

Using Benchmark Assessments to Improve Instruction

Why Process and Product are
Uniquely Important

Nashua High School North
Nashua, New Hampshire

Today's Objectives

- At the conclusion of our presentation you will be able to:
 - Develop, administer, score and collate assessment data
 - Analyze data and create an instruction action plan
 - Implement the action plan to improve classroom practices

It all starts here

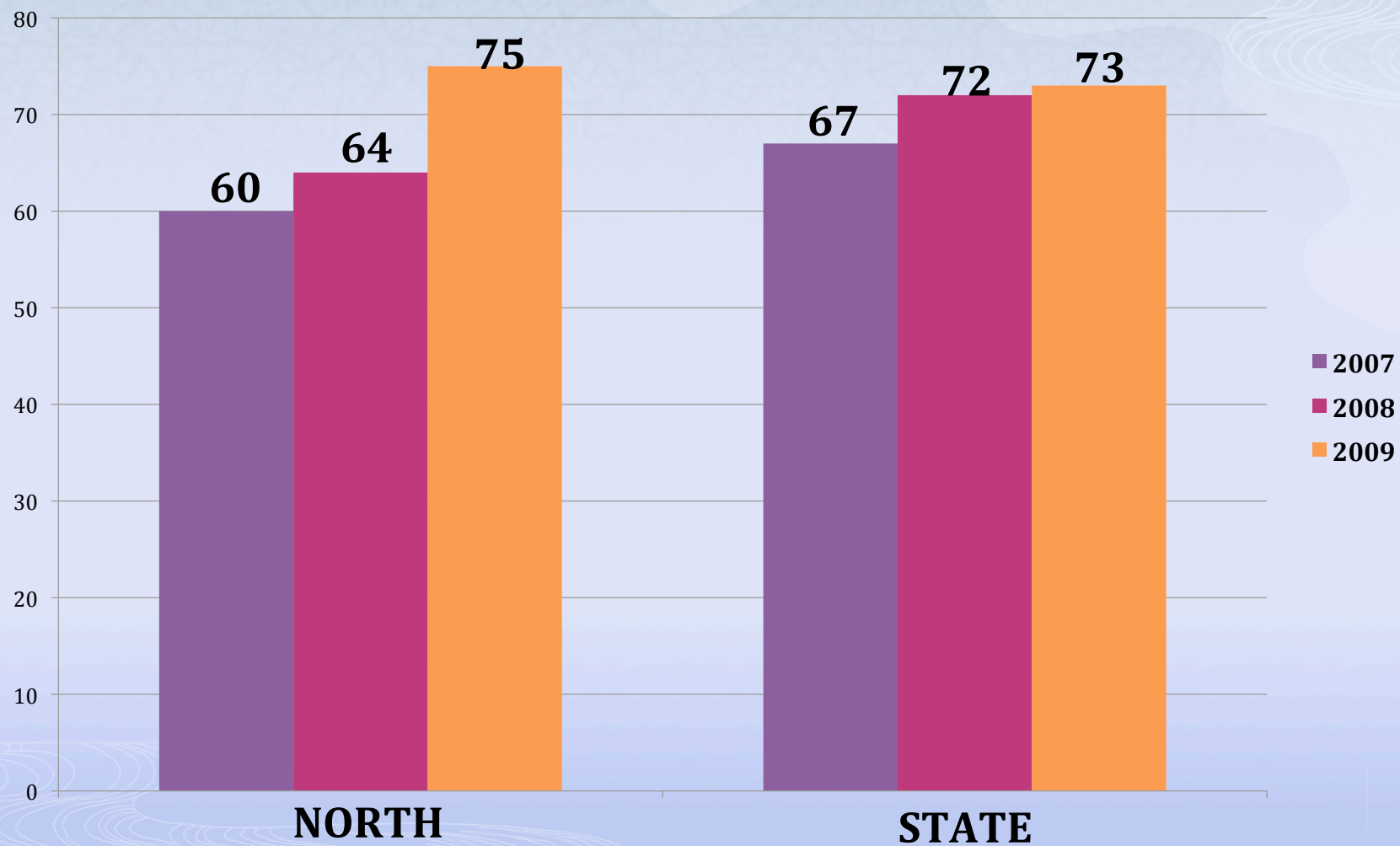
- Decentralized support for improvement
- Culture of shared leadership
- Primary and secondary level leaders
- Vision for success – what will it look like, how will you know?

Vision

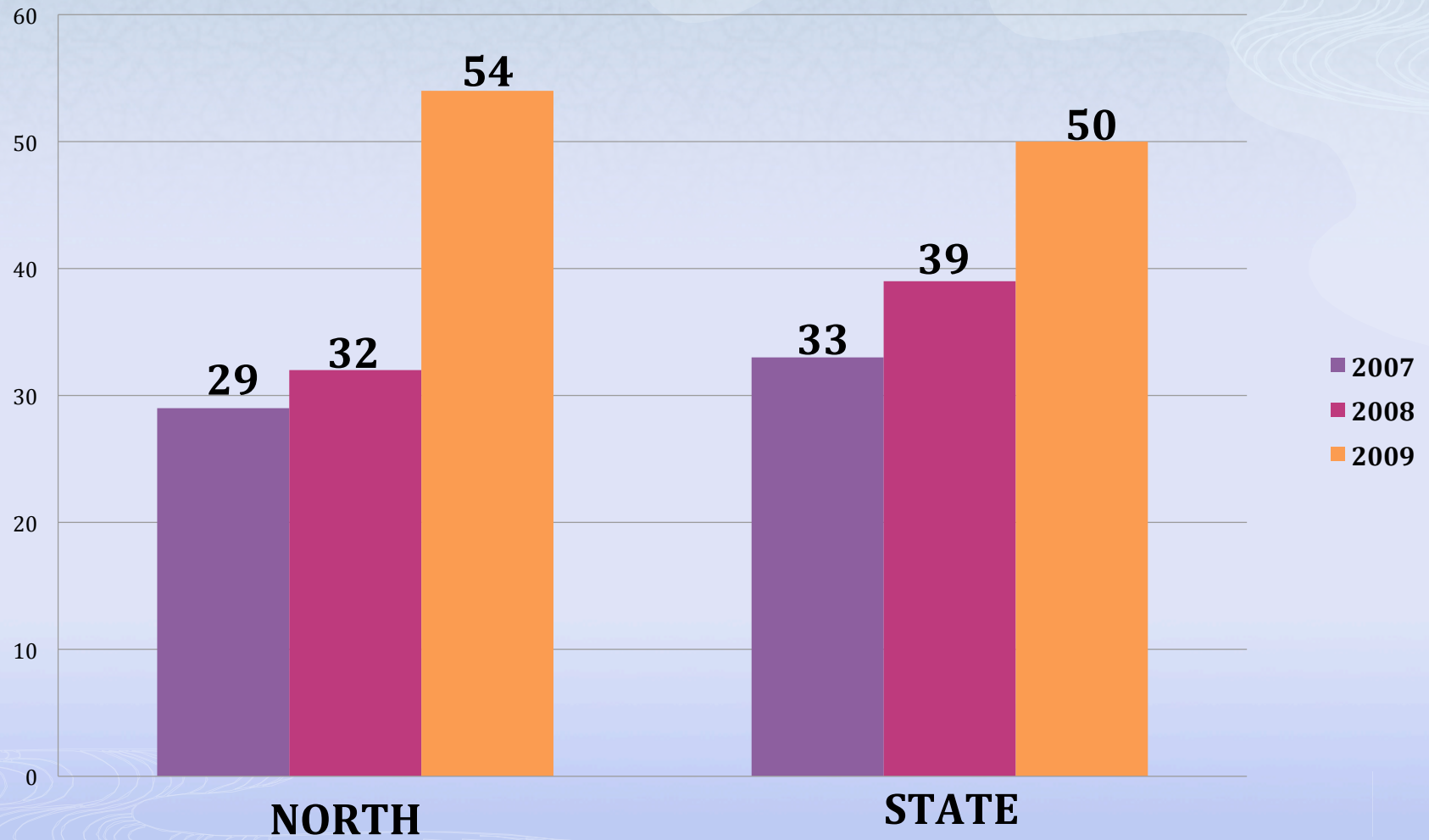
Nashua High School North is a community of learners where each student upon graduation has been

- Afforded access to personal academic goals through rigorous and diverse study
- Invited to respond to issues of social importance that influence the local and global outcomes
- Challenged to exhibit model citizenry and respectful attitudes toward all human differences.

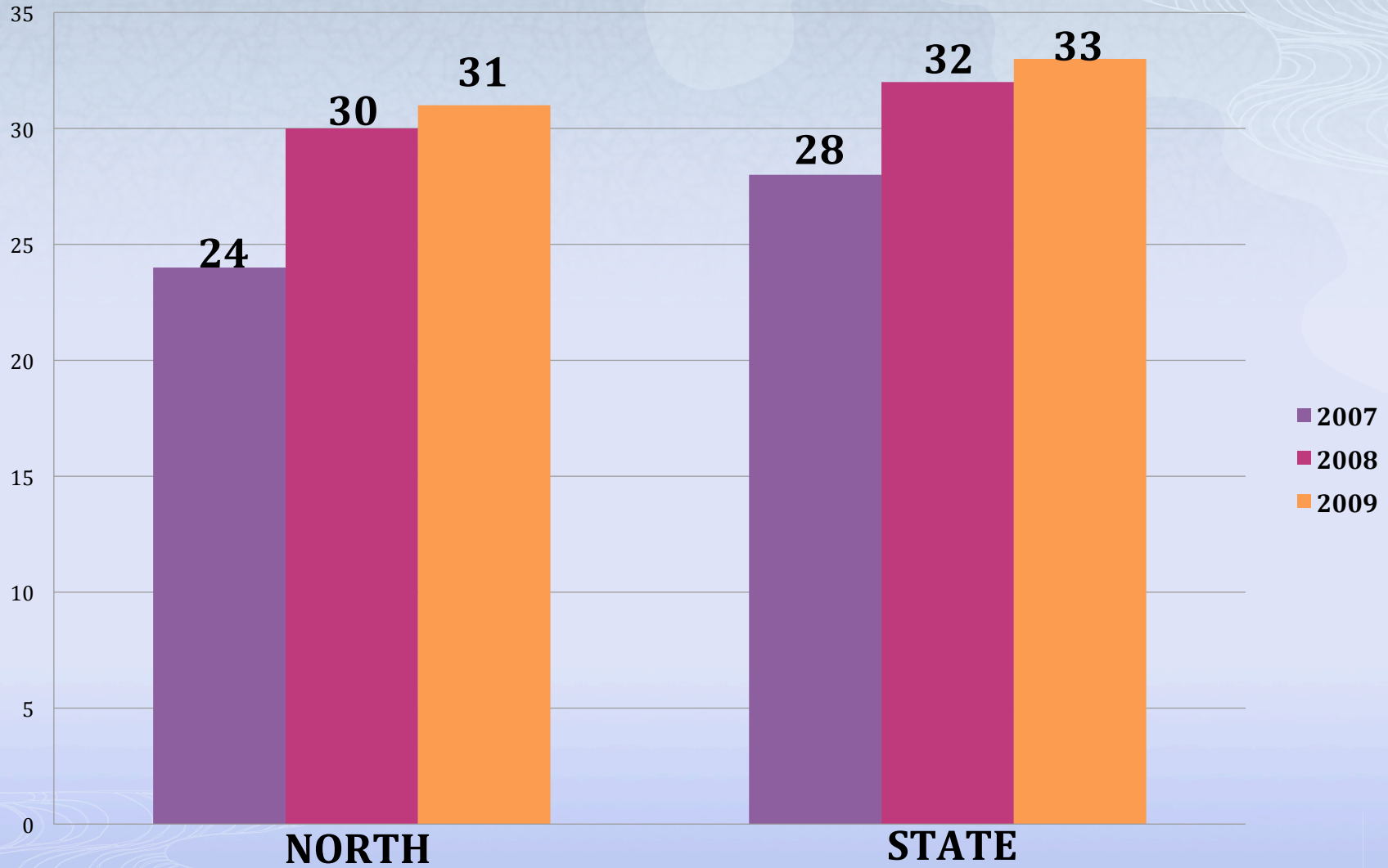
NECAP READING % PROFICIENT



NECAP WRITING % PROFICIENT

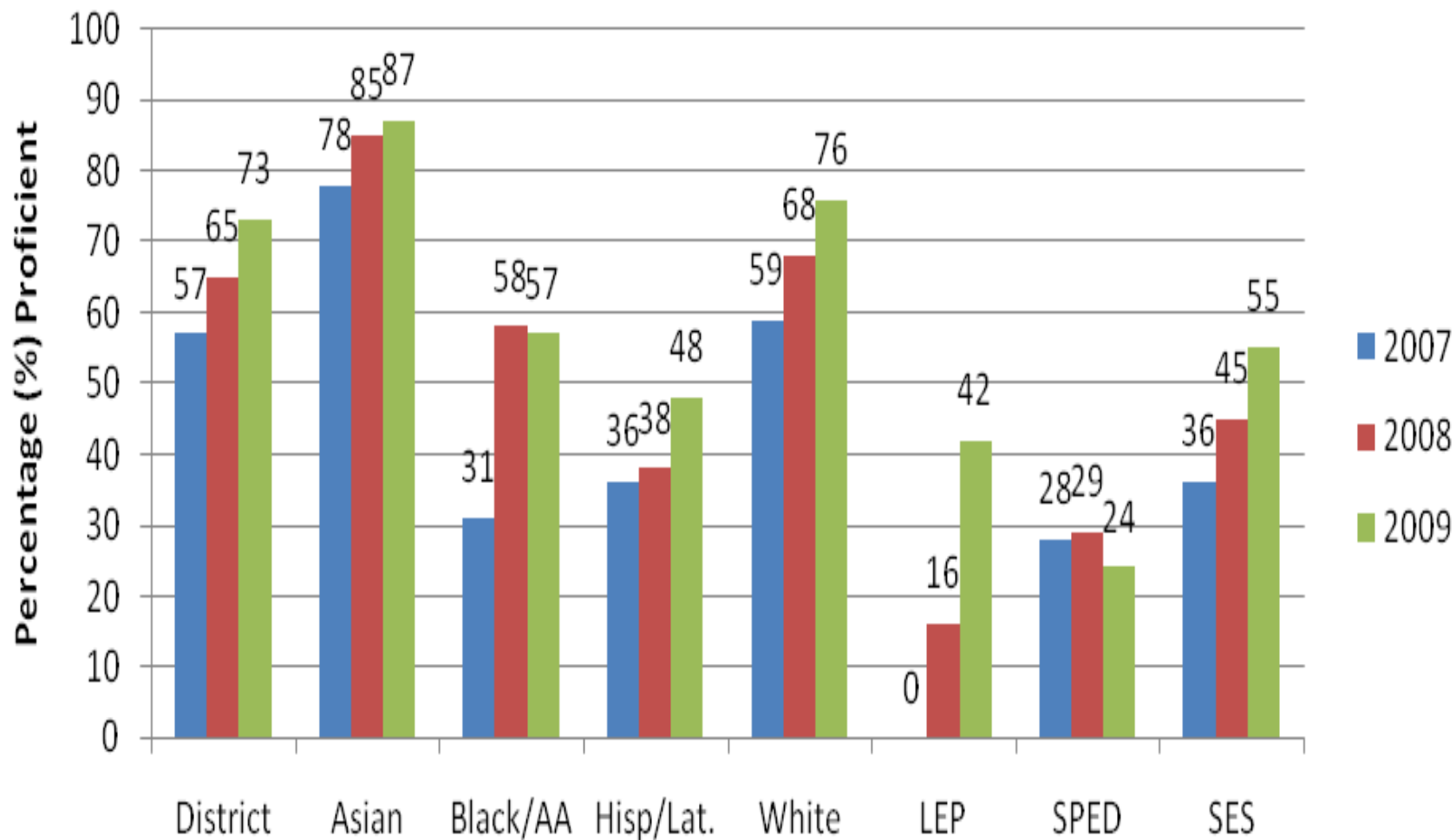


NECAP MATH % PROFICIENT



2009 AYP Results	Reading	Mathematics
Whole School	Y	N
Hispanic/Latino	Y	N
Amer. Ind./ Alaskan	Y	N
Asian/Pacific Islander	Y	Y
Black/AA	Y	N
White (Non- Hispanic)	Y	N
Economically Disadvantaged	Y	N
Educational Disability	N	N
Limited English Proficiency	Y	N

NSD Grade 11 NECAP Reading Results



2009 AP Performance and Participation Overview Report

	Nashua High School North	State of New Hampshire	International
Number of test takers	192 + 40.1%	4,422 + 4.9 %	1,448,982 + 7.5 %
Number of Exams taken	292 + 49 %	6,733 + 6 %	2,495,252 + 7.4 %
Number of Exams scored from 3-5	209 + 37.5 %	4,832 + 6.9 %	1,413,976 + 9.4 %

Source: AP College Board

What is the purpose of NCLB standardized assessment?

Designation?

Under performing school/School in
Need of Improvement/AYP Status

Comparison?

Compared against:

Schools within Districts

Schools within surrounding
communities

Schools between States

Educational Tool?

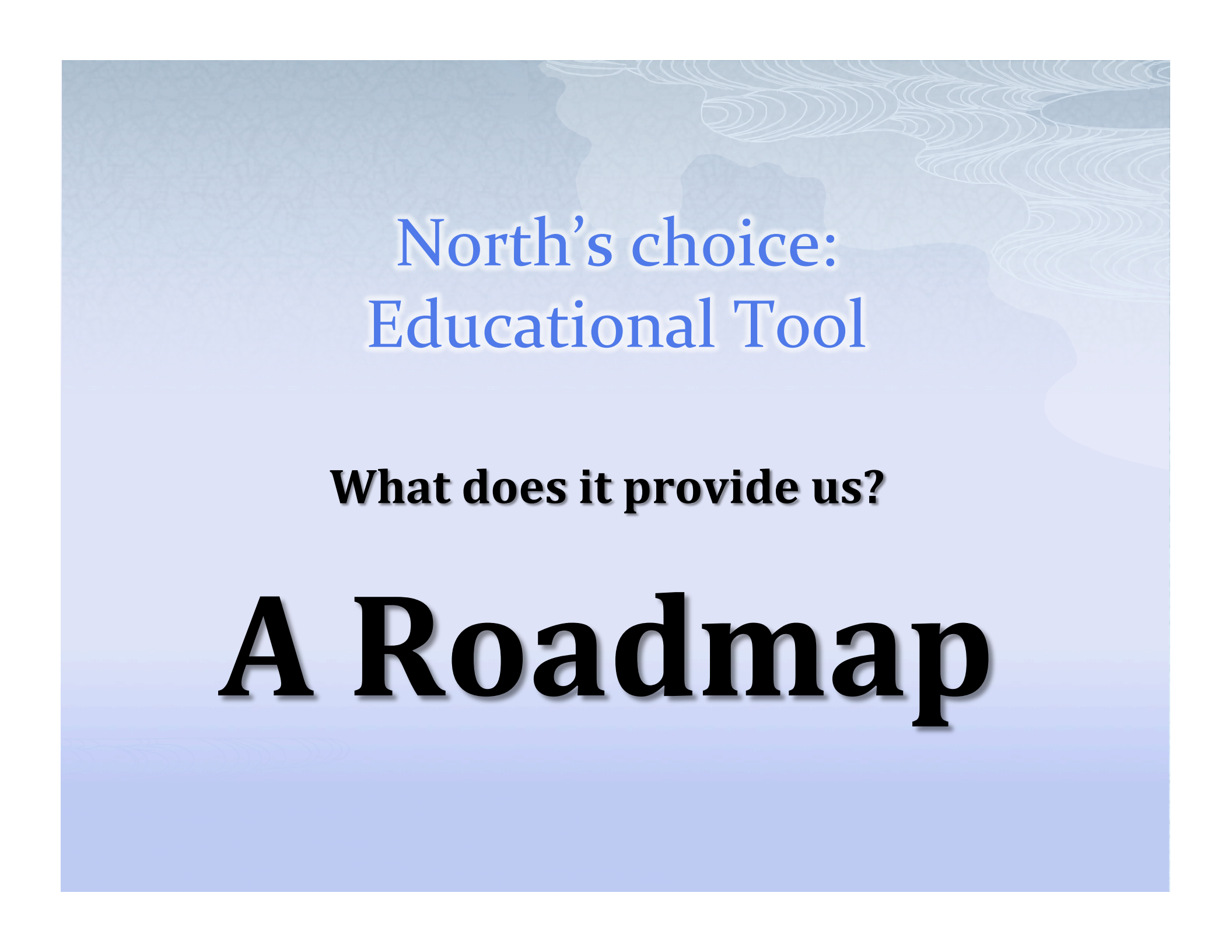
How can we use it to benefit:

Students

Teachers

Administrators

Community

The background features a light blue gradient with a faint map of North America. A white ripple effect emanates from the right side, spreading across the top and middle of the slide.

North's choice:
Educational Tool

What does it provide us?

A Roadmap

BAR/BAM/BAS – POW!

- Test item development
- Test administration
- Benchmarking/Qualifying

Our Uses of the Data

Students

Staff

Identification of areas for opportunity

Providing all staff with data on their rostered students

Additional practice and emphasis on the constructed response

PD on developing and scoring the construct response , embedding it as a common instructional practice

Intervention tutorials in math and reading for selected students

Staff provides anecdotal evidence for all “bubble” students and makes recommendations for tutorials

Emphasized practice in building content vocabulary and familiarity with poetry

Embedded practice in content vocabulary for all staff and poetry for English teaching staff

Teaching to the test =
teaching to the state
standards.

If you are not teaching to
the state standards, what
are students learning?

It's Just Good Teaching

Embedding Strategies

- Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- Formative Assessment

- Constructed Response

- Rubrics

- Literacy/Numeracy

It's Just Good Teaching

Embedding Strategies

□ Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

It's Just Good Teaching

Embedding Strategies

- Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- Formative Assessment

It's Just Good Teaching

Embedding Strategies

- Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- Formative Assessment

- Constructed Response

It's Just Good Teaching

Embedding Strategies

- Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- Formative Assessment

- Constructed Response

- Rubrics

It's Just Good Teaching

Embedding Strategies

- Knowledge of Standards

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- Formative Assessment

- Constructed Response

- Rubrics

- Literacy/Numeracy

Results

- Higher student achievement
- Higher expectations for teaching and learning among staff
- Vibrant learning community
- Effective use of data to design and transform classroom practice

What can you do Monday?

- ❑ Recruit key figures/resources
- ❑ Identify existing data
- ❑ Plan a whole school pause
- ❑ Begin researching released items
- ❑ Plan a staff PD session for scoring
- ❑ Create a timeline to develop, administer and score a benchmark assessment

David Ryan, Principal

589-6400

ryand@nashua.edu

Keith Richard, Assistant Principal

richardk@nashua.edu

Christopher Motika, Assistant Principal

motikac@nashua.edu

Christopher Saunders, Head Teacher, English

saundersc@nashua.edu