



Milton Public Schools: Internal Assessments

School Committee Presentation

April 1, 2015



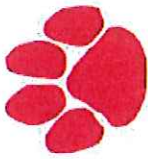
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Purpose of Assessments

- **Diagnostic Assessment**
 - Usually a pre-test to give teachers information about what students already know
 - **Best used by teachers and coordinators at the beginning of the course or year to identify gaps in student knowledge or skills**
- **Summative Assessment**
 - Evaluation of student learning at the end of an instructional unit by comparing it against a standard or benchmark
 - **Best used to provide achievement and/or growth data at the end of a course or end of year; e.g. end of unit assessments, final exams, MCAS /PARCC**



Purpose of Assessments

- **Formative Assessment**
 - Monitors student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning
 - **Best used by teachers and coordinators as tools to plan for instruction and for collaboration**
 - May include common assessments (essays, tests, quizzes, projects, performance tasks), benchmark, interim, and internal assessments
 - Occurs during course of instruction or at certain check points in the year
 - Not necessarily comparable one unit to the next, unless designed that way
- **MPS uses a combination of these approaches to evaluate learning and to plan instruction for students.**

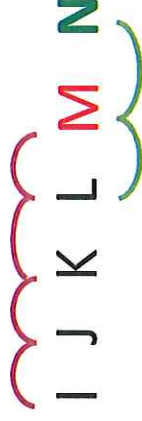


What can assessments tell us?

- Types of measures
 - **Growth:** a measure of academic progress between two points in time
 - **Performance:** a measure of mastery of certain skills, concepts, or standards
 - **Predictive:** a measure that predicts a student's performance on a standardized assessment; very specialized

- Example

F&P Reading Levels	Fall	Spring
Susie	I	M
Johnny	L	N



- N is grade level for Spring.
- Although Susie achieved 4 levels of growth and Johnny only 2, she is still below grade level in reading.

- **It is important to match up the purpose of an assessment with the interpretation of results.**



What about District Determined Measures (DDMs)?

- As part of the **new Educator Evaluation System**, every teacher will need to measure and report student growth on two assessments, referred to as DDMs, to show their impact on student learning.
- One DDM may be the Student Growth Percentile (SGP) obtained from MCAS/PARCC or another growth measure; the other DDM may include portfolios, commercial assessments, district-developed assessments, or capstone projects.
- A district-wide **DDM Working Group** has been convened to identify existing common assessments to use or to develop new assessments for each grade level and content area.
- **Although some internal assessments presented today could be DDMs, MPS uses internal assessments primarily to inform teaching and learning.**



Landscape of MPS Internal Assessments: Elementary Schools

	ELA	FLA	Math	Science
G1	<ul style="list-style-type: none"> Fountas & Pinnell BAS (F&P) 	<ul style="list-style-type: none"> Decoding/comprehension and GB+ at end of year 	<ul style="list-style-type: none"> Pre-tests, midyears, and finals End of unit common assessments 	<ul style="list-style-type: none"> End of unit common assessments (in development to reflect new FOSS curriculum)
G2	<ul style="list-style-type: none"> F&P 			
G3	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI), F&P 	<ul style="list-style-type: none"> Pretests Piloting post-tests 		
G4	<ul style="list-style-type: none"> SRI, F&P 			
G5	<ul style="list-style-type: none"> SRI, F&P 			

- The Fountas & Pinnell BAS (F&P) measures a student’s reading ability by generating an instructional and/or independent reading level. It is administered 2-4 times a year as needed to drive classroom instruction.
- The **GB+** is a diagnostic French Immersion reading assessment that can be aligned with the F&P. Only used in grade 1 at the end of year and in grade 2.
- The Scholastic Reading Inventory (SRI) is a reading assessment which provides data on students’ reading comprehension and growth over time. It is given at the beginning of the year and at midyear.
- End of unit common assessments** in math give information on the unit just taught. Not designed to show growth from one unit to the next.



Landscape of MPS Internal Assessments: Middle School

	ELA	History/ Geography	Math	Science
G6	• SRI, F&P • Piloting Academic Merit	• Piloting Document-Based Questions (DBQ)	• End of unit common assessments • Piloting a measure which is a performance-based task	• Pre-test and post-test in Earth, Physical and Life sciences • Piloting Claims, Evidence, Reasoning tasks
G7				
G8				

- **AcademicMerit** is a formative close reading and writing assessment aligned to the Common Core. Scored using a rubric.
- **Document-Based Questions** use primary and secondary sources to respond to pre-AP document-based questions. Will be used as a growth measure.
- A measure is being piloted in Math this year drawing from the Mathematics Assessment Resource Service (MARS) performance-based tasks.
- **Claims, Evidence, Reasoning** tasks are linked to each science unit and will be used as a growth measure.



Landscape of MPS Internal Assessments: High School

	Humanities	Math	Science
G9	<ul style="list-style-type: none">• Pre-test and post test (essay writing prompt)• Common midyear and final• Piloting Academic Merit	<ul style="list-style-type: none">• Common unit assessments in Courses 1 and 2• Collaborative Critical Thinking tasks• Common midyear and final	<ul style="list-style-type: none">• Common unit assessments in Biology, Chemistry and Physics• Common midyear and final
G10			
G11			
G12			

- **Collaborative Critical Thinking** tasks are performance-based open ended questions given each term.
- Math common unit assessments have been developed for Courses 1 and 2, and team is working on assessments for Course 3.
- The high school science curriculum is undergoing revision in Chemistry and Physics to align with the new standards; common assessments will be modified accordingly.



Report on Progress since July 2014

Elementary Schools	Updates
Develop growth bands to measure student growth on Fountas & Pinnell for grades 1 and 2 and Scholastic Reading Inventory for grades 3-5	<ul style="list-style-type: none">• 2014-15 work with Grade Level Facilitators Grade 3 shift to F&P in winter 2015
Correlate (2014-15) 3-5 Scholastic Reading Inventory data with final (2015) PARCC data	<ul style="list-style-type: none">• To be completed when PARCC data becomes available
Implement Mathematics Performance Tasks to collect growth data for 2014-2015	<ul style="list-style-type: none">• Reviewing MARS tasks and comparing them with newly developed math tasks in EM4• Collected growth data using current assessments
Correlate Mathematics Performance Tasks with final (2015) PARCC data	<ul style="list-style-type: none">• To be completed when PARCC data becomes available
Implement Teaching Strategies GOLD in all kindergarten classrooms to measure growth	<ul style="list-style-type: none">• Full implementation 2014-2015 in kindergarten and preschool
Utilize technology to streamline assessment and analysis practices (iPads, Fountas & Pinnell app, and GB+ software)	<ul style="list-style-type: none">• Professional Development fall 2014
Pilot new unit assessments in grades 3-5 science	<ul style="list-style-type: none">• Implementation of FOSS science curriculum units in 2014-2015; assessments to be implemented in 2015-2016• Translation of FOSS curricular materials for French



Elementary Schools: Next Steps

Language Arts

- Review administration and analysis procedures for F&P, GB+ and SRI in all grades
- Begin utilizing the writing portion of the F&P assessment as needed to measure growth for students in grades 1-3
- Research and implement writing performance tasks to use in grades 4 and 5
- Continue development of common assessments in French and Spanish grades 1-5

Mathematics

- Work with Grade Level Facilitators to analyze mid-year and end of year data, using the Data Driven Protocol to report growth
- Continue to review MARS assessment tasks, current assessments and EM4 tasks to determine implementation plan for 2015-2016

Science

- Develop common assessments (in both French and English) and reporting procedures for general science in grades 3-5
- Implement common assessments in grades 3-5



Report on Progress since July 2014

Pierce Middle School	Updates
Compare targeted reading support students F&P data with 2014 Spring ELA results	<ul style="list-style-type: none">• Median SGP on 2014 ELA MCAS for students receiving reading intervention everyday= 72.5• Median SGP on 2014 ELA MCAS for students receiving reading intervention every other day= 54 (Presented to MPS School Committee on 10/15/14)
Expand Scholastic Reading Inventory to Grade 8 2014-2015	<ul style="list-style-type: none">• Completed Fall SRI data collected from all students, grades 6-8
Implement Mathematics Assessment Resource (MARS) Performance Tasks to collect growth data for 2014-2015	<ul style="list-style-type: none">• All students completed beginning of the year MARS Performance Tasks and teachers scored the work of students other than their own
Correlate MARS Performance Tasks with final PARCC data	<ul style="list-style-type: none">• To be completed when PARCC data becomes available
Complete development of science common assessments and implement 2014-2015	<ul style="list-style-type: none">• One unit assessment per trimester (Earth, Life, and Physical Science) is being implemented in grades 6-8• Pre-test for all 3 disciplines was administered in September 2014
Design rubric to evaluate scientific explanations, focusing on claims and evidence, to measure growth; identify anchor papers	<ul style="list-style-type: none">• Drafts of performance-based tasks and rubrics have been authored.• Some tasks have been piloted with goal by end of year for one per trimester



Pierce Middle School: Next Steps

English Language Arts

- Collect final SRI testing data for all students in May 2015 to analyze and determine growth
- Collect final Fountas & Pinnell data (for those receiving reading support) in May 2015 to analyze and determine growth
- Determine if we want to engage in AcademicMerit (measures close reading and writing) at all levels, 6-8, for the 2015-2016 school year

History/Geography

- Continue development of DBQs (pre-AP document based questions; use of primary and secondary sources to answer questions)
- Refine rubric for DBQs

Mathematics

- Performance-based post-test will be administered at the end of the school year and used to calculate student growth based on parameters set during the pilot last year
- Results will be correlated with PARCC results for predictive validity

Science

- Continue to develop rubrics for all open response questions on the common assessments
- Identify assignments and develop rubrics for one claim, evidence, and reasoning writing task per unit



Report on Progress since July 2014

High School	Updates
<p>Pilot Mathematics Performance Tasks in the core math courses to collect growth data for 2014-2015</p> <p>Review and revise the format of midyear and final exams in the math integrated courses to mirror that of the PARCC assessment</p>	<ul style="list-style-type: none">• Students are completing Collaborative Critical Thinking tasks in all math courses
<p>Implement common unit assessments in all core science classes</p>	<ul style="list-style-type: none">• Common unit assessments in math are beginning to incorporate reformatted sample PARCC items• Midyear was revised to add questions that mirror PARCC standards in Courses 1 and 2• Final will include reformatted sample PARCC items
<p>Review and revise the format of midyear and final exams in the core science classes to align with revised Pre-AP/AP Standards</p>	<ul style="list-style-type: none">• Implementation in progress
<p>Implement, review, and revise a common rubric for the persuasive essay in order to collect growth data for 2014-2015</p>	<ul style="list-style-type: none">• Midyear exams in the core science classes have been aligned with pre-AP/AP standards• Revision of final is planned for end of year
	<ul style="list-style-type: none">• English and history teachers gave the pre-test; post-test will be given at end of year to show growth



Milton High School: Next Steps

Humanities

- Collect and analyze data from the pre-test and the post-test (in May) to discern growth in ELA and History
- Move forward to implement AcademicMerit common assessment in Humanities

Mathematics

- Create a system for collecting and analyzing data from common unit assessments for Courses 1 and 2
- Collect and analyze results of the Collaborative Critical Thinking tasks
- Develop common unit assessments for Course 3

Science

- Collect and analyze data from revised midyear and final exams
- Pilot full-year laboratory portfolios that assess both skills and content knowledge in Biology and Chemistry



District: Next Steps

Challenges

- Currently, a central system for collecting data generated by all assessments does not exist.
- No one assessment can capture all measures of interest at the district level.
- How much data do we collect for it to be instructionally relevant for teachers?

Next Steps

- Work with all disciplines to streamline data collection for common assessments and determine which measures to capture at the district level
- Evaluate district data systems to determine how to maximize current systems to hold data or whether other tools are needed
- Work with Dr. Angela Burke to train staff on relevant technology tools (Google Drive, Google Classrooms, Chromebooks etc.)
- Work with curriculum coordinators to support data analysis practices at all grade levels
- Develop dashboards that show common data for each school