

Hebron Elementary School

Improvement Plan

Thursday, April 20, 2023



FIABs

Focused Interim Assessment Blocks

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments

Assess a broad range of targets similar to the summative

Examples:

- Grade 3 ELA
- Grade 3 Math



Interim Assessment Blocks

Assess 3–8 targets in ELA/literacy or Math

Examples:

- Grade 3 ELA, *Read Literary Texts*
- Grade 3 Math, *Operations and Algebraic Thinking*



Focused Interim Assessment Blocks

Assess 1–3 targets in ELA/literacy or Math

Examples:

- Grade 3 ELA, *Research: Use Evidence*
- Grade 3 Math, *Time, Volume, and Mass*



The Why of Giving the FIABs

- provide exposure and familiarity with SBAC language, vocabulary and questions
- provide consistent repeated practice throughout the year
 - helping our students and staff better prepare → more at ease → better outcomes
 - prevent SBAC from seeming like an isolated, detached event
- model and practice test taking habits and the use of SBAC tools
 - scrap paper training
 - cross out strategies
 - flagging questions

The Why of Giving the FIABS (con't)

- surface common missteps
 - choosing one answer when two or more are called for
 - answering only one part of a question
- provide other opportunities to highlight and practice curriculum related SBAC items

Grade 6 SY 2022-2023

ELA FIABs

Brief Writes

Editing 1 2 3 4 5 6 7 8 9 10 11 12 13 14	Language and Vocabulary 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Listen and Interpret 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Research: Analyze and Integrate 1 2 3 4 5 6 7 8 9 10
Research: Evaluate information and Sources 1 2 3 4 5 6 7 8 9 10 11 12	Research: Use Evidence 1 2 3 4 5 6 7 8 9 10
Write and Revise: Argumentative Texts 1 2 3 4 5 6 7 8 9 10 11 12	Write and Revise: Explanatory Text 1 2 3 4 5 6 7 8 9 10
Write and Revise: Narrative 1 2 3 4 5 6 7 8 9 10 11	

A student is writing a formal letter to her principal about the lunch period. Read the draft of the letter and complete the task that follows.

The student wants to make sure that she has used the right words to make her meaning clear. Click on **two** underlined words that she should change.

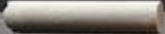
Dear Mr. Rucker,

The fifth-grade lunch period is too early in the day. This is bad. My friends and I are still full from breakfast when it is our turn to eat lunch. Many teachers think we are not buying food because we would rather spend our time talking. However, the real reason is that we do not want to buy food and then throw it away.

This first problem causes a second problem: we are all starving later in the afternoon. Some students do not have energy for playing at recess. Plus, our final class is math, and it takes lots to pay attention.

You have told us that the cafeteria cannot serve us at a different time because other classes are eating. My suggestion is to allow fifth-graders to eat a healthy snack before recess. That would help us stay focused on school activities instead of on hunger. Thank you for considering this idea.

Sincerely,



Giving the IABs

Interim Assessment Blocks

Assess 3–8 targets in ELA/literacy or Math

Examples:

- *Grade 3 ELA, Read Literary Texts*
- *Grade 3 Math, Operations and Algebraic Thinking*



- provide exposure and familiarity with SBAC language, vocabulary and questions that are not covered on the FIABs
- provide authentic and realistic practice with the chromebook
- help determine next steps for instruction – formative measure with results available immediately
- typically 10 - 18 items
- allows for item by item analysis, feedback



Read the passage and answer the questions.

Treasure in the Field

by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

A neighbor asked the old man, "Are your sons helping you?"

"Oh, they would," the father answered, "but they are young."

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement about the boys is supported by the passage?

- Ⓐ The boys did not share the work equally.
- Ⓑ The boys did not know how to plant a field of rice.
- Ⓒ The young boys wished to surprise their father with a special dinner.
- Ⓓ The young boys preferred to sit in the house instead of working outside.

Part B

Which sentence from the passage **best** supports your answer in part A.

- Ⓐ The sons promised and hurried out to begin.
- Ⓑ As the years went by, it became clear even to their father that the boys were lazy.
- Ⓒ At last, the entire field had been dug, but no treasure had been found.

Takeaways from our FIAB and IAB practice:

- surfacing otherwise unknown misunderstandings
- providing increased opportunities for students to ask questions and clarify strategies
- establish more universal test vocabulary and language
- solidify test-taking strategies and model their utility across all academics
- importance of stamina and self-regulation, managing time-on-test

HES Word Study Group 2022-23

- Thirteen teachers across grade levels participated in the study group.
- Topics discussed included phonics, spelling, vocabulary and grammar.
- Emphasis was placed on word study components shifting from a focus on phonological awareness and phonics to applying acquired skills to spelling, as well as vocabulary, grammar and conventions in the upper elementary grades.
- Resources were explored in order to move towards implementing more explicit, systematic and consistent word study instruction at HES.
- Two classrooms piloting different programs for word study.

Word Study in the Upper Grades

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

