

# December 2018 - Grade 2 Assessment Survey – 9 Responses

Which best describes your current assignment?

|                                     |   |
|-------------------------------------|---|
| General Education Classroom Teacher | 7 |
| Intervention Specialist - push in   | 1 |
| Other                               | 1 |

Who administered DIBELS (check all that apply)

|                   |   |
|-------------------|---|
| Classroom Teacher | 1 |
| Title Teacher     | 8 |
| ELA/Math Support  | 1 |

If your response above was "Other" what best describes your position?

Departmentalized classroom teacher ELA/SS

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    | 4                        | 1                           | 1                           | 1              |
| Small Group  |        | 4                        | 4                           | 3                           | 3              |
| Whole Class  |        | 6                        | 6                           | 5                           | 4              |
| Online       |        | 0                        | 0                           | 0                           | 0              |
| Paper/Pencil |        | 4                        | 4                           | 3                           | 4              |

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                           | 4                           | 4              |
| 2                 | 2      | 1                        | 1                           | 1                           | 1              |
| 3                 | 3      | 1                        | 2                           | 1                           | 0              |
| 4                 | 1      | 0                        | 2                           | 1                           | 2              |
| 5 – Most Helpful  | 2      | 0                        | 3                           | 0                           | 0              |

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|   |  |  | Approximately how much time (in hours)<br>did you spend giving: |  |   |  |  | Estimated Total<br>hours spent per<br>trimester<br>testing:<br>DIBELS,<br>Science, Social<br>Studies, 5 units<br>of SuperKids, 2<br>units of Math<br>Expressions |
|---|--|--|---|--|---|--|--|--|
| How<br>many<br>students<br>are<br>currently<br>enrolled<br>in your<br>2nd grade<br>class? | How<br>many<br>of your<br>student<br>s have<br>active<br>IEPs? | How<br>many<br>years<br>have you<br>been<br>teaching<br>this grade<br>level? | the<br>begi<br>nnin<br>g of<br>the<br>year<br>DIBE<br>LS?       | each<br>Super<br>Kids<br>Progre<br>ss<br>Test? | each<br>Math<br>Expressi<br>ons Unit<br>Test? | each<br>Social<br>Stodie<br>s<br>Test? | each<br>Scienc<br>e<br>Fusion<br>Test? |  |
| 17  | 2  | 2  | 4   | 1  | 1   | 1                                      | 1                                      | 13   |
| 20  | 3  | 6  | 6   | 1  | 1   | 1                                      | 1                                      | 15   |
| 4   | 4  | 17   | 0   | 1  | 1   |  |  | 7  |
| 24  | 0  | 6  | 0   | 2  | 1   | 1                                      | 1                                      | 14   |
| 27  | 4  | 3  |   | 4.5  | 3.5   | 3                                      | 3                                      | 35.5   |
| 18  | 0  |  | 0   | 2  | 1   | 0.5                                    | 0.5                                    | 13   |
| 50  | 5  | 6  | 20  | 4  |   | 1                                      |  | 41   |
| 17  | 2  | 5  | 0   | 1  | 1   | 1                                      | 1                                      | 9  |
| 50  | 5  | 6  |   |  | 2   |  | 1                                      | 5  |

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?

- DSA for spelling
- Fountas & Pinnell, TRC for assessing students' guided reading level. ODE's Ohio Grade 2 Full Measure Diagnostic for paper-pencil comprehension assessment.
- I administer the assessments that I am told to administer.
- Oftentimes, I create my own assessments to truly see if a child has mastered a skill.
- Superkids online testing in Superkids portal is very helpful. The scores are broken down into the skills that students are tested on. This is especially helpful for phonics and decoding skills. The test is online so feedback is immediate and the test is very easy to access. Students are able to complete independently.  
Math tests are very helpful but scoring is time consuming when some of the questions are able to be bubbled in but 3 or 4 have to be entered manually. Why can't teachers use the actual test in the Math Expressions portal?  
Social Studies and science test are very straight forward and easy to bubble and score.
- The most beneficial assessment for reading would be the use of Study Island because it tests and gives practice to all of our Standards.
- The Superkids progress test has no connection to what we actually teach in Superkids. If we stopped and retaught the skills that were not mastered, we would never be caught up to the pacing guide. The jump from second grade Superkids to third grade Ready Gen is huge and teachers of third grade see this gap. Tests like

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STAR and MAP could possibly give some more useful information for this grade level. The math tests are clearly aligned to what we are teaching and the students are usually successful on these assessments. Science and Social Studies tests are really just a waste of time. Useless and provide no real information.

Any Comments:

- DIBELS does not assess comprehension. There are many children who are “in the green” in DIBELS due to being fast readers, but they don’t understand what they read.  
Second grade is using the discontinued, “rigorous,” PARCC-designed Superkids unit tests that are no longer supported by Superkids, and are not connected to the unit lessons. We are required to give a SK unit test every other week, after every 10 lessons, whether students are ready or not. ReadyGen offers curriculum starting in kindergarten. We should be using it K-5, and not struggling to get children to successfully transition from Superkids in grade 2 to ReadyGen in third grade. Additionally, the requirement for second grade ELA to give, grade, and enter data on Illuminate Ed all on the same day is unfair and arbitrary. Our ELA assessment and lesson pacing calendar allows no window for data entry on Illuminate Ed. Math assessments have a 3-5 day window after giving the tests before data entry is due on Illuminate Ed. Moreover, the way test data are bundled on Illuminate Ed makes test performance reports useless and inaccurate. Writing is scored using rubrics, but calculated as points on Illuminate Ed. Fluency points are added to comprehension test scores, and calculated as zero even when fluency is not assessed. This needs to be fixed.
- 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.
- Superkids assessments do not match Superkids instruction at all. I spend a great deal of time supplementing. In addition, our whole group Superkids lessons (as per the Teacher's Manual) focus on phonics and word recognition, yet students are not tested on this at all. Just wondering why we are not using the Superkids assessments. If there is not a strong comprehension component in Superkids, perhaps a different series should have been considered or supplemented.
- The District reading tests that are given every 2 weeks were designed to prepare students for 3rd grade. Second grade students are not developmentally ready to test in this manner. All students fail each week. I have resorted to giving the test whole group and use it as a teaching tool. Scoring is ridiculous and extremely time consuming. Fluency scores have to be entered manually as well as a number of points for what reading level, 1, 2, 3. The rest of the test can be scored on a bubble sheet and then scanned into the computer. This process takes at least 2 hours easily for scores that count for nothing and are never looked at! What an insult that we are held accountable for this and what a waste of precious time.
- The Superkids assessments are completely useless. The Superkids tests do not come from the Superkids series. The tests were recreated by Ed Services to resemble the assessments given in third grade. The problem is, the recreated assessments have nothing to do with what we are teaching. We teach one thing and the test assesses something completely different. Additionally, we need time to provide instruction to students on how to take this sort of assessment as the format is new to them. Yet

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due to curriculum mapping/scheduling, we don't have time to do that or even reteach when students don't master a skill because the scheduling of Superkids is predetermined and days are jam packed.

- The Superkids Progress checks every two weeks along with a fluency probe is excessive and not useful to instruction. The Program Specialist for Reading told us not to give these to parents. We do not use the Progress Check for our instruction, and we were asked not to send them home, why are we giving these tests? This is completely ridiculous. What is helpful as a replacement would be Study Island tests given at the end of the month on a particular standard agreed upon by all second grade teachers.
- We are testing to just test students. We are pressured to put scores in Illuminate Ed (and get emails if we are one day late). What support are we provided based on this data? What does the district do with this data, if anything? I still do not get any extra support when scores are low. The classroom teachers have so much data entry; it is hard to keep up.