

Hillsboro-Deering School District Assessment Update: Spring 2021

Presented to the H-D School Board 6/21/2021

Types and Purpose of Assessment

Formative Assessments- Assessments **FOR** learning

- Used to plan learning, select resources, set goals

Summative Assessments- Assessments **OF** learning

- Concludes a unit of study or course, shows the end result



Assessments Used by Hillsboro-Deering

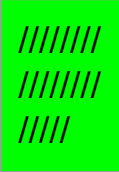
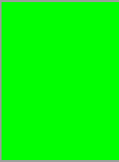
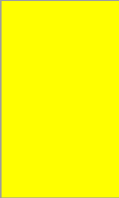

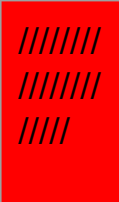
Formative Assessments- Assessments **FOR** learning

- iReady Diagnostic: Math and ELA
- NH SAS Interims and Modulars: Math, ELA, and Science
- Locally developed, embedded in class activity: All content areas

Summative Assessments- Assessments **OF** learning

- iReady Diagnostic: Math and ELA comparing Fall to Spring of Academic Year
- NH SAS: Math, ELA, and Science
- SAT: Math and Evidence Based Reading and Writing
- Advanced Placement Exams
- Locally developed end of Unit and Course Tests, Projects, and Presentations

iReady Diagnostic: What the Levels Mean

	<p>Mid or Above Grade Level: Students in this level have met the requirements for the expectations of college and career ready standards in their grade level</p>
	<p>Early on Grade Level: Students in this level have partially met the expectations of college and career ready standards in their grade level.</p>
	<p>One Grade Level Below: Students in this level are not close to meeting the expectations of college- and career-ready standards for their grade level. Students in this level at the first diagnostic window are performing consistently with students who have just begun their academic year.</p>
	<p>Two Grade Levels Below: Students in this level are not close to meeting the expectations of college- and career-ready standards for their grade level and may need intensive intervention.</p>
	<p>Three or More Grade Levels Below: Students in this level are not close to meeting the expectations of college- and career-ready standards for their grade level and likely need intensive intervention with a recommended focus on foundational concepts.</p>

iReady Diagnostic: Individual Data for Each Student

Diagnostic 1

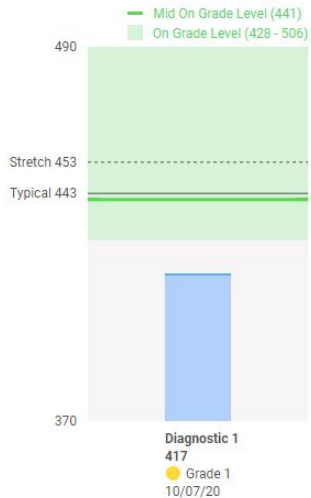
Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.



Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



This Diagnostic used to establish Growth Measures.

Overall

Grade 1 (417)
Standard Error +/- 6

Domain	Placement	Can Do & Next Steps
Number and Operations	Grade K	↓
Algebra and Algebraic Thinking	Mid 2	↓
Measurement and Data	Grade 1	↓
Geometry	Early 2	↓

National Norm and Quantile® Performance

National Norm
(Updated 2020):

74th Percentile

Quantile Measure:

355Q

Quantile Range:

305Q-405Q

iReady Diagnostic: Individual Data for Each Student

Placement by Domain

Test results suggest that [REDACTED] would benefit from intensive intervention connecting counting patterns and concepts of addition and subtraction. Instruction in these quantitative reasoning skills will strengthen [REDACTED] math abilities across domains. This priority places [REDACTED] in Instructional Grouping Profile 1.



Developmental Analysis

At placement levels K-2 this domain addresses the concept of measurement units, especially for length and time. It also includes showing data on simple graphs. Results indicate [REDACTED] may benefit from additional practice with measuring length with non-standard units and telling time.

Can Do ⓘ

Measurement

Directly compare the length of two objects and describe the difference (longer, taller, shorter, thicker).

Standards

Identify measurable attributes of objects using informal language (how long, wide, thick, deep, short or tall they are, or how much they weigh or hold).

Standards

Compare measures of familiar objects.

Standards

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Standards

Next Steps & Resources for Instruction ⓘ

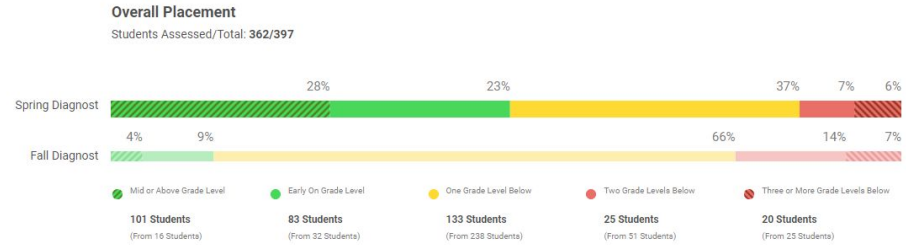
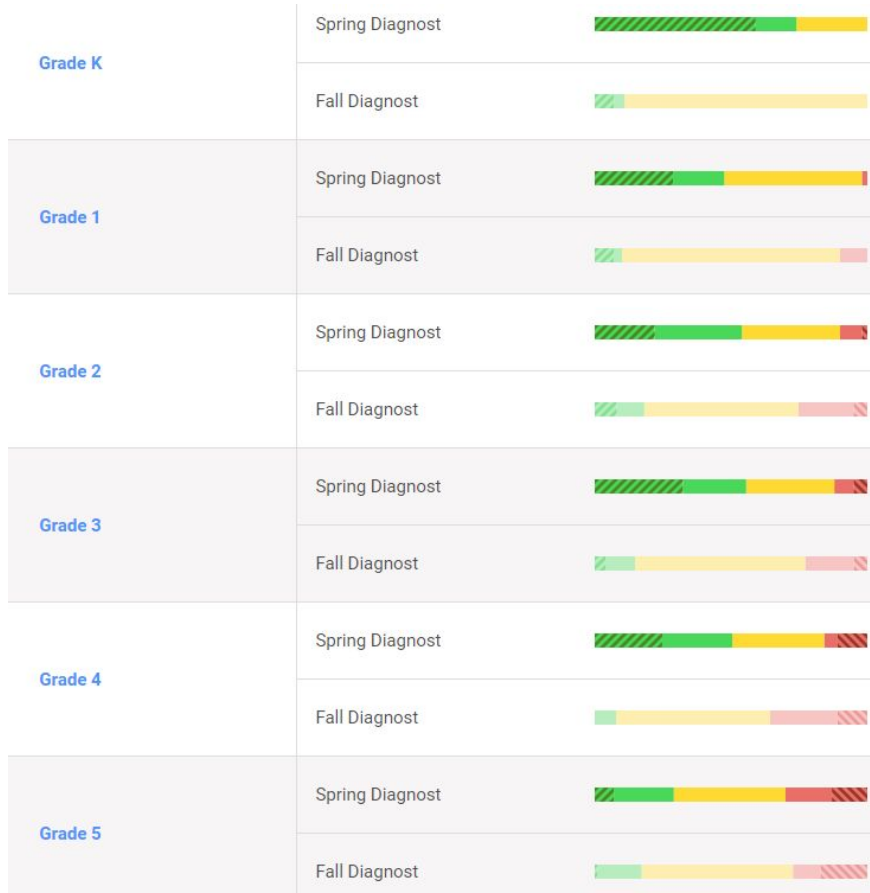
Measurement

- + Sort objects according to one or more attributes.
- + Describe how objects may be measured or categorized.
- + Tell time to the hour and half hour on an analog clock or a digital clock.
- + Express length using whole number non-standard units.
- + Use a ruler to measure length in inches.










Data

- + Organize, represent, and interpret several categories of data in a picture or bar graph with up to 3 categories.

H-DES iReady Math: Fall 2020 to Spring 2021



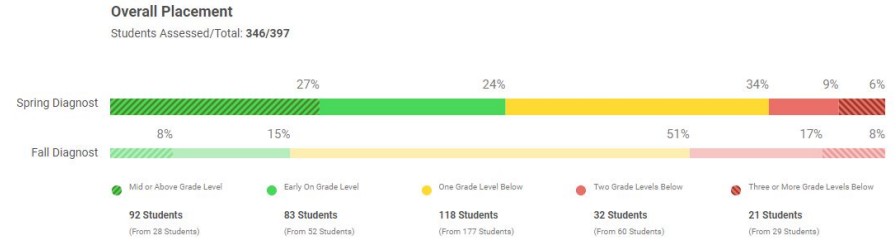
H-DES NH SAS Math: Spring 2021

	Student Count	Average Score	Performance Distribution
Grade 3	46	434 ± 4 	 Percent: 22% 22% 33% 24% Count: 10 10 15 11 
Grade 4	65	442 ± 4 	 Percent: 32% 40% 23% 5% Count: 21 26 15 3 
Grade 5	70	451 ± 4 	 Percent: 57% 34% 9% Count: 40 24 6 







Blue Level 4	Highly Proficient
Green Level 3	Proficient
Yellow Level 2	Approaching Proficient
Red Level 1	Below Proficient



H-DES iReady Reading: Fall 2020 to Spring 2021



H-DES NH SAS ELA: Spring 2021

	Student Count	Average Score	Performance Distribution
Grade 3	46	574 ± 6 	 Percent Count: 33% 15, 26% 12, 22% 10, 20% 9
Grade 4	65	581 ± 5 	 Percent Count: 54% 35, 26% 17, 9% 8, 11% 7
Grade 5	70	598 ± 5 	 Percent Count: 47% 33, 23% 16, 23% 16, 7% 5

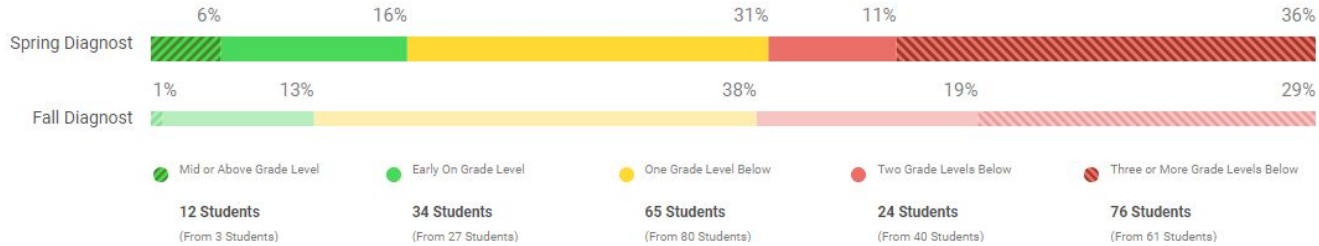
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Red Level 1	Below Proficient



H-DMS iReady Math: Fall 2020 - Spring 2021

Overall Placement






Students Assessed/Total: 211/263



Grade 6	Spring Diagnost	
	Fall Diagnost	
Grade 7	Spring Diagnost	
	Fall Diagnost	
Grade 8	Spring Diagnost	
	Fall Diagnost	



H-DMS NH SAS Math: Spring 2021

	Student Count	Average Score	Performance Distribution										
Grade 6	70	482 ± 6 	<table border="1"> <tr> <td>Percent</td> <td>49%</td> <td>24%</td> <td>24%</td> <td>3%</td> </tr> <tr> <td>Count</td> <td>34</td> <td>17</td> <td>17</td> <td>2</td> </tr> </table> 	Percent	49%	24%	24%	3%	Count	34	17	17	2
Percent	49%	24%	24%	3%									
Count	34	17	17	2									
Grade 7	66	495 ± 6 	<table border="1"> <tr> <td>Percent</td> <td>52%</td> <td>38%</td> <td>8%</td> <td>3%</td> </tr> <tr> <td>Count</td> <td>34</td> <td>25</td> <td>5</td> <td>2</td> </tr> </table> 	Percent	52%	38%	8%	3%	Count	34	25	5	2
Percent	52%	38%	8%	3%									
Count	34	25	5	2									
Grade 8	65	524 ± 9 	<table border="1"> <tr> <td>Percent</td> <td>62%</td> <td>15%</td> <td>17%</td> <td>6%</td> </tr> <tr> <td>Count</td> <td>40</td> <td>10</td> <td>11</td> <td>4</td> </tr> </table> 	Percent	62%	15%	17%	6%	Count	40	10	11	4
Percent	62%	15%	17%	6%									
Count	40	10	11	4									

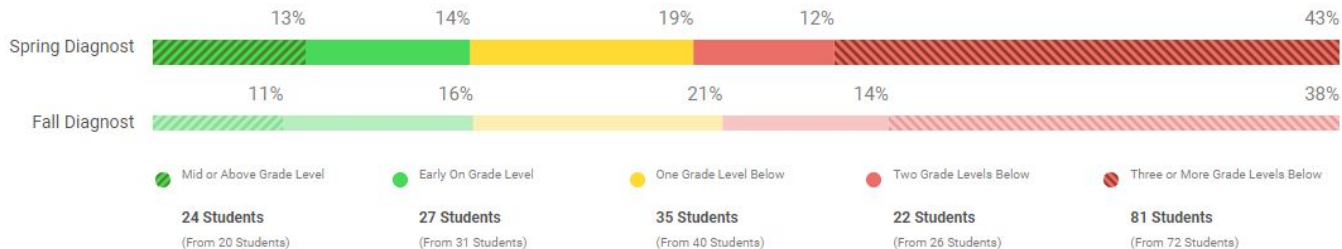
Blue Level 4	Highly Proficient
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Red Level 1	Below Proficient



H-DMS iReady Reading: Fall 2020 to Spring 2021

Overall Placement

Students Assessed/Total: 189/263



Grade 6

Fall Diagnost



Grade 7

Spring Diagnost



Fall Diagnost

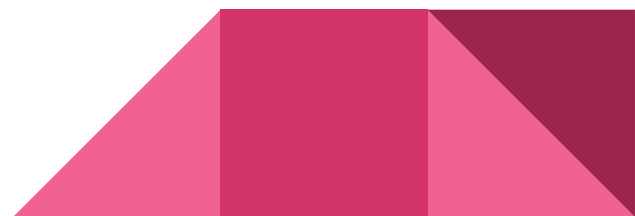


Grade 8



Spring Diagnost



Fall Diagnost





H-DMS NH SAS ELA: Spring 2021

	Student Count	Average Score	Performance Distribution										
Grade 6	69	620 ± 5 	 <table border="1"> <tr> <td>Percent</td> <td>38%</td> <td>26%</td> <td>35%</td> <td>1%</td> </tr> <tr> <td>Count</td> <td>26</td> <td>18</td> <td>24</td> <td>1</td> </tr> </table> 	Percent	38%	26%	35%	1%	Count	26	18	24	1
Percent	38%	26%	35%	1%									
Count	26	18	24	1									
Grade 7	66	614 ± 6 	 <table border="1"> <tr> <td>Percent</td> <td>47%</td> <td>27%</td> <td>20%</td> <td>6%</td> </tr> <tr> <td>Count</td> <td>31</td> <td>18</td> <td>13</td> <td>4</td> </tr> </table> 	Percent	47%	27%	20%	6%	Count	31	18	13	4
Percent	47%	27%	20%	6%									
Count	31	18	13	4									
Grade 8	62	644 ± 6 	 <table border="1"> <tr> <td>Percent</td> <td>32%</td> <td>21%</td> <td>42%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>20</td> <td>13</td> <td>26</td> <td>3</td> </tr> </table> 	Percent	32%	21%	42%	5%	Count	20	13	26	3
Percent	32%	21%	42%	5%									
Count	20	13	26	3									

Blue Level 4	Highly Proficient
Green Level 3	Proficient
Yellow Level 2	Approaching Proficient
Red Level 1	Below Proficient



H-DSD NH SAS Science: Spring 2021

	Student Count	Average Score	Performance Distribution
Grade 5	70	542 ± 2 	 Percent: 54% 24% 16% 6% Count: 38 17 11 4
Grade 8	66	843 ± 2 	 Percent: 53% 24% 20% 3% Count: 35 16 13 2
Grade 11	53	1150 ± 2 	 Percent: 40% 26% 28% 6% Count: 21 14 15 3

Blue Level 4	Highly Proficient
Green Level 3	Proficient
Yellow Level 2	Approaching Proficient
Red Level 1	Below Proficient



Next Steps:

- Summer programming offered at all three schools
- H-DES CSI funded summer work developing comprehensive curriculum calendars with the support of WestED
- H-DSD Curriculum Committee work began Spring 2021 and continues
- Utilize iReady Diagnostic and other assessment data to guide instruction and form intervention groups
- Looking at the data in conjunction with the SEL work being done across the district

