Shifting the Way We Think:

Session 5:

Pillar 3-Assessment Literacy
Shifting the Way We Think:

Session Outcomes:

Participants will be able to:

- Name universal and progress monitoring screening measures
- Identify key elements to assist faculty in using data to inform instruction
- Self-assess knowledge, skill and readiness in regard to Pillar Three and identify possible next steps for implementing Pillar Three at your school
How many steps do you take in a day?
Accountability vs. Catholic Identity

In order to survive, We Have to do Both!

Wednesday, July 21, 2010
Effective Uses of Data

‣ Track Progress
‣ Initiate Change
‣ Showcase accomplishment
‣ Celebrate Success
Fired up for Reading!

8th Grade
On Track
85% Club
Master Model
Model

7th Grade
On Track
95% Club
Master Model
Model

6th Grade
On Track
85% Club
Master Model
Model

Percent of Class Point Goal

1581 points
397 points
937 points

696 points
Marking Period III
ESTIMATION CONT.
Estimate with division
TIME-TEMPERATURE-CALENDAR CONT.
MONEY CONT.
DECIMALS
Model decimals
Place value with decimals
Standard and word form

Multiplication Facts Review 0-12
Division Facts 0-5

Marking Period IV
DECIMALS
Add, subtract, multiply and divide same and varied place decimals
Multiply and divide whole numbers with decimals
Word problems
Estimation of decimals
FACTORIZATION
Prime and composite

Division Facts 5-10
The Role of Universal Screening
Curriculum-based measurement, or CBM, is a researched-based assessment for use in schools.

The system focuses on short tests, called probes, to ascertain student achievement on basic skills in reading, math, writing, and/or spelling.

CBM is quick, user-friendly, and inexpensive.

CBM is a viable assessment that works for teachers instead of against them.
Sources:

Aimsweb

www.aimsweb.com

DIBELS

https://dibels.uoregon.edu

Intervention Central

www.interventioncentral.org
Benchmark Scores for 2003-2004 School Year — Reading (Student)
# Units of Measure for Behavior

<table>
<thead>
<tr>
<th>ODR</th>
<th>Office Discipline Referral (Where, When, Who)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors/Minors</td>
<td>Categories of Discipline</td>
</tr>
<tr>
<td>Tardies/Absent Rate</td>
<td></td>
</tr>
<tr>
<td>Universal Screening of Emotional Status</td>
<td></td>
</tr>
</tbody>
</table>
Data is like...
TRIPLE “A” APPROACH
Where is your school data located?
Who has access to your school data?

What ways can you increase access?
ATTITUDES
ACCESS
ANALYSIS
If you were a fly on the wall...

What is your staff saying about data?
What Data Types are on your staff?
Head in the Sand?
Scaredy Cat?
“Blowing in the Wind?”
Test the Waters

Wednesday, July 21, 2010
Dive Right In!

Wednesday, July 21, 2010
TRIPLE “A” APPROACH
Guiding Questions to Promote Analysis

- As Pieces of Information
- As Sets of Information
- Over Time
- Creatively
Global

Scan the Overall Portfolio

What Jumps out at you?
What Pieces of Data “Hang Together?”
Follow a Cohort - What do the trends tell you?
Allow for the
“What IFs”.
Self-Assessment