Introductions
Our Focus for This Evening

- Learn how District 96 functions as a Professional Learning Community.
- Learn about the full continuum of assessments we use in District 96 to ensure that all students learn.
- Answer questions you have about assessment in District 96.
The most important question in any organization has to be: “What is the business of our business?”

-Judith Bardwick
Schools are here to prepare children to be adults. As educators, it is our job to ensure our students learn the essential skills, knowledge, and dispositions needed to succeed in their adult life.

*Assessment Helps Us Do This*
D96 MISSION, VISION, VALUES

**Mission**
Ensure that every child achieves his or her maximum potential.

**Vision**
Become the premier elementary school district in the nation.

**Values**
- Model for others what we expect from others.
- Every child, every school, every day.
- Best practice, not first practice.
- Learning has no boundaries.
- Celebrate success.
District 96 is a Professional Learning Community (PLC)

A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

DuFour, DuFour, Eaker & Many, 2010
The Four Critical Questions

1. What is it we want our students to learn?

2. How will we know if they have learned it?

3. How will we respond when some students don’t learn it?

4. How can we extend and enrich the learning for students who have demonstrated proficiency?
3 Big Ideas of Professional Learning Communities

1. **FOCUS ON LEARNING**
   We must focus on making sure that children LEARN.

2. **COLLABORATIVE CULTURE**
   No one person can meet the needs of every single child.

3. **RESULTS ORIENTATION**
   Hoping children learn is NOT a strategy that is good enough.
3 Big Ideas of a PLC

- Focus on Student Learning
- Collaborative Culture
- Results Orientation
The very essence of a professional learning community is a **focus on** and a **commitment to** the learning of each student.
We make “learning” rather than “teaching” the fundamental purpose of our schools.
Until it’s been learned, it hasn’t been taught
3 Big Ideas of a PLC

Focus on Student Learning

Collaborative Culture

Results Oriented
2nd Big Idea: Collaborative Culture

“A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are **mutually accountable**”

The Power of Collaboration

Teacher collaboration in strong PLC’s...

• improves the quality and equity of student learning
• promotes discussions that are grounded in evidence and analysis rather than opinion
• fosters collective responsibility for student success.

McLaughlin & Talbert, 2006
Big Ideas of a PLC

Focus on Student Learning

Collaborative Culture

Results Orientation
PLC’s Have a RESULTS ORIENTATION

Teams are committed to achieving desired results

They are hungry for evidence that their efforts are producing the intended outcomes
Impact of Becoming a PLC in District 96

Our Journey through Data …
2017 Top 10 Elementary Districts Academics (All Districts)

- Northbrook 27 (not benchmark)
- Butler 53
- Lincolnshire-Prairieview 103
- Deerfield 109
- Western Springs 101
- Northbrook/Glenview 30
- Oak Grove 68 (not benchmark)
- Avoca 37
- **Kildeer Countryside 96 (9th)**
- LaGrange Highlands 106 (not benchmark)
Kildeer Among Leaders in Exceeding Expectations

Source: 2008 - 2017 ISBE Media and Report Card database
Tabulated by: Advantage Analytics, LLC
Overall Growth Trend and Performance Level Exceeds Benchmark

Source: 2016 ISBE Media database
Tabulated by: Advantage Analytics, LLC
Points to Ponder

Discuss your thoughts so far...

What questions do you have?
Assessment Defined

Assessment is about gathering information, both formal and informal, to understand a student’s learning and performance in order to facilitate and communicate achievement and levels of proficiency.
What Do We Assess?

Assessments are directly aligned to what we want students to know and be able to do (identified school/district/state standards).
Who wants to know what?

<p>| | |</p>
<table>
<thead>
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</table>
| **Pupil** | • What do I know?  
• What do I need to do next?  
• Am I getting better? |
| **Teachers** | • Where are they in relation to where they need to be?  
• What are the gaps in their knowledge and understanding?  
• What do they need to learn next? |
| **Parents** | • What can they do?  
• What do they need to know next?  
• Where are they in relation to where they should be?  
• How can I help? |
| **Leaders & External Agencies** | • Are the children meeting expectations?  
• Are they making progress?  
• Is provision as good as it should be?  
• Are there groups making less progress than others? |
Crucial Distinction

- Assessment FOR Learning: How can we use assessment to help students learn more?
- Assessment OF Learning: How much have students learned at a particular point in time?
A Balanced and Coherent System of Assessment

- **Classroom Assessments**: Most Formative
- **Common Assessments**: More Formative
- **District Level Assessments**: More Summative
- **External Assessments**: Most Summative

- **Ongoing**: Daily
  - Student and Teacher Formative Assessments
  - Diagnostic and Prescriptive
  - Identify Students Eligible for Support in a Pyramid of Interventions
- **Collaboratively Developed**: Weekly
  - Common Formative Assessments
  - Collaboratively Developed District Benchmark Assessments
  - Calibrate and Pace the Curriculum
  - Identify Students Eligible for Ongoing Remedial and Programmatic Support
- **Annual**: Unit
  - State Mandated Summative Assessments
  - Ranks and Benchmarks Entrance and Exit Criteria

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A Balanced and Coherent System of Assessment

Classroom Assessments

Most Formative

Daily

Ongoing Student and Teacher Formative Assessments

Diagnostic and Prescriptive

Identify Students Eligible for Support in a Pyramid of Interventions

Common Assessments

More Formative

Weekly

Collaboratively Developed Common Formative Assessments

Identify Students Eligible for Ongoing Remedial and Programmatic Support

District Level Assessments

More Summative

Unit

Collaboratively Developed District Benchmark Assessments

Calibrate and Pace the Curriculum

External Assessments

Most Summative

Monthly

Annual

State Mandated Summative Assessments

Ranks and Benchmarks Entrance and Exit Criteria

Kildeer Countryside CCSD 96

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External Assessments...the MOST Summative

IL Science Assessment, PARCC (State Assessments) NWEA MAP

- Highly visible
- Validity
- Desire for additional information
The Illinois Science Assessment (ISA)

- Administered in Grades 5 and 8 and once at the HS level (Biology 1).
- Online format
- Aligned to the Next Generation Science Standards (NGSS)-Adopted in 2014
Next Generation Science Standards

Represent a shift from a broad array of content to a focused integration of science practices and concepts

–Focus on **limited number** of **core ideas**, integrate **science and engineering practices**, and taught through **cross-cutting concepts** among the “disciplines” of science.

NGSS developed by collaboration among states
–Illinois is one of the lead states involved in development
–Effort coincides with similar collaboration for CCSS
Former state assessments were not designed to:

- Assess and signal whether students are on track for success in college or careers
- Produce timely, actionable data for students, teachers and parents
- Test key skills, such as critical thinking and ability to problem solve
PARCC Key Ideas

• Designed to measure the COMMON CORE state standards that are guiding instruction in mathematics and English language arts.

• Focus on the skills students need in today’s world, including critical thinking, problem solving, and reasoning.

• Because the PARCC tests measure these COMPLEX SKILLS, which are different from previous state tests, scores on the PARCC test will look lower initially.
Key Information Provided in the Score Report

**Overall Student Performance** – This section of the report shows your student’s overall numerical score and the performance level achieved based on that score. Level 1 indicates a student is not yet meeting grade level expectations and Level 5 indicates the student has a strong understanding of grade level material.

Page two of the score report provides additional information about your child’s score and level of performance. Level 4 and above indicates that a student meets or exceeds grade level expectations and is well prepared for the next grade level.

**Score Graph** – The colored graph shows the score ranges for each performance level and where your child’s score falls within that range. This gives you an indication of how close your child is to achieving the next level.
Performance Levels

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations
2017 3rd Grade PARCC Meets and Exceeds

Math
- IL: 39
- D96: 78

Literacy
- IL: 36
- D96: 71
2017 4th Grade PARCC Meets and Exceeds

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<th>IL</th>
<th>D96</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
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<td>72</td>
</tr>
<tr>
<td>Literacy</td>
<td>37</td>
<td>72</td>
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2017 5th Grade PARCC Meets and Exceeds

Math
30 (IL) 65 (D96)

Literacy
37 (IL) 75 (D96)
2017 6th Grade PARCC Meets and Exceeds

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<th>Subject</th>
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</tr>
<tr>
<td>Literacy</td>
<td>35</td>
<td>78</td>
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7th Grade PARCC Meets and Exceeds

Math
- IL: 27
- D96: 68

Literacy
- IL: 40
- D96: 80
8th Grade PARCC Meets and Exceeds

Math

- IL: 32
- D96: 68

Literacy

- IL: 37
- D96: 68
Points to Ponder

Discuss your thoughts so far...

What questions do you have?
External Assessments…the MOST Summative

MAP Testing

- Replaced IOWA testing
- Assesses growth-Fall, Winter, Spring
- Computerized
- Not timed
- Test and results are individualized
MAP Assessment

• Measures of Academic Progress (MAP) is a computerized test given to students in grades K-8 in Reading and Math.

• NWEA (Northwest Evaluation Association) is the nonprofit educational services organization that creates the assessment.
MAP Assessment

• MAP tests are tailored to a student’s current achievement level and measures growth over time.

• Following each testing period, you will receive a report showing your child’s growth.

• The test provides immediate information to students, teachers and families three times a year (fall, winter, spring).
MAP Assessment

• Questions become more difficult with each correct answer, or easier with each incorrect answer
• Tests are about 1 hour long
• The scale used to measure progress is not feet and inches, but a RIT scale.
• Reports provide scores for each skill area to determine strengths, areas to improve and overall score
Similar to a growth chart, MAP tests measure your students growth in Math and Reading each year.
Student Goal Setting Using MAP

WHY?

1. To ensure that students understand their MAP Report (it is essential that students understand what this data means).

2. To involve students in the process of understanding their current achievement level and engage in the process of where are you now, where do you want to be, and how will you get there.

3. To ensure that teachers have a better understanding of what the MAP data tells them about their students and how they can utilize the reports to differentiate instruction effectively.
John Hattie’s (and our own) Research Supports This Work

**Self-reported grades:** Effect size 1.44

- 3rd Highest recorded influence in the study

Children are the most accurate when predicting how they will perform. In a video Hattie explains that if he could write his book Visible Learning for Teachers again, he would re-name this learning strategy “Student Expectations” to express more clearly that this strategy involves the teacher finding out what are the student’s expectations and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

**Case Studies:** Classrooms that participated in goal-setting had higher overall student growth than those that did not
Hattie’s Research

Influences on Achievement

ZONE OF DESIRED EFFECTS

- Typical Teacher Effects
- Developmental Effects
- REVERSE

0.15
0.30
0.40
0.50
0.60
0.70
0.80
0.90
1.0
### Hattie’s Research

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**Influences on Achievement**

- [Zones of Desired Effects](#)
A Balanced and Coherent System of Assessment

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  - Most Formative
  - Daily
  - Ongoing Student and Teacher Formative Assessments
  - Diagnostic and Prescriptive
  - Identify Students Eligible for Support in a Pyramid of Interventions

- **Common Assessments**
  - More Formative
  - Weekly
  - Collaboratively Developed Common Formative Assessments

- **District Level Assessments**
  - More Summative
  - Unit
  - Collaboratively Developed District Benchmark Assessments
  - Calibrate and Pace the Curriculum
  - Identify Students Eligible for Ongoing Remedial and Programmatic Support

- **External Assessments**
  - Most Summative
  - Monthly
  - Semester
  - Annual
  - State Mandated Summative Assessments
  - Ranks and Benchmarks Entrance and Exit Criteria

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District Benchmark Assessments

- Ensure district wide standardized curriculum
- Ensure curriculum reflects state/common core standards
- Developed by teachers
How we Use the Data from District Benchmarks

- Determine student proficiency on all levels of the grading scale (2.0-4.0)
- Plan interventions and extension for all students
- Discussion of teaching strategies, test item validity, balance of question items vs instruction time on material
- Revise assessments
A Balanced and Coherent System of Assessment

Classroom Assessments
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Research consistently shows that regular, high-quality Formative Assessments increases student achievement.
Common Assessment Criteria

- Focus on student learning
- Team created or agreed upon
- Results are collaboratively analyzed and action taken
- Immediate feedback for students and teachers
- Students have multiple opportunities for success
How We Use Data from Common Formative Assessments

- Evaluate the results to determine the needs of all learners in the classroom

- Design instruction to meet the needs of all learners in the classroom to differentiate instruction
A Balanced and Coherent System of Assessment

Classroom Assessments

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  - Daily
  - Weekly
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  - Ranks and Benchmarks Entrance and Exit Criteria
  - Identify Students Eligible for Support in a Pyramid of Interventions
  - Identify Students Eligible for Ongoing Remedial and Programmatic Support
Daily Classroom Assessment

- Ticket out the door (Exit Slips)
- Numbered Heads Together
- Think, Pair, Share
- Conferencing with Students
- Checklists
- Slate assessment
- Use of Clicker System
Classroom Assessments

- Developed by teachers at the building level.
- Provides most frequent feedback about student learning.
- Not necessarily common (Teacher-specific based on the classroom needs)
- Not publicly discussed
- Assists teachers in knowing on a daily basis student strengths and needs
Using the Data from Classroom Assessments

- Teacher individually evaluates the results to determine the needs of all learners in the classroom as they progress through lessons.

- Guides and monitors the pace of instruction as students move through a lesson.
PLC Question #1: What is it we want our students to learn?

District 96 Assessment Continuum and Data Analysis Cycle

PLC Question #2: How will we know if each student has learned it?

Optional Pre-assessment with Data Conversation

Data Driven Instruction

Formative Classroom Assessments

Data Driven Instruction

Mid-Unit Common Formative Assessments With Data Conversation

Data Driven Instruction

End of Unit Common Formative Assessment with Data Conversation

Teams clarify the learning prior to engaging in the process. Target and rubric review, anticipate errors, confusion, etc.

Pre-assessment (PA)
- Administered at least two weeks in advance
- Used to determine what students already know to tailor the instructional unit plan and/or differentiate to meet specific student needs
- May or may not be common

Formative Classroom Assessment (FA)
- Administered daily
- Used to make decisions in the moment or day-to-day (checklists, observations, conferencing, etc.)
- May or may not be common

Mid-Unit Common Formative Assessments
- Administered during the unit of instruction within a defined window
- Used to check-in on student progress toward mastery of essential learning outcomes
- Common at the team and/or District Level

End of Unit Common Formative Assessment
- Administered at the end of a unit of instruction within a defined window
- Used to assess current level of mastery after a significant amount of instruction
- Common at the District Level

PLC Question #3: How will we respond when some students don’t learn it?

PLC Question #4: How can we extend the learning for students who have demonstrated proficiency?
A Guaranteed and Viable Curriculum

Guaranteed:
No matter who teaches a given course or grade-level, certain topics will be adequately addressed.

Viable:
Few enough learning targets to ensure that the process of teaching & learning the targets is viable: teachers can adequately address them in the time available to them.

Marzano, 2003
Points to Ponder

Discuss your thoughts so far...

What questions do you have?
Parent Resources

National Parent Teacher Association offers grade-by-grade parent guides for student success. Available in English and Spanish.

www.pta.org/parents/content.cfm?ItemNumber=2583

PARCC Parent Resources

https://parcc-assessment.org/parent-resources/

NWEA MAP Parent Resources

https://www.nwea.org/parent-toolkit/
THANK YOU FOR LEARNING WITH US!