

CDT Overview Training

Facilitator: Greg Macer

Seneca Highlands Intermediate Unit 9 - gmacer@iu9.org

www.iu9.org/cdt



pennsylvania
DEPARTMENT OF EDUCATION

C L A S S R O O M

DIAGNOSTIC TOOLS

Why Am I Here?

- FREE to PA schools
- Designed for instructional planning
- Reliable, valid, correlated



25 million students
in 38 states tested in
a season

Why are you here...

- You recognize the importance of diagnostic data in assisting students meet their potential.
- Data can be available and useful to all.
- Promotes cross-curricular discussion.
- Team effort
 - Shows Importance to Students
 - Connection/Student Buy In
 - Perceptions
 - Misconceptions
 - Motivation
- Something to build upon as CDT is available for math, science, reading, and writing at many different grade levels.

Goals for the Session

- Provide CDT *background*.
- Provide opportunity to *experience assessment*.
- Provide brief *overview of data* available.
- Provide basic understanding of different *reports* and their purpose.
- Provide *practical first steps* to using the data.
- Provide strategies for *preparing and motivating students* for best results before, during, and after the assessment.
- *Student Conferencing/Next Steps*

Questions about CDTs? Current Experience?



Today is a guided conversation and all about meeting your needs, answering your questions, exploring your ideas.

Background

What is the assessment, how was it developed, how does it work?

Value Added: Transforming Instruction



Pennsylvania Assessments

	Diagnostic	Formative	Benchmark	Summative
Purpose	Guide instruction specifically targeted to meet students' needs, including students' strengths and areas of need	Inform ongoing classroom instruction so that adjustments to instruction can be made	Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards	Determine the degree to which students have mastered a designated set of curriculum content standards
Impact on Instruction	Tools that provide alignment to units, lesson plans, and other resources based on students' needs	Classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback	Low-stakes assessments used to predict how students will do on the high-stakes summative assessments	Assessments used for accountability
Intended Users of the Results	Students, parents, and educators	Students, parents, and educators	Students, parents, and educators	Educators, parents, public at large, and district personnel
Examples	Classroom Diagnostic Tools (CDT) Teacher-created diagnostics	Teacher-selected Classroom assessments Response cards Whiteboards Random selection	Acuity Assess2Know 4-Sight	PSSA Keystone Exams ACCESS for ELLs End of Unit/Chapter Tests District End of Course Exams
Type of Information Provided	Provides a more complete picture of a student's or group of students' strengths and areas of need so that instruction can be targeted directly at meeting student needs	Provides feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/learning process	Provides information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency on grade-level content standards	Provides information on students' mastery of a given set of content standards

What are the limitations of benchmark and summative assessments?



- Low-achieving students?
- High-achieving students?
- Individual backgrounds/experiences?

What are the PA Classroom Diagnostic Tools?



CLASSROOM
DIAGNOSTIC TOOLS

The CDT is a set of online assessments designed to measure specific student strengths, weaknesses, skills, and knowledge throughout the school year to help guide instruction.

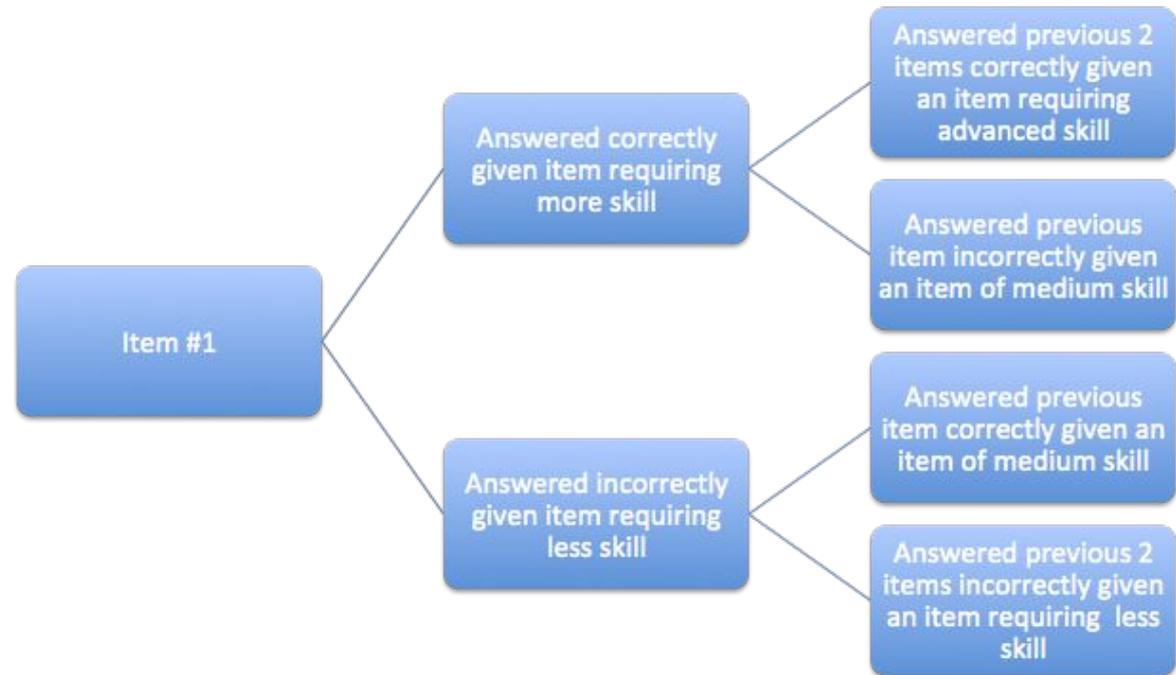
- available at *no cost* to districts
- integrated and aligned with the *Standards Aligned System (SAS)*
- assist educators in identifying *students' academic strengths and areas of need*

What are the PA Classroom Diagnostic Tools

- Offered to students in *grades 3 through high school*.
- *Available* for use in the classroom *throughout the school year* on a voluntary basis multiple times per year.
- Based on content assessed by the *Keystone Exams* and the *Pennsylvania System of School Assessment (PSSA)*.
- Composed of *multiple-choice items* (and Evidence-Based Selected-Response *EBSR*)
- Delivered as an online *Computer Adaptive Test (CAT)*, ensuring *valid* and *reliable* measures of a student's skills.
- Designed to provide *real-time results* for students and teachers with links to Materials and Resources in SAS.
- Can be administered by full content area or one or more reporting categories



Computer Adaptive Test



Pennsylvania-Specific

- Test items created to align to the PA Core not back mapped
- PA educators involved in setting original benchmarks, review of items, field testing data review, and vetting links to SAS resources
 - [Sign up](#) to be a part of this work.
- CDT Core uses feedback from PA educators to make improvements

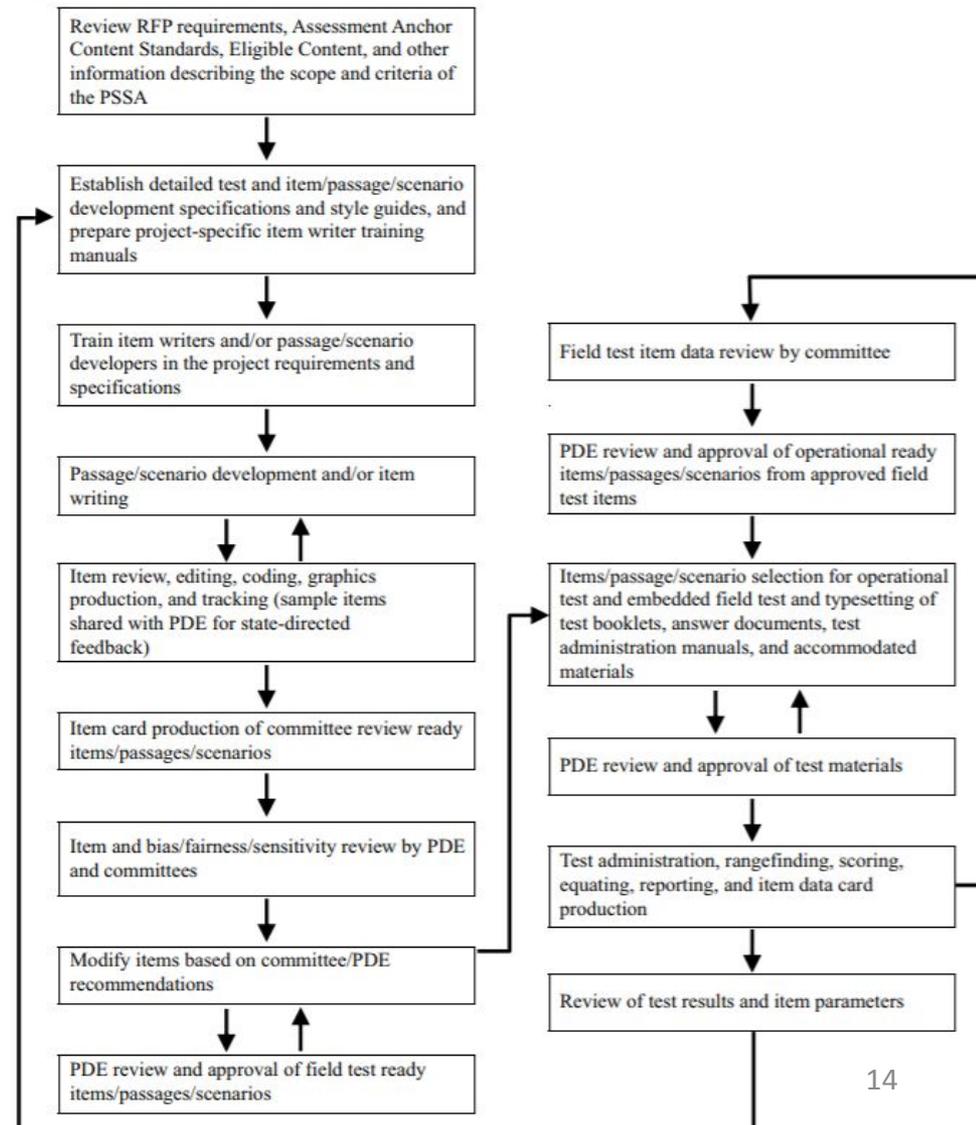


Question Development

Item Development (DRC/PDE) Committee (Teachers...)

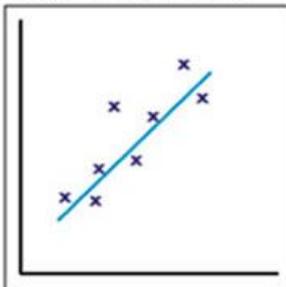
- Bias/Fairness/
Sensitivity
- Modifications
- Field Test
- Rangefinding
- Scoring

Figure 3-2. DRC Item and Test Development Process

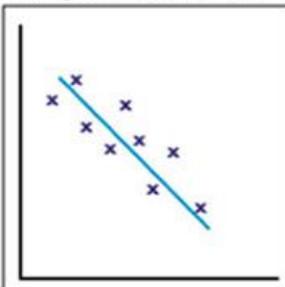


Correlation

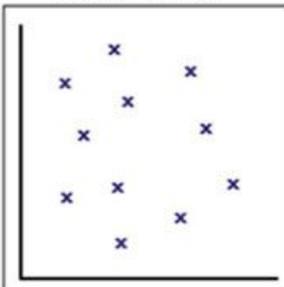
Positive correlation



Negative correlation



No correlation



Reading/Literature	PSSA ELA Grade 6	6	26166	0.81
Reading/Literature	PSSA ELA Grade 7	7	28420	0.80
Reading/Literature	PSSA ELA Grade 8	8	29193	0.77

Mathematics	PSSA Math Grade 6	6	31231	0.83
Mathematics	PSSA Math Grade 7	7	31965	0.83
Mathematics	PSSA Math Grade 8	8	25906	0.80

Science - Lower Grades	PSSA Science	4	11502	0.77
Science	PSSA Science	8	29080	0.76

6–12	Algebra I	Keystone Algebra I	37,633	0.777
6–12	Biology	Keystone Biology	48,408	0.810
6–12	Reading/Literature	Keystone Literature	41,321	0.762

Table 19–4. Correlations among Students' Performance Between PSSA and CDT Tests

CDT	PSSA	Grade	N	r
Mathematics - Lower Grades	PSSA ELA Grade 3	3	21385	0.70
Mathematics - Lower Grades	PSSA ELA Grade 4	4	23331	0.71
Mathematics - Lower Grades	PSSA ELA Grade 5	5	26543	0.73
Mathematics	PSSA ELA Grade 6	6	31240	0.74
Mathematics	PSSA ELA Grade 7	7	31958	0.73
Mathematics	PSSA ELA Grade 8	8	25942	0.71
Reading - Lower Grades	PSSA ELA Grade 3	3	19214	0.81
Reading - Lower Grades	PSSA ELA Grade 4	4	21214	0.82
Reading - Lower Grades	PSSA ELA Grade 5	5	23880	0.82
Reading/Literature	PSSA ELA Grade 6	6	26166	0.81
Reading/Literature	PSSA ELA Grade 7	7	28420	0.80
Reading/Literature	PSSA ELA Grade 8	8	29193	0.77
Science - Lower Grades	PSSA ELA Grade 3	3	2230	0.75
Science - Lower Grades	PSSA ELA Grade 4	4	11505	0.74
Science - Lower Grades	PSSA ELA Grade 5	5	2066	0.75
Science	PSSA ELA Grade 6	6	10742	0.73
Science	PSSA ELA Grade 7	7	17086	0.71
Science	PSSA ELA Grade 8	8	29195	0.70
Writing - Lower Grades	PSSA ELA Grade 3	3	2481	0.77
Writing - Lower Grades	PSSA ELA Grade 4	4	2914	0.78
Writing - Lower Grades	PSSA ELA Grade 5	5	3813	0.79
Writing - English Comp	PSSA ELA Grade 6	6	5917	0.79
Writing - English Comp	PSSA ELA Grade 7	7	8747	0.79
Writing - English Comp	PSSA ELA Grade 8	8	8952	0.76
Mathematics - Lower Grades	PSSA Math Grade 3	3	21387	0.78
Mathematics - Lower Grades	PSSA Math Grade 4	4	23362	0.80
Mathematics - Lower Grades	PSSA Math Grade 5	5	26551	0.80
Mathematics	PSSA Math Grade 6	6	31231	0.83
Mathematics	PSSA Math Grade 7	7	31965	0.83
Mathematics	PSSA Math Grade 8	8	25906	0.80
Reading - Lower Grades	PSSA Math Grade 3	3	19214	0.73
Reading - Lower Grades	PSSA Math Grade 4	4	21236	0.72
Reading - Lower Grades	PSSA Math Grade 5	5	23882	0.72
Reading/Literature	PSSA Math Grade 6	6	26154	0.73
Reading/Literature	PSSA Math Grade 7	7	28418	0.73
Reading/Literature	PSSA Math Grade 8	8	29137	0.69
Science - Lower Grades	PSSA Math Grade 3	3	2229	0.71
Science - Lower Grades	PSSA Math Grade 4	4	11524	0.68

Test Time Analyses (Full CDT)

Table 1. Average Test Length across Content Areas and Grades

Content Area	Grade	2016-17 Data Set			2014-15 Data Set		
		N-count	Average Number of Questions	Average Test Time (minutes)	N-count	Average Number of Questions	Average Test Time (minutes)
Math	3	39,546	51.9	51.3	24,173	51.5	51.5
Math	4	43,502	51.5	58.1	23,326	51.1	57.3
Math	5	45,087	51.2	61.7	25,260	50.9	60.4
Math	6	54,442	51.9	69.3	28,097	51.9	71.3
Math	7	54,425	51.5	63.8	28,727	51.5	63.2
Math	8	46,407	51.6	59.1	21,344	51.6	58.1
Reading	3	33,109	55.1	80.1	24,158	55.1	77.0
Reading	4	35,704	55.0	82.8	24,421	55.2	82.2
Reading	5	39,135	54.9	84.2	25,126	55.2	82.0
Reading	6	46,377	54.8	84.7	27,462	54.9	83.3
Reading	7	50,264	54.9	73.6	29,333	55.1	71.2
Reading	8	50,711	55.3	64.4	30,136	55.3	63.4

CDT Content Areas



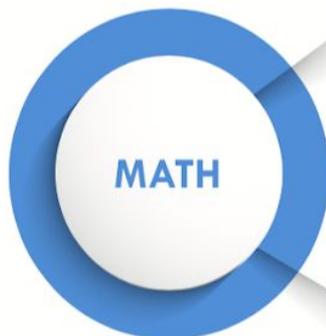
READING | Grades 3-5, Grades 6-HS
• Reading Informational • Reading Literature

WRITING | Grades 3-5, Grades 6-HS
• Conventions: Grammar and Sentence Formation
• Conventions: Punctuation-Capitalization-Spelling
• Quality of Writing: Content and Style • Quality of Writing: Editing • Quality of Writing: Focus and Organization



SCIENCE | Grades 3-5, Grades 6-HS
• Biological Sciences • Earth and Space Sciences • Physical Sciences
• The Nature of Science

BIOLOGY | CHEMISTRY
• Basic Biological Principles-Chemical Basis for Life • Bioenergetics-Homeostasis and Transport • Cell Growth and Reproduction-Genetics • Theory of Evolution-Ecology



MATH | Grades 3-5, Grades 6-8
• Algebraic Concepts • Geometry • Measurement-Data-Probability • Numbers and Operations

ALGEBRA | GEOMETRY
• Data Analysis • Functions and Coordinate Geometry • Linear Equations and Inequalities • Operations with Real Numbers and Expressions



CDT Diagnostic Category Testing

Content Area	Assessment	Diagnostic Category Tests
Mathematics	Math Grades 3-5	<ul style="list-style-type: none">• Algebraic Concepts• Geometry• Measurement-Data-Probability• Numbers and Operations
	Math Grades 6-8	<ul style="list-style-type: none">• Algebraic Concepts• Geometry• Measurement-Data-Probability• Numbers and Operations
	Algebra I	<ul style="list-style-type: none">• Data Analysis• Functions and Coordinate Geometry• Linear Equations and Inequalities• Operations with Real Numbers and Expressions
	Algebra II	<ul style="list-style-type: none">• Data Analysis• Functions• Non-Linear Expressions and Equations• Operations with Complex Numbers
	Geometry	<ul style="list-style-type: none">• Congruence-Similarity-Proofs• Coordinate Geometry and Right Triangles• Geometric Properties• Measurement

NOTE: Each Diagnostic Category Test can be *given up to 5 times* within the school year.



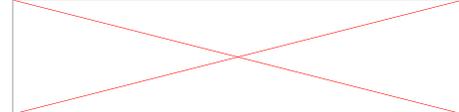
CDT Diagnostic Category Testing

Content Area	Assessment	Diagnostic Category Tests
Literacy	Reading Grades 3-5	<ul style="list-style-type: none"> • Reading Informational* • Reading Literature**
	Reading/Lit Grades 6-HS	<ul style="list-style-type: none"> • Reading Informational* • Reading Literature**
	Writing Grades 3-5	<ul style="list-style-type: none"> • Conventions: Grammar and Sentence Formation • Conventions: Punctuation-Capitalization-Spelling • Quality of Writing: Content and Style • Quality of Writing: Editing • Quality of Writing: Focus and Organization
	Writing/Eng Comp Gr 6-HS	<ul style="list-style-type: none"> • Conventions: Grammar and Sentence Formation • Conventions: Punctuation-Capitalization-Spelling • Quality of Writing: Content and Style • Quality of Writing: Editing • Quality of Writing: Focus and Organization

***Reading Informational:** *Key Ideas and Details-Informational Text Craft and Structure, and Integration of Knowledge and Ideas - Informational Text, Vocabulary Acquisition and Use*

****Reading Literature:** *Key Ideas and Details-Informational Text Craft and Structure, and Integration of Knowledge and Ideas - Literature Text, Vocabulary Acquisition and Use*

NOTE: Each Diagnostic Category Test can be *given up to 5 times* within the school year.



CDT Diagnostic Category Testing

Content Area	Assessment	Diagnostic Category Tests
Science	Science Grades 3-5	<ul style="list-style-type: none">• Biological Sciences• Earth and Space Sciences• Physical Sciences• The Nature of Science
	Science Grades 6-HS	<ul style="list-style-type: none">• Biological Sciences• Earth and Space Sciences• Physical Sciences• The Nature of Science
	Biology	<ul style="list-style-type: none">• Basic Biological Principles-Chemical Basis for Life• Bioenergetics-Homeostasis and Transport• Cell Growth and Reproduction-Genetics• Theory of Evolution-Ecology
	Chemistry	<ul style="list-style-type: none">• Atomic Structure and The Periodic Table• Chemical Relationships and Reactions• Properties and Classification of Matter• The Mole and Chemical Bonding

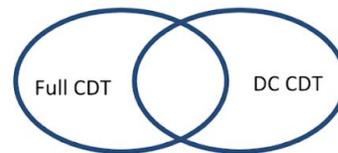
NOTE: Each Diagnostic Category Test can be *given up to 5 times* within the school year.

Summary

Full CDT

- 13 Computer Adaptive tests across 4 subjects; Rdg, Writing, Math & Science
- 4-5 separate diagnostic categories per test;
- and 50-60 items per test.

Comparison of Features: Full CDT & DC CDT



[Demo script math](#)
[Demo script reading](#)

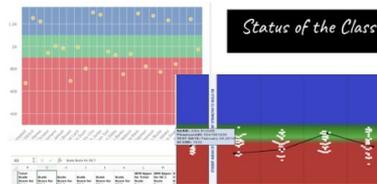
Diagnostic Category CDT:

- 50 tests (each Diagnostic Category is considered a test);
- 15-18 items for Diagnostic Category in math, science, writing;
- Reading Diagnostic Category for informational or literature shortens full CDT by $\frac{1}{2}$. ([slide 3 & 4](#))

Full CDT Reports:

- Group Map
- Individual Map
- Group Learning Progression
- Individual Learning Progression
- Download CSV to create Growth Spreadsheet, Focus Group, etc...

Comparison of Reports: Group & Individual Maps



Screencasts:

[DC CDT Group Map](#)
[DC CDT Individual Map](#)
[DC Learning Progression](#)

Diagnostic Category CDT Reports:

- Group Map,
- Individual Map,
- Group Learning Progression,
- Individual Learning Progression
- Growth & Focus (new)

System will automatically calculate/populate Change in Scores, Standard Error, Significant Growth and Focus/All Group. *[See slides 18-24](#)

[CDT DC FAQ](#)

Educators want a snapshot of *how* and *why* students may be struggling or extending beyond course expectations.

Full CDT

- 50-60 items per test;
- 4-5 separate diagnostic categories per test

Full or DC CDT?

Diagnostic Category CDT

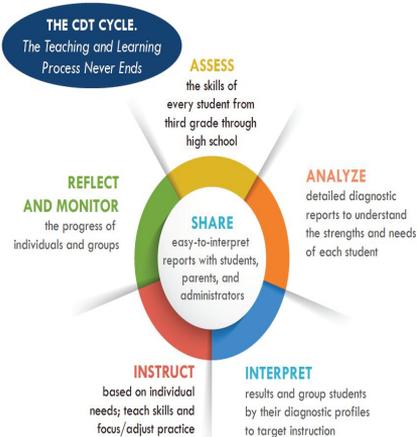
- 15-18 items per Math & Science DC Test;
- 30-36 items per Reading Informational or Literature test

Use **Total Score** to determine percent showing significant growth

Use **Pre-Test/Post-Test** format to determine percent of students showing significant growth

Use percent of students **On-Track to Proficiency** as an indicator

Use **Diagnostic Category Scores** to create flexible instructional groups





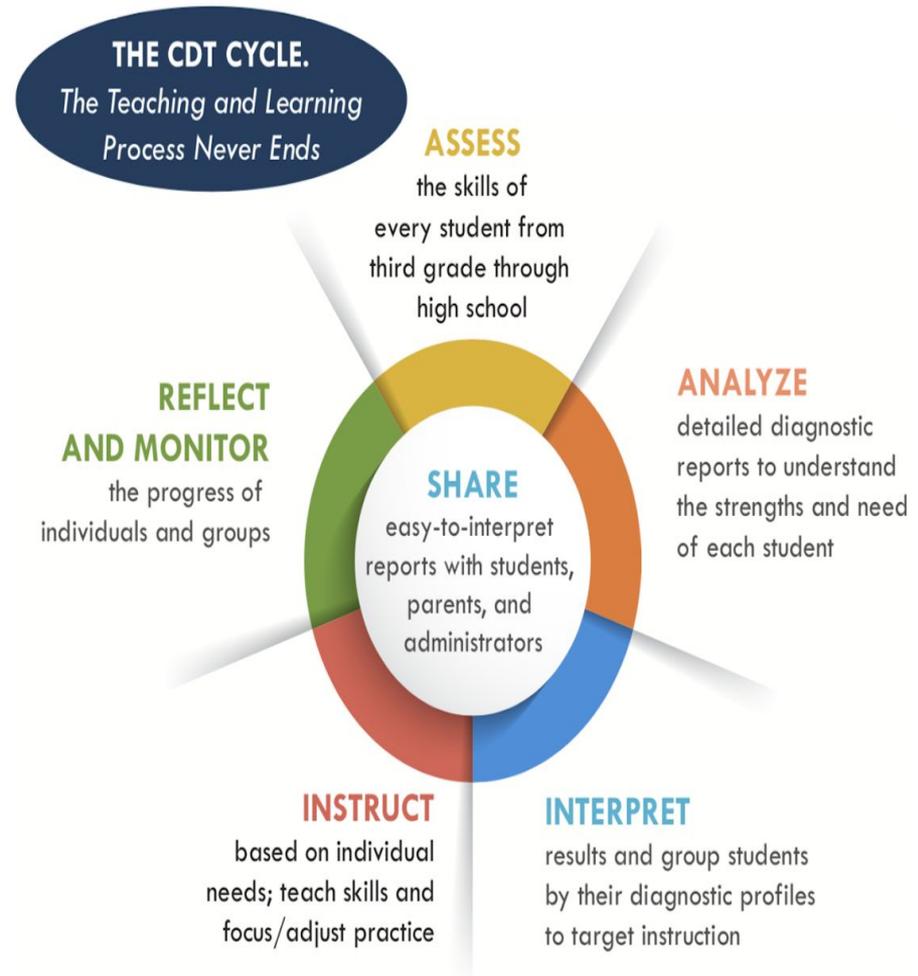
Efficient Use of Data

What do you want to know about students?

When do you want to know it?

High School	MAP - Math (September)	MAP - Reading (September)	MAP - Language (October)	MAP - Science (October)	MAP - Writing (October)	MAP - Math (November)	MAP - Reading (November)	MAP - Language (December)	MAP - Science (December)	MAP - Writing (December)	MAP - Math (January)	MAP - Reading (January)	MAP - Language (February)	MAP - Science (February)	MAP - Writing (February)	MAP - Math (March)	MAP - Reading (March)	MAP - Language (April)	MAP - Science (April)	MAP - Writing (April)	MAP - Math (May)	MAP - Reading (May)	MAP - Language (June)	MAP - Science (June)	MAP - Writing (June)
September	Feb 20-23rd	Feb 20-23rd	Mar 20-23rd	Mar 20-23rd																					
October					Use 2000																				
November																									
December																									
January																									
February	Jan 20th - Feb 23rd	Jan 20th - Feb 23rd	Mar 20th - Apr 23rd	Mar 20th - Apr 23rd																					
March																									
April																									
May																									
June																									

How are you going to use the data?

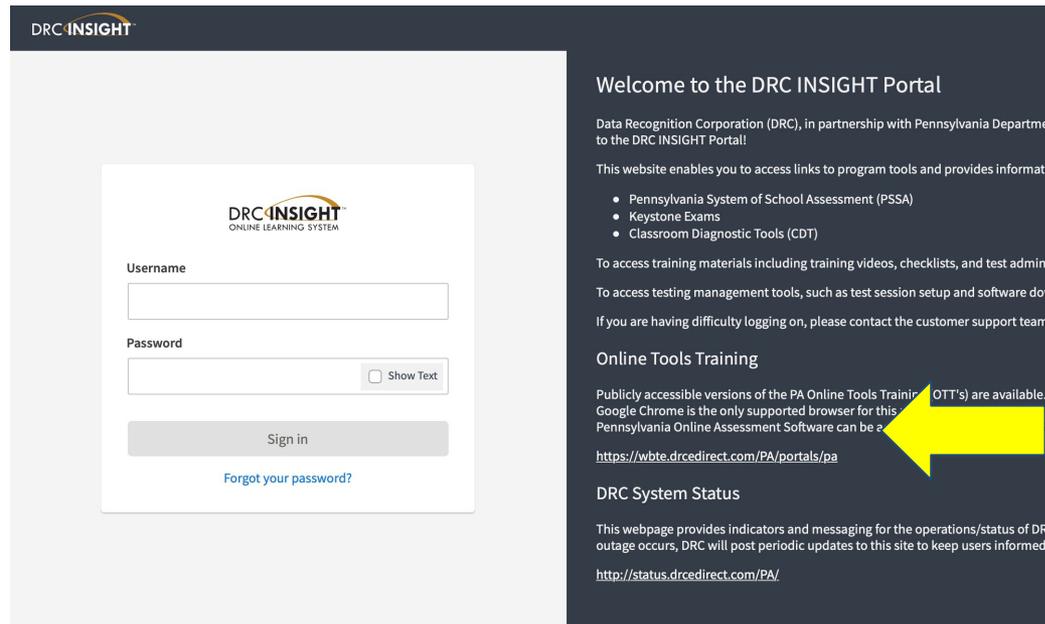


The Assessment

What does it look like and
how does it function?

eDIRECT:

- Let's take a sample test:
- <https://pa.drcedirect.com>
- Middle of Right Side
- Online Tools Training link
- *“Be the Student”* - Explore a test)



The screenshot shows the DRC INSIGHT Portal login page. On the left, there is a login form with fields for Username and Password, a 'Show Text' checkbox, a 'Sign in' button, and a 'Forgot your password?' link. On the right, there is a dark sidebar with the following content:

Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC), in partnership with Pennsylvania Department of Education, provides access to the DRC INSIGHT Portal!

This website enables you to access links to program tools and provides information on the following:

- Pennsylvania System of School Assessment (PSSA)
- Keystone Exams
- Classroom Diagnostic Tools (CDT)

To access training materials including training videos, checklists, and test administration guides, click on the Online Tools Training link.

To access testing management tools, such as test session setup and software download, click on the Testing Management link.

If you are having difficulty logging on, please contact the customer support team.

Online Tools Training

Publicly accessible versions of the PA Online Tools Training (OTT's) are available. Google Chrome is the only supported browser for this software. Pennsylvania Online Assessment Software can be accessed at:

<https://wbte.drcedirect.com/PA/portals/pa>

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC. In the event of a system outage occurs, DRC will post periodic updates to this site to keep users informed.

<http://status.drcedirect.com/PA/>

A yellow arrow points to the URL <https://wbte.drcedirect.com/PA/portals/pa> in the sidebar.

Thoughts about the Assessment

- Types of Questions?
- Tools?
- What will the students learn beyond content in taking this assessment?
- What will teachers learn in observing this assessment?

Accommodations (IEP, GIEP, and 504 Plan) and Universal Design for Learning (all students) Using the Classroom Diagnostic Tools



Tools for Success

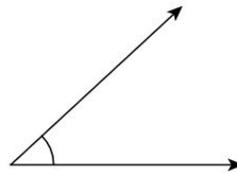
Math Grades 3-5

Training Student

Question 2



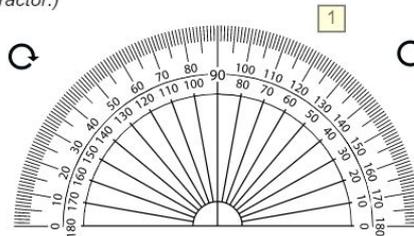
An angle is shown below.



- a 43°
- b 57°
- c 13°
- d 15°

What is the **measure of the angle**?

(Practice Hint: Use the Protractor.)



Formulas and conversions that you may need to work questions on this test are found below. You may refer back to this page at any time during the mathematics test.

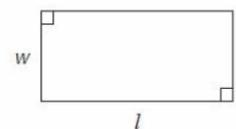
Standard Conversions

- 1 yard (yd) = 3 feet (ft)
- 1 foot = 12 inches (in.)
- 1 pound (lb) = 16 ounces (oz.)
- 1 gallon (gal) = 4 quarts (qt)
- 1 quart = 2 pints (pt)
- 1 pint = 2 cups (c)

Metric Conversions

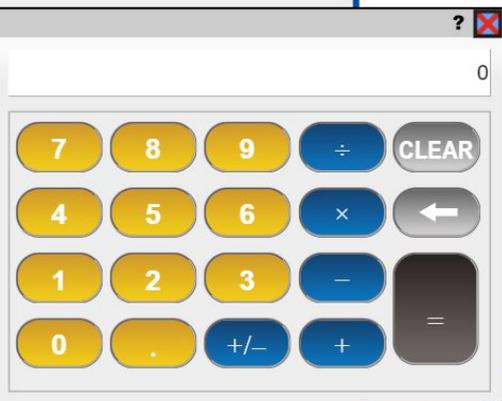
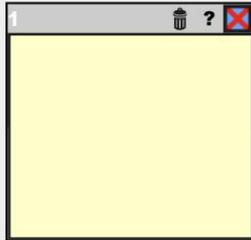
- 1 kilometer (km) = 1,000 meters (m)
- 1 meter = 100 centimeters (cm)
- 1 kilogram (kg) = 1,000 grams (g)
- 1 liter (L) = 1,000 milliliters (mL)

Rectangle



Area = length × width
 $A = l \times w$

Perimeter = length + length + width + width
 $P = l + l + w + w$

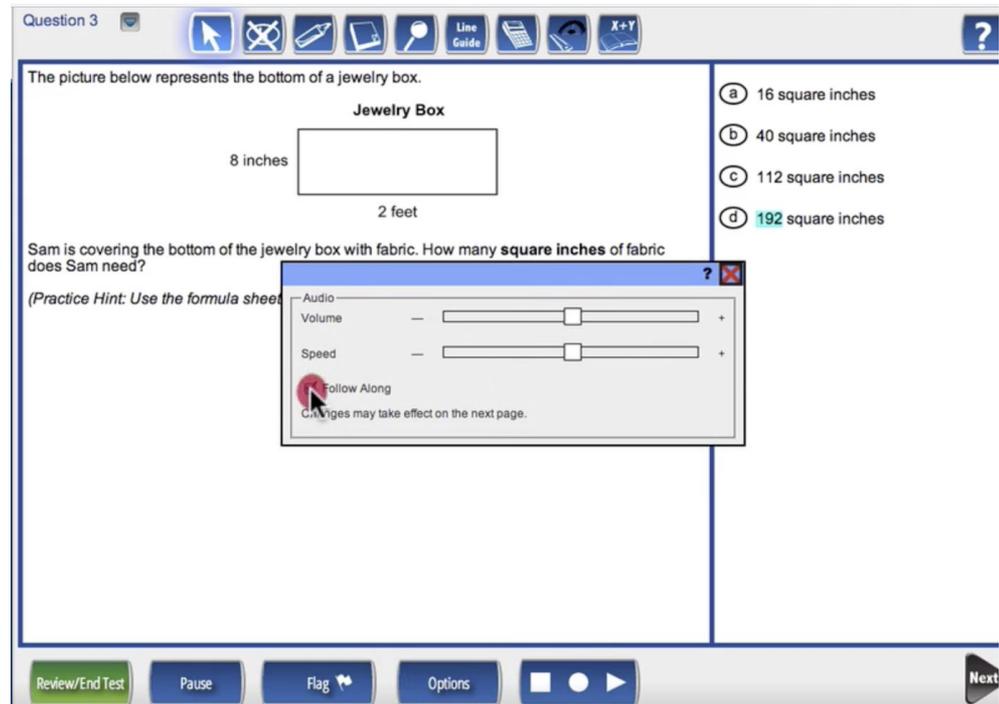


Pause

Options

CDT Software Tools Accommodations

- Audio
(Mathematics,
Science)
- Audio for
Visually Impaired
(Mathematics,
Science, and
Literacy)



Question 3

The picture below represents the bottom of a jewelry box.

Jewelry Box

8 inches

2 feet

Sam is covering the bottom of the jewelry box with fabric. How many **square inches** of fabric does Sam need?

(Practice Hint: Use the formula sheet)

Options:

- a 16 square inches
- b 40 square inches
- c 112 square inches
- d 192 square inches

Audio Accommodation Window:

Audio

Volume

Speed

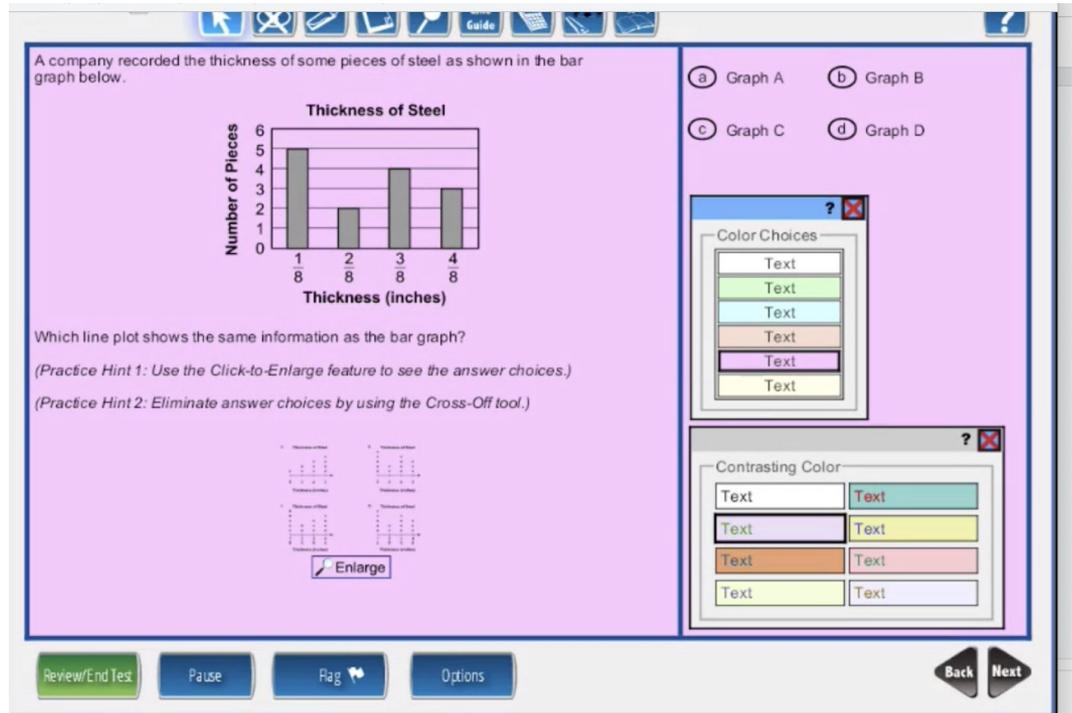
Follow Along

Changes may take effect on the next page.

Review/End Test Pause Flag Options Next

CDT Software Tools Accommodations

- Contrasting Text Chooser (All Colors and Subjects)
- Contrast Chooser (All Colors and Subjects)



A company recorded the thickness of some pieces of steel as shown in the bar graph below.

Thickness of Steel

Thickness (inches)	Number of Pieces
$\frac{1}{8}$	5
$\frac{2}{8}$	2
$\frac{3}{8}$	4
$\frac{4}{8}$	3

Which line plot shows the same information as the bar graph?
(Practice Hint 1: Use the Click-to-Enlarge feature to see the answer choices.)
(Practice Hint 2: Eliminate answer choices by using the Cross-Off tool.)

Answer choices: (a) Graph A, (b) Graph B, (c) Graph C, (d) Graph D

Color Choices

Text	Text

Contrasting Color

Text	Text

Buttons: Review/End Test, Pause, Flag, Options, Back, Next

Perspective: Grade 5 Math Interventionist



THE CDT CYCLE.

*The Teaching and Learning
Process Never Ends*

ASSESS

the skills of
every student from
third grade through
high school

ANALYZE

detailed diagnostic
reports to understand
the strengths and needs
of each student

SHARE

easy-to-interpret
reports with students,
parents, and
administrators

REFLECT

AND MONITOR

the progress of
individuals and groups

INSTRUCT

based on individual
needs; teach skills and
focus/adjust practice

INTERPRET

results and group students
by their diagnostic profiles
to target instruction

- Thoughts You Have?
- Questions You Would Like to Ask?
- Concerns You Want to Discuss?



The Data

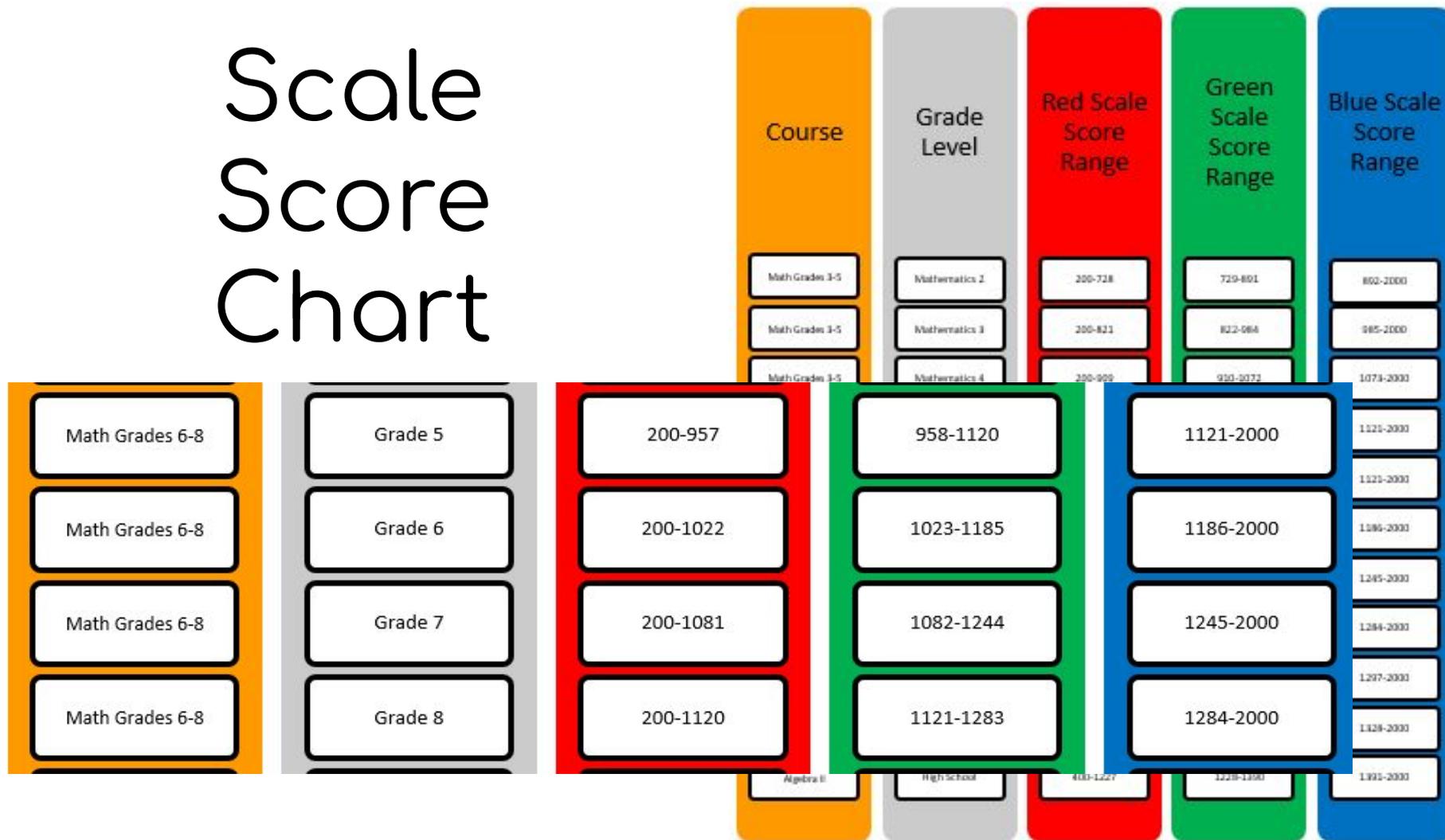
How does the reporting work?

How are Scale Scores Derived?

- Students' scores are converted into *scale scores rather than points correct or raw scores*.
- Scale scores are transformed raw scores that allow for *valid comparisons across students, grades, and administrations*, but only within the same subject.
- Scales scores take into consideration the fact that *some questions on the test are more difficult than others*.
- CDT Minimum scale score of 200
- CDT Maximum scale score of 2000

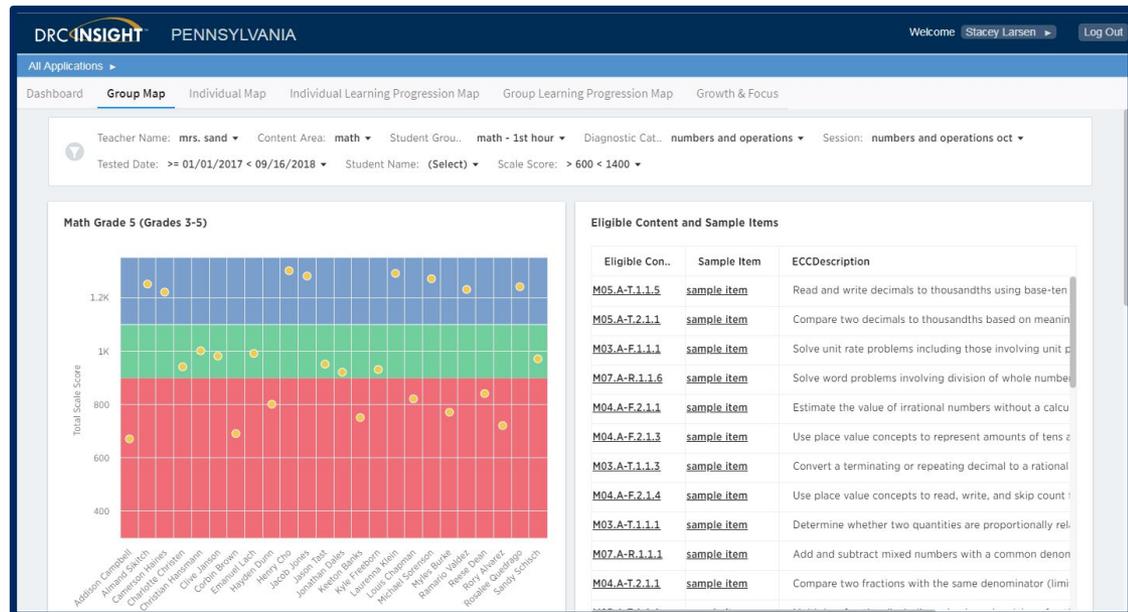
Note: Item Response Theory (IRT), specifically the Rasch model, is used to determine the student's raw score

Scale Score Chart



New CDT Diagnostic Category Reporting

- New reporting tool and navigation within the reports includes changes to:
 - Using Filters
 - Layout of reports
 - Available links
 - Resources
 - Formatting options
 - & MORE



New Login Page

DRC INSIGHT

DRC INSIGHT
ONLINE LEARNING SYSTEM

To ensure your privacy, you must log in again.

Username

DRCsample.teacher@gmail.com

Password

Show Text

Sign in

[Forgot your password?](#)

Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC), in partnership with Pennsylvania Department of Education (PDE), welcomes Pennsylvania educators to the DRC INSIGHT Portal!

This website enables you to access links to program tools and provides information for the following Pennsylvania testing programs:

- Pennsylvania System of School Assessment (PSSA)
- Keystone Exams
- Classroom Diagnostic Tools (CDT)

To access training materials including training videos, checklists, and test administration manuals available without a login, click [here](#).

To access testing management tools, such as test session setup and software downloads, you must have a login for this site.

If you are having difficulty logging on, please contact the customer support team by phone at (800) 451-7849.

Online Tools Training

Publicly accessible versions of the PA Online Tools Training (OTT's) are available. Copy the link below into Google Chrome. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT online testing software. The full versions of the Pennsylvania Online Assessment Software can be accessed via secure DRC INSIGHT Portal login.

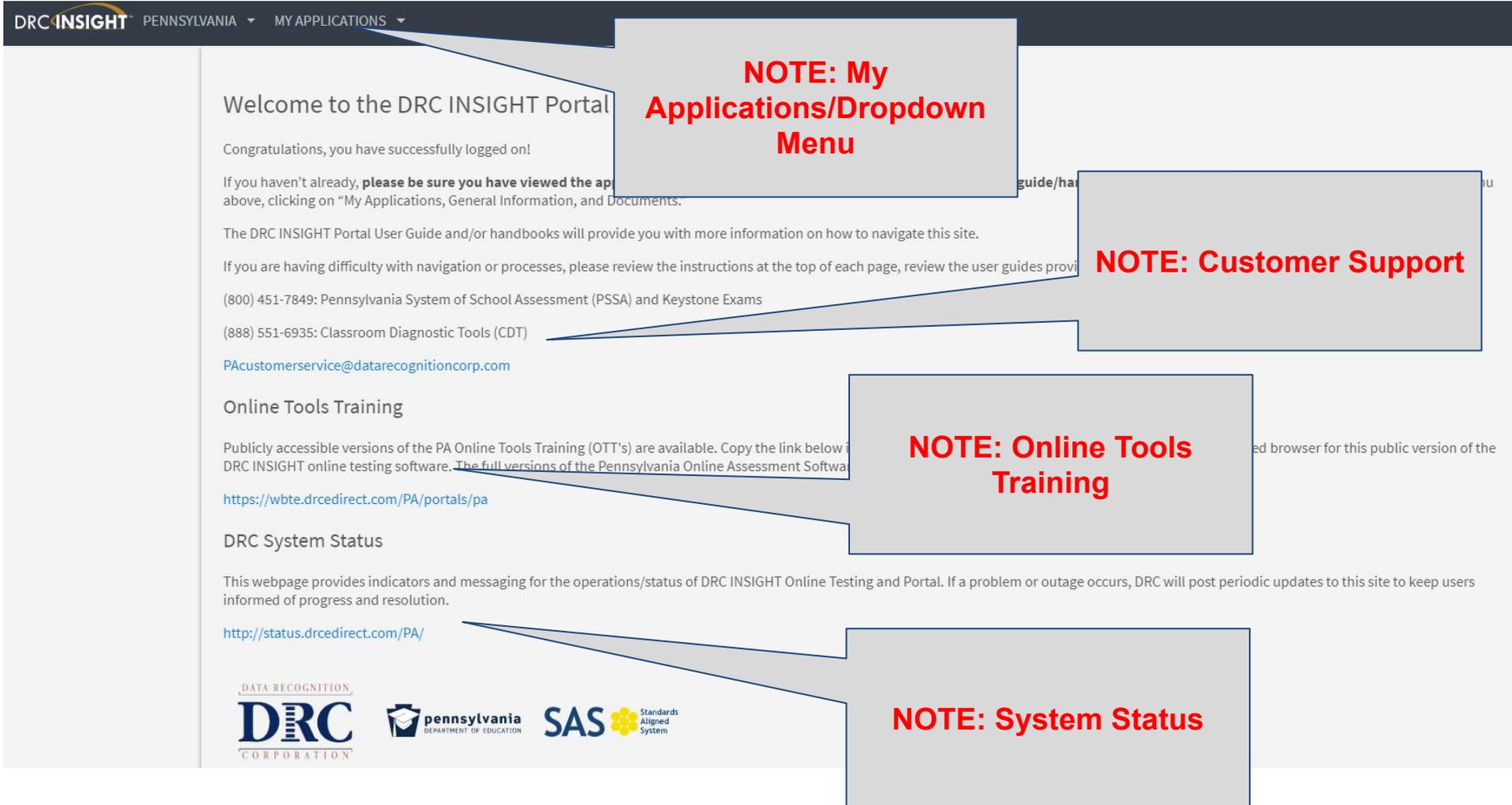
<https://wbte.drccdirect.com/PA/portals/pa>

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/PA/>

New Look - Portal Page



DRC INSIGHT PENNSYLVANIA ▾ MY APPLICATIONS ▾

Welcome to the DRC INSIGHT Portal

Congratulations, you have successfully logged on!

If you haven't already, **please be sure you have viewed the application guide/handbook** above, clicking on "My Applications, General Information, and Documents."

The DRC INSIGHT Portal User Guide and/or handbooks will provide you with more information on how to navigate this site.

If you are having difficulty with navigation or processes, please review the instructions at the top of each page, review the user guides provided, or contact Customer Support at:

(800) 451-7849: Pennsylvania System of School Assessment (PSSA) and Keystone Exams
(888) 551-6935: Classroom Diagnostic Tools (CDT)
PAcustomerservice@datarecognitioncorp.com

NOTE: My Applications/Dropdown Menu

NOTE: Customer Support

NOTE: Online Tools Training

NOTE: System Status

Online Tools Training

Publicly accessible versions of the PA Online Tools Training (OTT's) are available. Copy the link below into your preferred browser for this public version of the DRC INSIGHT online testing software. **The full versions of the Pennsylvania Online Assessment Software** are available to users with appropriate permissions.

<https://wbte.drccdirect.com/PA/portals/pa>

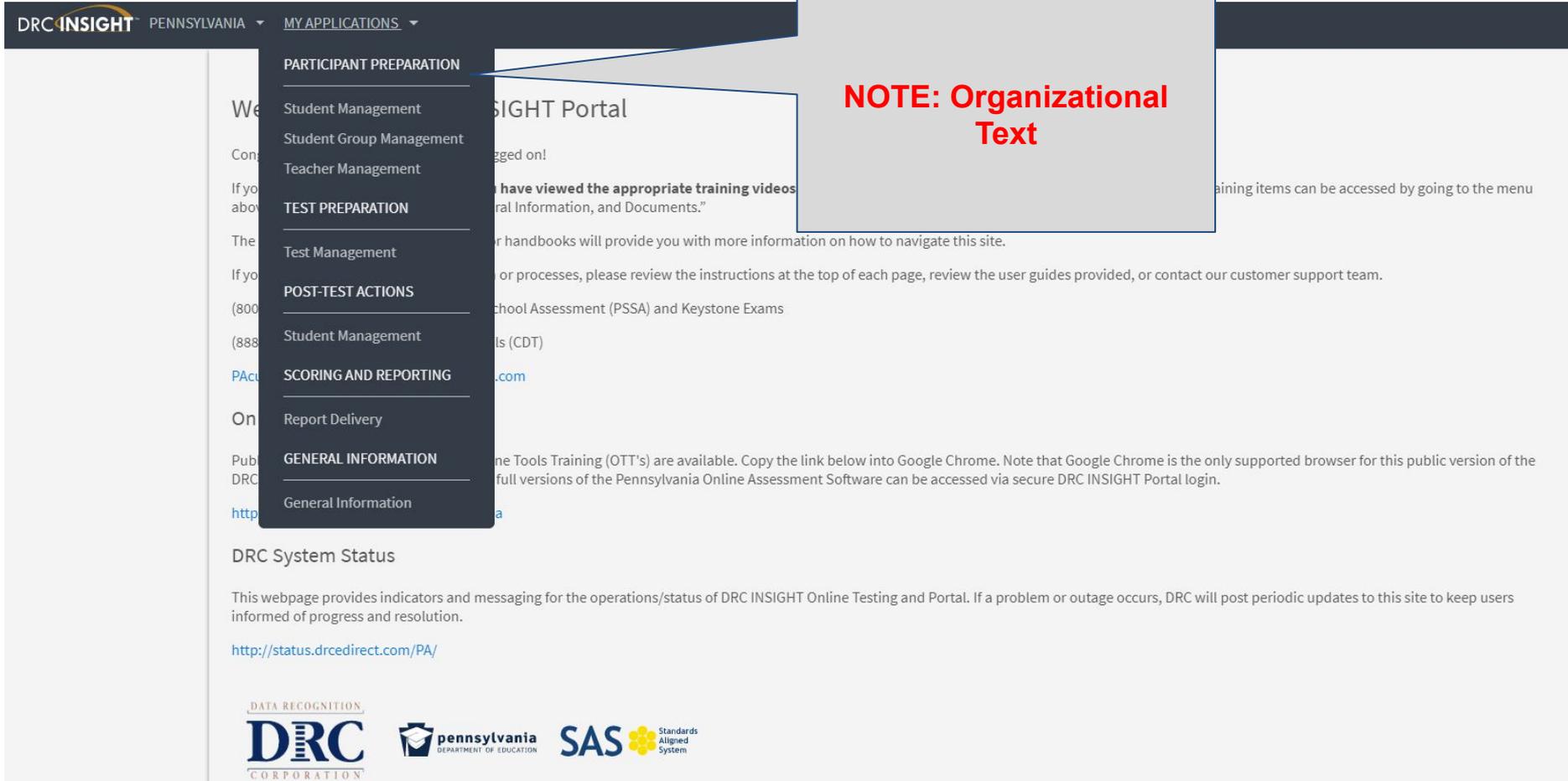
DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/PA/>

Vertical Dropdown



DRC INSIGHT PENNSYLVANIA MY APPLICATIONS

PARTICIPANT PREPARATION

- Student Management
- Student Group Management
- Teacher Management

TEST PREPARATION

- Test Management

POST-TEST ACTIONS

- Student Management

SCORING AND REPORTING

- Report Delivery

GENERAL INFORMATION

- General Information

NOTE: Organizational Text

DRC INSIGHT Portal

logged on!

have viewed the appropriate training videos

Information, and Documents.”

training items can be accessed by going to the menu

handbooks will provide you with more information on how to navigate this site.

or processes, please review the instructions at the top of each page, review the user guides provided, or contact our customer support team.

School Assessment (PSSA) and Keystone Exams

ts (CDT)

.com

ne Tools Training (OTT's) are available. Copy the link below into Google Chrome. Note that Google Chrome is the only supported browser for this public version of the full versions of the Pennsylvania Online Assessment Software can be accessed via secure DRC INSIGHT Portal login.

http://status.drccdirect.com/PA/

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/PA/>

 DATA RECOGNITION
CORPORATION

 pennsylvania
DEPARTMENT OF EDUCATION

 SAS Standards
Aligned
System

New Dashboard

New Combined Learning Progression Map

NEW QUICK LINKS

DRC INSIGHT™ PENNSYLVANIA MY APPLICATIONS

Dashboard Group Map Individual Map Learning Progression Map Growth & Focus Batch Download

Quick Links

Return to the new DRC Interactive Reporting and Information Services Homepage.

Select from any of the d

New Growth and Focus Report

Batch Download

[CDT Range Scores](#)

[Growth & Focus Reference](#)

[SAS Assessment Builder](#)

[Training Resources](#)

New Filters / Flexibility / Saves

New Filtering Structure

Dashboard **Group Map** Individual Map Learning Progression Map Growth & Focus Batch Download

Student Group sample math group Content Area mathematics Assessment math grades 6-8 Diagnostic Category all Map Configuration math grade 7 **Go**

Test Date: \geq 01/01/2018 Session: (Select) Scale Score: \geq 0 Student Name: (Select)

New Sub-Filtering Structure

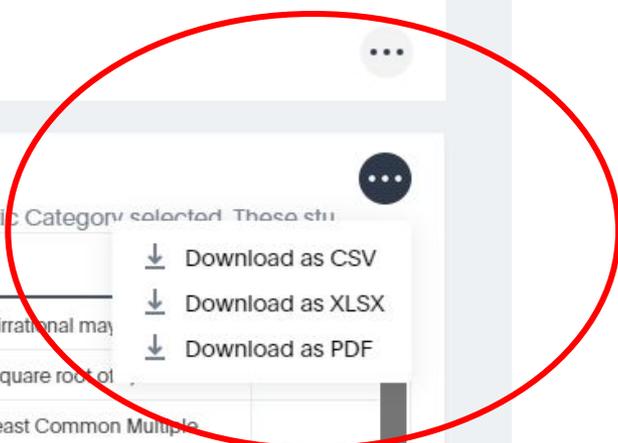
Hover & Click for Resources (Anywhere you see 3 dots/Drawer)

Category: NUMBERS AND ... View

Eligible Content and Sample Items

This table shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These stu...

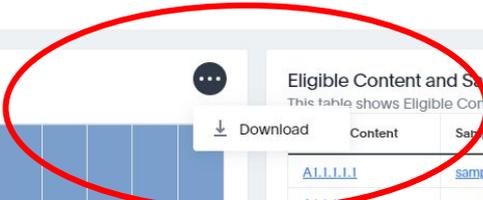
Eligible Content	Sample Item	Eligible Content Description
A1.1.1.1	sample item	Compare and/or order any real numbers (rational and irrational may be mixed).
A1.1.1.2	sample item	Simplify square roots (e.g., square root of 24 = 2 x the square root of 6).
A1.1.1.2.1	sample item	Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.
A1.1.1.4.1	sample item	Use estimation to solve problems.



Session: (Select) Test Date: >= 01/01/2018 Scale Score: > 0

Math Grade 7

2000



Eligible Content and Sample Items

This table shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These student...

Download	Content	Sample Item	Eligible Content Description
A1.1.1.1	sample item		Compare and/or order any real numbers (rational and irrational may be mixed).
A1.1.1.2	sample item		Simplify square roots (e.g., square root of 24 = 2 x the square root of 6).

Grid Format

**Sort/ Filter/
Remove**

Grid Format

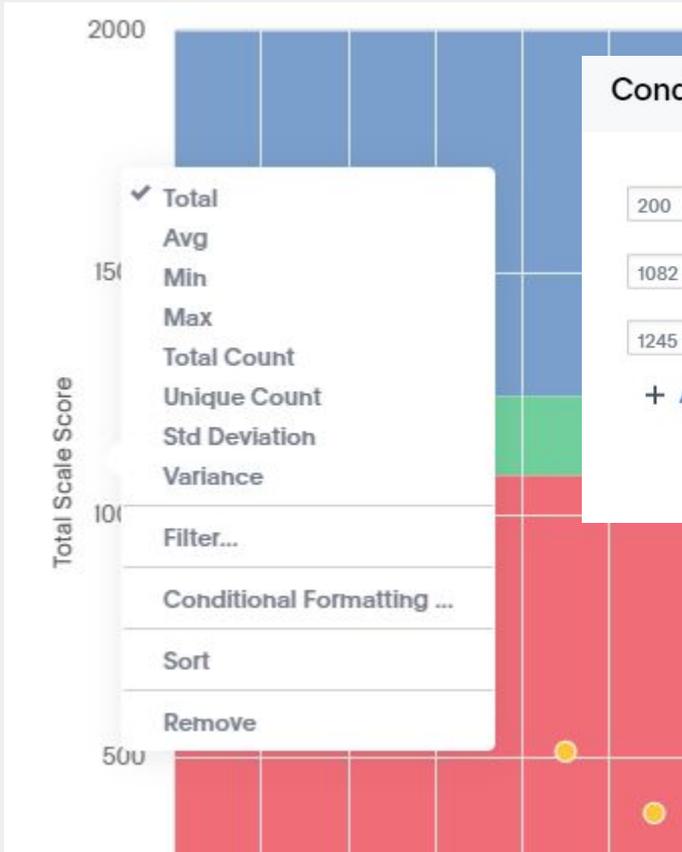
Test Type	Student Group	Session	Diagnostic Category	Student Name	Total Scale Score	Daily (Test Date)	Grade	
DC	Sample Math Group	November 7 P1/2	Geometry	BOYD, GLENN	1122	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	CARR, JANET	1147	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	EVANS, FRANCES	1200	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	GARCIA, JAMIE	1199	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	GUTIERREZ, VICKI	1221	11/14/2018	07	green
DC	Sample Math Group	November 7 P1/2	Geometry	HALL, HARVEY	1173	11/14/2018	07	green
DC	Sample Math Group	November 7 P1/2	Geometry	MORRISON, ANGELA	1258	11/14/2018	07	blue
DC	Sample Math Group	November 7 P1/2	Geometry	OLIVER, TONYA	1142	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	PIERCE, FLOYD	1207	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	RAMIREZ, JUDY	1129	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	ROBERTSON, MICHEAL	1104	11/19/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	WHITE, KAREN	1106	11/14/2018	07	
DC	Sample Math Group	November 7 P1/2	Geometry	WILLIS, DOLORES	1126	11/14/2018	07	green

- Download as CSV
- Download as XLSX
- Download as PDF

**Download /
Print**

Color Coded

Options (Printing/Visual)



Conditional Formatting

200	1081		<input type="checkbox"/> Fill chart
1082	1244		<input type="checkbox"/> Fill chart
1245	2000		<input checked="" type="checkbox"/> Fill chart

+ ADD FORMATTING

Cancel DONE



Training Scenario

Creating Flexible Student Group



pennsylvania
DEPARTMENT OF EDUCATION

C L A S S R O O M

D I A G N O S T I C T O O L S

<https://tinyurl.com/FlexibleStudentGrouping>

break



Training Scenario

Individualized Instruction/Conferencing



pennsylvania
DEPARTMENT OF EDUCATION

C L A S S R O O M

DIAGNOSTIC TOOLS

<https://tinyurl.com/Instruction-Conferencing>

Demo Accounts

Diagnostic Category Testing Demo:
pa.drcedirect.com

DRC Sample Teacher (for training)

USER: PA.Sample.Teacher@mail.com

PW: Lifeusa123\$

DRC Sample School (for training)

USER: PA.Sample.School@mail.com

PW: Lifeusa123\$

DRC Sample District (for training)

USER: PA.Sample.District@mail.com

PW: Lifeusa123\$

TIP: Using the Chrome browser, save the user/pw for easy access in the future.

Activity Works Well as a Pair

Person 1 displays presentation on computer.

Person 2 navigates the interactive reports.

Login

DRC INSIGHT

DRC INSIGHT
ONLINE LEARNING SYSTEM

To ensure your privacy, you must log in again.

Username

DRCsample.teacher@gmail.com

Password

Show Text

Sign in

[Forgot your password?](#)

Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC), in partnership with Pennsylvania Department of Education (PDE), welcomes Pennsylvania educators to the DRC INSIGHT Portal!

This website enables you to access links to program tools and provides information for the following Pennsylvania testing programs:

- Pennsylvania System of School Assessment (PSSA)
- Keystone Exams
- Classroom Diagnostic Tools (CDT)

To access training materials including training videos, checklists, and test administration manuals available without a login, click [here](#).

To access testing management tools, such as test session setup and software downloads, you must have a login for this site.

If you are having difficulty logging on, please contact the customer support team by phone at (800) 451-7849.

Online Tools Training

Publicly accessible versions of the PA Online Tools Training (OTT's) are available. Copy the link below into Google Chrome. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT online testing software. The full versions of the Pennsylvania Online Assessment Software can be accessed via secure DRC INSIGHT Portal login.

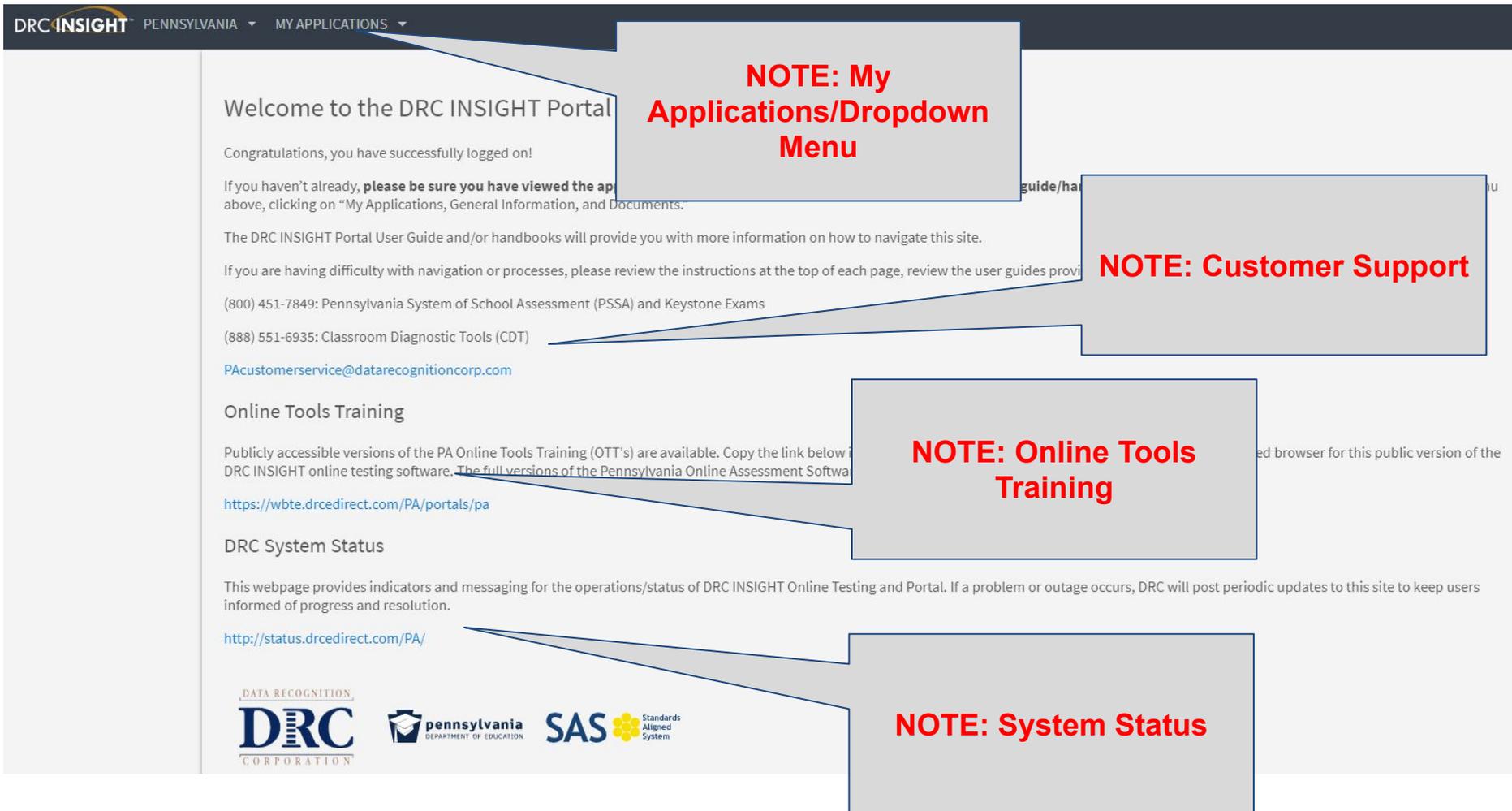
<https://wbte.drccedirect.com/PA/portals/pa>

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccedirect.com/PA/>

Portal Page - Choose My Applications/Dropdown Menu



DRC INSIGHT PENNSYLVANIA ▾ MY APPLICATIONS ▾

Welcome to the DRC INSIGHT Portal

Congratulations, you have successfully logged on!

If you haven't already, **please be sure you have viewed the application guide/handbooks** above, clicking on "My Applications, General Information, and Documents."

The DRC INSIGHT Portal User Guide and/or handbooks will provide you with more information on how to navigate this site.

If you are having difficulty with navigation or processes, please review the instructions at the top of each page, review the user guides provided, or contact Customer Support at:

(800) 451-7849: Pennsylvania System of School Assessment (PSSA) and Keystone Exams
(888) 551-6935: Classroom Diagnostic Tools (CDT)
PAcustomerservice@datarecognitioncorp.com

NOTE: My Applications/Dropdown Menu

NOTE: Customer Support

NOTE: Online Tools Training

NOTE: System Status

Online Tools Training

Publicly accessible versions of the PA Online Tools Training (OTT's) are available. Copy the link below into your preferred browser for this public version of the DRC INSIGHT online testing software. **The full versions of the Pennsylvania Online Assessment Software are available to users of the DRC INSIGHT portal.**

<https://wbte.drccdirect.com/PA/portals/pa>

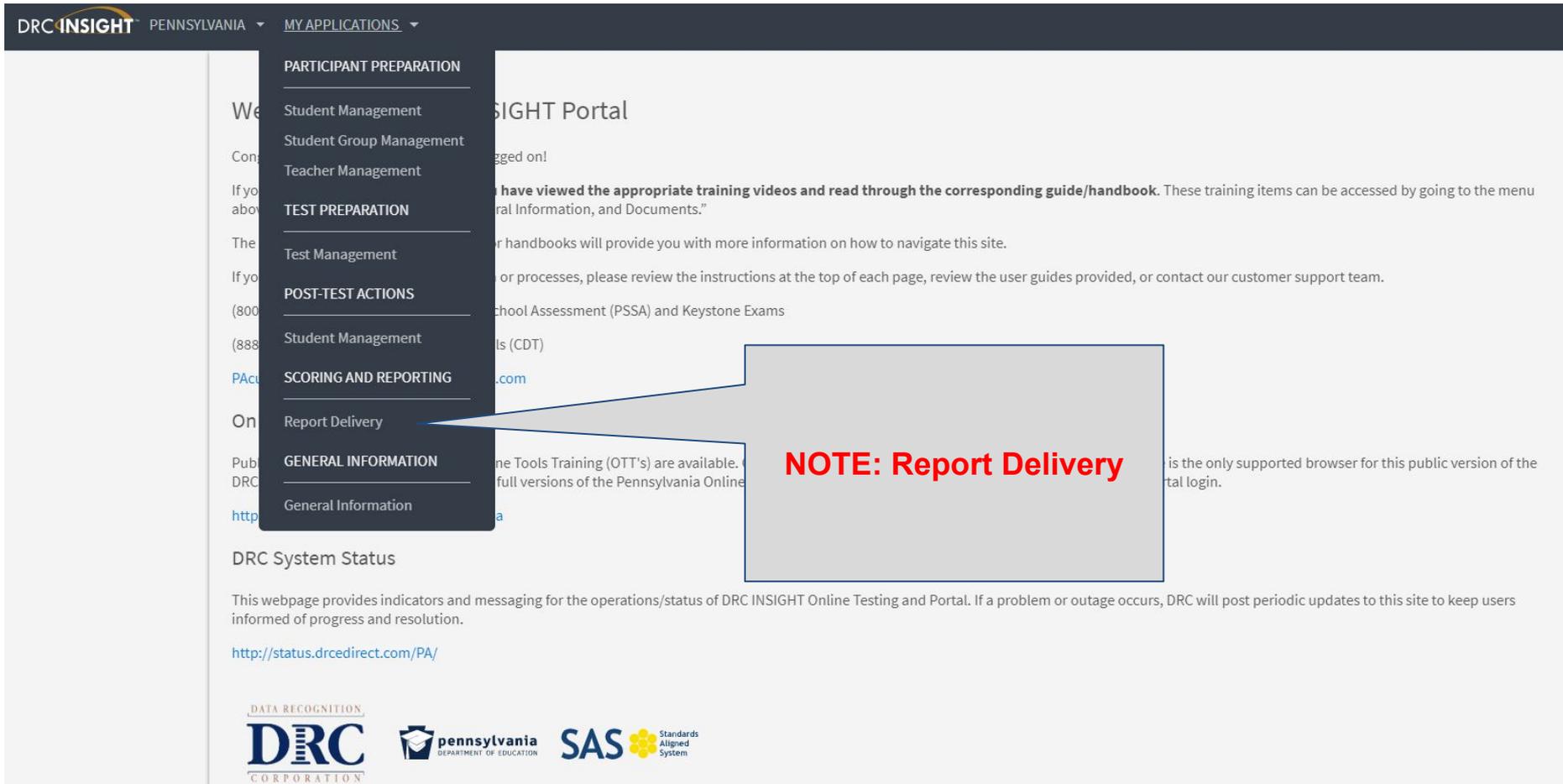
DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/PA/>

Select “Report Delivery”



The screenshot shows the DRC INSIGHT PENNSYLVANIA MY APPLICATIONS menu. The menu is open, showing several categories: PARTICIPANT PREPARATION, TEST PREPARATION, POST-TEST ACTIONS, SCORING AND REPORTING, and GENERAL INFORMATION. The 'Report Delivery' option under SCORING AND REPORTING is highlighted with a blue arrow. A callout box with a red border and the text 'NOTE: Report Delivery' points to this option. The background shows the DRC INSIGHT Portal interface with various navigation links and a 'DRC System Status' section.

NOTE: Report Delivery

DRC INSIGHT PENNSYLVANIA MY APPLICATIONS

PARTICIPANT PREPARATION

- Student Management
- Student Group Management
- Teacher Management

TEST PREPARATION

- Test Management

POST-TEST ACTIONS

- Student Management

SCORING AND REPORTING

- Report Delivery

GENERAL INFORMATION

- General Information

DRC INSIGHT Portal

logged on!

have viewed the appropriate training videos and read through the corresponding guide/handbook. These training items can be accessed by going to the menu

Information, and Documents.”

handbooks will provide you with more information on how to navigate this site.

or processes, please review the instructions at the top of each page, review the user guides provided, or contact our customer support team.

School Assessment (PSSA) and Keystone Exams

ts (CDT)

.com

ne Tools Training (OTT's) are available. full versions of the Pennsylvania Online

is the only supported browser for this public version of the portal login.

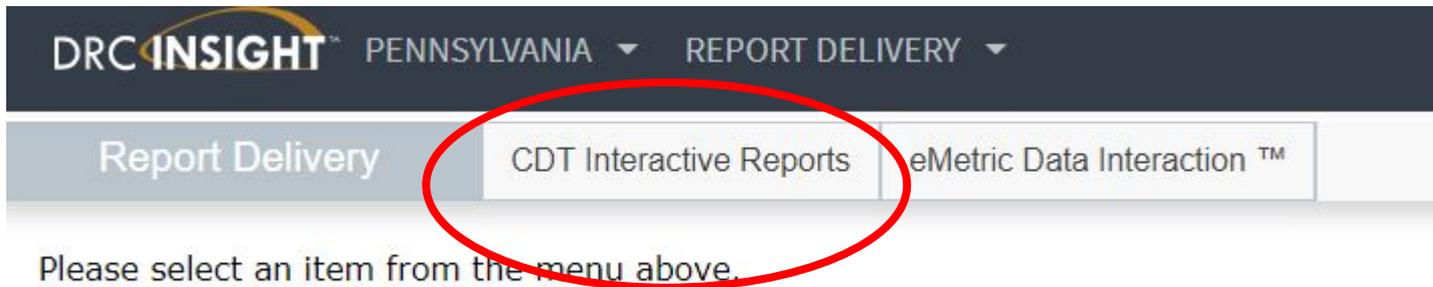
DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/PA/>

Choose “CDT Interactive Reports”

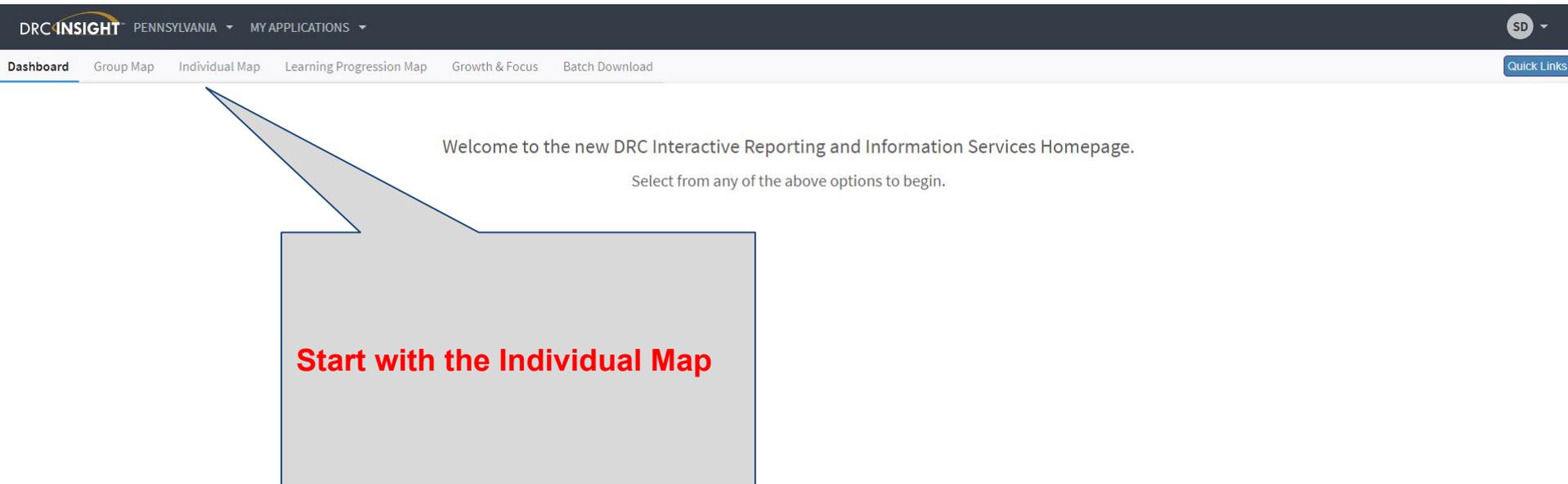


DRC INSIGHT™ PENNSYLVANIA ▼ REPORT DELIVERY ▼

Report Delivery CDT Interactive Reports eMetric Data Interaction™

Please select an item from the menu above.

Dashboard - Choose “Individual Map”



DRC INSIGHT™ PENNSYLVANIA ▾ MY APPLICATIONS ▾

SD ▾

Dashboard Group Map Individual Map Learning Progression Map Growth & Focus Batch Download Quick Links

Welcome to the new DRC Interactive Reporting and Information Services Homepage.
Select from any of the above options to begin.

Start with the Individual Map

Choose Appropriate Filters

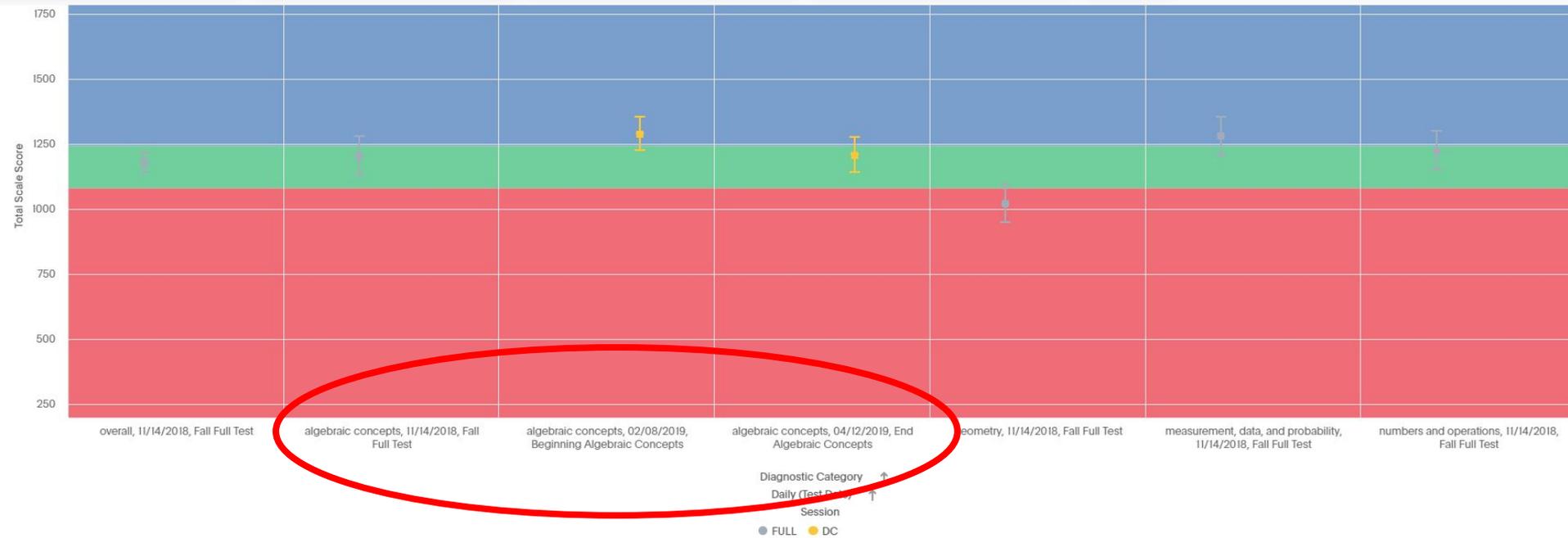
For the exercise, match the filters below.

Dashboard Group Map **Individual Map** Learning Progression Map Growth & Focus Batch Download

<input checked="" type="checkbox"/> District	cdt sample district	<input checked="" type="checkbox"/> School	cdt sample school 1	<input checked="" type="checkbox"/> Teacher	drc sample, teacher	<input checked="" type="checkbox"/> Student Group	math test group a	<input checked="" type="checkbox"/> Student	fulmer, addisyn
<input checked="" type="checkbox"/> Content Area	mathematics	<input checked="" type="checkbox"/> Assessment	math grades 6-8	<input checked="" type="checkbox"/> Diagnostic Category	all	<input checked="" type="checkbox"/> Map Configuration	math grade 7	<input type="button" value="Go"/>	

- Depending on the login you used, select the appropriate “District”, “School”, and “Teacher”. Using the sample data, this may fill in for you.
- Choose group “Math Test Group A”
- Choose student “Fulmer, Addisyn”
- Content Area “Mathematics”
- Assessment “Math Grades 6-8”
- Diagnostic Category “all”
- Map Configuration “Math Grade 7”
- Click “Go”

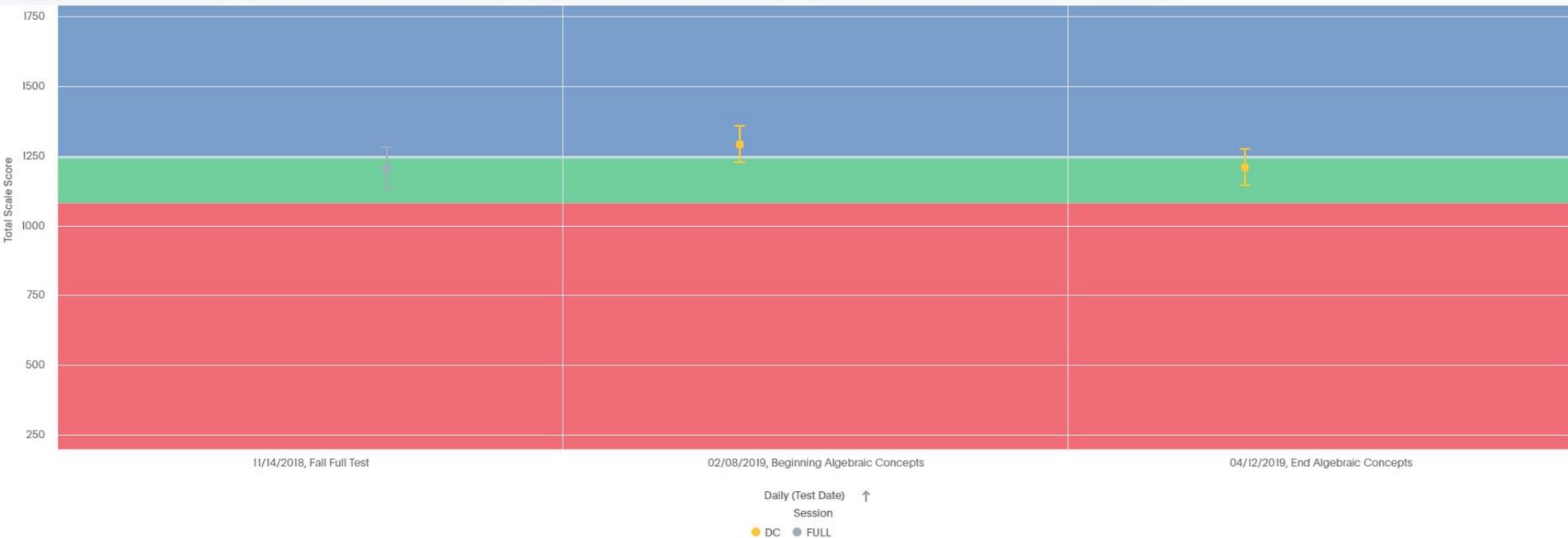
Looking at All Categories



Choose a focus area? For this example, let's consider Algebraic Concepts. There are 3 DC sets of data, what do you notice? Ponder what has possibly happened to cause data trend? Let's instruct based on the last of the 3 assessments.

Filter to Algebraic Concepts

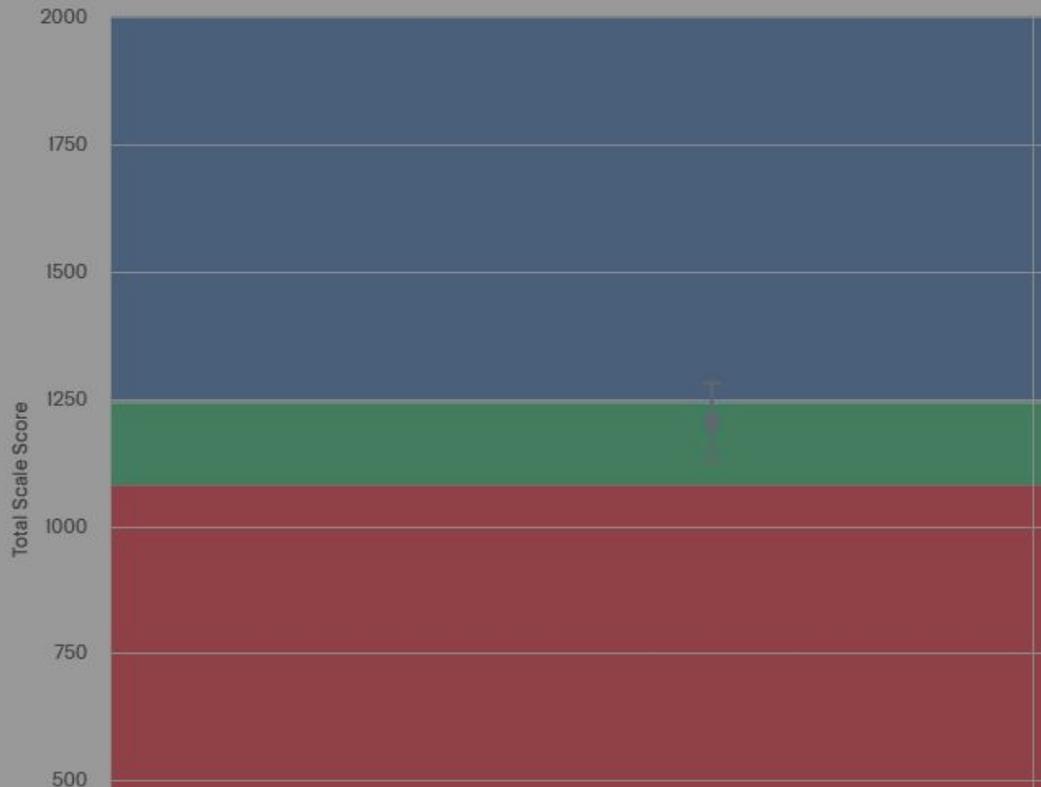
Diagnostic Category algebraic conce Map Configuration math grade 7 Go



Filter to Most Recent Assessment

Session: (Select) Test Date: \geq 01/01/2018 Scale Score: \geq 0

Math Grade 7



Session

Include Exclude

Q Search by name

Clear all

Select all

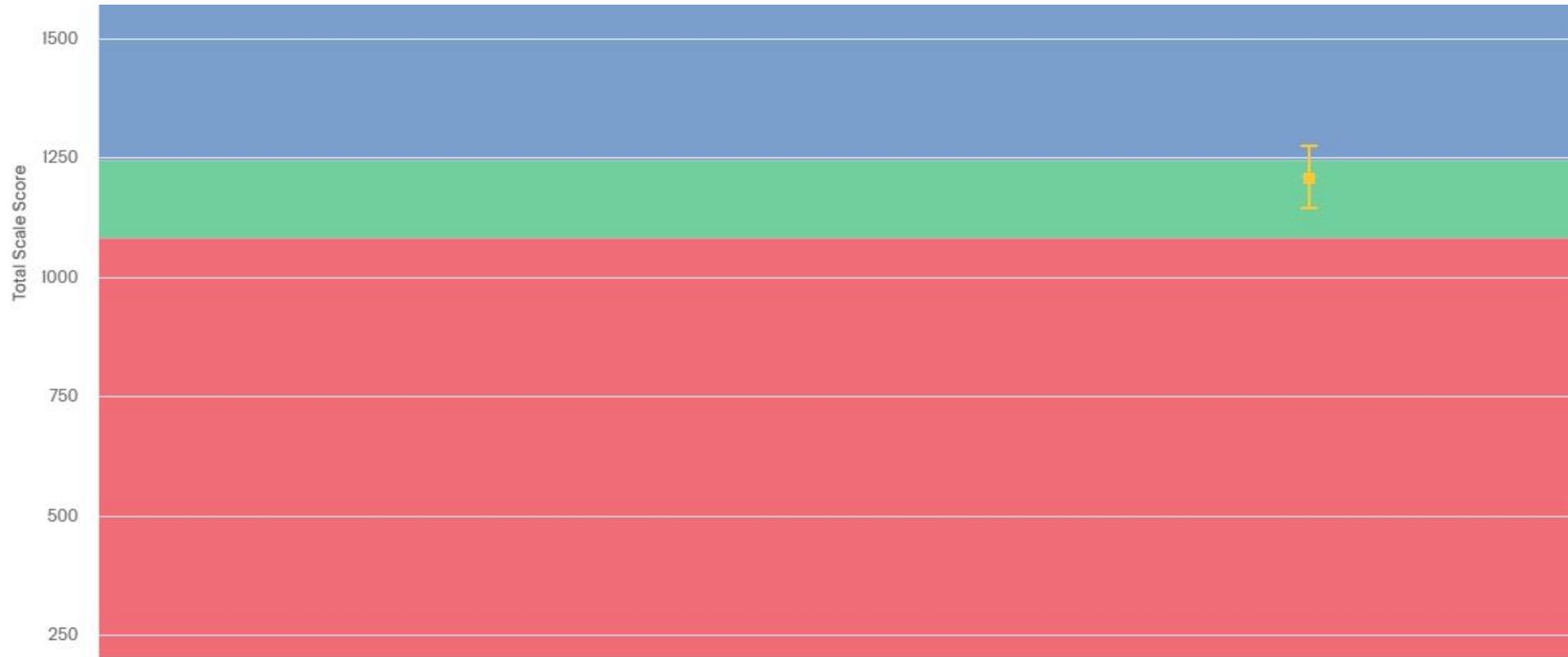
- beginning algebraic concepts
- end algebraic concepts
- fall full test

Show all possible values

Add values in bulk

Cancel DONE

Single Point of Data



04/12/2019, End Algebraic Concepts

Student Ready Eligible Content

Eligible Content and Sample Items

This table shows Eligible Content associated with the score of the student and the Diagnostic Category selected. This student may benefit from enrichment in the following:

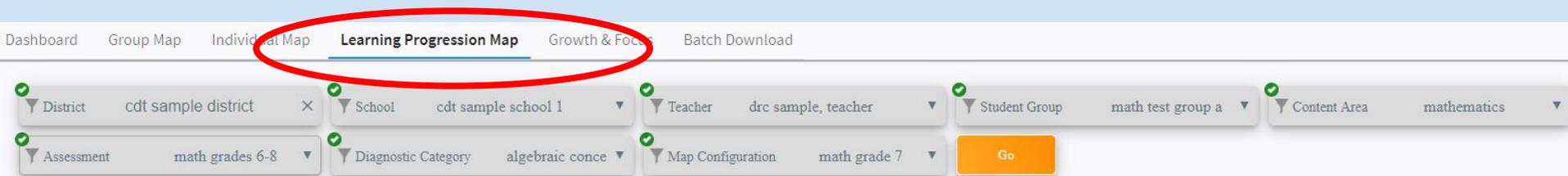
Eligible Content ↑	Sample Item	Eligible Content Description
M07.B-E.1.1.1	sample item	Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.
M07.B-E.2.2.2	sample item	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q$
M07.B-E.2.3.1	sample item	Determine the reasonableness of an answer(s), or interpret the solution(s) in the context of the problem.

Digging Deeper

Can we identify content that the student hasn't mastered that possibly caused the decrease in score from DC1 to DC2?

Let's Turn to the Learning Progression Map

Return to the top and select Learning Progression Map.



The screenshot shows the top navigation bar of the Classroom Diagnostic Tools interface. The tabs are: Dashboard, Group Map, Individual Map, **Learning Progression Map** (highlighted with a red circle), Growth & Focus, and Batch Download. Below the navigation bar is a filter configuration area with the following fields:

- District: cdt sample district (with a close button)
- School: cdt sample school 1
- Teacher: drc sample, teacher
- Student Group: math test group a
- Content Area: mathematics
- Assessment: math grades 6-8
- Diagnostic Category: algebraic conce
- Map Configuration: math grade 7

An orange "Go" button is located to the right of the Map Configuration field.

Filter to Student Name

Diagnostic S... (Select) Performance: (Select) Student Name: (Select) Session Name: (Select) Test Date: >= 01/01/2018 Teacher Name: (Select)

Group Learning Progression

Name	Total Points Earned	Total Points Possible	Diagnostic Subcate...		Eligible Content Code	
			A1.1.2.1.1	A1.1.3.1.1	A1.1.3.1.2	
▼ Algebraic Equations and Inequalities						
BROWN, GRETCHEN (993972181 I) Fall Full Test						
BROWN, GRETCHEN (9944319805) Beginning Algebraic Concepts						
BROWN, GRETCHEN (9944319805) End Algebraic Concepts						
CAMPBELL, Chloe (9845708722) Beginning Algebraic Concepts						
CAMPBELL, Chloe (9845708722) End Algebraic Concepts						
CAMPBELL, Chloe (9845708722) Fall Full Test						
DELEREE, MARA-JADE (9928375399) Beginning Algebraic Concepts						
DELEREE, MARA-JADE (9928375399) End Algebraic Concepts						
DELEREE, MARA-JADE (9928375399) Fall Full Test						

Student Name

Include Exclude

Q Search by name

Clear all

Select all

- brown, gretchen
- campbell, chloe
- deleree, mara-jade
- ferrulli, michael
- fulmer, addisyn
- hancock, alexis
- herman, emily
- locke, abby
- maines, madison
- mignano, vincenzo
- nelson, derek
- Show all possible values

Add values in bulk

Cancel DONE

Can you identify specific content to address/enrich?

Group Learning Progression

Total Points Earned	Total Points Possible	Diagnostic Subcate...	Eligible Content Code																	
		▼ Algebraic Equations and Inequalities																		
		A1.1.3.1.3	A1.1.3.2.1		M06.B-E2.1.1		M06.B-E2.1.4		M07.B-E2.2.1		M07.B-E2.2.2		M08.B-E3.1.1		M08.B-E3.1.3		M08.B-E3.1.4		M08.B-E3.1.5	
Name	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible	Total Points Earned	Total Points Possible
FULMER, ADDISYN (9876047809) Beginning Algebraic Concepts	1	1	0	1															0	1
FULMER, ADDISYN (9876047809) End Algebraic Concepts					1	2			1	1					1	1	0	1		
FULMER, ADDISYN (9876047809) Fall Full Test			0	1			1	1			1	1	1	1					1	1

Look at/compare total points/earned points, grade levels, and eligible content.

Identify Content for Continued Enrichment

Eligible Content and Sample Items

This table shows Eligible Content associated with the score of the student and the Diagnostic Category selected. This student may benefit from e

Eligible Content ↑	Sample Item	Eligible Content Description
M07.B-E.1.1.1	sample item	Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.
M07.B-E.2.2.2	sample item	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q$
M07.B-E.2.3.1	sample item	Determine the reasonableness of an answer(s), or interpret the solution(s) in the context of the problem.

M06.B-E.2.1.1		
Total Points Earned	Total Points Possible	F
		E
1	2	

Resources

Eligible Content and Sample Items

This table shows Eligible Content associated with the score of the student and the Diagnostic Category selected. This student may benefit from e

Eligible Content 	Sample Item	Eligible Content Description
M07.B-E.1.1.1	sample item	Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.
M07.B-E.2.2.2	sample item	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q$
M07.B-E.2.3.1	sample item	Determine the reasonableness of an answer(s), or interpret the solution(s) in the context of the problem.



Materials & Resources

Materials & Resources provides a way to locate standards-aligned content through a targeted search by Course, or by one or more specific Content Types. Please select from the appropriate filters.

The Standards Aligned System includes content from several outstanding community, cultural, and

Title
Math Design Collaborative: Solving Linear Equations
Math Design Collaborative: Using Positive and Negative Numbers in Context

Grade 7 Sample Item

- Pencils come in two different-sized packages. Each of the smaller packages contains p pencils. The larger packages each contain $p + 4$ pencils. Jake bought some of the smaller packages, some of the larger packages, and 8 extra pencils as well. To represent the total number of pencils he bought, Jake wrote $4p + 2(p + 4) + 8$. Which expression is equal to the number of pencils Jake bought?
 - $5p + 14$
 - $5p + 16$
 - $6p + 12$
 - $6p + 16$

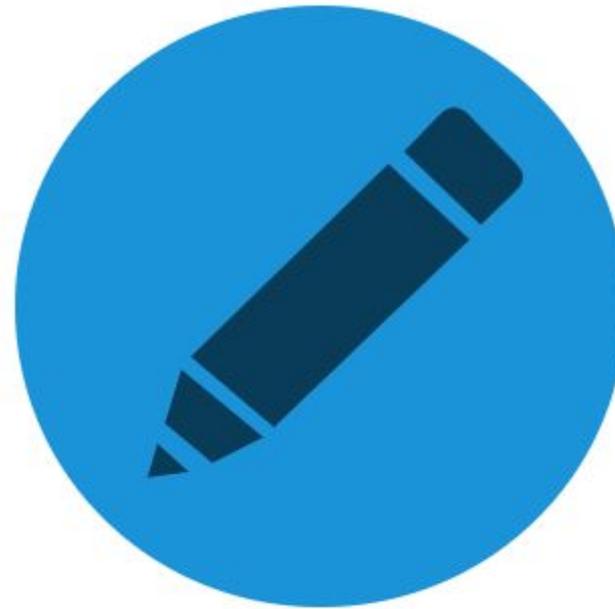


Web-based Resource



Web-based Resource

Assessment Builder



M06.B-E.2.1.1		
Total Points Earned	Total Points Possible	F
		E
1	2	

Assessment Builder

M06.B-E.2.1.1

[Standards](#)[Assessments](#)[Curriculum Framework](#)[Instruction](#)[Materials & Resources](#)[Safe & Supportive Schools](#)

Mathematics - 6th Grade

2016

Kylie made 2 identical stacks of blocks. Each block is a rectangular prism, and each stack of blocks is in the shape of a rectangular prism. Each stack is x blocks long, x blocks wide, and 8 blocks high. Kylie used a total of 576 blocks to make the two stacks. The equation below can be used to find the length and width of each stack of blocks.

$$2(8x^2) = 576$$

How many blocks long is one stack of blocks?

- (A) 3
- (B) 6
- (C) 12
- (D) 18

[+ Add To My Assessment](#)

0

Items In My
Assessment

[View My Assessment](#)

[Start New Assessment](#)

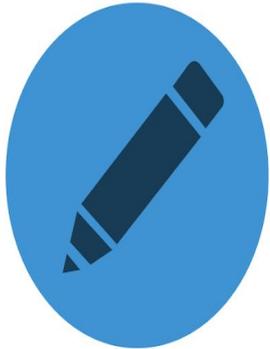
Reflect

- How can I use this information?
- When do I have time to work with separate individual students?
- What other supports exist in the daily routine that might be able to assist in this process? (People, Times, etc.)
- Where else is this data applicable?
- Where can I find resources to support this student's needs?

Math Resources



Assessments



Assessment Builder



ILLUMINATIONS

Brain Teasers

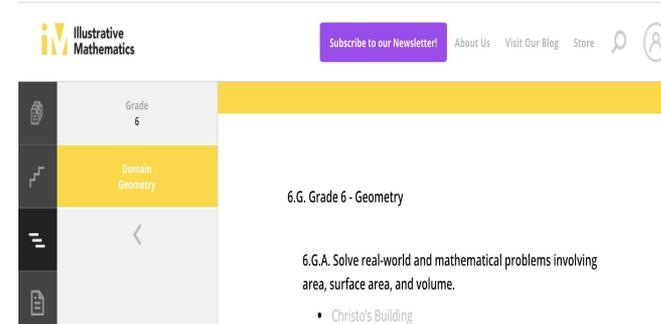
Heart Plot

How do I love thee? Let me plot the word!
A heart is drawn on a coordinate plane by plotting the following points and connecting them:

The coordinates of the points are $(1, 4)$, $(1, 3)$, $(4, 3)$, $(4, 4)$, $(3, 4)$, $(3, 5)$, $(4, 5)$, $(4, 6)$, $(3, 6)$, $(3, 7)$, $(4, 7)$, $(4, 8)$, $(3, 8)$, $(3, 9)$, $(4, 9)$, $(4, 10)$, $(3, 10)$, and $(3, 11)$.

The coordinates of one point are $(2, 14)$.
All coordinates are positive integers.
What is the value of n ?

This brain teaser was written by Julie Zuhovitsky.



Illustrative Mathematics

Subscribe to our Newsletter! | About Us | Visit Our Blog | Store

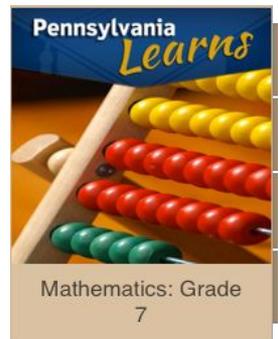
Grade 6

Domain Geometry

6.G. Grade 6 - Geometry

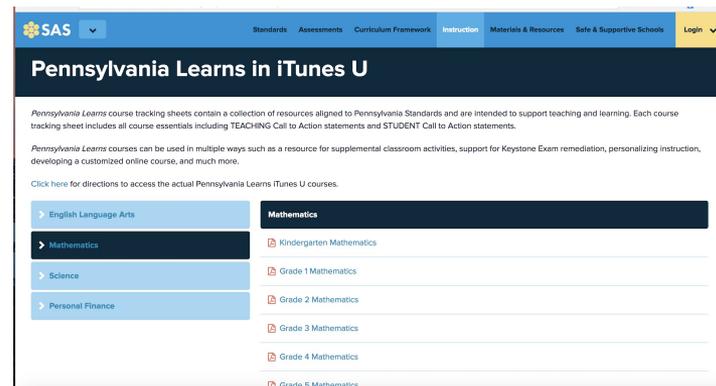
6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.

- Christo's Building



Pennsylvania Learns

Mathematics: Grade 7



SAS

Standards | Assessments | Curriculum Framework | Instruction | Materials & Resources | Safe & Supportive Schools | Login

Pennsylvania Learns in iTunes U

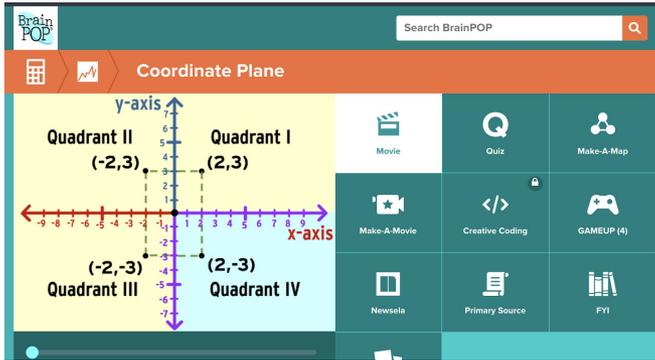
Pennsylvania Learns course tracking sheets contain a collection of resources aligned to Pennsylvania Standards and are intended to support teaching and learning. Each course tracking sheet includes all course essentials including TEACHING Call to Action statements and STUDENT Call to Action statements.

Pennsylvania Learns courses can be used in multiple ways such as a resource for supplemental classroom activities, support for Keystone Exam remediation, personalizing instruction, developing a customized online course, and much more.

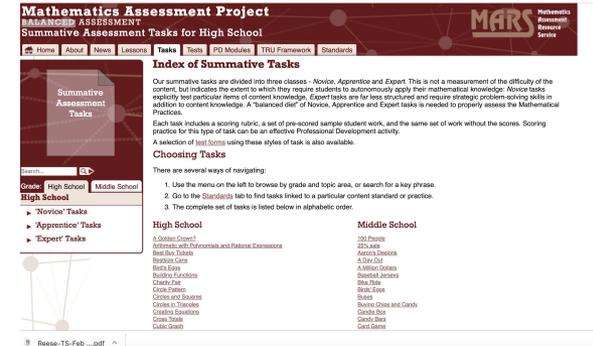
Click here for directions to access the actual Pennsylvania Learns iTunes U courses.

- English Language Arts
- Mathematics
 - Kindergarten Mathematics
 - Grade 1 Mathematics
 - Grade 2 Mathematics
 - Grade 3 Mathematics
 - Grade 4 Mathematics
 - Grade 5 Mathematics
- Science
- Personal Finance

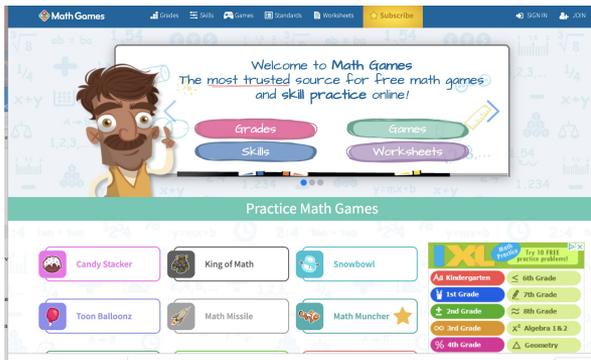
More Math Resources



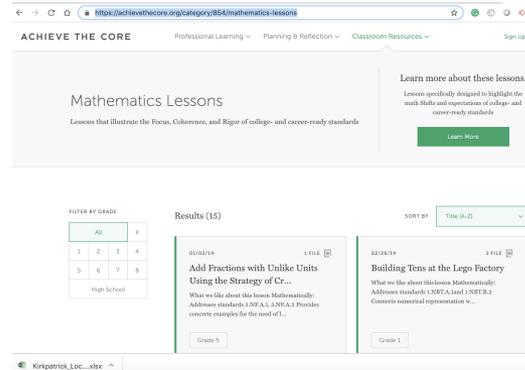
BrainPOP Coordinate Plane interface showing a coordinate plane with four quadrants labeled: Quadrant I (2,3), Quadrant II (-2,3), Quadrant III (-2,-3), and Quadrant IV (2,-3). The x-axis and y-axis are labeled. A search bar at the top says 'Search BrainPOP'. Below the coordinate plane are icons for various activities: Movie, Quiz, Make-A-Map, Make-A-Movie, Creative Coding, GAMEUP (4), Newsela, Primary Source, and FYI.

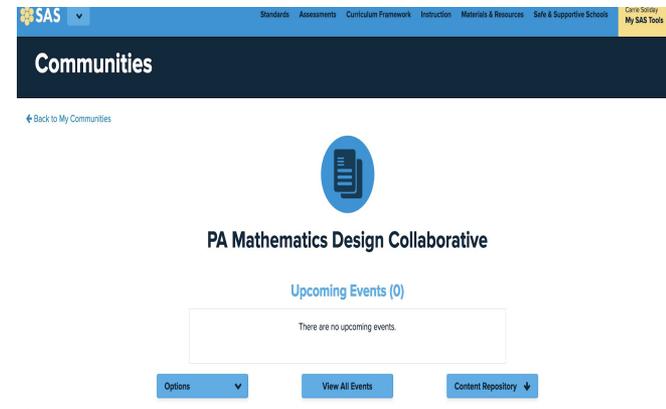
Mathematics Assessment Project Summative Assessment Tasks for High School website. The page includes a navigation menu (Home, About, News, Lessons, Tasks, Tests, PD Modules, TRU Framework, Standards) and an 'Index of Summative Tasks' section. It describes the project's goal to provide a 'balanced diet' of Novice, Apprentice, and Expert tasks. It lists three ways to navigate: by grade/topic area, by standards, and by task style. A list of tasks is provided for High School and Middle School levels.



Math Games website interface. It features a cartoon character and the text: 'Welcome to Math Games. The most trusted source for free math games and skill practice online!'. There are buttons for 'Grades', 'Games', 'Skills', and 'Worksheets'. Below is a 'Practice Math Games' section with various game icons like 'Candy Stack', 'King of Math', 'Snowbowl', 'Math Muncher', etc.



Achieve the Core Mathematics Lessons website. It displays a list of lessons with filters for grade and results. Two lesson cards are visible: 'Add Fractions with Unlike Units Using the Strategy of Cr...' and 'Building Tens at the Lego Factory'.



SAS Communities PA Mathematics Design Collaborative website. It features a navigation menu (Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, Safe & Supportive Schools) and a 'Communities' section. It includes a 'PA Mathematics Design Collaborative' logo and an 'Upcoming Events (0)' section with a 'Content Repository' button.

ELA Resources

NEWSELA Search Newsela LIBRARY NEWS TEXT SETS BINDER SIGN UP SIGN IN

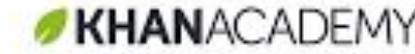
Great shakes! Six-story building withstands quake test in San Diego

By Associated Press, adapted by Newsela staff
06.23.16 Word Count **497**

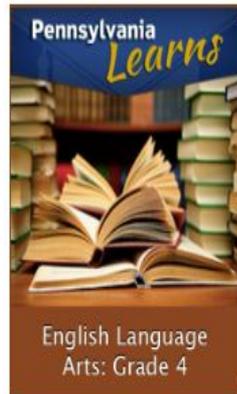


University of California, San Diego structural engineering professor Tara Hutchinson stands in front of a six-story building that is undergoing a series of earthquake tests on a giant shake table. To see how the steel frame structure would fare in a major tremor, in San Diego, California, June 15, 2016. Photo: AP Photo/Julie Watson

MAX
1250L
1050L
840L
550L
WRITE
QUIZ



iTunes U > Pennsylvania Learns



SAS Standards Assessments Curriculum Framework Instruction Materials & Resources Safe & Supportive Schools Login

Pennsylvania Learns in iTunes U

Pennsylvania Learns course tracking sheets contain a collection of resources aligned to Pennsylvania Standards and are intended to support teaching and learning. Each course tracking sheet includes all course essentials including TEACHING Call to Action statements and STUDENT Call to Action statements.

Pennsylvania Learns courses can be used in multiple ways such as a resource for supplemental classroom activities, support for Keystone Exam remediation, personalizing instruction, developing a customized online course, and much more.

Click here for directions to access the actual Pennsylvania Learns iTunes U courses.

- English Language Arts
 - Mathematics
 - Kindergarten Mathematics
 - Grade 1 Mathematics
 - Grade 2 Mathematics
 - Grade 3 Mathematics
 - Grade 4 Mathematics
 - Grade 5 Mathematics

ReadWorks.org Our Solutions Find Content Donate About Teacher Guide Help

Reading comprehension instruction that works

ReadWorks is driven by cognitive science research
[Learn More](#)

[Sign Up](#)



ACHIEVE THE CORE Professional Learning Planning & Reflection Classroom Resources Sign Up Login

ELA / Literacy Lessons

Lessons designed to highlight the ELA/Literacy Skills and expectations of college- and career-ready standards

Learn more about these lessons.
Lessons specifically designed to highlight the ELA/Literacy Skills and expectations of college- and career-ready standards
[Learn More](#)

FILTER BY GRADE: All 1 2 3 4 5 6 7 8 9 10 11 12

Results (702) SORT BY Title (A-Z)

- 0619154 **14 Cows For America** A Missouri man returns his 111 experience with his African Village. After asking for permission from the chief, he offers his...
- 0410112 **"1984" by George Orwell with Mini-assessment** From the corner of a dark, cluttered room, the... dependent questions. Possible copies of the text Student Document within.

BrainPOP Search

THE MEANING OF BEEP: MAIN IDEA



[PLAY GAME](#)

More ELA Resources



readwritethink



HOME **POWER KIDS** Go to **POWER LIBRARY**
PENNSYLVANIA'S ELECTRONIC LIBRARY

e-Resources

BookFLIX
Watch videos and read books about animals, celebrations, nature, music, earth, family, community, and more. Some films and books are available in Spanish too!

CyberSmarts
STAYING SAFE ONLINE
Learn how to be a safe, responsible, and smart citizen with these eBooks that teach you how to avoid predators, play games safely online, protect your privacy, and use social networks.

GALE kids InfoBits
Find information on topics such as animals, arts, geography, health, literature, people, social studies, and technology.

TRUE FLIX
Learn about people, places, nature, history, and science from videos and eBooks on topics such as American Indians, Ancient Civilizations, Farm to Table, The Civil War, Continents, The

VOCABULARY SPELLING CITY®

Math, Science, ELA Resources

<https://www.oercommons.org/>



The screenshot shows the homepage of OER Commons. At the top, there is a navigation bar with the OER Commons logo (three colored circles: orange, green, blue) and the text "COMMONS OPEN EDUCATIONAL RESOURCES". To the right of the logo are menu items: "Discover", "Hubs", "Groups", "Our Services", and a green "Create" button with a dropdown arrow. Further right are "Donate" and "Display Settings" links, a search icon, and "Sign In/Register".

The main content area features a large background image of people working at a table with a laptop, tablet, and papers. Overlaid on this image is the text "Explore. Create. Collaborate." in a large, white, sans-serif font. Below this, a smaller line of text reads: "OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum."

Below the text is a search bar with the placeholder "What are you looking for?" and a search icon. To the right of the search bar are three dropdown menus labeled "Subject", "Education Level", and "Standard". A green "Search" button is positioned to the right of these dropdowns. Below the search bar is a link that says "Fine tune your search with our advanced search."

At the bottom of the page, there is a section titled "Create OER with Open Author". Below the title, the text reads: "Open Author helps you build Open Educational Resources, lesson plans, and courses (on your own, or with others) — and then publish them, to the benefit of educators and learners everywhere. Select one of our authoring formats to get started:". A blue "Help" button is located in the bottom right corner of this section.

Plan for a Conference

- When will you have time to conference?
- What questions will you ask?
- What resources are available?

Batch Download Select and Export/Print

Dashboard Group Map Individual Map Learning Progression Map Growth & Focus **Batch Download**

Enter school name or code* (max 50 results)

Report

Student Group:

Content Area:

Map Configuration:

Session:

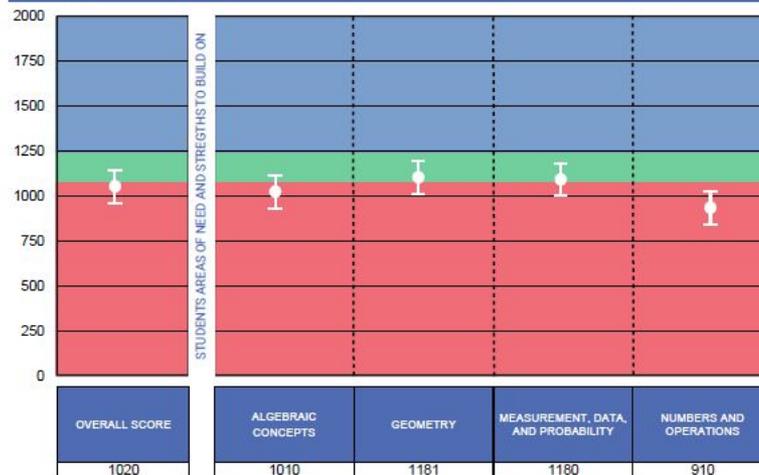
Session Start: Session End:

Batch Download Individual Reports with EC

Administration: 2018-2019 Full CDT
 Teacher: Demo, Teacher
 Student Group: Test Student Group
 Test Date: 01/01/2019
 Map Configuration: Math Grade 7
 Student: Last Name, First Name (XXXXXXXXXXXX)
 Grade: 07



Standards
Aligned
System



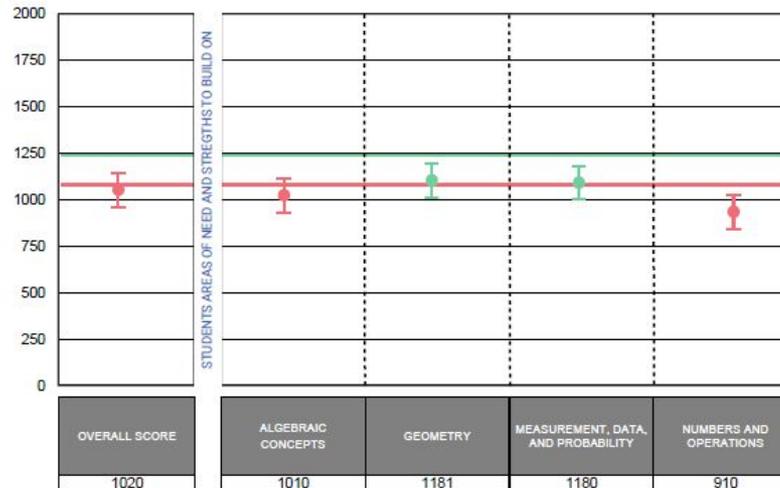
ALGEBRAIC CONCEPTS	
M06.B-E.1.1.3	Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity).
M06.B-E.1.1.5	Apply the properties of operations to generate equivalent expressions.
M06.B-E.2.1.4	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.
M06.B-E.3.1.1	Write an equation to express the relationship between the dependent and independent variables.
M06.B-E.3.1.2	Analyze the relationship between the dependent and independent variables using graphs and tables, and/or relate these to an equation.
GEOMETRY	
M05.C-G.1.1.1	Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.
M05.C-G.1.1.2	Represent real world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.
M05.C-G.2.1.1	Classify two-dimensional figures in a hierarchy based on properties.

Batch Download Individual Reports with EC (Printer Friendly)

Administration: 2018-2019 Full CDT
 Teacher: Demo, Teacher
 Student Group: Test Student Group
 Test Date: 01/01/2019
 Map Configuration: Math Grade 7
 Student: Last Name, First Name (XXXXXXXXXXXX)
 Grade: 07



Standards
Aligned
System



ALGEBRAIC CONCEPTS	
M06.B-E.1.1.3	Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity).
M06.B-E.1.1.5	Apply the properties of operations to generate equivalent expressions.
M06.B-E.2.1.4	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.
M06.B-E.3.1.1	Write an equation to express the relationship between the dependent and independent variables.
M06.B-E.3.1.2	Analyze the relationship between the dependent and independent variables using graphs and tables, and/or relate these to an equation.
GEOMETRY	
M05.C-G.1.1.1	Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.
M05.C-G.1.1.2	Represent real world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.
M05.C-G.2.1.1	Classify two-dimensional figures in a hierarchy based on properties.

Growth & Focus - Training Scenario **Coming Soon**

Growth & Focus

Growth & Focus

THIS IS A PROTOTYPE THAT UTILIZES MOCK DATA. A new report is being developed for the CDT Diagnostic Category tests that will capture student growth information. Users will have the opportunity to ch

Diagnostic Category	Student Group Main	Student Name	Total 10/11/2017 Scale Score	Total 2/10/2018 Scale Score	Total Change in Scale Score	Total SEM	Significant Growth	Group
Numbers and Operations	Math - 1st Hour	Charlotte Christen	868	1026	158	75	Yes	FOCUS
Numbers and Operations	Math - 1st Hour	Sandy Schisch	898	929	31	75	No	FOCUS
Numbers and Operations	Math - 1st Hour	Rosalee Quedrago	1168	1167	-1	75	No	all
Numbers and Operations	Math - 1st Hour	Keeton Banks	750	751	1	75	No	FOCUS
Numbers and Operations	Math - 1st Hour	Michael Sorenson	1198	1203	5	75	No	all
Numbers and Operations	Math - 1st Hour	Jason Tast	878	904	26	75	No	FOCUS
Numbers and Operations	Math - 1st Hour	Louis Chapman	820	897	77	75	No	FOCUS
Numbers and Operations	Math - 1st Hour	Jonathan Dales	848	1004	156	75	Yes	FOCUS
Numbers and Operations	Math - 1st Hour	Jacob Jones	1208	1254	46	75	No	all

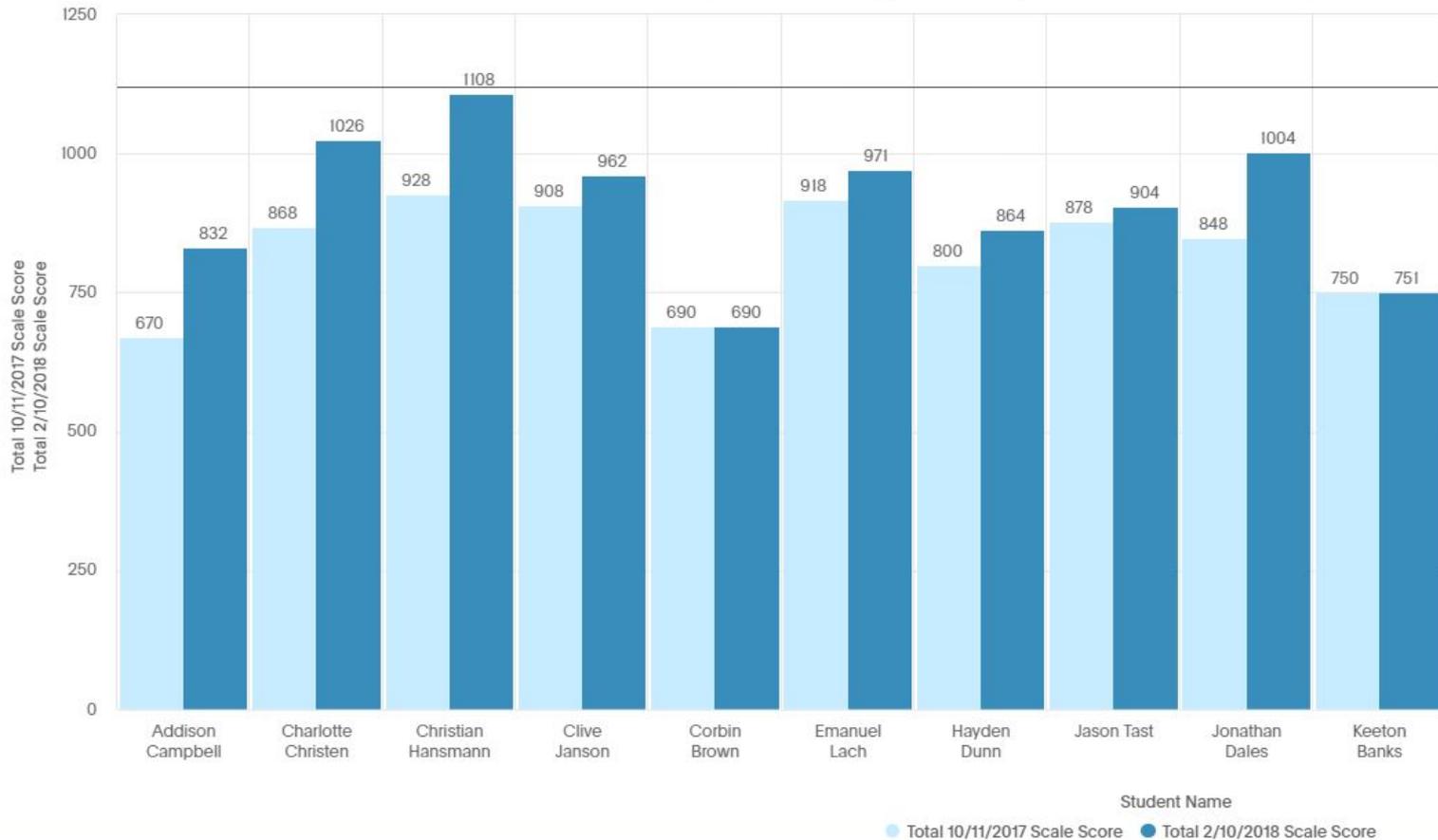
Completing the Student Learning Objective (SLO) Process Template

4. Performance Indicators (PI)																
4a. PI Targets: All Student Group	<p>The following criteria assigns students to the “All Student Group”: <i>[First Administration: Overall scale score is 1037 or higher (Grade 8 Bottom of Green)]</i> Note: Each student must participate in all assessments (September and May CDT administrations and end-of-year constructed-response assessment) to be included in the SLO results.</p> <ul style="list-style-type: none"> PI Target #1 <u>Classroom Diagnostic Tools – Algebra I</u> <p>Final administration: Overall score is no less than the Alg. 1 Bottom of Green (1134).</p> <ul style="list-style-type: none"> PI Target #2 <u>Algebra I End-of-Year Constructed Response Assessment</u> <p>Student will achieve a minimum score of 12 points out of 16 based upon the Keystone Reference: Algebra I General Description of Scoring Guidelines</p>															
4b. PI Targets: Focused Student Group (optional)	<p>The following criteria assigns student to the “Focused Student Group”; <i>[First Administration: overall scale score is 1036 or lower (in the red, based on Grade 8 cut score)]</i></p> <ul style="list-style-type: none"> PI Target #1 <u>Classroom Diagnostic Tools – Algebra I</u> <p>Final Administration: Overall scale score shows growth of a minimum of one standard error above the first administration score.</p> <ul style="list-style-type: none"> PI Target #2 Alg. I End of Year Constructed Response Assessment <p>Student will achieve a minimum score of 8 points out of 16 based upon the Keystone Reference: Algebra I General Description of Scoring Guidelines</p>															
4c. PI Linked (optional)	4d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td></td> </tr> <tr> <td>#3</td> <td></td> </tr> <tr> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td></td> </tr> </tbody> </table>			PI	Weight	#1		#2		#3		#4		#5	
PI	Weight															
#1																
#2																
#3																
#4																
#5																

Growth & Focus - Visual

"FOCUS" Students

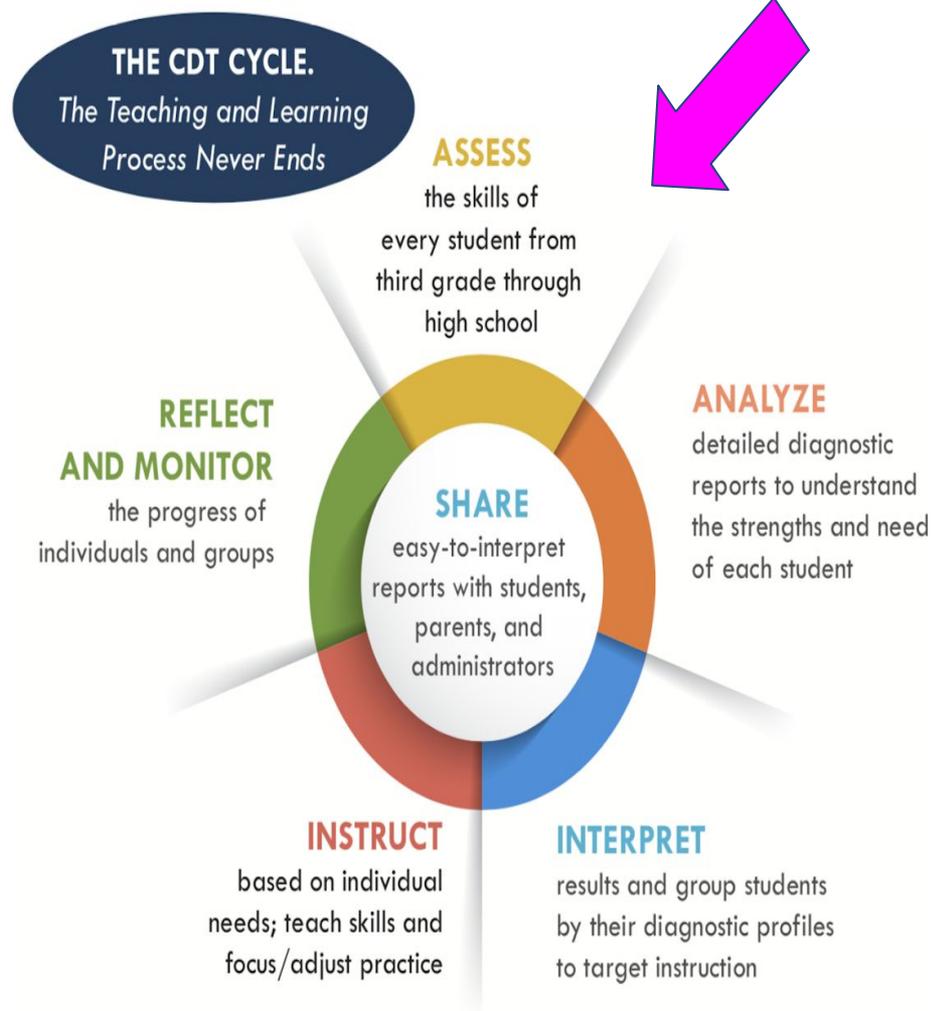
THIS IS A PROTOTYPE THAT UTILIZES MOCK DATA. A new report is being developed for the CDT Diagnostic Category tests that will capture student growth informati



Preparing for the Test

What are the best practices?

Classroom Diagnostic Tools



Schools who report positive effects of CDT usage see it as...

An assessment done with the students, not to the students



Before the Test: Purpose of the CDT

- This test will tell both ME and YOU what you know about material you:
 - Should already know
 - Will learn this year
 - Will learn next year
- This will help me adjust how I instruct you so you are neither lost or bored.
- This test has built in tools and supports to assist you, here are what they are and how they work...

Before the Test: The Diagnostic Nature of the Test

- This is an adaptive test, meaning it changes the questions it gives you based on your answers
- Correct answers can lead to more challenging questions
- Eventually you will fail to answer correctly (this is unlike most classroom assessments!)

Before the Test: The Diagnostic Nature of the Test

- Use the 'Treadmill Example'.



Before the Test: What WE Will Do With The Results

- You will reflect on your performance
- We will examine your results and compare it to past/present/future content
- You will set goals based on what you learn about yourself

During the Test: Don't Randomly Click

- The computer software examines your answers to determine what you know and don't know
- If you randomly click, it has a more difficult time doing this which often leads to more questions than average
- In other words, clicking random answers to finish early usually leads to a longer test!

During the Test: Try Your Best But Don't Dwell on a Question

- This test is not graded
- Read a question and answers carefully, and give it some thought, but if you have to consider a question for more than two minutes, even if you answer it correctly, you haven't mastered the content yet!

After the Test: Conferencing

- Teacher sits with student and reviews performance on this test vs previous
- Examines performance on questions
- Sets goals based on the results

After the Test: Reflection and Goal-Setting

- The ideal document is one that works best for a given teacher and her students
- Most metacognition documents include:
 - How did you perform in each reporting category? (Reflect on this)
 - What goals will you set based on the data?
- [Samples](#) from across the state

Perspective: Elementary Principal



Setting up the Test

What's the process?

Additional Presentations

- **Tech Readiness and Setup**
 - <https://tinyurl.com/CDTs-IndianaASD>
 - [2019 Technology Setup Resources](#)
 - [2019 General Info](#)
 - Older Resources but still applicable
 - [Online Technology Readiness](#)
 - [Site Readiness Overview](#)
 - [Site Administration and Testing Flow Chart for CDTs](#)

Logistics & Permissions

With the addition of Diagnostic Category Assessments and flexibility, who should/could be deciding on assessment windows, creating the sessions, printing tickets, etc.?

Could a Teacher?

- Assuming that all students plus new additions have been added at an administrative level.
 - Create a Student Group
 - Edit the Student Group
 - Create a Test Session
 - Print Test Tickets
 - Check Status of Session

DOMAIN 1: Planning and Preparation

- 1a **Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b **Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c **Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d **Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e **Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f **Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a **Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b **Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c **Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d **Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e **Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a **Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c **Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d **Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f **Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a **Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b **Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c **Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d **Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

Greg Macer
gmacer@iu9.org

Dan Richards
danric@berksiu.org

Dr. Carrie Soliday (Central)
casoliday@iu12.org

Brian Stamford (West)
brian.stamford@aiu3.net

More Info:
<https://pa.drccdirect.com>



www.iu9.org/cdt