



STUDENT ASSESSMENT K-12

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WHAT ARE THE COMMON CORE STATE STANDARDS?

- Developed collaboratively by teachers, administrators, and elected officials from across the United States that originated with a group of governors and state school officials.
- Are a set of K-12 expectations for English Language Arts and Mathematics.
- They were designed to ensure all students are able to compete and succeed globally.



CONNECTICUT CORE STANDARD

- In 2010, Connecticut along with 44 other states adopted the Common Core State Standards in Mathematics and English Language Arts (ELA).
- In 2014, Connecticut renamed the Common Core State Standards to Connecticut Core Standards.



HOW DO WE USE STANDARDS?

- Standards define what students in each grade should know and be able to do.
- Since New Canaan has always had rigorous expectations for all students, the Connecticut Core Standards have been informative rather than transformative in helping us shape curriculum.



WHAT ARE SOME OF THE CONCEPTS WE HAVE EXAMINED WHEN REVISING CURRICULUM?

In Mathematics:

1. Greater Focus
2. Coherence
3. Skills, Understanding, and Application
4. Emphasis on Practices



UNIT OF STUDY- MATH

Enduring Understandings

Algebraic properties govern the fluent manipulation of symbols in expressions, equations, and inequalities.

Showing work and explaining my reasoning are methods of documenting and demonstrating my understanding of mathematics.

Essential Questions

How do I know that one expression or equation is equivalent to another?

Why do I have to show work when I know this is the answer?

Content Standards

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Knowledge-Students will know...

Order of operations

Number types: whole, integer, rational, irrational, real

Opposite, absolute value

Skills-Students will be able to...

Simplify algebraic expressions involving exponents, negative signs, absolute value, distributing

Type numeric expressions into a calculator to indicate correct order of operations

Determine whether a proposed solution is valid for a given equation or inequality

Solve multi-step linear equations in one variable, including variables on both sides, proportions, and simple rational equations with numeric or like monomial denominators

Connection to Standards for Mathematical Practice

SMP1: Students will ask themselves if their solutions make sense.

SMP2: Students will represent situations symbolically and demonstrate habits of knowing and flexibly using different properties of operations.

SMP3: Students will construct arguments to justify their steps.

SMP4: Students will use equations or inequalities in one variable to model real-world situations.

SMP5: Students will use calculators appropriately to simplify and evaluate numeric and algebraic expressions.

SMP6: Students will understand the difference between an exact and an approximate solution and make judgments about when each is appropriate.



COHERENCE IN MATHEMATICS

Operation and Algebraic Thinking

Grade 1 OA: Apply properties of operations as strategies to add and subtract.

Grade 3 OA: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Grade 5 OA: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Expression and Equations

Grade 6 EE: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Grade 7 EE: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Grade 8 EE: Solve linear equations in one variable.

Creating Equations

Algebra CED: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.



WHAT ARE SOME OF THE CONCEPTS WE HAVE EXAMINED WHEN REVISING CURRICULUM?

In English Language Arts:

1. Focus on Evidence
2. Text Complexity
3. Speaking and Listening
4. Literacy in Content Areas



UNIT OF STUDY: READING AND RESEARCHING FOURTH GRADE

Enduring Understandings

Students will understand that:

- authors of informational text usually have a stance and/or bias that can be detected by the reader.
- many sources must be examined in order to fully understand a topic of research and study.
- firsthand and secondhand accounts of an event provide different views to be considered.

Essential Questions

- Why is it so important to be able to detect bias in today's world?
- What work is required to really become knowledgeable about a topic?

Reading Standards for informational text:

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Speaking and Listening:

4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

HOW DO WE KNOW OUR STUDENTS ARE LEARNING?

Assessment should inform instruction and be:

- Multifaceted
- Ongoing
- Meaningful
- Useful to progress monitor student growth

The cycle of student assessment:

- Varies in purpose and design- screening, diagnostic, formative and summative



LANGUAGE ARTS ASSESSMENTS K-2

Kindergarten

Phonemic Awareness

Sentence Dictation

Sound/Symbol Correspondence

DRA- Developmental Reading Assessment (3 times/year)

First Grade

Sentence Dictation

DRA- (3 times/year) Includes Fiction and Non-Fiction

Second Grade

DRA- (3 times/year) Includes Fiction and Non-Fiction & Includes written component in Winter or Spring

Degrees of Reading Power (DRP)

Reading Assessment Inventory (RAI)

Pre & Post Writing Pieces Unit Specific



LANGUAGE ARTS 3-5

Third, Fourth & Fifth

- DRA- (2 or 3 times/year)
Includes Fiction & Non-Fiction as well as written component
- Reading Assessment Inventory (RAI)
- Comprehension Passages-written responses
- Blue Ribbon- Editing and Revising
- Pre & Post Writing Pieces



LANGUAGE ARTS 6-12

Grades 6-8

- Reading Assessment- Fall & Spring
- Pre and Post Writing Assessments
- Blue Ribbon Editing and Revising
- NWEA

Grades 9-12

- Variety of Common Reading Assessments
- Variety of Writing Assessments (Writing Portfolios)



MATHEMATICS K-5

Kindergarten

Fall, Winter, Spring Benchmark Checklist
Addition and Subtraction Facts (up to 5)

First Grade

Fall, Winter, Spring Benchmark Assessments
Addition and Subtraction Facts (up to 10)
Exemplars

Second, Third, Fourth, & Fifth Grade

Unit Assessment Tasks
Fall, Winter, Spring Benchmark Assessments
Addition and Subtraction Facts
Multiplication and Division Facts (Third-Fifth Grade)
Computation Sets (Fall, Winter & Spring)
Exemplars



MATHEMATICS 6-12

Unit Assessments

Common Assessments

Grade and Course specific

NWEA- Grades 6-8



HOW DO WE ANALYZE & UTILIZE DATA?

Response to Intervention -Data Teams

- Language Arts & Mathematics
- 2 to 3 times yearly depending on grade
- Protocol Followed
- Action Plans Created (Intervention & Enrichment)
- SMART Goal Created
(Specific, Measurable, Attainable, Relevant, Time Bound)

Units of Study Reviewed

- Resources Needed
- Differentiated Plans Discussed



TEACHER EVALUATION & PROFESSIONAL LEARNING (TEPL)

Self Reflection

- Trend Data About Student Performance Over Time
- Data About Instructional Practices
- Areas of Strength
- Questions/Wonderings
- Opportunities for Professional Growth

Professional Growth Plan

- Professional Learning Focus (Domain & Indicator)
- Rationale
- Related Student Impact
- Evidence of Impact on Professional Practice & Student Learning



SUMMATIVE ASSESSMENTS

Connecticut Mastery Tests

Since 1985- Fall Assessment in Grades 4, 6 and 8
March 2006- Spring Assessment in Grades 3-8

Connecticut Academic Performance Test

Since 1995 - Spring Assessment in Grade 10

Smarter Balanced Assessment

Field Test in 2014

Full Implementation 2015 for Grades 3-8 and 11



COMPARISON

CMT/CAPT

Based on Old Standards

Paper Pencil

Grade Level Bound

ELA/Math/Science

Accommodations

About 7 Hours

Results in Summer

State, District & School Data Reported

Longitudinal Data

Smarter Balanced

Based on New Standards

Computer Based

Computer Adaptive

ELA/Math

Accommodations/Designated Supports

About 7 Hours

Untimed for all Students

Results in Summer

State, District & School Data Reported

Longitudinal Data



ADVANCED PLACEMENT PARTICIPATION

	2011	2012	2013	2014	2015
Number of Courses Offered	17	17	17	21	23
Total Students in Grades 10-12 (October 1)	998	1003	987	920	934
Total Enrollment in AP Classes (October 1)	591	595	626	737	825
Total # AP Tests Taken	554	552	613	694	861
# Different Students Testing	278	289	316	318	373
% Enrolled in AP Who Tested	93.7%	92.8%	97.9%	94.2%	
% of Students 10-12 Took AP Tests	27.9%	28.8%	32.0%	34.6%	

Questions?

