



CURRICULUM CORNER



February 24, 2025

In January our students completed a formative diagnostic assessment for Math and Reading. This is a very valuable tool for teachers and students. In last month’s Board Report I provided information on what the diagnostic is.

How do we use the results?

Districtwide- We are able to look at the data to see what percentage of students are performing on, above or below grade level in different domains of standards. This allows us to determine which set of standards we need to prioritize. We are using this data to help us set district goals and plan learning experiences for leaders and teachers while also using the data to adjust the curriculum. We will be analyzing how the implementation of the curriculum is going by comparing diagnostic data results from previous diagnostic assessments and making the appropriate adjustments in order to provide the best instruction for our students.

Schoolwide- We are able to look at the data to see what percentage of students are performing on, above or below grade level in different domains of standards. During grade level meetings we analyze how the implementation of the curriculum is going by comparing diagnostic data results from previous diagnostic assessments and identify bright spots as well as areas of focus. Schools/grade levels will be creating action plans using the data to improve growth for students. During grade level MTSS meetings the data is also used (with other points of data) as a data point to determine the need for Tier II/Tier III interventions as well as SPED referrals.

In the classroom- Each classroom teacher is able to look at the data to see what percentage of students are performing on, above or below grade level in different domains of standards. The program organizes students into groups based on the standards that have been identified as areas of focus and also provides lessons/activities for the teacher to use so they may provide explicit instruction for students in small groups or independently. The program provides resources to track student progress towards grade level proficiency of the standards.

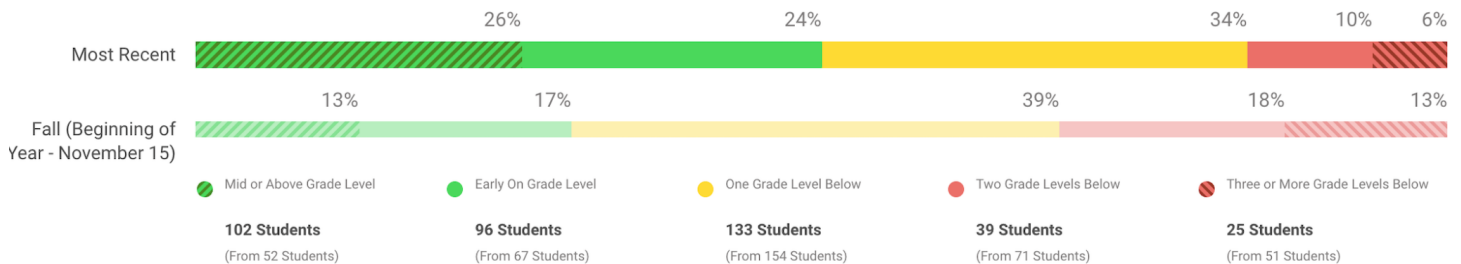
We are very pleased with the results as they show our students have made great growth in both areas. Our students have made significant growth in both reading and math (see below).

Reading-

- In the fall 30% of our students scored at or above grade level. Now 50% of our students scored at or above grade level.
 - 31% of students in the Fall scored 2 or more grade levels below. Now only 16% of our students scored 2+ grade levels below.
 - One focus in Grades K-2 is to continue to increase Phonological Awareness and phonics skills.
- One focus in the higher grades is vocabulary strategies across content areas

Overall Placement

Students Assessed/Total: 395/439





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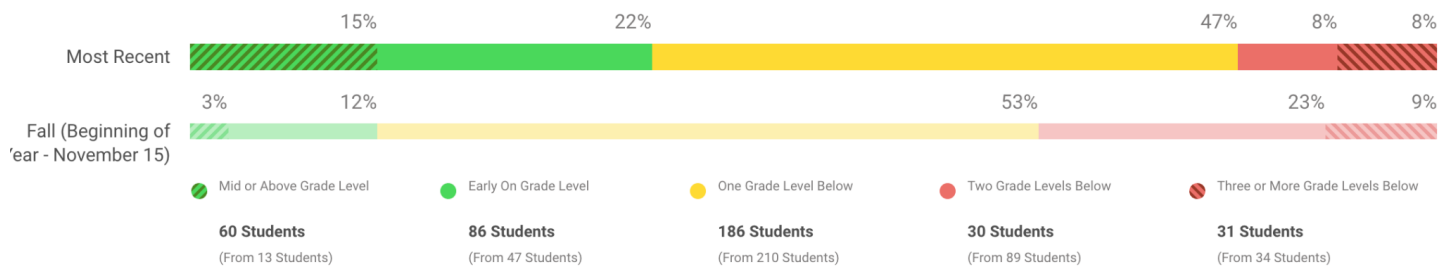


Math-

- In the fall 15% of our students scored at or above grade level. Now 37% of our students scored at or above grade level.
- 32% of students in the Fall scored 2 or more grade levels below. Now only 16% of our students scored 2+ grade levels below.
- One of our focuses is number sense skills based on the Number and Operations domain. Another focus is on math vocabulary strategies for students (integrating the reading domain results)

Overall Placement

Students Assessed/Total: 393/440



[The Mapping Between 5-Level and 3-Level Placements](#)

At Home:

The best thing you can do at home is read to your child, have them read to you or have them read independently nightly. Talk to your child about what they listened to/read, finding words in the text and asking them what they thought that meant. Having them experience a variety of fiction and informational text will help them a lot. For math count with your child forward and backward starting from any number 0-100 (especially the younger years), have them practice mental math facts by adding/subtracting objects at home (in K- 0-10, Gr. 1 0-20, Gr. 2 and higher double digit numbers). You could even create story problems for them to solve.

Thank you!

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