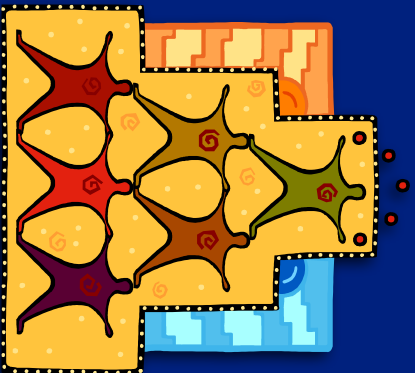


# Assessments and Data Management

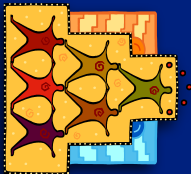
*Two Exceptional Systems, One Valuable Result*



Presented by  
Liz Atkinson

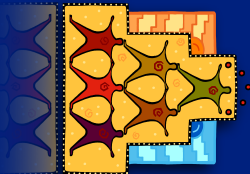
[liz@noexcusesu.com](mailto:liz@noexcusesu.com)





### Creating Site Assessment Plans: *Conversations*

Assessment Committee Meetings	Grade Level / Department Meetings
<p><b>January</b></p> <p>Share the results from last month's team conversations. Begin the process of creating a school-wide assessment map.</p>	<ul style="list-style-type: none"> <li>What assessments do you value as an individual teacher?</li> <li>What assessments can you all agree on as a grade level / department team?</li> <li>What assessments do you find reflective to the grade level / department team?</li> </ul>
<p><b>February</b></p> <p>Share the results from last month's team conversations. Focus on <u>Reading Assessments</u>.</p>	<p>Finalize your agreement on the assessments that you will use as a grade level / department teams. Ask each other the following questions:</p> <ul style="list-style-type: none"> <li>How can they be used as assessments "for" learning?</li> <li>How do these assessments involve students as active participants in their learning?</li> </ul>
<p><b>March</b></p> <p>Share the results from last month's team conversations. Focus on <u>Writing Assessments</u>.</p>	<ul style="list-style-type: none"> <li>Define each assessment (what does it measure?)</li> <li>Define each assessment's use as an assessment "for" learning.</li> </ul>
<p><b>April</b></p> <p>Share the results from last month's team conversations. Focus on <u>Math Assessments</u>.</p>	<ul style="list-style-type: none"> <li>Begin to develop your "Grade Level / Department Collaborative Commitment to Involving Students in the Assessment Process"</li> </ul>
<p><b>May</b></p> <p>Share the results from last month's team conversations. Focus on <u>Math Assessments</u>.</p>	<ul style="list-style-type: none"> <li>Finalize your "Collective Commitment to Involving Students in the Assessment Process"</li> <li>Brainstorm any topics for your retreat.</li> </ul>
<p><b>June</b></p> <p>Focus on: Creating an assessment plan that is easy to understand and endorsed by all. This plan should:</p> <ul style="list-style-type: none"> <li>Set dates for specific assessments to be administered</li> <li>Require active engagement by students in the assessment process</li> <li>Set assessment goals for us as a school.</li> </ul>	<p><b>Take a full day Assessment Retreat</b></p>



*"We are committed to creating a school that knows no limits to the academic success of each student."*

*No Excuses University Pledge*

### *Los Pen Assessment Plan 2005-2006*

This assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally the Curriculum and Assessment committee, comprised of teachers, classified staff, and support team members, took a detailed approach to ensure that we as a school participate in assessments that:

- **Support with Mission, Vision, Shared Commitment, and Goals of Los Pen**
- **Correlate to Academic Success**
- **Align with State and District Standards**
- **Encourage Student Participation Through the Development of Goals**
- **Focus on Assessment "FOR" Learning**
- **Facilitate Differentiated Instruction**

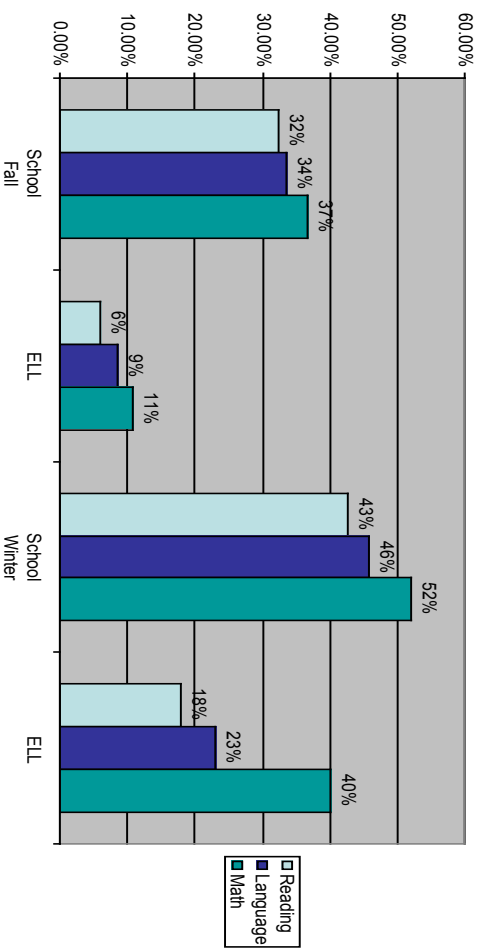
We believe that careful follow through on the assessments and goals within this plan will result in higher achievement for all students. All student data will be stored in a site database that is easily accessible. Data will be openly shared through articulation meetings three times a year. The insightful interpretation of specific student data will allow teachers to tailor their instruction to the unique needs of each student. This document is more than words on paper; It represents the hard work and commitment of this staff as we continue to strive for academic excellence.





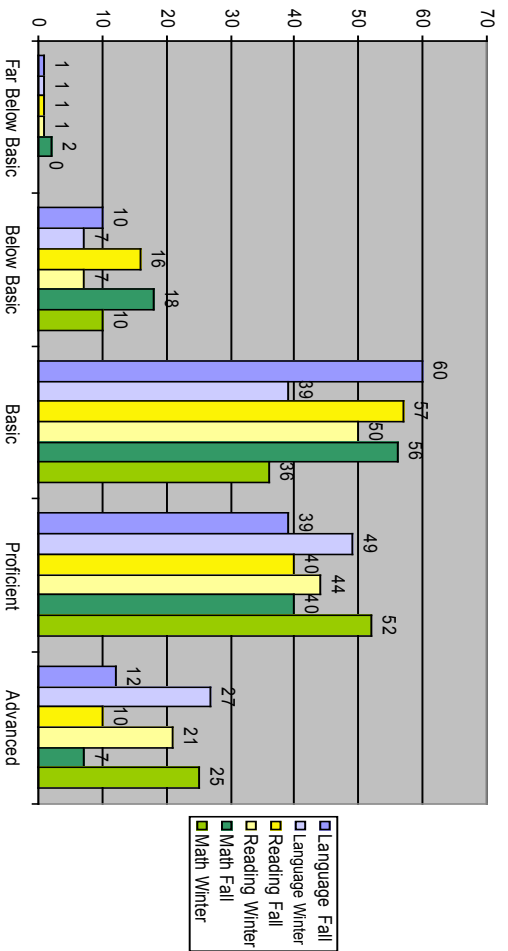
# School-wide Data

MAPS 2004-2005  
Proficient or Advanced



# Grade/Dept. Data

Fourth Grade MAPS 2004-2005

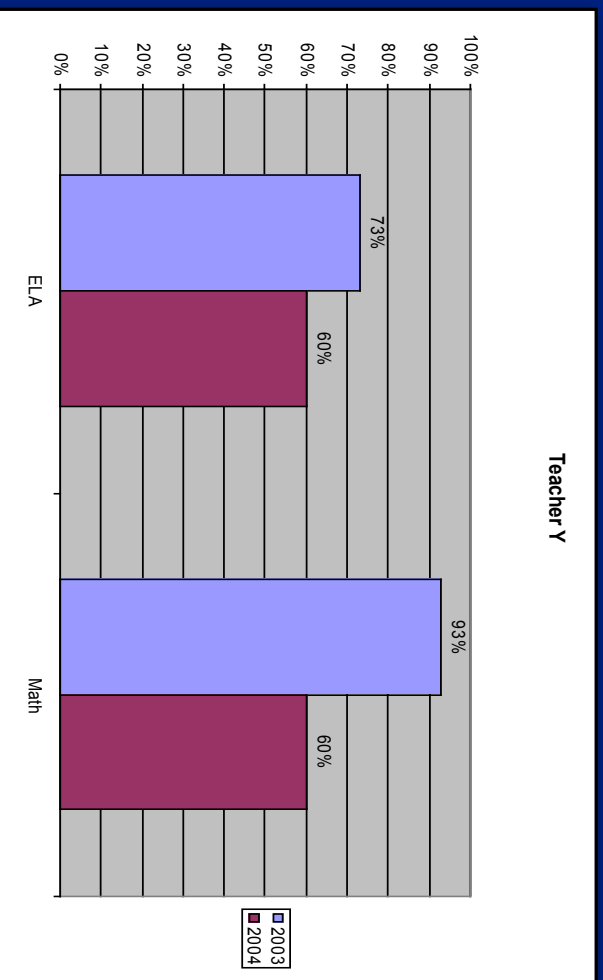


# Individual Teacher Data

	MAPS			CST	
	Reading	Language	Math	ELA	Math
<b>Teacher X</b>					
% showed growth	96.77%	90.32%	96.67%	84.00%	92.00%
% did not show growth	3.23%	9.68%	3.33%	16.00%	8.00%
<b>Fourth Grade</b>					
% showed growth	74.38%	76.03%	93.28%	67.00%	69.70%
% did not show growth	25.62%	23.97%	6.72%	33.00%	30.30%
<b>School</b>					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%

	MAPS			CST	
	Reading	Language	Math	ELA	Math
<b>Teacher Y</b>					
% showed growth	88.89%	77.78%	66.67%	13.33%	20.00%
% did not show growth	11.11%	22.22%	33.33%	86.67%	80.00%
<b>Third Grade</b>					
% showed growth	80.56%	86.36%	80.77%	36.56%	48.39%
% did not show growth	19.44%	13.64%	19.23%	63.44%	51.61%
<b>School</b>					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%

# Individual Teacher Data







## Grade / Department Assessments



The purpose of this time together is to dialogue and agree upon specific assessments that are valued by all team members. These assessments will in turn be used to drive instruction and create results for all students.

### Questions to frame our work:

- 1) What assessments do we value?
- 2) Why do we value these assessments? How do we know that they correlate to academic success?
- 3) How will we involve students in the assessment process?
- 4) What is our plan to use them collectively as a grade / department? (Share data, group appropriately, tie to specific strategies and interventions)

<i>List Assessments that you personally value</i>	
<i>Why do you value these assessments?</i>	<b>or . . . what value CAN you find in district assessments</b>
<i>Which of your assessments match that of your teammates?</i>	
<i>How do you currently use these assessments with your students?</i>	
<i>How can you make better use of these assessments with students?</i>	

*D. Lopez 2006*



# Questions? Contact Me!

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