

NAIKU CASE STUDY



CASE STUDY: KENOSHA UNIFIED SCHOOL DISTRICT

IMPROVING CLASSROOM ASSESSMENT FOR STUDENT LEARNING

Kenosha Unified School District (KUSD) is a large school district serving over 22,000 students in Kenosha and the surrounding areas. The 3rd largest district in Wisconsin, KUSD has a mission to provide excellent, challenging learning opportunities and experiences that prepare each student for success. With a vision to be Wisconsin's top performing urban school district, the district and building leadership team have fostered and nurtured vibrant Professional Learning Communities (PLC) across the district.

A key task of each PLC team is to improve classroom assessment and instruction. Data must be provided across classrooms in order to identify student strengths and weaknesses and effective instructional strategies.

Keys to Quality Classroom Assessment

In *Classroom Assessment for Student Learning: Doing it Right – Using it Well*, Chappuis, Stiggins, Chappuis, and Arter present the following 5 keys to quality classroom assessment:

1. **Clear Purpose:** Who will use the information? How will they use it?
2. **Clear Targets:** Are learning targets clear to teachers? Are learning targets the focus of instruction?
3. **Sound Design:** Do assessment methods match the learning targets? Are items and tasks of high quality?
4. **Effective Communication:** Can assessment results be used to guide instruction? Do formative assessments provide effective feedback?
5. **Student Involvement:** Do assessment practices meet students' needs? Are students assessing and tracking their own learning?

Mark Dzioba and Daniel Roethe, Instructional Technology Teachers at Bullen Middle School and Mahone Middle School, with the support of building administrators, have led the successful drive to better classroom assessments and increased student learning in their respective schools. Roethe agrees that the design of the assessment plays a key role in the quality of the results. "Our PLC teams meet regularly to design and create our common assessments," said Roethe. Dzioba stressed the importance of student involvement in the assessment and learning process. "At Bullen, our principal emphasizes the need to give assessments back to students so that they can fix their mistakes, explain their reasoning, and reflect on their results," said Dzioba. "When Principal Baumgart heard about Naiku and found that these were the key features of Naiku, he asked me to look into it and to get our teachers using Naiku right away." In Naiku, students are immediately involved in the assessment process when they are first instructed to engage in self-assessment and to predict their score before answering the first question. As they take the test, they rate their confidence in each answer and provide their reasoning for their answers. After the test, they reflect on their overall performance and on each question.



KUSD Fast Facts

- Located in Kenosha, WI
- Third largest WI school district
- 22,000 students
- 23 elementary schools
- 5 middle schools
- 3 high schools
- 3 choice schools
- 4 charter schools



Uses of Naiku

- Naiku used at Bullen MS, Lance MS, Mahone MS, and Reuther Central HS
- Common Formative Assessments
- Summative Assessments
- Teachers have created 3,200 assessments
- Teachers have created 16,000 Items
- Students have taken over 40,000 assessments

NAIKU CASE STUDY



An Ideal Tool for PLCs

Quality classroom assessments are best built collaboratively among teachers in a PLC. That was precisely why Baumgart and Dzioba chose Naiku as tool for their PLCs. “We need to provide data across classrooms,” said Dzioba as he discussed the primary needs of the PLCs at the school. “We need to see where students struggle and where they excel. For students who struggle, we need to provide them with the proper interventions. That’s why Naiku is such an important tool for our teachers.”

Sara Ames, Grade 7 Science teacher at Mahone has given common district summative assessments for sections of the environment science unit, pre-tests and post-tests for essential vocabulary, and self-paced formative assessments. Scott Flood and Corinne Ruffolo, Grade 8 Social Studies teacher at Bullen and Mahone, give summative assessments to measure what the students have learned. Nicole Aquino, Grade 8 Social Studies at Bullen, gives her assessments in Spanish since she teaches social studies in Spanish. Elissa Richardson uses Naiku in her general music and performing arts classes.

Across the three middle schools and one high school that use Naiku, the teachers have created more than

3,200 assessments and students have taken more than 40,000 exams. While student predicted scores have remained steady around 74%-76%, the students’ actual test scores have continued to improve from 71% in September 2015 to 79% in February 2016.

Each teacher at Mahone Middle School has roughly 130 students. That presents a lot of difficulty when assessments were given on paper and teachers had to score them manually. “Now, the exams are scored immediate by Naiku. Teachers now can sit down and do in-depth evaluations of the results and how students performed. They’re happy that they are no longer bogged down by the scoring process,” reported Roethe.

As for the students, they really appreciate using Naiku. “They love knowing right away how they did,” acknowledged Roethe. “Before, it could take more than one week to get results back. At that point, you’ve lost the immediacy and relevancy of the results. At such a late stage, students can’t really contemplate and do reflection effectively.” Ames concurs, “Many of my students have commented on how much they like knowing how did they right away. As a result of Naiku, both my students and I have a much clearer picture of their strengths and areas that are not yet mastered.”

	Sep '15	Oct '15	Nov '15	Dec '15	Jan '16	Feb '16
Tests Taken	6226	10159	7585	5190	5234	5461
Mean Actual Score	71%	75%	78%	76%	73%	79%
Mean Predicted Score	76%	76%	76%	74%	74%	76%
Pct Passing (Score > 70%)	60%	67%	71%	71%	62%	74%

TRANSFORMATIVE Naiku Educator Spotlight

Mark Dzioba and Daniel Roethe, Instructional Technology Teachers (ITT) at KUSD, have been instrumental in the use of Naiku for common formative and summative assessments in their respective school. Both are in their third year as an ITT. Dzioba led his school’s pilot of Naiku with a small group of 8th grade social studies teacher. After the success of the pilot, he led the rollout of Naiku at Bullen Middle School. “Our Friday PLC time is spent collaborating in the creation CFAs and sharing results we get from Naiku,” said Dzioba as he shared his success at a district ITT meeting. Roethe, the ITT at Mahone Middle School was impressed with how Naiku worked at Bullen Middle School and quickly brought Naiku to his teachers. “Our teachers love the Teams feature and the combined item analysis. They love the immediate results. Now they focus on what to do with the results rather than the scoring of the exams.”



Mark Dzioba



Daniel Roethe

Instructional Technology Teachers