WELCOME

ASSESSMENT FOR LEARNING

DUBY SANTEE

HAMILTON PUBLIC SCHOOLS

406-363-2144
santeed@hsd3.org

Teach a child WHAT to think and you make him a slave to your knowledge.
Teach a child HOW to think and you make all knowledge his slave.

WORKSHOP TOPICS

- ASSESSMENT OF INSTRUCTION
- ASSESSMENT FOR INSTRUCTION
- ASSESSMENT TOOLS - K-2

	OF Learning	FOR Learning
Teacher's Role	FOLLOW TEST ADMINISTRATION PROCEDURES	CHANGE STANDARDS INTO CLASSROOM TARGETS, INFORM STUDENTS, INVOLVE STUDENTS
Student's Role	STRIVE FOR HIGHEST SCORE/AVOID FAILURE	STRIVE TO SEE THE TARGET, USE RESULTS TO LEARN TO DO BETTER NEXT TIME
Primary Motivator	PROMISE OF REWARD, FEAR OF PUNISHMENT	JOY & EXPECTATION OF SUCCESS

ASSESSMENT

- OF LEARNING
- NRT-ITBS
- NAEP
- CLASSROOM GRADES

- FOR LEARNING
- CLASSROOM TESTS/QUIZS
- MAP (NWEA)
- CRT ???

NAEP

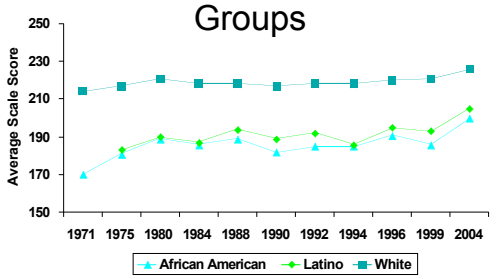
NATIONAL

ASSESSMENT OF

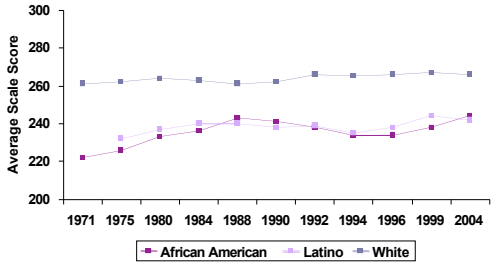
EDUCATIONAL

PROGRESS

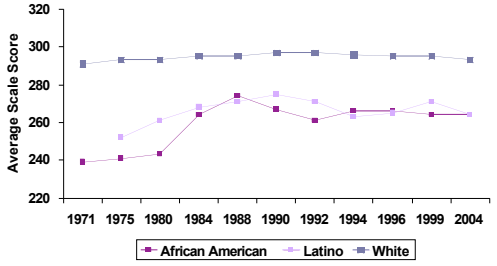
NAEP Reading, 9 Year-Olds: Record Performance for All Groups



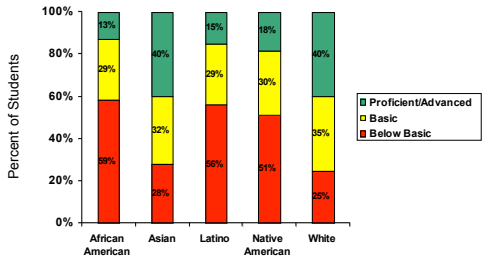
NAEP Reading, 13 Year-Olds



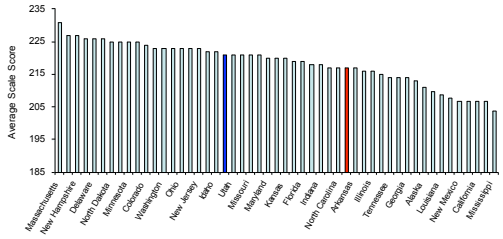
17 year olds



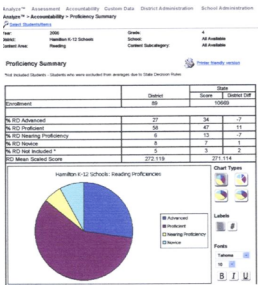
2005 NAEP Grade 4 Reading by Race/Ethnicity, Nation



NAEP 2005 Grade 4 Reading, Overall Scale Scores



HAMILTON CRT – 4TH GRADE READING



Analyze™ Assessment Accountability Custom Data District Administration School Administration

Analyze™ > Accountability > Proficiency Summary

Select Students/Items

Year:	2005	Grade:	4
District:	Hamilton K-12 Schools	School:	All Available
Content Area:	Reading	Content Subcategory:	All Available

Proficiency Summary

Printer friendly version

*Not included Students - Students who were excluded from averages due to State Decision Rules

	District	State	
		Score	District Diff
Enrollment	89	10669	
% RD Advanced	27	34	-7
% RD Proficient	58	47	11
% RD Nearing Proficiency	6	13	-7
% RD Novice	8	7	1
% RD Not Included *	5	3	2
RD Mean Scaled Score	272.119	271.114	

Hamilton K-12 Schools: Reading Proficiencies

Advanced
Proficient
Nearing Proficiency
Novice

Chart Types

Labels

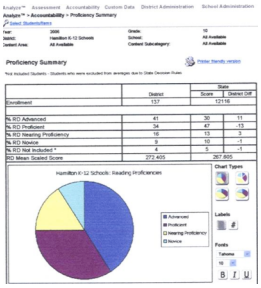
Fonts

Tahoma

10

B I U

HAMILTON CRT – 10TH GRADE READING



Analyze™ Assessment Accountability Custom Data District Administration School Administration

Analyze™ > Accountability > Proficiency Summary

Select Students/Filters

Year:	2006	Grade:	10
District:	Hamilton K-12 Schools	School:	All Available
Content Area:	All Available	Content Subcategory:	All Available

Proficiency Summary

Printer friendly version

*Not Included Students - Students who were excluded from averages due to State Decision Rules

	District	Rate	
		Score	District Diff
Enrollment	137	12116	
% RO Advanced	41	30	11
% RO Proficient	34	47	-13
% RO Nearing Proficiency	18	13	5
% RO Novice	9	10	-1
% RO Not Included *	4	5	-1
RO Mean Scaled Score	272.405	267.805	

Hamilton K-12 Schools: Reading Proficiencies

Advanced
Proficient
Nearing Proficiency
Novice

Chart Types

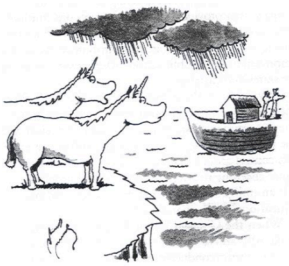
Labels

Fonts

Tahoma

10

B I U



"So much for the 'No Animal Left Behind' policy."

HAMILTON DISTRICTWIDE K-2 ASSESSMENT FOR INSTRUCTION

- DIBELS

- EMERGENT READING SKILLS
  - ALL K-2 STUDENTS
  - 3 TIMES PER YEAR
  - PROGESS MONITORING

G-MADE

GROUP MATHEMATHICS ACHIEVEMENT AND DIAGNOSTIC EVALUATION

- CONCEPTS & COMMUNICATION
- OPERATIONS & COMPUTATION
- PROCESS & APPLICATIONS
- FALL & SPRING

INSTRUCTIONAL DECISIONS

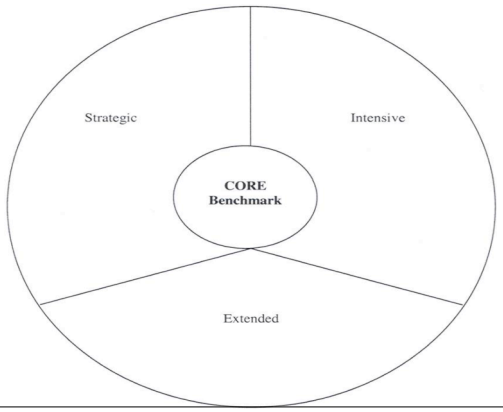
- DIBELS DATA
- G-MADE DATA

Name	Phoneme Segmentation Fluency			Nonsense Word Fluency			Oral Reading Fluency			Retell Fluency			Instructional Recommendation
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	Score	Percent of ORF	Status	
[illegible]	35	15	Established	16	< 1	Deficit	4	6	At Risk	4	100%		Intensive - Needs Substantial Intervention
[illegible]	37	18	Established	23	4	Deficit	6	9	At Risk	9	150%		Intensive - Needs Substantial Intervention
[illegible]	20	3	Emerging	24	5	Deficit	3	4	At Risk	5	167%		Intensive - Needs Substantial Intervention
[illegible]	44	28	Established	25	6	Deficit	29	61	Low Risk	41	141%		Strategic - Additional Intervention
[illegible]	26	5	Emerging	26	7	Deficit	7	12	At Risk	16	229%		Intensive - Needs Substantial Intervention
[illegible]	18	2	Emerging	28	10	Deficit	14	28	Some Risk	16	114%		Intensive - Needs Substantial Intervention
[illegible]	35	15	Established	31	13	Emerging	33	65	Low Risk	42	127%		Benchmark - At Grade Level
[illegible]	40	22	Established	32	14	Emerging	4	6	At Risk	8	200%		Intensive - Needs Substantial Intervention
[illegible]	52	42	Established	35	18	Emerging	6	9	At Risk	12	200%		Intensive - Needs Substantial Intervention
[illegible]	42	24	Established	37	19	Emerging	18	43	Some Risk	26	144%		Strategic - Additional Intervention
[illegible]	34	13	Emerging	39	21	Emerging	16	37	Some Risk	26	163%		Strategic - Additional Intervention
[illegible]	44	28	Established	40	23	Emerging	14	28	Some Risk	29	207%		Strategic - Additional Intervention
[illegible]	33	12	Emerging	45	32	Emerging	11	20	Some Risk	16	145%		Strategic - Additional Intervention
[illegible]	54	48	Established	47	35	Emerging	26	53	Low Risk	33	127%		Benchmark - At Grade Level
[illegible]	42	24	Established	48	37	Emerging	79	88	Low Risk	94	119%		Benchmark - At Grade Level

Operations and Computation				
RS	SS	%ile	NCE	Stanine
6	87	19	32	3
4	80	9	22	2
12	100	50	50	5
11	99	47	49	5
7	90	25	36	4
8	92	30	39	4
12	100	50	50	5
2	70	2	8	1
8	92	30	39	4
7	90	25	36	4
2	70	2	8	1
6	87	19	32	3
6	87	19	32	3
16	109	73	63	6
5	84	14	28	3
4	80	9	22	2
5	84	14	28	3
24	142	99.7	>99	9
3	78	5	18	2

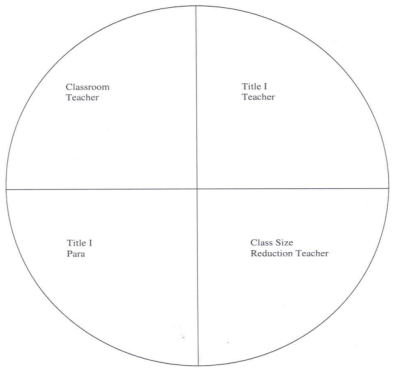
INSTRUCTIONAL DECISIONS

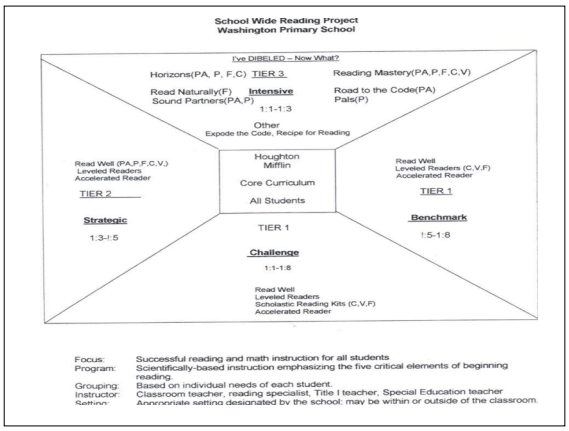
- NCLB/IDEA/ESEA
- **ALL STUDENTS WILL HAVE ACCESS TO THE GENERAL EDUCATION CURRICULUM**

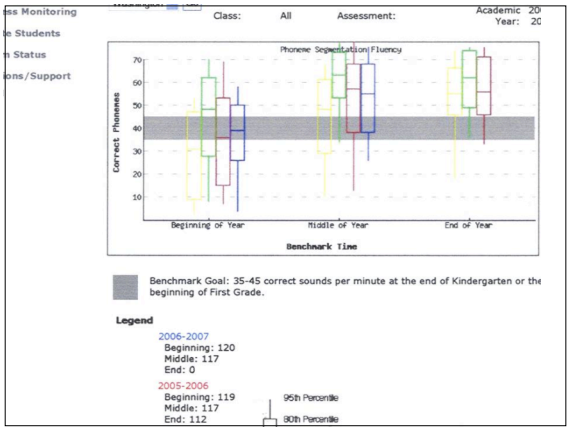


INSTRUCTIONAL DELIVERY

SYSTEM


Classroom Teacher
Title I Teacher
Title I Para
Class Size Reduction Teacher


School Wide Reading Project
Washington Primary School
I've DIBELED – Now What?
Horizons(PA, P, F,C) TIER 3
Reading Mastery(PA,P,F,C,V)
Read Naturally(F)
Sound Partners(PA,P)
Intensive
1:1-1:3
Road to the Code(PA)
Pals(P)
Other
Expode the Code, Recipe for Reading
Read Well (PA,P,F,C,V,)
Leveled Readers
Accelerated Reader
TIER 2
Strategic
1:3-l:5
Houghton Mifflin
Core Curriculum
All Students
Read Well
Leveled Readers (C,V,F)
Accelerated Reader
TIER 1
Benchmark
!:5-1:8
TIER 1
Challenge
1:1-1:8
Read Well
Leveled Readers
Scholastic Reading Kits (C,V,F)
Accelerated Reader
Focus: Successful reading and math instruction for all students
Program: Scientifically-based instruction emphasizing the five critical elements of beginning reading.
Grouping: Based on individual needs of each student.
Instructor: Classroom teacher, reading specialist, Title I teacher, Special Education teacher


ss Monitoring
e Students
n Status
ons/Support
Class: All
Assessment:
Academic Year:
Phoneme Segmentation Fluency
Correct Phonemes
70
60
50
40
30
20
10
Beginning of Year
Middle of Year
End of Year
Benchmark Time
Benchmark Goal: 35-45 correct sounds per minute at the end of Kindergarten or the beginning of First Grade.
Legend
2006-2007
Beginning: 120
Middle: 117
End: 0
2005-2006
Beginning: 119
Middle: 117
End: 112
95th Percentile
80th Percentile

MATH DELIVERY SYSTEM

- SCOTT FORESMAN QUARTERLY CUM TESTS
- MATH THEIR WAY
- MATH SPECIALIST AND TITLE I PARA
  - PULL OUTS IN THE AFTERNOON

MATH RESULTS

FIRST GRADE

2006

FALL GSV 2005

HAMILTON	NATIONAL
464	477

- SPRING GSV 2006

HAMILTON	NATIONAL
480	**481**

"You've certainly got that 'pre-' test anxiety attack down pat."