3 **Component Three:**



**Monitoring Learner Progress**

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

1. **Philosophy of Assessment**

***What is your school’s assessment plan?***

Provide a written description of your school’s purpose, plan and expected outcomes for assessing student performance and utilizing the data gathered. *(See scoring rubric for additional details.)*

*Student assessment is achieved daily in the classrooms when teachers monitor and grade daily work and unit tests. The purpose for daily assessment is to gauge the students' understanding of curriculum covered and to reinforce any ideas that students are struggling with. The preshool and kindergarten students are assessed on a regular basis of items mastered in the preschool and kindergarten curriculum. On a larger scale, the school uses the yearly Iowa Tests of Basic Skills(ITBS) to do a formal assessment of student achievement for the year. The teachers have high expectations for the students to do above average on the tests and strive to provide the background knowledge needed to accomplish those expectations through our curriculum. The data from the ITBS are used to show teachers areas their students excelled in and areas the students struggled in. The data from the tests are also used to determine the need to update curriculum or focus on certain parts of the curriculum within a subject area that may need to be adjusted or modified to provide successful test results.*

1. **Implementing the Assessment Plan**

***How is the assessment plan implemented?***

Provide a written description of the methods and means (including one standardized test used for implementing the school-wide plan for assessing and analyzing student academic performance.

*On a daily basis, the teachers grade and assess students using worksheets, group projects, and tests graded following the school's grading scale. In the preschool and kindergarten room, the teacher and paraprofessional assess students on a regular basis one-to-one to track progress and skills mastered. In the spring, the students in grades K-6 take the Iowa Tests of Basic Skills (ITBS) in the areas of Language Arts, Reading, Math, Social Studies, Science, and Cognative Ability. Grades K-2 also do the Listening portion of the ITBS. We dedicate two weeks to testing and encourage the students to do their best. Testing results are reviewed in depth by the teachers and principal (see Section c for full details) and then sent home to parents.*

1. **Analyzing and Using the Data**

***How was the data gathered used to guide instruction?***

Provide a written description specifying how the data gathered was used to improve student learning as it guided instructional decisions.

*Daily work is assessed by the teachers and determines if a student has mastered the concepts being taught or needs to take more time to review the concept.*

*The ITBS tests results are reviewed in the spring and in the fall each school year. After we got the ITBS testing results in the spring, the teachers sat down and reviewed the scores from their grades. They looked at the class as a whole as well as individual student results. The teachers also used a guided worksheet to write down areas of concern and areas of strength in Language Arts/Reading, Math, and Science. The Social Studies teacher also did the same evaluation for all grades. The worksheet included a section to list possible Math and Language Arts/Reading groups that could be used within the classroom. This information will be reviewed at the fall workshop, like it was this school year, for teachers to review the test results and see the recommended grouping for Math and Language Arts. These groups can then be used with differentiated instructions, especially in Language Arts.*

*During our review of the ITBS tests results in the fall 2013, we evaluated the data and noticed a consistently lower score in the area of Science throughout most grade levels. Knowing this was a concern with our current curriculum for Science, we decided as a staff to move forward with pushing Science to the current year on our Curriculum Cycle of curriculum review and textbook updating. The teachers began rewriting Science Curriculum during the school year and looked at different textbooks to meet the curriculum standards they updated based on our current standards and the MN Science Standards. A new Science series has been ordered for next school year using our Aid to Nonpublic funding and our school's budget for textbook funds. The teachers will implement the new Science curriculum in the fall 2014, and we will compare this current year's ITBS Science test scores with the new scores next school year to see how they have improved using our new curriculum.*

1. **Supporting Evidence**

***Show evidence of how the plan was used.***

Attach supporting evidence that the assessment plan is being used to improve student learning and guide instructional and/or curricular decisions with stakeholder involvement. Provide a brief description of evidence below. *(See scoring rubric for additional details.)*

*Attached are the following:*

*A sample of test results sent home to parents.*

*A sample of what the teachers used to assess test result in the fall and spring.*

*An updated Curriculum Cycle after Science was moved to this school year.*