

December 2018 - Grade 1 Assessment Survey – 14 Responses

Which best describes your current assignment?

General Education Classroom Teacher	12
Intervention Specialist - self-contained	1
Intervention Specialist - push in	1

Who administered DIBELS (check all that apply)

Classroom Teacher	1
Title Teacher	12
ELA/Math Support	1

How do you test your students on each? (check all that apply)

	DIBELS	SuperKids Progress Tests	Math Expressions Unit Tests	Social Studies Weekly Tests	Science Fusion
One on One	ALL	8	7	2	3
Small Group		10	9	3	3
Whole Class		3	7	9	10
Online		10	0	0	0
Paper/Pencil		5	11	10	9

On a scale from 1 to 5 to what degree do these tests help inform your instruction?

	DIBELS	SuperKids Progress Tests	Math Expressions Unit Tests	Social Studies Weekly Tests	Science Fusion
1 – Least Helpful	0	6	0	10	8
2	1	3	1	1	2
3	5	2	3	1	2
4	4	2	8	0	0
5 – Most Helpful	3	0	1	0	0

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How many students are currently enrolled in your 1st grade class?	How many of your students have active IEPs?	How many years have you been teaching this grade level?	Approximately how much time (in hours) did you spend giving:					Estimated Total hours spent per trimester testing: DIBELS, Science, Social Studies, 4 units of SuperKids, 3 Math Expressions Tests
			Beginning of the year DIBELS?	A Super Kids Progress Test?	A Math Expressions Unit Test?	A Social Studies Test?	A Science Fusion Test?	
20*	4	8	0	1.5	3	0.5	1.5	17
20*	1	21	0	1.5	3	0.5	1.5	17
25	4	6	9	1	2.5	0.5	0.5	21.5
24	1	13	9	0.5	1.5	0.5	0.5	16.5
23	1	4	1	1	1	1	1	10
21	4	6	3	1	1.5	1	1	13.5
20	0	15	3.3	1.5	2	1.2	1.2	17.7
19	2	3	1.5	1.5	2.5	0.75	0.75	16.5
18	0	2		1	3	1	1	15
18	4	10	0	1	1	1	1	9
17	1	15	5	2	1	1	1	18
17	1	8	5	1	1	1	1	14
3**	3	17	0	1	1			7
2**	2	8	4	1	1			11

* denotes departmentalized classes. For comparison purposes the times were split in half and listed for both teachers

** denotes self-contained special education classes

Are there other assessments that you use or recommend using that are more useful? Or would provide better information that the tools the district currently uses?

- I would like to use DIBELS on a regular basis. I could use the progress monitoring tools starting from the beginning of the year, set goals, and then test during December and May. It is hard to fit in progress monitoring when we are required to do so much testing with Superkids.

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- I have mentioned this to anyone who will listen on Ed Services, but as an IB school, it feels very inappropriate to be giving paper/pencil tests for science and social studies. (With the exception of math and phonics to a certain extent, all learning and assessment should be linked to the IB planners. The IB philosophy does not support paper/pencil assessments for students in the PYP). In the past, before all of these mandated assessments from Ed Services, we created performance based projects/assessments to ascertain what our students had learned throughout an IB unit of inquiry (i.e. planner). It is disheartening to live in both worlds...one of IB with authentic, student centered assessments and the other world filled with paper/pencil or online tests that do not inform or enhance my future instruction.
- DIBELS is a diagnostic test. There needs to be a useful follow up assessment that allows for a deeper probe of students that score red and yellow on DIBELS. I've started using the PASS/PAST assessment that I was introduced to at a State Support Team PD.
- The DSA was a helpful tool for spelling, but we stopped giving those years ago.
- The comprehension portion of the Superkid assessment is useful for my students that are reading at grade level. I need to administer this comprehension portion one-on-one to my emergent readers as a running record. This helps me determine if issues lie in decoding or comprehension. In addition to the Superkid comprehension portion, I also administer one fluency passage per unit. I also administer a memory word list assessment every other unit. Since the decoding and memory word portions of the Superkid assessment are multiple choice, they are not helpful to me. I need to hear the students read these. When the Superkid assessment has a fluency portion (memory words/phrases) this part is useful.

I would find it more useful to assess students in Science and Social Studies using tasks embedded in our IB units. We are still in the process of combining our IB units with the Social Studies and Science adopted curriculum to best address the standards

- I use the Super kids fluency.
- Superkids: the text is much too small on the iPads and cannot be enlarged. Having a paper/pencil comprehension assessment so the students can use the strategies they are being taught, such as highlighting the text, would give us a better idea if they actually understand the text versus just clicking a button with 2 choices. If a student is not reading on grade level, giving them a grade level passage to test comprehension is not appropriate. They may be able to use the skill but not if they can't read the passage. Switching to a paper/pencil standards-based assessment given once a month to test comprehension, versus the SK online test every 2 weeks, would be much more beneficial. Testing memory words or word patterns is best done with a word list so that you can listen to the child read and note errors, versus pushing buttons where a child cannot even read at all and get a correct answer. The online assessments at this age are not giving us accurate information on the ability of our students. If the SK paper/pencil tests ARE used, they are different from the online version and cannot be entered onto the website. I realize an online test that is scored automatically is "easier" on the teacher but the resulting data is nearly useless.

DIBELS: this information is MUCH more useful than SK to chart progress and areas of need. Basic foundational reading skills are tested BOY, MOY and EOY and can be progress monitored in-between. Only the students who need monitoring are done,

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not the entire class.

Math Expressions: I do not have many issues with these assessments. Sometimes they are longer than needed but overall I think they give an accurate picture of what my students understand and can do. I require them to show their work so the student and I can see where mistakes are being made. Their work was once a part of the grade but this has been taken away.

Science and Social Studies: working at an IB school I would much rather have a project-based assessment with a rubric and writing sample than a paper/pencil test. With IB we are to have a summative product the students make that shows what the students have learned. Instead of this I am administering the district assessments.

- I use F&P to gauge where students are reading. This is far more accurate, research based, and offers a breakdown of the reading difficulties that students may be having. It also allows me to identify superior strengths of advanced students to have them reading materials that will challenge them. Superkids does NONE of that.

DIBELS needs to be given at all three points of the school year. Leaving out the middle (because it looks bad due to Superkids) is a huge hindrance! DIBELS is norm referenced and research based, Superkids is NOT. I need the data to see where my kids are at based on norms, so I know who needs help with real world reading in fluency. Students must be reading 23 words per minute at the midpoint of first grade and 47 words per minute at the end of the year. The readability is also increasing at the same time. By the end of the school year a student is reading harder text at 47 WPM than they were in the middle of the school year.

The math assessments are okay, but we have lowered our expectations of students. We use to have the story problems be worth 3 points (1-correct answer, 1-label, and 1-work/strategy) Students only have to give a correct answer the way the test are now configured. Unfortunately, we have been encountering errors on EVERY test either on the assessments themselves or the answer documents. These should be correct when we print them out.

Science and Social Studies are what drive our IB planners. IB states that we are suppose to have authentic project based assessments. However, we are required to give assessments provided by the district that go along with the scripted programs that they have purchased. All of the scripted materials do not adhere to the IB philosophy. In short, we should not have to double assess the children

Any Comments:

- ~Title 1 tested all students for Dibels at my school. They couldn't start taking students until they were finished. They tested during the first few weeks of school.
~I choose to give my students all tests during my guided reading instruction. I have 4 groups based on different reading abilities. My above level group (6 kids) requires much less time to take the district tests. They are able to follow along and answer questions with ease. I like seeing the work they do on the math assessments as they solve problems. My other 3 groups require much more guidance as I read the test out loud to them. I often have to use paper strips to separate questions and they become confused with the amount of words that are on the paper. The format

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of the Social Studies test is very hard to follow along, making the kids frustrated while taking the test. I am giving up guided reading instruction whenever I administer a social studies, science, and math assessment. I allow my students to take the progress tests for Superkids on the I Pads during one of their station rotations. When looking at the data I find that most guess at the answers and it doesn't provide me with an accurate account of what they know. Sitting one to one for the oral reading fluency provides me with the best data, however it also takes away from my guided reading times.

We also give up much of our planning time when grading and entering the scores into Illuminate Ed with each assessment. This takes away from the time we could spend planning meaningful lessons.

- In addition to administering these assessments, the lack of flexibility with the pacing of curriculum and the administration dates of assessments is challenging. Worse, entering the scores into Illuminate Ed feels unnecessary. And it seems that we are simply entering the data as a point of compliance as nothing is really "done" with the data stored in Illuminate Ed. I greatly appreciate the Union's support with this.
- The Superkids test is given on the Ipad. Half of the time the I pads do not work. Often the sound is not working and the students treat it like a game. Some students hit any button and you cannot look back to change answers. The Superkids test is given every other week and so we have to stop teaching to administer the test. The social studies tests are too long and not appropriate for first graders. I would rather see a project to show understanding than a multiple choice test. Also, we are an IB school and the Social Studies Weekly magazine does not always align with our planners. If we are IB then we should not be teaching the magazines because they are supposed to be taught. We should incorporate the concepts into our other areas but knowing we have a test we have to teach it separately. We spend a ton of time inputting scores into the computer for math, science and social studies.
- The amount of time that is given to take the math assessments includes the pre and post assessments. Since all the first grade has to give their math expression and science fusion tests paper and pencil, it is also the time to grade and input the scores into illuminate ed. Each student, each question has to put in. It can take me about 2 hours to do this. The other issue is sometimes the questions are multiple choice and then others are points. The questions with points do not have a definitive rubric on how to score them.
- Frankly, the Superkids assessments are useless to me. They are administered online and I can't view the test. The result breakdown just gives a composite score that doesn't show the question or student answer so I can analyze student errors. If I administer the progress test paper/pencil, it would take me about 3.5 hours to administer one-on-one every 2 weeks. That's equivalent to an entire day of instruction a month spent testing. Then I would have to manually enter all the scores into the portal. While the math tests are more helpful, they're too long. The unit 2 assessment had 12 word problems that took my class 2 hours to complete and that wasn't the entire test. The science and social studies test are the easiest to administer but the skills could be assessed on a checklist during a lesson or lab. Ultimately my problem is the unforgiving nature and attitude about the pacing guides. Not every class, is ready to test by the test by date. Then it becomes an issue of being compliant to administration or doing what's best for the students in your classroom and that's not a choice that should be on the table.

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- I am an Intervention Specialist that pushes in and pulls students out based on their need. That option wasn't listed so I wanted to clarify.

Also it takes me less than an hour to administer the tests, but this survey would not let me put minutes.

- With the Superkids test on some units there is also a writing and fluency component. When you have the fluency passages or phrases it could take me multiple hours because I am assessing 40 children in reading. Also, due to kids not being at school it is extremely hard to keep up with the data in Superkids. It seems on some weeks with the spelling test and Superkids test that all I am doing is assessing the children and not doing much more of anything else. It is a struggle even though the test is every other week to get everything else done. In addition because I had 12 kids on "not on-track" RIMPS and 8 kids on "on-track" RIMPS I am doing intervention after intervention. Very difficult!
- I do not find the Social Studies and Science Assessments useful at all.
- The assessments are often wrong in terms of format, scoring or entering into Illuminate Ed. The Ed Services team was informed of this and presented the following suggestion last year: "If the Ed Services Team printed each assessment off Illuminate Ed before teachers are required to give it, filled it in, graded it with the provided answer key, entered it into Illuminate Ed, and looked at a data view, this would help catch and fix most, if not all, the errors before teachers are required to administer them." We were told this is being done yet the assessments are still not consistently accurate which impacts my time.

We were told these assessments are "formative" yet they are given at the end of a unit with no re-teaching time built into the time frames we are given. Hence, they are not formative, but summative. Over the years we have spent countless hours creating standards based short cycle assessments, exit slips, and reflections which give us real time data that can be acted upon the next day. It would be nice to get back to this but I do not want to have to enter scores into the computer every time I give a true formative assessment.

We need TIME with our students at the beginning of the year. The time frames we are given have us opening workbooks and passing out worksheets on day 2! Our students are coming in less and less ready for a school setting. We need time to teach them routines, procedures, social skills, and thinking skills. I teach tiny humans with social/emotional needs. If the relationships between student/teacher and student/student are not developing early on many other problems occur and LESS teaching gets done throughout the year. I would like 2 weeks to develop relationships and 5 weeks to review short vowels before we jump into the curriculum. With the SK reading program we are not given enough time to review short vowel sounds which are dire to students being successful throughout the rest of the year.

The age cutoff needs to be moved up. The expectations are very high and they are not prepared and often overwhelmed with the curriculum when they are coming in at 5 years old for 1st grade and turning 6 either over the summer or the first month of school. They are a year behind other students and it shows!

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- Over half of the science book that we are pushed to use is not used. And none of the units in the science curriculum are taught in their entirety because they do not follow state standards. We have been given a list of which units to use, more specifically, which lessons to use. "Required Teaching" consists of a total of 13 lessons out of 52 in the whole book.

The new social studies curriculum is better than the science, but we need more flexibility to put it with the appropriate planners at an appropriate time of the year.

The pacing the district is pushing does not allow us to put IB planners together the way that they should be. IB does not expect every school in the district to be teaching the same concepts, within the same planners, at the same time of the year.

Superkids, Science Fusion, and Studies Weekly do not go together in a way that allows for thematic teaching.

We need far more time at the beginning of the school year to settle our kids into their new learning environment. We also need the kindergarten birthday cutoff to be moved to August 1. The rigor expected of our youngest students far exceeds the work we did when we were children. It is no longer 1980, and moving the date would allow students to be better prepared socially and emotionally.