



Assessments and Tests:

Providing information on student learning, and guiding teaching

Paulding County Elementary Schools



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Testing and Assessment in Elementary School

- Allows students to show **what** they have learned
- Allows students to show **how much** they have learned (progress made)
- Allows parents to know how well their child is learning
- Allows teachers to see how well **they** are doing
- Results are used to design instruction and plans for supporting the student

Testing and Assessment

- A process or event designed to measure abilities, skills, or knowledge
- Determines “mastery level”, or where the student is in achievement of meeting learning goals
- Used to create goals for learning and strategies for teaching
- Helps to determine readiness for next set of concepts

In Elementary Grades

Tests and assessments include those provided by the teacher, the county, and the state

Teacher Projects Reports Unit/Chapter Tests Presentations

County Universal Math Screener Universal Reading Screener

State Georgia Milestones ACCESS Georgia
Alternative Assessment GKIDS

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>

Teacher Created Tests and Assessments

- Include “**formal**” and “**informal**” evaluations of student learning
- **Formal** tests are usually taken at the end of a unit, term, or year
 - usually used to indicate how well a student has “mastered” standards that were taught, and may be used to determine a grade, or statement of achievement
 - used to determine if re-teaching needs to be provided

Teacher Created Tests and Assessments

- **Informal assessments are used by the teacher in order to gain understanding of student progress in moving toward mastery of a standard and are used to communicate progress to the student and to parents**
 - Includes activities such as in-class “non-graded” assignments, discussions, one-on-one conversation with the student, etc.
 - Results often show what a student may specifically need to learn in order to successfully move toward mastery of a standard
 - Provides information on how parents may be able to help their child
 - Helps the teacher to plan for and provide specific instructional strategies to help the student achieve success

District Created Assessments: 9-Week Checkpoints

Paulding County students in grades 4-5 complete a 9-Week Checkpoint Assessment in Reading, English Language Arts and Math; this is administered at the end of each 9 weeks

- Based on the content that was taught in the 9 week term
- Administered in a formal way
- Results are used to guide teaching: what may need to be retaught so that students will achieve success, and how parents can help their child
- May be used as a student grade

District Assessments:

K-3 Reading & Math Fluency Assessments

Each nine weeks, students in grades Kindergarten through 3rd grade participate in a Reading Fluency and Math Fluency assessment.

- Used to measure progress, identify areas in needs of improvement, and to plan for instruction
- Provides information for teachers and parents on areas where students have mastered learning and where they may need additional support
- Provides information to plan for “next-steps” so that the student will experience continuous growth

Teachers share specific information about student results during Parent-Teacher Conferences in October and March.

Georgia Milestones (Elementary)

- Designed to measure how well students have learned the skills and knowledge described in the curriculum in the areas of English language arts and mathematics in grades 3, 4, & 5
- Science and social studies – only 5th grade this year (2016-2017)
- Taken at the end of the school year
- Provide information on academic achievement at student, class, school, system, and state levels
- Used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted curriculum, and to gauge the quality of education throughout Georgia.

Tests Required by the State

2 types of questions on Georgia Milestones

Criterion-referenced items in the Georgia Milestones such as the Georgia Milestones, are designed to measure how well students acquire, learn, and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction. The Georgia Milestones, is specifically intended to test Georgia's performance and content standards outlined in the CCGPS/GPS.

Norm-referenced items in the Georgia Milestones measure instructional standards commonly taught throughout the entire United States of America. Additionally norm-referenced items highlight differences between and among students across an achievement continuum.

Georgia Milestones

Features

- “Open-ended constructed response” in English-language arts and math--students write answers
- A writing component
- Transition to on-line testing

What is an open-ended constructed response?

- open-ended, short answer questions
- students “construct” their own responses to answer these questions (as opposed to multiple-choice format)
- answers to questions could be a few words or a few sentences, depending on what is being asked
- may require more than recall of facts--students may have to apply their own knowledge to certain situations, analyze information or solve problems

Georgia Milestones

- Further details about the Georgia Milestones will be shared at parent meetings in February
- Resources will be shared with parents, to help prepare your child for success on the Georgia Milestones
- Support in understanding test results will be offered when student reports are available

Writing Assessments

Paulding County School District students participate in a writing assessment every nine weeks

- serves to provide information on student progress, and allows for teachers to plan effective instruction in writing
- district provides a “writing prompt” that is based on a current unit of study
- The state no longer gives a writing assessment; writing assessment is “built-in” to the English Language Arts Georgia Milestone

GKIDS

- The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment
- The goal is to provide teachers with information about the level of instructional support needed by individual students in kindergarten and those entering first grade
- The test is a process, and is the report card

SRI - Scholastic Reading Inventory

- Online computer adaptive assessment given to K-12 students.
- SRI - Two Different Types of Tests
- Foundational Test (phonics, letter name, sound)
 - This is given to students in K-2.
- The Foundational Test results are reported as Fluency Scores.
- Comprehension Test (comprehension, reading)
 - This is given to grades 3-12 and those that score 49 or above on the Foundation Test.
 - The Comprehension Test scores are reported in Lexiles.
- Both assessment types are adaptive – This means that the questions change as students answer correctly or incorrectly to adjust to the student's level.

SRI – Foundational Test

- Accuracy and fluency are two essential components of being able to read. The assessment measures both by assessing the following:

- phonological awareness
- letter- name knowledge
- letter sound knowledge
- sight word recognition
- decoding of nonwords

Grade	Grade-Level Fluency Range
K	0-35
1	36-58
2	59-82

- Students begin with the foundation assessment in K-2 to ensure that students have the accuracy and fluency to read. A student with a fluency measure of 49 or above would be ready for the SRI Comprehension assessment.

Foundational Reading Assessment Scoring Guide

Foundational Reading Assessment Fluency Score	Recommended Instruction
0–15	Uppercase and Lowercase Letter Recognition; Phonological Awareness
16–30	Letter-Sound Correspondence; Phonological Awareness
31–35	Basic Decoding and Word Recognition—focus on words with consonants and short vowels (CVCs)
36–48	Intermediate Decoding and Word Recognition—including words with short vowels, consonant blends and digraphs, and closed syllables
49–58	Advanced Decoding and Word Recognition—including words with long vowels, variant vowels, diphthongs, and a variety of syllable types
59–82	Morphology

Instructional Recommendations Based on Foundational Reading Assessment Fluency Score Range

- Fluency and accuracy are broken down further for the Foundational Reading Assessment Scoring Guide to the left.
- Based upon the score, teachers can pinpoint what areas each student is excelling in and those skills that need additional practice.
- Knowing this assessment information along with a child's performance in the classroom, a student's plan becomes detailed and specific to the individual.

SRI-Comprehension Test

- These levels are broken into four performance levels.
 - Advanced: Superior performance on grade level skills & concepts.
 - Proficient: Competent performance on grade level skills & concepts.
 - Basic: Minimal competent performance on grade level skills & concepts.
 - Below Basic: Doesn't exhibit minimal competency on grade level skills & concepts.

End of Year Performance Bands

READING COMPREHENSION ASSESSMENT PERFORMANCE BANDS

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0L to 275L	280L and Above
1	BR	0L to 185L	190L to 530L	535L and Above
2	BR to 215L	220L to 415L	420L to 650L	655L and Above
3	BR to 325L	330L to 515L	520L to 820L	825L and Above
4	BR to 535L	540L to 735L	740L to 940L	945L and Above
5	BR to 615L	620L to 825L	830L to 1010L	1015L and Above
6	BR to 725L	730L to 920L	925L to 1070L	1075L and Above
7	BR to 765L	770L to 965L	970L to 1120L	1125L and Above
8	BR to 785L	790L to 1005L	1010L to 1185L	1190L and Above
9	BR to 845L	850L to 1045L	1050L to 1260L	1265L and Above
10	BR to 885L	890L to 1075L	1080L to 1335L	1340L and Above
11/12	BR to 980L	985L to 1180L	1185L to 1385L	1390L and Above

SRI Comprehension Test Reporting

- Lexiles are a measure of how difficult a text is or a student's reading ability level
- As students complete the SRI tests, growth towards proficient and advanced are ideal.
- For students that begin in a lower band, they are expected to grow more than a student that begins at an advanced band. This is because a student that begins lower has more room to grow.
- Ideally, students at the elementary level should be gaining 75-100 lexiles and middle/high school students will gain 50-70 lexiles.
- Keep in mind, each child is unique and so is his/her performance. With this in mind, students should be continually progressing within each band and moving ahead from one performance band to the next.

SMI-Scholastic Math Inventory

- Online computer adaptive assessment given to K-8 students.
- SMI is used to determine a student's readiness for math instruction.
- Scoring is reported in Quantiles. Knowing a student's quantile provides a method of knowing what a student is ready to learn in math.
- K-2 Assessment
 - Screens for early numeracy and basic fact fluency
- 3-8 Assessment
 - Screens for fact fluency (add, subtraction, multiplication, division)
 - Readiness for math instruction through Algebra II.

SMI-Reporting

- These levels are broken into four performance levels:
 - Advanced: Superior performance on grade level skills & concepts.
 - Proficient: Competent performance on grade level skills & concepts.
 - Basic: Minimal competent performance on grade level skills & concepts.
 - Below Basic: Doesn't exhibit minimal competency on grade level skills & concepts.

Performance Level Ranges by Grade

Ranges below indicate the End of Year Goal-

TABLE 10. SMI College & Career performance level ranges by grade.

Grade	Below Basic	Basic	Proficient	Advanced
K	EM400–EM185	EM190–5	10–175	180 and Above
1	EM400–60	65–255	260–450	455 and Above
2	EM400–205	210–400	405–600	605 and Above
3	EM400–425	430–620	625–850	855 and Above
4	EM400–540	545–710	715–950	955 and Above
5	EM400–640	645–815	820–1020	1025 and Above
6	EM400–700	705–865	870–1125	1130 and Above
7	EM400–770	775–945	950–1175	1180 and Above
8	EM400–850	855–1025	1030–1255	1260 and Above
9	EM400–940	945–1135	1140–1325	1330 and Above
10	EM400–1020	1025–1215	1220–1375	1380 and Above
11	EM400–1150	1155–1345	1350–1425	1430 and Above
12	EM400–1190	1195–1385	1390–1505	1510 and Above

SMI Ideal Growth

- Just like SRI, students that are in a lower performance band have more room to grow over the year.
- If a student began the year in 3rd grade scoring in a below basic range, he/she would have the opportunity to grow 260 quantiles or more over the course of a year.
- Regardless of each child's starting point, they should be growing through out the year.

A Parents Guide to the Scholastic Reading Inventory

Introduction - Scholastic Reading Inventory™ (SRI) was initially developed in 1998-99 as a print-based assessment of reading comprehension. In late 1998, Scholastic began developing a computer-based version.

SRI is designed to measure how well readers comprehend literary and expository texts. It measures reading comprehension by focusing on the skills readers use to understand written materials sampled from various content areas. These skills include referring to details in the passage, drawing conclusions, and making comparisons and generalizations.

SRI does not require prior knowledge of ideas beyond the test passages, vocabulary taken out of context, or formal logic. SRI is composed of authentic passages that are typical of the materials students read both in and out of school, including topics in prose fiction, the humanities, social studies, science, and everyday texts, such as magazines and newspapers.

Purposes and Uses - SRI is designed to measure a reader's ability to comprehend narrative and expository texts of increasing difficulty.

SRI's lowest-level item passages are sampled from beginning first-grade literature; the highest-level item passages are sampled from high school (and more difficult) literature and other print materials. Figure 1 shows an example of an 800L item from SRI.

Figure 1. An example of an SRI test item.

Wilbur likes Charlotte better and better each day. Her campaign against insects seemed sensible and useful. Hardly anybody around the farm had a good word to say for a fly. Flies spend their time pestering others. The cows hated them. The horses hated them. The sheep loathed them. Mr. and Mrs. Zuckerman were always complaining about them, and putting up screens.

Everyone _____ about them.

- A. agreed
- B. gathered
- C. laughed
- D. learned

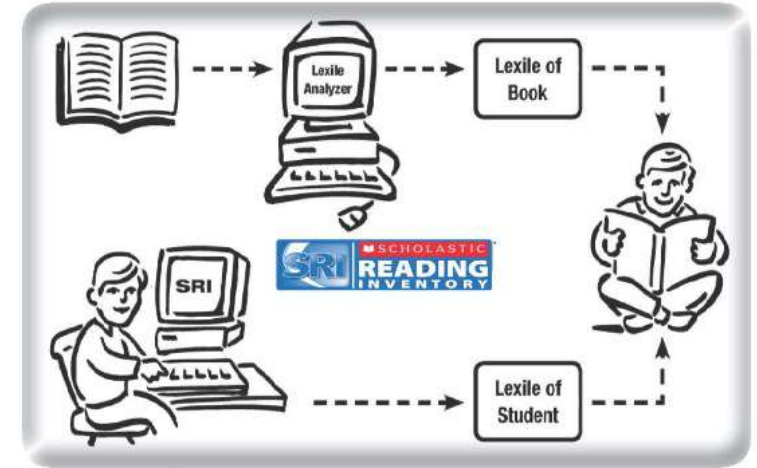
From *Charlotte's Web* by E. B. White, 1952, New York: Harper & Row.

For more information on SRI, please visit:
www.scholastic.com/sri

If you have questions regarding Lexile scores, please contact your student's English/Language Arts teacher, or your school principal.

Scholastic Reading Inventory (SRI)

Progress Monitoring Tool for Reading | Grades 2-8



Scholastic Reading Inventory™ (SRI), developed by Scholastic, Inc., is an objective assessment of a student's reading comprehension level. The assessment is based on the Lexile Framework® for Reading and can be used for two purposes: (1) to assess a student's reading comprehension level, and (2) to match students with appropriate texts for successful reading experiences. SCCPSS students in grades 2-8 participate in SRI.



PROGRESS MONITORING TOOL

A Parents Guide to the Scholastic Reading Inventory



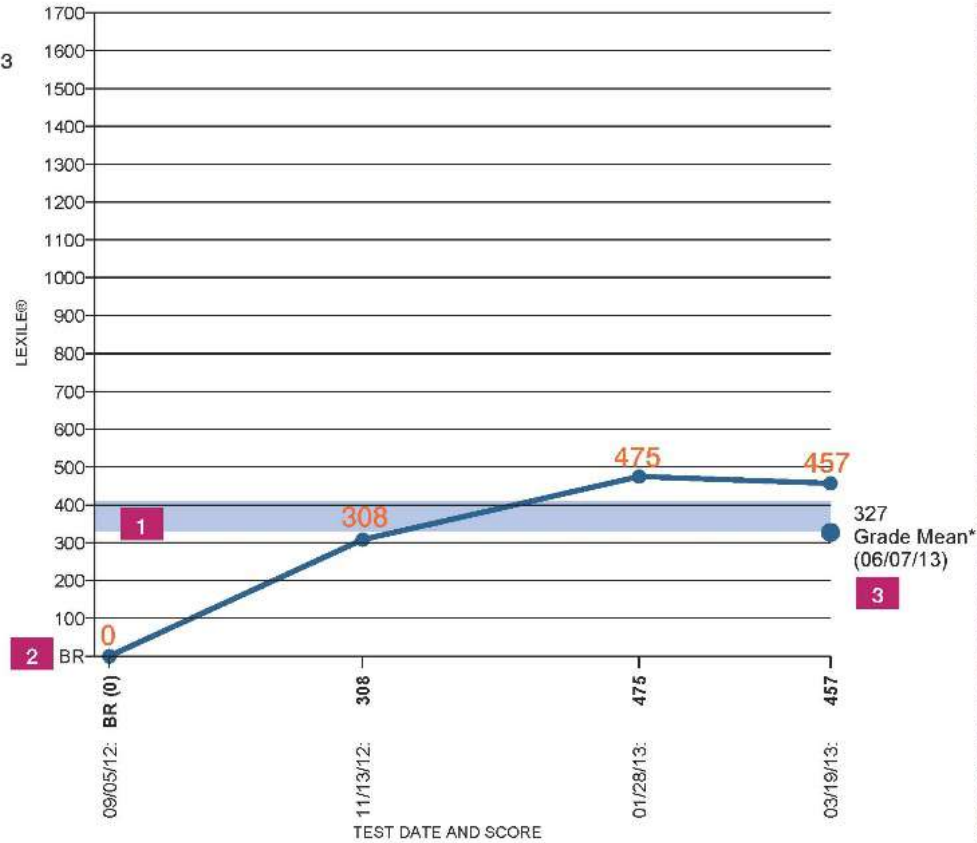
Sample Student Progress Report

STUDENT: SWAVEY, NECKO B.
Grade: 2

Teacher: Jane Applesseed
Class: SRI

Time Period: 08/27/12 - 06/07/13

- 1 Grade 2 Year-End Proficiency Range
- 2 BR = Beginning Reader
- 3 *Grade Mean is the average score of all students in the same grade based on their last test.



SCCPSS YEAR-END LEXILE*

SY	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
2013	255	460	590	685	740	830	855
2014	300	495	605	705	775	855	885
2015	330	530	630	730	825	880	925

Your Child's SRI Experience

Log-in to SRI



Choose your books!



Take a Practice Test



Take a SRI Test



View a Personal Reading List



How Testing Results are Used

- State

- Observes and monitors the status of education in schools, counties and the state as a whole; based on results, the Georgia Department of Education designs learning and teaching expectations and provides support for continual improvement

- County

- Observes and monitors the effectiveness of instruction in schools and classrooms in order to provide professional learning and guidance in support of continual improvement

- School

- Observes and monitors the effectiveness of instruction in classrooms in order to provide professional learning and guidance in support of continual improvement

How Testing Results are Used

- Teacher
 - Observes and monitors progress of students in moving toward mastery of learning goals and provides effective instruction to ensure quality learning opportunities for each student
- Parent
 - Understands what is expected of their child and where their child is in relation to achieving those expectations; seeks to be involved in supporting their child's achievement
- Student
 - Understands what the learning expectations are and where they are in relation to attaining mastery; works toward achieving expected learning outcomes

Rubrics: An Assessment Tool

What is a rubric?

- A rubric is a “guide” that states what is expected in an assignment or project, and helps to evaluate (or grade) a student's performance.
- A rubric is an assessment tool used to measure students' work.
- A rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about what is expected of their work.
- A rubric helps parents understand why a certain grade is given to their child's work.

(Examples on next two slides)

An Example:
Chocolate Chip Cookie Rubric

The cookie elements being measured are:

- Number of chocolate chips
- Texture
- Color
- Taste
- Richness (flavor)

4 - Delicious:

Chocolate chip in every bite
Chewy
Golden brown
Home-baked taste
Rich, creamy, high-fat flavor

3 - Good:

Chocolate chips in about 75 percent of the bites taken
Chewy in the middle, but crispy on the edges
Either brown from overcooking, or light from being 25 percent raw
Quality store-bought taste Medium fat content

2 - Needs Improvement:

Chocolate chips in 50 percent of the bites taken
Texture is either crispy/crunchy from overcooking or doesn't hold together because it is at least 50 percent uncooked
Either dark brown from overcooking or light from undercooking
Tasteless
Low-fat content

1 - Poor:

Too few or too many chocolate chips
Texture resembles a dog biscuit
Burned
Store-bought flavor with a preservative aftertaste – stale, hard, chalky Non-fat contents

A Rubric Table:

	Delicious	Good	Needs Improvement	Poor
Number of Chips	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Too few or too many chips
Texture	Chewy	Chewy in middle, crisp on edges	Texture either crispy/crunchy or 50% uncooked	Texture resembles a dog biscuit
Color	Golden brown	Either light from overcooking or light from being 25% raw	Either dark brown from overcooking or light from undercooking	Burned
Taste	Home-baked taste	Quality store-bought taste	Tasteless	Store-bought flavor, preservative aftertaste – stale, hard, chalky
Richness	Rich, creamy, high-fat flavor	Medium fat contents	Low-fat contents	Nonfat contents

Rubrics: An Assessment Tool

Why use rubrics?

- Many experts believe that rubrics improve students' end products and help increase learning. When teachers evaluate (or grade) assignments and projects, they know what makes a good final product and why. When students receive rubrics beforehand, they understand what is expected and how they will be evaluated, and they can prepare accordingly. Parents can understand what is expected and why certain grades are given.

Rubrics: An Assessment Tool

Why Are Rubrics so Important?

- Rubrics help students, parents and teacher identify what quality work is. Students can judge their own work and accept more responsibility of the final product. Rubrics help the teacher to easily explain to the student why they got the grade that they received. Parents who work with their children also have a clear understanding of what is expected for a special project. Ask for a rubric to be sent home with project directions or other assignments such as writing.

Rubrics: An Assessment Tool

How Do Rubrics Benefit Students?

- When students are given the rubrics prior to the task, the students' success is not left purely to chance. Since expectations and requirements are clearly identified on rubrics, students can understand where they need to work on to improve their results.
- A well-designed rubric allows teachers to compare a student's performance or product to what it should be rather than to another student's performance or product.
- Teachers and students using rubrics can create a positive atmosphere for evaluation together. Both parties are encouraged to go beyond rightness and wrongness to include identifying the strengths and/or weaknesses in project or performance that were well done.
- Rubrics make it possible for students to assess their own work, and make it possible for peers to assess one another's work. During the task, students use the rubric as a checklist to assess their product and track their progress. Rubrics are excellent tools to promote peer assessment, where students learn how to give and receive constructive feedback

Rubrics: An Assessment Tool

How Do Rubrics Benefit Parents?

- Parents can feel more confident and comfortable helping students with homework because they know exactly what is expected of their child.
- Knowing what is being graded in a project or piece of work creates opportunity for discussion on “what counts” between teachers, students, and parents.
- Rubrics provide good discussion points about what it takes to meet or exceed a standard, and what further learning needs to take place.

Teacher Commentary: Strengths and Next Steps

Understanding Teacher Commentary

- One of the most powerful ways a teacher or parent can communicate the level of achievement a student demonstrates and promote achievement is by offering feedback on student work. This means letting the student know what they know and understand, and what directions they can take to improve.

Teacher commentary can be defined as:

- Comments made by the teacher that let the student know how they are progressing toward the goals of learning. Comments provide information on level of achievement and about what to do next.

Questions?

Education is what remains after one has forgotten what one has learned in school.

Albert Einstein



Please complete the
feedback form. We
appreciate your input!

The object of education is to prepare the
young to educate themselves throughout
their lives.

Robert Maynard Hutchins

