



HAMILTON COMMUNITY SCHOOLS ASSESSMENTS EXPLAINED

Hamilton Community Schools are committed to using data to make decisions about how to meet the needs of our students. We carefully choose assessments that will help give us the right information, at the right time, in the right format. It is important for our families to also know what information we are using and when that information is typically gathered. This will help our school staff and families partner in using data to drive growth for all students.

Universal screening is when we gather information from all students in order to identify

students who need closer monitoring or more support and to tell us about how well our instruction is working for everyone. The district's universal screening measures are described in the table on the next page.

Our goal in collecting this information is always to provide support to students, teachers, and families. We never use this information to isolate, punish, or stigmatize. We are also careful to only collect information that will inform instruction, not interfere with instruction by taking too much time away from learning.

| Assessment/Data Source | Areas Assessed | Purpose |
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| Acadience (Grades Y5s-6th) | <ul style="list-style-type: none"> • Phonemic Awareness: Understanding the sounds that make up words • Alphabetic Principle and Basic Phonics: Understanding that letters represent sounds to make words • Fluency and Advanced Phonics: Reading words with speed and accuracy • Comprehension: Understanding what is read | We gather this information at the beginning, middle and end of the school year to see how well our reading instruction is working, how much progress students are making, and to identify students who may need additional support in reading. |
| i-Ready Reading (Grades K-10) | <ul style="list-style-type: none"> • Phonological Awareness: Understanding the sounds that make up language • Word Recognition: Reading familiar words • Vocabulary: Understanding what words mean • Comprehension of Informational Text and Literature | Computerized assessment administered at the beginning, middle and end of the school year that allows us to gather instructional strategies for individual students or groups of students. Combined with DIBELS, iReady assists in identifying students who may need additional support in reading. It also provides a Lexile Level (previously gathered through the Scholastic Reading Inventory). |
| Reading Diagnostic and Placement Testing (select students K-10) | <ul style="list-style-type: none"> • Targeted areas of reading based on universal screening performance | Specific assessments used to gather more information for students who tested below grade level on universal screening. Assist in understanding specific student needs and matching students to appropriate interventions. |
| i-Ready Math (Grades 5-8) | <ul style="list-style-type: none"> • Numbers and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry | We gather this information at the beginning, middle, and end of the school year to see how well our math instruction is working, how much progress students are making and to identify students who may need additional support in math. |
| Delta Math (Grades K-4) | <ul style="list-style-type: none"> • Performance on previous year's math standards • Performance on this year's math standards | At the beginning, middle, and end of the school year we gather information about the students' performance on the previous year's math standards. In the spring, additional performance on the current year's standards is also assessed. Information is used to determine students who may require additional tiered math support and to identify their skill deficits. |
| Student Risk Screening Scale (Grades Y5-12) | <ul style="list-style-type: none"> • Behaviors of concern that are directed inward (internalizing) • Behaviors of concern that are | We gather this information in October, January, and April to see how well our behavioral supports are |

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| | <p>directed outward (externalizing)</p> | <p>working, how much progress students are making, and to identify students who may need additional behavioral and emotional support. Teachers rate students based on how often they observe specific behaviors.</p> |
| <p>Early Warning Indicators (7-12)</p> | <p>Indicators of potential risk of drop out including</p> <ul style="list-style-type: none"> • Attendance • Behavior (suspensions of expulsions) • Grades | <p>After each semester/trimester, we compile data sources that can indicate potential drop out risk. The information is utilized to assess the health of our school systems and identify students that may need additional support.</p> |
| <p>School-wide Information System (Y5-12)</p> | <p>Data collection on specific instances of problem behavior</p> | <p>Ongoing collection of data on behavior concerns helps track trends across grade levels, buildings, and the district to guide reteaching behavioral expectations and allocation of staff and resources. It also allows for identification of students who may need additional behavioral support.</p> |