



## HOPKINTON SCHOOL DISTRICT School Administrative Unit 66

204 MAPLE STREET · CONTOOCCOOK, NH 03229  
TEL: (603) 746-5186 FAX: (603) 746-5714

### Superintendent's Report Hopkinton School District

Submitted: Friday, May 28, 2010 for a Tuesday, June 1, 2010 meeting.

Fundamentally, assessment is the systematic approach utilized to answer one of our three guiding questions: *How will we know if each student has learned?* Assessment practices include the informal but significant dip sticking a teacher does every 15 minutes in class to ensure students are engaged in the learning to state wide testing meeting the obligations of federal law. An increase in performance assessment strategies (the Maple Street School's Worlds Fair, the high school's murder solving final exam in Creative Chemistry, the Popcorn sales project at Harold Martin School) has matched assessment with research on multiple intelligences.

The research on assessment has also provided the opportunity to reflect on and improve practices. Last year 10 or so high school teachers attended a conference on assessment conducted by researcher Dr. Robert Marzano. It was fascinating to see the high school teachers react to the research on how the assessment and student learning. His research concluded that if a teacher simply returned an assessment with the wrong answers marked, learning decreased (it would be better to not give the assessment at all). If feedback was provided with the wrong answers learning had a significant increase.

Doug Reeves has done significant work on assessment research. In the fall, Mr. Carozza and I attended a session by Dr. Reeves. His theme was validity and reliability of assessment. One powerful exercise was the determination of a summary grade. He asked that the group determine a quarter grade based on a listing of grades.

What quarter grade would give if the course grades were as follows?

C, C, Missing assignment, D, C, B, Missing Assignment, Missing Assignment, B, A

There is traction to look at alternatives to averages, to look at the learning at the end of the process. It is an exciting time for assessment practices.

At a micro-level, it is important that teachers utilize a variety of assessment strategies and employ them often. Teachers need to continually determine student learning and adjust their teaching. The research is too strong. Teachers who do not continually assess student learning and adjust their teaching will be provided with significant support.

At the macro level, a systemic assessment system has to be developed on two fronts – the individual and group. The Assessment Committee is currently developing a system to provide staff with important, easily accessible information about each student. This system will enable early implementation of interventions, both in remediation and enrichment. The second system,

Steven M. Chamberlin  
Superintendent

[schamberlin@hopkintonschools.org](mailto:schamberlin@hopkintonschools.org)

Michelle R. Clark  
Business Administrator

[mclark@hopkintonschools.org](mailto:mclark@hopkintonschools.org)

Dr. Valerie S. Aubry  
Director of Student Services

[vaubry@hopkintonschools.org](mailto:vaubry@hopkintonschools.org)

Matthew P. Stone  
Director of Technology

[mstone@hopkintonschools.org](mailto:mstone@hopkintonschools.org)

connected to the first system's data, will be to look more broadly at assessments: by disaggregated group, grade level, school, etc. The purpose of this effort is to look for a proof of goodness at a larger scale.

Assessment practices will also include regular feedback on central office performance. Though in the beginning stages, discussion has begun to seek feedback on central office performance with both the staff and community. Assessment is important for improvement: in the classroom in the schools, in the central office.

As the assessment systems are developed, it is difficult to foresee this effort being an added responsibility to current staffing. The next budget cycle will include a look at priorities to see if current responsibilities need to be supplanted by the assessment system work or if additional staffing is needed.

Please know your support is appreciated,

Respectfully submitted,

Steven M. Chamberlin  
Superintendent of Schools