

SHRSD Parent Information Session

Benchmark Assessments



Wednesday, January 20, 2021
6:00 pm

What are Benchmark Assessments?

- According to Edmentum.com, “Benchmark assessments are intended to be something between formative (informal check-ins) and summative (formal, end of unit) assessments. They **are** fixed assessments, evaluating students against specific grade-level standards and learning goals rather than simply taking a quick pulse of understanding.”
- “However, unlike summative (formal, end of unit) assessments, the purpose of benchmarking is *not* to determine content mastery. Instead, the goal of benchmarking is to identify students’ academic strengths and weaknesses and use that information to guide future instruction.”

What is our process for Benchmark Assessments?

- Teachers are trained in administering assessments and protocols for the purpose of consistency and fidelity of each tool.
- Most benchmarks are collected at the beginning (September), middle (January), and end of the year (May/June)
- Scores are recorded into Aspen, our district's data collection system for long term tracking.
- Teachers review their class data with colleagues, instructional leaders, and administrators to identify trends and instructional next steps.
- This information is used to help make determinations regarding:
 - Standards With Support
 - Special Education & Enrichment Programming
 - Differentiated Instruction
 - Curriculum Needs

What assessments will my child take?

DIBELS (K - 3)

Acadience (K - 2)

Fountas & Pinnell (K - 6+)

STAR Renaissance (3 - 12)

- Reading (7 - 12)

- Math (3 - 8)

Writing Benchmarks (K - 8)

Constructed Response Tasks (3 - 12)

Common Grade Level Assessments

NJSLA (3 - 11)

- ELA (3 - 9)

- Math (3 - 9)

- Science (5, 8, & 11)

WIDA (K - 12)

CogAT (2 - 5)

PSAT (10 - 11)

SAT (10 - 12)

ASVAB (11 - 12)

Math Benchmarks

Acadience (formerly DIBELS) - (K-2)

Acadience Math is an assessment used to measure the acquisition of mathematics skills in order to provide early support to help students reach their full potential.

- Nationally normed assessments
- Three times a year, fall, winter, and spring
- Acadience is a series of sub-assessments each administered in a timed one-to-one setting.
 - Beginning Quantity Discrimination (K)
 - Number Identification (K)
 - Next Number Fluency (K)
 - Advanced Quantity Discrimination (1st)
 - Computation (1st and 2nd)
 - Concepts and Application (2nd)

Acadience - Examples

Two boxes containing 4 dots each.

Two boxes containing 4 dots each.

SAMPLE

Two boxes containing 3 dots each.

Two boxes containing 5 dots each.

Two boxes containing 5 dots each.

1. $\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$	2. $\begin{array}{r} 21 \\ +8 \\ \hline \end{array}$	3. $\begin{array}{r} 90 \\ -4 \\ \hline \end{array}$	4. $\begin{array}{r} 58 \\ +13 \\ \hline \end{array}$	5. $\begin{array}{r} 34 \\ 21 \\ 15 \\ +23 \\ \hline \end{array}$
6. $\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	7. $\begin{array}{r} 64 \\ +35 \\ \hline \end{array}$	8. $\begin{array}{r} 76 \\ -28 \\ \hline \end{array}$	9. $\begin{array}{r} 19 \\ +2 \\ \hline \end{array}$	10. $\begin{array}{r} 27 \\ -13 \\ \hline \end{array}$
11. $\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	12. $\begin{array}{r} 65 \\ +16 \\ \hline \end{array}$	13. $\begin{array}{r} 42 \\ +4 \\ \hline \end{array}$	14. $\begin{array}{r} 63 \\ -6 \\ \hline \end{array}$	15. $\begin{array}{r} 56 \\ +11 \\ \hline \end{array}$
16. $\begin{array}{r} 46 \\ +6 \\ \hline \end{array}$	17. $\begin{array}{r} 47 \\ -45 \\ \hline \end{array}$	18. $\begin{array}{r} 78 \\ +17 \\ \hline \end{array}$	19. $\begin{array}{r} 44 \\ +34 \\ \hline \end{array}$	20. $\begin{array}{r} 56 \\ -19 \\ \hline \end{array}$

STAR Math Assessment (3rd - 8th)

- Nationally normed computerized assessment that addresses a wide range of grade appropriate literacy skills, mostly multiple choice
- Assessment is responsive to each student's skills
- Provides detailed information on grade-level specific math domains
- Identifies skills at, above, and below grade level that can support student learning
- Is administered three times a year to monitor and track growth
- Third year in district

ELA Benchmarks

DIBELS - Dynamic Indicators of Basic Early Literacy Skills (K - 3rd)

- Nationally normed assessments
- DIBELS is a series of sub-assessments each administered in a one on one setting lasting 1 minute.
- Used as our universal dyslexia screener as the sub-assessments measure automaticity at each developmentally appropriate stage in early language.
- Sub-assessments
 - First Sound Fluency- K only (BOY & MOY), oral assessment measuring first sound isolation
 - Letter Naming Fluency- K-1 (BOY), mix of upper and lower case letters
 - Phoneme Segmentation- K-1 (BOY), oral assessment measuring ability to isolate each sound in a word
 - Nonsense Word Fluency- K (MOY)-2 (BOY), assessment measuring early letter sound/grapheme identification and early CVC word blending
 - Oral Reading Fluency- 1 (MOY)-3 (EOY), assessment measuring more complex phonetic decoding and high frequency word recognition in grade level appropriate text

DIBELS - Dynamic Indicators of Basic Early Literacy Skills Subtest Samples

▶ bol	kiv	ul	jac	lel
fij	kug	jat	oj	deg
wav	pek	yos	muh	fi
ec	faj	vog	kif	pek
og	wap	fec	pi	fuj
kag	vov	ev	zub	
seb	av	up	pij	bok
ful	v	zec	sic	ot
p	v	zev	tib	zak
zoc	ac	bej	lik	fuf

A Jump Rope Contest

▶ It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.

Five boys went next. They used two ropes to do tricks. The boys jumped over the ropes at the same time. Their feet moved quickly and in a steady beat. The boys did tricks with kicks and spins. The ropes never stopped turning.

"We're next," said Anna.

Kim hoped that she would do her new trick. Anna was sure that she and Kim would win.

First, Kim turned the rope and Anna jumped. Anna did some spins and kicks. So it was Kim's turn to do the tricks. She passed the rope to Anna.

It was time for Kim to do her new trick. She jumped up and did a flip in the air. When she pulled her feet together and touched the ground, she hopped back up. She was proud that she had done the trick.

The girls were done, and they left the floor. "We did it!" Kim shouted. "I think we can win this contest."

Fountas & Pinnell Reading Benchmark Assessment (K MOY - 6 EOY)

- Nationally normed assessment with decades of research and application.
- Based off of the research by Marie Clay, continued by Irene Fountas and Gay Su Pinnell - reading behaviors
 - Research link for further detail <http://www.fountasandpinnell.com/resourcelibrary/id/128>
- Capable of determining a student's independent, instructional, & frustration reading levels *We test for the instructional only (3 testing periods per year)
- Measures 2 main areas; accuracy & comprehension (fiction & nonfiction)
- Accuracy
 - Running Record format- student reads text or portion of text aloud while teacher records all miscues and variations for analysis
- Comprehension
 - Conversation format- teacher prompts student to first retell major understandings and then asks more targeted questions as needed, completed in a discussion setting with the teacher recording responses
- Accuracy score and Comprehension score are used to determine the student's instructional level

STAR Reading Assessment

7 - 12

- Nationally normed computerized assessment that addresses a wide range of grade appropriate literacy skills, mostly multiple choice
- Assessment is responsive to each student's skills
- Provides a number of reports for teachers to apply to instruction
- Is administered three times a year to monitor and track growth
- New to the district for 7-12 this year, teachers are given this year to explore the tool
- Will start formally in the spring

Writing Benchmark Assessments

K - 8

- Each grade level has a spring and fall writing prompt
- Each prompt has a consistent rubric for growth comparison
- The writing prompts and rubrics were developed and reviewed by each grade level team.
- Writing benchmark assessments are administered during the same window of time for all students and more specifically, each grade level chooses an even more specific window of time to eliminate as many extraneous factors as possible
- Writing pieces are evaluated by both homeroom teachers to assure rubric reliability

Tonight's Presenters:

Mr. Andrew Harris, SHRSD Supervisor of STEM & Special Projects,
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Mrs. Kristin Angst, SHRSD Reading Specialist, kristin.angst@shrsd.org

Mr. Geoff Hewitt, SHRSD Director of Curriculum, Assessment, and Instruction,
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Thank You