

Nooksack Elementary School



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GLEs and PEs (in math) have given teachers a framework for developing consistent programs of instruction.

Programs of instruction at all grades should focus on getting ALL students to meet GLE and PE standards.

At Nooksack Elementary all programs of instruction are based on GLEs and PEs.

At Nooksack Elementary a high percentage of students meet WASL standards every year.

At Nooksack Elementary all students are regularly assessed on whether or not they are meeting GLE and PE standards in each subject.

Any student who is not meeting standards receives reinstruction and extra practice and is then reassessed until he or she does meet standards.

Nooksack Elementary WASL Data

	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>
 3rd grade reading:			73%	81%	78%
 3rd grade math:			66%	83%	76%
 4th grade reading:	94%	94%	98%	84%	96%
 4th grade writing:	88%	93%	95%	84%	94%
 4th grade math:	88%	88%	91%	84%	89%
 5th grade reading:			92%	94%	92%
 5th grade math:			83%	92%	96%
 5th grade science:	41%	68%	80%	86%	98%

If ALL students are expected to meet the standards on all mandated tests - then the target must be within reach of all students.

It is immoral to require a student to take a test that he or she will most likely fail.

When a student fails to meet standards on any WASL test or CBA it sends a message to the student that he or she is a failure - repeated failure leads to giving up.

ALL teachers we've talked to applaud the move to shorten and simplify WASL assessments.

WASL testing, especially in the elementary grades, has created a tremendous amount of stress and anxiety for many students - more is definitely not better.

We now have WASL or CBA assessments covering virtually all areas of the curriculum.

As soon as you assess and report something it becomes more important.

Arts, health, fitness, and social studies teachers welcome the CBAs in their subjects because it sends the message that these programs are important too.

CBAAs give teachers the flexibility to plan assessments for their particular students that they can actually use to help students learn because teachers control when they give the assessments and how they use the assessment results.

CBA reporting requirements need to be as detailed and precise as WASL reporting if the data is going to be valued.

Consider making the writing WASL a CBA instead.

At NVSD teachers at all grade levels meet to do a blind, double-read writing assessment every year in addition to the writing WASL.

The writing WASL, which assesses mastery of two completely different writing modes, is extremely difficult for students, especially at fourth grade.

Frequent, teacher-created, short, focused, authentic, classroom-based assessments on learning as it occurs is the most effective way to use assessment to improve instruction and learning.

District-developed, common assessments that teachers are expected to use at prescribed times often become mini-WASLs which defeats the goal for more authentic classroom-based assessment.

You don't fatten a pig by weighing it.

The state level focus should be to continue to clarify GLEs and PEs and to ensure that WASL and CBA standards are within reach of ALL students.

The district level focus should be to ensure that all teachers work together to implement effective classroom assessment practices that improve instruction and learning.