3 **Component Three:**

**Monitoring Learner Progress**



**Monitoring Learner Progress**

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

1. **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 on their academic progress with a variety of 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 Kindergarteners are tested quarterly on their reading and math skills, and kindergartners are tested weekly on their reading fluency. Students in grades 1-6 also use the Accelerated Reader program to assess reading comprehension. Kindergartners use a new reading program we call Star Reading to track the number of books read. Moby Max is used in some classrooms for science review and for math and language arts review. First and second grade students used Big Universe for more reading practice and comprehension testing. The first grade reading teacher also used RazKids for more reading practice and assessment. In both of these programs, the teacher is able to log on and track student progress or assign individual level books to read.**

**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 classroom testing to make the final decision with parents on the progress of the preschool child in relation to his/her readiness for kindergarten.**

1. **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.)*

**Regular classroom progress is communicated to parents by sending home graded papers with comments on them and updating JMC reports for online parent access. Parents are encouraged throughout the year to check their JMC account for student progress.**

**Once the ITBS was completed and results were back, teachers met to discuss the results. Teachers also took individual time to analyze 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 for each grade level. 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 assessments 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 Agenda--ITBS Test Review**
4. **Annual Report--ITBS Summary Page**
5. **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, they shared their findings with the next grade level teacher to make sure the areas of concern were addressed. It was also discussed at another meeting to see if there were specific actions that needed to be done in order to address the areas of concern. The 1st and 2nd grade reading teacher have been discussing new strategies for next year to make sure vocab and reading fluency are worked on more. The new kindergarten and current preschool teacher (also the 1st grade reading teacher) have met several times already this summer to discuss ways to make their curriculum ideas come together to help the students in areas of concern. The principal, 1st/2nd grade math teacher, and para have already disused better ways to utilize the para for math class to get more practice on math concepts and skills as this was a lower area on the ITBS for 1st grade. Since it is a combined classroom, new techniques will be implemented to allow the classroom teacher more direct teaching time while the para reviews skills and facts.**

**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.**