



RSU 16 School Board
Administrative Report

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April 2018

MEA (eMPowerME) Mathematics and English Language Arts/Literacy and the SAT:

- The SAT will be given to all Maine grade 11 students on April 10.
- Students in grades 3-8 have completed the MEA (eMPowerME).
 - Science for grade 5, 8 and 11 will take place at end of April and early May.
- Thank you to the Building Principals and our IT department: Linda Chaisson, Dave Haley, Pete Walker, Dennis Lacombe, and Jon Bean for making the schedule and technology work efficiently.

Mathematics – Reading – Writing & Language – Essay
3/19/18 – 4/13/18

Test Section	Number of Sessions	Testing Time per Session by Grade (minutes)*					
		3	4	5	6	7	8
Mathematics	2	75	75	75	75	75	75
Reading	2	80	80	80	80	80	80
Writing & Language	2	35	35	35	35	35	35
Essay	1	80	80	80	70	70	70
TOTAL TESTING TIME	7	460	460	460	450	450	450

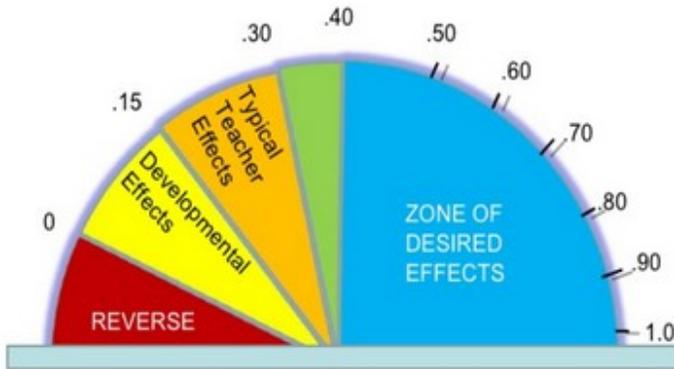
TEPG After School Help Sessions

On March 6, 17 teachers attended an after school TEPG (Teacher Evaluation Professional Growth) session. This was our second session. This session focused on receiving technical help from colleagues on the digital portfolio. Staff were able to share templates and expertise to create a personal teaching portfolio to highlight evidence of each of the Core Propositions, as required by the RSU16 TEPG system.

Success Criteria OR Clarity of Learning Objective OR Learning Targets

This is important for you to know because our K-6 teachers have spent time during our early release Wednesdays and workshop days to define success criteria for the new and/or updated science and social studies units.

In a study “Visible Learning”, John Hattie ranked 138 influences that impact learning outcomes from the most positive effects to negative. The average effect size of all the interventions he studied was 0.40. He determined the success of influences relative to this ‘hinge point’, in order to find an answer to the question “What works best in education?”



Learning objectives are “broken down into mini-goals or ingredients, commonly known as success criteria (Clarke, 2011, p.80).

The learning objective must focus on what students will learn. The success criteria identifies what the student will do to demonstrate learning.

Example of defining success criteria:

I can find the main idea in a piece of text. (Learning Objective or Learning Target)

This means that (Success criteria):

- I can name the topic the author is writing about.
- I can figure out the author’s purpose.
- I can find a sentence or a few sentences that contain the most important ideas.
- I can check for details that support that main idea.

Hattie’s research found that “clarity,” or clear learning intentions and success criteria, had an effect size of .75

Others worth noting (that align to district and school goals):

- The number one influence on student achievement is the teacher’s estimate of student achievement with an effect size of 1.62.
- Formative evaluation has an effect size of 0.9
- Feedback has an effect size of .75