

# Universal Assessment and Progress Monitoring



**DATA AND ASSESSMENT COMMITTEE  
RECOMMENDATION**

# Data and Assessment Committee



- Established last year as a result of administrative priority setting
- Charged with auditing current assessments and developing district-wide agreements regarding necessary assessments and their purposes
- Charged with ensuring that schools have timely and accurate assessment results that inform data-based decision making and RTI

# Committee Membership



- Nancy Barcelos: Principal, Danville Elementary
- Lorin Caffelle: Special Ed. Coordinator, TRMS
- Kathy Dayotis: Principal, Atkinson Academy
- Michael Flynn: Academic Dean, TRHS
- Michelle Gaydos: Principal, Pollard Elementary
- Janet Gustafson: Curriculum Coordinator, TRMS
- Kelli Killen: Director of Elementary Education
- Patrice Liff: Assistant Principal, Sandown North
- Brian O'Connell: Assistant Principal, TRHS
- Mark Pedersen: Academic Dean, TRHS
- Kristen Pereira: District Trainer
- Dr. Roxanne Wilson: Assistant Superintendent of Schools
- Debra Armfield: Director of Professional Learning

# Work of the Committee



- Developed an Action Plan
- Developed a list of all regular education assessments currently administered to students in all schools
- Surveyed teachers to determine: What assessments data they had access to, did they know *how* to access all assessment data, what data did they need (but not have)?

# Assessment Criteria



- Universal Screening 3 times per year for all students
- Progress Monitoring for all students identified as below-level (once a week-monthly)
- Ease of use
- Fast
- Accurate
- Valid and reliable
- Receiving high ratings from the National Center on Response to Intervention

# Assessment Criteria Continued



- Math and Reading K-12
- Reporting Suite with progress monitoring data and the ability to set targets
- Measures of sub-skills
- Lexile
- Aligned to Common Core
- Instructional Recommendations
- Recommended Strategies for Teachers

# Work of the Committee Continued



- Examined research related to best practice in RTI, and Data-based Decision making to determine what assessments are essential in a comprehensive system PK-12
- Examined data management systems
- Researched assessment tools
- Selected 6 for formal review and presentations: AIMSWeb, PALS, STAR, DIBELS, Scholastic Inventory, iReady

# Conclusions of the Committee



- PALS: Primary only
- AIMSWeb: Elementary and Early Middle School, limited study of comprehension and text structure and complexity
- Scholastic Inventory: Limited measures
- DIBELS: Elementary
- iReady: Too time consuming

# STAR



- Renaissance Learning
- Screening measures of reading and math, K-12
- Progress monitoring
- Provides Lexile and Zone of Proximal Development
- Provides growth targets
- Adaptive
- Computer
- Valid and reliable
- Aligned to the Common Core
- Reporting Suite

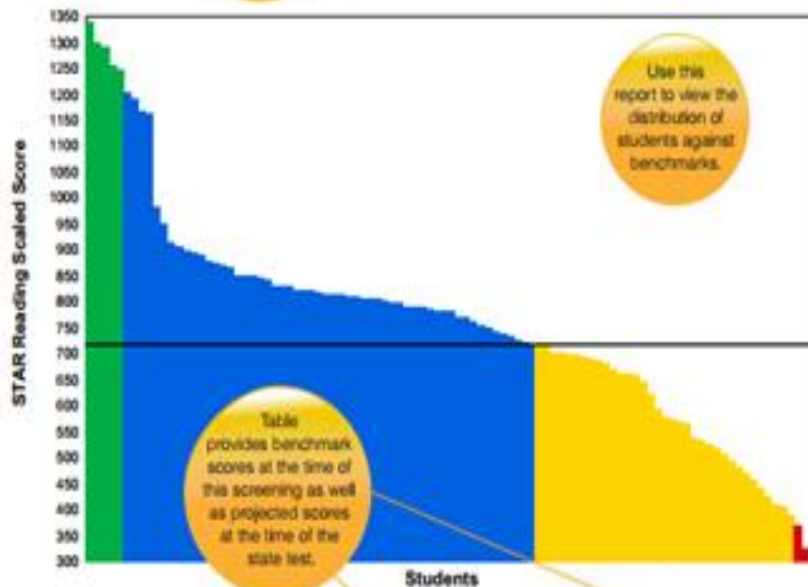
# Universal Screening



- The “Well Check”
- Predictive of Smarter Balanced Results

## Grade: 7

Run this report using your state or local benchmarks.



Categories / Levels	Current Benchmark <sup>#</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Level 4	All/Above 1233 SS	5	5%	All/Above 1252 SS
Level 3	All/Above 718 SS	56	56%	All/Above 791 SS
Category Total		61	61%	
<b>Less Than Proficient</b>				
Level 2	Below 718 SS	35	35%	Below 791 SS
Level 1	Below 383 SS	4	4%	Below 447 SS
Category Total		39	39%	
<b>Students Tested</b>		100		

**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

<sup>#</sup>Benchmark adjusted for time of year using student growth norms

Details for each student are on the following pages of this report.

School: **Pine Hill Middle School**  
Report: **Instructional Planning - Class Report**

Class or Group: **4th Hour English**

Benchmark: **School Benchmark** Legend

Testing End Date: **9/12/2011** (Includes STAR Reading Enterprise Test scores up to 30 days before this date)

Options

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Student	Scored Score / Possible Score	Instructional Groups: 3			
		1	2	3	Unassigned
Heather Rice	1242 SS / 97 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Curtis	1193 SS / 85 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Hunter	1185 SS / 83 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darius Clark	804 SS / 53 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Johnson	784 SS / 51 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christina Reyes	715 SS / 45 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gregory Mackowiak	696 SS / 42 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Dubak	664 SS / 38 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Atkinson	579 SS / 26 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jasmine Major	568 SS / 24 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Farnes	538 SS / 20 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
José River		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Locke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noah Daniels		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry Chads		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cancel Preview Report

running the Class Instructional Planning report.

The colored boxes are based on the benchmark selected.

Group students as needed by selecting the number of groups and the students in them.

Recommendation is 5 skills per domain; as you become more familiar with the reports, you may want to adjust the number of skills.

Once groups have been established, finish customizing the report using the report options.

STAR Reading

Home > Reports > Instructional Planning

Report Options

School: **Pine Hill Middle School**  
Report: **Instructional Planning - Class Report**

Customization Options

Students: **4th Hour English**

	Word Knowledge and Skills	Comprehension Strategies and Constructing Meaning	Analyzing Literary Text	Understanding Author's Craft	Analyzing Argument and Evaluating Text
Group 1: (7 students/median SS: 804)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills
Group 2: (4 students/median SS: 574)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills
Group 3: (4 students/median SS: 442)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills

Instructional Difficulty

The level of challenge reflected in the recommended skills.

Page Break

Adjust instructional difficulty (Advanced Feature)

Page break after each group

Planning Report for a Class.

**Group: Grade 7 Reading**

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	7	804	696-1342
Group 2	4	574	538-664
Group 3	4	442	304-681

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

**Skills to Learn**

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

**Group 1****Students**

Rice, Heather; Curtis, Jason; Hunter, Stephanie; Clark, Darius; Johnson, Tim; Reyes, Christina; Mackowski, Gregory

Students are listed in rank order.

**Word Knowledge and Skills**

1. **Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/elaborate/elaborate/overly complicated)**
2. Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities), to comprehend text
3. Recognize what items or ideas are being compared in analogies found in grade-appropriate text
4. Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry
5. Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text

Recommended skills are based on the median Scaled Score for each group.

**Comprehension Strategies and Constructing Meaning**

1. Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews
2. Evaluate how the author's purpose is conveyed
3. Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)
4. Understand how plot, unusual settings, and characters support conclusions
5. Analyze subtle support for conclusions

Find more information on any skill listed using Core Progress for reading.

**Analyzing Literary Text**

1. Evaluate the credibility of the setting influence
2. Analyze the importance of the setting influence
3. Identify and analyze the purpose
4. Analyze character traits
5. Discern and compare subjective/objective

**Group 2****Analyzing Literary Text**

1. Analyze and explain how common literary devices (e.g., sound devices) affect text
2. Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning
3. Recognize common archetypal patterns (e.g., tricksters, the hero's quest) and symbols (e.g., the heart of love) in myths and traditional stories
4. Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)
5. Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

**Analyzing Argument and Evaluating Text**

1. Identify persuasive techniques and propaganda in text including promises, denials, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition
2. Evaluate the relevance and accuracy of information
3. Identify an author's perspective and explain how it influences the argument
4. Recognize possible biases in an author's argument, and determine counterarguments to the claim by using their knowledge
5. Trace the development of an author's argument, and identify and evaluate supporting evidence for accuracy, and appropriateness

● Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Page 1 of a multipage report. Remaining groups are shown on following pages.



# Instructional Planning Report for Jasmine Major

Printed Tuesday, September 6, 2011 1:52:26 PM

Step 2:  
Run the  
Instructional  
Planning Report  
for a Student.

School: Pine Hill Middle School  
Class: 4th Hour English

Share this report with parents and students.

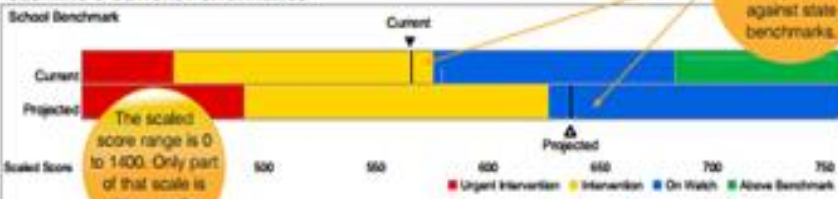
Teacher: Mrs. K. J. ...  
Grade: 7

## STAR Reading Test Results

Current SS (Scaled Score): 568 Test Date: 09/02/2011  
IRL: 4.7 ZPD: 3.6-5.6 ATOS 2000: 791 ZPD 2000: 5  
Projected SS for 06/10/11: 638 Based on research, 50% of students at this student's level will achieve th

Graph shows Jasmine's current and projected Scaled Score against state benchmarks.

## Jasmine's Current Performance



## Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Reading test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

### Word Knowledge and Skills

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Use this list of skills to help plan instruction for Jasmine.

#### Skills to Learn

1. Use context clues (e.g., context and common sense, examples, word relationships, translations) to determine or clarify the meanings of unfamiliar words (e.g., foreign words, technical and scientific words) in grade-appropriate text
2. Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)
3. Use knowledge of grade-appropriate affixes (e.g., -post-, -over-, -under-, -ex-, &, -in-, -ate-, -ive-, -ship-, -ance-, -ence-, -ant-, -ent) and Latin and Greek roots (e.g., -gram-, -polis-) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis)
4. Identify and understand homophones (e.g., leaf/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text
5. Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context

### Comprehension Strategies and Constructing Meaning

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Find more information using comprehension in texts at the Core Progress learning progression.

#### Skills to Learn

1. Distinguish more important from less important details
2. Monitor and adjust understanding of text by visualizing unfamiliar situations and summarizing complex relationships
3. Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)
4. Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text
5. Infer the main idea when it is not explicitly stated and explain how it is conveyed with details

Core Progress for Reading ADMINISTRATOR USER, D

### Core Progress Learning Progression for Reading

Search a research-based progression of knowledge and skills, and locate associated instructional materials

Grades and Domains:  [Learn More](#)

Selected search criteria

Grades: Grade 7

Domains: Understanding Author's Craft

[Modify Search](#)

Search Results

Focus Skills Only Focus Skills

Grade **7** **Understanding Author's Craft**

Students understand how the literary devices and techniques the author uses achieve certain effects. Students apply what they have learned from studying traditional stories and myths to understand allusions, archetypal patterns, and other traditions used by authors.

[Focus Skill](#)

[Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood](#)

Content-Area Vocabulary	tone, mood
Conceptual Knowledge	differentiating between tone and mood in text
Linguistic Competencies	gathering vocabulary knowledge when considering words or phrases important to comprehension or expression
ELL Support	Students compare tone and mood by creating a Venn diagram. In one circle, they list the words that capture the tone of the reading; in another, the mood; in the overlap, any words that are shared by both.

Prerequisite and Related Skills Denotes Focus Skill

Grade 6 - Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)

Step 3:  
Use Core Progress™ learning progression for reading.

Use Core Progress to find skills that were listed on the Instructional Planning reports.

ELL support provided for every Focus Skill.

Use vocabulary, concepts, and competencies to help you plan instruction.

Click on Teacher Activities or Sample Items to see more detail.



Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Associated Activity: Mood



Find

## MOOD

### OBJECTIVE

To help students identify the mood of a story

### MATERIALS

Any fiction book you have read to students, such as *145th Street: Short Stories* by Walter Dean Myers (5,1)

### LESSON

1. Read the following short poem to students:

Perfect Bliss

Three things I have for perfect bliss,  
No further need I look;  
An open fire burning bright,  
An apple, and a book,

—Anonymous

2. Ask, "How does this poem make you feel?" (Possible answers might be: cozy, content, peaceful, happy.) Tell students that the feeling of a piece of writing is called the mood.
3. Read a few sentences from your selection that convey a different mood from the one suggested above. For example, you might use the following passage from the story "Angela's Eyes" in *145th Street*:

Theresa, the mother of Angela Luz Colón, finally emerged from her grief and called the factory where she had worked before her husband, Fernando, had been killed . . . "You should go out more, too," she told her daughter.

Angela did go out more. She went to her seventh-grade classes, to the store, sometimes for walks alone in the park. These things she did when it was time for them to be done. She still spent a lot of time thinking about her father. The thoughts often came to her as she sat alone in the kitchen waiting for her mother to come home in the evenings. She would think of his laugh, the way his brown face would wrinkle around the eyes and the wide smile would fill their small kitchen.

4. When you have finished reading, (read) Point out that this part of the text is shaped by the following elements:
5. Discuss with students the ways in which the text is shaped by the following elements:

- Setting
- Descriptive details that create mood
- Connotations of words
- Character actions and dialogue

### Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Show Correct Answer

1. The storm raged outside our window as my sister and I huddled together feeling alone. My sister had reached the window and held our breath. The only light came from a streetlight shining through the window. We heard thunder rumbling in the distance.

What gives the passage an eerie mood?

1. the idea that the sister is telling a scary story
2. words such as huddled, only light, and rumbling
3. a streetlight shining through the window

Teacher Activity from Core Progress learning progression.

Teacher Activities can be used as teaching tools.

Use Teacher Activities with the whole class, small groups, or individual students.

Sample Item from Core Progress learning progression for reading.



# Student Progress Monitoring Report

Printed Thursday, December 2, 2010 4:51:19 PM

School: Oakwood Elementary School

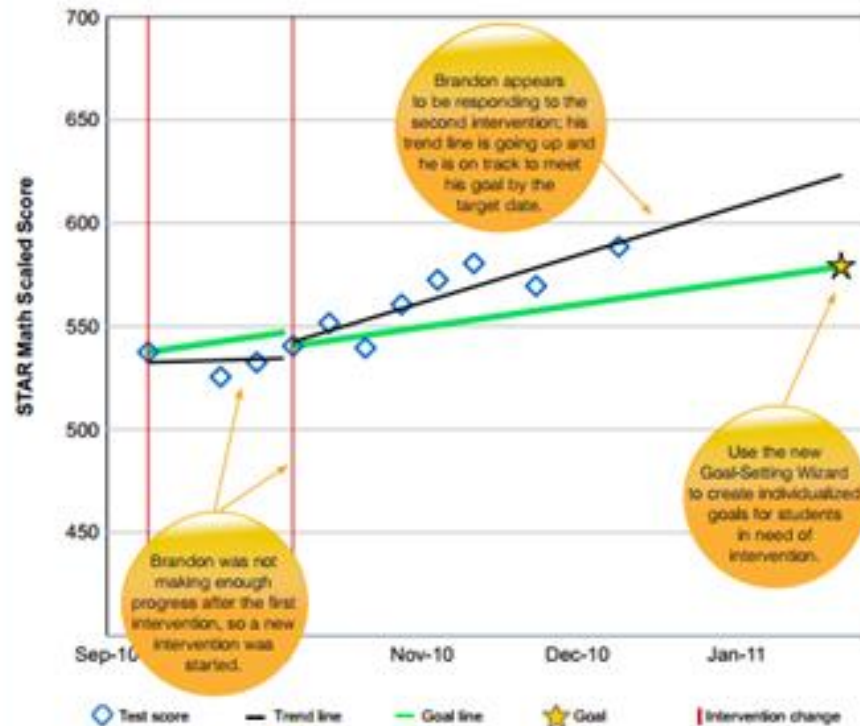
Reporting Period: 9

Page 1 of this report graphs a student's scores in relation to their goal, giving the teacher a picture of the student's progress.

## Bollig, Brandon

Grade: 4  
ID: B00LM

Class: Math 4A  
Teacher: Adams, M.



Brandon was not making enough progress after the first intervention, so a new intervention was started.

Brandon appears to be responding to the second intervention: his trend line is going up and he is on track to meet his goal by the target date.

Use the new Goal-Setting Wizard to create individualized goals for students in need of intervention.

### Brandon's Current Goal

Goal: 578 SS 26 PR (Moderate) Goal End Date: 1/21/2011 Expected Growth Rate: 2.5 SS/Week

While the goal line projects an intervention outcome, the trend line shows the student's actual progress toward goal.

Fluctuation of scores is to be expected when a student is assessed multiple times within a short period. Focus on the general direction emerging after multiple administrations of the assessment, not the ups and downs between individual scores.

### Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	Oakwood Elementary School	
Grade	All Grades	Or Select Multiple Grades
Method	<input type="radio"/> Cross Sectional (Same grade year to year - ex: G3, G3, G3)	
	<input checked="" type="radio"/> Growth (Same students over multiple years - ex: G1, G2, G3)	
	<input checked="" type="checkbox"/> Only include students who tested in all timeframes	
Timeframe	Last 3 years	Aug 1 - Sep 30 (Fall)
	Update	

Use this interactive report to view student progress over time.

This example shows data for the same students over multiple years.

Done Print

Uses district benchmarks.

#### Oakwood Elementary School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	District Benchmark Category			
				40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2012 - 2013 Grade 1		80	61% 49	19% 15	16% 13	4% 3
	--						
	--						
Grade 2	2012 - 2013 Grade 2		90	60% 54	19% 17	19% 17	2% 2
	2011 - 2012 Grade 1		90	56% 50	19% 17	20% 18	6% 5
	--						
Grade 3	2012 - 2013 Grade 3		85	61% 52	17% 14	16% 13	2% 2
	2011 - 2012 Grade 2		85	55% 47	18% 15	16% 15	6% 5
	2010 - 2011 Grade 1		85	52% 44	19% 19	17% 17	6% 5
Grade 4	2012 - 2013 Grade 4		83	65% 54	17% 14	16% 13	2% 2
	2011 - 2012 Grade 3		83	58% 48	18% 15	18% 15	6% 5
	2010 - 2011 Grade 2		83	53% 44	20% 17	19% 16	7% 6
Grade 5	2012 - 2013 Grade 5		90	61% 55	14% 13	19% 17	6% 5
	2011 - 2012 Grade 4		90	57% 51	17% 15	19% 17	8% 7
	2010 - 2011 Grade 3		90	50% 45	18% 16	21% 19	11% 10

The students in Grade 1 (2011-2012) are the same students in Grade 2 (2012-2013).

The 4th grade is making progress; 2012 has the largest proportion of students above the 40th PR.