Informational Meeting:
Assessments at Lincoln
WHY Administer ASSESSMENTS?

- Regular assessment of student progress and understanding is essential. Assessment identifies what level students are on and if they understand the content. Lincoln uses assessment to meet the needs of individual learners.
WHY Administer ASSESSMENTS?

- The assessments given help us identify adjustments that need to be made. Lincoln uses several assessment methods. The overall time that students spend being assessed is a small part of their instructional year. The following chart demonstrates the time that a typical Lincoln student will be spending in assessment throughout the year. The time used in assessment is significant that it guides the remaining 96-98 percent of the student’s instructional year. Following the chart are details about each test and how we use the test.
## Expected Average Time in minutes for Assessments

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Teacher Daily Assessment

- **TYPE-** Teacher Administered
- **Frequency-** Throughout the day
- **PURPOSE-** Measure student understanding
- **HOW WE USE RESULTS-** Teachers use regular checks to determine if students understand and are ready to move on. Teachers will also identify students who need extra support or enrichment.
- **Student Groups Administered to:** K-9
There are many ways that teachers check for understanding. Some include: think-pair-share, hand signals, exit tickets, quizzes, concept maps, observations, tests, index card summaries, plickers, one sentence summary, oral questioning.
DIBELS

- **TYPE:** State Required 1-3, Teacher Administered - Oral and Written
- **Frequency:** 3 times a year: (August, January, May)
- **PURPOSE:** Measure student fluency, phonemic awareness, alphabetic principle, vocabulary and comprehension
- **HOW WE USE RESULTS:** Teachers use DIBELS scores (combined with Guided Reading Assessment and NWEA) to identify students who need additional support, develop instructional groups and monitor student progress throughout the year.
- **Student Groups Administered to:** K-6
Students identify letters, sounds of letters independently, sounds of letters in nonsense words, appropriate vocabulary and read passages.

*Time Required: 3 to 7 minutes per student depending on grade level*
What data is submitted to the state?

- Lincoln is required to enter if students are reading at grade level or below grade level in its student information system in 1st, 2nd and 3rd grades. If a student is below grade level, Lincoln has to indicate if a student is receiving reading interventions or not.
Guided Reading Assessment

- **TYPE-** Teacher Administered
- **Frequency-** August and throughout the year as needed.
- **PURPOSE-** Measure student reading level.
- **HOW WE USE RESULTS-** Teachers use the Guided Reading Assessment (combined with DIBELS and NWEA) to identify students who need additional support, develop instructional groups and monitor student progress throughout the year.
- **Student Groups Administered to: K-6**
Using leveled books, teachers listen to students read. They need to read fluently and make 5 or less mistakes on one page to be reading a book on their level.

*Time Required: 4 to 8 minutes per student*
Math/English Benchmark

- **TYPE**: Lincoln Teacher Created, Computer Based Assessment
- **Frequency**: 3 times a year: (August, January, May)
- **PURPOSE**: Identifies baseline data and measures student progress throughout the year.
- **HOW WE USE RESULTS**: Teachers use the results to adjust instruction. If students are not progressing, they review the concepts. If they already know the information, they move more quickly through the unit.
- **Student Groups Administered to**: 7-9
Students respond to math mathematical and reading comprehension questions and respond to a written prompt based upon an article provided.

Time Required: 30 to 40 minutes per test
CUP (Curriculum, Understanding and Progress) Assessments

- **TYPE**- Lincoln Teacher Created- Paper and Computer Based
- **Frequency**- 4 times a year: (October, January, March, May)
- **PURPOSE**- Measures student understanding of curriculum presented and readiness to move on.
- **HOW WE USE RESULTS**- Teachers adjust instruction based on student scores. Measures equality of curriculum being taught equally in all classrooms across grade level.
- **Student Groups Administered to**- K-6
Students respond to reading comprehension questions and respond to a written prompt based upon an article provided.

Time Required: 10 to 30 minutes per test dependent on grade level
NWEA

- **TYPE-** Computer Based, Developed by Private Company

- **Frequency-** Reading 2 times a year: (August, January) Math once per year (August)

- **PURPOSE-** Measures student current level in a specific subject. Provide comparison data to students nation wide. Measures linear progress from year to year.

- **HOW WE USE RESULTS-** Lincoln confirms math class placement. Teachers use NWEA scores (combined with Guided Reading Assessment and DIBELS) to identify students who need additional support, develop instructional groups and monitor student progress throughout the year.

- **Student Groups Administered to:** 2-6
As students respond to questions the questions become more difficult or easy depending on if the answer is correct or not. By the time students complete the test they are getting about half of the questions correct.

*Time Required: 30 to 45 minutes per test*
Spalding Phonogram and Spelling Tests

- TYPE- Teacher Administered, Paper and Pencil
- Frequency- Monthly
- PURPOSE- Measures student phonemic awareness and spelling ability.
- HOW WE USE RESULTS- Teachers adjust instruction based on results. Teachers identify students who need additional support
- Student Groups Administered to: K-6
Students identify phonograms and spelling words

Time Required: 10 to 15 minutes
Grade Level/Department Assessments

- **TYPE-** Teacher Administered
- **Frequency-** Weekly
- **PURPOSE-** Measures progress on Lincoln’s identified learner centered problem.
- **HOW WE USE RESULTS-** Teachers create assessments to measure students ability to perform essential tasks within the learner centered problem. Student grades are assessed until 80-85% of students demonstrate competency. Students unable to demonstrate competency are re-taught and assessed.
- **Student Groups Administered to:** K-9
Students respond to problems based upon essential skills of the LCP (Leaner Centered Problem)

*Time Required: 1 to 10 minutes depending upon test and grade level*
SAGE INTERUM

- TYPE- State Generated, Computer Based
- Frequency- 2 times a year: (November-December, February-March)
- PURPOSE- Measures student proficiency on state standards.
- HOW WE USE RESULTS- Teachers adjust instruction based on student results. Students are also identified and provided additional support if needed.
- Student Groups Administered to: 3-9
Designed to challenge students and create critical thinking skills, students respond to problems in interactive ways. Take a practice test for yourself at: https://goo.gl/1FcljQ
NO STUDENT DATA IS SUBMITTED TO THE STATE

Time Required: 30 to 45 minutes per test (Math, Reading, Writing, Science)
SAGE SUMMATIVE

- **TYPE:** State Generated, State Required, Computer Based
- **Frequency:** Once (April-May)
- **PURPOSE:** Measures student proficiency and growth on state standards. Student can see progress from year to year.
- **HOW WE USE RESULTS:** Teachers adjust future instruction based on student results. Lincoln identify areas to improve.
- **Student Groups Administered to:** 3-9
Designed to challenge students and create critical thinking skills, students respond to problems in interactive ways. Take a practice test for yourself at: https://goo.gl/1FcljQ

Time Required: 60 to 75 minutes per test (Math, Reading, Writing, Science)
What data is submitted to the state?

- USOE (Utah State Office of Education) has a document that describes the data that is collected and how it is used. This can be found at: http://schools.utah.gov/assessment/SAGE/SAGETestingDataReporting.aspx
Assessments are an essential part of education that do take time. However, as a reminder the time is minimal as demonstrated by the following chart.
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Thank You

We appreciate your efforts to understand more about the assessments your students will use at Lincoln Academy. We know that by working with parents, as a team, we can achieve greater results than working along. Thank you for your support.