

# Tappan Zee Elementary School



Board of Education Presentation  
December 1<sup>st</sup>, 2011

# Topic

## What Matters?

New York State ELA & Math Assessment Data

## What Really Matters?

How we use data to inform our instruction?

## What Really, Really Matters?

What 21<sup>st</sup> Century Learning Looks Like at TZE

What Matters?

Around the country and in New York State, school districts are required "to implement a rigorous system of evaluations for teachers and principals based on student progress, measured by standardized test scores."

*Empire State Supervisors and Administration Association, October 2011*

# Tri-State Consortium Principles Regarding Responsible Assessment and the Appropriate Use of Assessment Data

## Principle 3: Misuse of Responsible Assessment

Assessments designed to provide information about individual student learning should not be used to gauge the effectiveness of schools or school districts. Just as it is inappropriate to make judgments about students based on any single measure, it is also inappropriate to make judgments about teachers, schools or school districts based on any single measure.

"No uniform textbooks, no standardized tests, no ranking of students, this is American education in the eyes of a Chinese journalist. . . American classrooms don't impart a massive amount of knowledge into their children, but they try every way to draw children's eyes to the boundless ocean of knowledge outside the school; they do not force their children to memorize all the formulae and theorems, but they work tirelessly to teach children how to think and ways to seek answers to new questions. They never rank students according to test scores, but they try every way to affirm children's efforts, praise their thoughts, and protect and encourage children's desire and effort."

*Geo Gang, Encountering American Education, #2 most popular item in the category of reportage in China 2003.*

...America still has the largest, most prosperous economy in the world. No workers are more productive than ours. No country has more successful companies, or grants more patents to inventors and entrepreneurs. We're the home to the world's best colleges and universities, where more students come to study than any place on Earth.

--President Obama, 2011 State of the Union Address

# Third Grade Math Performance Frequency Distribution 2010-2011

Level	Range	Count 2010	Count 2011	Percent 2010	Percent 2011
4	707-770	75	45	28.85	18.00
3	684-706	130	136	50.00	54.58
2	662-683	48	58	18.46	23.20
1	470-661	7	11	2.69	4.40

# Standards Analysis Success Rate NYS Mathematics

Year	Algebra	Geometry	Measurement	Number Sense/Operations	Statistics/ Probability
2010-2011	71.25% 4 items	77.77% 5 items	75.14% 7 items	78.09% 21 items	73.03% 3 items
2009-2010	92.79% 3 items	85.84% 4 items	92.14% 4 items	89.37% 16 items	98.46% 4 items
2008-2009	86.88% 4 items	88.72% 4 items	89.50% 5 items	88.12% 14 items	86.41% 4 items

# New York State Math Assessment – 2011

## Question Summary

Question	Strand	# Correct	TZE Mean	Mean - Regional
15 - Describe and extend numeric (+, -) geometric patterns	Algebra	163	65.20	53.9
25 - Use the symbols $<$ , $>$ , $=$ (with or without a number line) to compare whole numbers and unit fractions (e.g. $1/2$ , $1/3$ )		117	46.80	57.80
19 - Identify the faces of a three-dimensional shape as two dimensional shapes	Geometry	188	75.20	68.50
32 - Identify congruent and similar figures		147	58.80	61.00
34 - Name, describe, compare, sort three-dimensional shapes: cube, cylinder, sphere, prism and cone		155	62.00	69.60
37 - Select tools and units appropriate for the length measured	Measurement	186	74.40	68.20
40 - Select and use standard and non-standard units to estimate measurements		113	45.20	41.30
9 - Understand place value structure of the base ten number system: 10 ones=1 ten , 10 tens= 1 hundred, etc.	Number Sense and Operations	97	38.80	38.40
16 - Use tables, patterns, halving and manipulatives to provide meaning for division		141	56.40	41.50
29 - Develop an understanding of the odd/even as a result of addition or subtraction		152	60.80	58.00
33 - Estimate numbers up to 500		104	41.60	33.70
36 - Recognize real world situations in which an estimate (rounding) is more accurate		75	30.00	23.80
22 - Read and interpret data in bar graphs and pictographs	Statistics and Probability	163	65.20	61.70
35 - Formulate conclusions and make predictions from graphs		162	64.80	61.30

# Data Informs our Instruction

- Curriculum alignment to the Common Core Standards
- Updated math units in both 2<sup>nd</sup> and 3<sup>rd</sup> grade
- Both 2<sup>nd</sup> and 3<sup>rd</sup> grade updated our math unit assessments so as to reflect; concepts, problem solving and computation
- Both 2<sup>nd</sup> and 3<sup>rd</sup> grade have updated/revised the timed assessments
- 3<sup>rd</sup> grade updated our units of study in:
  - Time
  - Problem solving and operations
  - Measurement
  - Geometry
  - Fractions
  - Multiplication

# Third Grade ELA Performance Frequency Distribution 2010-2011

Level	Range	Count 2010	Count 2011	Percent 2010	Percent 2011
4	694-780	45	15	17.24	6.02
3	663-693	133	149	50.96	59.84
2	644-662	69	65	26.44	26.10
1	475-643	14	20	5.36	8.03

# Standards Analysis Success Rate NYS ELA

Year	Information & Understanding	Literacy Response & Expression	Critical Analysis & Evaluation	Editing Paragraph
2010-2011	83.08% 13 items	75.05% 20 items	84.29% 7 items	80.00% 3 items
2009-2010	85.69% 9 items	88.36% 13 items	71.38% 5 items	97.32% 1 item
2008-2009	86.77% 9 items	88.61% 13 items	71.38% 5 items	91.15% 1 item

# New York State ELA Assessment - 2011

## Question Summary

Question	Strand	# Correct	TZE Mean	Mean - Regional
5 - Identify a conclusion that summarizes the main idea	Reading Comprehension	102	40.96	41.90
6-Evaluate the content by identifying: author's purpose; important/unimportant details; whether events/actions/characters/settings are realistic; statements of fact or opinion		185	74.30	66.00
28 - Same as above		139	55.82	47.70
13 - Summarize main ideas and supporting details from imaginative texts, both orally and in writing		180	72.29	69.10
26 - Same as above		108	43.37	43.10
16 - Uses evidence from stories to describe characters, their actions and motivations; relate sequence of events		163	65.46	65.70
19 - Same as above		186	74.70	74.60
21 - Same as above		169	67.87	64.90
32 - Same as above		186	74.70	67.90
25 - Uses knowledge of story structure, story elements and key vocabulary to interpret stories		125	50.20	49.60
23 - Determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources		63	25.30	31.70
27 - Analyze information on the basis of new or prior knowledge and/or personal experience		54	21.69	20.90
31 - Identify main ideas and supporting details in informational texts		182	73.90	66.70
34 - Use graphic organizers to record significant details about characters and events in stories		146	58.63	50.30

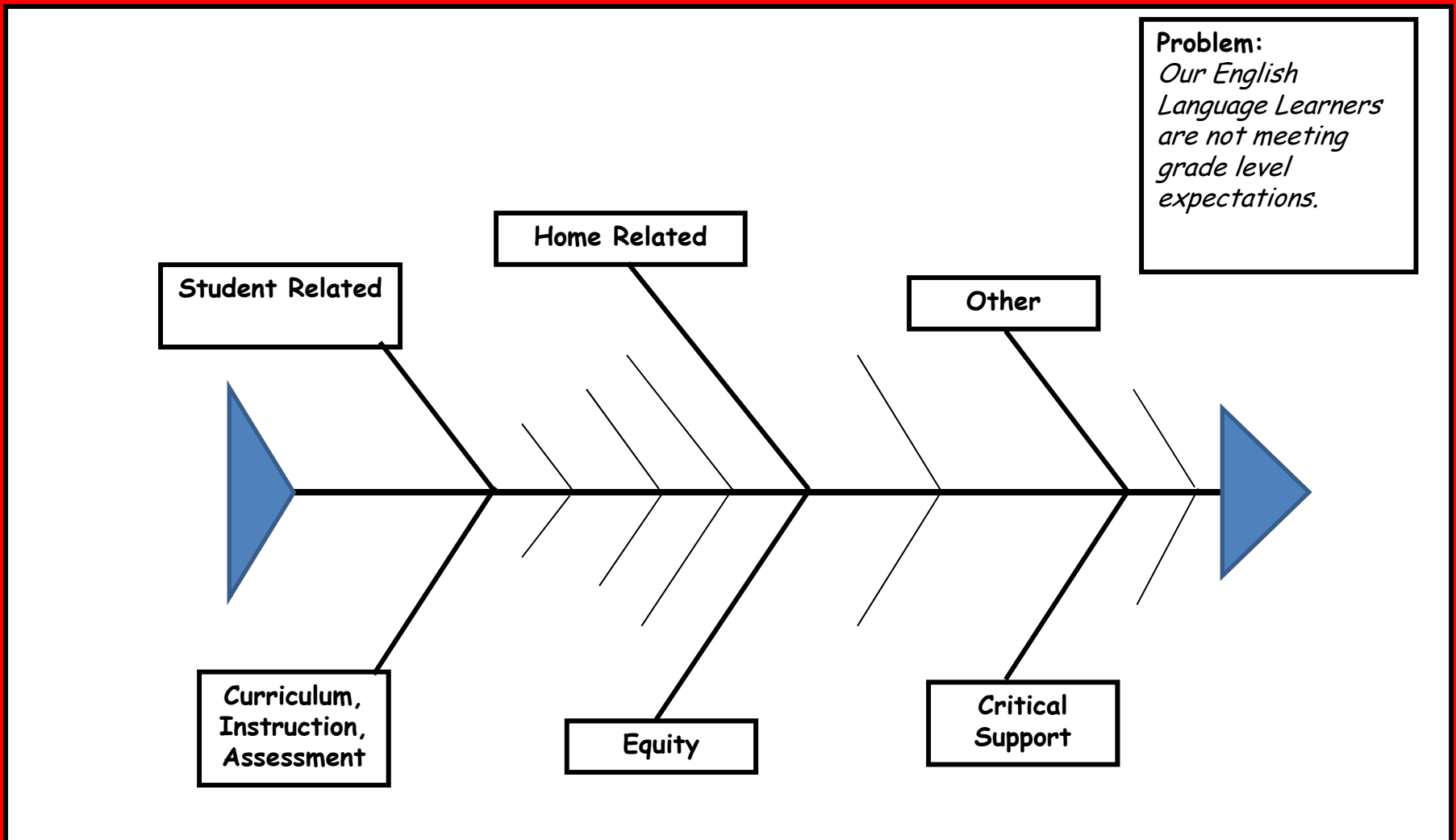
# Data Informs our Instruction

- Curriculum alignment to the Common Core Standards
- Increased emphasis on Nonfiction Reading & Writing
- Both 2<sup>nd</sup> and 3<sup>rd</sup> grade worked over the summer to revise and update our ELA curriculum maps as well as units of study.
- We added new units so as to align to the Common Core standards
  - Nonfiction
  - Procedural Writing: Persuasive Writing, Opinion
  - Writing in Response to Literature
- Writing Rubrics for each unit of study
- PLC/ELA Leadership teams working on Academic Vocabulary
- Foundations

What Really Matters?



# Fishbone Cause and Effect Analysis

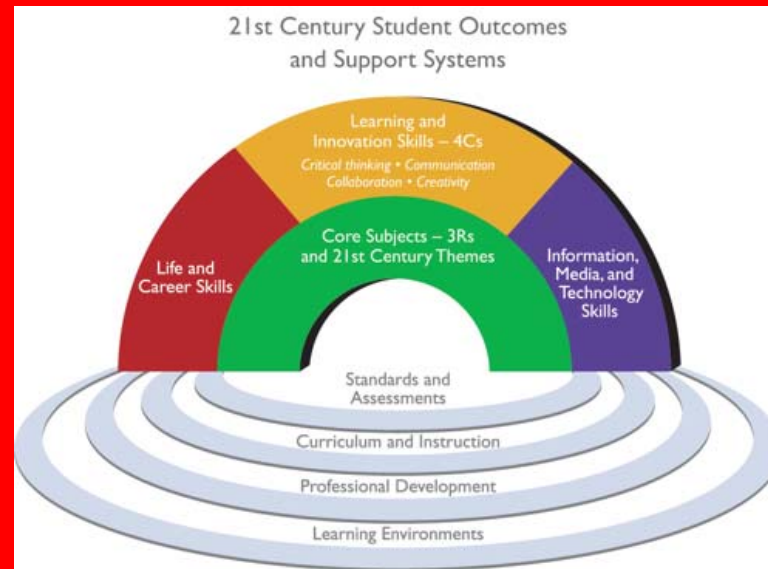




What Really,  
Really matters?

# The 3 Rs

## Reading, Writing, 'Rithmetic

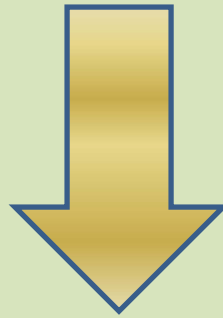


## The 4 Cs

- \*Communication
- \*Collaboration
- \*Critical Thinking and Problem Solving
- \*Creativity and Innovation

# Communication

(Oral and written)



Language is the foundation of all learning. In order for our students to be effective communicators, they must be able to express themselves both orally and in written form.

# What does this look like at TZE?

- The children are learning to express themselves and their needs to classmates and teachers:
  - Turn and talk (active engagement)
  - Partnerships (accountable book talk)
  - Team based tasks
  - Center work
  - Games/recess/unstructured play
- Blogging
- Reader's Workshop (post its)
- Writer's Workshop (personal experiences)
- Conflict resolution
- Read alouds/think alouds
- "How To" videos

# TZE Happenings

South Orangetown Central School District



[DISTRICT HOME](#)

[DISTRICT INFO](#)

[SCHOOLS](#)

[BOARD OF EDUCATION](#)

[PTA](#)

[DISTRICT RESOURCES](#)

## Welcome to the Tappan Zee Elementary School

TZE Elementary  
561 Route 9W, Piermont, NY  
10968

Grades 2 & 3

School Hours: 9:10a.m. -

3:30p.m.

Lunch Hours: 11:20a.m. - 1:30p.m.

Main Office: 845-680-1400 ext. 45

Fax: 845-680-1930

TZE  
Weekly  
Happenings

[click here](#)

### 2011-2012 Email Communication System

Please be advised, to update your children(s) contact information please contact the school building directly. This includes updates to emergency phone numbers, email addresses, etc.

[Staff Roster](#)

[Staff Voicemail](#)

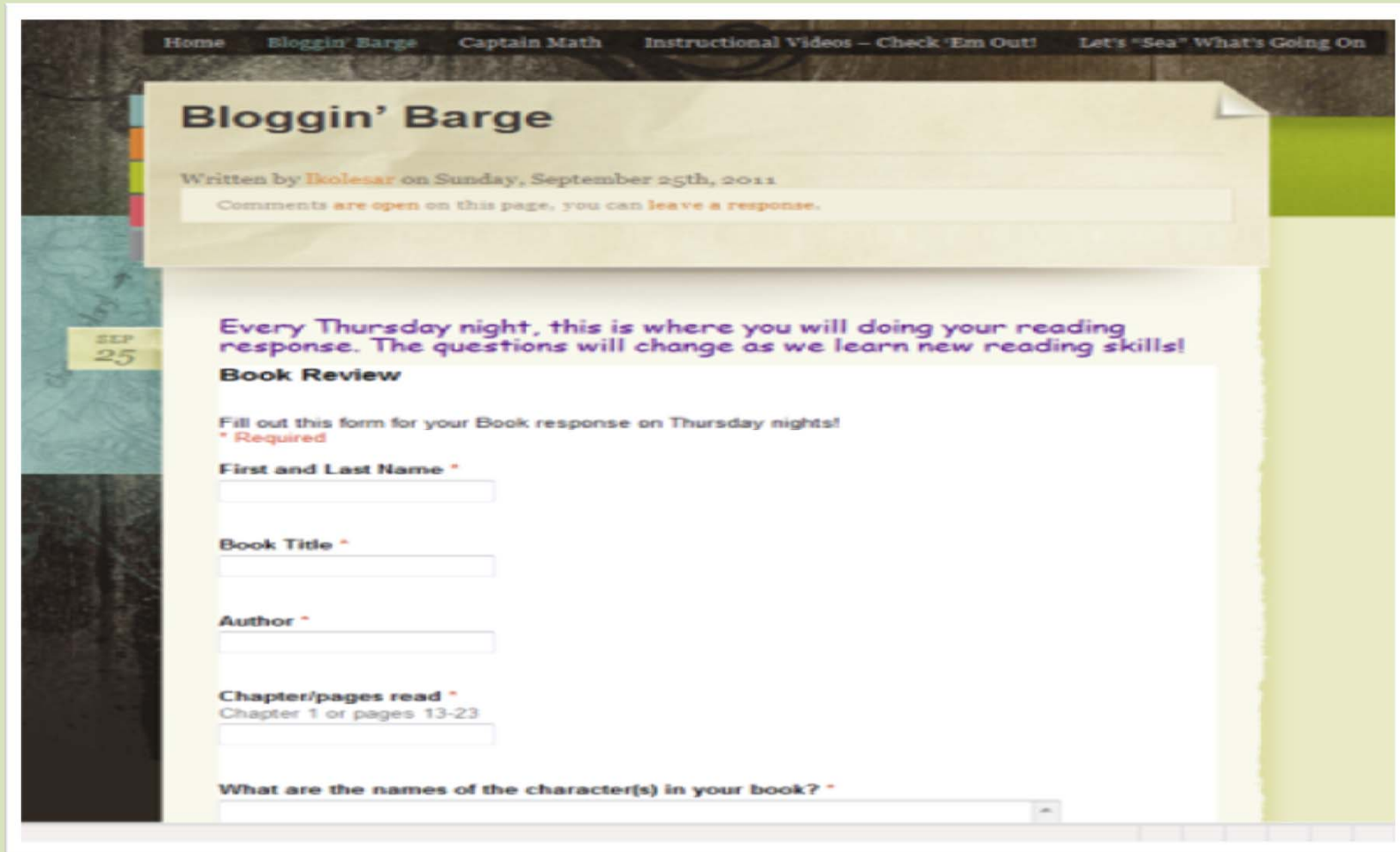
[2011-2012  
Building Goals](#)

[Lunch Menu](#)

[TZE Videos/  
Happenings](#)



# Blogs Help Us Communicate



Home Bloggin' Barge Captain Math Instructional Videos – Check 'Em Out! Let's "Sea" What's Going On

## Bloggin' Barge

Written by [Ekolessar](#) on Sunday, September 25th, 2011

Comments are open on this page, you can [leave a response](#).

SEP 25

Every Thursday night, this is where you will do your reading response. The questions will change as we learn new reading skills!

### Book Review

Fill out this form for your Book response on Thursday nights!

\* Required

First and Last Name \*

Book Title \*

Author \*

Chapter/pages read \*

Chapter 1 or pages 13-23

What are the names of the character(s) in your book? \*

Google Docs linked to a blog helps give students a more engaging way to complete their reader's responses!

# Blogs Help Us Communicate

[» Older posts](#)

## Today's Blog Challenge

Posted on [November 22, 2011](#) by [Mrs. Hess](#)

Hi Boys and Girls,

We all feel nervous, afraid or fearful at times. This feeling can affect the choices that we make. For example, you may decide to NOT go on a roller coaster because you are afraid. Looks scary, so you just stand and wait while everyone else goes for the wild ride. I've been in this situation and I am sure that you have been as well.

Well, imagine this: What if you NEVER felt afraid?

- List 3 things you might try to do if you never felt afraid.
- Explain how not being afraid might change your life.

Have fun imagining!

Mrs. Hess

Categories: [Uncategorized](#) | [35 Comments](#)

### Log in

- [Log in](#)
- [Entries RSS](#)
- [Comments RSS](#)
- [WordPress.org](#)

### Links

- ["Just Right" Books](#)
- [AAA Math](#)
- [Dance Mat Typing](#)
- [Dr. Lee's Blog](#)
- [Education Place](#)
- [ELA Test Prep](#)
- [Fun Brain](#)
- [Glogster](#)
- [Kids Know It](#)
- [Kids Spell](#)
- [Learning Games](#)
- [Math Facts](#)

Blogs give students an opportunity to share their thinking and experiences with their classmates!

# Blogs Help Us Communicate

The screenshot shows the homepage of 'Mr. Sharkey's Class Blog'. At the top, there is a navigation menu with links for 'About', 'Contacts', 'Customized Search Engine', 'Sharkey Vision', 'Sharkey's Social Scene', and 'WIKI'. Below the menu is a header area with the title 'Mr. Sharkey's Class Blog' and the subtitle 'Welcome to Room 304!'. A large photograph of a school building is displayed below the header. The main content area is divided into several sections: 'Sharkey Vision' with a 'Featured Video' player showing two girls, 'New Videos' with a list of video thumbnails and titles, 'Log in!' with links for 'Log in', 'Entries RSS', 'Comments RSS', and 'WordPress.org', and 'Links' with a list of external resources.

Mr. Sharkey's Class Blog  
Welcome to Room 304!

Sharkey Vision

Featured Video

New Videos

- [The Classroom](#)  
16 Seconds
- [TZE Relay Walk](#)  
1 Minute, 6 Seconds
- [mixed bag](#)  
9 Minutes, 51 Seconds
- [Face Painting](#)  
3 Minutes, 40 Seconds
- [Friendsmart #2](#)  
8 Minutes, 5 Seconds

Log in!

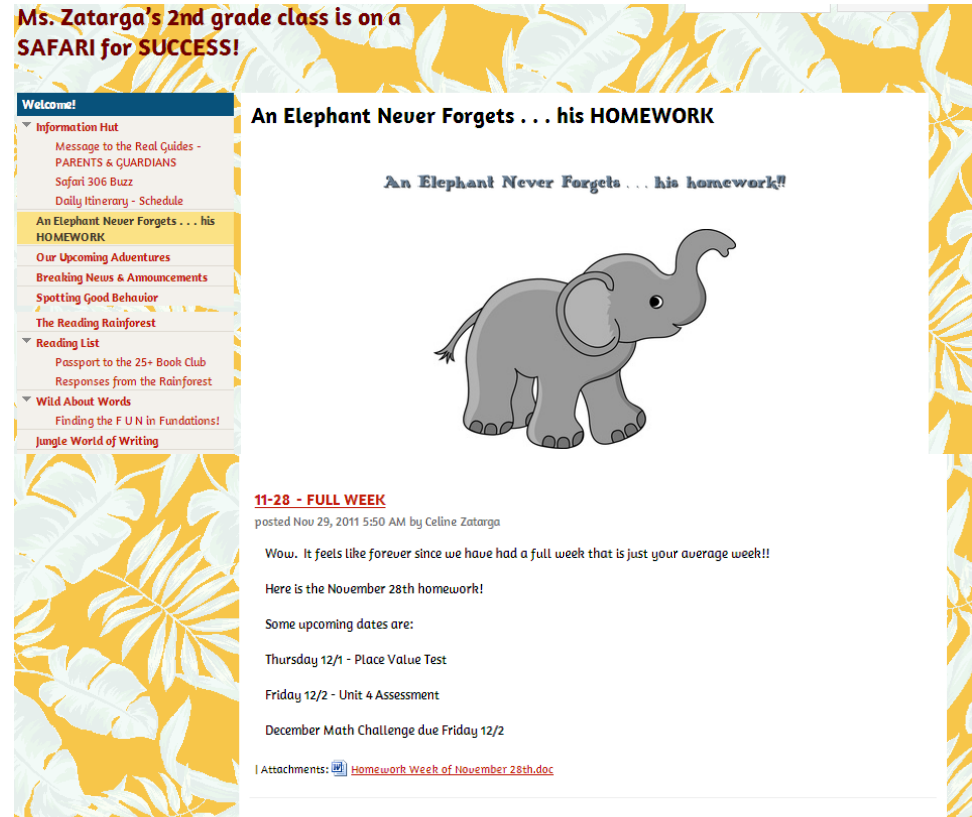
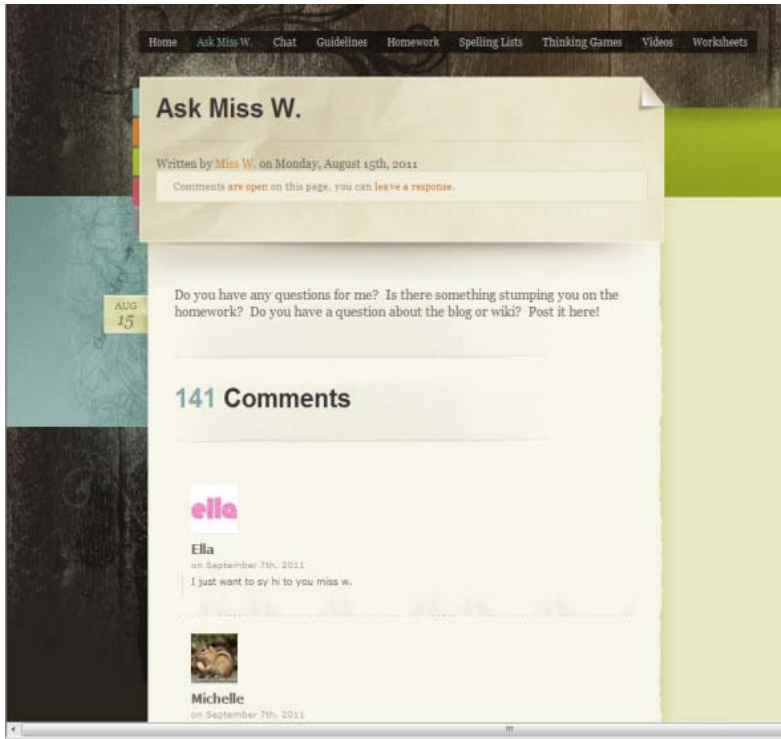
- Log in
- Entries RSS
- Comments RSS
- WordPress.org

Links

- AAA Math
- antonyms
- Aplusmath
- Author's purpose and more
- Brainpop
- Character Traits
- Combination of everything
- Look for parts of speech

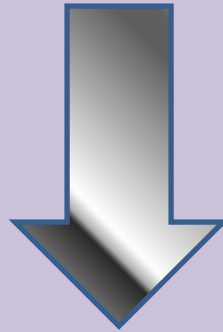
Blogs allow us to give parents an insight into our classrooms through the use of videos!

# Blogs Help Us Communicate



Teachers are able to help students by allowing them to access the "Homework Help" option on their blogs!

# Collaboration



People of all skill sets and career paths need to work collaboratively with others in order to be successful.

# What does this look like at TZE?

- Classroom as a community
- Partnerships across content areas
- Turn and talk for active engagement
- Team based learning (cafe protocol, etc.) and opportunities for growth
- Providing opportunities for collaboration is necessary due to current social practices for children (parallel play: video games, computers, DS, ipod touch, etc.)

# Newscast

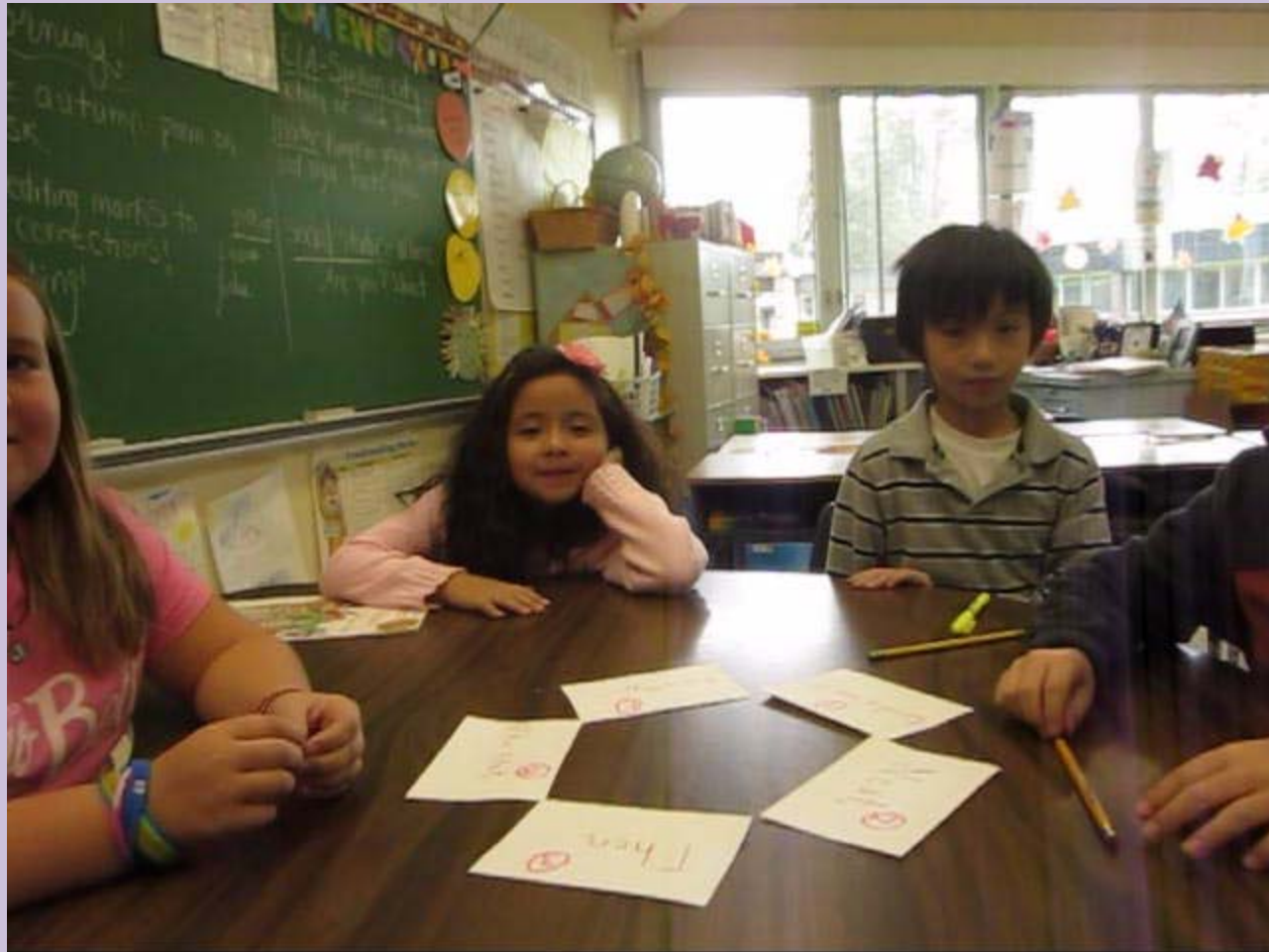
[About](#) [Contacts](#) [Customized Search Engine](#) [Sharkey Vision](#) [Sharkey's Social Scene](#) [WIKI](#)

## Mr. Sharkey's Class Blog

Welcome to Room 304!



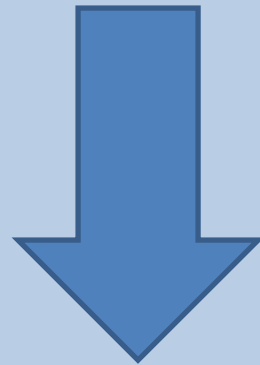
# Working Together



# Toxic Waste Challenge



# Critical Thinking and Problem Solving



Thinking is the hardest work there is, which is the probable reason why so few engage in it.

- Henry Ford

# What does this look like at TZE?

- Building on concrete knowledge and understanding
- Importance of read alouds (build understanding and ability to think critically using The Depth's of Knowledge Levels)
- Critical literacy
- Metacognition (behavior/content/rubrics, etc.)
- Current events/connection to the world around us (Scholastic, etc.)

# Weaving

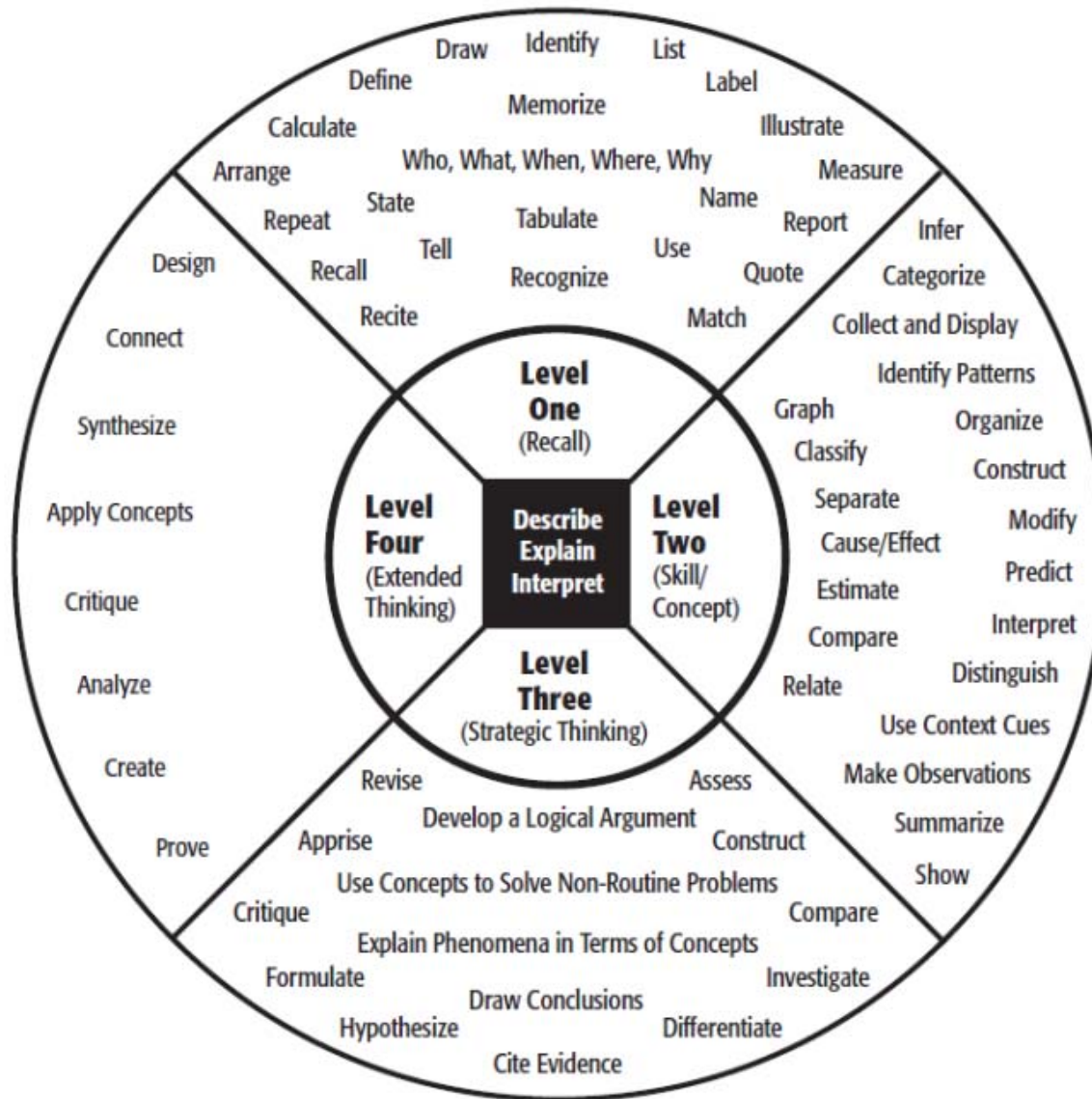




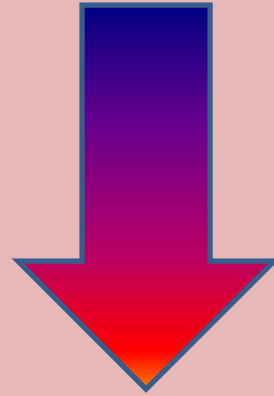
# Chess Club



# The Depth of Knowledge Levels



# Creativity and Innovation

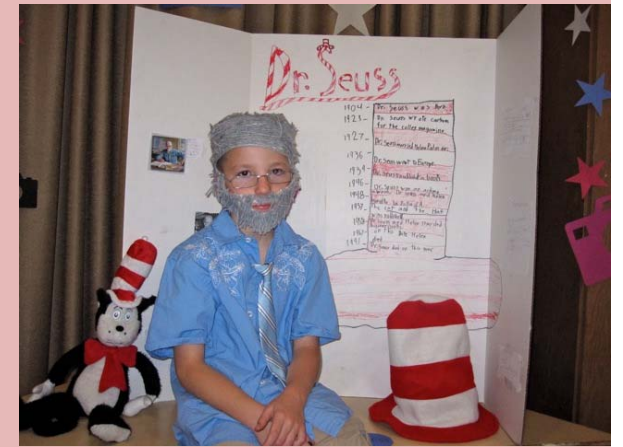


"Once we rid ourselves of traditional thinking we can get on with creating the future."

--James Bertrand

# What does this look like at TZE?

- Moving towards problem based learning
- Start being producers and not just consumers (using multimedia, etc.)
- Art
- Writer's Workshop
- Seasonal projects and activities
- Use of Flip Cameras to help capture a students thinking (ex: Newscasts, Mapping, etc.)



# Back In Time



# Teaching Map Skills



# What Would You Do?



How Shanghai schools stunned the world  
Students in Shanghai, a booming Chinese  
city, shocked the world last year when they  
beat every other country on international  
exams, but Chinese educators say their success  
is no fluke. NBC's Rehema Ellis reports.

