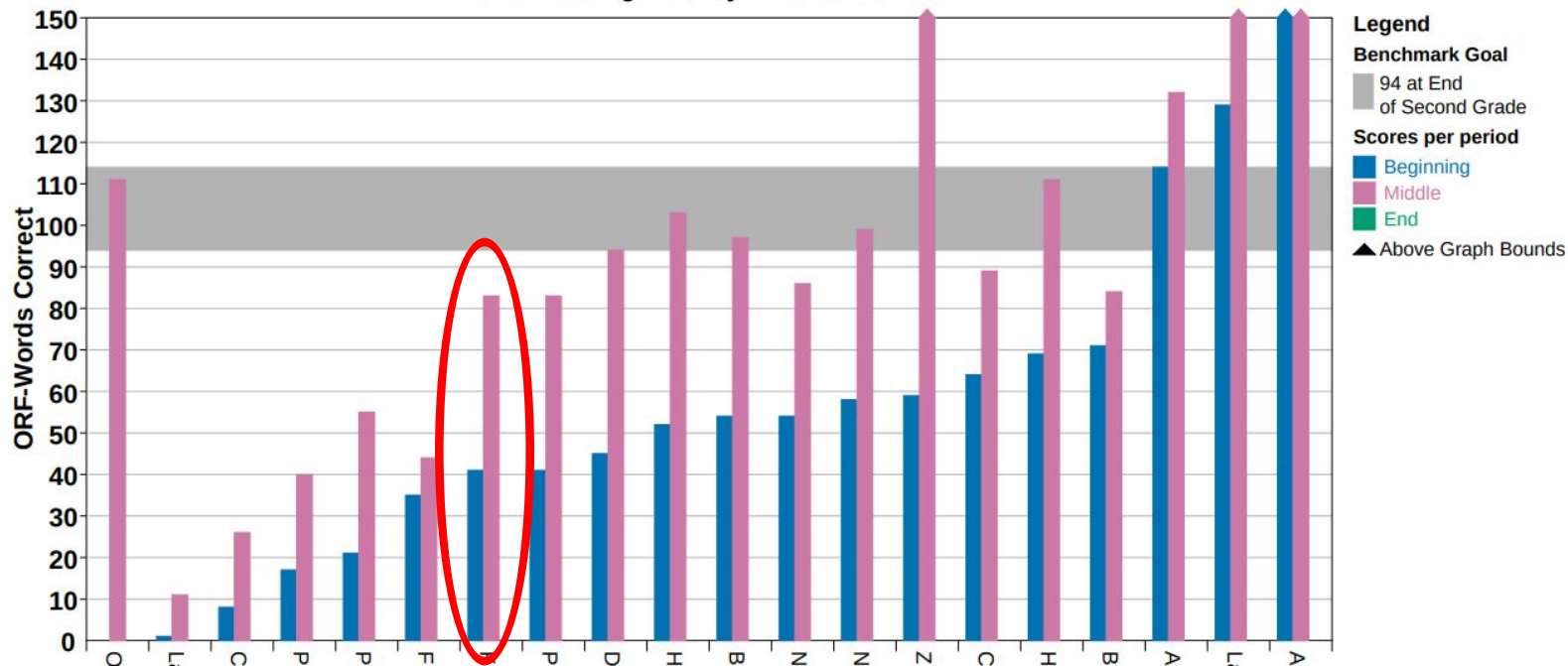
# Classroom Fall to Winter

## Class Progress Graph - DIBELS 8th Edition

DIBELS® Data System

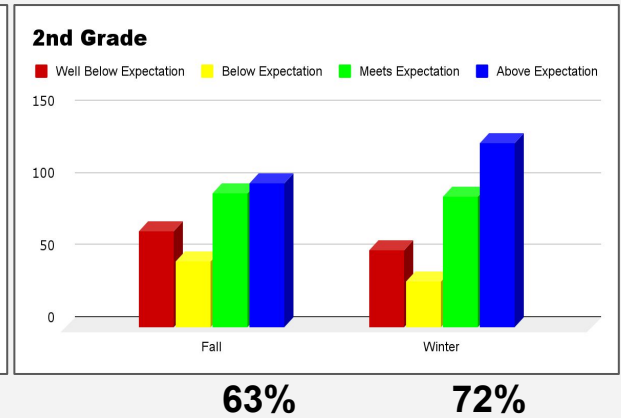
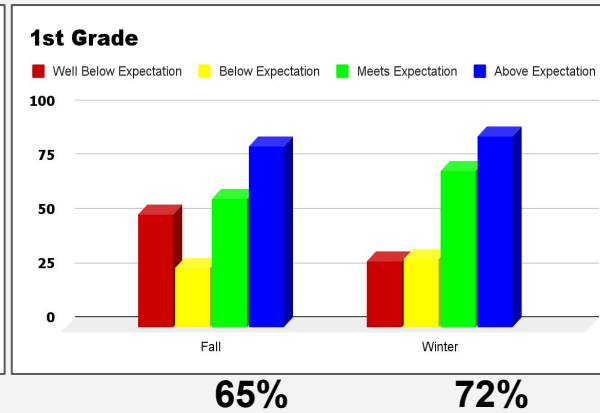
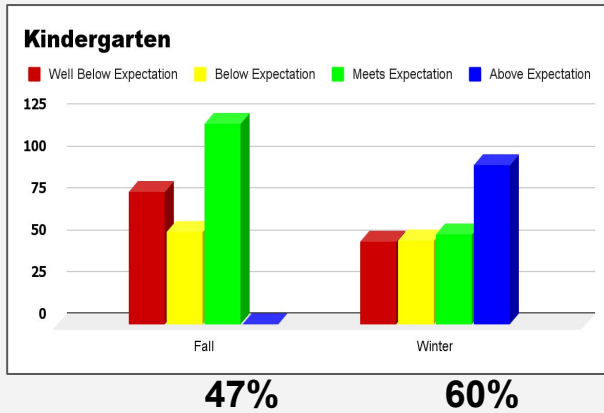
District: Sudbury Public Schools  
School:   
Year: 2021-2022  
Grade: Second Grade  
Class:


Oral Reading Fluency - Words Correct



# DIBELS: District Fall to Winter

Where are there increases or decreases in each category?  
How much growth is there?



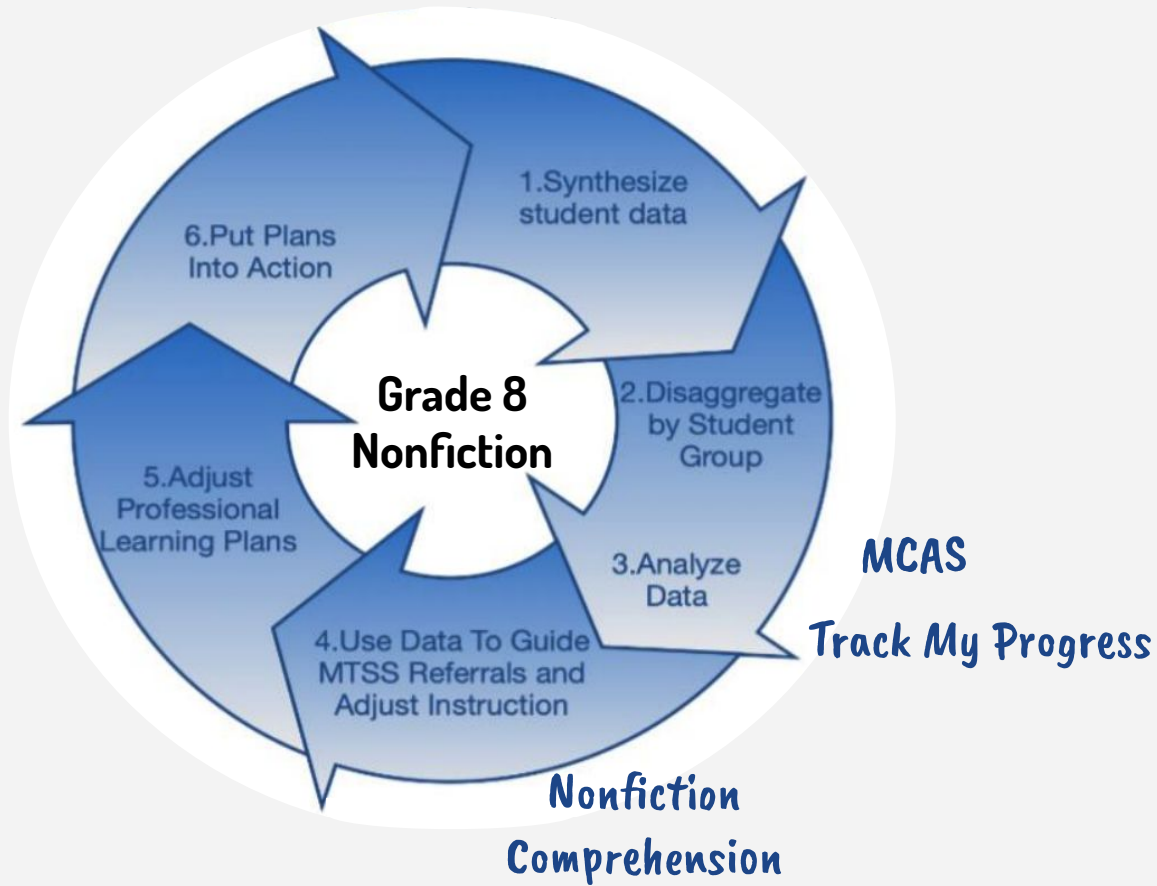
 +  = Total % population at or above expectation

**Middle School**



# track my progress

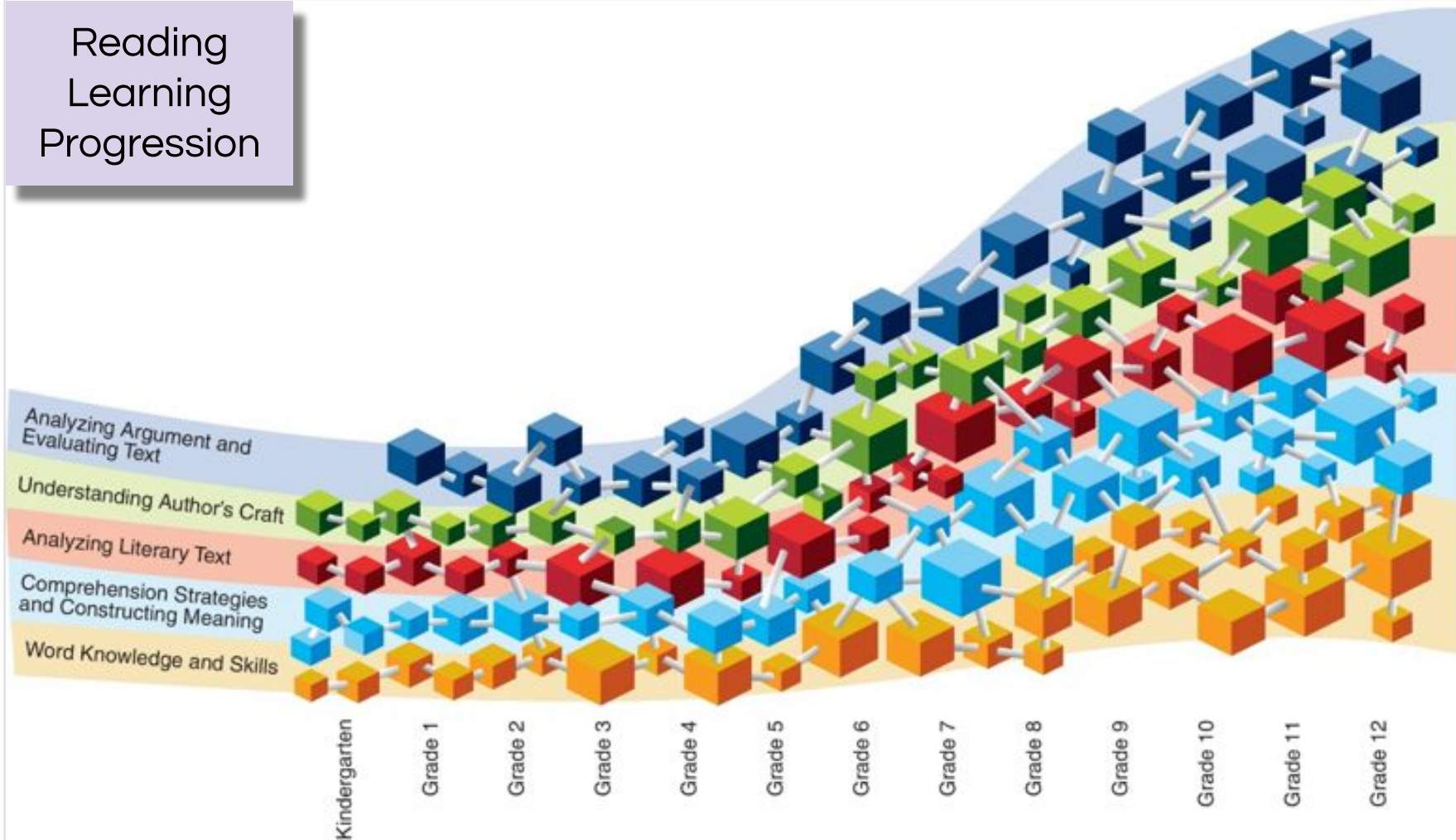
- Assesses 5 domains: Literature, Informational Text, Language Skills, Conventions, and Vocabulary
- Question types that mimic MCAS
- Online student-led assessment
- Generates data instantly
- Instantly generates a variety of data types to measure performance and growth
- Data is tracked starting in grade 3



What other factors may influence the results?

- Spent last 3 months of Gr. 5 at home
- In-person learning for 2 days only for all of grade 6
- 5 & 6 are crucial stages for developing independent reading skills
- atypical transition to middle school
- decreased access to teachers
- decreased time in group or paired discussions
- decrease in participation
- increase in at-home distractions

# Reading Learning Progression



# District Level Trends: Grade 8

What do we notice?  
What do we wonder?

## Winter Percentile by Domain



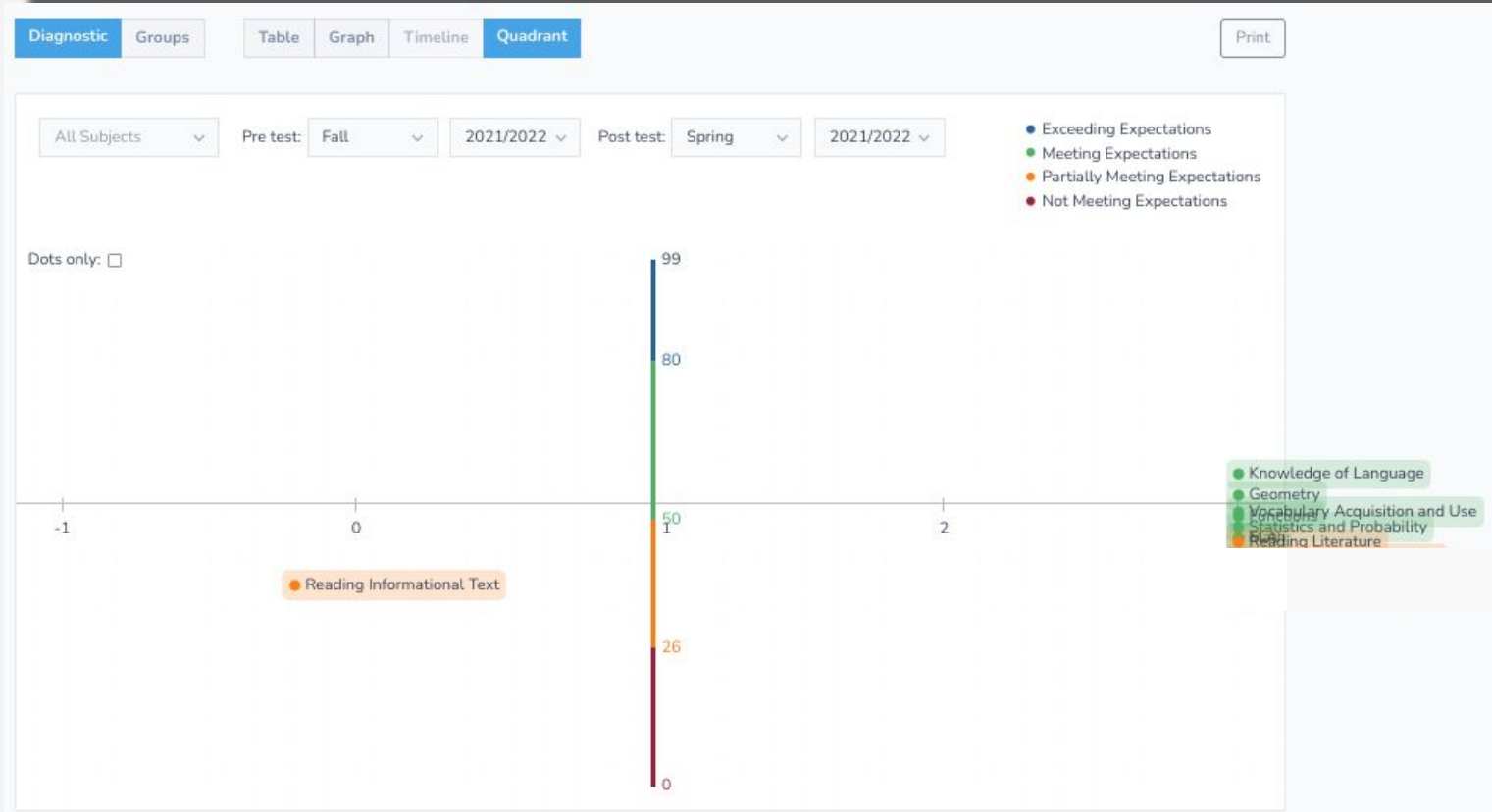
# Subgroup Level: LAB Program

What else can we learn?  
What do we do with this information?



# Student Level by Domain

What prerequisite skills are needed?  
What background knowledge is needed?

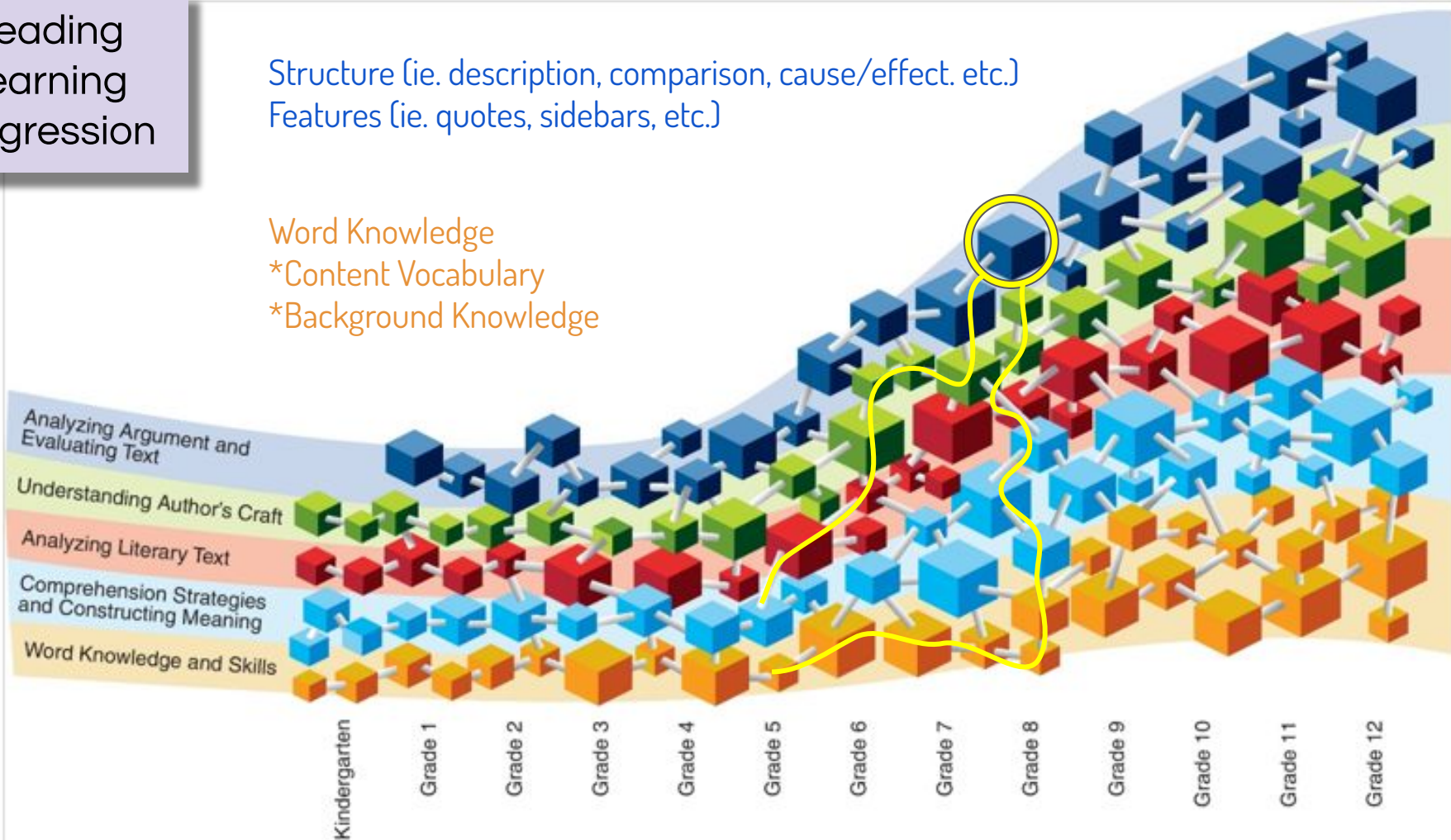


# Reading Learning Progression

Structure (ie. description, comparison, cause/effect. etc.)  
Features (ie. quotes, sidebars, etc.)

Word Knowledge  
\*Content Vocabulary  
\*Background Knowledge

Thinking Skills



# Student Level: Item Analysis

What strategies are working?  
Where do we need to adjust instruction?  
Where do we progress monitor?

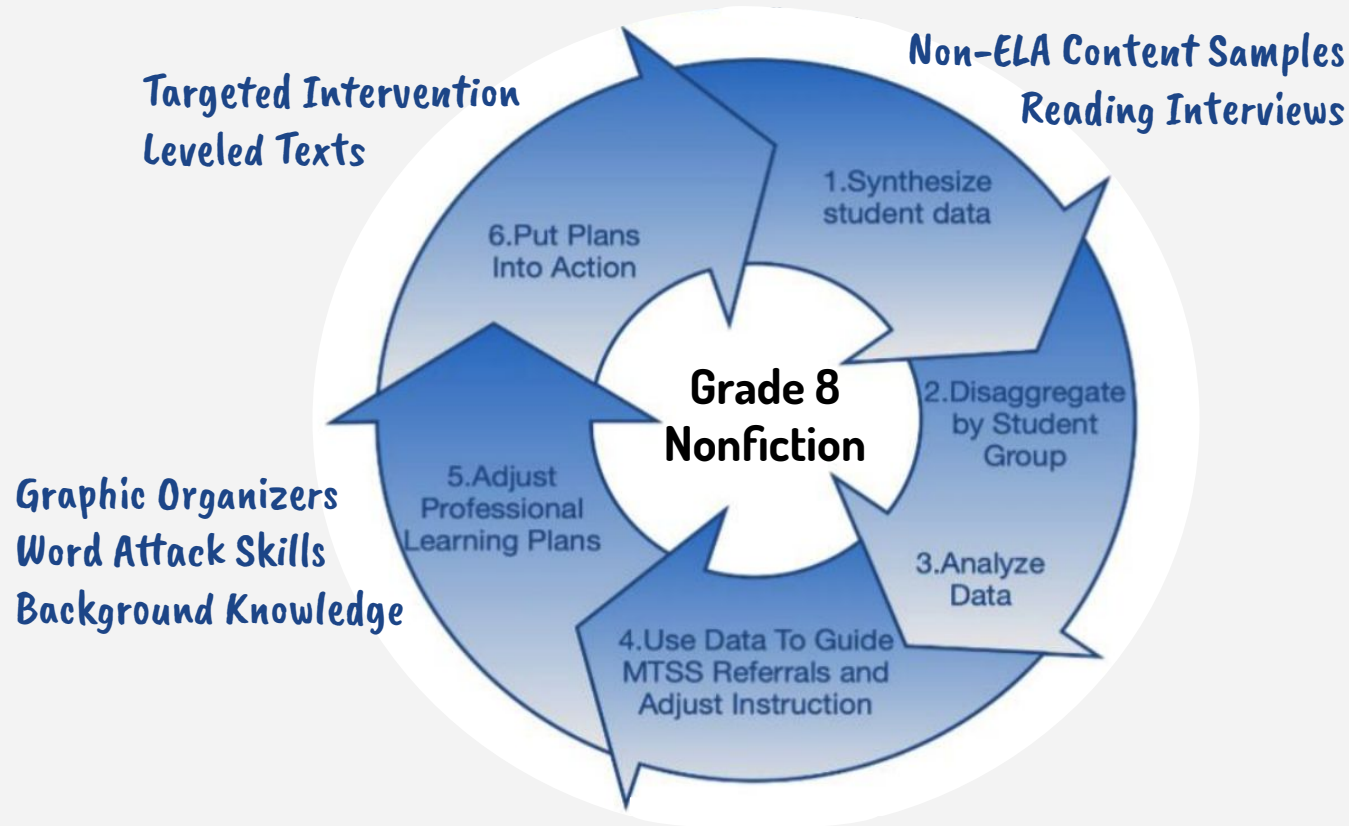
Grade 8 Spring ELA Assessment						
Number	Domain	Standard	Level	Time	Answer	Question
10	Reading Informational Text	8.RI.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.	Easy	0:18	✗	→
11	Reading Informational Text	8.RI.2 Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.	Easy	0:11	✓	→

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific words and phrases on a text.

8.RI.5 Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

8.RI.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.



LAB Program

### Scores by Academic year

Ephraim Curtis Middle ▾ Grade 8 ▾ LAB Program ▾ All Students ▾

Diagnostic Groups Table Graph **Timeline** Proficiency Scale Score **Percentile** GLE

ELA ▾ All Seasons ▾ 2021/2022 ▾

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

#### LAB Program

Academic Year	Grade	F	W	S	S
2020/2021	Grade 7	34	37	45	35
2021/2022	Grade 8	40	40	50	

#### All Students

Academic Year	Grade	F	W	S	S
2020/2021	Grade 7	65	65	66	67
2021/2022	Grade 8	67	69		

\*Pilot test for 21 students.

# MATHEMATICS

Elementary

# Mathematics Assessment Overview

[illegible]

# Mathematics - District Level Benchmark Assessments from Bridges

Kindergarten interview assessments with written component:

2 Assessments per year (late Fall/Early Winter and End)

Grade 1 interview assessments with written component:

3 Assessments per year (Beginning, Mid-Year, and End)

Grades 2-5 written assessments:

3 Assessments per year (Beginning, Mid-Year, and End)

\*\*At the grade level and class level, these assessments are used as screener for students to look at more closely.

## Questions Asked:

- What do we notice? What do we wonder?
- What are the trends across the district?
- What are the trends across a grade level?
  - If there is a cluster, what might be causing the cluster and how might we respond?



# Example of Data from a Benchmark Assessment (Grade 3)

Checkpoint 2	Items												TOTAL
ITEM >	3a-c	4	5a-d	6	7a	7b	8	9	10	11a	11b	12	SCORE / LEVEL OF PROFICIENCY
DESCRIPTION >	Rounds numbers to the nearest 100. (ans: 100, 900, 300)	Places fractions in their correct positions on a number line. (ans: Numbers should appear in the following order along the line: 1/4, 3/8, 1/2, 5/8, and 3/3.)	Uses >, =, and < signs to compare pairs of fractions with like numerators or like denominators. (ans: >, <, =)	Uses a visual model to explain why 2/8 of something is less than 2/4 of the same thing. (Responses and models will vary.)	Solves a two-step story problem involving multiplication and addition. (ans: 38 tires. Work will vary.)	Chooses an equation that represents a multi-step story problem. (ans: $(5 \times 4) + (3 \times 6) = t$ )	Solves story problems involving addition of time intervals in minutes. Shows work. (ans: 90 minutes, or 1 hour and 30 minutes, or 1 1/2 hours. Work will vary.)	Solves story problems involving addition and subtraction of time intervals in minutes, show work. (ans: 65 minutes or 1 hour and 5 minutes. Work will vary.)	Identifies patterns among, and strategies for, multiplication facts. (ans: Agree. Explanations will vary.)	Chooses the equation that best represents the problem. (ans: Choice 2: $303 + 485 + 218 = g$ )	Uses estimation and rounding to evaluate the reasonableness of an answer to the problem. (ans: No. Explanations will vary.)	Identifies the number of figures in an array. Explains thinking. (ans: 45 stars. Explanations will vary.)	
POSSIBLE POINTS >	3 pts possible 1 pt – for each correct answer	1 pt possible 1 pt – for placing all 5 fractions in the correct order along the line, and in reasonably accurate locations with respect to each other	4 pts possible 1 pt – for each answer	2 pts possible 1 pt – for a reasonable explanation 1 pt – for including a visual model that demonstrates the understanding that two fractions can only be compared if they refer to the same whole	2 pts possible 1 pt – for the correct answer 1 pt – for showing work that could lead to the correct answer	1 pt possible 1 pt – for the correct answer	2 pts possible 1 pt – for the correct answer 1 pt – for showing work that could lead to the correct answer	2 pts possible 1 pt – for the correct answer 1 pt – for showing work that could lead to the correct answer	2 pts possible 1 pt – for the correct answer 1 pt – for a reasonable explanation	1 pt possible 1 pt – for the correct answer	2 pts possible 1 pt – for the correct answer 1 pt – for an explanation that utilizes rounding to show why the solution is unreasonable	2 pts possible 1 pt – for the correct answer 1 pt – for explanation	
													24–31 pts – Meeting Standard 16–23 pts – Approaching Standard 8–15 pts – Strategic 0–7 pts – Intensive

Meeting Standard	
Approaching Standard	
Strategic	
Intensive	

## Example of Data from a Benchmark Assessment (Grade 3)

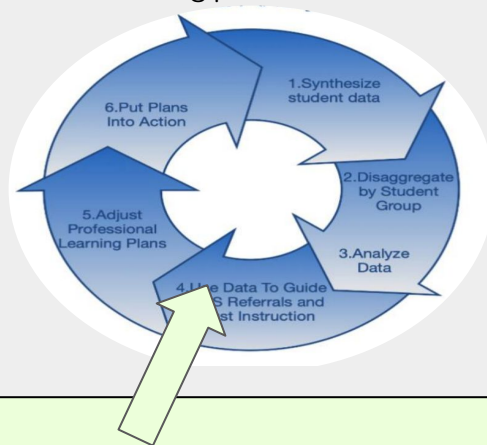
Number Corner (3r 3 Checkup 2)																
SCHOOL:	TEACHER:	DATE:														
			Items													TOTAL
ITEM	1	2a-c	3a-c	4	5a-d	6	7a	7b	8	9	10	11a	11b	12	SCORE / LEVEL OF PROFICIENCY	
DESCRIPTION	Solves 20 multiplication facts in 1 minute or less. (ens: 20, 6, 8, 4, 5, 15, 0, 30, 10, 12, 8, 40, 60, 45; 30, 12, 6, 20, 30, 40)	Rounds numbers to the nearest 10. (ens: 10, 100, 70)	Rounds numbers to the nearest 100. (ens: 100, 900, 200)	Places fractions in their correct positions on a number line. (ens: Numbers should appear in the following order along the line: 1/4, 3/8, 1/2, 5/8, and 3/2.)	Uses >, =, and < signs to compare pairs of fractions with like numerators or like denominators. (ens: >, <, =, =)	Uses a visual model to explain why 2/8 of something is less than 2/8 of the same thing. (Reasons and models will vary.)	Solves a two-step story problem involving multiplication and addition. (ens: 38 lines. Work will vary.)	Chooses an equation that represents a multi-step story problem. (ens: (5+4) x (3+5)=4)	Solves story problems involving addition of time intervals in minutes. Shows work. (ens: 90 minutes, or 1 hour and 30 minutes, or 1 1/2 hours. Work will vary.)	Solves story problems involving addition and subtraction of time intervals in minutes, show work. (ens: 65 minutes or 1 hour and 5 minutes. Work will vary.)	Identifies patterns among, and strategies for, multiplication facts. (ens: Agree. Explanations will vary.)	Chooses the equation that best represents the problem. (ens: Choice 2: 307+495=779+2)	Uses estimation and rounding to evaluate the reasonableness of an answer to the problem. (ens: No. Explanations will vary.)	Identifies the number of figures in an array. Explains thinking. (ens: 45 stars. Explanations will vary.)		
CCSS	3.OA.7	3.NBT.1	3.NBT.1	3.NF.2	3.NF.3d	3.NF.3d	3.OA.8	3.OA.8	3.MD.1	3.MD.1	3.OA.7, 3.OA.9	3.OA.8	3.OA.8	3.OA.1, 3.OA.3		
POSSIBLE POINTS	4 pts - 18-20 correct 3 pts - 16-17 correct 2 pts - 14-15 correct 1 pt - 12-13 correct 0 pts - <12 correct	3 pts possible 1 pt - for each correct answer	3 pts possible 1 pt - for each correct answer	1 pt possible 1 pt - for placing all 5 fractions in the correct order along the line, and in reasonably accurate locations with respect to each other	4 pts possible 1 pt - for each correct answer	2 pts possible 1 pt - for a reasonable explanation 1 pt - for including a visual model that demonstrates the understanding that two fractions can only be compared if they refer to the same whole	2 pts possible 1 pt - for the correct answer 1 pt - for showing work that could lead to the correct answer	1 pt possible 1 pt - for the correct answer	2 pts possible 1 pt - for the correct answer 1 pt - for showing work that could lead to the correct answer	2 pts possible 1 pt - for the correct answer 1 pt - for showing work that could lead to the correct answer	2 pts possible 1 pt - for the correct answer 1 pt - for a reasonable explanation	1 pt possible 1 pt - for the correct answer	2 pts possible 1 pt - for an explanation that utilizes rounding to show why the solution is unreasonable	2 pts possible 1 pt - for an explanation	24-31 pts - Meeting Standard 16-23 pts - Approaching Standard 8-15 pts - Strategic 0-7 pts - Intensive	
Student Names	0-4	0, 1, 2, or 3	0, 1, 2, or 3	0 or 1	0-4	0, 1, or 2	0 or 1	0 or 1	0, 1, or 2	0, 1, or 2	0, 1, or 2	0 or 1	0, 1, or 2	0-31		
	4	3	3	3	1	2	1	2	1	2	1	1	1	2	28	
	4	3	3	3	1	3	1	2	3	1	2	1	1	2	24	
	4	3	3	3	1	4	2	2	3	2	2	2	1	3	26	
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	4	3	3	3	1	4	2	2	1	2	2	2	1	2	27	
	4	3	3	3	1	4	2	2	1	2	2	2	1	2	28	
	4	3	3	3	1	4	2	2	1	2	2	2	1	2	27	
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	4	3	3	3	1	4	2	2	1	2	2	2	1	2	27	
	4	3	3	3	1	4	2	2	1	2	2	2	1	2	28	

# An Example of Teacher Discussion

These bullet points were taken from a school-based data meeting where teachers in grade 3 were reviewing previous MCAS items and a Benchmark Assessment:

## **Discussion - Digging Deeper**

- In all three data points, Fractions was an area of need, especially placement of fractions on a number line, finding equivalent fractions, comparing fractions, and fractions greater than 1.
- Explaining their reasoning was an area that is seen to be an area of need.
- In Bridges Number Corner has the richer activities for fractions.
- There are not enough hands-on experiences with fractions. Bridges goes to paper too quickly.
- Students create the fractions, but there is not enough practice with materials.
- Not enough time on the Number Line. Would like to put in more activities around this.

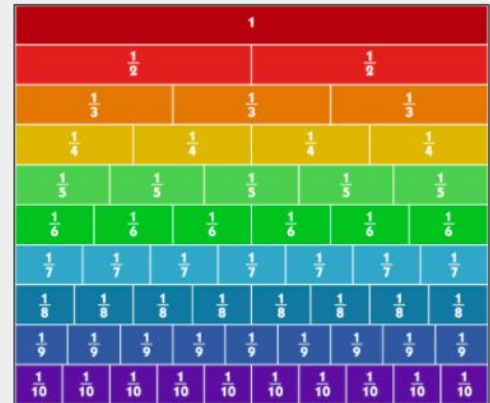
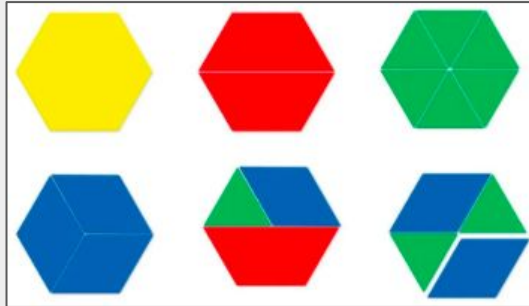


## **Next Steps:**

- Co-planning Unit 4, Grade 3 to incorporate more hands on activities
- Highlighting the most important fraction activities from Number Corner to use during the math lesson
- Math Team creating a mini-unit to use before Unit 4 to allow for additional concrete experiences

# District Noticings

- Trends are not as clear as in the past – inconsistencies between students
- Benchmark Assessments are often scored by correct/incorrect responses, so we need to dig deeper to show student understanding.
- We're spending longer focused on content than in previous years (pre-pandemic).
  - Fraction understanding and fraction operations
  - Abstract representations



# Assessing Within the Classroom

Assessment	Timeline	Purpose
Unit Screeners	Prior to each unit	What prerequisite skills do students need to access the learning in this unit?  Where might we need additional instruction?
Unit Check-ins	At multiple points throughout the unit	Are students understanding this module or unit?  What are possible misconceptions?  How might we need to adjust our pacing?
Work Samples	throughout	Specific Skill or Concept:  Are students understanding this skill or concept?  Can they apply it?  Are there students who may need additional support or instruction?

# Within the Classroom

## Mathematics Assessments - Grade 3

### Assessments for All Students

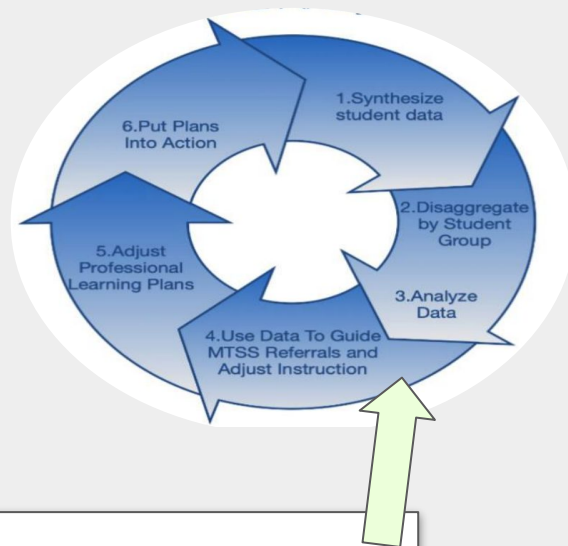
Data from the following assessments will be collected and used for consistent IST data and long-range data for students.

Timeline	Assessment Title & Location	At this time, you should be concerned about students who are struggling with any of the following:
September	Number Corner Baseline Assessment  Location: Number Corner Volume 1 September	<ul style="list-style-type: none"> <li>Solving simple one-step addition and subtraction story problems within 100 (2.OA.1)</li> <li>Recalling from memory all sums of two 1-digit numbers, i.e., addition facts to 20 (2.OA.2)</li> <li>Fluently subtracting with minuends to 20 using mental strategies (2.OA.2)</li> <li>Adding 2-digit numbers using strategies based on place value (2.NBT.5)</li> </ul>
End January - early February	Number Corner Checkup 2  Location: Number Corner Volume 2 January	<ul style="list-style-type: none"> <li>Solving one-step addition and subtraction story problems within 100 and writing equations to match (2.OA.1)</li> </ul>

### Highly Recommended Assessments - Checkups

Data from the following assessments may provide helpful data for report cards and conferences.

Timeline	Assessment Title	At this time, you should be concerned about students who are struggling with any of the following:
End of October	Number Corner Checkup 1	<ul style="list-style-type: none"> <li>Solving one-step addition and subtraction story problems within 100 and writing equations to match (2.OA.1)</li> <li>Recalling from memory all sums of two 1-digit numbers, i.e., addition facts to 20 (2.OA.2)</li> <li>Fluently subtracting with minuends to 20 using mental strategies (2.OA.2)</li> <li>Reading, writing, and understanding numbers to 1,000 using base-ten numerals, number names, and expanded form (2.NBT.3)</li> <li>Adding 2-digit numbers using strategies based on place value (2.NBT.5)</li> </ul>



# Delving Deeper to Uncover Student Thinking

Listening to student thinking allows us to learn more about what they understand and where they are in their trajectory of learning.

Currently Piloting:

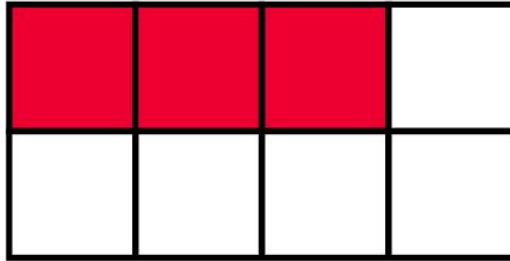


# Uncovering Student Thinking

An example from Listening to Learn, Foundation of Fractions:

**“What fraction of the rectangle is shaded red?”**

**“What fraction of the rectangle is not shaded red?”**



**“How did you figure it out?”**

# Uncovering Student Thinking

An example from Listening to Learn, Foundation of Fractions:

**“Point to a fraction that is not equal to  $\frac{1}{2}$ .”**

$$\frac{2}{4} \quad \frac{5}{10} \quad \frac{3}{8} \quad \frac{3}{6}$$

**“How did you figure it out?”**

# What We Are Learning

- Students need opportunities to explore different strategies and experience opportunities to be flexible in their thinking.
- Students need to experience more hands on learning with concrete manipulatives before moving to pictorial and more abstract representations.
- Building in these additional experiences takes more time. These are not replacing current experiences but enhancing the learning environment.
- Student interviews are invaluable and also take a lot of time.

**Middle School**

# Middle School Mathematics Assessment Overview

Assessment	Timeline	Purpose
Readiness Check	Prior to Unit	What prerequisite skills do students need to access the learning in this unit? Where might we need additional instruction?
Quizzes	Mid-Unit	Are students understanding this module or unit? What are possible misconceptions? How might we need to adjust our pacing?
End of Unit/Chapter	After each Unit/Chapter	Both Formative and Summative Formative: Informs future units that may build upon content Summative: Did the students understand the content and can they apply it?
Mid-term (Algebra 1)	February	Continued assessment of progress towards end of year goals
End of Year Assessment	Last Term	Summative Assessment Placement

# Formative Assessment - Example from Desmos Readiness Check

## Problem 3

Match each fraction expression to an equivalent percent expression.

40% of  $x$

$\frac{1}{4}$  of  $x$

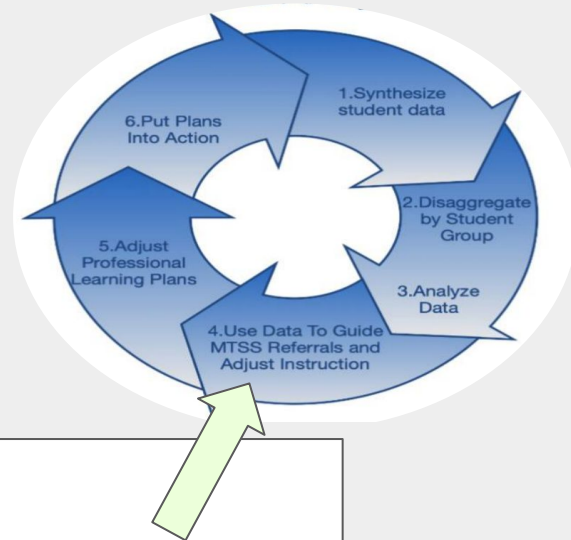
$\frac{2}{5}$  of  $x$

4% of  $x$

$\frac{3}{4}$  of  $x$

25% of  $x$

$\frac{1}{25}$  of  $x$



## Problem 3

(Standard: [6.RPA.3.C](#))

This question is intended to surface what students already know about the relationship between fractions and percentages.

This content first appears in Lesson 1: Mosaics.

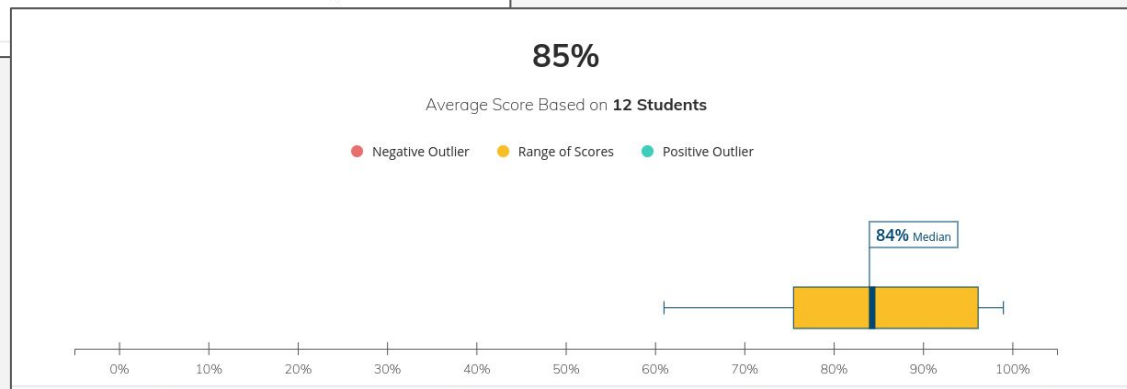
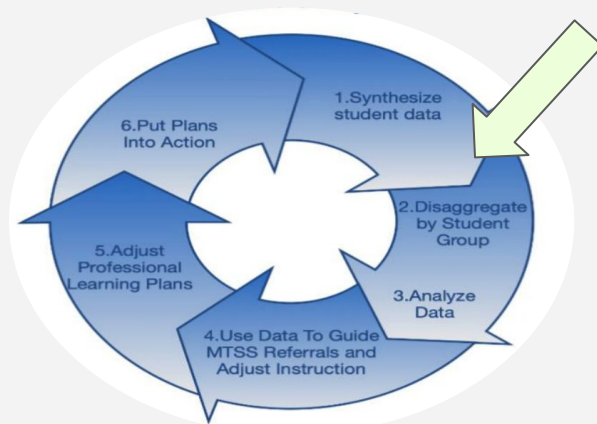
If most students struggle with this item, consider reviewing this question as a class before Lesson 1 and creating an anchor chart of common benchmark percents (e.g., 5%, 10%, 20%, 25%) and their equivalent fractions.

# Unit Assessments within Desmos Dashboard

	1 Warm-Up	2 Problem	3 Problem	4 Problem	5 Problem	6 Problem	7 Problem	8 Problem	9 Problem	10 Problem
Anonymize mode is on. Your students' names have been changed to the names of notable mathematicians. <a href="#">Learn more</a>										
Edray Goins	✓	•	•	•	✓	✓	•	✓	✓	✓
Robert Eugene ...	✓	•	•	•	✓	✓	•	✓	✓	✓
Marjorie Lee Bro...	✓	•	•	•	✓	✓	•	✓	✓	✓
Erica Walker	✓	•	•	•	✓	✓	•	✓	✓	✓
David Blackwell		•	•	•	✓	✓	•	✓	✓	✓
Aryabhata	✓	•	•	•	✓	✓	•	✓	✓	✓
Argelia Velez-Ro...	✓	•	•	•	✓	✓	•	✓	✓	✓
Mary Winston Ja...	✓	•	•	•	✓	✓	•	✓	✓	✓
Grace Alele-Willia...	✓	•	•	•	✓	✓	•	✓	✓	✓
Margaret H. Ham...	✓	•	•	•	✓	✓	•	✓	✓	✓
Euphemia Lofton...	✓	•	•	•	✓	✓	•	✓	✓	✓
Carl Gauss	✓	•	•	•	✓	✓	•	✓	✓	✓
Ada Lovelace	✓	•	•	•	✓	✓	•	✓	✓	✓
Wang Zhenyi	✓	•	•	•	✓	✓	•	✓	✓	✓
Rochelle Gutierrez	✓	•	•	•	✓	✓	•	✓	✓	✓

# Unit Assessment Reports from Schoology

These statistics are currently hidden from student view. You can enable this view by clicking on the gear icon in the top right corner of the report.			
<b># of Grades</b>	82	<b>Average</b>	89.51 (89.51%)
<b>Max Points</b>	100	<b>Standard Deviation</b>	9.37 (9.37%)
<b>Highest Grade</b>	100 (100%)	<b>Median</b>	90.5 (90.5%)
<b>Lowest Grade</b>	58 (58%)	<b>Mode</b>	98, 100 (98%, 100%)



# What We've Noticed and Our Response

- Students are struggling where the content jumps from concrete to more abstract.
- Students are showing mastery of content in later chapters, where content is revisited.
- Students are needing more time to master the content than in previous years. (pre-pandemic)

- We are spending more time with content and explicitly making connections between visual and abstract.
- Sharing the reminder that all math standards are year-end standards. Repetition and continued practice help to support student understanding.
- Adjusting our pacing to respond to student needs. Provide more differentiation. Take time to ensure student understanding.

# In-Process

- Review and Revise reporting and communication structures to support information sharing between home and school regarding student learning
- Warehousing of key points in SIS to determine cut scores, track longitudinal student progress, predict outcomes on state assessments & developing Data Studio visuals for key data points to support educators' access to and use of integrated data.
- Implement actions plans developed by District Data Team
- Provide professional learning focused on using data to improve student learning outcomes and improve equitable learning opportunities for all
- Evaluate benchmarking pilots and reporting structures and make recommended adjustments
- Commit to continued funding for benchmarking tools

Educators need to understand what each student already knows, and where that student needs to go next in the teaching process.

--John Hattie, *Education Week*, vol 35, #10, October 28, 2015

# Appendix

*The following slides provide supplemental background information.*

- A. SPS District Data Team Charge
- B. SPS Data Studio Exemplar
- C. ELA Benchmarking Data (DIBELS, Track My Progress)
- D. ELA & Mathematics MCAS SPS Summary Data
- E. Data Visualization Options for Mathematics

## A. District Data Team: Charge & Subgroups

### Three Main Categories of Our Data Work

#### Technical

This work includes:

- Data warehouse
- How to collect?
- What to collect?
- Keeping records from building data meetings

#### Process/Procedure/Protocol

This work includes:

- How to use data?
- When to use data?
- What data to use?

#### Professional Learning

This work includes:

- How to build capacity for looking at data (within schools and the district)?
- How to build capacity for facilitating data meetings?
- Partnership and collaboration for next steps

## B. SPS Data Visualization: Sample Student

*In order to help SPS educators access data efficiently and effectively, key data points will be warehoused in the ASPEN SIS system. We are building Google Studio Analytics, to consolidate data and allow educators to readily compare data points.*

### Student Overview

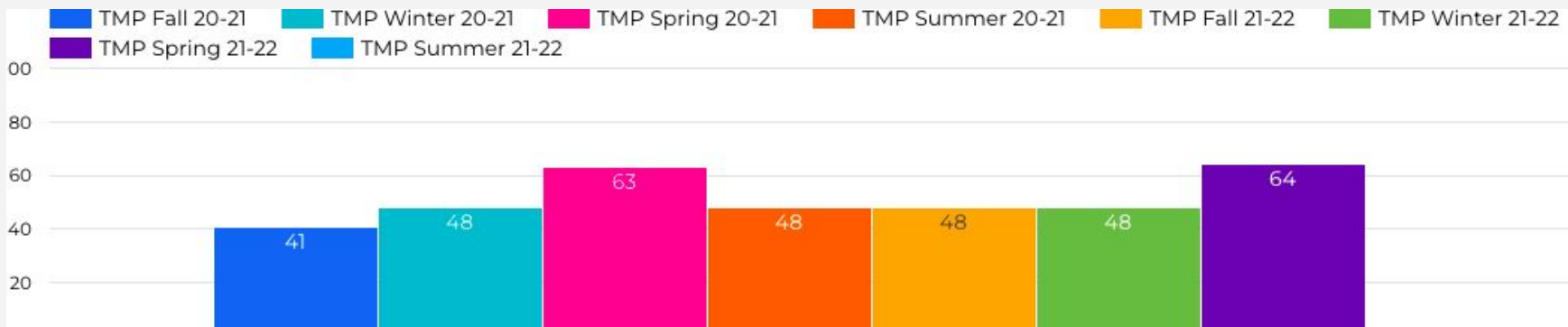
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#### Track My Progress

Fall	48
Winter	48
Spring	64
Summer	-

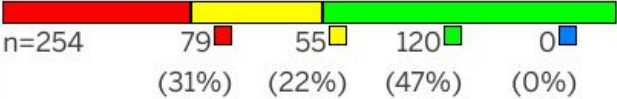
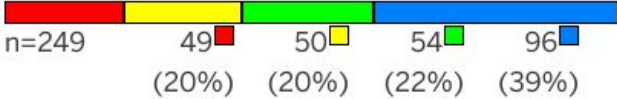
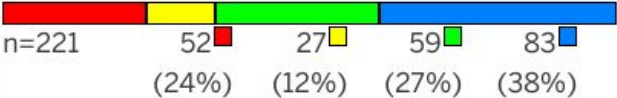
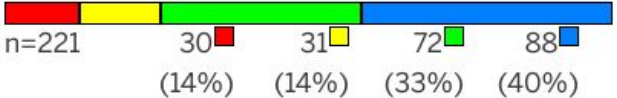
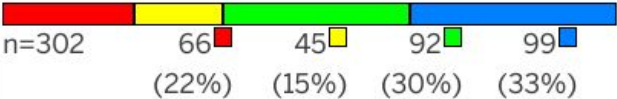
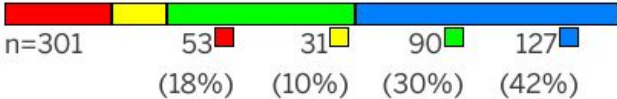
#### MCAS

English	514
Math	507
Science	-



## C. DIBELS 8: ELA Composite

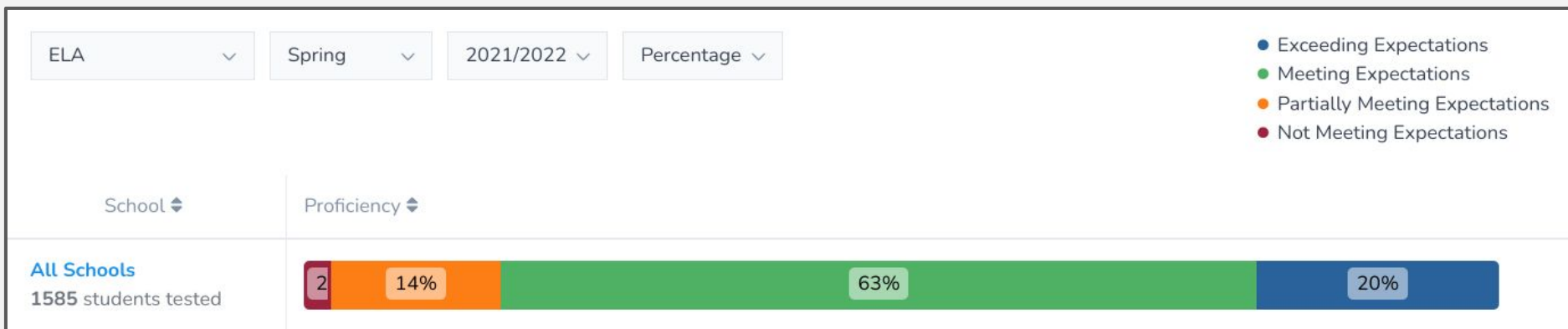
*The DIBELS 8 measures decoding subskills and is administered universally k-2 and as part of Tiered Intervention programming k-8.*

Grade	Beginning	Middle	End
K	 <p>n=254    79 (31%)    55 (22%)    120 (47%)    0 (0%)</p>	 <p>n=249    49 (20%)    50 (20%)    54 (22%)    96 (39%)</p>	No students with data.
1st	 <p>n=221    52 (24%)    27 (12%)    59 (27%)    83 (38%)</p>	 <p>n=221    30 (14%)    31 (14%)    72 (33%)    88 (40%)</p>	No students with data.
2nd	 <p>n=302    66 (22%)    45 (15%)    92 (30%)    99 (33%)</p>	 <p>n=301    53 (18%)    31 (10%)    90 (30%)    127 (42%)</p>	No students with data.

**Legend** n = Number of Students    ■ Intensive Support    ■ Strategic Support    ■ Core Support    ■ Core^ Support

## C. Track My Progress: ELA Composite

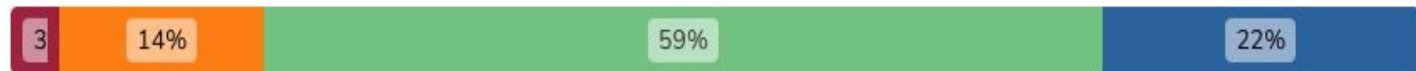
*Track My Progress reading comprehension, vocabulary, and word knowledge and is administered universally grades 3-8.*



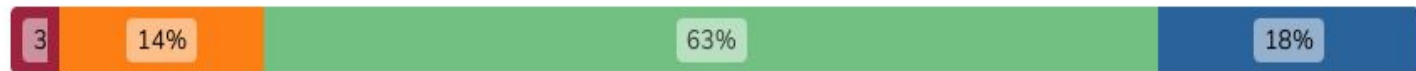
All Classes Grade 3  
250 students tested



All Classes Grade 4  
262 students tested



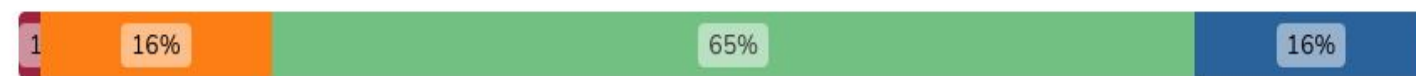
All Classes Grade 5  
270 students tested



All Classes Grade 6  
286 students tested



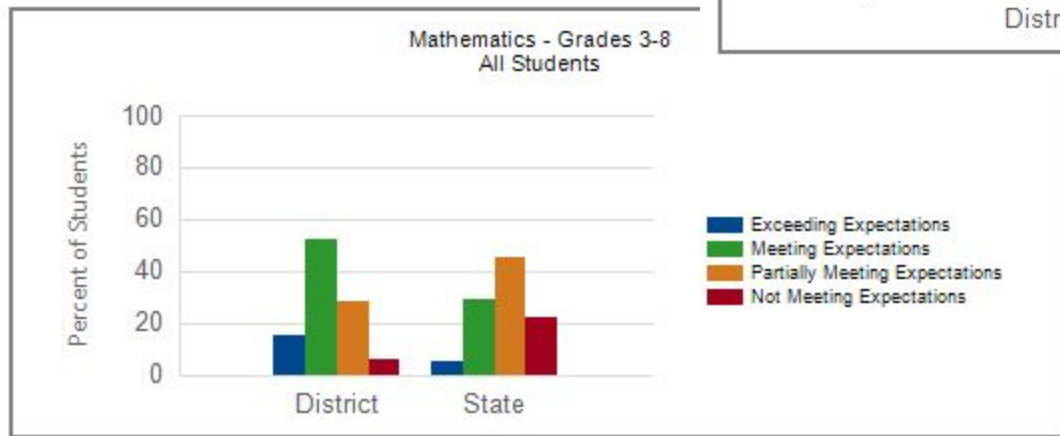
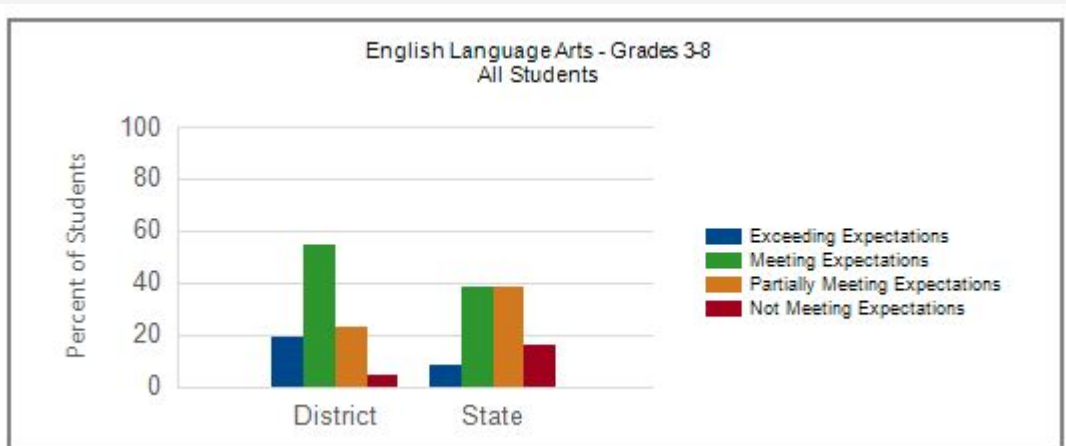
All Classes Grade 7  
278 students tested



All Classes Grade 8  
283 students tested

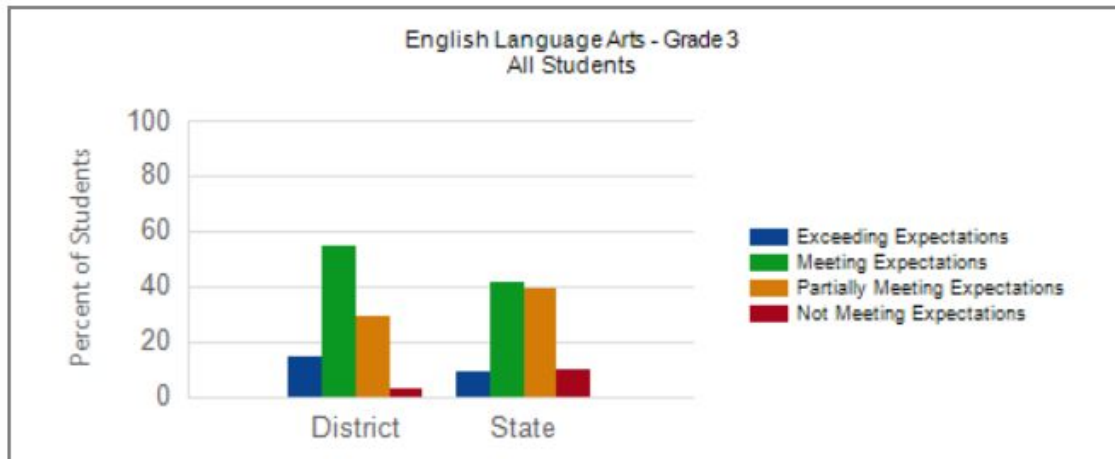


## D. MCAS Proficiency Levels 2021



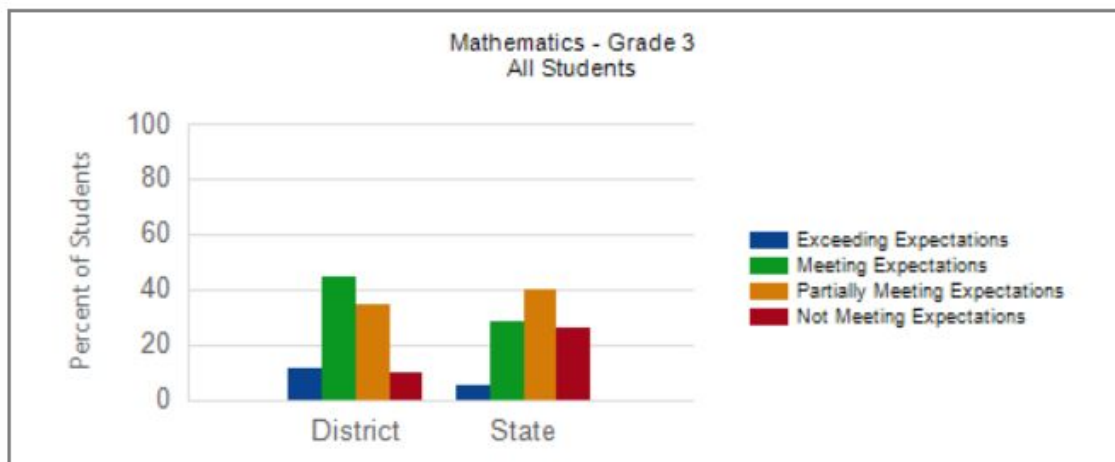
### Participation Rate: 99%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	37	14	9
Meeting Expectations	143	54	41
Partially Meeting Expectations	76	29	39
Not Meeting Expectations	7	3	10
<b>Total Included</b>	<b>263</b>		



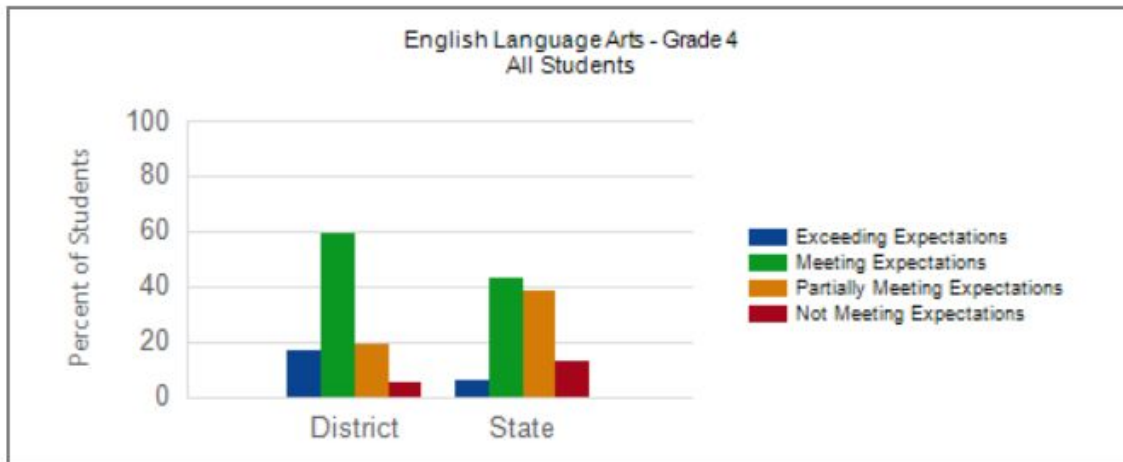
### Participation Rate: 100%

Mathematics	N Students Included	% District	% State
Exceeding Expectations	30	11	5
Meeting Expectations	117	44	28
Partially Meeting Expectations	91	34	40
Not Meeting Expectations	26	10	26
<b>Total Included</b>	<b>264</b>		

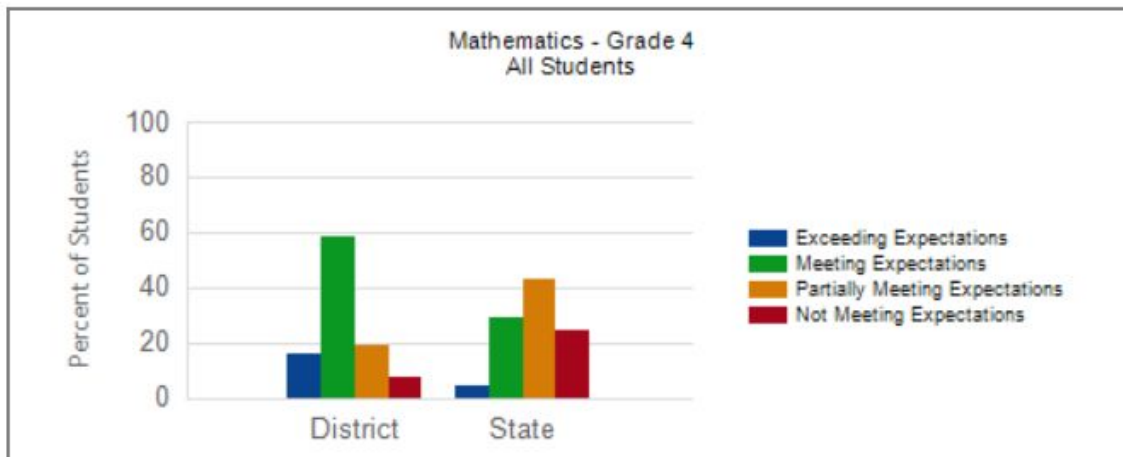


**Participation Rate: 99%**

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	47	17	6
Meeting Expectations	162	59	43
Partially Meeting Expectations	53	19	38
Not Meeting Expectations	13	5	13
<b>Total Included</b>	<b>275</b>		

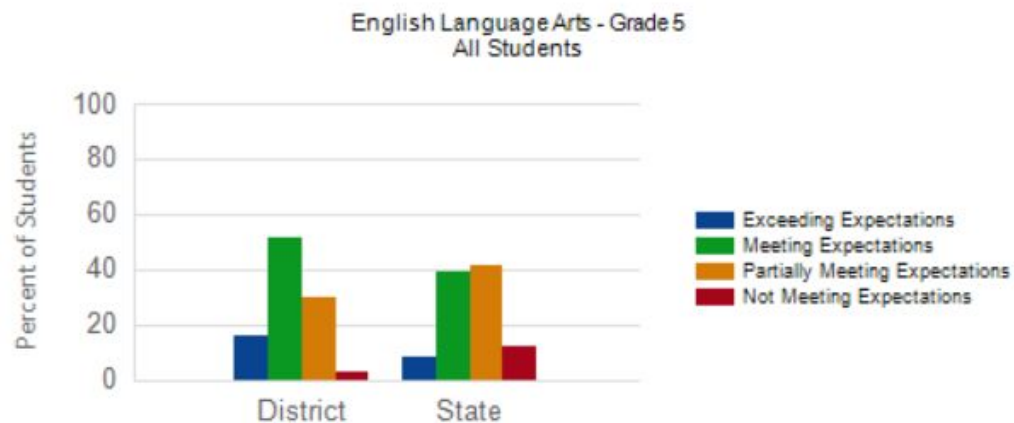
**Participation Rate: 99%**

Mathematics	N Students Included	% District	% State
Exceeding Expectations	44	16	4
Meeting Expectations	159	58	29
Partially Meeting Expectations	53	19	43
Not Meeting Expectations	20	7	24
<b>Total Included</b>	<b>276</b>		

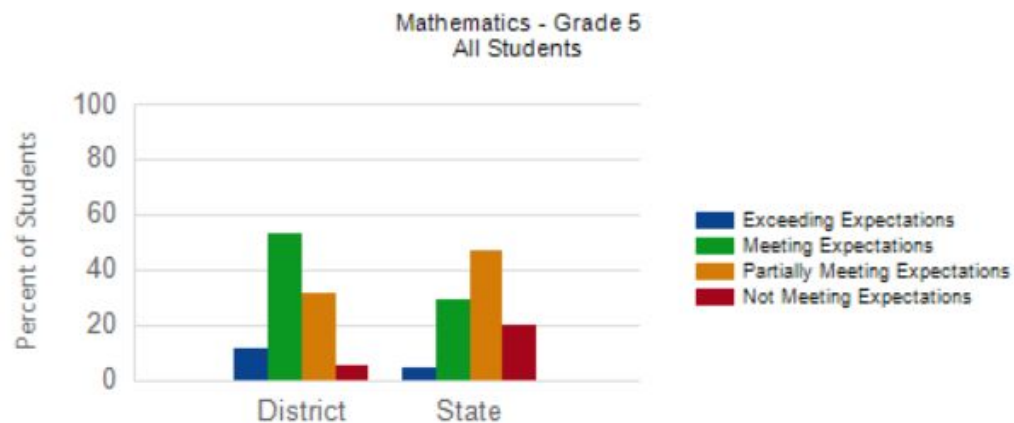


**Participation Rate: 97%**

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	45	16	8
Meeting Expectations	147	51	39
Partially Meeting Expectations	87	30	41
Not Meeting Expectations	8	3	12
<b>Total Included</b>	<b>287</b>		

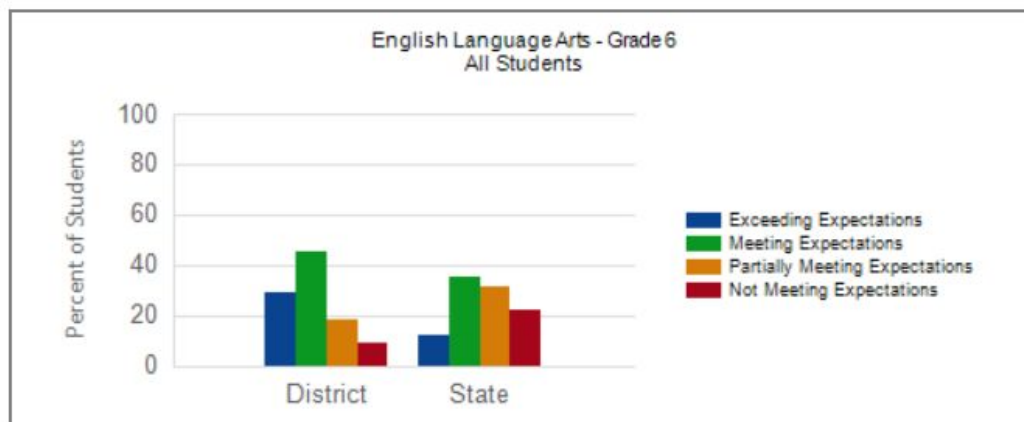
**Participation Rate: 98%**

Mathematics	N Students Included	% District	% State
Exceeding Expectations	32	11	4
Meeting Expectations	152	53	29
Partially Meeting Expectations	90	31	47
Not Meeting Expectations	14	5	20
<b>Total Included</b>	<b>288</b>		

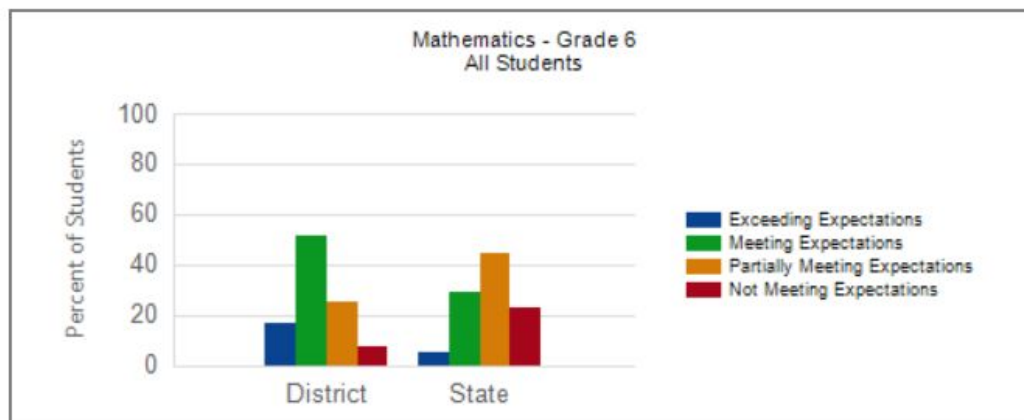


**Participation Rate: 98%**

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	82	29	12
Meeting Expectations	125	45	35
Partially Meeting Expectations	49	18	31
Not Meeting Expectations	24	9	22
<b>Total Included</b>	<b>280</b>		

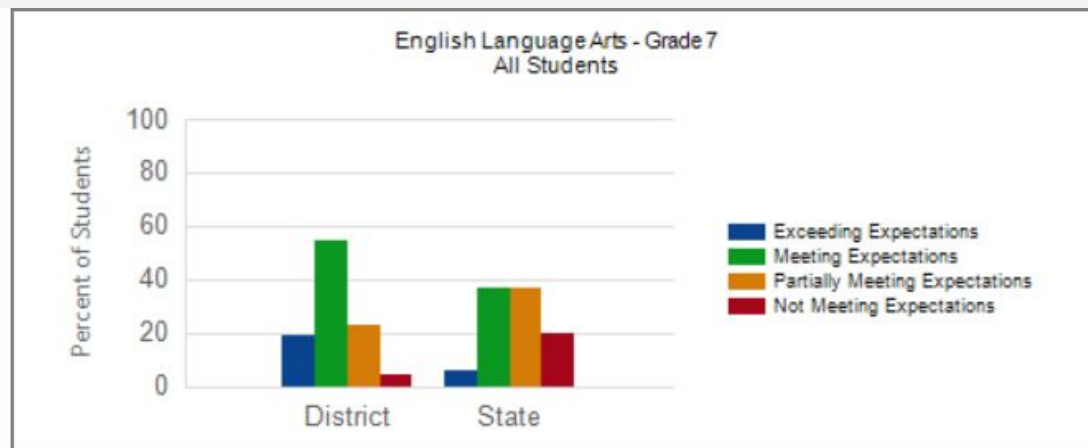
**Participation Rate: 99%**

Mathematics	N Students Included	% District	% State
Exceeding Expectations	48	17	5
Meeting Expectations	143	51	29
Partially Meeting Expectations	69	25	44
Not Meeting Expectations	21	7	23
<b>Total Included</b>	<b>281</b>		

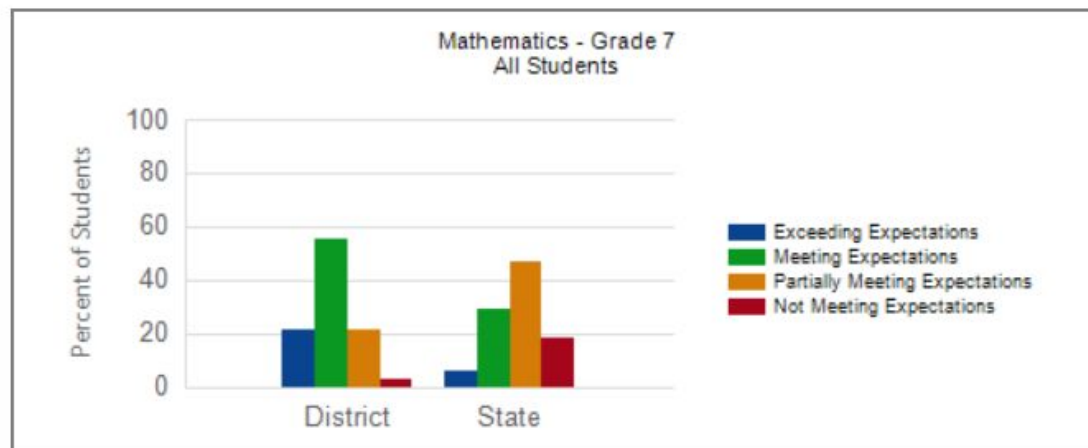


**Participation Rate: 99%**

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	56	19	6
Meeting Expectations	158	54	37
Partially Meeting Expectations	66	23	37
Not Meeting Expectations	11	4	20
<b>Total Included</b>	<b>291</b>		

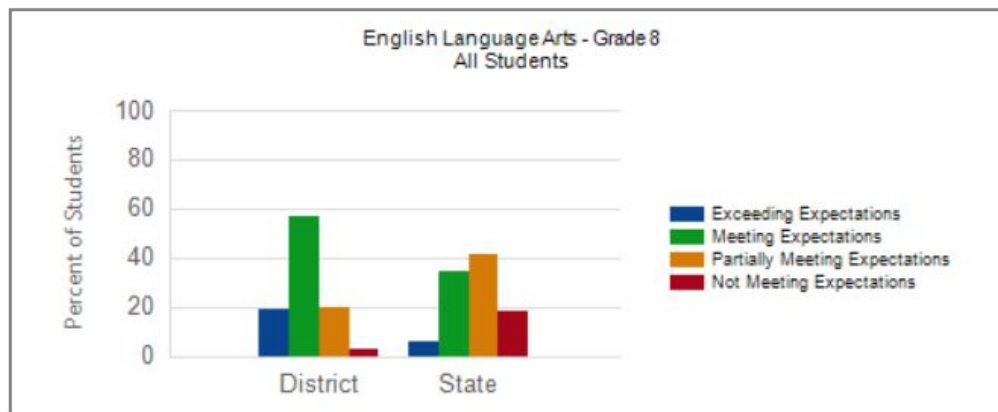
**Participation Rate: 99%**

Mathematics	N Students Included	% District	% State
Exceeding Expectations	61	21	6
Meeting Expectations	160	55	29
Partially Meeting Expectations	62	21	47
Not Meeting Expectations	8	3	18
<b>Total Included</b>	<b>291</b>		



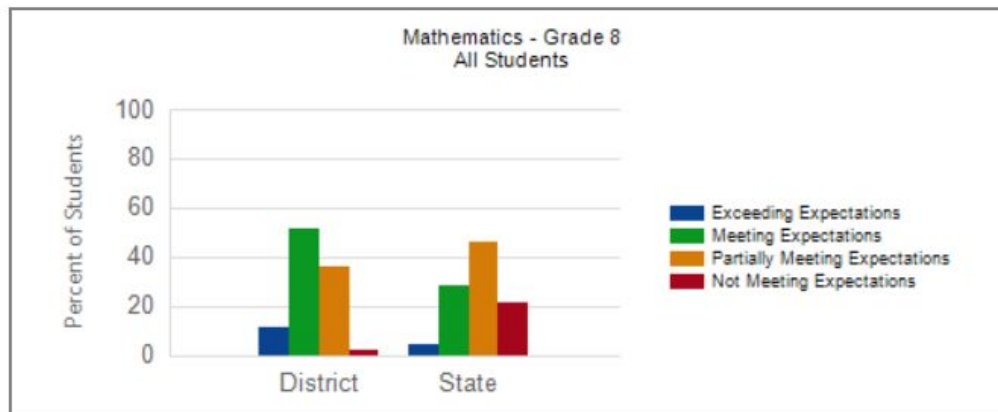
### Participation Rate: 96%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	63	19	6
Meeting Expectations	186	57	34
Partially Meeting Expectations	66	20	41
Not Meeting Expectations	9	3	18
<b>Total Included</b>	<b>324</b>		



### Participation Rate: 96%

Mathematics	N Students Included	% District	% State
Exceeding Expectations	37	11	4
Meeting Expectations	163	51	28
Partially Meeting Expectations	115	36	46
Not Meeting Expectations	7	2	21
<b>Total Included</b>	<b>322</b>		



## E. Data Visualization Options for Mathematics

- Elementary School
  - Create a visualizer for our Bridges assessments
  - Purchase a visualizer for our Bridges assessments
  - Use Track My Progress, in addition to current Bridges assessments
- Middle School
  - Expand use of existing Schoology visualizers or create a Desmos-specific visualizer
  - Use Track My Progress for Benchmarking assessments, in addition to current unit readiness checks, quizzes and unit assessments.