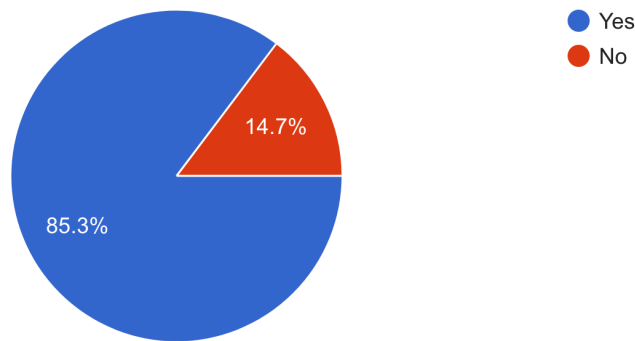


PTCNET SURVEY RESULTS - 2018

Topic: MAP and ACER/ISA Assessment Tools Usage	Date conducted: 10-30-18
Number of responses: 34	Submitted by: Glen Nicholson

Do you use the MAP tool

34 responses



If so when and for what purpose ? for example Guide instructional practice/ reporting to parents/ Admin/ management.

Twice a year (Spr/Fall) as one data point, gauge student progress, shared with parents

School Admin. standardized information for comparative purposes, some grade level instruction (trying to do more of that), we send the report to parents (this we we will only share the report if the parents attend a session on understanding how to read the data)

twice a year

Purpose: reporting to parents, planning for instruction, and to benchmark our school.

Guide Instruction and Benchmark our program

Entrance to the school and gauging student progress.

All of the above!

Mostly to guide instruction and we give a very simple report to parents at the end of the school year

Guide instruction, measure our school against external benchmarks

Guide instructional practice and set individual student and group goals

We use it in Fall and Spring. The Winter test window is used only for students at risk. We use it to guide instructional practices, report to parents, and for our strategic management plan.

Guide instructional practice foremost, report to parents and board, review programs

G2 - G8 twice a year (with an option to selectively test in Winter session). We use it to report to parents and board. Most importantly, we use the data to identify skill gaps within and between grade levels/subject area, and to set goals for individual students. I should note here that MAP data is always used in conjunction with other data - class assessments and observations - as it is recognised that it is just one test on one day. We try to be very clear with parents about this too.

Technically to guide instruction, but quite honestly, after 7 years in three different schools, it is not the most user-friendly tool for teachers, so we are thinking of using it 1x per year and measuring spring to spring growth as one norm-referenced benchmark tool

Gr. 3-9, currently testing in November and May, Guide instructional practice, individualized learning

Comparative data within the region, curriculum check, guide for instructional practice & inform parents.

guide instructional practice

We test Gr 2-5 in Sept. and May. (MAP also happens in Gr. 6-8, but I'm in the Elem. School.) We use Sept. for data point one and for instructional planning based on a few groups of students spec. for Math- lo/lo avg and hi/hi avg. We walk our teachers through a data protocol that has them identify lo and hi students based on the math MAP. But then they need two other data points from their class and that student's math work to triangulate. If the MAP score is reflective of the work in class (lo or hi), the teacher has them on a tracking sheet to keep account of their progress. There are many good questions from teachers about the process (laborious) of completing the triangulation doc, but the counter question is "what evidence of differentiation do we have except for this doc?" This is only done with Math. We are a PYP school and have not put Math on conceptual planners to avoid it being watered down (possibly). And we have a Literacy Coach, so math (esp. in our culture in Korea) is important to solidify. We do send home the MAP scores as a paper print out. Each year we try to examine the use of MAP and consider other options. In particular, it's a challenge to grow our highest esp. when we don't teach math content outside the grade level. So a few issues internally to consider for us along with MAP being the best tool or not. The data triangulation tool we use was recommended by our MAP PD consultant, who is a principal in NE USA and uses it.

Targeting lessons, goal setting with learners, parent information, and program evaluation

August & February (Fall and Winter) for instructional practice. Is also shared with parents and is one of many indicators of our exceptional education criteria. We have great conversations with this data and are happy with our protocols and data conversations connecting this to in-class assessments to really help students move forward.

Guide instructional practice/ internal feedback on student progress with other data/ will begin reporting to parents next year

Mostly for cohort data points as a triangulation for teacher-generated data. To standardise. In addition can be diagnostic/marker for a student to go into a referral process for intervention.

All of the examples you mentioned.

As a formative tool to measure student growth over time

all of the above

We administer it from grade 2-10 in September and April. We use it for all three of your examples above as well as for interventions and extensions

Yes, in Sept and April - Used to show student growth, shared with parents and as a tool to inform our program development...although that is not an easy one.

Beginning of school year and end of school year.

Guide instructional practice of the cohort and predict whole school needs.

Scores are used as part of our data walls for individuals along with other classroom data

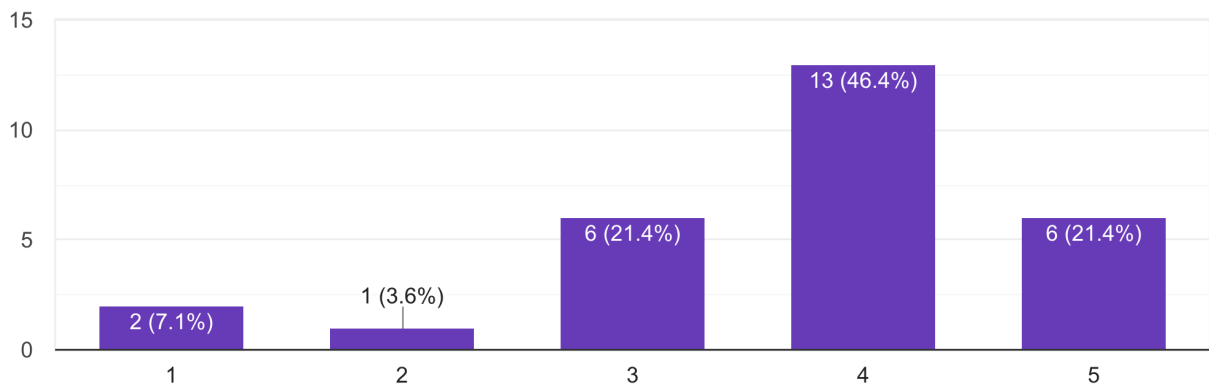
We are just starting to delve into the individual goals provided by the data

Results are shared with parents, but our letter states it is largely for school use, not individual

Program evaluation, student goal setting

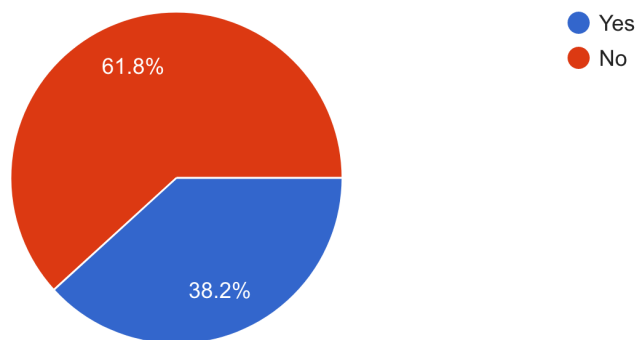
How would you gauge the effectiveness of this assessment tool.

28 responses



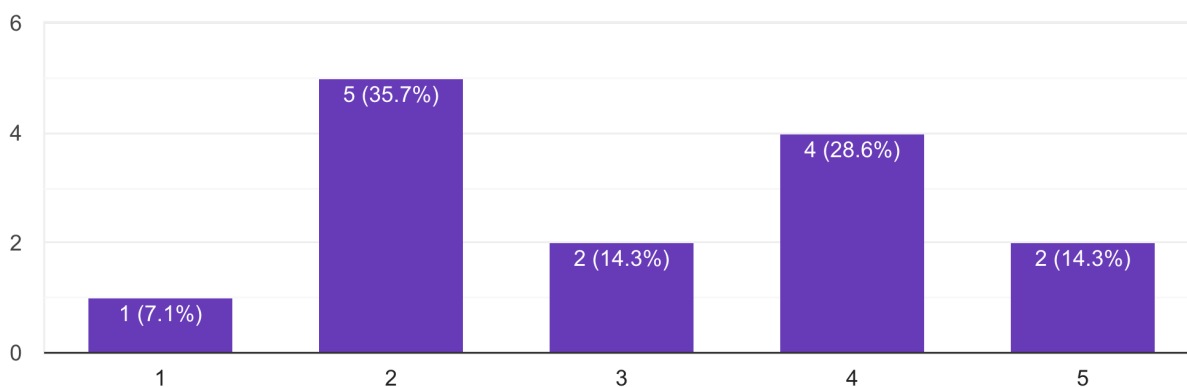
Do you use the ISA/ ACER tool?

34 responses



How would you gauge the effectiveness of this assessment tool

14 responses



If so when and for what purpose ? for example Guide instructional practice/
reporting to parents/ Admin/ management.

Reporting to management is primary purpose

We used to use the ISA but it took too long to get the results. We don't want to 'over assess' students so decided just to go with one tool.

Feedback at School level, class level and individual level - all of which can highlight areas in need of some attention and areas of strength in two 'subjects'. It is also international. Weakness is that it does measure growth across year, in detail, like MAP.

To drive our teaching and look at school-wide trends

It is more to gauge where we are with previous years and individual students. To report to the Board and see how our school compares to other like schools

Guide instructional practice, admin, management

reporting to parents

Instructional practice; curriculum review; learning support, benchmarking our curriculum vs international standards; validating student rank orders, etc.

ISA is more for a second external assessment that covers writing. Due to the massive lag (about 4 months) until we get scores, it is challenging to leverage this data to really help kids. The prompts are also out of context and not so perfectly aligned w our curriculum.

February - to compare ourselves to other like organisations

systems check

We only use the writing ISA in grades 2-5 for instructional practice.

We have gone back to the ISA for Writing. We administer the On-line version and also share results with parents

Share data with board, and with individual parents.

Any other comments...

timeframe in return of results is not timely enough to impact on learning.

We are considering MAP to supplement or replace. I look forward to

We, at ISL, are reviewing all our standardized testing for the Lower School from Grades 1-5

We are looking at giving the Writing component of the ISA.

NWEA MAP testing has great online customer service. Issues during our Fall testing window were resolved quickly using their online chat service.

We have been trialing the "data team process" (from David Venables: How teachers can turn data into action). This has led to great learning-focused conversations. MAP data is often the "big data" that is then triangulated with other types of information and evidence.

Testing 3 times a year is a lot. Why do you use both assessments

I have used ISA at a previous school and MAPs at my current school. I find ISA to be a better tool for program management and instructional practice. I find parents put too much emphasis on MAPs results and an appropriate level of emphasis on ISA. Pressure on kids due to MAPs is significant.

Email me if you'd like me to clarify anything from above. brian.webb@seoulforeign.org

Thanks - data from MS perspective at ISKL.

The data we get is as good as the use to which we put it in having teachers discuss student achievement; Data conversations with protocols.

We will start using MAP this year, so cannot give any feedback on effectiveness yet

Without a proper follow up data protocol, none of these tools will matter.

As we are an IB school running all 3 programs, we find it difficult to use the MAP data to inform our teaching as we don't follow a standards based curriculum.

will be interested in what you find out and how others use it, can you please share - chorton@isp.edu.pa

Considering moving to MAP. Would be interested in the results. scook@abaoman.org

brian.webb@seoulforeign.org, chorton@isp.edu.pa, scook@abaoman.org