

English Language Arts (primary/elementary)



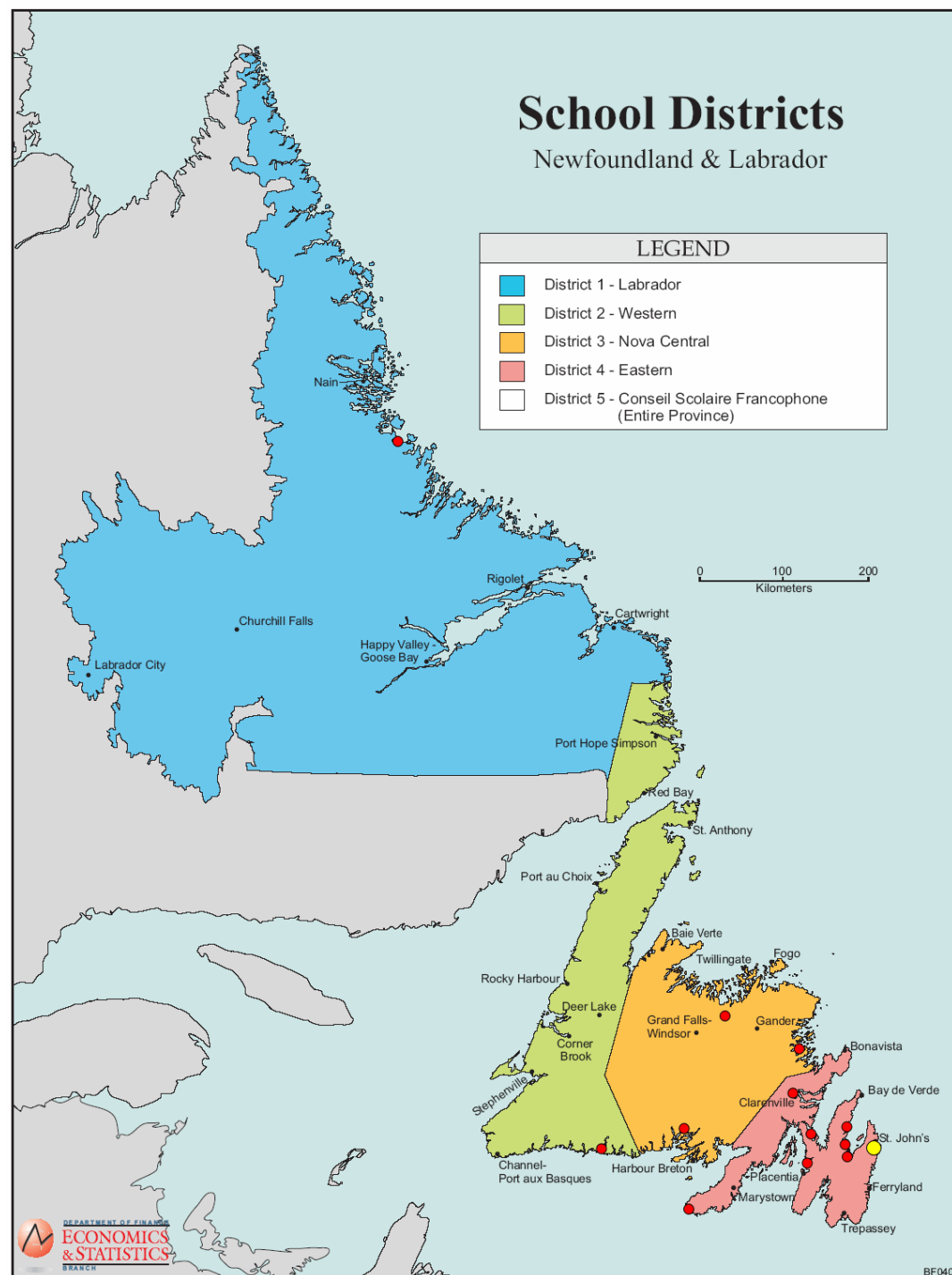
Using Data to Shape Literacy Initiatives/Practise



Scott Linehan
Dept of Education: *Evaluation and Research*

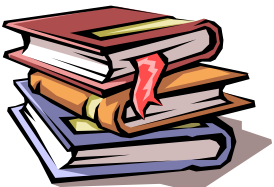
Provincial Picture

- 4 School Districts and 240,000 sq. km
- 280 schools
- 5,498 teachers
- 72,084 students
- Teacher:Student Ratio = 12.7:1
- \$1,000,000,000 annually

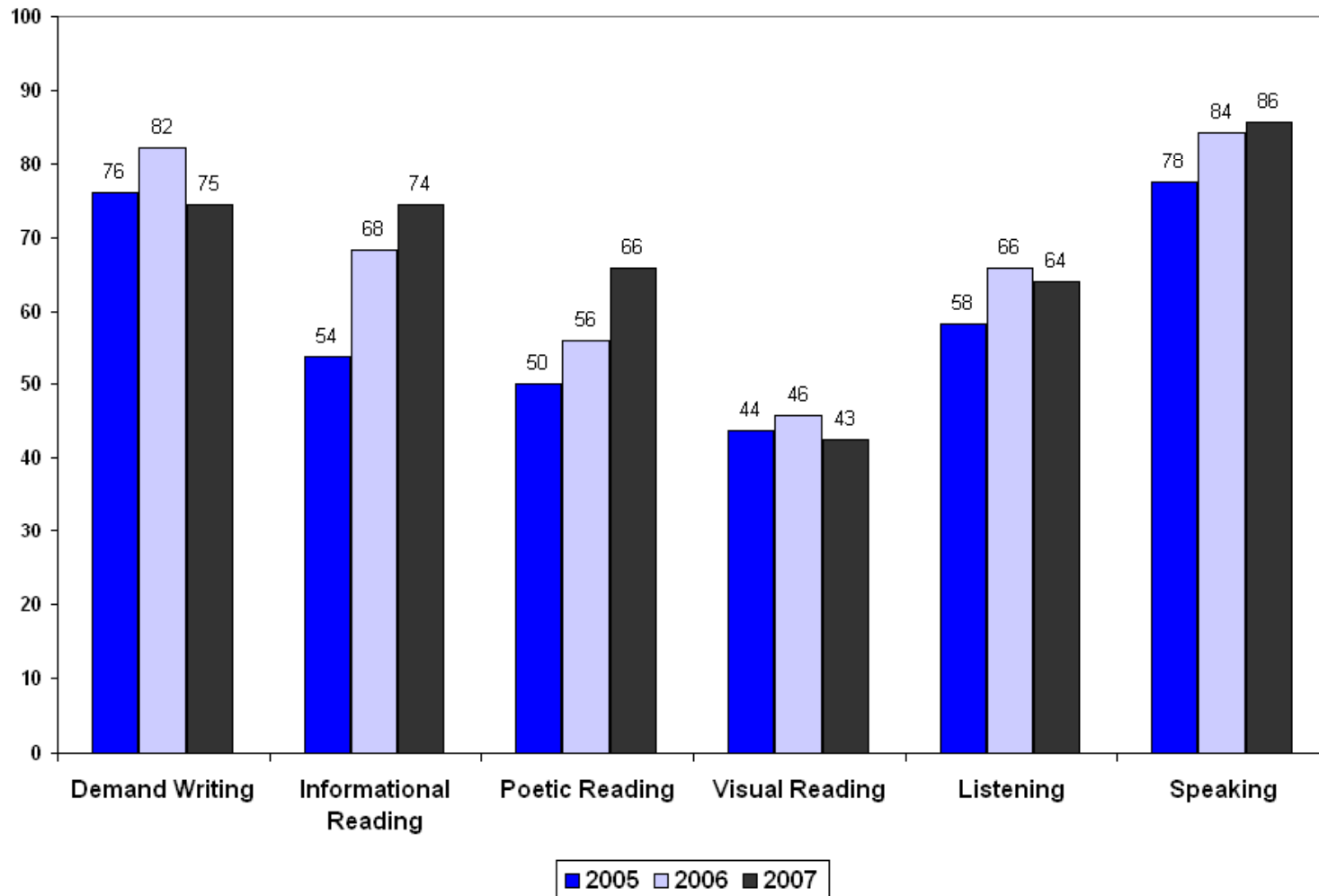


WHY Provincial Assessments?

- Sparkes-Williams Report “Supporting Learning” (2000)
- **Recommendation 82:** “that the province recommit to the development of a provincial assessment program incorporating a comprehensive test with sub-tests in at least the subject areas of language, mathematics, science, and social studies.”
- Common curriculum APEF: *Primary* 1999, *Elementary* 1998, *Intermediate* 1999
- *Primary Assessment* 2001, *Elementary Assessment* 2002, *Intermediate Assessment* 2003
- Primary and Elementary Assessments: Speaking and Listening, Reading and Viewing (*Poetic, Informational, Visual*), Writing and Other Ways of Representing (*Process and Demand*)
- Intermediate Assessment: Reading and Viewing (*Poetic and Informational*), Writing and Other Ways of Representing (*Demand*)
- And how is Provincial Assessment data reported...

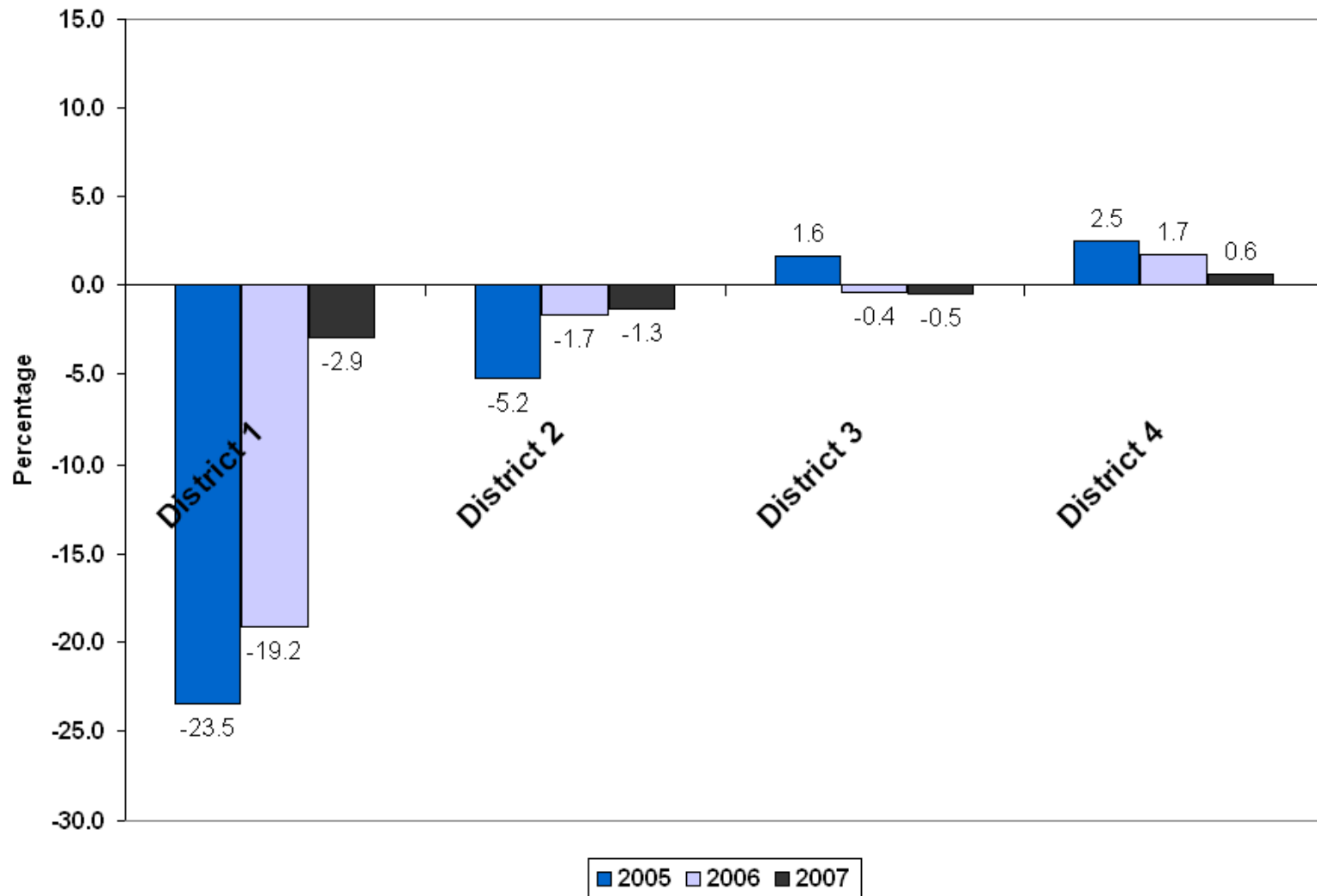


ELA – Primary Provincial Assessment Data 2005-2007



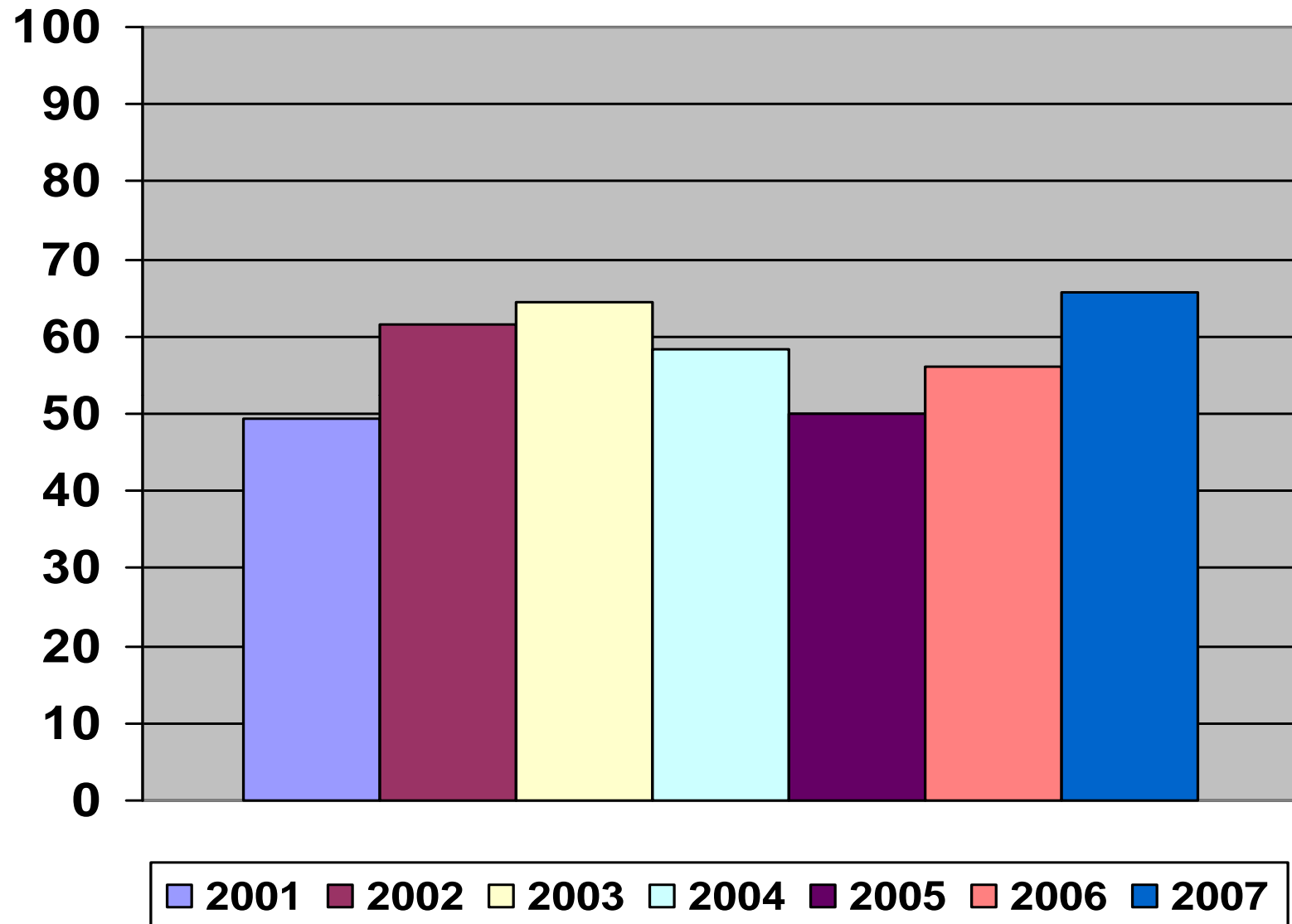
- Sample of data for province (also reported by school/district/province in same manner)

Using Data to Shape Literacy



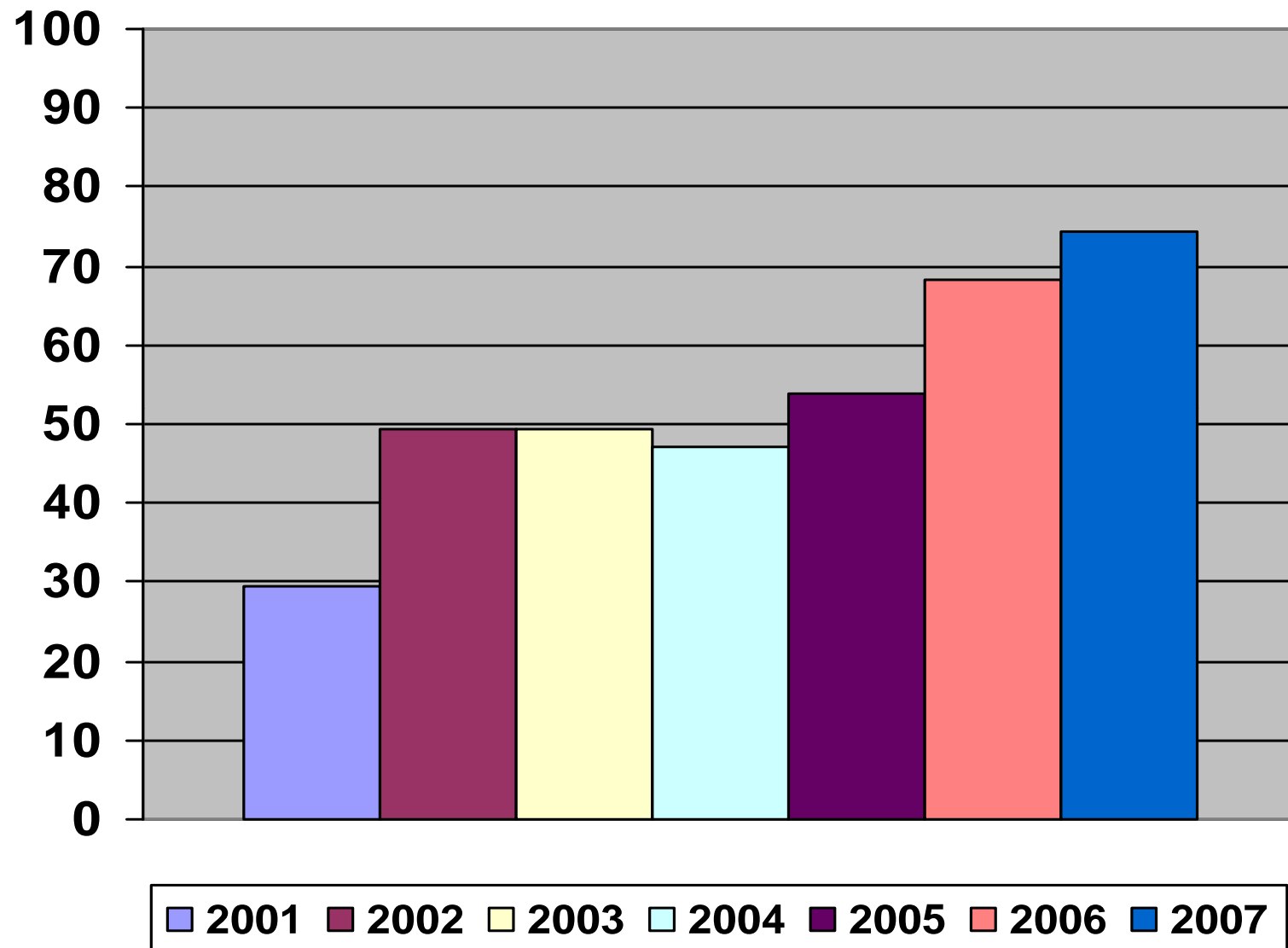
- Sample three trend (also disaggregated by school/district/province)

Assessment results 2001 – 2007 (*primary*)



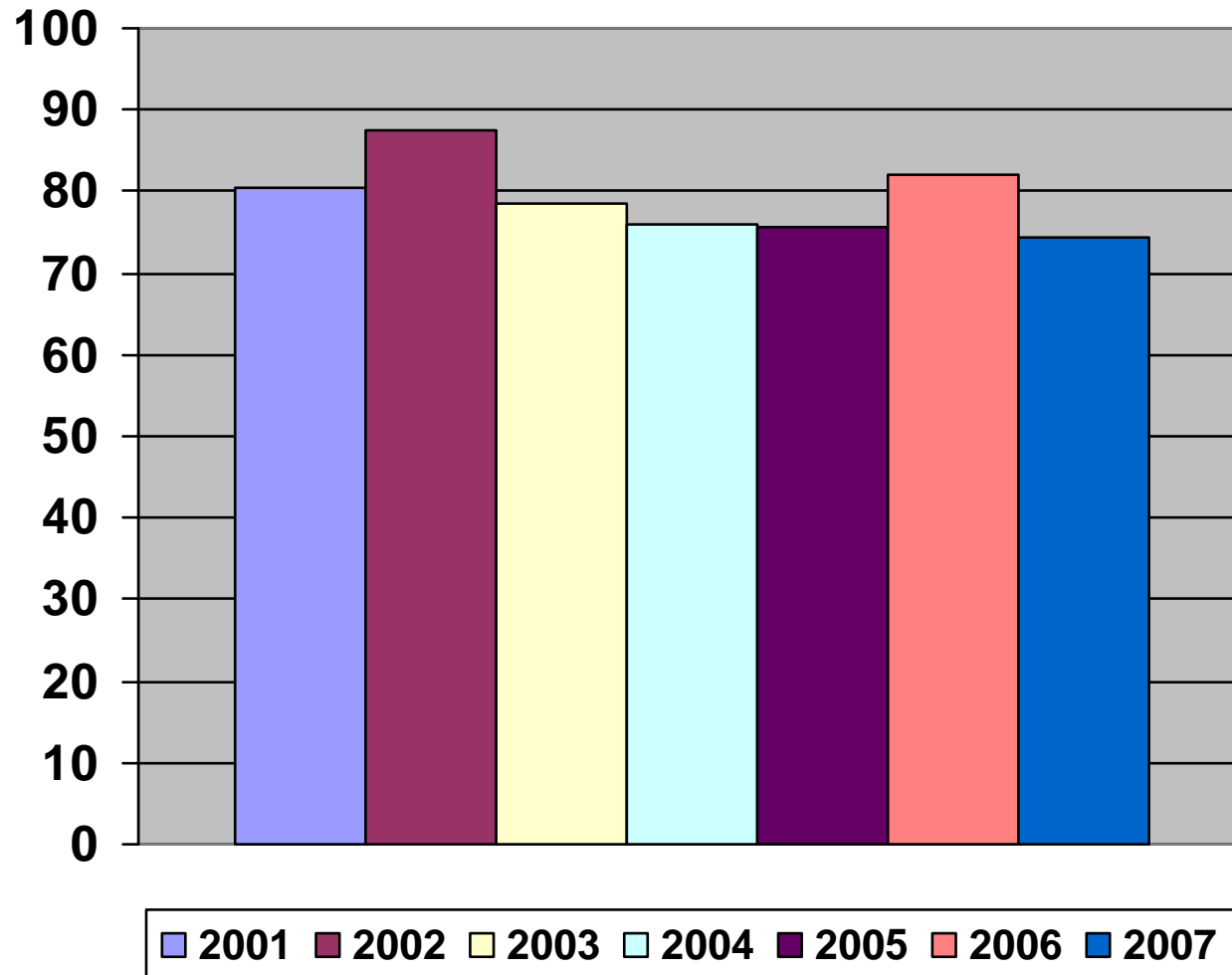
- *POETIC*: Reading Comprehension 3+

Assessment results 2001 – 2007 (*primary*)



- *INFORMATIONAL*: Reading Comprehension 3+

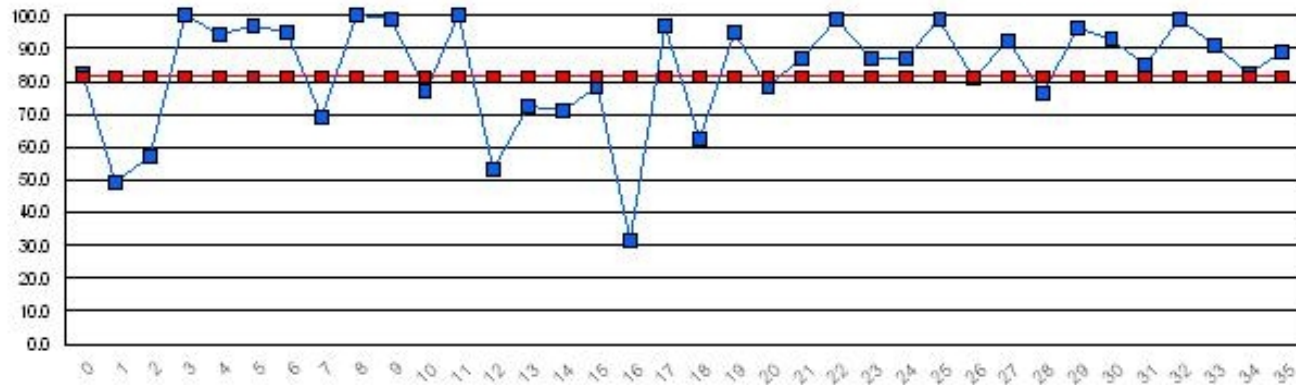
Assessment results 2001 – 2007 (*primary*)



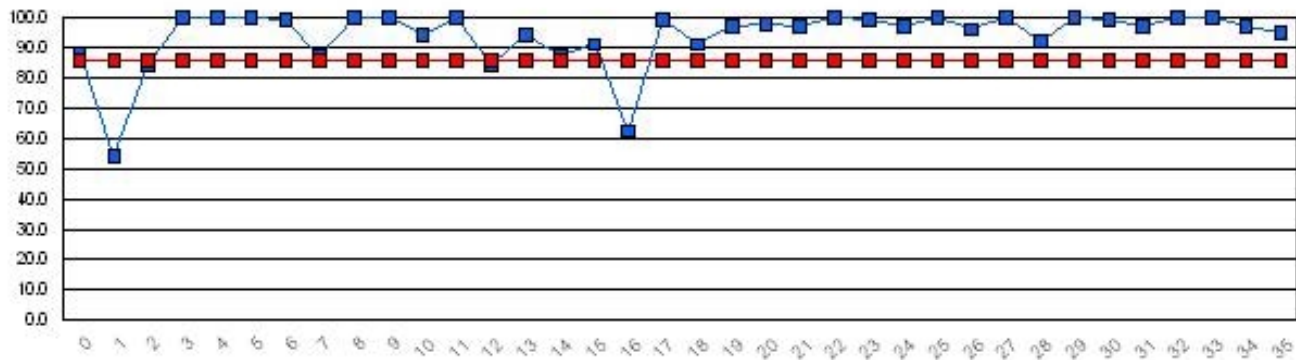
- *DEMAND*: Range from 75%-80% of students scoring 3+ (Adequate, Strong, Outstanding)

Using Data in the Classroom

January Phonemic Awareness



June Phonemic Awareness

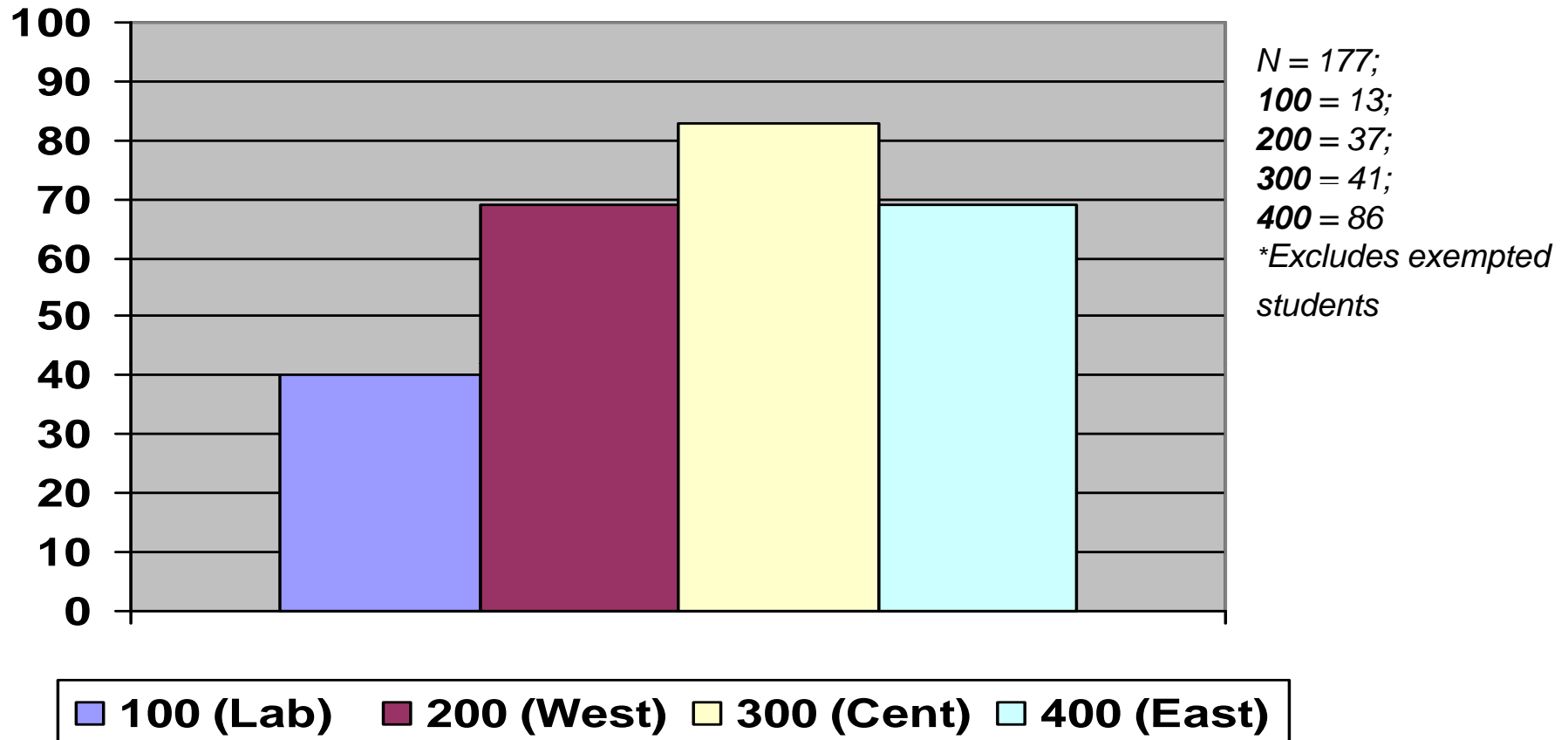


■ Phonemic Awareness School

■ Phonemic Awareness Province

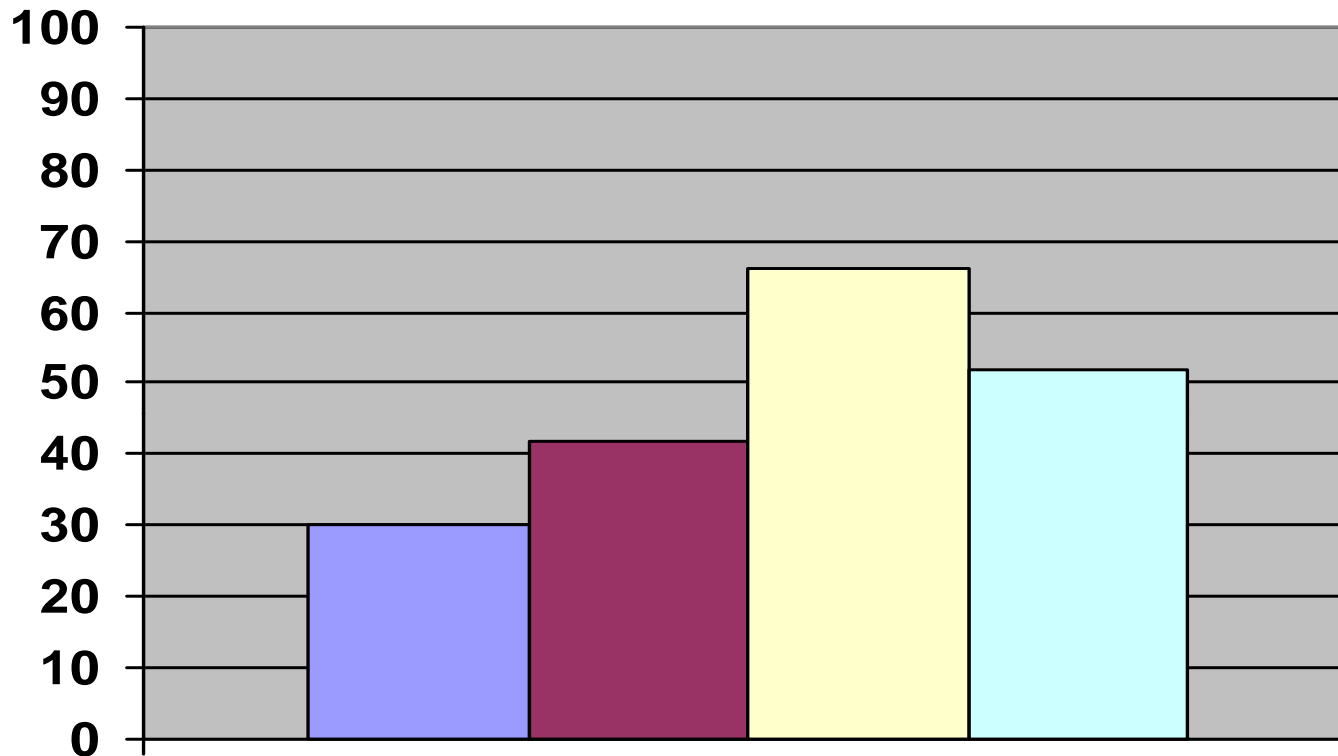
- Reporting by child vs. province in Grade 1 (subtests)

Reading Comprehension: (Reading Assessment Resource - 2006)
 VS.
 Provincial Assessment (Visual, Poetic, Informational Text - 2007)



- Children in Grade 2 - June 2006 (assessed by the teacher) and same students who wrote CRT in 2007 (assessed by panel of primary educators).
- The percentage of children who scored BELOW grade level at the end of Grade 2 (i.e., < M on Atlantic Assessment Kit) but scored AT or ABOVE grade level (3+) on at least one (1) component of the provincial assessment (CRT) in Grade 3.
- e.g., 69% of children in Western School District who were below grade level in Grade 2 in Reading Comprehension in June 2006 scored at or above grade level (3+) at the end of key stage – primary – in Grade 3 on at least one component of the provincial CRT)

Reading Comprehension: (Reading Assessment Resource - 2006)
 VS.
 Provincial Assessment (Visual, Poetic, Informational Text - 2007)



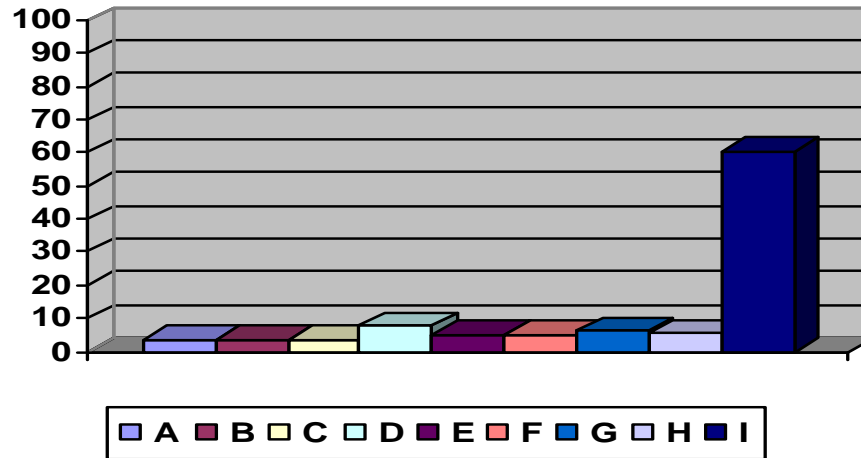
N = 177;
100 = 13;
200 = 37;
300 = 41;
400 = 86
**Excludes exempted students*

100 (Lab) 200 (West) 300 (Cent) 400 (East)

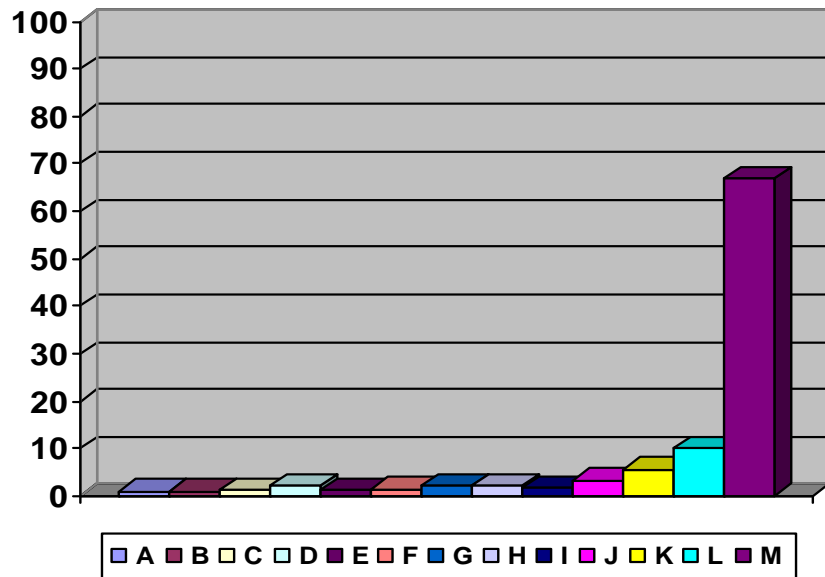
- The percentage of children who scored BELOW grade level at the end of Grade 2 (i.e., < M on Atlantic Assessment Kit) but scored AT or ABOVE grade level (3+) on at least TWO (2) or more components of the provincial assessment (CRT) in Grade 3.
- (e.g., 52% of children in Eastern School District who were below grade level in Grade 2 in Reading Comprehension in June 2006 scored at or above grade level (3+) at the end of key stage – primary – in Grade 3)

What to expect on Provincial Assessment (Using Grade 1 and 2 Data Guide Instruction)

Grade 1 Instructional Level (2006)

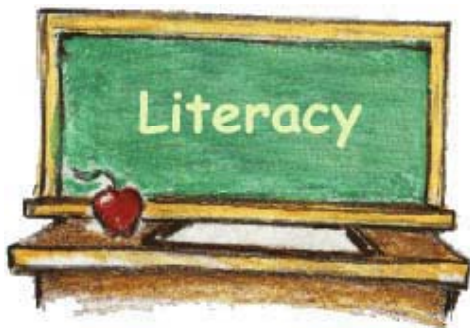


Grade 2 Instructional Level (2007)

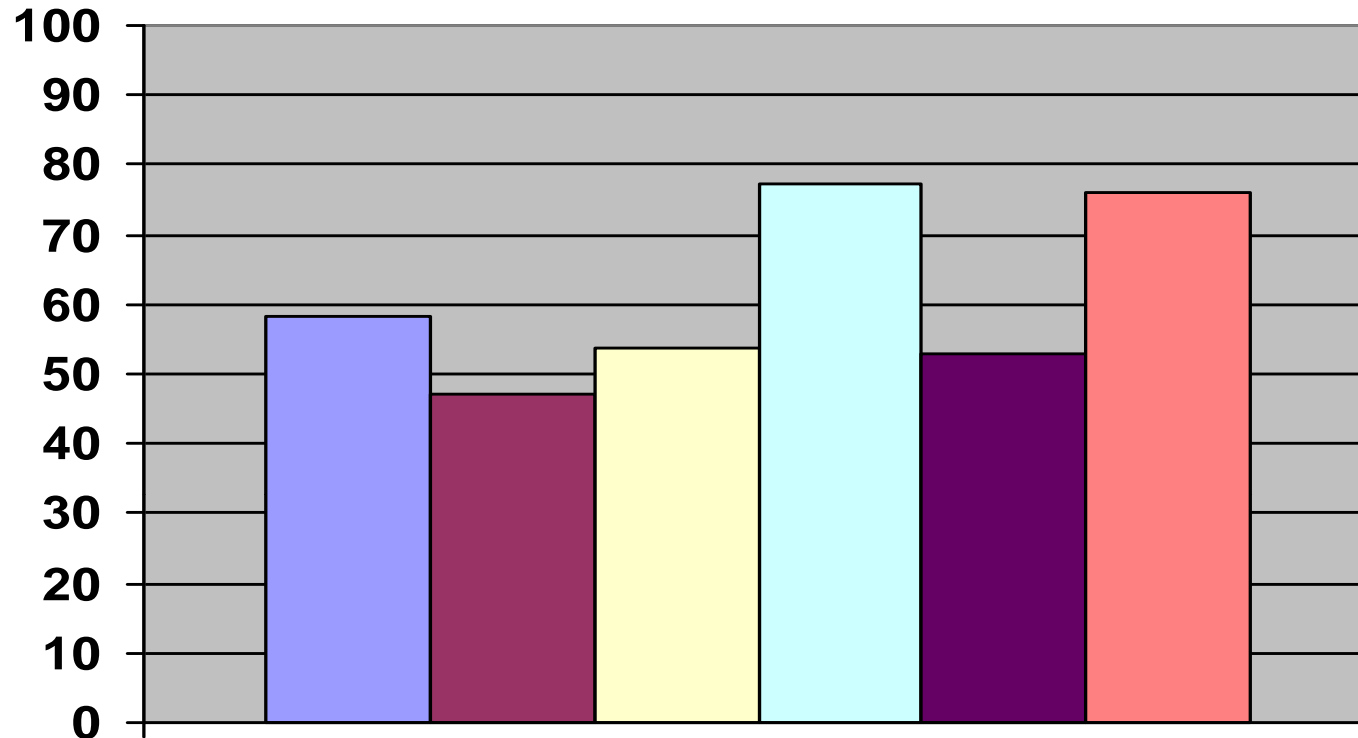


Value in Data to Shape Literacy Initiatives

- **Current class of 2007-2008 (Grade 6):** How might they be expected to perform/interventions required based on June 2005 data (Using Provincial Assessment data for Grade 6's and Observational/Reading Records for Grade 3's)?
- Assessment **of** Learning (*what students have learned-reporting of results, e.g.; CRT*) and Assessment **for** Learning (*to guide instruction, focus student learning*)
Stiggins, 2002



Value of Using Data in Literacy Initiatives

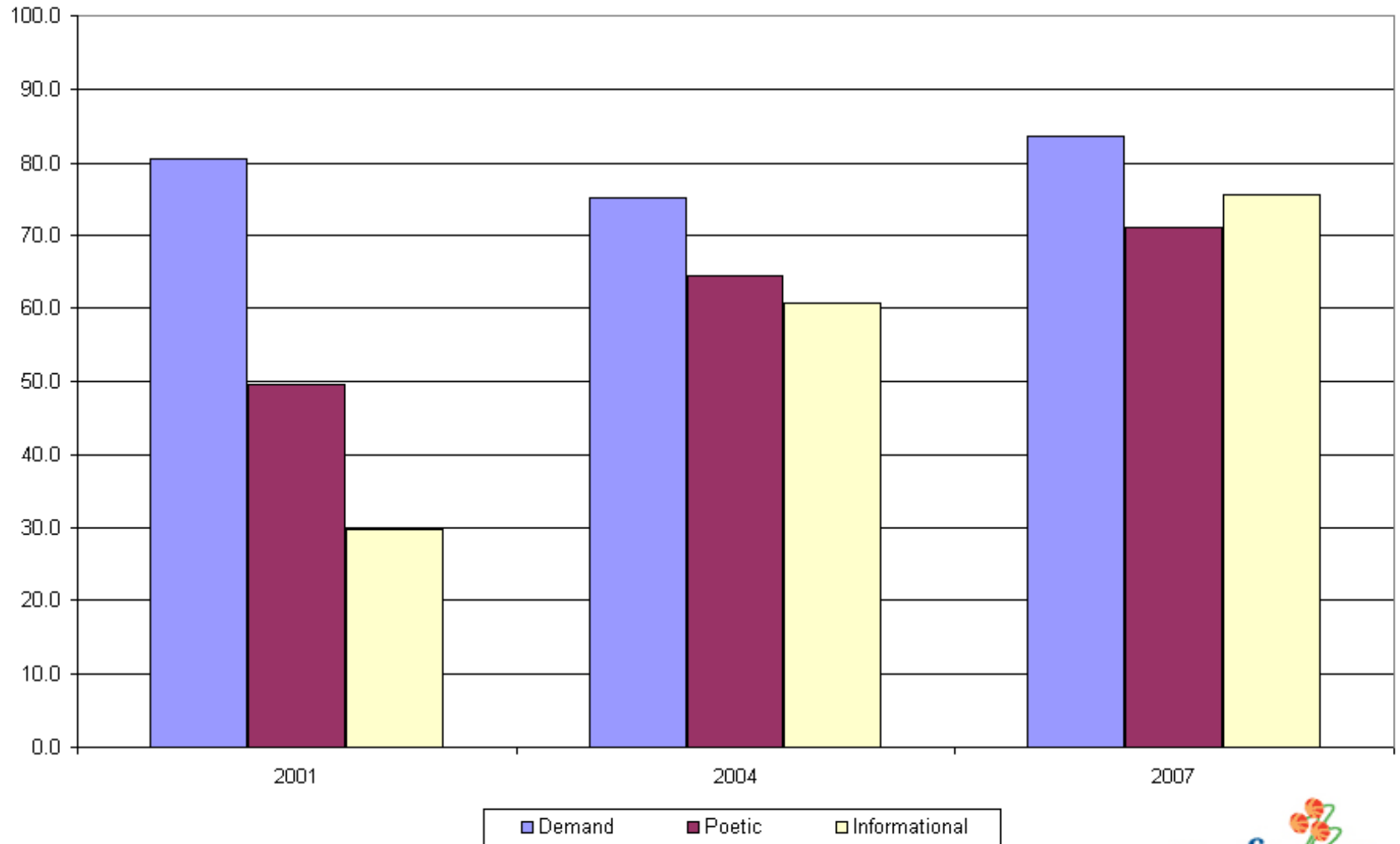


■ Poetic ■ Info ■ Visual
■ Speaking ■ Listening ■ Demand

- All areas of the ELA curriculum are assessed
- Assessment for learning: 3+ (2004: Grade 3)
- Guiding instruction for Grade 6's looking at this Grade 3 data (by school).

ELA 2001, 2004, 2007

ELA Grade 3 to 9 (3+)



- **Has assessment and data had an impact?**