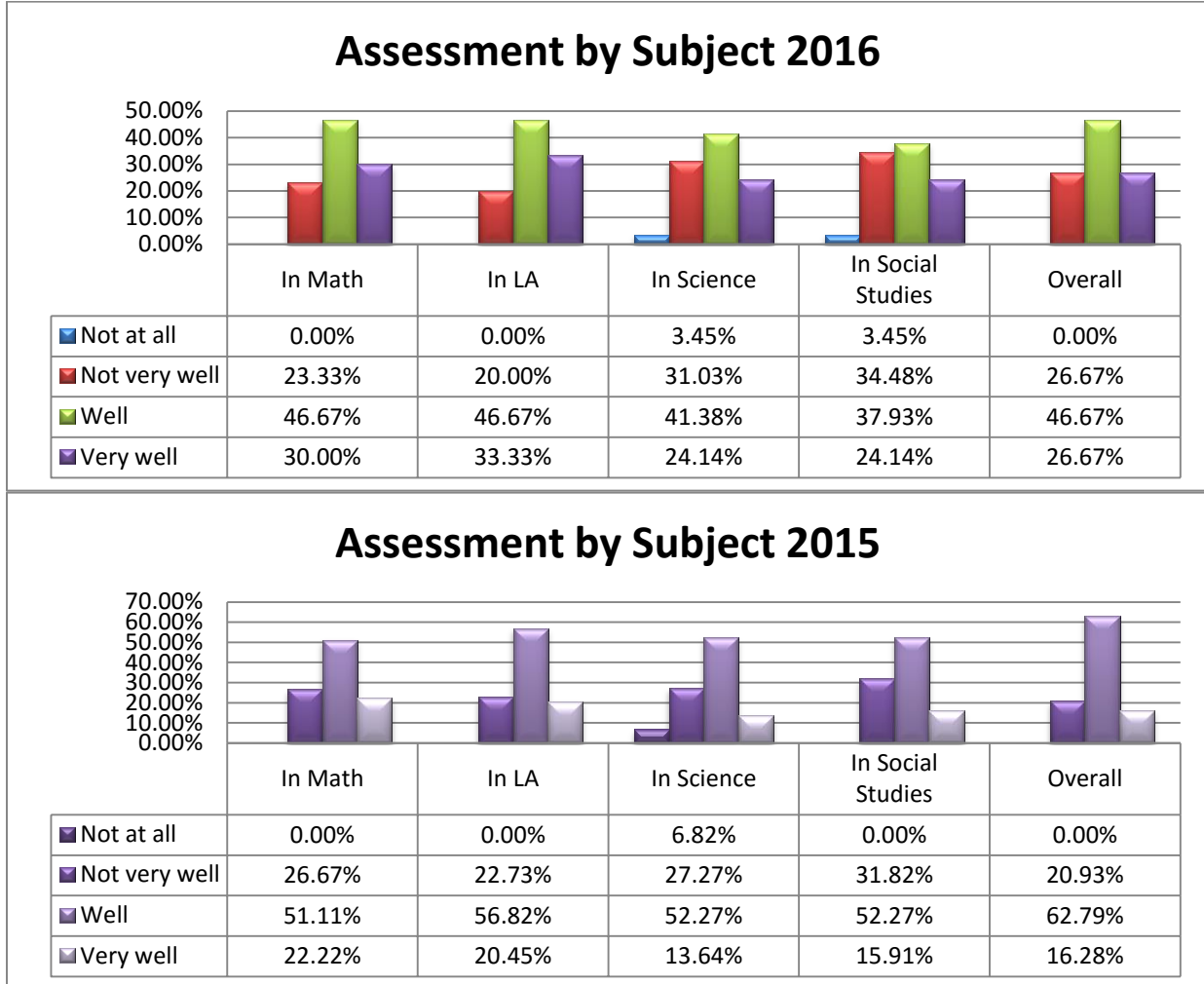


Summer Meeting 7/7/16 Assessment and WASC

How well has ACA II provided frequent and ongoing student assessments (including tests, discussions, student work, etc) in the following curricular areas?

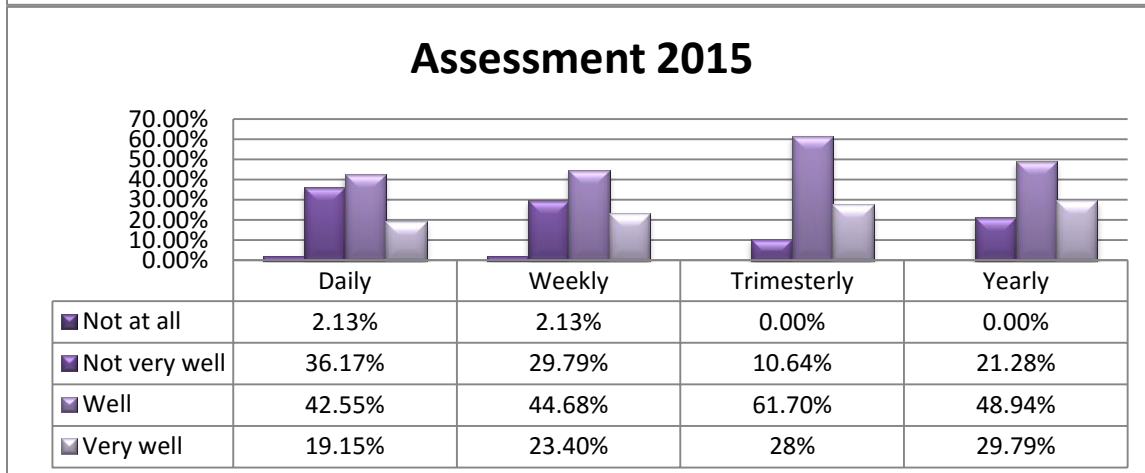
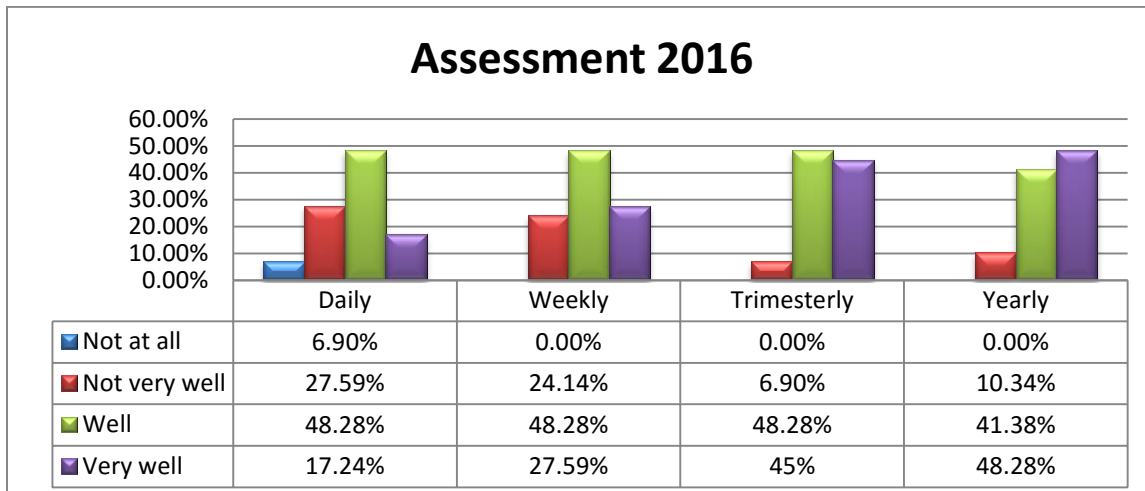


Comments from discussion:

- Communication of what assessments are, ex: daily assessment is not clear
- For Montessori classrooms, list of jobs with record of student progress
 - Can be shown at conferences in conjunction with assessments
 - Elementary has a tracking sheet in both LA and Math, as well as Montessori Compass
 - Elementary made videos of students doing Montessori jobs and put them on Youtube
 - Other ways to see curriculum: Watch Me Work Night, Montessori 101, PEP Meetings
- LA

- Elementary uses running records (Reading Inventory) each trimester
- Intermediate and Middle School use STAR reading test 3-4 times a year
- Lexile reading level has changed due to Common Core
- Whole school uses TOWRE reading test 2-3 times a year to track progress with Lindamood-Bell Seeing Stars program
 - The Towre is a short standardized test, assessing sight word/phonemic awareness fluency

How well do you feel ACA II assesses your child academically:



Comments from discussion:

- Can teachers focus on communicating assessment data (observations) for 5 students a week and email progress to parents?
- Daily assessment is often observation or assignment based.
- Classroom observations by parents are available, explain and encourage parents on how to find out about child's progress
- Possibility of exit ticket after lesson, sent home to parents at the end of the day

- All work goes home when completed. Primary, Elementary, Intermediate work is checked and signed for correctness and completion. Some work may be checked off, but may need corrections. Students may be getting a repeat lesson or will complete the assignment again at a later date
- Some assessments are presented at report card conferences or sent home for parent signatures, Middle school scores are available on my gradebook. Assessments stay in student files at school.

WASC Assessment Focus Goals

- Timeline for WASC goals:

2015-16	Assessment	Math	Communication
September	Begin identifying 10 Key LA & Math concepts for each grade level	Math team reviews bridging plan for school year. Collect CAASPP & local assessment scores from 2014-15	(August) Sent home communications contract Review current report cards at each level and make any necessary edits
October	Begin creating first trimester test for the ten Key LA/Math concepts for each grade level *the first 3-4 for 1 st trimester	Math team meets to <u>identify</u> students underperforming on math assessments, <u>discuss</u> overall assessment scores in math and <u>track progress</u> of students on previous year's at-risk list. Review vocabulary matrix. PEP "ACA II Math Program"	Create report card form to confirm that parents feel their child's skills were communicated clearly
November	Use results of assessments to adjust instruction Begin capturing daily adjustments to curriculum for students	Math team reviews current math programs at each level for program fidelity. Discuss math progress of individual students at parent conferences. Create math tracking program for each level and begin implementation.	.
December			
January	Begin development of Key Concepts Matrix		Yearly Review Brainstorm new technology and techniques for communication throughout the year. (i.e. online grade books, newsletters, twitter, signup genius, etc.)
February	Begin creating schoolwide monitoring progress of students using Key Concepts Matrix.	Math team meets to track at-risk student progress and review Vocabulary Matrix. Math team will discuss program improvements at each level and needs for new instructional materials or assessments.	
March	Students create rubric or assessment for one project (Intermediate/Middle School students)		

April	Begin to analyze each assessment of Key Concepts for validity and effectiveness	Update math tracking program at each level. Create RTI tiered plan for at risk students	
May	Design/implement assessment Framework Create 3 rd trimester for last 3-4 LA/Math key concepts	Review at-risk student data Review at-risk student RTI plans for following school year Prepare survey questions and send out parent survey	Grade Level curriculum binders will be finished and ready to show to parents next school year.
June	Continue to educate parents on math program during Summer Meetings	Levels meet to discuss bridging in math	

2016-17	Assessment	Math	Communication
September	Identify 20 Key LA/Math concepts for each grade level	Math team reviews bridging plan for school year Collect CAASPP and local assessment scores from 2015-16 Update RTI plan for at risk students	(August) Send communications contract
October	Begin creating first trimester test for the 20 Key LA/Math concepts for each grade level (the next 3-4 after the initial 10)	Math team meets to <u>identify</u> students underperforming on math assessments, <u>discuss</u> overall assessment scores in math and <u>track</u> progress of students on previous year's at risk list. Review Vocabulary Matrix	Yearly Review Gather and analyze survey data and share with staff.
November	Review results from first trimester tests and compare to 2015-16 scores. Make adjustments to daily curriculum accordingly.	Math team reviews current math programs at each level for program fidelity. Discuss math progress of individual students at parent conference. Update math tracking program	Yearly Review Review current report cards at each level and based on parent report card form and make any necessary changes
December			
January	Review Key Concepts Matrix. Make adjustments if needed		
February	Review monitoring progress of students using the Key Concepts Matrix	Math team meets to track at-risk student progress and review Vocabulary Matrix. Math team will discuss program improvements at each level and needs for new instructional materials or assessments	
March	Students create rubric or assessment for two projects (Intermediate/Middle School)		
April	Use language of Common Core in all	Update math tracking program at each level.	Add questions to end of year survey about the Curriculum

	assessments/instruction Begin analyzing assessments with the lens of Multiple Intelligence and Montessori		Binders.
May	Full implementation of the schoolwide Assessment Framework	Review at-risk data Review at-risk student RTI plans for following school year Prepare survey questions and send out parent survey	
June	Continue to educate parents	Levels meet to discuss bridging in math	

- Part of Assessment WASC goal is to identify and track progress on Key Concepts in LA and Math: specific skills and each student's progress
- Assessments are aligned to Common Core and are being aligned to Key Concepts by trimester