

District Testing



How Current System of District Assessment Addresses Past Testing Flaws



Previous Assessment System Concerns	Current Assessment System Solutions
Same assessment was administered four times throughout the year – no periodic assessment of instruction; sink or swim	Each CGA (1 – 3) is a unique assessment covering only the information taught during the nine weeks in-between the assessments
No clear monitoring of participation in assessments or analysis of data	Assessments and test items are reviewed by district staff (P.A.C.T.) as well as teachers during structured common planning
Not connected to the material being taught	Written alongside the Curriculum Guides
All paper based assessments	Computer based option for all assessments in grades 3 – 12 to allow for practice taking computer based assessments
Assessments developed by district with teacher input	Assessments were entirely teacher-written and reviewed
No uniform skill-deficiency assessment	Assess student skill deficiencies using IOWA, DAR, and I-Ready

Assessment Challenges

- District End of Course (EOC) Assessments count 20% of the secondary students' final grades.
- Volume of K – 2 Assessments
- Testing Platform and Data Analysis Software
- Parent Access to Assessment Data
- Volume of Baseline Testing
- State Statute Mandating a Unique Growth Score for Every Teacher (Increases amount of assessments)



District Test Administration

K-5

Grade	Assessment	Subject	Administered	Frequency	Data Reporting & Usage
K	CGA Baseline & Post**^	Reading, Math	One-on-one	2 times	Insight to Inform
	DAR (optional)	Reading, Math	One-on-one	1 time	Inform
	I-Ready#	Math	Computer	1 time	Upload from company to Inform
1	CGA Baseline & Post**^	Reading, Math	One-on-one	2 times	Insight to Inform
	DAR	Reading	One-on-one	1 time	Inform
	IOWA^#	Reading	Small Group	2 times	Upload from company to Inform
	I-Ready#	Math	Computer	2 times	Upload from company to Inform
2	CGA Baseline/Post, 1-3**^	Reading, Math, Science	Paper	5 times	Insight to Inform
	DAR	Reading	One-on-one	1 time	Inform
	IOWA^#	Reading	Small Group	2 times	Upload from company to Inform
	I-Ready#	Math	Computer	2 times	Upload from company to Inform
3	CGA Baseline/Post, 1-3**^	Reading, Math, Science	Computer or paper	5 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^#	Reading	Paper	2 times	Upload from company to Inform
	I-Ready#	Math	Computer	2 times	Upload from company to Inform
4	CGA Baseline/Post, 1-3**^	Reading, Math, Science	Computer or paper	5 times	Insight to Inform
	CGA Baseline/Post*	Art, Music	Computer or paper	2 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^#	Reading	Paper	2 times	Upload from company to Inform
5	I-Ready#	Math	Computer	2 times	Upload from company to Inform
	CGA Baseline/Post, 1-3**^	Reading, Math, Science	Computer or paper	5 times	Insight to Inform
	CGA Baseline/Post*	Art, Music	Paper	2 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^#	Reading	Paper	3 times	Upload from company to Inform
	I-Ready#	Math	Computer	2 times	Upload from company to Inform
	CAST*	Physical Education	Paper	2 times	File is placed in Principal's folder

* Assessment is a State Mandate as it is used for Teacher Evaluation Purposes

^ Assessment is a State Mandate as it is used for State Reporting

Assessment is State Mandated as a district-determined Promotion/Retention Requirement

District Test Administration 6-8

Grade	Assessment	Subject	Administered	Frequency	Data Reporting & Usage
6	CGA Baseline/Post, 1-3*^	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	I-Ready	Math	Computer	2 times	Upload from company to Inform
	District EOC*	Electives, Science, Social Studies	Paper	1 time	File is placed in Principal's folder
	CAST*	Electives	Paper	2 times	File is placed in Principal's folder
7	CGA Baseline/Post, 1-3*^	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	I-Ready	Math	Computer	2 times	Upload from company to Inform
	District EOC*	Electives, Science	Paper	1 time	File is placed in Principal's folder
	Pre-CAST*	Electives	Paper	1 time	File is placed in Principal's folder
8	CGA Baseline/Post, 1-3*^	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	I-Ready	Math	Computer	2 times	Upload from company to Inform
	District EOC*	Electives	Paper	1 time	File is placed in Principal's folder
	Pre-CAST*	Electives, Social Studies	Paper	1 time	File is placed in Principal's folder

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Assessment is State Mandated as a district-determined Promotion/Retention Requirement

District Test Administration 9-12

Grade	Assessment	Subject	Administered	Frequency	Data Reporting & Usage
9	CGA Baseline/Post, 1-3*	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	CGA Baseline, Mid, Post*	Spanish, French, American Sign Language	Computer or paper	3 times	Insight to Inform
	CGA Baseline/Post*	Art, Music	Paper	2 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	District EOC*	Any non-FCAT or State EOC tested subject	Paper	1 time	File is placed in Principal's folder
10	CGA Baseline/Post, 1-3*	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	CGA Baseline, Mid, Post*	Spanish, French, American Sign Language	Computer or paper	3 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	District EOC*	Any non-FCAT or State EOC tested subject	Paper	1 time	File is placed in Principal's folder
	Pre-CAST*	Electives	Paper	1 time	File is placed in Principal's folder
11	CGA Baseline/Post, 1-3*	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	CGA Baseline, Mid, Post*	Spanish, French, American Sign Language	Computer or paper	3 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	District EOC*	Any non-FCAT or State EOC tested subject	Paper	1 time	File is placed in Principal's folder
	CAST*	Electives	Paper	2 times	File is placed in Principal's folder
12	CGA Baseline/Post, 1-3*	Reading, Math, Science, Social Studies	Computer or paper	5 times	Insight to Inform
	CGA Baseline, Mid, Post*	Spanish, French, American Sign Language	Computer or paper	3 times	Insight to Inform
	DAR	Reading	One-on-one	2 times	Inform
	IOWA^	Reading	Paper	2 times	Upload from company to Inform
	District EOC*	Any non-FCAT or State EOC tested subject	Paper	1 time	File is placed in Principal's folder
	CAST*	Electives	Paper	2 times	File is placed in Principal's folder

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Assessment is State Mandated as a district-determined Promotion/Retention Requirement

What are district tests used for?

- Student Scheduling
- Intervention Plans
- CAST/Teacher Evaluation
- State Reporting
- Progress Monitoring



Internal Test Development

- Tests were developed through content area teams made up of teachers instructing in those grade levels or subjects.
- Teams were known as CAWT Teams; CAWT stands for Curriculum & Assessment Writing Teams
- Team wrote Curriculum Guides (CGs) and then created Curriculum Guide Assessments (CGAs) to align to the CGs and monitor student progress
- CAWT Phase I= 95 courses; 375 assessments
- CAWT Phase II= 120 courses; 420 assessments

Sample Test Questions:

3rd grade math CGA Baseline

- 7 Dianah made an array to represent 4×7 as shown below.



What is another way to represent 4×7 ?

- A. $(4 \times 4) + (4 \times 4)$ C. $(2 \times 7) + (2 \times 7)$
 B. $(4 + 3) \times (4 + 4)$ D. $(2 \times 7) + (1 \times 7)$
- 8 Bethany buys 3 bags of toys for her cat. Her cat now has 27 new toys all together. If there was an equal number of toys in each bag, which equation can be used to find how many toys come in each bag?



- A. $27 + 3 = \Delta$ C. $3 \times \Delta = 27$
 B. $27 \times 3 = \Delta$ D. $3 + \Delta = 27$

CGA_SECURE_MATH_GR3_5012050

4

August 2013



Sample Test Questions:

7th grade reading CGA1

Now answer numbers 1 through 10. Base your answers on the passage "Old Stormalong".

- 1 What is the main conflict of the passage?
- A. Old Stormalong was the only one who could steer the *Courser*.
 B. The *Courser* could not fit into any harbor in the world.
 C. Old Stormalong was marooned on a deserted island.
 D. The anchor of the *Courser* was caught on something.
- 2 Read this sentence from the passage.
- But the anchor was stuck firm, and the sailors begged Stormie not to pull at it again, because they were afraid that he would wrench a hole in the bottom of the world and all the water would spill out into space.**
- What does *wrench* mean as used in the sentence above?
- A. to loosen
 B. to tighten
 C. to pull away
 D. to tear away
- 3 What was the author's MOST LIKELY purpose for writing the passage?
- A. to explain how to sail a ship that is built similar to the *Courser*
 B. to describe how large the *Courser* was compared to other ships
 C. to entertain readers with a humorous tale about the *Courser* and its captain
 D. to persuade the reader to believe that Old Stormalong was the greatest sailor of all time

CGA_1_MILANG2_1001040

3

August 2013



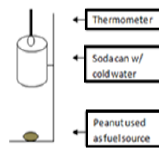
Sample Test Questions:

Chemistry Honors CGA2

Read the passage "Specific Heat" before answering numbers 1 through 4.

Specific Heat

A student was conducting an investigation to determine the amount of energy contained within a peanut. She made her own calorimeter in her experimental design, as shown below. She then combusted the peanut and gathered data regarding the change in water temperature. Her results were then recorded in her investigation log. Below is a diagram of the setup as well as the investigation log.



Specific heat of water	4.2 Joules/g·°C
Mass of cold water	100 g
Starting temperature of water	10 °C
Ending temperature of water	14 °C
Starting mass of peanut	1.8 g
Ending mass of peanut	1.3 g
Equation to determine energy	$Q = mc\Delta T$

Source: DCPS

Now answer numbers 1 through 4. Base your answers on the passage "Specific Heat".

1. How many joules (J) of energy were released from the peanut during the time it was combusted?
- 210 J
 - 1680 J
 - 2184 J
 - 7600 J

How is CGA data used?

- Progress Monitor
- Drive District Specialists work while in schools
- Data Reflection Guides populate in Inform and are accessible by teachers, administrators, and academic coaches.



Sample Data Reflection Guide

Page 1

Duval County Public Schools Coach-Department/Grade Level Data Reflection Guide					
Overall Performance Analysis					
Performance By Level					
Percent (number) of tested students scoring in each level					
	Below Target	Progressing	On Target	Above Target	Percent (number) of students tested
ents	41.9% (18)	55.8% (24)	2.3% (1)	0.0% (0)	97.7% (43)

Benchmark Comparison											
Average score on each tested benchmark, based on Benchmark Analysis Report											
MA.912.A.4.1	MA.912.A.3.1c	MA.912.A.3.1d	MA.912.A.3.4	MA.912.A.4.4	MA.912.A.3.5	MA.912.A.4.2	MA.912.A.3.6	MA.912.A.3.1c	MA.912.A.3.1d	MA.912.A.3.1e	MA.912.A.3.1f
49.4% (56)	38.39% (56)	60.71% (56)	41.07% (56)	25.89% (56)	49.29% (56)	39.29% (56)	27.68% (56)	39.29% (56)	45.0% (56)	33.93% (56)	30.36% (56)
50.0% (20)	32.5% (20)	60.0% (20)	35.0% (20)	25.0% (20)	50.0% (20)	34.0% (20)	25.0% (20)	40.0% (20)	57.0% (20)	30.0% (20)	36.43% (20)
55.07% (23)	45.65% (23)	67.39% (23)	54.35% (23)	21.74% (23)	51.3% (23)	40.87% (23)	32.61% (23)	52.17% (23)	40.87% (23)	38.13% (23)	31.06% (23)

Data Reflection Guide

Department Wins & Areas for Growth

Department Wins:

On which benchmarks did students perform the strongest? Why?

Do these outcomes correspond with the trend data analyzed on the IOWA/DAR or iReady? If not, where is the disconnect?

Areas for Growth:

On which benchmarks did students perform the weakest? Why?

Data Reflection Guide

Item Analysis Wins

Item Analysis Reflection - Wins						
Items that had 70% or more of students answering correctly, based on Item Analysis Report						
Item #	Benchmark	% Correct	M.C.I.	What did students need to be able to do in order to answer the question correctly?	What specific skill or strategy promoted student success?	Plans for Sharing with Others
3	MA.912.A.3.14	86.0	D			
14	MA.912.A.3.5	90.7	D			
22	MA.912.A.4.2	79.1	C			

M.C.I. Most Common Incorrect Response

Data Reflection Guide

Item Analysis Reflection

Item Analysis Reflection - Areas for Growth						
Items that had 50% or fewer of students answering correctly, based on Item Analysis Report						
Item #	Benchmark	% Correct	M.C.I.	What did students need to be able to do in order to answer the question correctly?	What specific skill or strategy led to the misconception?	Alternative Best Practices
7	MA.912.A.3.10	30.2	D			
8	MA.912.A.3.5	11.6	B			
9	MA.912.A.3.5	48.8	C			
10	MA.912.A.3.12	39.5	D			
11	MA.912.A.3.12	32.6	C			
13	MA.912.A.3.5	39.5	A			
15	MA.912.A.3.11	34.9	D			
17	MA.912.A.3.10	44.2	D			

M.C.I. Most Common Incorrect Response

Data Reflection Guide

Instructional Implications

<i>Instructional Implications - Next Steps</i>			
Key Areas to Address (What?)	How?	When?	Who is Responsible
	<input type="checkbox"/> Review <input type="checkbox"/> Reteach <input type="checkbox"/> Enrich	<input type="checkbox"/> Bell Ringer <input type="checkbox"/> Mini-Lesson <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Interventions <input type="checkbox"/> Other _____	
	<input type="checkbox"/> Review <input type="checkbox"/> Reteach <input type="checkbox"/> Enrich	<input type="checkbox"/> Bell Ringer <input type="checkbox"/> Mini-Lesson <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Interventions <input type="checkbox"/> Other _____	
	<input type="checkbox"/> Review <input type="checkbox"/> Reteach <input type="checkbox"/> Enrich	<input type="checkbox"/> Bell Ringer <input type="checkbox"/> Mini-Lesson <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Interventions <input type="checkbox"/> Other _____	
<i>Evidence of Occurrence</i>			
What instructional strategies will we use to address the key areas?			
How will we know that the implementation of our strategies is effective?			
<i>Support Needed</i>			
Looking at the data where do you feel you will need coaching support?			
What instruction will you plan based on your CGA results?			
What do you notice about the cognitive level of the questions your students are able to answer? How will you support developing a higher level of thinking in your classroom?			
What can I help you with to differentiate your instruction using these results?			
Follow-up:	Date:	Time:	