

Parent Network Presentation

February 28th

Standardized Testing:

The Program, Our District, Your Child's
Experience, & Reported Results

Superintendent's Introduction

Program Purpose and Objectives



Introductions

Rules of the Road



A Standards-based Classroom Is:

A classroom where teachers *and* students have a clear understanding of what content, concepts, and skills are essential in every subject by the end of every year (learning outcomes).

Students intimately know why the learning is an important (relevance) and consciously think about how to attain the learning outcomes (process).

Teachers view learning outcomes as non-negotiable and strive not only to reach, but also to exceed the expectations by focusing on the journey of the learner rather than a series of planned activities.

Standards-based learning is a process, not an event.

Students have a right to understand the expectations they are to meet, and teachers have a *right* to understand the parameters within which their instruction takes place.

~Douglas Reeves

A History of NJ's Testing Program



- 1975 Public School Education Act
- 1976 Public School Education Act Amendment
- 1978-1982 Minimum Basic Skills Program
- 1983 Grade 9 High School Proficiency Test
- 1988 Grade 11 High School Proficiency Test & Added the Grade 8 Early Warning Test
- 1996 NJ Adopts NJCCCS: ESPA, GEPA, HSPA
- 2001 NCLB
- 2003 NJ ASK 4 Replaces ESPA & NJ ASK 3 Pilot
- 2004 NJ ASK 4 Science Introduced
- 2007 Requirement 3-8 and 11 Assessments

Test Specification Activity

- What was your table asked to solve? Grade level?
- To what extent did you have to use higher level thinking to complete your task?
- How does this task compare to standardized tests that you remember taking?
- Overall Comments...Grade Level appropriateness? Challenging? Simplistic?

Understanding the Results

Proficiency Levels

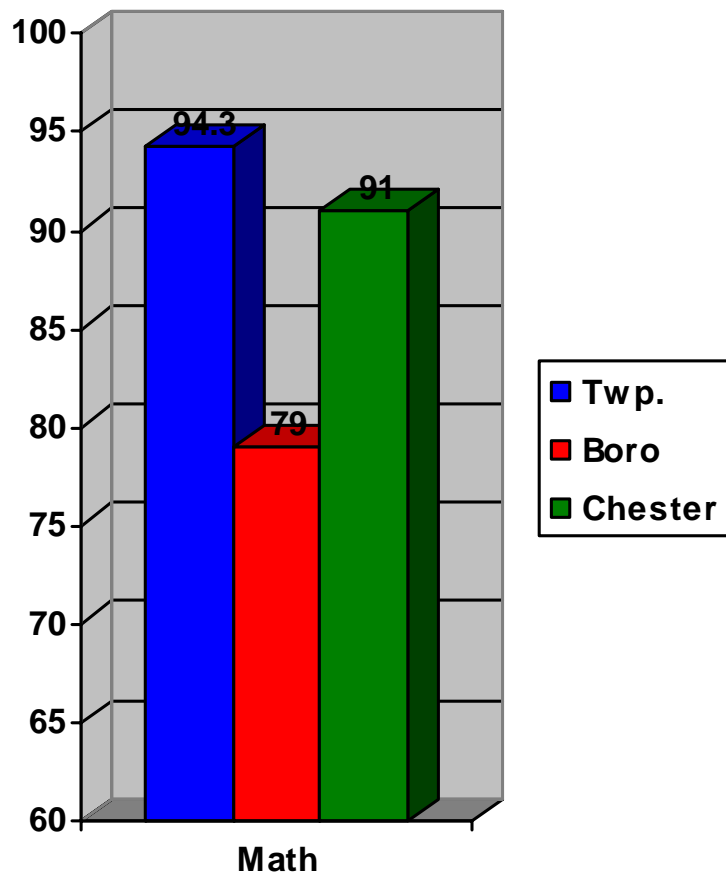
Advanced Proficient	250 and Above
Proficient	200-249
Partial Proficient	Below 200

What do we receive?

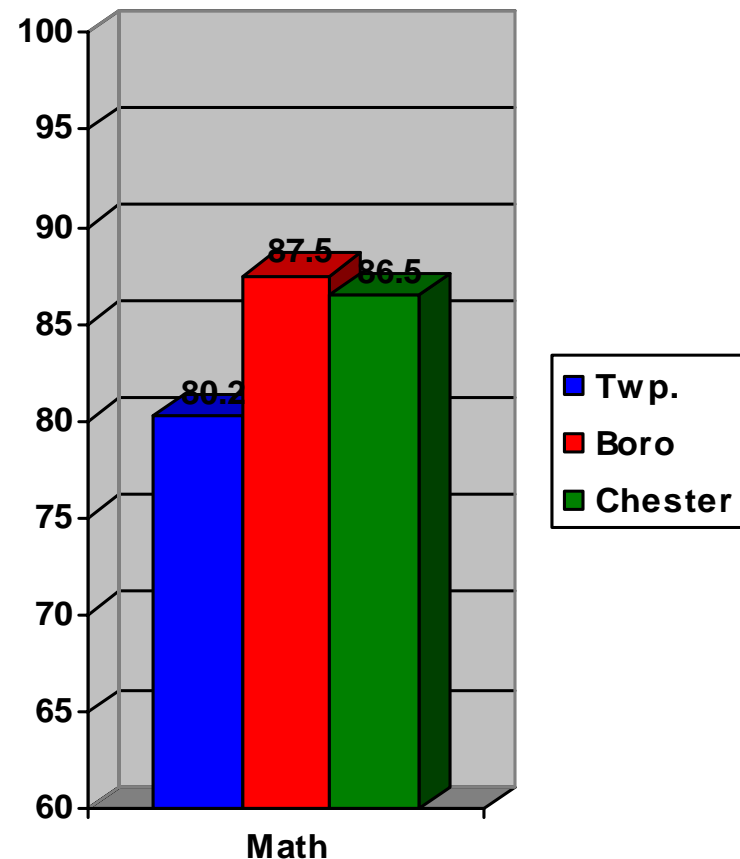
1. Number
2. Percentage
3. Scale Score Mean
4. Points Earned by Cluster
5. Subgroup Analysis
6. DFG Comparison

Things to Watch Out For...

Cohort Comparisons

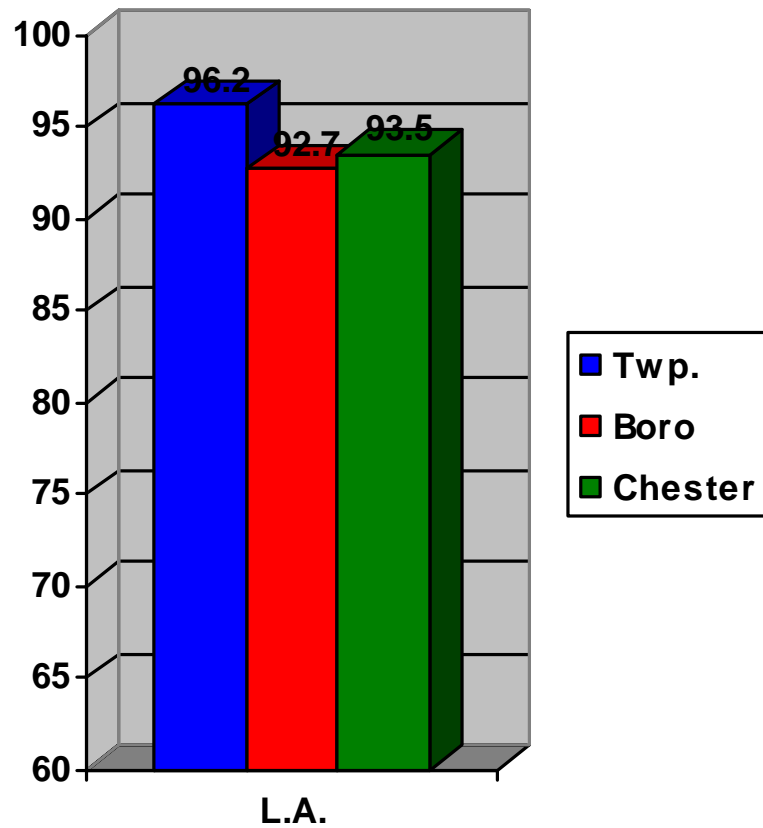


Grade 6

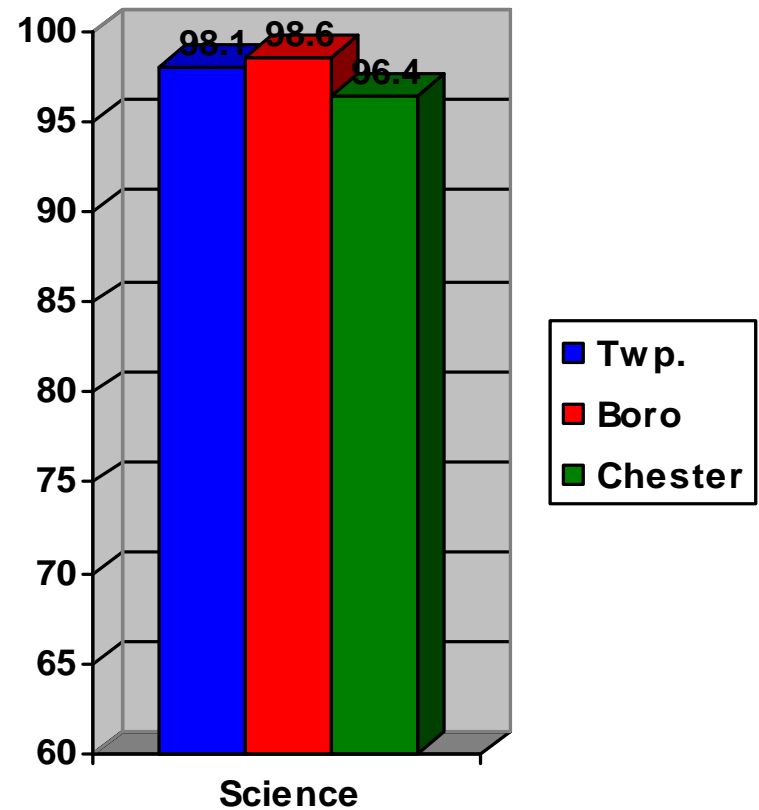


Grade 8

Look at Percentage... Not Just the Order



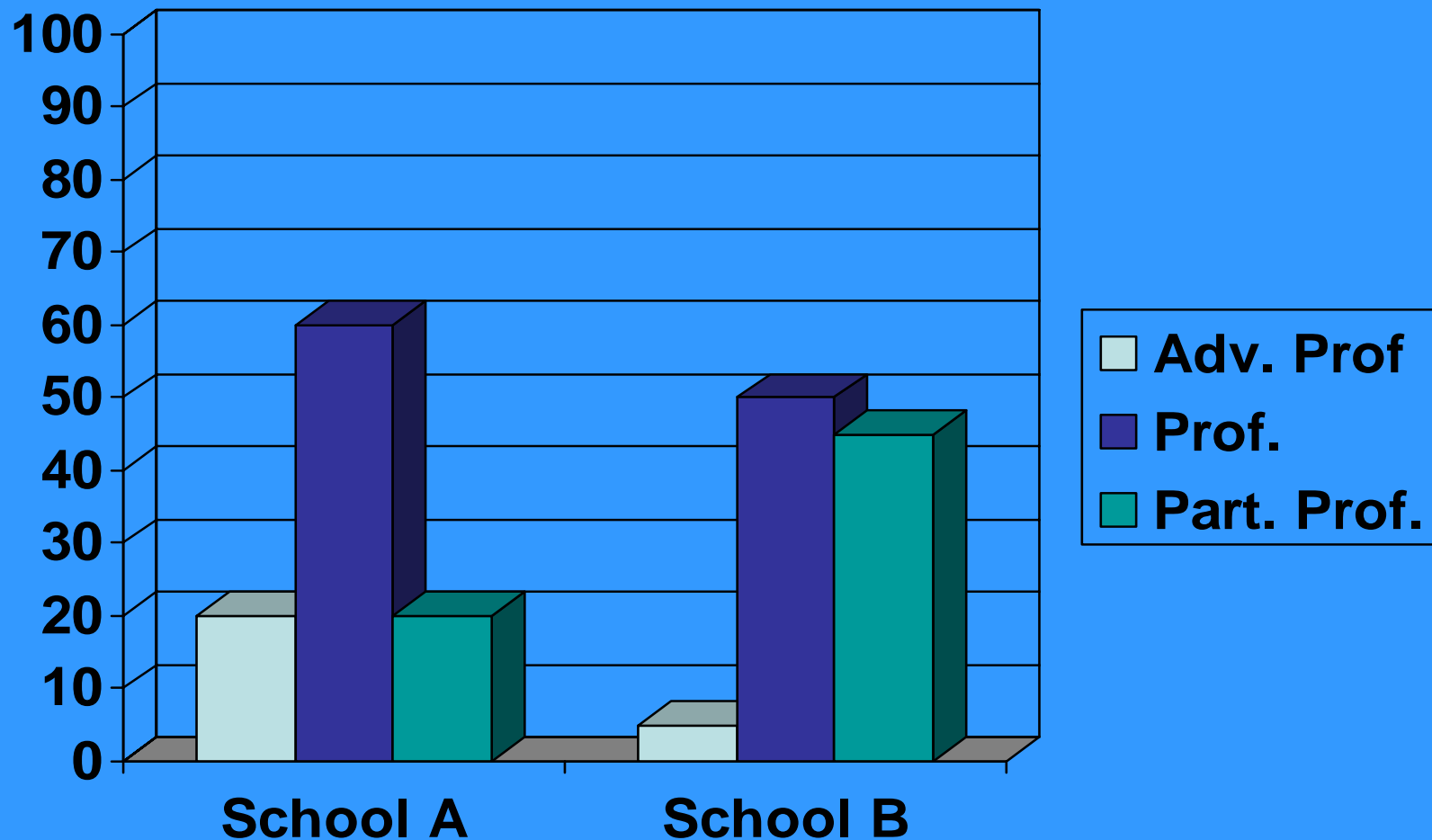
Grade 4



Grade 4

Understanding Total Students...

Third Grade Language Arts



- Total Students*
- General Education
- Special Education
- Limited English Proficient
- Female
- Male
- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- White
- Economically Disadvantaged
- Non-economically Disadvantaged
- Migrant
- Non-migrant

NCLB Subgroups

Public Reporting
Numbers:

n=20

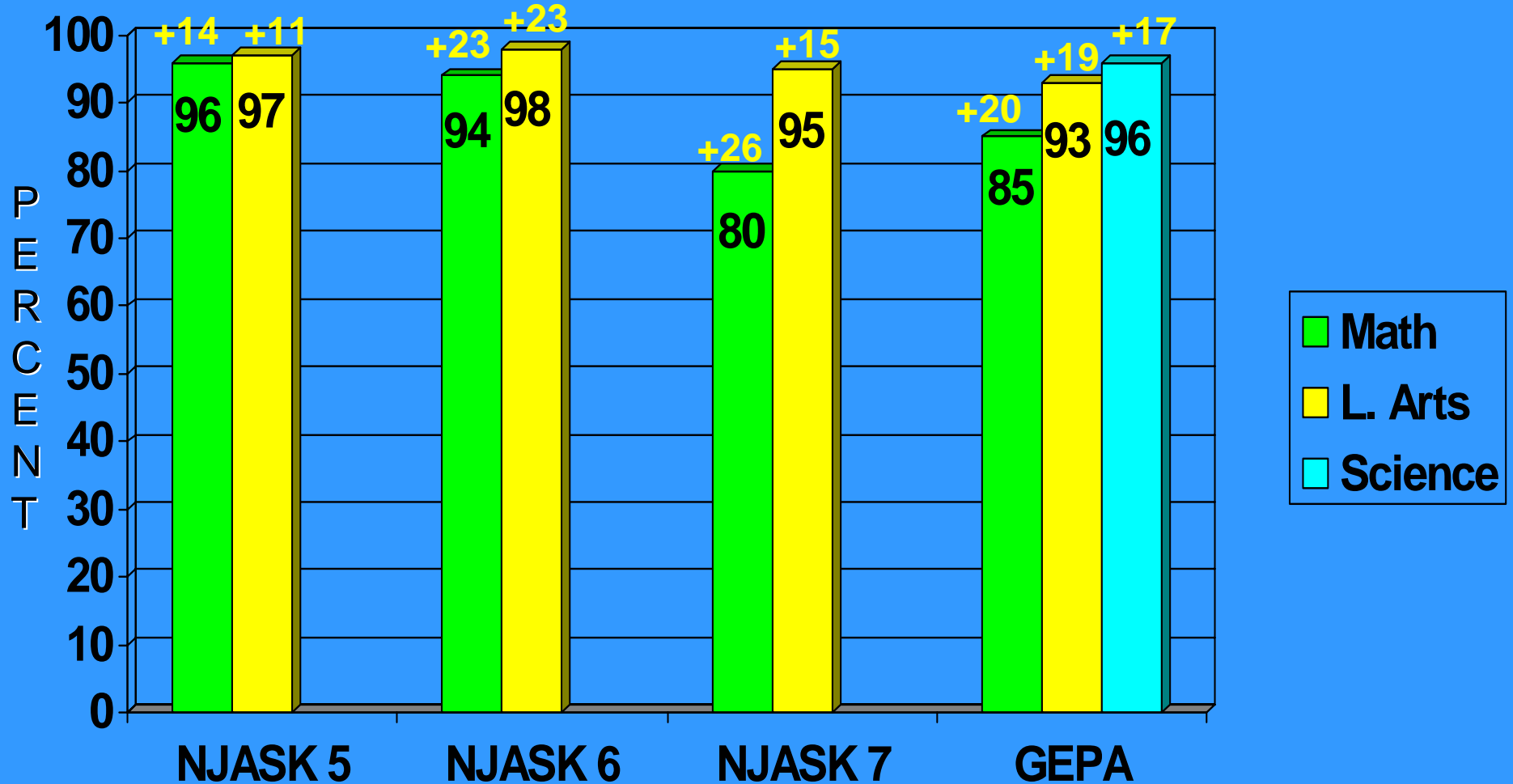
n=35

Mendham Township: A Wider Context

District
State
&
District Factor Group (DFG)

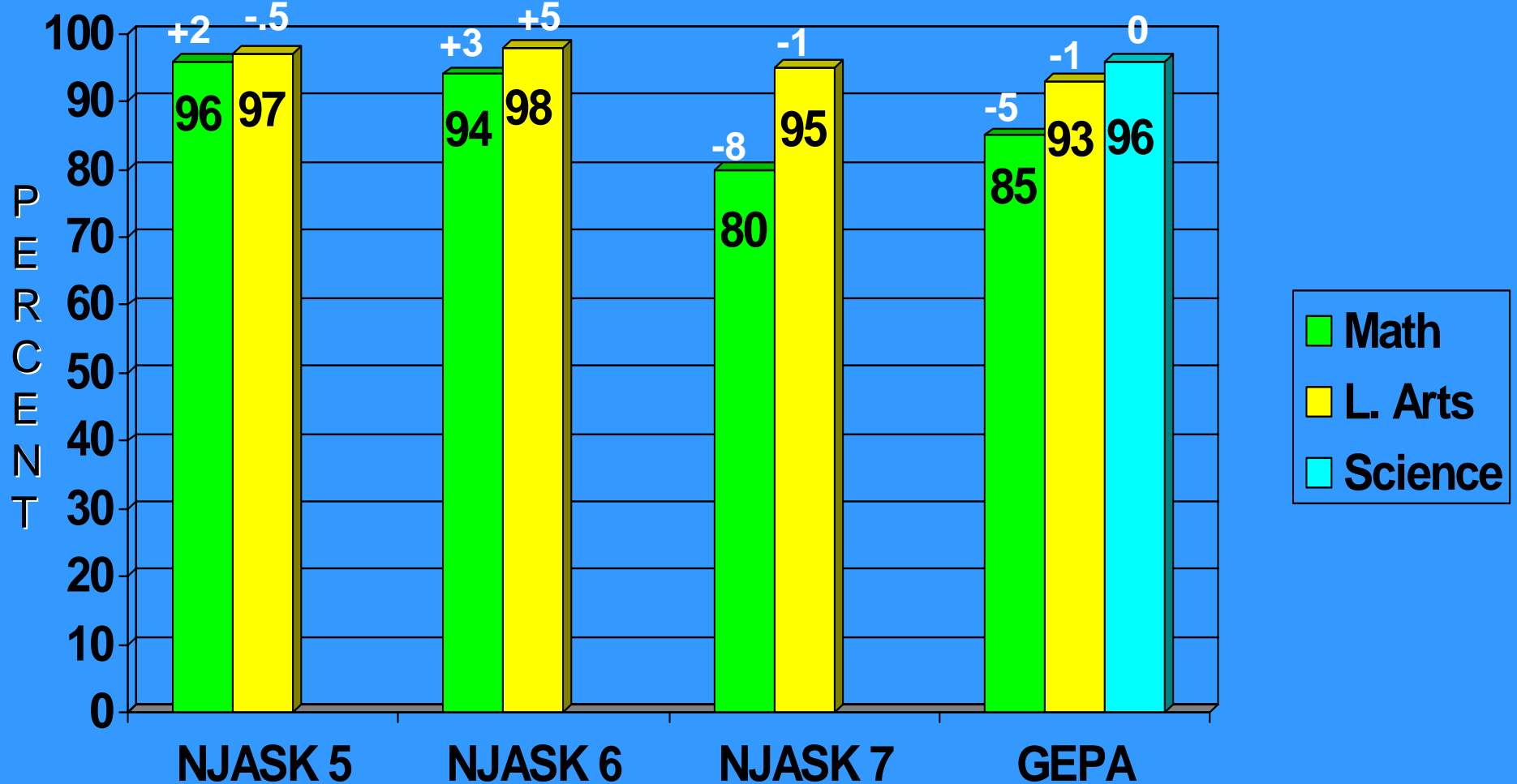
Grade Level	Subject Area	Combined Prof. & Adv.	Advanced Proficient
Grade 3	Language Arts	93	4
	Math	92	39
Grade 4	Language Arts	96	9
	Math	95	56
	Science	98	55
Grade 5	Language Arts	97	19
	Math	96	49
Grade 6	Language Arts	98	9
	Math	95	22
Grade 7	Language Arts	90	23
	Math	80	20
Grade 8	Language Arts	85	31
	Math	93	24
	Science	96	47

MT M.S. Total Population Percent Proficient - 2006



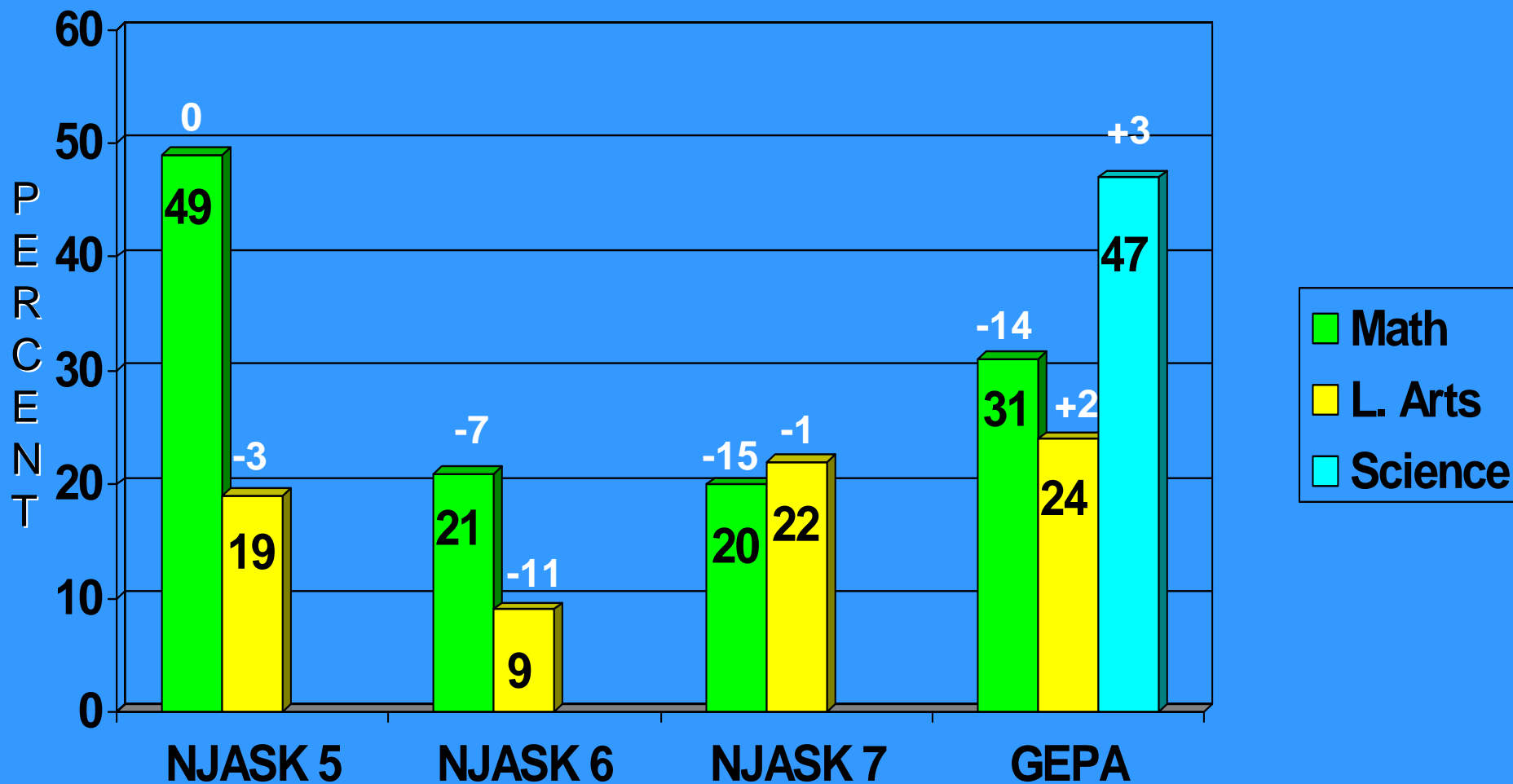
Difference between MTMS proficiency rates and statewide proficiency rates

MT M.S. Total Population Percent Proficient - 2006



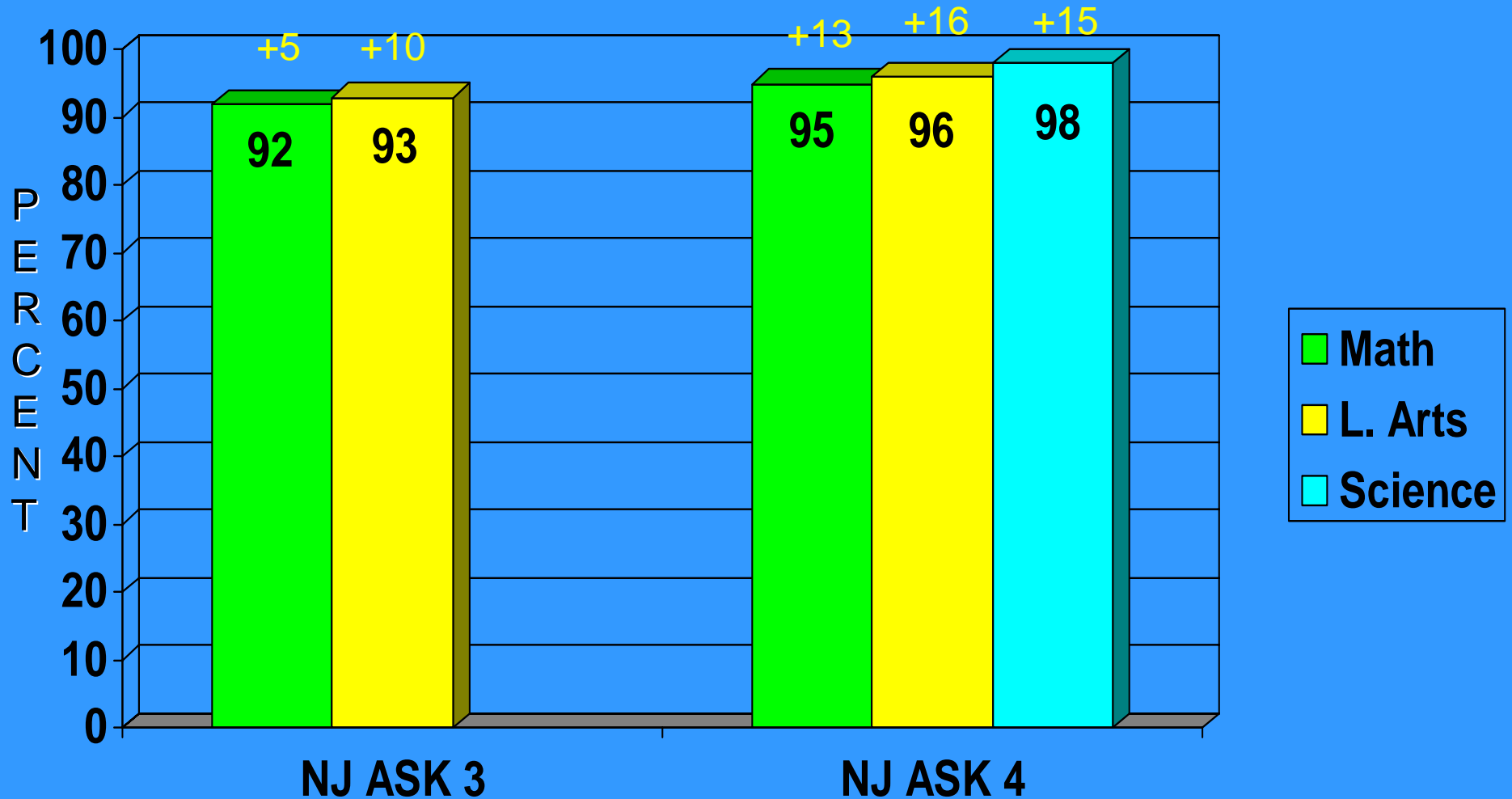
Difference between MTMS proficiency rates and JDFG proficiency rates

MT M.S. Total Population Percent Adv. Proficient - 2006



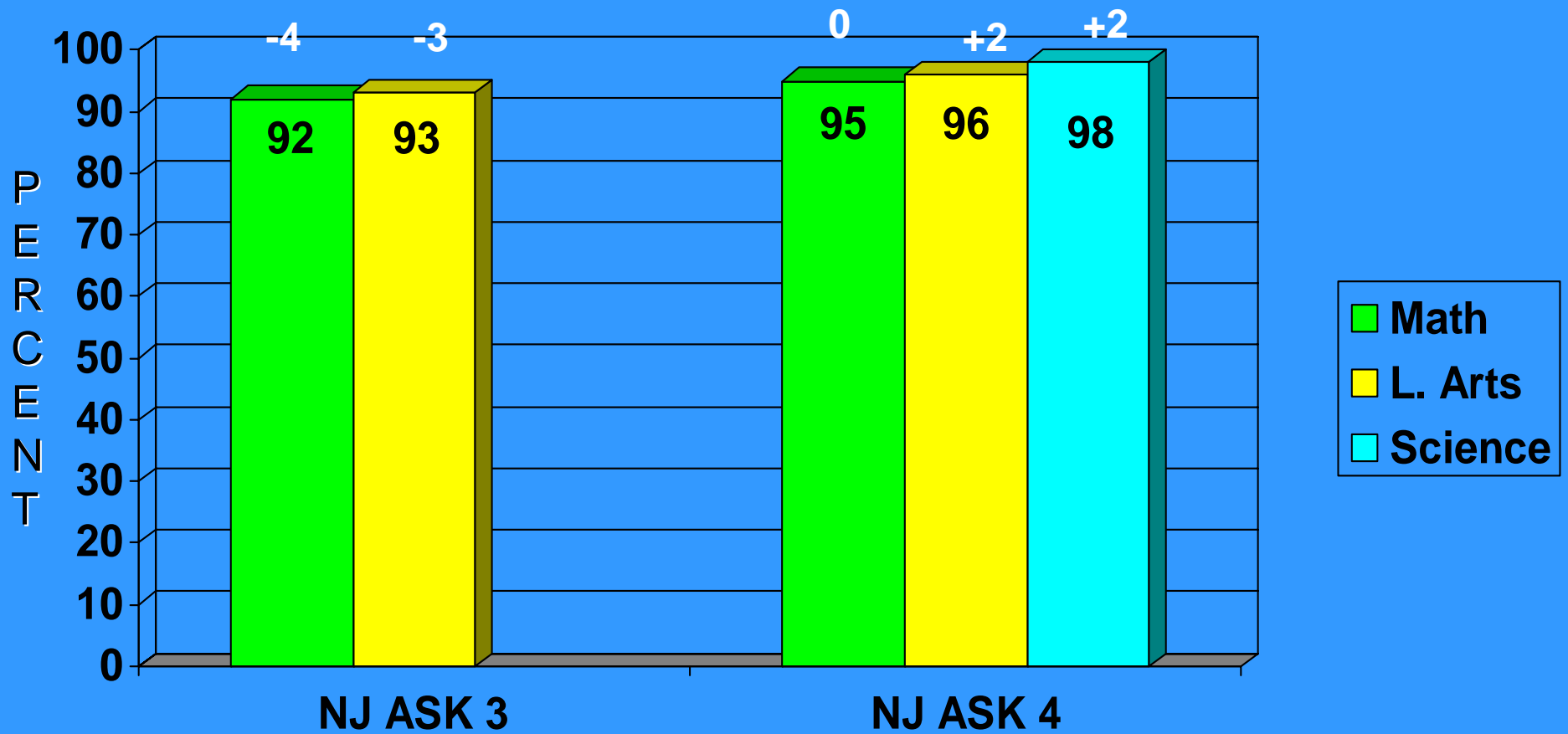
Difference between MTMS adv. proficiency rates and J DFG adv. proficiency rates

MT E.S. Total Population Percent Proficient - 2006



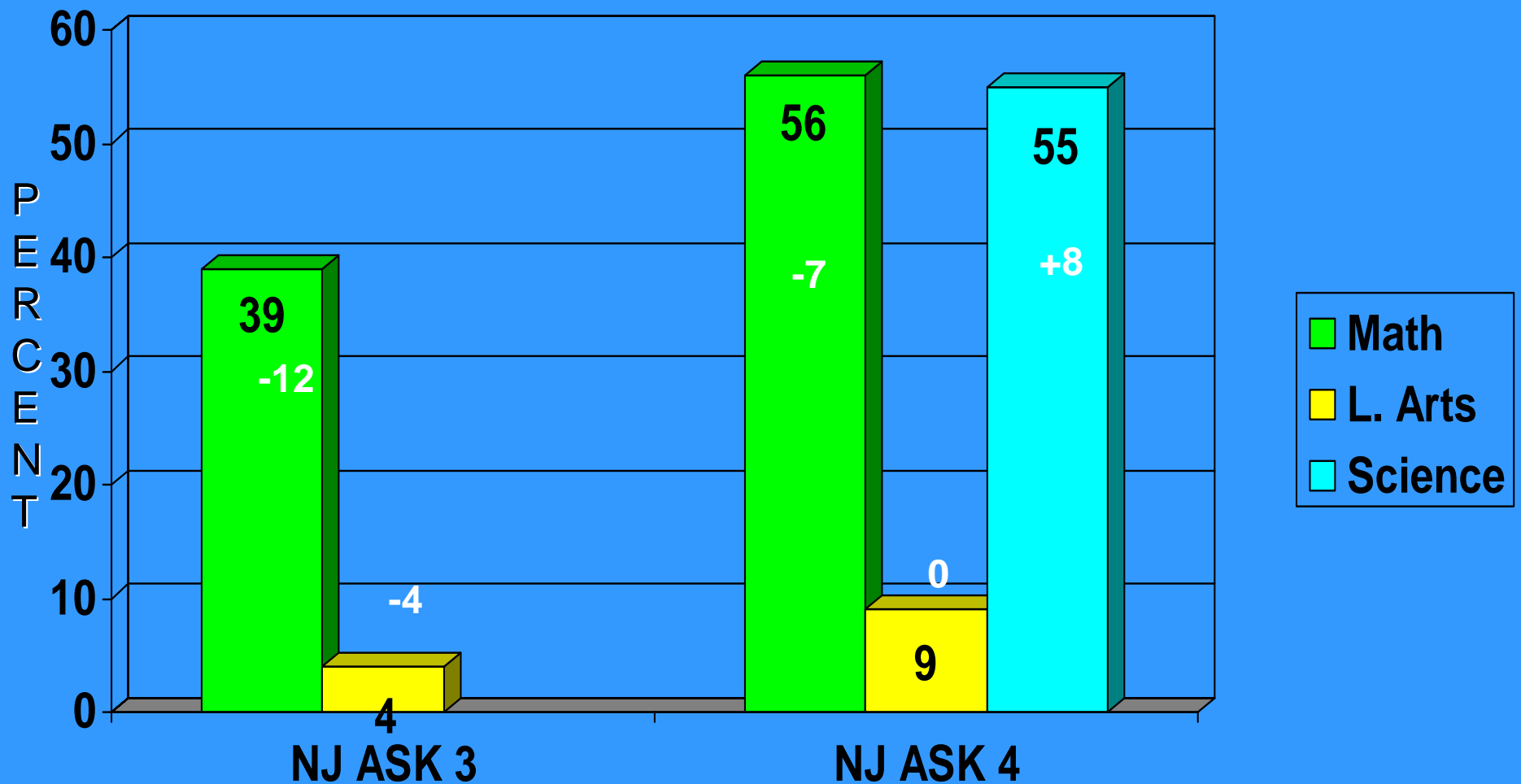
Difference between MTES proficiency rates and statewide proficiency rates

MT E.S. Total Population Percent Proficient - 2006



Difference between MTES proficiency rates and JDFG proficiency rates

MT E.S. Total Population Percent Adv. Proficient - 2006



Difference between MTES adv. proficiency rates and J DFG adv. proficiency rates

A Commitment to Children in a Standards Based System

Clearly Identified Learning Outcomes

Declarative

Procedural

Conceptual

Responsive Instruction

On the Basis of

(Readiness, Learning Profile, and Interest)

Through

(Content, Process, Products)

Comprehensive Student Profile

Quantitative Data

Qualitative Data

Thank You...

Q & A