



TIGER NATION NEWS

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WISCONSIN STUDENT ASSESSMENT SYSTEM

Each spring, all schools in the state of Wisconsin administer the Forward Exam to their students in grades 3-8 and 10. The Forward Exam is part of the Wisconsin Student Assessment System (WSAS), which also includes the ACT Aspire for grades 9-10, as well as the ACT with Writing and the ACT WorkKeys for grade 11. These assessments that make up the WSAS are used as part of the state report card accountability system.



Assessments By Grade:

Grade 3 - ELA and Math

Grade 4 - ELA, Math, Science, and Social Studies

Grade 5 - ELA and Math

Grade 6 - ELA and Math

Grade 7 - ELA and Math

Grade 8 - ELA, Math, Science, and Social Studies

Grade 9 - ACT Aspire

Grade 10 - ACT Aspire, Forward Exam Social Studies

Grade 11 - ACT with Writing and WorkKeys

Forward Exam At A Glance

The Forward Exam is a summative assessment that provides information about what students know and can do in relation to the Wisconsin Academic Standards. The assessment gauges your child's achievement compared to other students in the state. The scores from this exam are factors that help determine the district's overall State Report Card score.

The Wisconsin Department of Instruction (DPI) describes for parents the different types of questions their child will see on the exam.

- *Multiple-Choice (MC)*
- Questions that have four answer choices, including three distractors and one correct answer
- *Enhanced Selected Response (ESR)*
- Questions that may contain combinations of MS, short-answer, and technology-enhanced
- *Evidenced-Based Selected Response (EBSP)*
- Question which has two parts. The student answers Part A, then provides evidence in Part B to support answer in Part A
- *Text-Dependent Analysis (TDA)*
- Question used on the ELA test. The TDA is a text-based analysis, based on a passage that is read by the student during the assessment. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. Students have up to 5000 characters to formulate their response
- *Technology-Enhanced (TE)*
- TE questions allow for a more engaging, interactive assessment. A wide variety of TE questions are present on the Forward Exam, including:

Clock Input	Number Line	Drag and Drop	Matching
Angle Draw	Coordinate Graph	Drop-Down List	Highlighting Text
Short Input	Line Graph	Pictograph using Drag and Paste	
Bar Graph	List	Circle Graph	

As you can see, this is a very rigorous exam for students to take. Because of this, we will be spreading the exam out throughout the month of April rather than have it completed in 1-2 weeks of full-day testing. The benefit is having students fresh and focused on the days the exams will be administered. Although the test is not timed, we have developed this schedule for testing. All students will be given ample time to finish each test as needed.

Test Preparation

At Hillsboro, we understand the importance of doing well on this exam. Studies show that students who are well-rested and fed have a higher level of focus during test. Please make sure your child gets plenty of rest the night before a testing date (this is important any school night, really). Students will have the opportunity to have a snack before the testing sessions begin, provided by the district. It is also very important that your child attends school on the days the exams are administered.

There are other ways parents can help prepare their child for the exams. An Online Tools Training (OTT) is available for students at <http://dpi.wi.gov/assessment/forward/sampleitems>. The OTT is intended to give students the opportunity to practice with the tools available on the Forward Exam, as well as allow them to familiarize themselves with the testing platform. It also gives students a chance to work with the different question types they will encounter on the exam. The OTT is not scored, nor is it intended to provide practice on test content. This is a great way for students to practice the skills necessary to navigate the exam while providing parents with an opportunity to see what the exam will look like.

Test-Taking Strategies

You as a parent can also go over test-taking strategies with your child that will help them do their best on the exam.

- Arrive to school on time so your child doesn't feel rushed
- Encourage your child to stay relaxed during the test
- Encourage your child to answer all the test questions

- Guessing is okay - it is best to eliminate answers they know are incorrect first then choose the best answer from the remaining list
- Skip a question - better to skip a question than to remain stuck on it. Flag it and come back to it later
- Leave time to look over the exam before submitting
- Being in the right mindset can make all the difference. Encourage your child to think positively when heading into an exam
- Remind your child that this exam is not a race. Don't worry if others finish ahead. Focus on the test in front of you.

Conclusion

There is much debate about the amount of testing that is mandated for our students. While both sides can make compelling arguments for or against testing, the reality is that it isn't going away and our schools will be measured against other schools based off of the tests administered as part of the Wisconsin Student Assessment System. We want to give our parents the information they need to help understand the importance of these exams.

Thank you for helping the district make learning a priority and preparing your children for these high-stakes assessments. The encouragement you give your child to do their best is greatly appreciated.



#HSDGOTIGERS

PURPOSEFULL PEOPLE COMES TO 3RD GRADE

Beth Thayer | 3rd Grade

This semester 3rd Graders have started the PurposeFull People program, which is the newest component of the CharacterStrong curriculum. This part of the program is geared toward Kindergarten- 5th Grade students. It offers ten traits for classrooms to focus on during the school year.



Students and parents were invited to a family night on January 16 to learn more about the curriculum and how it will be used with the students. Families enjoyed a light meal, presentation by staff, and games together. Parents learned more about the program while students created thank you notes for their parents. It was a fun night of learning and working together. We were thankful that families were willing to take a night out and come back to school to kick-off this program with us!

Each month students focus on one trait. In January, 3rd Grade students focused on Respect. In February, students have been focusing on Cooperation. Each month students learn a working definition of the trait through the CharacterStrong website. They interact with the trait each day through quotes, pictures, videos, activities, and class discussions.

The PurposeFull People curriculum has students starting and ending their days intentionally talking about the trait, engaging with others to practice the trait, responding to questions and activities about the trait, and practicing the trait in the classroom, on the playground, and at home.

Our 3rd Grade students have enjoyed this program so much this year already. We are excited to be able to talk about three more traits this year, and are looking forward to sharing what we have learned about the program with others throughout the community! Because of the success of the program this year, the district is considering implementing it in grades Kindergarten through 5th Grade next year. If you get a chance to talk to a 3rd Grader, please ask them about the trait they are working on and how much fun they have had with the PurposeFull People program so far this year!

FRESHMAN CLASS SHOE DRIVE

Linda Bisarek| Interventionist/Instructional Coach/Freshman Class Advisor

Have any gently used shoes lying around the house you don't use? **Donate them!**

The freshman class is putting on a fundraiser in coordination with Funds2Orgs. Our Tigers will collect the used shoes from the area, Funds2Orgs will buy them and distribute them to very small businesses in developing countries where 75% of the transportation is by foot and retail is limited.

All kinds of gently used shoes are acceptable! They must have soles and be free of rips or holes. No ice skates, roller blades or ski boots please. This fundraiser will be going on from January 27-March 26. Everyone can bring shoes to the High School and there will also be some boxes in businesses around town.

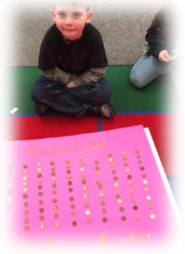
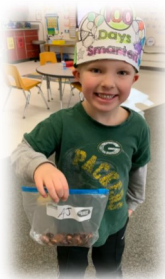
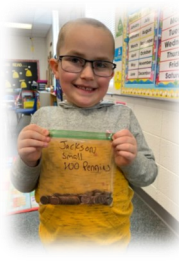
Let's make a difference together!



KINDERGARTEN CELEBRATES 100TH DAY OF SCHOOL

Vanessa Mislivecek & Allison Houzner | Kindergarten

Kindergarten students celebrated the 100th day of school on February 10th! Pictured are kindergarten students who brought in a collection of 100 things! They worked hard at home with their parents to make a collection and then brought the collections to school to share with their classmates on the 100th day!



FORENSICS

Erin Hora | English

The Hillsboro High School Forensics team members recently completed their first round of competition. In forensics, students choose from a variety of categories that fall under two main headings: public speaking (which involves researching and writing a speech for a chosen category) or performance of literature (which includes acting or expressively reading literature for a chosen category). Students perform three times for three different judges at both sub-district and district and one time at state.



This year's sub-district tournament was held on February 10 at La Farge High School. In a great showing, all team members advanced to the next level of competition and will perform at UW-La Crosse on Saturday, March 21. From there, students who qualify for state competition will perform at UW-Madison on Friday, April 17.

This year's team consists of senior Grace Stockwell; juniors Hannah Marvin, Paige Verbsky, Cameron Huntley, Mitch Huntley, Matthew Mondesir, and Andrea Auel; sophomores Ade Wood, Shelby Brown, Kenzie Krajco, Megan Muller, Erich Mobley, and M. Laskowski; and freshmen Greg Hora, Malana Woirol, Ella Burch, Tori Slama, Jenna Klinge, Ashley Tulley, Rayonna Gruenert, and Emily Thompson.

FBLA MIDDLE SCHOOL TIGERS TAKE 2ND PLACE OVERALL OUT OF 10 SCHOOLS!

Jennifer Gibbons | Business Education

The middle school FBLA members did amazing at the FBLA Western WI Regionals. Ten students qualified for State with Tigers taking 2nd place overall out of ten schools!! Several of the schools were much bigger like Wautoma, La Crosse Longfellow, La Crosse Lincoln and WI Rapids. Tigers placed first in Computer Science/Coding and Digital Citizenship! The students worked hard preparing for the event and their hard work paid off! Congratulations on a job well done!



Delana Hill - 1st Computer Science/Coding

Lexie Thorson - 1st Business Ethics

Savannah Pooley - 1st Digital Citizenship

Jaelyn Bloor - 2nd Digital Citizenship

Bailee Cavallino - 2nd FBLA Facts

Hudson Bloor - 3rd Career Exploration

Garrett Rafel - 3rd Critical Thinking

Ethan Brown - 3rd Computer Science/Coding

Peyton Sullivan - 3rd Elevator Speech

Lexie Thorson - 4th Elevator Speech

Dodge Shore - 5th Computer Science/Coding



FBLA MIDDLE SCHOOL KNOW HOW TO HAVE FUN!

Jennifer Gibbons | Business Education

Hillsboro middle school students were not allowed to have their phones during the day-long event except during lunch even though other students had theirs. With no complaints, they made the best of the situation! Hudson Bloor, started dancing out on the gym floor all by himself with no music! Soon other students joined him. The students also played cards and came up with other games. Kudos to the students for doing fun technology-free activities with a great attitude!



RESTART Your Reading Life

Jacqui Davison | C.A.R.E.S

2020 Spring Community Read

Ever wondered how great it would be if you could hit the Restart button following a particular moment in your life? What changes would you make?

Chase gets this opportunity by accident, literally. He falls off of his roof and a knock on the head causes amnesia. He can't remember why he was on the roof in the first place. He also has no idea why most of the kids in his school avoid him, walk on the other side of the hallway, and why one girl walked up to him and dumped ice cream on his head. While it may seem like it would be an easy process to go back to who he used to be, he isn't sure who that was, or if he wants to be that guy anymore.

Restart by Gordon Korman is this spring's Community Read book. The Community Read is a partnership program between Hillsboro Middle School, C.A.R.E.S. (Community Advocates of Reading Enrichment and Success), and members of the community. Students have the book read aloud to them during the school day, while willing readers of the community read it as well. Then on Friday, April 3, the 'Community Readers' come to school and are placed in classrooms with students in grades 6-8 to discuss the book. These small group discussions are when the magic of a good book is evident. Students see that there are other people beyond their teachers and parents that view reading as important, and the conversations that take place between different generations over a book are fantastic.

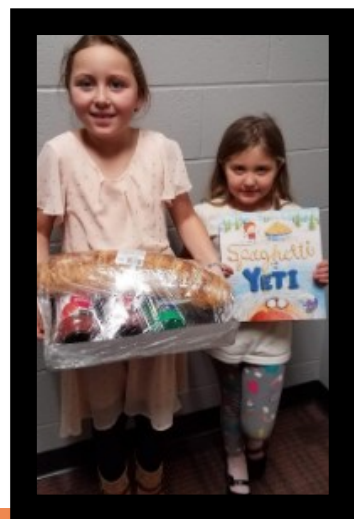
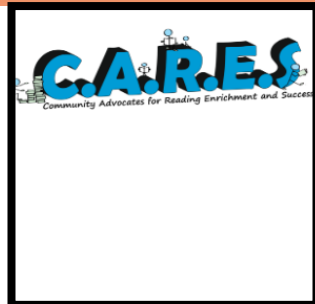
If you have any interest in becoming part of our team of 'Community Readers' for our fifth annual Community Read, please email Jacqui at hillsborocares@gmail.com. Community connections are what make this program successful, for the students and our community as a whole. Together we can grow a community of readers!

Local Lit Update

Emma (2nd) and Ella (Kindergarten), daughters of Kevin and Kristen Benish, proudly hold their prize package from Local Lit partner County Market.

December's book was *Spaghetti with the Yeti* and the groceries included spaghetti, pasta sauce, fresh Italian bread, and parmesan cheese. Partners in the community are what make programs such as Local Lit a tasty success!

Other partners include: Holvy's, Whitaker's Farm Fresh Market, Beezers, HBC, Ambitious Fitness, METCO, and Hotel Hillsboro.



HISTORICAL BOOK PROJECT

Erin Hora & Barbara Olson | English & Social Studies

Freshmen in Mrs. Hora's English 9 and Mrs. Olson's U.S. History 9 recently completed a historical book project and presentation. The project began with the students choosing a historical fiction novel, memoir, biography, or autobiography from any time in American history through World War I, which is the time period freshmen will have covered by the time they reach the school year.



After they finished the books, students had several components of the project to complete. First, they completed a written assessment about their books. Next, they wrote a proposal for a museum artifact: students would create an object that had importance within their books and the time period for a museum display. From there, students spent two days in combined English and History classes working in the Makerspace. Within the Makerspace, students had a wide variety of materials to choose from to construct their artifacts: cardboard, paper, craft supplies, paint, and everyone's favorite, hot glue guns. Students also wrote a brief description of the object, which will be part of a "museum display." Finally, students created a brief slideshow that summarized the book and explained the artifact, which they then presented to their classmates. Students created a wide variety of artifacts--the Titanic and its fatal iceberg, cabins, journals, letters, gold nuggets and a pickaxe, a crystal ball and tarot cards, a drum, and the very first basketball hoop are just a few of the many artifacts.

Being able to team teach several projects in U. S. History 9 and English 9 has provided valuable opportunities for both our students and us as teachers. Students are able to make connections between disciplines and we get the opportunity both to learn from one another and to go beyond what we might be able to do individually. Freshmen students complete dual English/History assignments or projects several times throughout the school year, culminating with the spring research paper and presentation.

Further, the addition of the Makerspace to our building this year allowed us to design a project that we would not have been able to do in our classrooms. The spacious room with a wide variety of supplies, multiple outlets, and big tables provided the necessary resources, and we were excited to be able to expand student learning through this space. Students' museum artifacts will be on display at the middle/high school education fair on May 6.



HILLSBORO COMPETES IN SEAPOCH REGIONAL

Zak Dray | Science & Math

Six students from Hillsboro High School competed in the Southwest Wisconsin SeaPerch Regional competition in Richland Center, WI on March 5th. SeaPerch is a Navy-sponsored STEM project focused on introducing middle and high school students to the engineering process. Students must design, build, and test an underwater ROV (Remote Operated Vehicle) that can maneuver through an obstacle course and complete an underwater challenge; this year's challenge was about cleaning up our water supply. Students must also document their process through the use of an engineer's notebook. The engineer's notebook documents the students' work and demonstrates how they used the engineering process to improve their ROVs.



Hillsboro is in its first year of formal participation in the competition, and despite their relative inexperience, performed very well. Team Tigers, whose members are Aaron Frederick, Chris Heidtman, and Mitch Huntley placed second place overall in the 11-team field. They placed 1st in the obstacle course, 2nd in the water challenge, and 2nd in the engineer's notebook. Team Cake, whose members are Kaydin Bengston, Casey McCoic, and Ashton Stokes also competed well, despite some technical difficulties that had been plaguing them. They placed 6th in the obstacle course, 6th in the water challenge, and 8th in the engineer's notebook.

A team from Verona won a very competitive regional; they beat Team Tigers by 1 point. They will be competing in the international SeaPerch competition at the University of Maryland in late May.