

Component Three: Monitoring Learner Progress

School and City: **St. Peter's, Canby**

A) The Assessment Plan

What is your school's assessment plan?

Provide an informative written description of the tools and processes used for assessing student academic progress at specific grade levels that includes at least one standardized assessment resource. (*See scoring rubric for additional details.*)

Students in preschool through 6th grade are assessed on a daily basis through their academic progress on worksheets, tests, and class discussions. The Health teacher uses the Quizlet app for students in grades 5-6 to review and test students. Students are tested more formally in grades 1-6 on chapter and weekly tests for various subjects. Students in grades 1-6 use weekly test in Language Arts to test on comprehension, grammar, decoding, and their reading skill for the week. Preschoolers and Kindergartners are tested quarterly on their reading and math skills and kindergartners are tested weekly on their fluency. Students in grades 1-6 also use the Accelerated Reader program to assess reading comprehension. Moby Max is used in some classrooms for science review and for math and language arts review. A subscription to Big Universe was purchased for 1st graders to use for Language Arts. Students are able to read books online and test on some of them. The teacher can also assign books at the students' individual levels. The 1st grade Reading teacher began using Big Universe as way to track and assign age appropriate reading books that the students could then test on.

Grades K-6 use the ITBS for our annual standardized assessment of Math, Reading, Social (Gr. 1-6), Science (Gr. 1-6), and Cognitive Testing (Gr. 3 & 5). The preschool students use the Kindergarten Readiness Test (2nd Edition) from Scholastic Testing to help gauge preschools readiness to move onto Kindergarten. This test is used along with yearly testing to make the final decision with parents.

B) Analyzing the Assessment Data

How is the assessment data analyzed and known?

Provide an informative written description and supporting cumulative/aggregated evidence that addresses and demonstrates how the data gathered was reviewed, compared, analyzed and/or interpreted by appropriate stakeholders. (*See scoring rubric for additional details.*)

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Regular classroom progress is communicated to parents by sending home graded papers with comments on them and updating JMC reports for online parent access. JMC is new to the school and parents this year, and we encourage parents to check grades online between report cards.

Once the ITBS was completed and results were back, teachers met to discuss the results. Teachers also took individual time to analyse and process the results from their classrooms and students. The teachers had a testing review form to fill out for Math and Reading. The Social and Science teachers looked at their areas separately. The teachers then met one more time to discuss their own findings and inform the next level teacher of any concerns. They also compared their results with those of the prior year to see if there were any patterns of concern.

Individual ITBS scores for grades K-6 were sent home to parents after the teachers initially met. A summary of the results was presented and discussed at the Education Committee Meeting in May and was also included in the State of the School Report given to parents and stakeholders in June.

Preschool results of the Kindergarten Readiness Test were discussed at an individual conference towards the end of the school year. The preschool teachers met with each family to review results from the Kindergarten Readiness Test and progress made through the year to make a recommendation for kindergarten.

List the evidence that is attached:

1. ITBS Test Review Form
2. Staff Meeting Agenda--ITBS Test Review
3. Education Committee Meeting--ITBS Review
4. State of the School Report--ITBS Summary Page

C) Using the Data to Impact Instruction and Curriculum

How did the results impact instruction and curriculum?

Provide an informative written description specifying how the data gathered was used to improve student learning as it guided instructional/curricular decisions. If no changes have been made, that should be identified in this narrative. *(No evidence is required. See scoring rubric for additional details.)*

While the teachers filled out the ITBS Results Form (discussed in part B) they identified areas of strength and areas of concern that need more attention. Teachers also made note of possible math and reading groups based on their results.

After the teachers reviewed the results individually, we met again to discuss the findings and see if there were overlapping areas of concern. The teachers also shared necessary information about individual students and groups to the following year teacher as needed. At this meeting, we also discussed any components that we needed to add for any subject areas. One of our focus subject areas this year was Language Arts (LA) as we updated that curriculum and were looking at textbooks. We compared our ITBS test results, especially areas of concern, to the newly updated standards and textbook options to help our decision

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on what to do next year for LA. We discussed if there were any areas that needed to be added to our curriculum standards and made the proper additions to the curriculum. We decided to keep our current textbook but adding components such as Vocabulary and Decodable Readers to the primary grades to help with our low vocabulary scores in LA. We also made the decision to keep our current textbook series as our ITBS scores were above average for most grades (all except grade 2) in LA. The 2nd grade Reading teacher has already met with the 1st grade Reading teacher to discuss new strategies to implement next school year to help improve test scores and the reading ability of the students. Teachers also made recommendations for Title 1 for the following year using the ITBS test results. Students who tested in below the 40 percentile will be recommended for Title 1 in the fall. We will review the ITBS Test Result Forms at our Fall Workshop to review areas of strength, concern, and groupings for math and reading.

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