

Balanced Assessment

G o o c h l a n d C o u n t y P u b l i c S c h o o l s



V I S I O N

Inspiring and preparing
the next generation to make
a positive impact.



To maximize the potential
of every learner.

Goochland County Public Schools
VALUES BASED LEADERSHIP

M I S S I O N

Maximum Potential

Creativity

Deeper Learning

Performance

Engagement

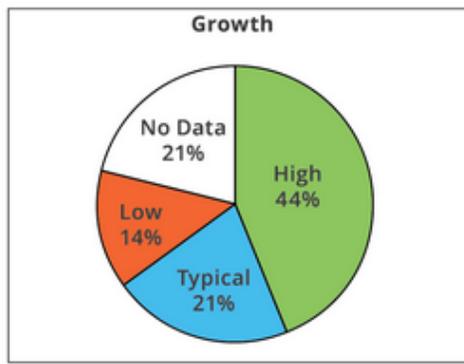
Individual Growth

Achievement

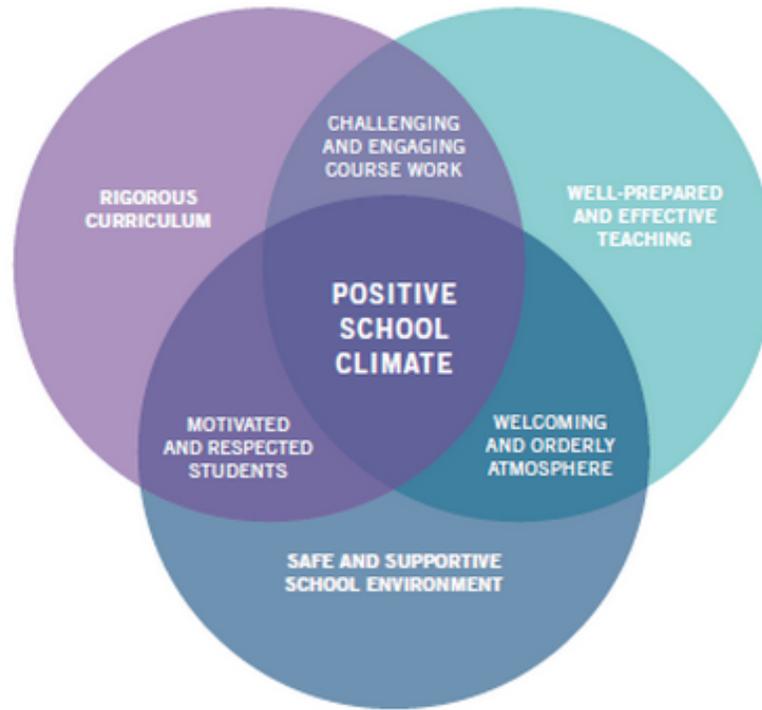
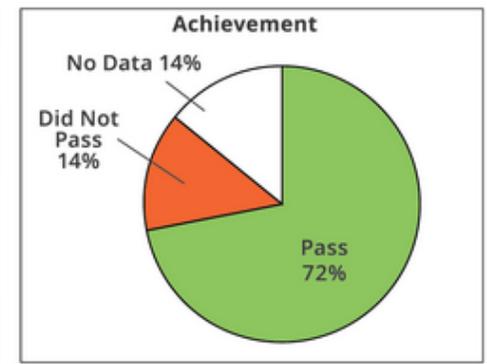
Minimum Proficiency & State Compliance

**To maximize the potential
of every learner.**

Effectiveness (Growth)	
Student Growth	Number of Students
High	6
Typical	3
Low	2
Percent of Students Meeting/ Exceeding Growth Target	75%
Growth Rating	Highly Effective



Effectiveness (Achievement)	
Achievement Level	Number of Students
Pass	10
Did Not Pass	2
Percent of Students Passing	83%
Achievement Rating	Effective



ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

YOUR SCHOOL

59%
ENGAGED

24%
NOT ENGAGED

17%
ACTIVELY
DISENGAGED

Division Committee on Growth

- 1. Identify and recommend the best growth measure for our school division.**
- 2. Consider a PK-12 assessment profile that balances achievement and growth, one that more completely captures student learning.**

Achievement vs. Growth

	Achievement Test	Growth Assessment
Student A	410	Did meet projected growth.
Student B	420	Did meet projected growth.
Student C	390	Did meet projected growth.
Student D	390	Did meet projected growth.
Student E	450	Did meet projected growth.
Student F	600	Did meet projected growth.
Student G	600	Did not meet projected growth.
Student H	310	Did not meet projected growth.
Student I	380	Did meet projected growth.
Student J	540	Did meet projected growth.

60% pass rate

80% “pass rate”

Committee on Growth

- A. Reduce the amount of traditional benchmark achievement testing (and associated test prep).
- B. Adopt more efficient assessments that measure individual student growth in the areas of literacy and math.
- C. Introduce performance assessments that measure depth of knowledge and critical thinking.
- D. Provide teachers and students with a net gain in instructional time.



BALANCED assessment PROJECT

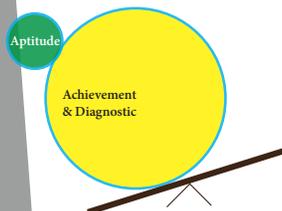
Goochland County Public Schools

MAY 2013

MAY 2013

Goochland County Public Schools

Seeing the Big Picture

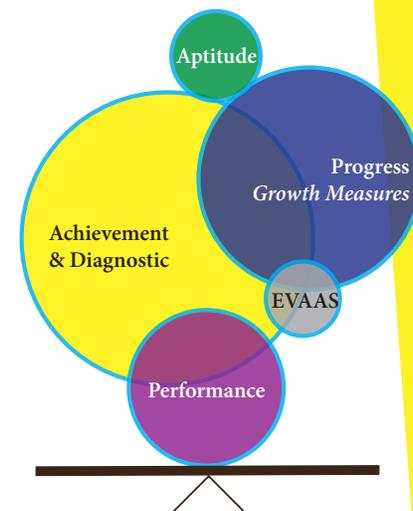


We have previously relied heavily upon achievement testing to know what students have learned, but as we have illustrated, achievement testing alone does not adequately show student progress. Likewise, multiple-choice tests are not the best way for students to demonstrate the application of their learning and skills that go beyond content acquisition.

A more balanced approach combines assessments that show student progress in literacy and mathematics, using computerized, adaptive testing techniques. In addition, the use of **project-based learning** and **performance assessments** give students simulations of more real-world scenarios, where they can apply what they have learned through the performance of a task.

In our long-term strategy, we are also interested in leveraging statistical analysis to testing data with **EVAAS: Education Value-Added Assessment System**. This tool helps predict student aptitude with statistical models which will be used by administrators to improve Division-wide instructional practices, and to help identify students who need specific, targeted help.

In all, we believe using the balance of the right tools and approaches can help improve instruction across the school division.



For more information contact:

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What is Balanced Assessment?





Why do we assess students?

Rebalancing Assessment

- ... to inform instruction

- ... to provide a platform for application

- ... to measure achievement

- ... to prepare for high stakes testing

- ... to diagnose

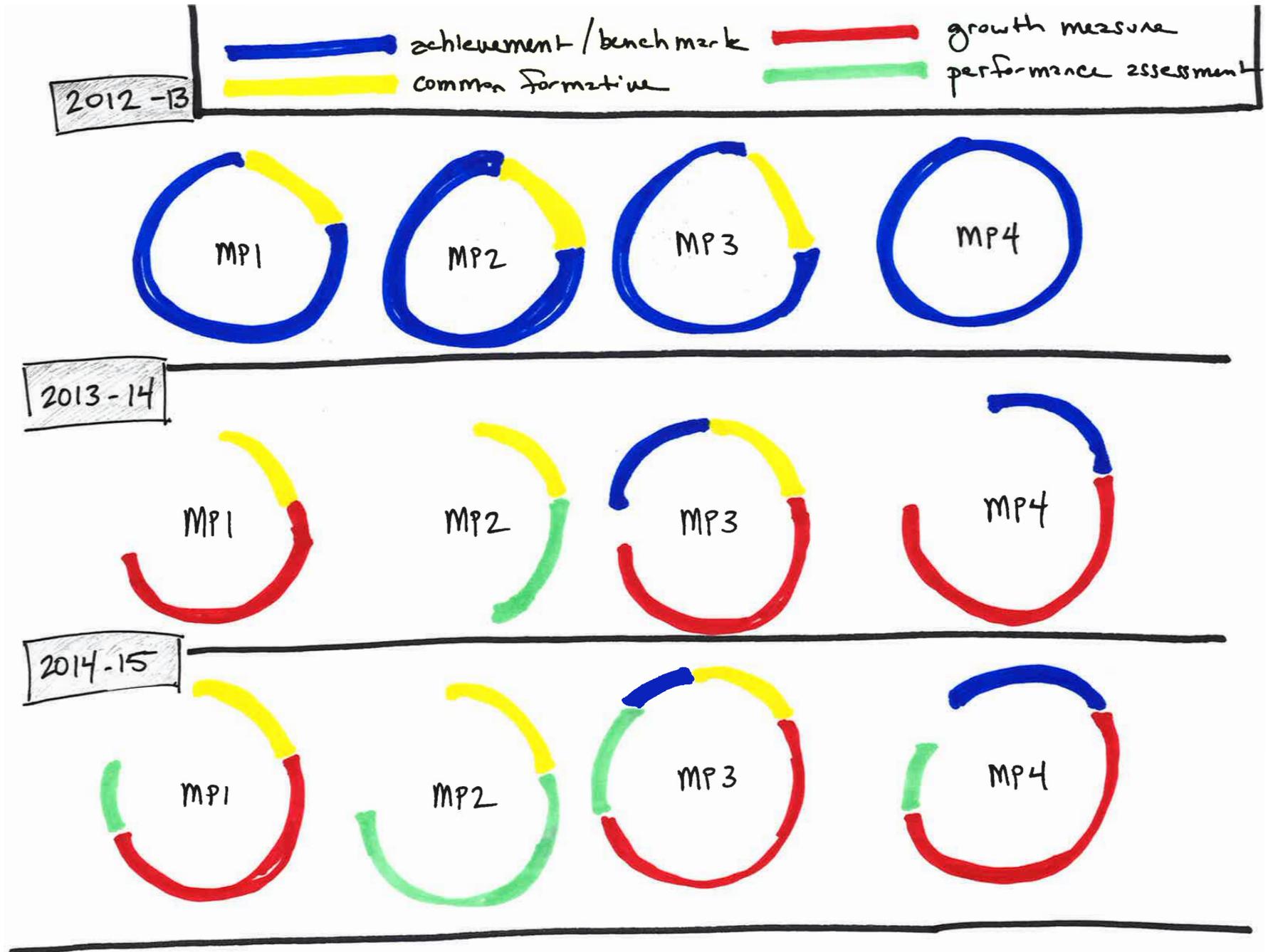
- ... to determine readiness

- ... to foster creativity

- ... to measure growth

- ... to rank and sort

Rebalancing Assessment



Never lose sight of accountability . . .

ACCOUNTABILITY
AND VIRGINIA PUBLIC SCHOOLS



2014-2015 SCHOOL YEAR

Virginia's accountability system supports teaching and learning by setting rigorous academic standards — known as the Standards of Learning (SOL) — and through annual assessments of student achievement.

A school's state accreditation rating reflects overall achievement in the four core academic areas of English, history/social science, mathematics and science. High schools must meet an additional minimum benchmark for graduation and completion. Schools in which students meet or exceed all achievement objectives established by

Accreditation: High Standards for Learning & Achievement

School accreditation ratings reflect student achievement on SOL tests and other approved assessments in English, history/social science, mathematics and science. Ratings are based on the achievement of students on tests taken during the previous academic year or on a three-year average of achievement. Schools receive one of the following ratings:

Fully Accredited

Elementary and middle schools are Fully Accredited if students

Goochland measures growth in three ways.

- (1) EVAAS
- (2) NWEA MAP
- (3) Interactive Achievement Student Growth Assessments

All tracked through a longitudinal database that allows school divisions to create watchlists and monitor interventions thanks to a VLDS grant.



Student Growth Summary Report

Aggregate by School

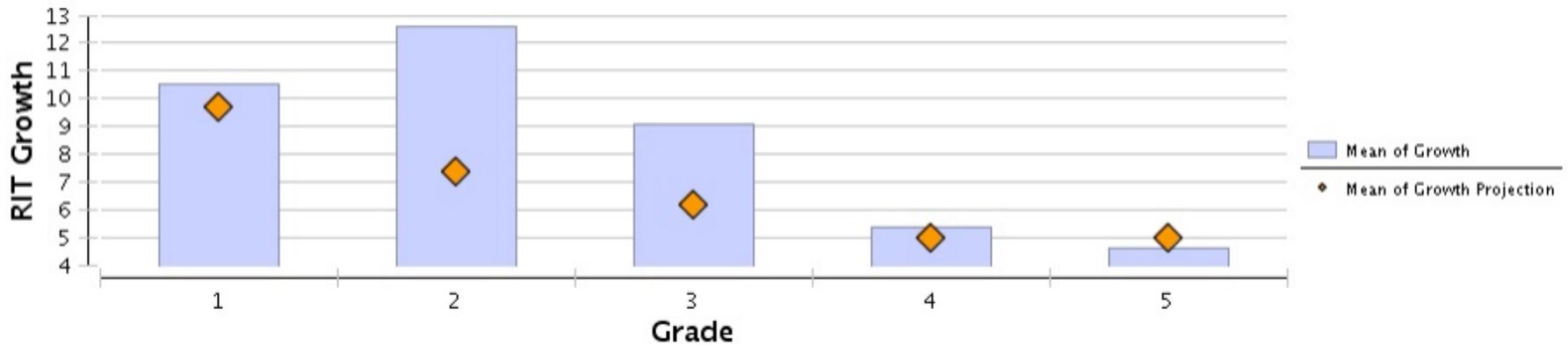
Term: Winter 2014-2015
 District: Gochland County Public Schools
 Grouping: None
 Small Group Display: No
 Growth measured from: Fall 2014 to Winter 2015

Gochland Elementary School

Mathematics

Grade (Winter 2015)	Count	Fall 2014		Winter 2015		Actual Growth			Projected Growth					
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error	Count with Projection	Mean Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Projection
1	48	160.6	13.2	171.1	14.4	10.5	7.5	1.1	48	9.7	0.8	108.2	32	66.7
2	50	178.1	14.3	190.7	14.4	12.6	7.7	1.1	50	7.4	5.2	170.3	40	80.0
3	58	192.6	13.1	201.7	12.6	9.1	7.5	1.0	58	6.2	3.0	146.8	39	67.2
4	53	210.4	11.2	215.8	10.3	5.4	6.5	0.9	53	5.0	0.4	108.0	30	56.6
5	53	222.7	11.1	227.3	11.1	4.6	5.2	0.7	53	5.0	-0.4	92.0	27	50.9

Mathematics



Learning Continuum - Class View

MAP: Math Primary Grades VA 2009

[Print](#)

Edit Display Options

Number and Number Sense

Whole Number Concepts

Compare Numbers ≤ 10

- Compares numbers using the term less than (≤ 10 ; number line)
- Orders numbers into two groups based on magnitude (≤ 10)
- Compares numbers using the term greater than (≤ 10 ; multiple numbers)

Compare Numbers ≤ 100

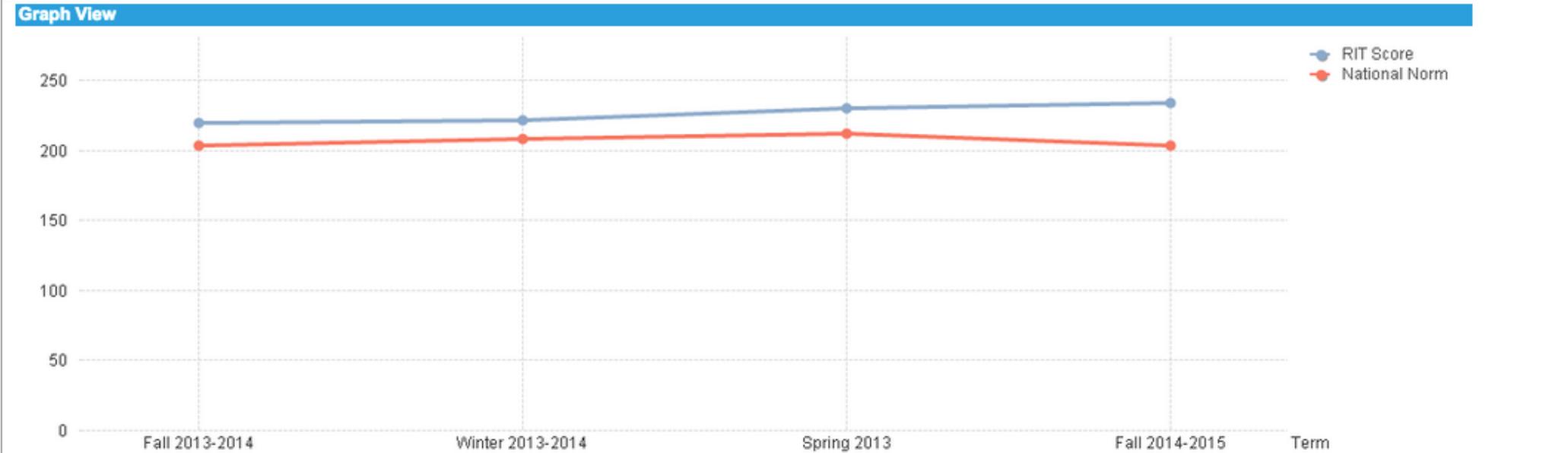
- Compares numbers using the term less than (≤ 100)
- Orders numbers from smallest to largest (≤ 100 ; non-consecutive numbers)
- Understands the concept of between using numbers (≤ 100)

Compare Numbers ≤ 1000

- Compares numbers using the term largest (≤ 1000)

Compare Numbers ≤ 20

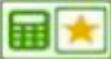
- Compares numbers using the term greater than (≤ 20 ; number line)
- Compares numbers using the term greater than (≤ 20 ; 1- and 2-digit numbers; multiple numbers)



Tabular View

Test	Term	Score	Test Percentile	SOL Proficienc...	Lexile Score	Fall to Spring	Fall to Winter	Spring To Spring	Fall to Fall
+ MAP: Math 2-5 VA 2009	Fall 2014-2015	234	93	Pass/Adva...		8	5		8
+ MAP: Math 2-5 VA 2009	Spring 2013	230	89	Pass/Adva...				10	
+ MAP: Math 2-5 VA 2009	Winter 2013-2014	222	84						
+ MAP: Math 2-5 VA 2009	Fall 2013-2014	220	89	Pass/Adva...		9	5		10

INTERVENTIONS FOR ALL QUALIFYING STUDENTS

Details	
FILTER BY:       	
ELIGIBLE STUDENTS	
STUDENT NAME	AREAS OF ELIGIBILITY
Abbott, Hannah	 
Abdul, Paula	   
Abdul-Jabber, Kareem	  
Abernathy, Haymitch	 
Abrams, Artie	 
Adams, Jessica	  



Report: Value Added Summary
District: Goochland County Public Schools
Year: 2014

Test: SOL
Subject: Mathematics



Estimated School Growth Measure by Grade				
School Name		4	5	6
Byrd Elementary School	2014	4.1	7.7	--
	3-Yr-Avg	--	--	--
Goochland Elementary School	2014	2.4	-0.5	--
	3-Yr-Avg	--	--	--
Goochland Middle School	2014	--	--	-8.3
	3-Yr-Avg	--	--	--
Randolph Elementary School	2014	-4.2	4.9	--
	3-Yr-Avg	--	--	--

	Significant evidence that the school's students made more progress than the Growth Standard
	Moderate evidence that the school's students made more progress than the Growth Standard
	Evidence that the school's students made progress similar to the Growth Standard
	Moderate evidence that the school's students made less progress than the Growth Standard
	Significant evidence that the school's students made less progress than the Growth Standard
	The school does not have data for this test and subject in the most recent year.

Achievement results and growth results must be used together to get a complete picture of student learning.

Report: Value Added Summary **Test:** MAP 
District: Goochland County Public Schools **Subject:** Reading
Year: 2014
Semesters: Fall to Spring

Estimated School Growth Measure by Grade								
School Name		2	3	4	5	6	7	8
Byrd Elementary School	2014	-0.9	1.1	-2.6	3.7	--	--	--
	3-Yr-Avg	--	--	--	--	--	--	--
Goochland Elementary School	2014	2.0	8.2	6.4	0.4	--	--	--
	3-Yr-Avg	--	--	--	--	--	--	--
Goochland Middle School	2014	--	--	--	--	0.6	5.2	-0.9
	3-Yr-Avg	--	--	--	--	--	--	--
Randolph Elementary School	2014	-0.5	4.0	5.0	2.7	--	--	--
	3-Yr-Avg	--	--	--	--	--	--	--

	Significant evidence that the school's students made more progress than the Growth Standard
	Moderate evidence that the school's students made more progress than the Growth Standard
	Evidence that the school's students made progress similar to the Growth Standard
	Moderate evidence that the school's students made less progress than the Growth Standard
	Significant evidence that the school's students made less progress than the Growth Standard
--	The school does not have data for this test and subject in the most recent year.

Achievement results and growth results must be used together to get a complete picture of student learning.

Report: School Value Added
School: Byrd Elementary School
District: Goochland County Public Schools
Year: 2014

Test: SOL
Subject: Mathematics



Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	
2012 Growth Measure				
Standard Error				
2013 Growth Measure		1.3 Y	10.6 G*	5.9 G*
Standard Error		2.2	1.8	1.4
2014 Growth Measure		4.1 G	7.7 G*	5.9 G*
Standard Error		2.1	2.1	1.5
3-Yr-Avg Growth Measure				
Standard Error				
Estimated School Avg Achievement				
Grade	3	4	5	
State NCE Average	50.0	50.0	50.0	
2011 Avg Achievement				
2012 Avg Achievement	45.9	46.1	61.2	
2013 Avg Achievement	48.8	47.2	56.7	
2014 Avg Achievement	47.3	52.9	54.9	

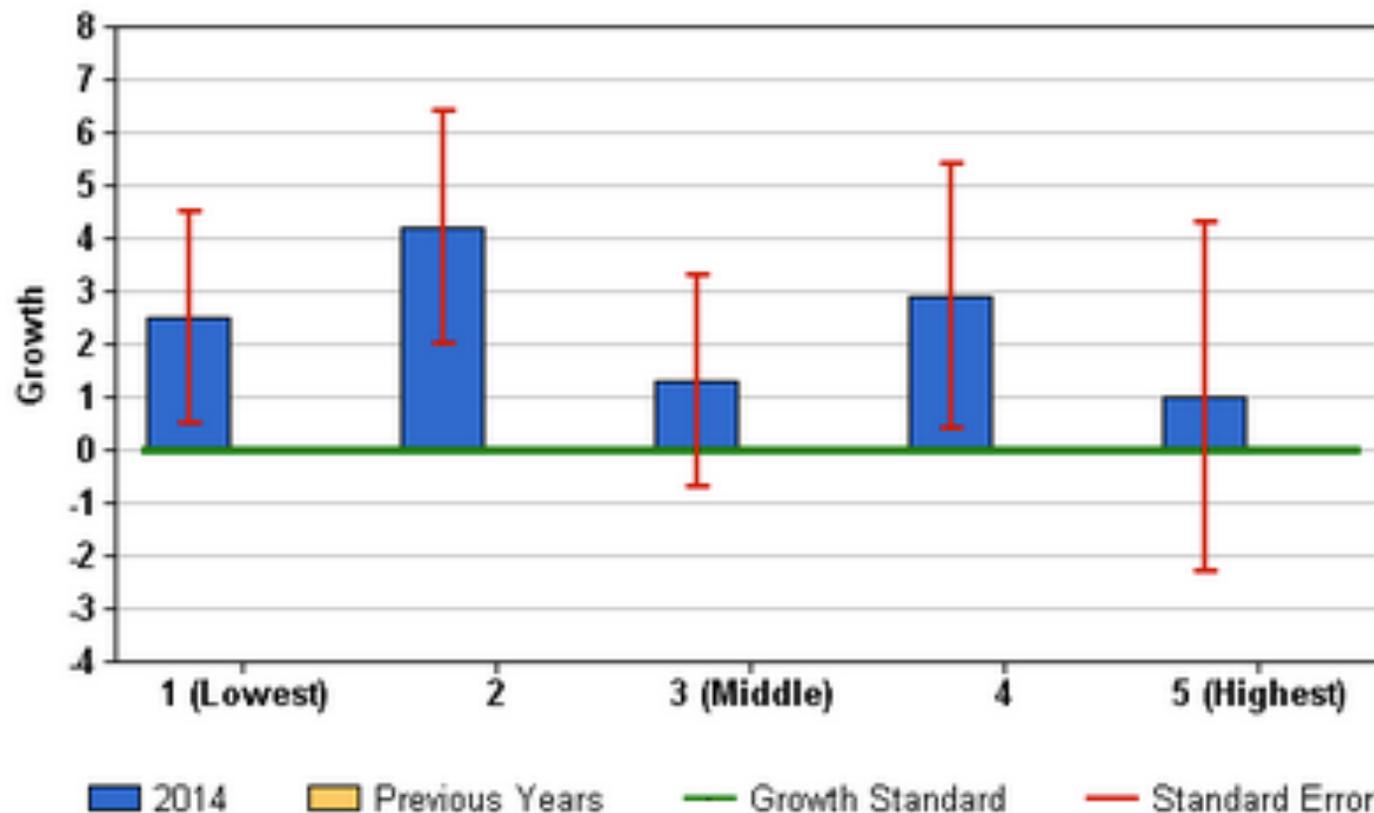
G*	Significant evidence that the school's students made more progress than the Growth Standard
G	Moderate evidence that the school's students made more progress than the Growth Standard
Y	Evidence that the school's students made progress similar to the Growth Standard
R	Moderate evidence that the school's students made less progress than the Growth Standard
R*	Significant evidence that the school's students made less progress than the Growth Standard

Report: District Diagnostic
District: Goochland County Public Schools
Year: 2014

Test: SOL
Subject: Reading
Grade: 5th Grade



Select Subgroups



Report: Diagnostic Summary
District: Goochland County Public Schools
Year: 2014

Test: SOL
Subject: Reading
Grade: 5th Grade



Select Subgroups

Growth (Nr of Students) For each quintile group, you will see the Growth, followed by the number of students, in parentheses

School Name	Prior-Achievement Quintile Group									
	1 (Lowest)		2		3 (Middle)		4		5 (Highest)	
Sort by	Prev	2014	Prev	2014	Prev	2014	Prev	2014	Prev	2014
<u>Growth Standard</u>		0.0		0.0		0.0		0.0		0.0
<u>Byrd Elementary School</u>										
<u>2014 Growth</u>		2.0 (5)		10.4 (11)		8.2 (9)		10.8 (7)		2.6 (7)
<u>Previous Years</u>										
<u>Goochland Elementary School</u>										
<u>2014 Growth</u>		6.8 (9)		1.0 (12)		-0.3 (10)		5.3 (11)		-1.5 (14)
<u>Previous Years</u>										
<u>Randolph Elementary School</u>										
<u>2014 Growth</u>		0.5 (18)		1.2 (10)		-2.2 (13)		-1.9 (17)		3.4 (10)
<u>Previous Years</u>										

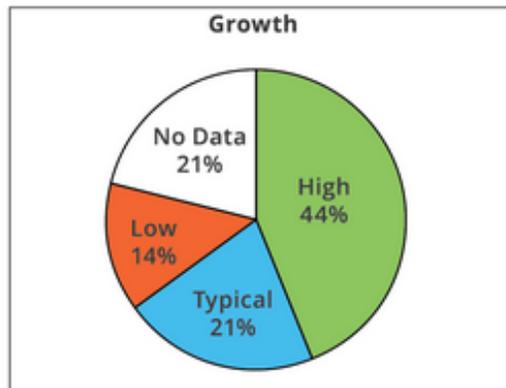
View Performance Diagnostic Summary

	Moderate evidence that the group exceeded the Growth Standard
	Evidence that the group met the Growth Standard
	Moderate evidence that the group did not meet the Growth Standard
	There were not enough students to define growth.

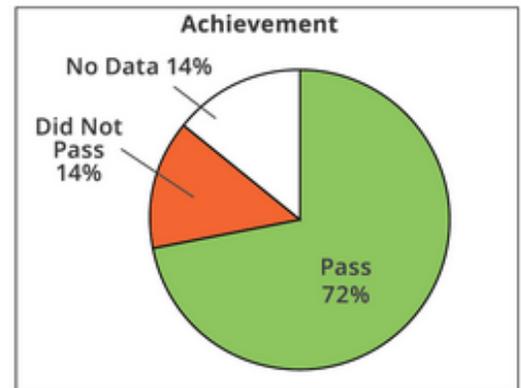
SLO - Teacher Report

<p>District: Alpha City Public Schools</p> <p>School: North City High School</p> <p>Term: SY 2014-2015</p> <p>Subject: Chemistry</p> <p>Metric: 14-15 ACPS Chemistry SLO</p>	<p>Teacher: Brown, Emily</p> <p>Course Section: Brown, 1st Period</p> <p>Grade Level:</p> <p>Race:</p> <p>Ethnicity:</p>	<p>Econ. Disadv:</p> <p>LEP Status:</p> <p>SWD Status:</p> <p>Gap Group:</p> <p>Gender:</p>
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Effectiveness (Growth)	
Student Growth	Number of Students
High	6
Typical	3
Low	2
Percent of Students Meeting/ Exceeding Growth Target	75%
Growth Rating	Highly Effective



Effectiveness (Achievement)	
Achievement Level	Number of Students
Pass	10
Did Not Pass	2
Percent of Students Passing	83%
Achievement Rating	Effective



Student		Baseline Assessment (25)		Growth Target		Post Assessment (50)		Performance	
Last Name	First Name	Baseline Number Correct	Baseline Percent Correct	Lower Expected Range	Upper Expected Range	Post Assessment Number Correct	Post Assessment Percent Correct	Growth: H, T, L (High, Typical, or Low)	Achievement: P or DNP (Pass or Did Not Pass)
Aaron	Samuel	18	72%	85%	89%	50	98%	H	P
Bullock	Anne	15	60%	70%	84%	No Data	No Data	No Data	No Data
Carol	Lacey	16	64%	70%	84%	43	84%	H	P
Franklin	Matthew	12	48%	60%	69%	30	59%	L	DNP
Hampton	John	18	72%	85%	89%	45	88%	T	P
Harris	Linda	17	68%	70%	84%	36	71%	T	P
Manning	Jackson	8	32%	60%	69%	26	51%	L	DNP
Manual	Andrew	17	68%	70%	84%	44	86%	H	P
Rolling	Kathryn	15	60%	70%	84%	51	100%	H	P
Sullivan	Kara	No Data	No Data	No Data	No Data	41	80%	No Data	P
Talley	Nick	18	72%	85%	89%	44	86%	T	P
Turner	Joe	13	52%	70%	84%	43	84%	H	P
White	James	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Williams	Alicia	14	56%	70%	84%	48	94%	H	P
Total	14	15.1	60%	72%	83%	41.75	82%		

SLO - Administrator Report



District:
Alpha City Public Schools

School:
North City High School

Term:
SY 2014-2015

Subject:
Chemistry

Metric:
14-15 ACPS Chemistry SLO

Teacher:

Course Section:

Grade Level:

Race:

Ethnicity:

Econ. Disadv:

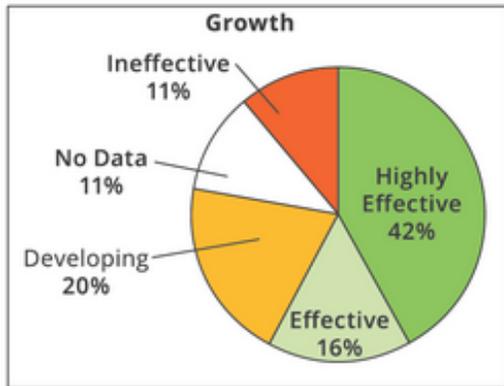
LEP Status:

SWD Status:

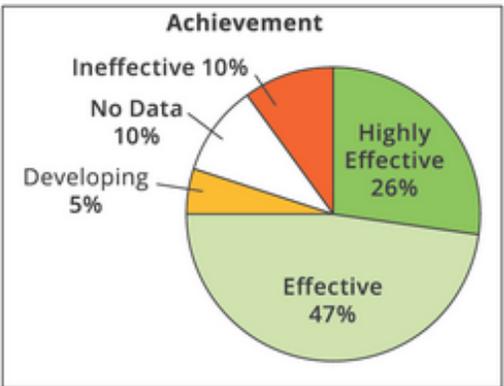
Gap Group:

Gender:

Effectiveness (Growth)	
Growth Rating	Number of Teachers
Highly Effective	8
Effective	3
Developing	4
Ineffective	2



Effectiveness (Achievement)	
Growth Rating	Number of Teachers
Highly Effective	5
Effective	9
Developing	1
Ineffective	2



Maximum Potential

Creativity

Deeper Learning

Performance

Engagement

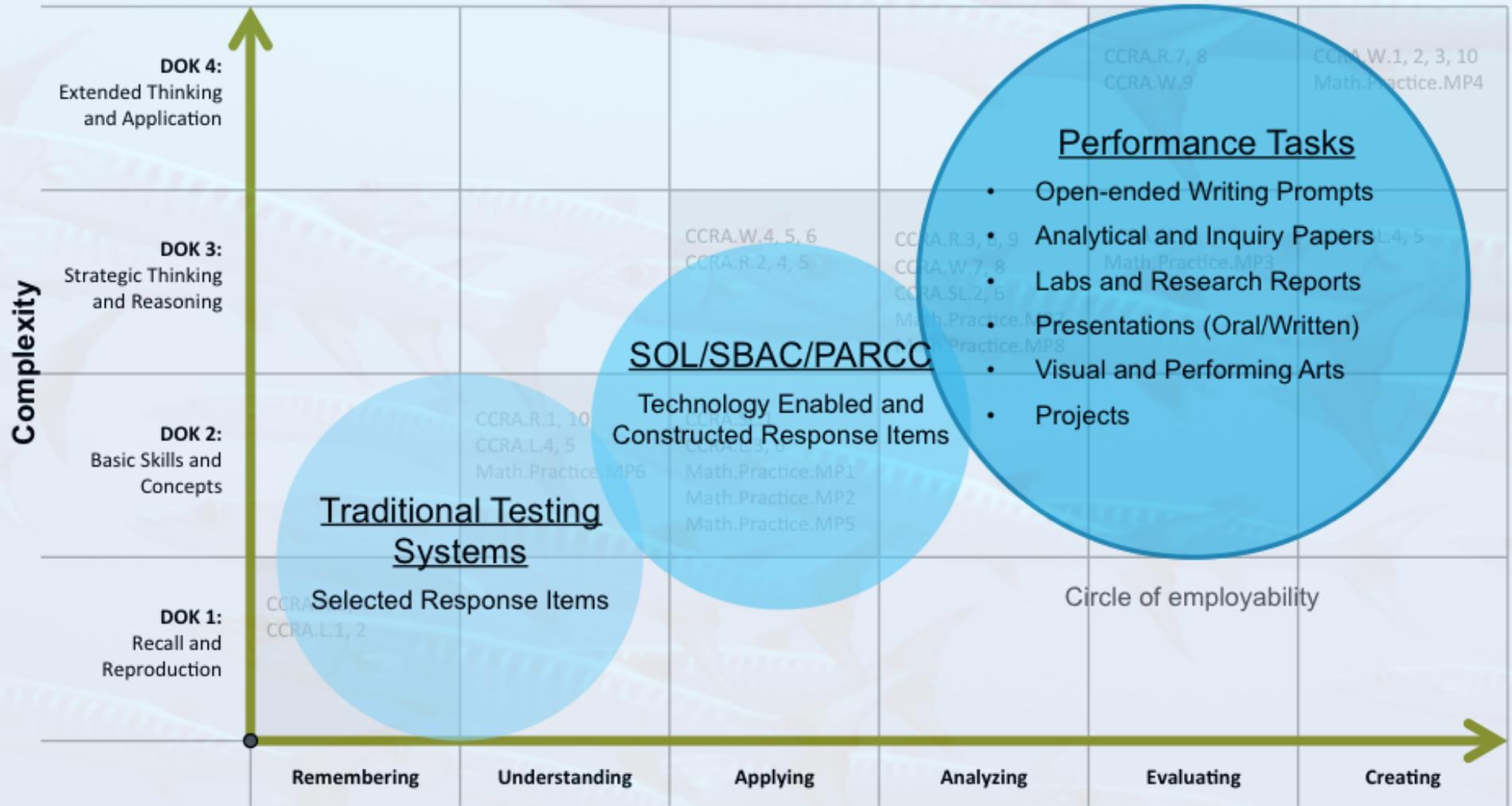
Individual Growth

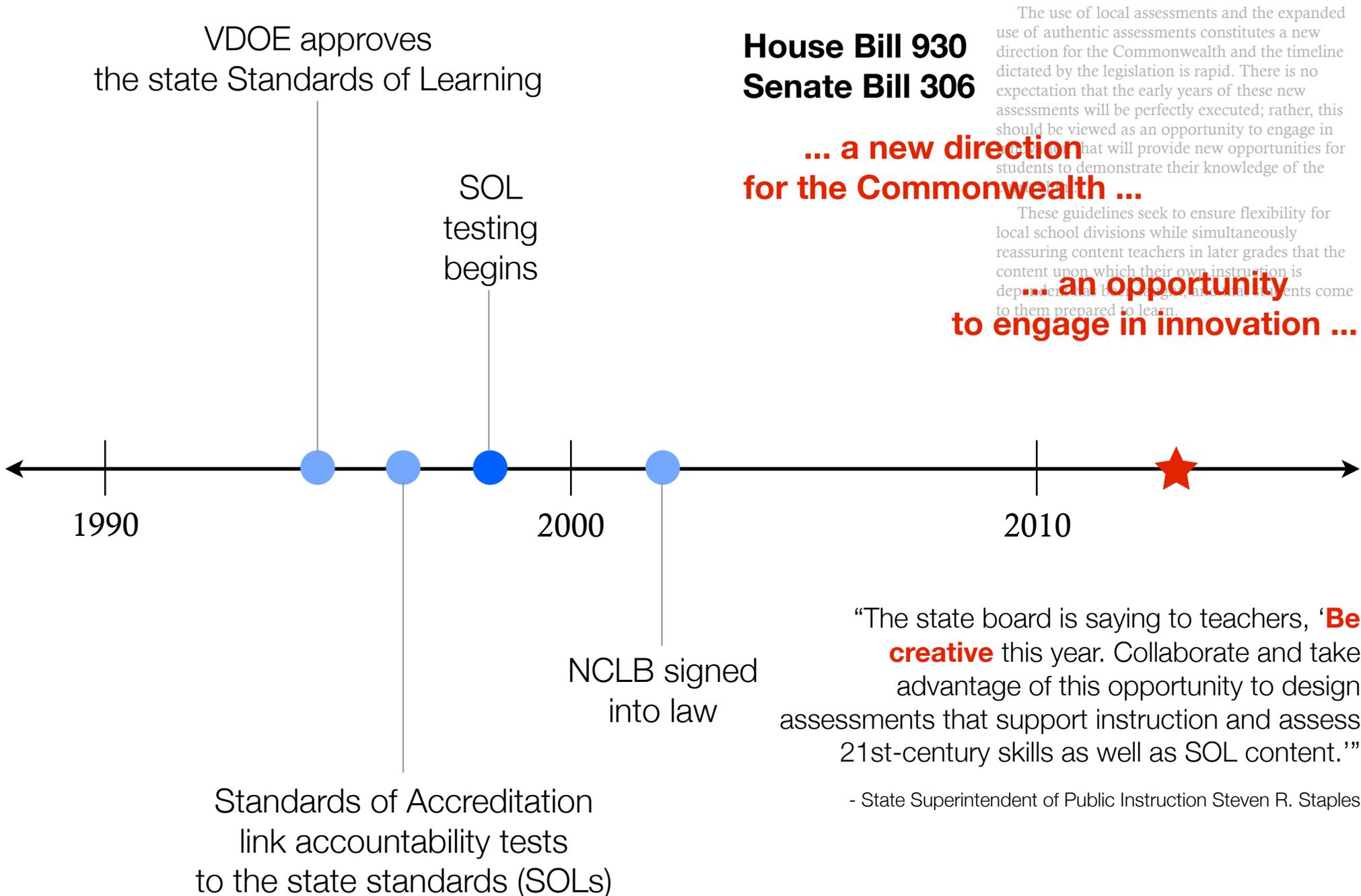
Achievement

Minimum Proficiency & State Compliance

**To maximize the potential
of every learner.**

Deeper Learning Requires New Assessments





Growth measures allow for a focus on maximizing the potential of every student.

Performance assessments allow for a focus on measuring deeper learning.

What are **Performance Assessments**?



4

Presentation of Stimulus

What is the task or problem and how is it presented to students?

Information Processing

How does the student interact with the stimulus and its associated content?

Scorable Product/Performance

What does the student produce?

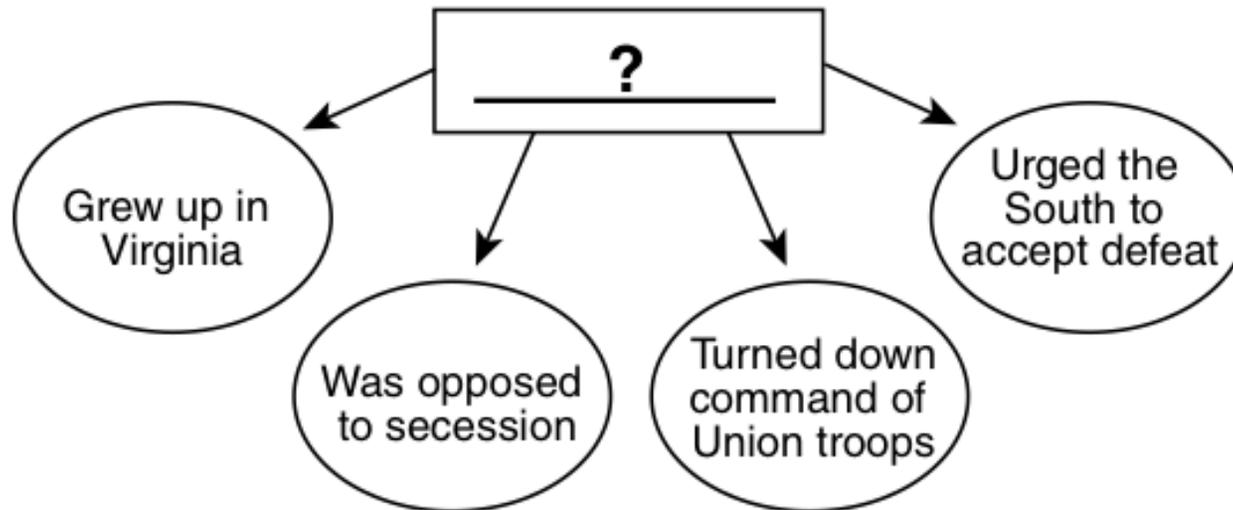
Rubric

How is the product of performance measured?

US History I

Strand - Civil War: 1861 to 1865

SOL - USI.9: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War



What Civil War figure is described in the diagram?

- F** Thomas "Stonewall" Jackson
- G** Jefferson Davis
- H** Robert E. Lee
- J** Frederick Douglass

US History I

Strand - Civil War: 1861 to 1865

SOL - USI.9: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War

1. Presentation of Stimulus

You have been approached by the Sundance Institute to **create a mini-documentary** (5-8 minutes in length). Sundance executives have asked that your short film **portray the perspectives of the following historical figures as they relate to the events leading to and during the U.S. Civil War**: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass.

2. Information Processing

In a team of 3-4 create your documentary using iMovie. Each team member will contribute generally equally to the development of the film’s script as well as the final product.

The film must portray the six historical figures such that they’re easily identifiable to the audience (the class); moreover, the film must demonstrate the team’s understanding of the roles each of the men played in the events leading to and during the Civil War.

3. Scorable Product/Performance

5-8 minute video

4. Rubric

US History I

Strand - Civil War: 1861 to 1865

SOL - USI.9: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War

Categories	1	3	5
Historical Figures	The film includes portrayals of less than three of the six historical figures.	The film includes portrayals of three-five of the six historical figures.	The film includes portrayals of all six historical figures.
Time Requirement	The film is less than 3.00 minutes or more than 10.00 minutes in length.	The film is 3.00-4.99 or 8.01-10.00 minutes in length.	The film is 5.00-8.00 minutes in length.
Understanding (3x weight)	No evidence exists of understanding the roles each of the men played in the events leading to and during the Civil War.	Some evidence exists of understanding the roles each of the men played in the events leading to and during the Civil War.	Clear evidence exists of understanding the roles each of the men played in the events leading to and during the Civil War.
Video Quality	The video quality is extremely poor, images are consistently unclear, and transitions are choppy.	The overall video quality is inconsistent.	The video quality is strong, images are consistently clear, and transitions are smooth.
Creativity	Little evidence of imagination, creativity, or thoughtfulness	Some evidence of imagination, creativity, or thoughtfulness	Thorough evidence of imagination, creativity, or thoughtfulness

Balanced Assessment

G o o c h l a n d C o u n t y P u b l i c S c h o o l s

