

Mapping and Assessment November 2007

Holy Family School

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Agenda

- Overview
- Make Predictions
- Analyze ITBS results
- Analyze and Connect Mapping Data
- Levels of Assessment
- Analysis of Classroom Based Assessments
- So What? How does this change instruction?

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Building Knowledge About Student Learning

- Data: Facts and Figures
- Information: Patterns and Trends
- Knowledge: Interpreting and Giving the Data Meaning

Curriculum Mapping

Ultimate goal is to improve student learning!

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Making Predictions

- Opportunity to check our assumptions
- Look at the relationship between external and internal data sources
- Verify and raise questions, make predictions based on what you learn from your data
- *Sharing predictions*

Making Predictions - ITBS results

- Language Arts
 - Include predictions on sub tests
- Math
 - Include predictions on sub tests

Comparing the Data

- As you look at the chart, sub-scores of tests and skills results what do you observe?

Change Within Grade Over Time

% of Students Grades K - 4 <i>PROFICIENT or ADVANCED</i>			
	2003	2004	2005
K	40	55	64
1	47	55	63
2	85	79	70
3	56	62	63
4	81	75	60

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Change Within Cohort Over Time

% of Students Grades K - 4 *PROFICIENT or ADVANCED*

	2003	2004	2005
K	40	55	64
1	47	55	63
2	85	79	70
3	56	62	63
4	81	75	60

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**Outcome Data illustrates
two types of change:**

- 1) Within grade over time**
- 2) Within cohort over time**

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Analyzing ITBS results

- Language Arts and Mathematics
 - Use the *“Percentile Rank of Average SS: National Student Norms”*
 - Highlighters provided to label as proficient, advanced, etc.
 - Identify your school’s strengths and weaknesses

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Identify an area of concern
(an area where the students are
not performing particularly well)
and look at the curriculum maps to
study the pattern of instruction
around that area.

*Be certain that you consider at least two
grades that preceded the grade level test
results that you are studying.*

Sample Activity

1. Review ITBS data for St. School
2. Identify a possible area of concern
3. Review three grade-levels of curriculum maps for St. School

Identify the connection between the area of concern, and what the maps demonstrate

ITBS Data - Capitalization

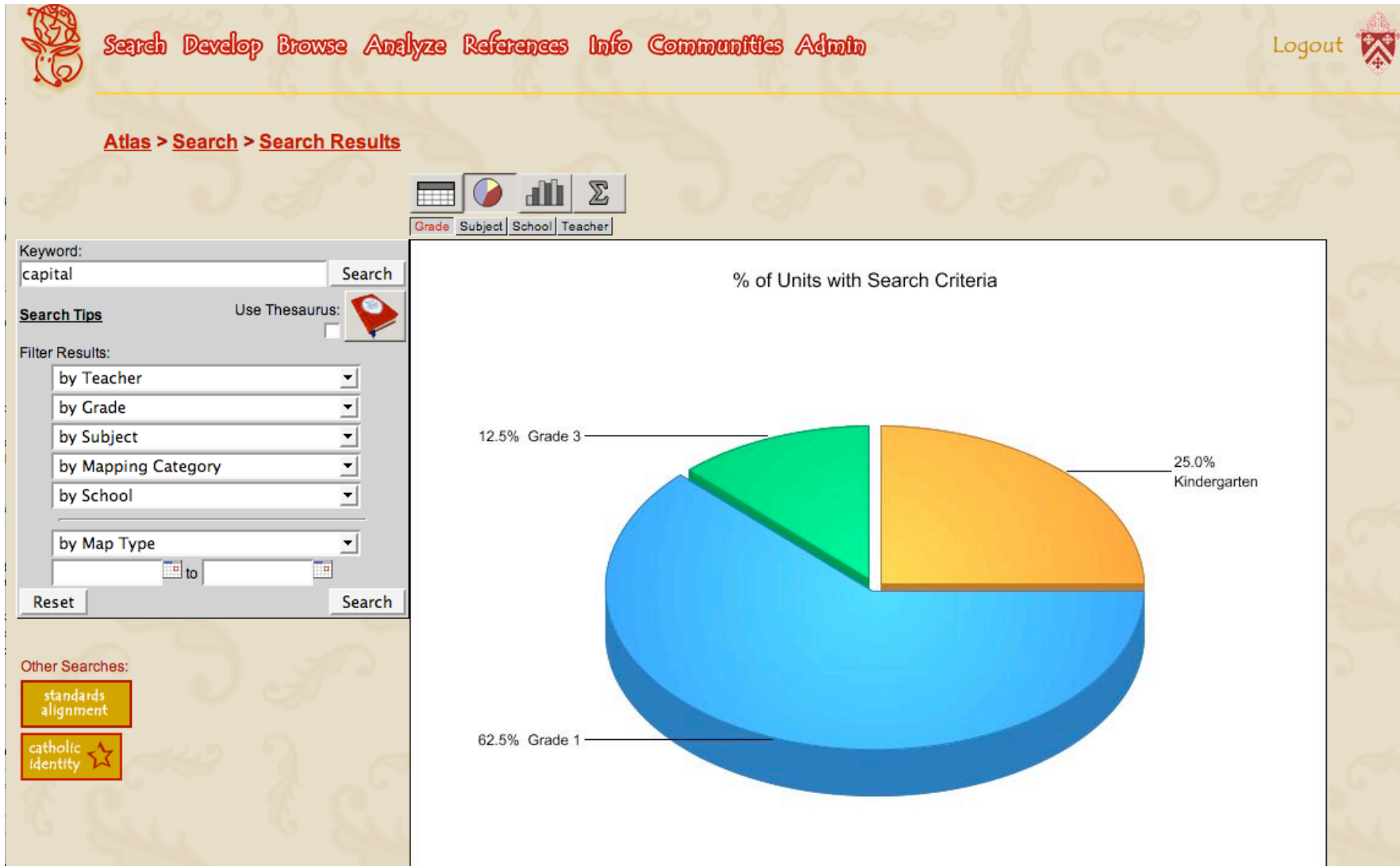
	Vocabulary	Comprehension	Spelling	Capitalization	Punctuation	Usage and Expression
Grade 1				70		
Grade 2				68		
Grade 3				64		
Grade 4				68		
Grade 5				55		
Grade 6				57		
Grade 7				53		
Grade 8				55		

90 – 100 (blue/advanced), 65 – 89 (green/proficient), 40 – 64 (yellow/proficient with concern), Below 39 (pink/below expectations)

Review Maps

- Where do we see capitalization being taught?
- Are all grade levels teaching it?
- Is it being touched upon in several subject areas (Language Arts, Social Studies, etc.)

Grade Levels



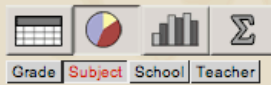
Subject Areas



Search Develop Browse Analyze References Info Communities Admin

Logout

Atlas > Search > Search Results



Keyword:
capital Search

Search Tips Use Thesaurus:

Filter Results:

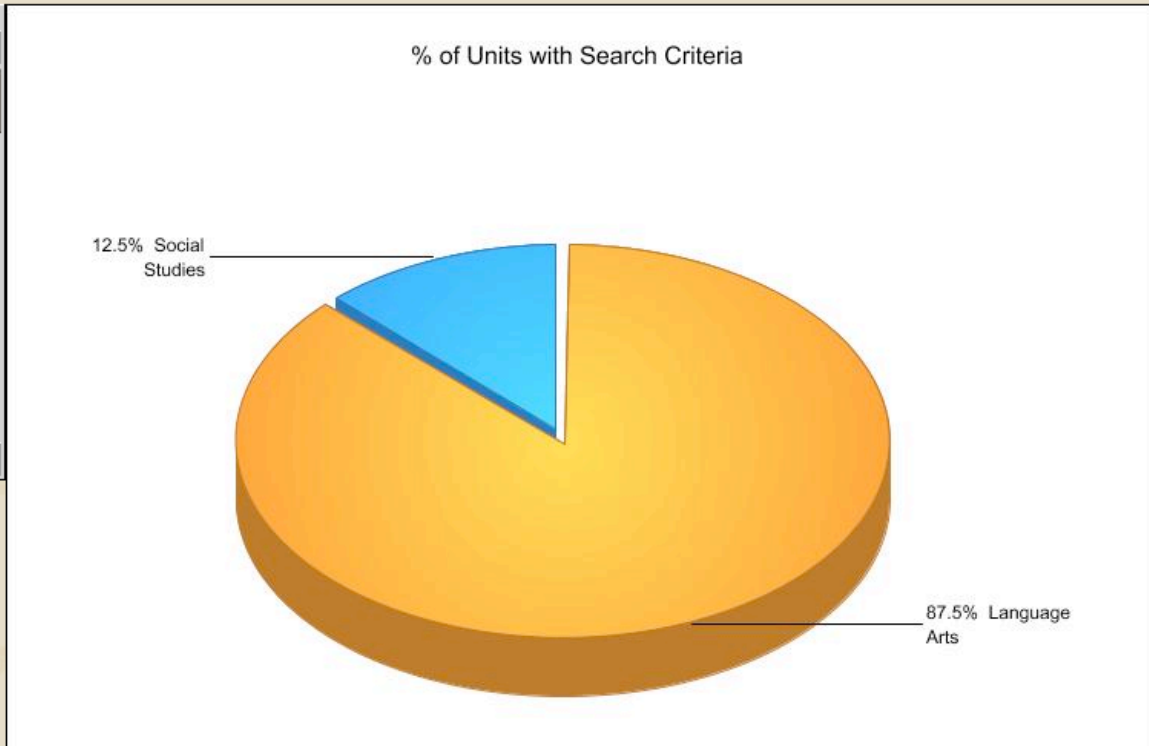
- by Teacher
- by Grade
- by Subject
- by Mapping Category
- by School
- by Map Type

Reset Search

Other Searches:

standards alignment

catholic identity



This process can be used several times to inform and focus instruction.

Atlas

- Use your Atlas sites to help in your data analysis

<http://holyfamilystow.doc.rubiconatlas.org>

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Levels of Assessment

- Standardized tests are not the *only* means of assessment!
- Classroom assessments are also used to gauge student progress

Examining Classroom Based Assessments

- Use the rating scale that is provided in three categories:
 - Advanced
 - Proficient
 - Basic
- Identify each assessment as Advanced, Proficient, Basic

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Classroom Based Assessments

- View sample assessments
- Identify as basic, proficient, or advanced

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Focus on an Instructional Issue

- Link teaching and learning
- Be specific and fine-grained
- Make certain that the problem is within the school's control
- Make certain that the problem serves as leverage to a larger problem or goal

Focus on Students

- Why do you suppose that students are struggling with this issue?

Focus on Teachers

- If you were to use “I” statements, how would you frame some reasons why students are struggling?

Summarize

<p>What have we discovered about the issue?</p>	<p>What questions do we have?</p>	<p>What further data might we need to address this issue?</p>
<p><i>Comprehension results are high in grade 3, but low in grades 2 and 4</i></p>	<p><i>-Why? -How can we utilize the expertise of the 3rd grade teacher?</i></p>	<p><i>-ITBS results from prior years -Grade level comprehension assessments -Maps</i></p>

Developing a Data-Driven Goal

- Establish SMART Goals
 - S – Specific
 - M - Measurable
 - A – Attainable
 - R – Realistic
 - T – Timely

Example: By May 2008, 70% of 1-4 graders will be proficient or advanced in reading comprehension

Develop an Action Plan

- What needs to be done?
- Who will do it?
- When will it take place?
- How will you know that students are improving achievement?
- Build a timeline for what you are targeting to happen.

Taking This Back to Your School

- Share what you have learned about your ITBS results
- Share your area(s) of concern
- Make the link to curriculum maps
- Develop an Action Plan as a school
- Focus on classroom based assessments, as well as standardized assessments
- Encourage school to utilize authentic assessments

www.oce-ocs.org/oce/teachers

- Click on the *Curriculum Mapping* tab
- Download presentations, handouts, data charts, etc.