

The B, D, A's of testing

MAP testing	CERT testing
BEFORE TESTING	BEFORE TESTING
<p>Review before testing</p> <p style="text-align: center;"><u>Expectations for Testing</u></p> <ul style="list-style-type: none"> • Sit in assigned seat • Voice level ZERO • Work on assigned test • Stay on task • No cell phones • Macbook needs to be charged the night before and bring both with you to testing room • Give your BEST effort <p>Details</p> <p>WHO: 7-9 grades</p> <p>WHAT: MAP testing in Reading and Math</p> <p>WHERE: in advisory groups, specific locations</p> <p>WHEN: October 4th and 5th 2022 (FALL)</p> <p>WHY: MAP testing is used to progress monitor students' content knowledge and to aid in students reaching proficiency/grade-level</p> <p>HOW: Going through Clever, students will take MAP testing on a digital device (Macbook or Chromebook) using the NWEA program.</p> <p>Length: 8AM-10:30AM</p> <p>Timed: untimed, students can move at their own pace to complete each assessment</p> <p>Morning of testing</p> <ul style="list-style-type: none"> • Take Academic Advising attendance on sheet provided, then slide under your door to hallway • Hang the "Testing DO NOT DISTURB sign" on the outside of your door 	<p>Review before testing</p> <p style="text-align: center;"><u>Expectations for Testing</u></p> <ul style="list-style-type: none"> • Sit in assigned seat • Voice level ZERO • Work on assigned test • Stay on task • No cell phones • Macbook needs to be charged the night before and bring both with you to testing room • Give your BEST effort <p>Details</p> <p>WHO: grades 10-12</p> <p>WHAT: CERT testing (mirrors the full ACT test)</p> <p>WHERE: in advisory groups, specific locations</p> <p>WHEN: October 4th 2022 (FALL)</p> <p>WHY: CERT testing mirrors the ACT test. CERT data is used to progress monitor students' projection toward being college ready.</p> <p>HOW: Going through Clever, students will take CERT testing online.</p> <p>Length: approximately 4 hours (including a break after the math section)</p> <p>Timed: yes, each section (English, Math, Reading, and Science) is timed.</p> <p>Morning of testing</p> <ul style="list-style-type: none"> • Take Academic Advising attendance on sheet provided, then slide under your door to hallway • Hang the "Testing DO NOT DISTURB sign" on the outside of your door

<ul style="list-style-type: none"> • Collect cell phones and smart watches then place them in a bag with their names on a post-it note. • Pass out scrap paper for the MAP math test • Pass out pencils 	<ul style="list-style-type: none"> • Collect cell phones and smart watches then place them in a bag with their names on a post-it note. • Pass out scrap paper for the CERT test • Pass out pencils
<p style="text-align: center;">DURING TESTING</p>	<p style="text-align: center;">DURING TESTING</p>
<p>Expectations for Teachers</p> <ul style="list-style-type: none"> • Provide guidance of the test (proctor) • Circulate in the room to ensure all students are on task and working in the correct test/part. • Circulate to monitor students' giving good-faith effort • Use positive reinforcements during the test (PBIS) • Use the "Large Group Testing Seating Chart Form" to create a seating chart with each student's first and last name (this will be turned in with test bins/clipboards) <p>If there is a problem during testing, call 7333</p> <p>Expectations for Students</p> <ul style="list-style-type: none"> • Students will give their best good-faith effort for the entire test/part 	<p>Expectations for Teachers</p> <ul style="list-style-type: none"> • Provide guidance of the test (proctor) • Circulate in the room to ensure all students are on task and working in the correct test/part. • Circulate to monitor students' giving good-faith effort • Use positive reinforcements during the test (PBIS) • Use the "Large Group Testing Seating Chart Form" to create a seating chart with each student's first and last name (this will be turned in with test bins/clipboards) <p>If there is a problem during testing, call 7333</p> <p>Expectations for Students</p> <ul style="list-style-type: none"> • Students will give their best good-faith effort for the entire test/part
<p style="text-align: center;">AFTER TESTING</p>	<p style="text-align: center;">AFTER TESTING</p>
<p>Expectations for Teachers</p> <ul style="list-style-type: none"> • Record students' MAP score in Reading and Math on Google Sheet • Mark students' good-faith effort on Google Sheet <ul style="list-style-type: none"> ◦ Please pick and mark the top three best good-faith students • Students will log out of MAP testing • Call the Instructional Office @ 7333 after all students have completed their test. • An administrator will come to your room to collect testing bins/clipboard; no student should be up moving around • Phones can be returned after an administrator has left the room 	<p>Expectations for Teachers</p> <ul style="list-style-type: none"> • Record students' CERT scores in English, Math, Reading, and Science on Google Sheet • Mark students' good-faith effort on Google Sheet <ul style="list-style-type: none"> ◦ Please pick and mark the top three best good-faith students • Students will log out of CERT testing • Call the Instructional Office @ 7333 after all students have completed their test. • An administrator will come to your room to collect testing bins/clipboard; no student should be up moving around • Phones can be returned after an administrator has left the room

- Teacher will review bathroom expectations and hallway expectations and then take class to restroom in a designated area and remain quiet
- Plan an activity for the remaining time in advisory
- Students do not leave classroom until dismissed by announcement
- Once testing is finalized, plan time to meet with your students to go over...Where they are...What next...How do they make strides...

Expectations for Students

- Wait patiently while the teacher gathers scores and marks good-faith effort on Google Sheet
- Voice Level Zero until teacher/adult decides otherwise
- Participate in advisory activity and follow all classroom/teacher expectations

Students will remain in their classroom until 1:05

- Middle School will follow regular lunch waves. High school lunch waves have been altered...check which wave you have been assigned
- Middle School will go to their 6th Bell then go to 7th Bell
- High School will go to their 7th Bell and 8th Bell

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DO's	DON'Ts
Student is logged into Reading Plus and the teacher is actively monitoring the room by walking around, working with students, or checking computers.	Student is watching Youtube or working on homework and teacher is sitting at desk or on phone
Student is actively working for 40 minutes at the middle school and 25 minutes at the high school (individual, small group, or whole group)	Student is sleeping or just clicking through the program
Teacher is giving positive words of encouragement. (CATS CASH)	Teacher is saying nothing
Teacher is monitoring student progress and helping students that are struggling	Teacher is not checking student progress in Reading Plus
Teacher has implemented a motivational tool or an incentive to get students engaged and excited to learn. Needs to be visible in the room or hallway.	Teacher has not implemented anything to get students motivated to grow as an individual
Teacher <u>will</u> have a one on one conference with each student to discuss strengths and weaknesses.	Teacher <u>will not</u> have a one on one conference with each student to discuss strengths and weaknesses.
Student has cell phone put away	Student is on cell phone
Student is sitting in assigned seat	Student is lying on table or on the floor.

Open every class with flashcards for 5 minutes. To monitor student progress of vocabulary, give a quiz after two weeks and thereafter.

- Sight words
- 12 Powerful Words
- Literary Terms
- Testing Terms

Follow the schedule below: middle school 40 minutes and high school 25 minutes

- ☐ Every **class** must get 20,000 - 40,000 words per day. I realize this will depend on the level of students but students need to be actively engaged for 30-40 minutes daily.
- ☐ Every **class** must get 10 combos per day

Pass/Fail Criteria:

- ☐ 5 reading passages at 80% per week
- ☐ 3 vocabulary lessons at 80% per week
- ☐ 2 visuals

1/23

Teachers are printing reports

Meeting with students and setting goals

Motivational tools are implemented (bulletin boards, door recognition, contest among grade levels/rooms, etc...)

Regroup RTI groups after CERT/ACT/MAP testing

Staff Presentation - [Reading Plus Must Knows](#)

DO's	DON'Ts
Student is logged into iXL and the teacher is actively monitoring the room by walking around, working with students, or checking computers.	Student is watching Youtube or working on homework and teacher is sitting at desk or on phone
Student has paper, pencil, and calculator out on the desk beside them	Student does not have materials out
Student is actively working for 40 minutes at the middle school and 25 minutes at the high school (individual, small group, or whole group)	Student is sleeping or just clicking through the program
Teacher is giving positive words of encouragement (CATS CASH)	Teacher is saying nothing
Teacher is monitoring student progress and helping students that are struggling	Teacher is not checking student progress in iXL
Teacher has implemented a motivational tool or an incentive to get students engaged and excited to learn. Needs to be visible in the room or hallway.	Teacher has not implemented anything to get students motivated to grow as an individual
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Student has cell phone put away	Student is on cell phone
Student is sitting in assigned seat	Student is lying on the table or on the floor.

Open every class with a 5 minute activity. To monitor student progress of math facts and/or vocabulary, give a quiz after two weeks and thereafter.

- Math facts Flashcard races
- 2 minute worksheets
- Testing Terms
- 12 Powerful Words

Pass/Fail Criteria:

- ☐ Middle School - work 40 minutes per day ($40 \times 5 = 200$ minutes)
- ☐ High School - work 25 minutes per day ($25 \times 4 = 100$ minutes)
- ☐ Mastering 2 skills a week at 80% or higher

Follow the Skill Plan schedule developed through NWEA MAP and iXL below for 45 minutes at the middle school and 25 minutes at the high school. This is a great opportunity to create small groups to work with students.

1/2023

Teachers are printing reports and discussing data in faculty meetings

Meeting with students and setting goals

Motivational tools are implemented (bulletin boards, door recognition, contest among grade levels/rooms, etc...)

Leaderboard and Live view is starting to be used

Regroup RTI groups after CERT/ACT/MAP testing

Staff presentation - IXL [Must Knows](#)

Staff presentation - IXL [assessing progress](#)

READING

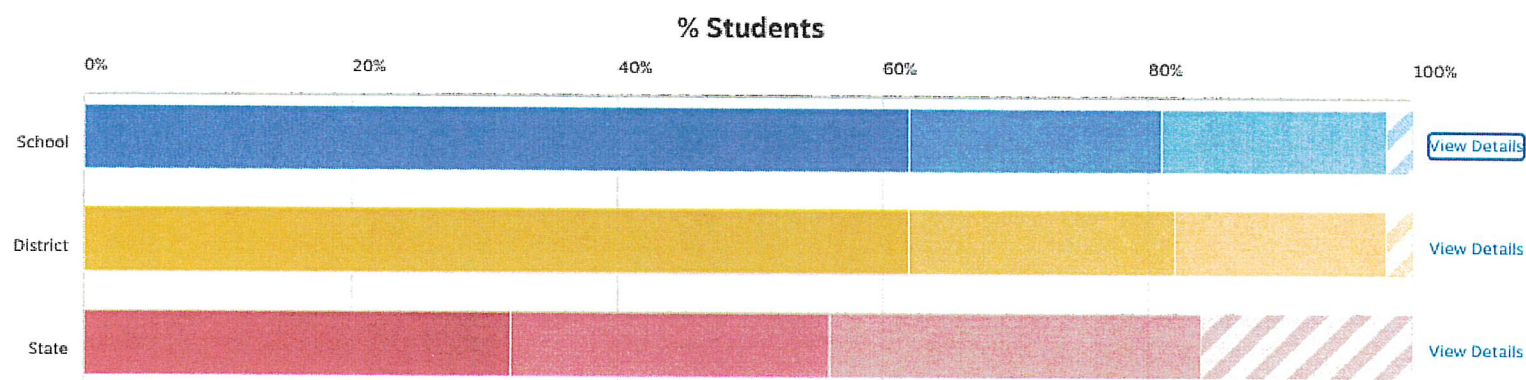
Novice minimal understanding	Apprentice basic understanding	Proficient broad understanding	Distinguished Comprehensive understanding
CERT Score: 0-15 ACT Score: 0-15 MAP 7th 100 - 207 MAP 8th 100 - 212 MAP 9th 100 - 209 Course of Action: Continue working in Reading Plus for 4 days per week Small group 1 or 2 days per week	CERT Score: 16-19 ACT Score: 16-19 MAP 7th 208-218 MAP 8th 213-222 MAP 9th 210 - 221 Course of Action: Continue working in Reading Plus for 4 days per week Small group 1 or 2 days per week	CERT Score: 20-26 ACT Score: 20-26 MAP 7th 219-230 MAP 8th 223-236 MAP 9th 222 - 237 Course of Action: Work in Reading Plus for 2 days per week Enrichment for the other 2 days per week	CERT Score: 27-36 ACT Score: 27-36 MAP 7th 231 - 350 MAP 8th 237 - 350 MAP 9th 238 - 350 Course of Action: Enrichment for 4 days per week

MATH

Novice minimal understanding	Apprentice basic understanding	Proficient broad understanding	Distinguished Comprehensive understanding
CERT Score: 0-15 ACT Score: 0-15 MAP 7th 100 - 210 MAP 8th 100 - 214 MAP 9th 100 - 212 Course of Action: Continue working in iXL for 4 days per week Small group 1 or 2 days per week	CERT Score: 16-18 ACT Score: 16-18 MAP 7th 211-227 MAP 8th 215-233 MAP 9th 213 - 231 Course of Action: Continue working in iXL for 4 days per week Small group 1 or 2 days per week	CERT Score: 19-26 ACT Score: 19-26 MAP 7th 228-243 MAP 8th 234-251 MAP 9th 232 - 251 Course of Action: Work in iXL for 2 days per week Enrichment for the other 2 days per week	CERT Score: 27-36 ACT Score: 27-36 MAP 7th 244 - 350 MAP 8th 252 - 350 MAP 9th 252 - 350 Course of Action: Enrichment for 4 days per week

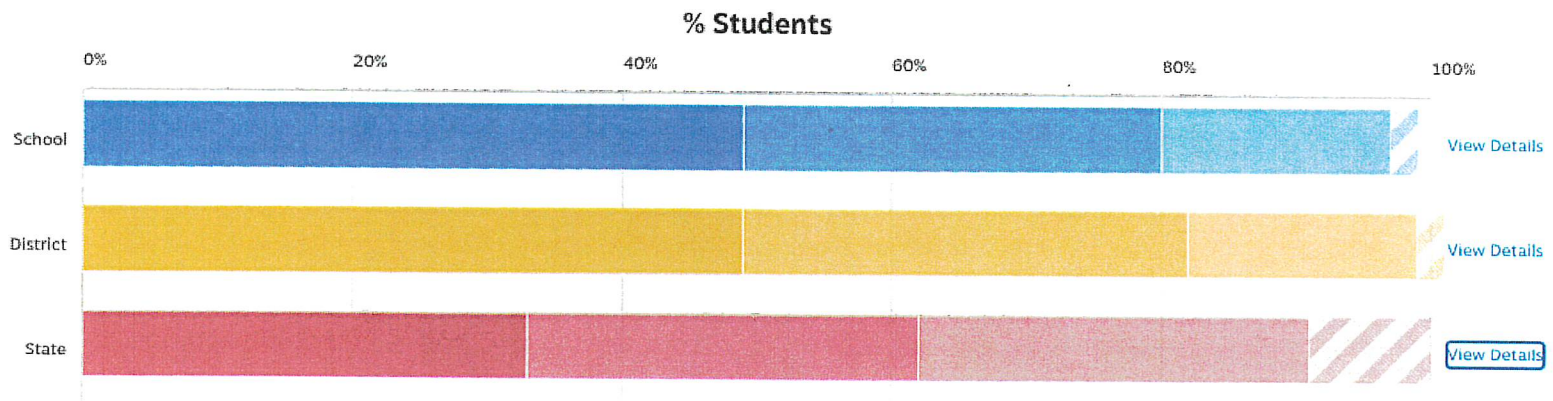
Grade Level	District - Reading	State - Reading
7	<ul style="list-style-type: none"> Novice 62% of students Apprentice 19% of students Proficient 17% of students Distinguished 2% of students 	<ul style="list-style-type: none"> Novice 32% of students Apprentice 24% of students Proficient 28% of students Distinguished 16% of students

Dark: Novice
Medium: Apprentice
Light: Proficient
Striped: Distinguished



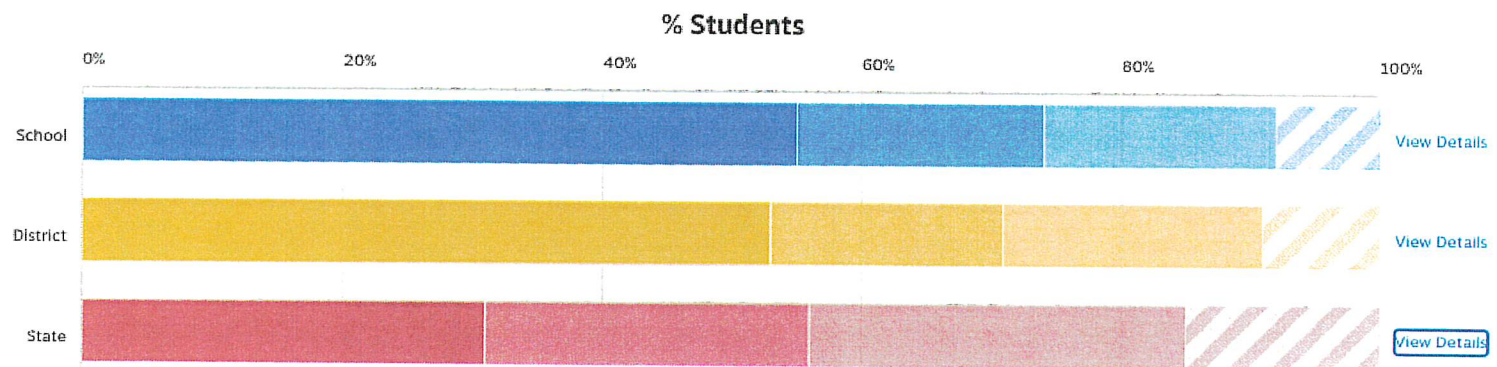
Grade Level	District - Math	State - Math
7	<ul style="list-style-type: none"> Novice 49% of students Apprentice 31% of students Proficient 17% of students Distinguished 2% of students 	<ul style="list-style-type: none"> Novice 33% of students Apprentice 29% of students Proficient 29% of students Distinguished 9% of students

Dark: Novice
Medium: Apprentice
Light: Proficient
Striped: Distinguished

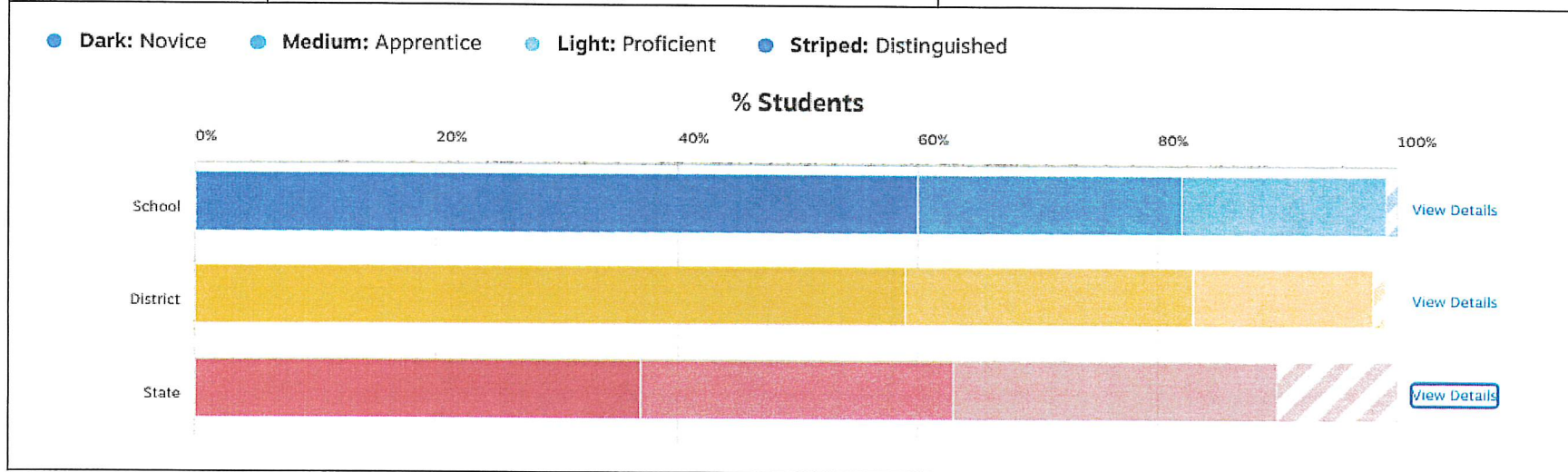


Grade Level	District - Reading	State - Reading
8	<ul style="list-style-type: none"> Novice 55% of students Apprentice 19% of students Proficient 18% of students Distinguished 8% of students 	<ul style="list-style-type: none"> Novice 31% of students Apprentice 25% of students Proficient 29% of students Distinguished 15% of students

Dark: Novice
Medium: Apprentice
Light: Proficient
Striped: Distinguished

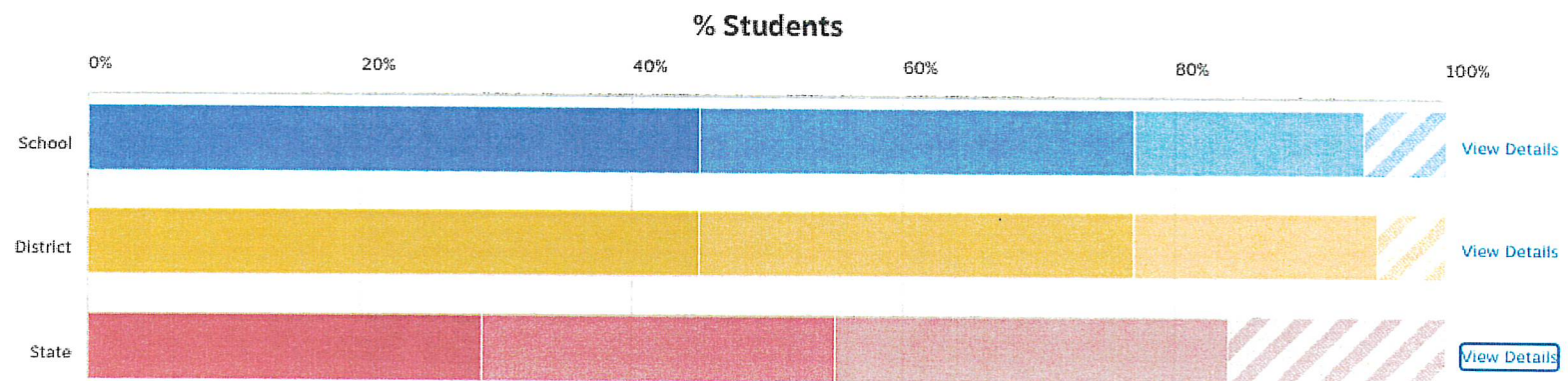


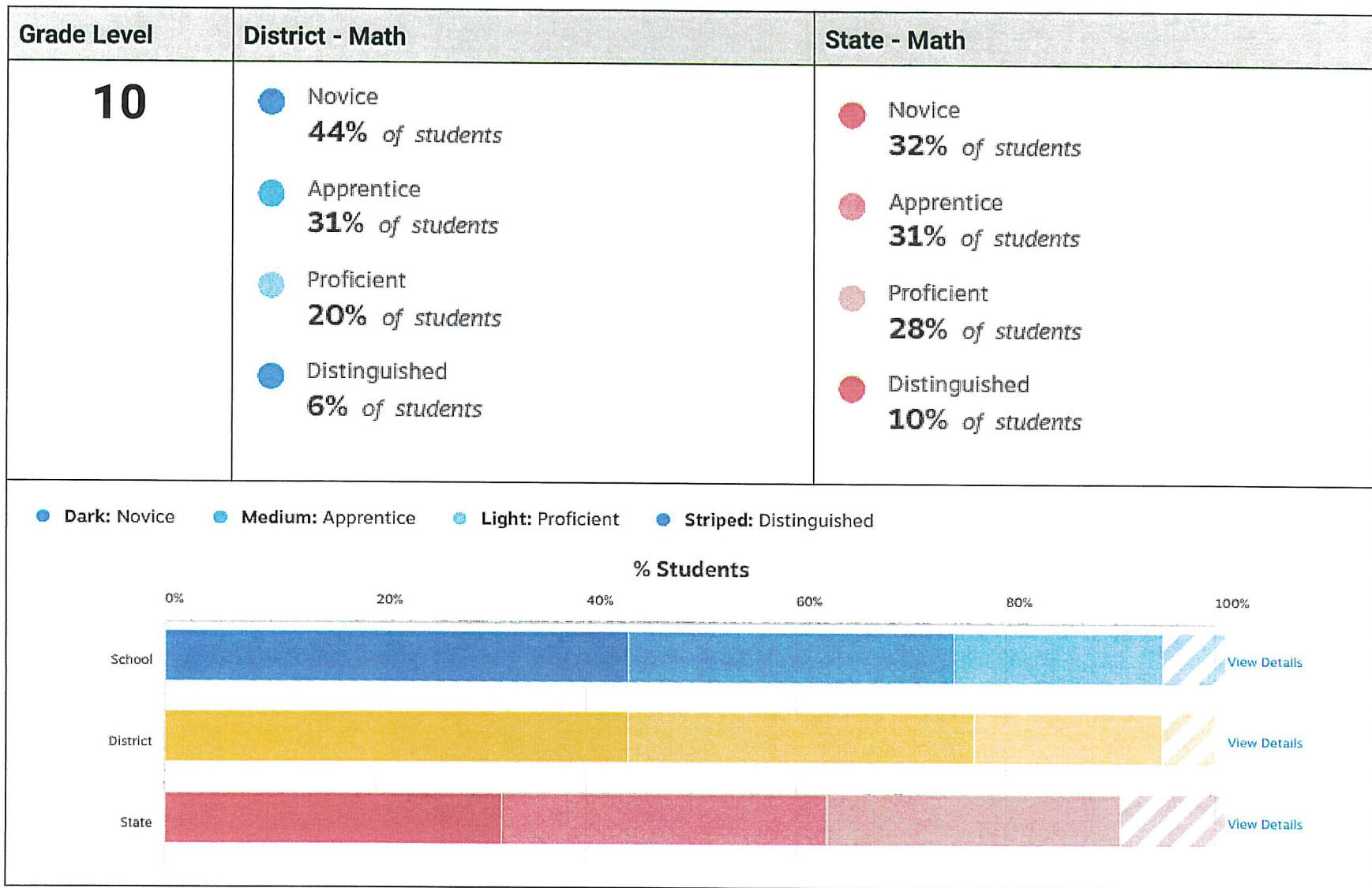
Grade Level	District - Math	State - Math
8	<ul style="list-style-type: none"> Novice 60% of students Apprentice 22% of students Proficient 17% of students Distinguished 1% of students 	<ul style="list-style-type: none"> Novice 37% of students Apprentice 26% of students Proficient 27% of students Distinguished 10% of students



Grade Level	District - Reading	State - Reading
10	<ul style="list-style-type: none"> Novice 45% of students Apprentice 32% of students Proficient 17% of students Distinguished 6% of students 	<ul style="list-style-type: none"> Novice 29% of students Apprentice 26% of students Proficient 29% of students Distinguished 16% of students

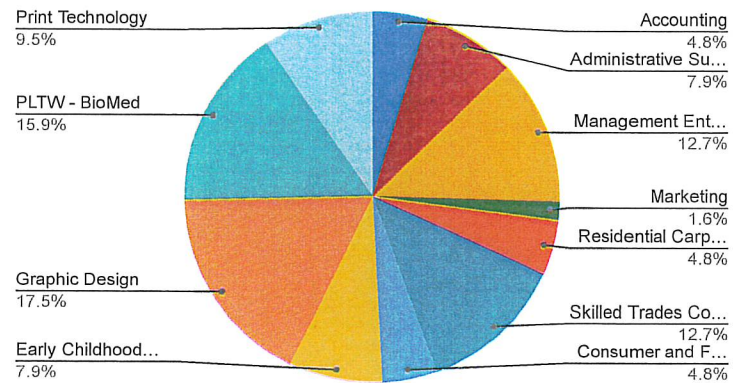
Dark: Novice
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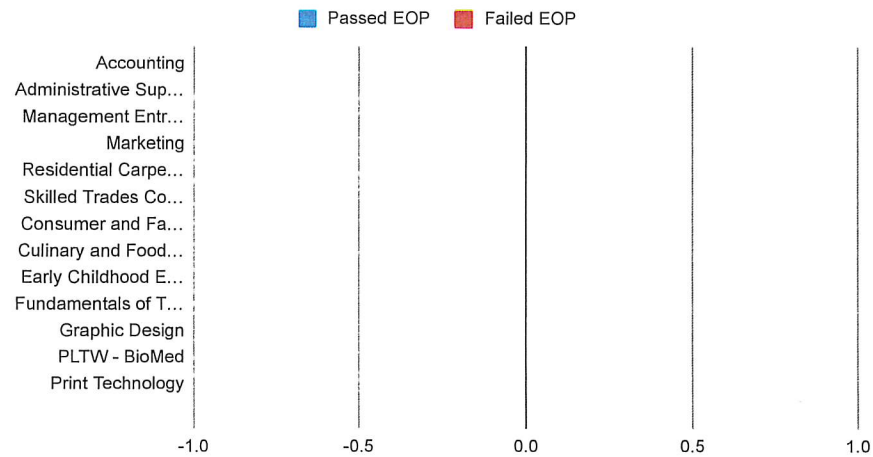


CAREER PATHWAYS

Total Pathway Enrollment



EOP Pass Rates



Industry Certification Pass Rates



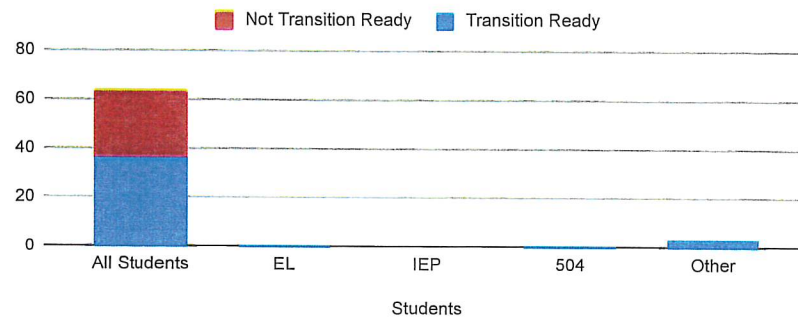
Pathway List						
Pathway Name	CIP	Students	EOP		Ind. Cert	
		Enrolled	Pass	Fail	Pass	Fail
Accounting		3	0	0	3	0
Administrative Support		5	0	0	1	0
Management Entrepreneurship		8	0	0	2	0
Marketing		1	0	0	0	0
Residential Carpenter Assistant		3	0	0	0	0
Skilled Trades Commercial Carpentry-		8	0	0	0	0
Consumer and Family Services		3	0	0	0	0
Culinary and Food Services		0	0	0	0	0
Early Childhood Education		5	0	0	0	0
Fundamentals of Teaching		0	0	0	0	0
Graphic Design		11	0	0	1	0
PLTW - BioMed		10	0	0	0	0
Print Technology		6	0	0	0	0
		0	0	0	0	0

TRANSITION READINESS

OVERALL READINESS

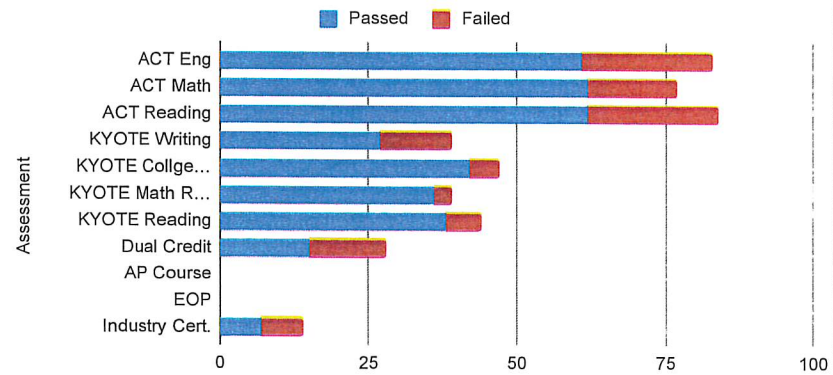
Student Breakdown			
Students	Trans. Ready	No Trans	Total
All Students	37	27	64
EL	1	0	1
IEP	0	0	0
504	1	0	1
Other	4	0	4

Transition Readiness Breakdown



Transition Readiness			
Assessment	Benchmark	Attempted	Passed
ACT Eng	18	61	22
ACT Math	19	62	15
ACT Reading	20	62	22
KYOTE Writing	6	27	12
KYOTE Collge Alg.	14	42	5
KYOTE Math Read.	22	36	3
KYOTE Reading	20	38	6
Dual Credit	C+	15	13
AP Course	3	0	0
EOP	70	0	0
Industry Cert.	Pass	7	7

Benchmark, Attempted and Passed



Fall

Subject	Total Students	Above	At	Below	Meet Benchma	Average Score
English	76	10	2	74	14%	12
Math	76	0	0	86	0%	13
Reading	76	9	1	76	11.60%	13
Science	76	2	2	82	4.70%	11
Total Composite	76	3	2	81	5.80%	12

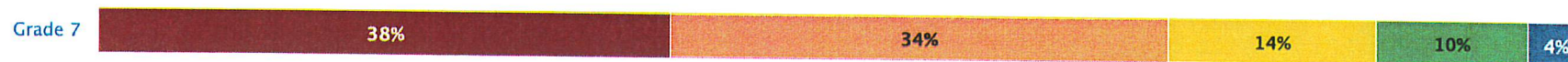
Subject	Total Students	Novice	Apprentice	Proficient	Distinguished
English	76	x	x	x	x
Math	76	70	6	0	0
Reading	76	53	13	6	4
Science	76	67	5	2	2

Winter

Subject	Total Students	Above	At	Below	Meet Benchma	Average Score
English	75	14	1	60	20%	14
Math	75	2	x	73	3%	14
Reading	75	7	1	67	10.70%	15
Science	74	2	x	72	2.70%	13
Total Composite	75	5	1	69	8.00%	14

Subject	Total Students	Novice	Apprentice	Proficient	Distinguished
English	x	x	x	x	x
Math	75	64	9	2	0
Reading	75	55	12	3	5
Science	74	62	10	0	2

7th Fall - Reading



7th Winter - Reading



8th Fall - Reading



8th Winter - Reading



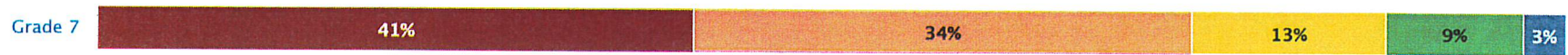
9th Fall - Reading



9th Winter - Reading



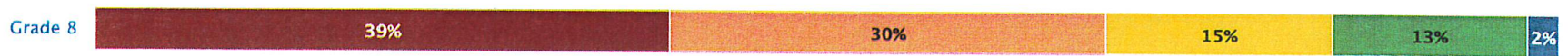
7th Fall - Math



7th Winter - Math



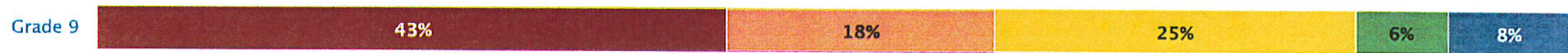
8th Fall - Math



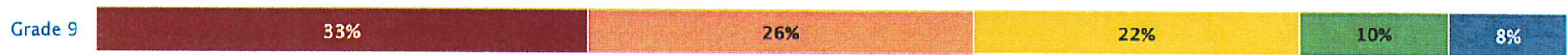
8th Winter - Math



9th Fall - Math



9th Winter - Math



Reading Plus

OVERALL ALL GROWTH FOR NEWPORT HIGH SCHOOL:

At Grade AND Above - 16% to 20%

Below 5 or more grades - 52% to 38%

- Numbers are trending in the right direction
- Teachers have been trained on how to print individual RTI classes to monitor progress
- During a staff meeting teachers were grouped by middle school and high school to analyze data and discuss ways to get students motivated
- Selected teachers will present their “go to tools” and “what works in their room” during the next faculty meeting



THIS YEAR, WE'VE ANSWERED

732,669

QUESTIONS!

Skill progress

9,452
SKILLS MASTERED

14,734
SKILLS PROFICIENT

Time spent



● SCHOOL
● HOME

 **543** total students

- Numbers are trending in the right direction
- Teachers have been trained on how to print individual RTI classes to monitor progress
- During a staff meeting teachers were grouped by middle school and high school to analyze data and discuss ways to get students motivated
- Middle school math teachers presented to the staff on their “go to tools” and “what works in their room” during a staff meeting
- To gather more data points, students will take a short diagnostic test on every other Friday. One teacher presented how to do this during a faculty meeting

Read 180 Lexile Level

August 2022 to December 2022

KEY

BR = Beginning Reader

- Advanced
- Proficient
- Basic
- Below Basic

- Test taken in less than 15 minutes
- Scale for bar based on highest Lexile® growth within selected time period

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

USING THE DATA

Purpose:

To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:

Provide opportunities to challenge students who show significant progress. Provide appropriate levels of intervention and support to students who are showing little growth. If zero or negative Lexile growth is recorded, check to see if students' test experience is problematic in some way and retest accordingly.

FIRST TEST			LAST TEST			GROWTH IN LEXILE®*
GRADE	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®		
10	09/12/22	BR	12/15/22	531	531	
11	09/14/22	144	12/15/22	589	445	
9	11/03/22	597	12/16/22	888	291	
10	09/09/22	547	12/15/22	809	262	
7	09/14/22	479	12/19/22	705	226	
9	09/12/22	149	12/15/22	351	202	
9	09/09/22	308	12/15/22	483	175	
9	11/02/22	588	12/15/22	737	149	
9	09/09/22	498	12/15/22	646	148	
9	09/09/22	756	12/15/22	900	144	
8	09/12/22	396	12/14/22	525	129	
9	09/09/22	846	12/15/22	961	115	
7	09/13/22	456	12/14/22	566	110	
10	09/09/22	549	12/19/22	650	101	

8	09/12/22	827	12/14/22	916	89
11	09/09/22	771	12/15/22	859	88
8	09/09/22	774	12/14/22	862	88
9	11/02/22	580	12/15/22	648	68
9	09/09/22	614	12/15/22	682	68
9	09/09/22	597	12/15/22	663	66
7	09/14/22	505	12/14/22	569	64
7	09/13/22	305	12/14/22	366	61
11	09/09/22	822	12/15/22	882	60
7	09/14/22	273	12/15/22	330	57
9	11/03/22	189	12/19/22	241	52
11	09/12/22	955	12/15/22	995	40
10	09/12/22	522	12/15/22	562	40
9	11/02/22	139	12/15/22	176	37
7	09/13/22	154	12/19/22	190	36
10	09/12/22	518	12/15/22	554	36
9	09/09/22	520	12/15/22	555	35
7	09/14/22	BR	12/14/22	34	34
9	09/09/22	783	12/19/22	812	29

8	09/09/22	496	12/14/22	519	23
9	09/09/22	806	12/15/22	818	12
9	09/09/22	562	12/15/22	566	4
7	01/19/23	553	N/A	N/A	N/A
7	09/09/22	250	N/A	N/A	N/A

9	02/03/23	■ 1053	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A
9	09/09/22	■ 376	N/A	N/A	N/A
8	▶ 09/09/22	■ 415	12/14/22	■ 390	0
11	09/12/22	■ 1180	12/15/22	■ 1144	0
8	▶ 09/09/22	■ 518	▶ 12/14/22	■ 509	0
8	09/09/22	■ 416	12/14/22	■ 400	0
7	09/13/22	■ 485	12/14/22	■ 437	0
10	09/09/22	■ 887	12/15/22	■ 883	0
8	09/12/22	■ 619	12/14/22	■ 477	0
9	11/04/22	■ 1151	12/16/22	■ 1067	0
11	09/09/22	■ 930	▶ 12/15/22	■ 849	0
9	09/09/22	■ 802	▶ 12/15/22	■ 665	0
8	▶ 09/12/22	■ 246	12/14/22	■ 193	0
9	▶ 09/09/22	■ 1183	▶ 12/19/22	■ 1051	0
10	09/09/22	■ 802	12/15/22	■ 750	0
9	09/09/22	■ 765	12/15/22	■ 724	0
9	09/09/22	■ 623	12/19/22	■ 540	0
9	11/04/22	■ 1174	12/15/22	■ 887	0
7	09/13/22	■ 921	12/14/22	■ 823	0
8	▶ 09/12/22	■ 518	▶ 12/14/22	■ 458	0