

High Five: October Newsletter



Welcome Back and happy Fall!

I hope that you all had a joyful fall break. The high ability coordinator from Decatur extended an invitation to parents in our district to attend the parent event below. The speaker is a professional in our community and she was a parent in our township as well. This is a free event. Please share with interested families as you see appropriate. Below we continue our themes and will talk about ILEARN Checkpoint Data.

Event Information

Parent Session: The Rocket Science of Raising Gifted Kids

[Rocket Science Flyer](#)

When?

Monday, Oct 28, 2024, 06:30 PM

Where?

Decatur Township Schools, DELC Gold/Blue Academy 5650 Mann Rd Indianapolis, IN 46221



10-28 Gifted Flyer (1).pdf

Please share with families as appropriate. This is a free parent event for Perry parents as well. Teachers are welcome to attend too.

[Download](#)
789.0 KB

Secondary Theme: Leveling Up with Data

Allowing students to own their data

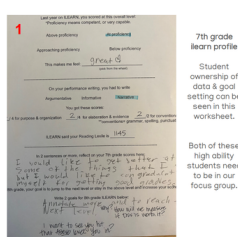
When we start to gather data, we need to allow the students to be part of that process. This will help all students but will help us with our focus groups, too. In these high ability profiles pictured below, you can see multiple thinkers and learners. One student is striving for perfection. Another student wants to focus on the writing scores. One person was complacent with being at proficiency when a high ability student should be at above proficiency level. Having these

conversations with kids helps give the data a purpose and a goal to reach. This can be a shift from compliance to ownership for most kids.

Another piece of data ownership can come from the township's newly acquired STAR reading test. This has replaced the SRI program that kids have taken to determine their reading level. When I dug into the STAR data, I found that it correlated with the ILEARN data, too. At the bottom of the student report, there are a few generic skills kids can focus on and give meaning to the overall scores. Coming up soon is ILEARN Checkpoint 1 and we can continue to track our progress together on each checkpoint to see if we are ready to cook that final test! (I'm growing in my use of gen alpha language, too. Lol.)

High ability focus groups

Not only am I creating focus groups of high ability kids who are not performing at the above proficiency level, I'm also creating a scenario where kids know I care and we are looking at their data together. I will take the data we analyzed together from the 7th grade profile, the STAR profile and the checkpoint results and arrange my focus group from high to low focus. My high focus kids, or the kids with the highest need for intervention, will continue to get more written feedback and a closer watch from me. My student mentioned earlier who is already scoring at a very high level would definitely not be part of this focus group. However, the students who are performing AT proficiency, are in this group. As much as I would love to give all of my energy to everyone, that isn't possible so creating the focus group and looking at all the data makes it feel more manageable. I will still be attending to all students through explicit objectives and allowing them to choose which of the success criteria they need to focus on the most. Surprisingly, most kids are pretty accurate about self-selecting the areas they need to work on the most and when students interact with and own their data, it verifies their thinking. If anyone is interested in looking at how my 8th grade high ability focus groups are created and how the data is organized, I'm happy to have partners in the process! Reach out to Kim Jovic if you're interested.

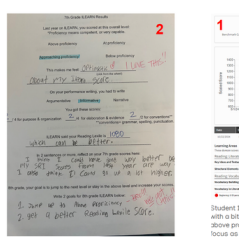


1

7th grade learn profile

Student ownership of data & goal setting can be seen in this worksheet.

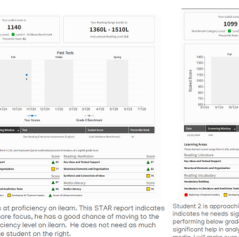
Both of these high ability students need to be in our focus group.



2

STAR report for Student 1

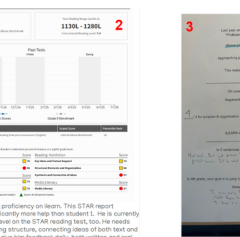
Student 1 is at proficiency on learn. This STAR report indicates with a bit more focus, he has a good chance of moving to the above proficiency level on learn. He does not need as much focus as the student on the right.



3

STAR report for Student 2

Student 2 is approaching proficiency on learn. This STAR report indicates he needs significantly more help than student 1. He is currently performing below grade level on the STAR reading test, so he needs significant help in analyzing structure, connecting ideas of both text and media. I will make sure to give him feedback daily, both written and oral.



4

Student goal based on the data

This student doesn't need to be in an ilearn focus group but he does have SEL needs. This is a classic case of a student with extremely high abilities who is suffering from the pressure of perfectionism. He needs focus, too.

Examples of Student Ownership

Click on the link below for slides.

STAR reports and ILEARN

Click on the link below for slides

Student goal based on the data

Click on the link below for slides

<https://docs.google.com/presentation/d/174WYwuVXQkblym5SILhVz8CwOuPfw7JvrAKOoNYTdL0/edit?usp=sharing>

docs.google.com

How can I see ILEARN Checkpoint Data?

If your school used Rosters in the ILEARN Portal to print test tickets, you can login to the CRS to see the results of your students.

SYSTEM



CRS (Centralized Reporting System)

Access student and school results and reports for state assessments.

Which test would you like to start with?

- ☒ ILEARN Checkpoints Pilot
- ☒ English/Language Arts
- ☒ Mathematics

☐ Make these my default selections.

[Go to Dashboard](#)



ILEARN Checkpoints Pilot English/Language Arts

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 1.1K Date Last Taken: 10/23/2024



In the ILEARN Portal click the CRS button

Click ILEARN Checkpoint Pilot, Go to Dashboard

All the links are interactive to drill down further

Student	STN	Scale Score	Performance
State		5456	Percent Count: 46% 22% 19% 14%
Corporation		5449	Percent Count: 46% 21% 20% 12%
School		5420	Percent Count: 67% 16% 7% 10%
My Students		N/A	Percent Count: 77% 15% 21% 4%

Get More Insights

Breakdown by

Reporting Options

Change Reporting Time Period

Download & Print

Download Student Results

Print

Report Type

Report Options

Print Options

Output

Generate

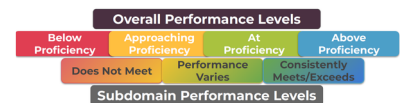
Overall Classroom Results are listed and subskills listed vertically in tab

To download a spreadsheet of subskills go to the right hand side

Click your classroom and Generate. The results will be in the Secure File Center in the Upper Right Corner of your screen.

Performance Level Descriptors

In the CRS, you will see an overall performance level and subdomain performance levels. Subdomain levels are Does Not Meet, Performance Varies, and Consistently Meets/Exceeds. You can see that the different overall performance levels have different subdomain combinations within them. For example, a student may achieve Above Proficiency overall, but has Performance Varies on a subdomain. That means that there are areas in which the student is not consistently demonstrating mastery.



In the CRS you will also see district and state comparisons. After the close of the checkpoint window, you will see percentile ranks for students. Lexile ranges are not in CRS yet, but the DOE is working on that. Lexile ranges are on the student individual reports right now.

Instructional Frameworks (Standards elements and supports, resources)

Assessment Framework (Scope & Sequence, Item Specifications, Performance Level Descriptors, Logging Progressions)

Centralized Reporting System (Data)

Overall	Subdomain	Description/Next Steps
Above Proficiency	Consistently Meets/Exceeds	Student consistently completes tasks aligned with the "above proficiency" PLDs, as well as any lower-level tasks that are administered.
	Performance Varies	Student can complete tasks aligned with the "above proficiency" PLDs for this level. However, they are not able to complete lower-level tasks consistently. <ul style="list-style-type: none"> Students may not be engaged with the lower-level tasks or may be rushing through them. Students may have achieved more complex strategies without achieving foundational strategies (e.g., 5.NBT.5 - they can compare decimals and fractions without modeling because they use a strategy that doesn't conceptualize).
At Proficiency	Consistently Meets/Exceeds	Student consistently completes tasks aligned with the "at proficiency" PLDs, as well as any lower-level tasks that are administered.
	Performance Varies	Student can complete tasks aligned with the "at proficiency" PLDs for this level. However, they are not able to complete these tasks consistently. While they likely understand the concept, they may need some additional reinforcement or practice.

score more frequently on level form assessment because items are not being selected based on previous student performance.

Overall	Subdomain	Description/Next Steps
Approaching Proficiency	Consistently Meets/Exceeds	Student consistently completes tasks aligned with the "at proficiency" PLDs for this subdomain, but they are just barely achieving that "at proficiency" level. This combination is rare, but could occur if students are below proficiency for other subdomains measured within that Checkpoint.
	Performance Varies	Student most often can complete tasks aligned with "approaching proficiency" PLDs for this domain, but they are inconsistent in their performance. Occasionally they may be able to demonstrate an "at proficiency" skill, but not often enough to demonstrate mastery of the skill. Sometimes they are not able to complete a task aligned with "approaching proficiency."
	Does Not Meet	Student consistently completes tasks aligned with "approaching proficiency" (or "below proficiency" PLDs in rare case) for this domain.
Below Proficiency	Performance Varies	Student most often can complete tasks aligned with "below proficiency" PLDs for this domain, but they are inconsistent in their performance. Occasionally they may be able to demonstrate an "approaching proficiency" skill, but not consistently.
	Does Not Meet	Student may be able to complete tasks aligned with "below proficiency" PLDs for this domain, or they may not be able to approach the content required at all.

*Would only occur if the student's other subdomain is Consistently Meets/Exceeds.

How to use the Instructional and Assessment Frameworks for a more detailed view

Once you see the overall and subdomain performance levels, your next step is to look at the Assessment Frameworks to see what standards are assessed within that subdomain. If there is not a performance level for a subdomain that means that there were not enough items assessed for a score. (This is the case for Grades 4-7 ELA Understanding and Using Vocab & Grade 7 Math Exponents and Roots) You can click on the Standard in which the student needs support to see the Instructional Framework. This gives specific items for each performance level that the student Can Do. The next levels up in performance descriptors are what the student needs to work on and target.



ILEARN Checkpoint 1_ Data Q&A (1).pdf

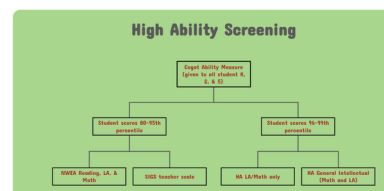
Here are slides from the recent DOE presentation and links to the Assessment and Instructional Frameworks.

[Download](#)

1.5 MB

HA Screenings at K, 2nd, and 5th grade

Over fall break, I sent lists of students to test with the next measure in our screening, the NWEA. These students scored an 80th-95th percentile on at least one of the three CogAT batteries. Some students automatically qualified by scoring a 96th-99th percentile and are not in that group. Your STCs have those lists if you want to double check. We will start our kindergarten screening in December.



Event Information

Indiana Association for the Gifted

The [Indiana Association for the Gifted Conference](#) has a wide variety of educators and nationally recognized speakers and advocates for high ability students. This conference is offered on Monday 12/9 and/or Tuesday, 12/10. If you are interested in attending, please email Kim Jovic.

When?

Monday, Dec 9, 2024, 08:00 AM

Where?

JW Marriott Indianapolis, South West Street, Indianapolis, IN, USA

🎃 Activities & Books 🎃



40 Frightfully Fun Halloween Games, Crafts, and Learning Activities For Kids

The spooky season is here! Celebrate the fun with these Halloween activities, crafts, and games. You'll find writing prompts, STEM challenges, math activities, and so much more. There are enough ideas here for the entire month of October! We've found a whole selection of terrific educational Halloween videos.

📄 [weareteachers.com](https://www.weareteachers.com)

Event Information

Broad Based Planning Meeting

When?

Wednesday, Jan 15, 2025, 04:00 PM

Where?

Perry Township Schools, Orinoco Avenue, Indianapolis, IN, USA



Smore Templates

Smore is using Smore to create beautiful newsletters

