

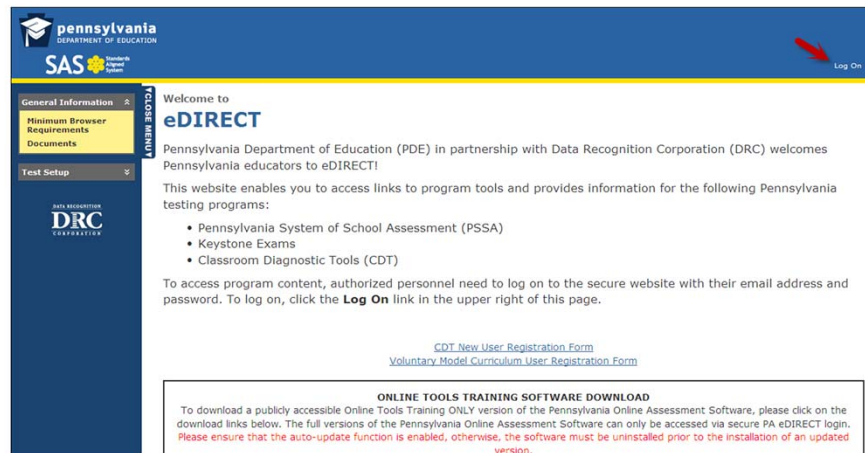
DRC Simulation Literature



CLASSROOM DIAGNOSTIC TOOLS

Logging on to eDIRECT

<https://pa.drctdirect.com>

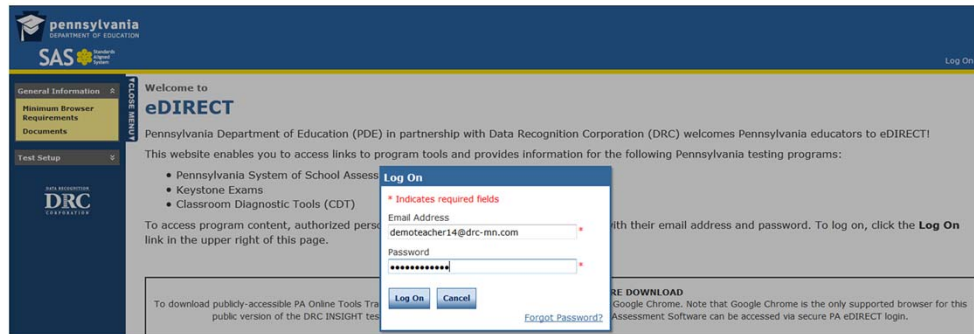


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To access the Literature CDT simulation:

- Using an Internet browser, go to <https://pa.drctdirect.com>
- Click on the **Log On** icon at the right end of the eDIRECT banner

Logging on to eDIRECT



Email Address: **demoteacher14@drc-mn.com**

Password: **Simulation14**

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To access the Literature CDT simulation:

- In the Log On window, enter the training email address: **demoteacher14@drc-mn.com**
- Next, enter the training password: **Simulation14**
- Now, click on the **Log On** button
- You will normally use your school email address and password to access eDIRECT and the Classroom Diagnostic Tools

You are now able to use the CDT Reporting Tools and the simulation

pennsylvania
DEPARTMENT OF EDUCATION

SAS Standards
Assessment
System

Welcome Demo Teacher!
Home | Log Off

TOOLBAR

General Information

Manage Users

Reporting Tools

Interactive Reports

eThetic Data Interaction

Test Setup

DATA RECOGNITION
DRC
TECHNOLOGY

Welcome to
eDIRECT

Congratulations, you have successfully logged on.

Several helpful links are just a click away. Please take time to familiarize yourself with the navigation menu on the left. The menu provides access to important Pennsylvania assessment and administrative tools.

If you are having difficulty navigating through the site, please review the instructions at the top of each page, review the user guides within the Documents tab, or contact our customer support team.

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

Select **Reporting Tools** and then
Interactive Reports

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To access the Literature CDT simulation:

- Go to the eDIRECT menu options on the left
- Select **Reporting Tools**
- Then select **Interactive Reports**

Select **Teacher, Demo (151224152)** from the **Teacher** dropdown menu.

The screenshot displays the 'Student Diagnostic Maps' interface. On the left is a sidebar with a 'Collapse Menu' button and sections for 'General Information', 'Manage Users', 'Reporting Tools' (containing 'Interactive Reports' and 'eMetric Data Interaction'), and 'Test Setup' (containing 'DRC'). The main content area has a header 'Student Diagnostic Maps' and a sub-header 'Instructions'. Below this, a red asterisk indicates required fields. The form includes dropdowns for 'Administration' (CDT Training DEMO Sprin), 'District' (PA DEMO DISTRICT - 44), and 'School' (PA DEMO SCHOOL - 000). Text input fields are provided for 'Last Name', 'First Name', and 'PAscoreID'. A 'Grade' dropdown is also present. The 'Teacher' dropdown is open, showing 'Teacher, Demo (151224152)' as the selected option. A 'Student Group' dropdown is also visible. 'Continue' and 'Clear' buttons are at the bottom left of the form.

This window is used to select the Student Group or to search for individual students to see their scores in current and previous administrations. Here is a sample scenario.

- It is the third week of school, and my Literature students have completed their online Reading/Literature CDT. I would like to know how well prepared the students are as they build toward mastery of the Literature Assessment Anchors and Eligible Content.
- Use the **Teacher** dropdown menu to select **Teacher, Demo (151224152)**. (You will normally select your last name, first name, and PPID to view the results for your class.) This causes the Student Group dropdown menu to become populated with all Student Groups to which you have access.

Select HS Literature Administration #1 from the Student Group dropdown menu.

The screenshot displays the 'Student Diagnostic Maps' interface. At the top, there is a blue header with the Pennsylvania Department of Education logo and 'SAS' branding. Below the header, the page title 'Student Diagnostic Maps' is visible. A sidebar on the left contains a 'FINISH' button and a 'READY' button. The main content area features a form with several dropdown menus and text input fields. The 'Administration' dropdown is set to 'CDT Training DEMO Sprin'. The 'District' dropdown is set to 'PA DEMO DISTRICT - 44'. The 'School' dropdown is set to 'PA DEMO SCHOOL - 000'. The 'Student Group' dropdown is open, showing a list of options: 'HS Algebra I Administration #2', 'HS Algebra I Administration #3', 'HS English Composition Administration #1', 'HS English Composition Administration #2', 'HS English Composition Administration #3', 'HS Literature Administration #1' (highlighted), and 'HS Literature Administration #2'. Below the form, there are 'Continue' and 'Clear' buttons. A copyright notice 'Copyright © 2008' is visible at the bottom center of the form area.

Click the *Continue* button.

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To select the Student Group and configure the diagnostic map:

- Use the **Student Group** dropdown menu to select **HS Literature Administration #1**
- Click the **Continue** button

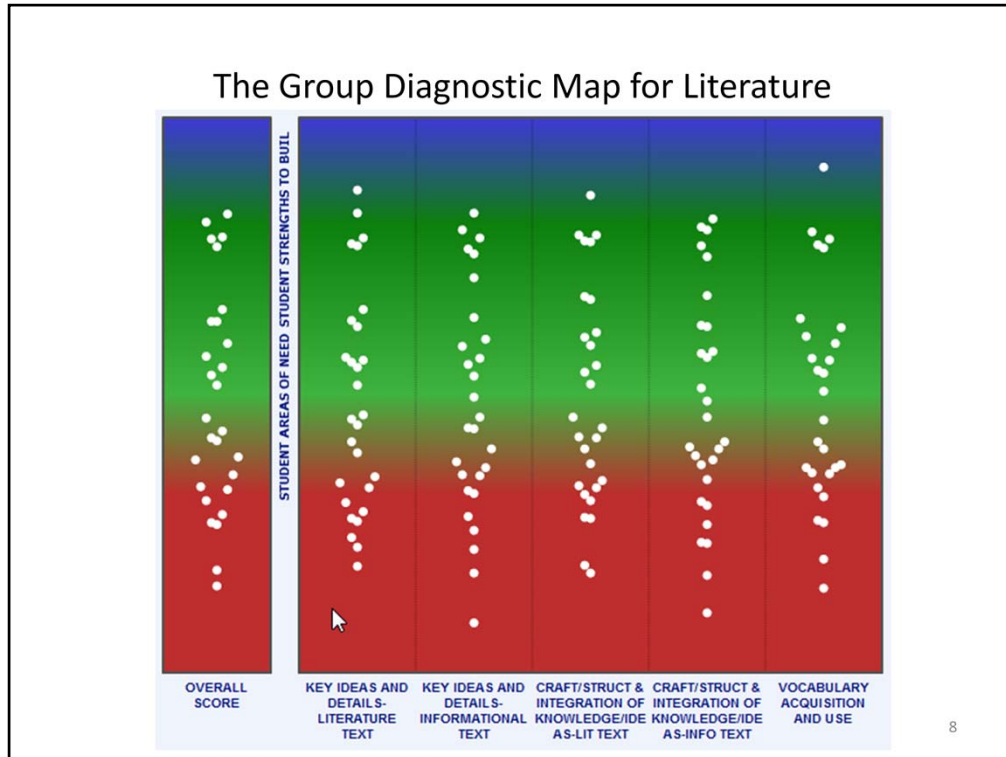
Select **Literature** from the **Map Configuration** dropdown menu.

The screenshot shows a web interface with four tabs: "Group Map", "Individual Map", "Individual Learning Progression Map", and "Group Learning Progression Map". The "Group Map" tab is active. Below the tabs is an "Instructions" link. There are two date fields: "Begin Date" (9/1/2013) and "End Date" (7/31/2014), both with calendar icons and asterisks. Below these are four fields: "Content Area" (a dropdown menu), "Map Configuration" (a dropdown menu with a list open), "Category" (a dropdown menu), and "Range" (a text input). The "Map Configuration" dropdown menu is open, showing a list of options: "(Select)", "Chemistry", "English Composition", "Geometry", "Literature" (highlighted with a blue background and a mouse cursor), "Mathematics Grade 2 Lower Grades", "Mathematics Grade 3 Lower Grades", and "Mathematics Grade 4 Lower Grades". To the right of the dropdown menu, there is a small text area with the text "Data Recognition Corporation. Patents Pending." and a "Home" link.

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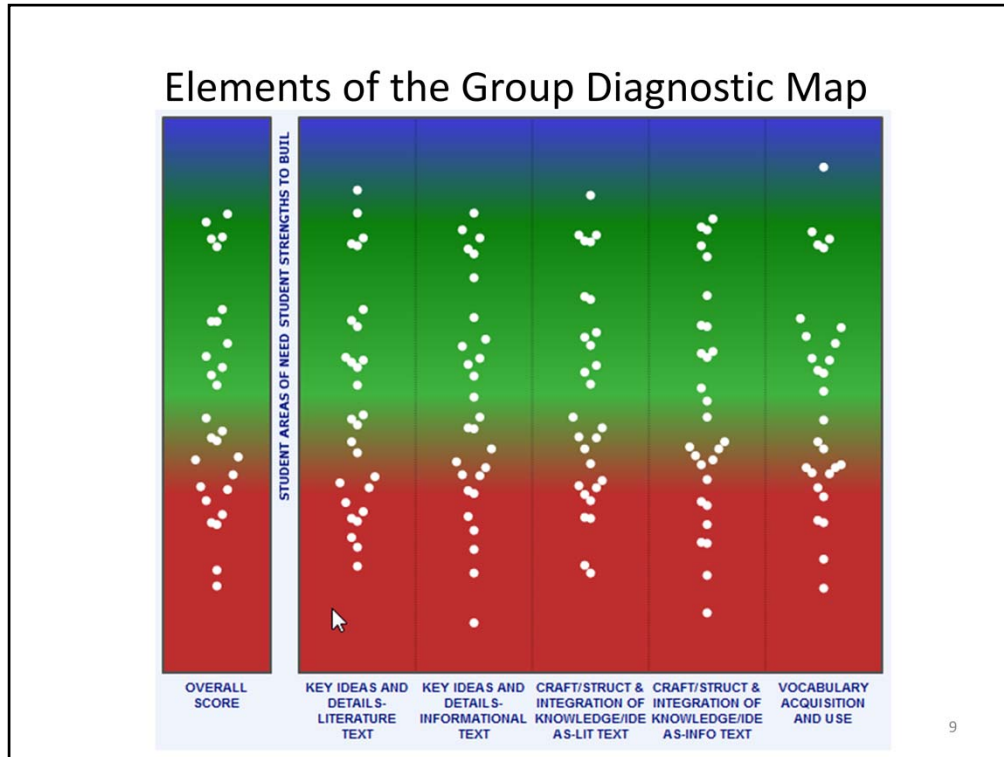
To select the Student Group and configure the diagnostic map:

- Leave the Begin Date and End Date as they are currently set. (You can set your Begin Date and End Date to the range of dates during which the students in your student group were administered the CDT. Because the CDT will show the most recent data within the date range for each student, defining the date range ensures that you are looking at students' data when they have received similar amounts of instruction, i.e., students who did not test during the date range that other students tested will not show up in the reports.)
- Use the **Map Configuration** dropdown menu in the Group Map tab to select **Literature**
- Once the Map Configuration has been selected, the data will load to show the Group Map for this student group



Here I see the Group Diagnostic Map. I have selected ***Optimize Zoom*** to focus in on the range of scores received by my students.

Taking into consideration the time of year, how well prepared are my students?



In order to answer the question, I first notice that there are five diagnostic categories. What are the categories?

I also notice that there is an Overall Score.

There are also several white dots appearing across two different colors. The white dots represent individual student scores on the CDT. By hovering over a dot, I can learn more information about the student.

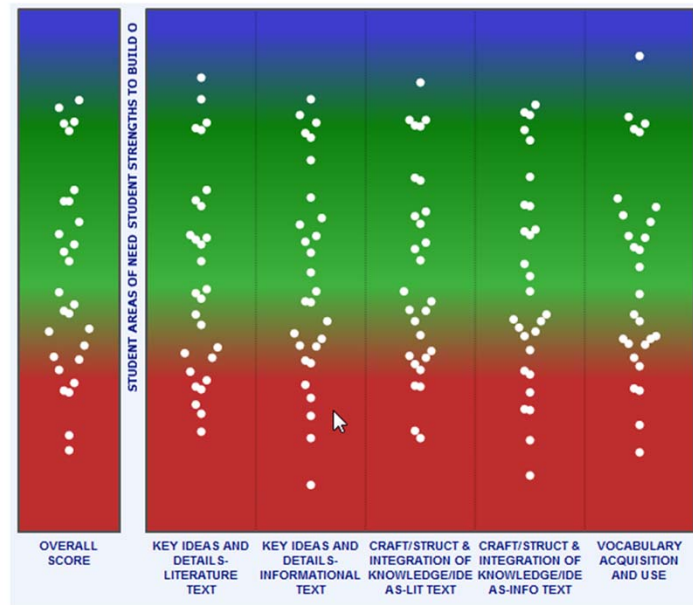
The colors represent Student Areas of Need (red) and Student Strengths to Build On (green). Notice that some scores in each of the categories are in the Green band while others are in the Red band or between the two bands. Many of the student scores are within the Red band, which is to be expected at the beginning of the school year.

From this report, are there any students who have already met the end of grade level or course expectations?

There is also a third color (blue) that appears when you expand the slider bar along the left side. The blue is just barely visible because I have selected the Optimize Zoom button and there are no dots that appear in the blue area. What does that mean? Why are there no dots in the blue?

The position of the dots on the colors represents the scores of the students in my class in each diagnostic category. What do the scores in the red represent? What do the scores in the green represent?

Using the Reading Grade 8 Map Configuration

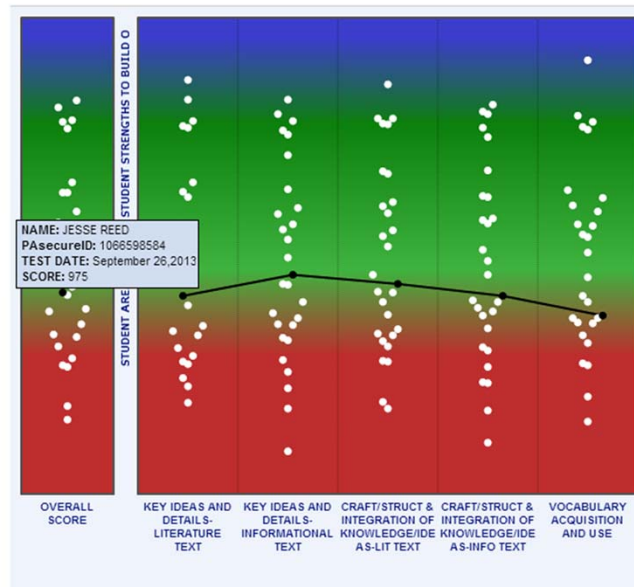


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Another way I can answer the question of how well prepared my students are, given that it is the beginning of the school year, is to change the **Map Configuration** to *Reading Grade 8*. The Group Map reconfigures to show my students' scores with the expectations for the end of grade 8.

I select **Optimize Zoom** again. More students are now in the Green band, but there are still several students in the Red band or between the Red and Green bands. What does this tell me about the students in this classroom?

Using the Reading Grade 8 Map Configuration



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The students who are still in the Red band are starting the year below the expectations for students at the end of grade 8, so I may want to identify those students for additional instruction. I can hover over each dot to see the student's name, PAsecureID, Testing Date, and Score. I can also click on a dot to see the diagnostic category scores that combine to create that student's Overall Score. The student with the highest Overall Score that is still in the Red band is Jesse Reed.

To remove the line, I click on the black dot again. (I can also select the **Clear Map** button below the Group Map and then select **Optimize Zoom** again.)

Grid View of Diagnostic Map

28 of 28 Students have tested

	First Name	Last Name	PASecureID	Overall Score	KEY IDEAS AND DETAILS- LITERATURE TEXT	KEY IDEAS AND DETAILS- INFORMATIONAL TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS- LIT TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS- INFO TEXT	VOCABULARY ACQUISITION AND USE	Test Date
<input type="checkbox"/>	SHELBY	GRANT	3426340887	826	846	789	847	799	853	09/26/2013
<input type="checkbox"/>	PARKER	WILLIAMSON	3554760692	842	865	839	839	837	824	09/26/2013
<input type="checkbox"/>	DREW	WILSON	1763826228	888	891	863	918	870	892	09/26/2013
<input type="checkbox"/>	KELLY	ANDREWS	3653711363	890	875	896	894	869	916	09/26/2013
<input type="checkbox"/>	CARRIE	MILLS	1816396567	898	901	882	895	888	925	09/26/2013
<input type="checkbox"/>	TYLER	WHEELER	1836359268	912	910	937	912	907	890	09/26/2013
<input type="checkbox"/>	MORGAN	COLE	1843380927	923	894	922	932	933	940	09/26/2013
<input type="checkbox"/>	ADRIAN	LEE	3287808265	926	930	919	927	911	945	09/26/2013
<input type="checkbox"/>	CASSIDY	HART	3363208219	938	936	938	925	948	945	09/26/2013
<input type="checkbox"/>	DEREK	SPENCER	3257990456	953	925	964	949	966	964	09/26/2013
<input type="checkbox"/>	SHANNON	MORRISON	3213182834	956	960	945	975	964	939	09/26/2013
<input type="checkbox"/>	PERRY	MCDONALD	1142950476	972	994	951	976	953	993	09/26/2013
<input type="checkbox"/>	JESSE	REED	1066598584	975	971	996	985	971	948	09/26/2013
<input type="checkbox"/>	RYAN	LYNCH	1127456164	982	988	984	964	996	971	09/26/2013
<input type="checkbox"/>	ANDREA	MATTHEWS	1157917968	995	998	985	996	957	1043	09/26/2013
<input type="checkbox"/>	AIDEN	HARPER	1274357993	1028	1028	1016	1048	1025	1022	09/26/2013
<input type="checkbox"/>	ASA	EVANS	2042337811	1038	1046	1037	1041	1012	1053	09/26/2013
<input type="checkbox"/>	ALEXIS	JENKINS	2176564081	1046	1053	1049	1029	1060	1040	09/26/2013
<input type="checkbox"/>	DOMINIQUE	RYAN	2436007098	1057	1051	1055	1068	1056	1055	09/26/2013
<input type="checkbox"/>	CARSON	DAVIS	2316725791	1070	1056	1067	1076	1062	1086	09/26/2013
<input type="checkbox"/>	EMILY	PALMER	2468286472	1092	1093	1096	1114	1087	1070	09/26/2013
<input type="checkbox"/>	GEORGIA	REID	2531881883	1092	1087	1074	1117	1088	1095	09/26/2013
<input type="checkbox"/>	STACEY	NELSON	2588981364	1104	1104	1136	1081	1118	1077	09/26/2013
<input type="checkbox"/>	CHRISTOPHER	WELCH	3127487592	1167	1170	1160	1173	1157	1175	09/26/2013
<input type="checkbox"/>	PHOENIX	CLARK	3077598108	1175	1168	1184	1172	1168	1182	09/26/2013
<input type="checkbox"/>	HARPER	NICHOLS	2613724293	1177	1176	1176	1179	1187	1166	09/26/2013
<input type="checkbox"/>	RILEY	COLLINS	1017803005	1192	1201	1165	1179	1184	1247	09/26/2013
<input type="checkbox"/>	KYLE	BUTLER	1043433929	1200	1224	1201	1219	1195	1169	09/26/2013

[Show Selected Students](#)
[Export to CSV](#)
[Export to PDF](#)
[Export to Zip](#)
[Export Individual Reports](#)

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I can also scroll down below the group map to see a grid that contains the results for my students. If I click on Overall Score, the data is sorted by the students' Overall Scores. (I can also sort by any of the other columns, e.g., a diagnostic category such as Vocabulary Acquisition and Use, student last name, or test date.) I can also move the columns around by clicking on and dragging them, so I have moved the Overall Score to be next to the student's PASecureID.

Because Jesse Reed's Overall Score was near the top of the Red band, I know that any student with a lower Overall Score is also showing areas of need. I might want to form a student group consisting of Shelby, Parker, Drew, Kelly, Carrie, Tyler, Morgan, Adrian, Cassidy, Derek, Shannon, Perry, and Jesse for additional support.

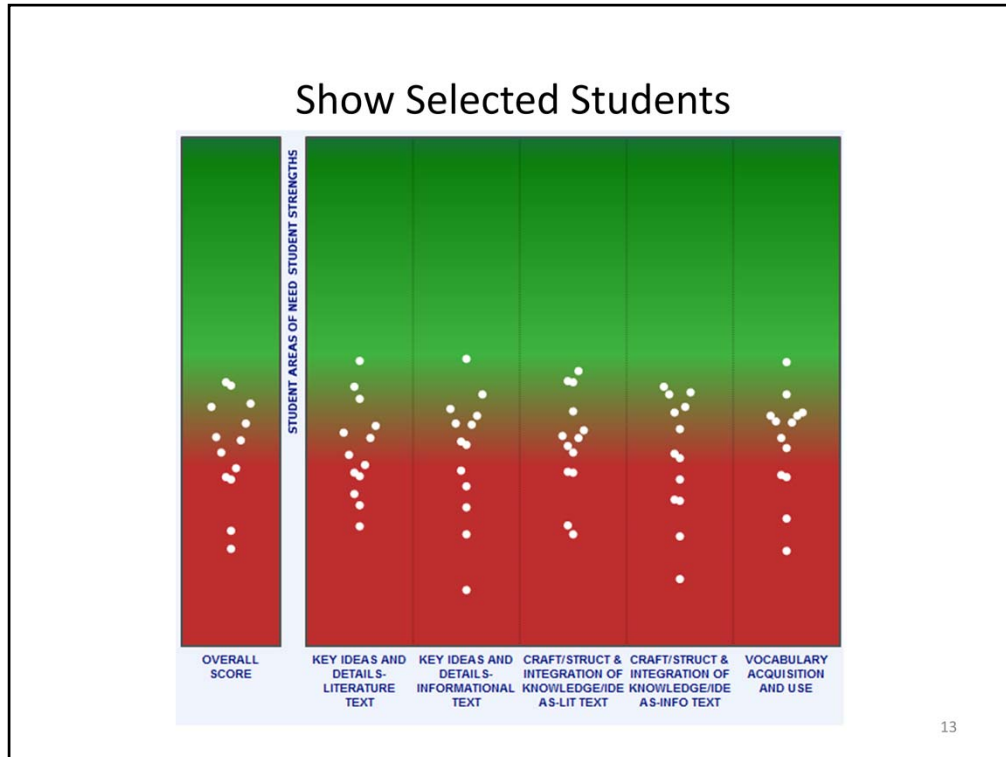
How else might I use this grid?

If I would like to use this data in Excel or Access, I can click on the **Export to CSV** button. Why might I want to export this data?

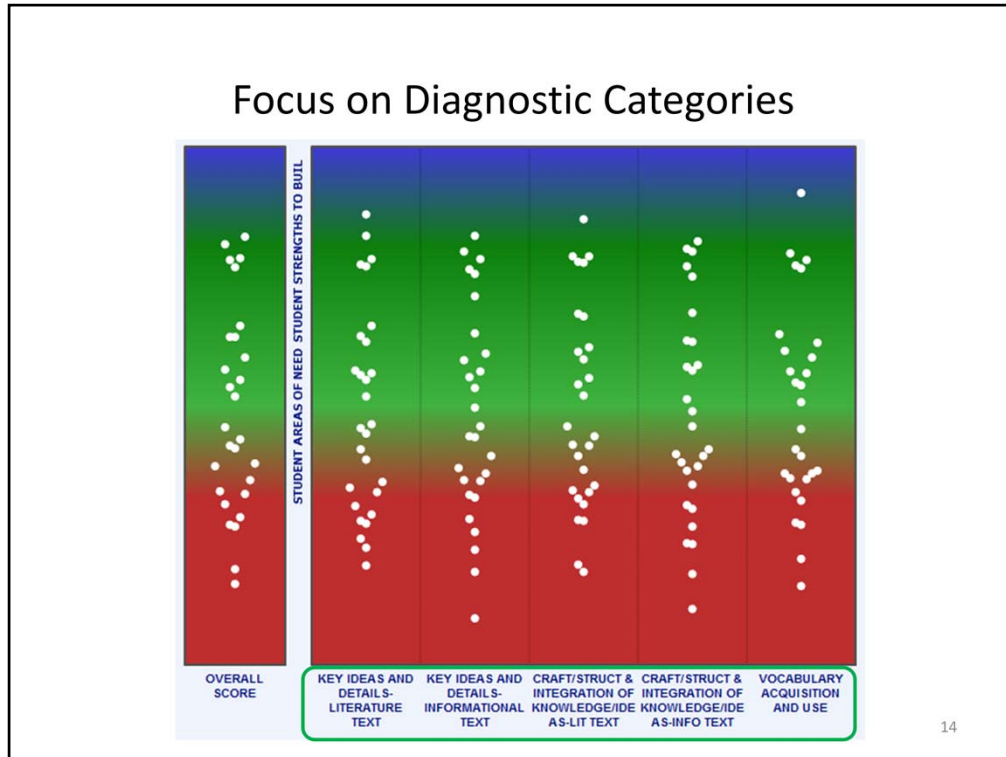
If I would like to print this report, I can click on the **Export to PDF** button. Besides providing a snapshot of where my students are, how might I use this report?

How would this data support me during a data team meeting(s)?

I also notice a **Show Selected Students** button. I can select students in the grid which enables me to see only those selected students in the map. I can also print a report for just those students. I click on the boxes beside each of the students I identified as having areas of need and select **Show Selected Students**.



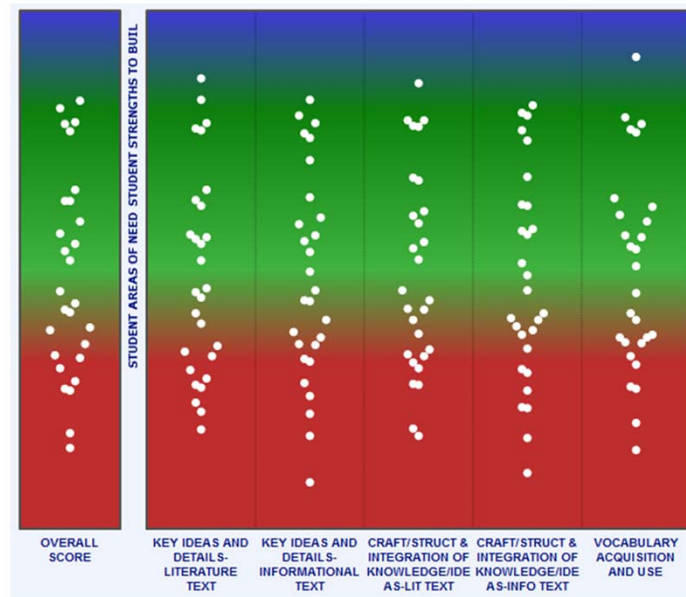
For a few of the students in this group, including Jesse, the red dot for Overall Score is due to only a few Diagnostic Category scores. For other students, I can see that each Diagnostic Category score for each of these students is also in the Red band when using the Grade 8 Map Configuration, so I know these students will likely need additional support with all five Diagnostic Categories as we work toward understanding of the Literature Assessment Anchors and Eligible Content. I can also use other formal and informal formative assessments in my classroom to gauge how these students are progressing in the Literature AA/ECs.



I want to look at the report for my entire class using the Literature expectations, so I change the **Map Configuration** back to *Literature* and select the **Optimize Zoom** button again.

I notice that this class does not seem to have differing performances across the diagnostic categories, but students seem to be spread across both the red and green bands for each of the diagnostic categories. In fact, I can see (by hovering over dots, clicking on a dot to show all of the diagnostic category scores of a student, or by scrolling down to the grid below the map) that most students are performing quite consistently across diagnostic categories. This is not surprising, as I know that the diagnostic categories in this Reading/Literature CDT are closely related.

Examining Student Scores



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Now I want to focus on student scores in the Overall Score column in relation to the diagnostic categories.

Are there any students showing areas of strength?

Which students show areas of need?

What patterns do I see? (Are there groups of students that are showing similar areas of strength or areas of need across diagnostic categories? Are students scoring between the red and green bands in one diagnostic category performing similarly in other diagnostic categories as well or are the scores in other diagnostic categories higher or lower?)

Group Learning Progression Map

Eligible Content	Summary	Count of Green	Count of Red	ANDREWS, KELLY (3653711363)	BUTLER, KYLE (1043433929)	CLARK, PHOENIX (3077598108)	COLE, MORGAN (1843380927)	COLLINS, RILEY (1017803005)	DAVIS, CARSON (2316725791)	EVANS, ASA (2042337811)	GRANT, SHELBY (3426340887)	HARPER, AIDEN (1274357993)	HART, CASSIDY (3363208219)	JENKINS, ALEXIS (2176564081)	LEE, ADRIAN (3287809205)	LYNCH, RYAN (1127456164)	MATTHEWS, ANDREA (1157917988)	MCDONALD, PERRY (1142950476)	MILLS, CARRIE (1816395657)	MORRISON, SHANNON (3213182834)	NELSON, STACEY (2588981364)	NICHOLS, HARPER (2613724293)	PALMER, EMILY (2468286472)	REED, JESSE (1066598584)	REID, GEORGIA (2531881883)	RYAN, DOMINIQUE (2436007098)	SPENCER, DEREK (3257990456)	WELCH, CHRISTOPHE (3127487592)	WHEELER, TYLER (1836359288)	WILLIAMSON, PARKER (3554760892)	WILSON, DREW (1763826228)	
LF.2.3.2	✖	4	4	✔											✖	✖				✔												
LF.2.3.3	✔	4	2			✔				✖	✔	✔	✖									✔				✔						
Informational Text																																
CC.1.2.K.B																																
CC.1.2.1.B																																
CC.1.2.2.B																																
E03.B-K.1.1.1																																
E04.B-K.1.1.1		✔	1	0																	✔											
E05.B-K.1.1.1		✔	2	0	✔			✔																								
E06.B-K.1.1.1		✔	1	4																												
E07.B-K.1.1.1		✖	5	8			✖	✖																								
E08.B-K.1.1.1		✔	9	11			✖	✖	✖		✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔			✖				✔	✔	✔	
LN.2.1.1		✖	3	3										✖						✔	✔	✔									✖	
LN.2.1.2		✖	8	6											✔		✔	✔	✔	✔	✔	✔										
LN.2.5.1		✔	9	0							✔	✔	✔	✔			✔	✔	✔	✔	✔		✔			✔		✔	✔	✔		
LN.2.5.3		✖	6	12			✖	✖		✖				✖							✖			✖		✔	✔	✔	✔	✔	✔	✖
CC.1.2.K.A																					✖											
CC.1.2.1.A																																

16

Another way that I can analyze the results of the students in my class is by using the Group Learning Progression Map. I select the Group Learning Progression Map tab and the Group Learning Progression Map populates. I see a row for each Eligible Content assessed on the CDT and a column for each of my students, in addition to a few extra columns. These columns are: Summary, Count of Green, and Count of Red.

The **Summary** column shows either a red dot or a green dot. To determine the color of the summary dot, all students in the group who received at least one item for that Eligible Content count equally, even though they may have taken different numbers of items for the Eligible Content. The summary dot calculation includes how close each student's performance is to the expected performance for a student just ready for the next grade/course rather than just whether the student scored better or worse than expected. Therefore, the summary dot color may not be the same as the most frequently-occurring color for the group. By hovering over the Summary dot, I learn how many students in my student group received items for this Eligible Content and how many items those students received. (Remember that the dot colors are based on the expectation for the end of a Literature course since the Literature Map Configuration is being used.)

The **Count of Green** and **Count of Red** columns indicate the number of students who received each of those colors of dots on their individual learning progression map. (Remember, some students may have received more items than other students.)

I can also hover over the Eligible Content code to see the Eligible Content Description and links to Materials and Resources in SAS as well as a sample item for that Eligible Content.

Group Learning Progression Map

Eligible Content	Summary	Count of Green	Count of Red	ANDREWS, KELLY (3653711363)	BUTLER, KYLE (1043433929)	CLARK, PHOENIX (3077598108)	COLE, MORGAN (1843380927)	COLLINS, RILEY (1017803005)	DAVIS, CARSON (2316725791)	EVANS, ASA (2042337811)	GRANT, SHELBY (3426340887)	HARPER, AIDEN (1274357993)	HART, CASSIDY (3363208219)	JENKINS, ALEXIS (2176564081)	LEE, ADRIAN (3287808265)	LYNCH, RYAN (1127456164)	MATTHEWS, ANDREA (1157917988)	MCDONALD, PERRY (1124950476)	MILLS, CARRIE (1816396567)	MORRISON, SHANNON (3213182834)	NELSON, STACEY (2588881364)	NICHOLS, HARPER (2613724293)	PALMER, EMILY (2468286472)	REED, JESSE (1066598584)	REID, GEORGIA (2531881863)	RYAN, DOMINIQUE (2436007098)	SPENCER, DEREK (3257990456)	WELCH, CHRISTOPHE (3127487592)	WHEELER, TYLER (1836359268)	WILLIAMSON, PARKER (3554760692)	WILSON, DREW (1763828228)		
LF.2.3.2	✗	4	4	✓											✗	✗	✗	✗	✗	✓													
LF.2.3.3	✓	4	2			✓				✗	✗	✗	✗	✗								✓				✓				✗		✗	
Informational Text																																	
CC.1.2.K.B																																	
CC.1.2.1.B																																	
CC.1.2.2.B																																	
E03.B-K.1.1.1																																	
E04.B-K.1.1.1	✓	1	0																		✓												
E05.B-K.1.1.1	✗	2	0					✓																									
E06.B-K.1.1.1	✗	1	4							✗																							
E07.B-K.1.1.1	✗	5	8				✗		✗					✓				✗															
E08.B-K.1.1.1	✗	9	11			✓		✓		✗		✓								✓		✓			✗					✗		✗	
LN.2.1.1	✗	3	3												✗						✓	✓			✗								
LN.2.1.2	✗	8	6			✓	✓		✓												✓	✓											
LN.2.5.1	✓	9	0																		✓		✗			✓			✓	✓			
LN.2.5.3	✗	6	12		✗	✗	✗		✗			✓		✗							✗		✗	✗	✗		✓		✓	✓	✓		
CC.1.2.K.A																																	
CC.1.2.1.A																																	

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I can use the Summary, Count of Green, and Count of Red columns to identify Eligible Content for which targeted instruction could benefit my students.

Under Key Ideas and Details; Informational Text, I see the Eligible Content code L.N.2.5.3, which has a red summary dot.

The code tells me a lot of information about this Eligible Content. L at the beginning tells me this is content for Literature (as opposed to E08, which indicates English Language Arts, grade 8). The next part of the code, N, tells me that this EC is for Nonfiction. The following three numbers represent the Assessment Anchor, Descriptor, and Eligible Content. I can find more information about the Reporting Categories, Assessment Anchors, Descriptors, and Eligible Content in the Assessment Anchors and Eligible Content documents posted at www.pdesas.org or www.education.state.pa.us.

I see that 18 of my 28 students received one or more items for this Eligible Content, and that only 6 received green dots, while the other 12 received red dots. I hover over the Eligible Content code, and I see the Eligible Content Description, as well as links to Materials and Resources and a Sample Item. The Eligible Content Description says “Distinguish essential from nonessential information.”

I can click on Sample Item to see an example of an item aligned to this Eligible Content.

Sample Item

1. Which detail is **least** essential to the overall understanding of the passage?
 - A. the footnote explaining the piano soundboard
 - B. the year the piano was invented by a harpsichord maker
 - C. the instrument from which the piano was derived
 - D. the pitches the different strings on the piano represent

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A PDF showing a sample item opens. This Eligible Content asks students to distinguish essential from nonessential information. It is likely that my class would benefit from explicit instruction in this skill. I go back to the Group Learning Progression Map, hover over the Eligible Content Code again, and click on **Materials and Resources** for additional resources to help me plan my next steps.

Materials and Resources

The screenshot shows the 'Materials and Resources' section of the Pennsylvania Standards Aligned System (SAS). The header includes the Pennsylvania Department of Education logo, 'SAS Standards Aligned System', and navigation links for Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A search bar is located in the top right. Below the header, a grid of icons represents various resource types: Lesson/Unit Plan, Instructional Content, Educational Resources, Assessment, Videos, Web-Based Content, and PA Educator Created Content. The 'Materials & Resources - Results' section displays a list of search results. Each result includes a title, a small icon, and a button to view the resource.

Materials & Resources - Results	
Latin and Central American Literature: Gabriel Garcia Marquez	Lesson Plan Grade(s): 10th Grade
Literary Criticism and Logical Fallacy	Unit Plan Grade(s):
Persuasion Tactics Found in Advertising	Lesson Plan Grade(s):
Logical Fallacy	Lesson Plan Grade(s):

19

This takes me directly into SAS, where I can find lessons/unit plans, instructional content, educational resources, assessments, videos, web-based content, and/or Pennsylvania Educator-created content. I can use these resources, along with other instructional materials I have developed or found, to work with my students on finding probabilities.

Group Learning Progression Map

Eligible Content	Summary	Count of Green	Count of Red	ANDREWS, KELLY (3653711363)	BUTLER, KYLE (1043433929)	CLARK, PHOENIX (3077598108)	COLE, MORGAN (1843380927)	COLLINS, RILEY (1017803005)	DAVIS, CARSON (2316725791)	EVANS, ASA (2042337811)	GRANT, SHELBY (2426340887)	HARPER, AUDEN (1274357983)	HART, CASSIDY (3363208219)	JENKINS, ALEXIS (2176564081)	LEE, ADRIAN (2876828265)	LYNCH, RYAN (1127456164)	MATTHEWS, ANDREA (1157917968)	MCDONALD, PERRY (1142950476)	MILLS, CARRIE (1816396567)	MORRISON, SHANNON (3213182834)	NELSON, STACEY (2588881384)	NICHOLS, HARPER (2613724293)	PALMER, EMILY (2468288472)	REED, JESSE (1066598584)	REID, GEORGIA (2531881883)	RYAN, DOMINIQUE (2436007098)	SPENCER, DEREK (3257990456)	WELCH, CHRISTOPHE (3127487592)	WHEELER, TYLER (1936359268)	WILLIAMSON, PARKER (3554760692)	WILSON, DREW (1763828228)
Key Ideas and Details																															
Literature Text																															
CC.1.3.K.B																															
CC.1.3.1.B																															
CC.1.3.2.B																															
E03.A-K.1.1.1																															
E04.A-K.1.1.1		✓	1	0																											✓
E05.A-K.1.1.1																															
E06.A-K.1.1.1		✗	4	1																											
E07.A-K.1.1.1			4	4																											
E08.A-K.1.1.1		✗	9	16	✗	✓	✓	✓	✗	✗	✗	✗	✓	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.F.2.1.1		✓	11	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.F.2.1.2		✗	9	14	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC.1.3.K.A																															
CC.1.3.1.A																															
CC.1.3.2.A																															
E03.A-K.1.1.2																															
E04.A-K.1.1.2		✓	1	0																											✓

20

I can also use the Group Learning Progression Map to identify content that might benefit students during small-group instruction. For example, under Key Ideas and Details; Literature Text, I see that 11 students received a green dot for L.F.2.1.1, while 6 students received a red dot. If I hover over the Eligible Content code, I see that this Eligible Content expects students to “Make inferences and/or draw conclusions based on analysis of a text.” Phoenix Clark, Morgan Cole, Adrian Lee, Ryan Lynch, Jesse Reed, and Derek Spencer received red dots for that Eligible Content.

I remember that these dots may represent only a few items for each student. I can hover over each student’s dot to see how many items this score is based on. For each of the students with a red dot, the dot is based on one or two items. I can look at the sample item and ask these students, as well as students who did not receive items for this Eligible Content, questions similar to the sample item to determine if they really are struggling with this Eligible Content. (The same applies to students who received green dots. The dot may be based on only a few items; if I feel a student needs additional support with an Eligible Content regardless of a green dot on the CDT, I should use my professional judgment and provide that support.)

Once I have identified my flexible student group for additional support, I can access the Materials and Resources in SAS to help me find ways to support my students.

Now open HS Literature Administration #2

- Go to the Student Group dropdown menu and select [HS Literature Administration #2](#)
- Next click on the ***Continue*** button
- Then select [Literature](#) from the Map Configuration dropdown menu

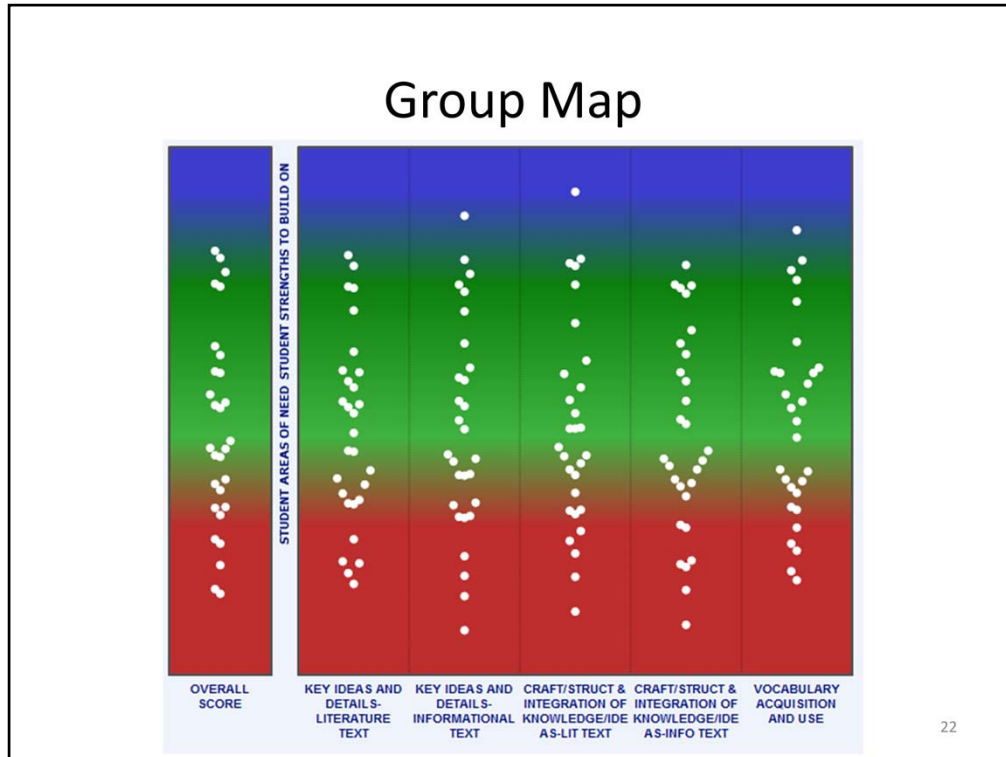
The resulting Group Map represents student scores after the mid-year CDT administration.

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Note to Trainer: For this scenario, data for the previous test event for Literature will also be shown.

The current version of the CDT only shows the most recent test event for the Group Learning Progression Map and the Individual Learning Progression Map; therefore, the 1st, 2nd, and 3rd test events are stored as separate Student Groups for the purpose of training. This is why you need to select the different student group as we enter this part of the training.

This part of the demonstration uses the second test administration.



I administered the CDT to my entire class on February 4, and now I am going to analyze the results. I am using this mid-year CDT administration to see how my students are doing as they progress toward understanding of the Assessment Anchors and Eligible Content. In some schools, the teacher may decide to use the second administration only for students who participated in a particular intervention due to issues of timing or access to technology. I have selected the **Optimize Zoom** button to focus on the results my class has received.

Note: If I scroll down below the map, I see that my class now has 29 students instead of 28. This is because I have a new student in my class, Kegan Morris.

Individual Learning Progression Map

Student: KEGAN MORRIS (4350823727) *
 Content Area:
 Map Configuration: Literature *

Eligible Content	Grades / Courses									
	K	1	2	3	4	5	6	7	8	L
Key Ideas and Details										
Literature Text										
CC.1.3.K.B										
CC.1.3.1.B										
CC.1.3.2.B										
E03.A-K.1.1.1										
E04.A-K.1.1.1										
E05.A-K.1.1.1										
E06.A-K.1.1.1										
E07.A-K.1.1.1										
E08.A-K.1.1.1										
LF.2.1.1										
LF.2.1.2										
CC.1.3.K.A										
CC.1.3.1.A										
CC.1.3.2.A										
E03.A-K.1.1.2										
E04.A-K.1.1.2										

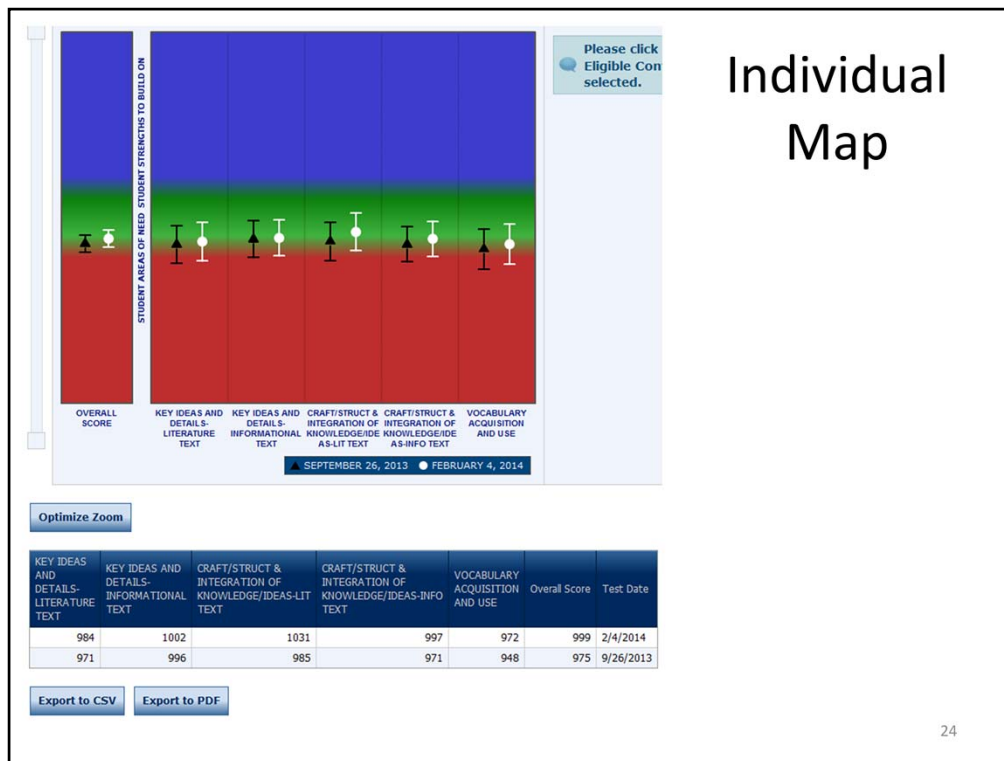
Export to CSV

23

Kegan recently moved into this school district from out of state. I don't know a lot about the previous instruction Kegan has received, so I added Kegan to my student group and included Kegan in the second CDT administration for my class.

I click on the **Individual Learning Progression Map** tab and select Kegan Morris from the **Student** dropdown menu, and I see the Individual Learning Progression Map. Like the Group Learning Progression Map, there is a row for each Eligible Content, and I can hover over the codes to see the Eligible Content Description and links to Materials and Resources and a Sample Item.

As I scroll through Kegan's learning progression map, I can see red and green dots that identify the Eligible Content for which Kegan received items. I can hover over each dot to see the number of items administered and the administration date. Below the map is the **Export to CSV** button that I can use to create a .csv file that I can open in Excel or Access.



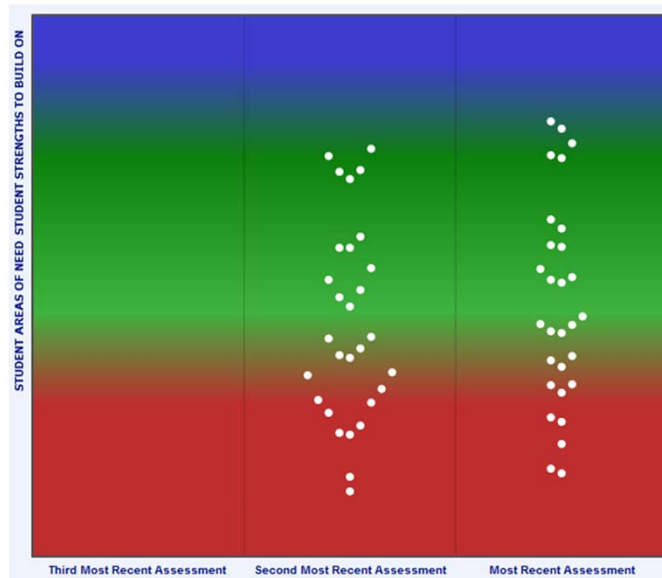
If you remember from the first administration, Jesse Reed began the year below the expectations for students completing sixth grade. Jesse's family is monitoring his progress and has scheduled a conference to discuss his current progress and next steps.

I can click on the **Individual Map** tab and select Jesse from the Student dropdown menu. The Individual Map shows a student's Overall Score and each Diagnostic Category score for the three most recent administrations of the CDT. Jesse has only completed two administrations of the CDT so far this year.

I see that there are vertical lines with a dot or triangle in the center of each line. The dots (or triangles) represent the student's actual score. The lines represent error bands. The error band (or standard error of measurement) shows the variation in CDT scores if the same student were to take the CDT multiple times without additional instruction. The variation in scores is similar to the variation found when other tools are used to measure attributes. For example, if you use a bathroom scale and measure your weight multiple times, it is unlikely that the same weight will appear every time. This variation is related to the reliability, or precision, of the tool you are using. For the CDT, I can see that the error bands for the Overall Score are shorter than the error bands for each Diagnostic Category score. Because a student's Overall Score is made up of more test questions than each of the Diagnostic Category scores, the Overall Score is a more precise measurement, and the lines are not as long.

If the lines for different Diagnostic Categories overlap, there may not be a statistically significant difference between the two scores. However, for instructional purposes, I may still want to look at the entire profile to help inform instructional decisions. While the grid shows that Jesse's scores have increased since September, the lines show that this growth is not statistically significant and we still have more work to do. I can Export this report to either a .csv file or a .pdf file to use during my conference with Jesse's family.

Group Map – Overall Score

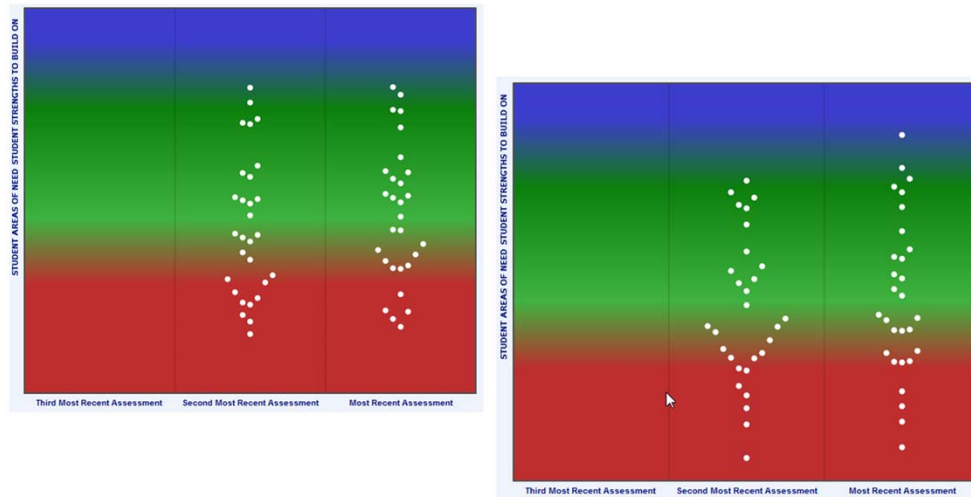


25

Now that I am ready for my conference, I will take some time to look over the results for all of the students in my class. I switch back to the Group Map and click on **Optimize Zoom**. Under the Category dropdown menu, I first select Overall Score.

I see that more of my students have moved into the Green band or the area between the Green and Red bands, but there are still several students in the Red band, so I will take a look at the growth in each diagnostic category to help me determine my next steps.

Group Map – Diagnostic Categories



26

These are the Group Maps for the two Key Ideas and Details diagnostic categories for the second administration. It seems that some of my students may be struggling more with Key Ideas and Details in Informational texts (the map on the right) than they are with Literature texts (the map on the left).

I can use this information, as well as information from the Group Learning Progression Map, to determine my next instructional steps. I also might want to compare the Group Maps for Literature and Informational texts in Craft and Structure and Integration of Knowledge and Ideas to see if my students are struggling with other aspects of Informational texts.

Now open HS Literature Administration #3

- Go to the Student Group dropdown menu and select [HS Literature Administration #3](#)
- Next click on the ***Continue*** button
- Then select [Literature](#) from the Map Configuration dropdown menu

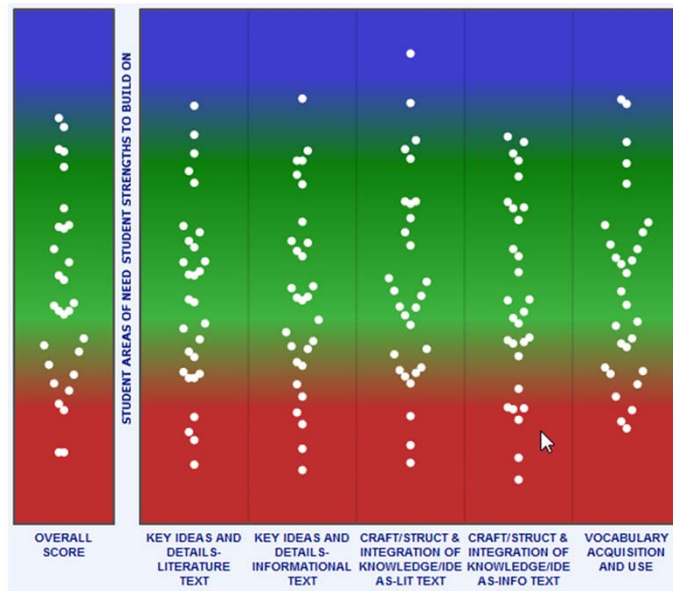
The resulting Group Map represents student scores for the end-of-year CDT administration.

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Reminder to Trainer: The current version of the CDT only shows the most recent test event for the Group Learning Progression Map and the Individual Learning Progression Map; therefore, the 1st, 2nd, and 3rd test events are stored as separate Student Groups for the purpose of training. This is why you need to select the different student group as we enter this part of the training.

This part of the demonstration uses the third test administration.

Group Map – End of Instruction for Literature



28

It is now nearing the end of the school year, and these students have completed the third administration of the Reading/Literature CDT. I am still interested to know how well prepared the students are as they approach the end of instruction.

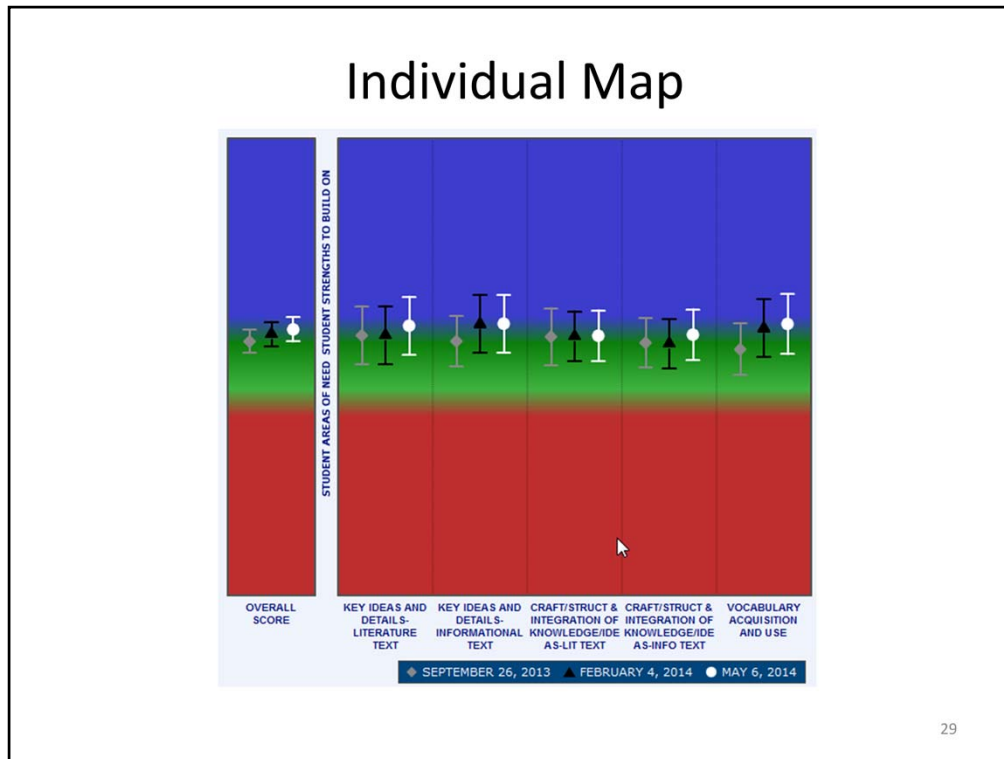
I notice that the map looks quite a bit different from the first administration.

Which students are showing strengths to build on?

Which students are showing areas of need?

Which students might need additional support?

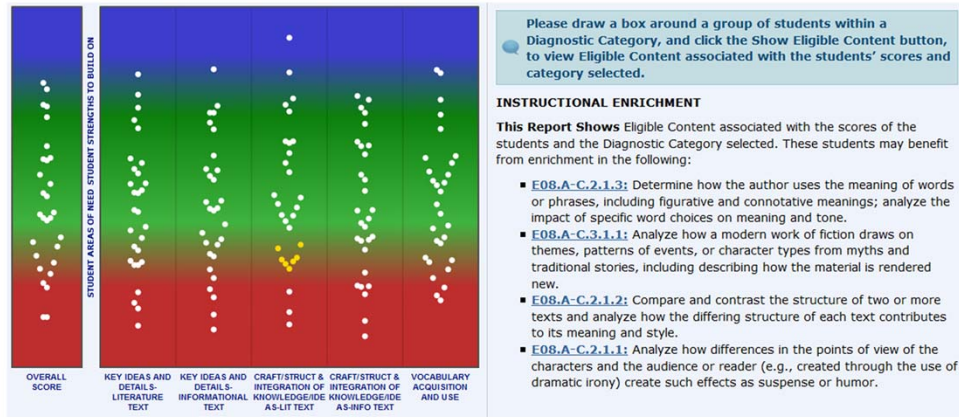
How can I use the maps in the CDT to help build on student strengths and support student areas of need?



I hover over the dot with the highest overall score and find that it belongs to Kyle Butler, so I click on the Individual Map tab and select Kyle from the Student dropdown menu.

Kyle's individual map shows Diagnostic Category and Overall scores for each of the three administrations. I can see that the error bands for Diagnostic Categories for the most recent administration (shown by white dots) overlap, so it seems that Kyle is not performing significantly differently in any of the diagnostic categories. I can use the Individual Learning Progression Map or Kyle's column in the Group Learning Progression Map to look for patterns and identify some ways to build on Kyle's strengths.

Selecting Students



30

I go back to the Group Map and notice that there is a group of students who are between the Green and Red bands for Craft and Structure, and Integration of Knowledge and Ideas – Literature Text. To identify all of those students at once, I can draw a box around them and click the **Show Eligible Content** button. Eligible Content for which these students may benefit from additional instruction are shown to the right of the Group Map, and the dots that were enclosed in the box are now highlighted yellow.

Selecting Students

29 of 29 Students have tested										
<input type="checkbox"/>	First Name	Last Name	PAscoreID	KEY IDEAS AND DETAILS- LITERATURE TEXT	KEY IDEAS AND DETAILS- INFORMATIONAL TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS-LIT TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS-INFO TEXT	VOCABULARY ACQUISITION AND USE	Overall Score	Test Date
<input type="checkbox"/>	KELLY	ANDREWS	9241615117	893	933	911	907	989	925	05/06/2014
<input type="checkbox"/>	KYLE	BUTLER	7071037035	1262	1270	1223	1227	1269	1248	05/06/2014
<input type="checkbox"/>	PHOENIX	CLARK	8301488476	1188	1184	1213	1182	1197	1193	05/06/2014
<input checked="" type="checkbox"/>	MORGAN	COLE	9529963475	954	968	966	993	962	969	05/06/2014
<input type="checkbox"/>	RILEY	COLLINS	7040542749	1229	1200	1321	1221	1221	1238	05/06/2014
<input type="checkbox"/>	CARSON	DAVIS	8009157643	1102	1107	1151	1133	1119	1123	05/06/2014
<input type="checkbox"/>	ASA	EVANS	7344371286	1070	1045	1063	1074	1105	1070	05/06/2014
<input type="checkbox"/>	SHELBY	GRANT	9117977495	884	850	878	839	897	870	05/06/2014
<input type="checkbox"/>	AIDEN	HARPER	7306167189	1075	1056	1104	1042	1052	1065	05/06/2014
<input checked="" type="checkbox"/>	CASSIDY	HART	9079728551	978	987	981	979	999	984	05/06/2014
<input type="checkbox"/>	ALEXIS	JENKINS	7409653388	1086	1092	1067	1092	1087	1085	05/06/2014
<input checked="" type="checkbox"/>	ADRIAN	LEE	9064746168	984	947	956	942	966	958	05/06/2014
<input type="checkbox"/>	RYAN	LYNCH	7140464782	1043	1046	1025	1029	1037	1036	05/06/2014
<input type="checkbox"/>	ANDREA	MATTHEWS	7212976237	1085	1020	1035	1000	1073	1039	05/06/2014
<input type="checkbox"/>	PERRY	MCDONALD	7172749537	1040	1058	1047	997	1013	1030	05/06/2014
<input checked="" type="checkbox"/>	CARRIE	MILLS	9477090662	961	915	963	919	947	940	05/06/2014
<input type="checkbox"/>	KEGAN	MORRIS	7285291269	1016	1006	1014	1016	1090	1026	05/06/2014
<input type="checkbox"/>	SHANNON	MORRISON	8393266556	998	990	1053	995	959	999	05/06/2014
<input type="checkbox"/>	STACEY	NELSON	8159676247	1126	1173	1154	1147	1127	1146	05/06/2014
<input type="checkbox"/>	HARPER	NICHOLS	8184978502	1175	1211	1265	1208	1174	1210	05/06/2014
<input type="checkbox"/>	EMILY	PALMER	8114340177	1109	1131	1154	1153	1083	1127	05/06/2014
<input type="checkbox"/>	JESSE	REED	7098404314	1010	1042	1034	1043	1018	1030	05/06/2014
<input type="checkbox"/>	GEORGIA	REID	8154046814	1119	1098	1135	1146	1130	1125	05/06/2014
<input type="checkbox"/>	DOMINIQUE	RYAN	8062372871	1071	1109	1119	1100	1100	1100	05/06/2014
<input checked="" type="checkbox"/>	DEREK	SPENCER	8462860318	959	996	987	1022	993	991	05/06/2014
<input type="checkbox"/>	CHRISTOPHER	WELCH	8357457312	1208	1200	1202	1200	1264	1213	05/06/2014
<input checked="" type="checkbox"/>	TYLER	WHEELER	9518128413	954	972	960	921	933	948	05/06/2014
<input type="checkbox"/>	PARKER	WILLIAMSON	9149784684	856	874	858	864	905	870	05/06/2014
<input checked="" type="checkbox"/>	DREW	WILSON	9304473853	910	902	948	920	918	918	05/06/2014
Show Selected Students			Export to CSV		Export to PDF		Export to Zip		Export Individual Reports	

Show Selected Students

Export to CSV

Export to PDF

Export to Zip

Export Individual Reports

31

If I scroll down below the map, the students who received these scores are highlighted in yellow.

I can put a checkmark in the box beside each row and click on **Show Selected Students** to see only those students' scores in the Group Map. This can help me find patterns in these students' performances across Diagnostic Categories that might help me to improve their understanding as we approach the end of the year. In addition, this information will be available to the students' next teacher(s) as they move into the next grade in the fall.

Individual Learning Progression Map

Student: PARKER WILLIAMSON (9149784684) * Content Area: Map Configuration: Literature *

Eligible Content	Grades / Courses									
	K	1	2	3	4	5	6	7	8	L
Key Ideas and Details										
Literature Text										
CC.1.3.K.B										
CC.1.3.1.B										
CC.1.3.2.B										
E03.A-K.1.1.1										
E04.A-K.1.1.1										
E05.A-K.1.1.1										
E06.A-K.1.1.1										
E07.A-K.1.1.1										
E08.A-K.1.1.1										
L.F.2.1.1										
L.F.2.1.2										
CC.1.3.K.A										
CC.1.3.1.A										
CC.1.3.2.A										
E03.A-K.1.1.2										
E04.A-K.1.1.2										

Export to CSV

32

For students like Parker Williamson who continue to struggle in the final CDT administration of the year, I can click on the Individual Learning Progression Map, select the student name from the Student dropdown menu, and then click the **Export to CSV** button at the bottom of the screen.

Individual Learning Progression Map

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	CDT - Individual Learning Progression Map Export														
2	Student:	PARKER WILLIAMSON (9149784684)													
3	Administration:														
4	District:														
5	School:														
6	Teacher:														
7	Student Group:														
8	Map Configuration:	Literature													
9	Date Generated:	10/22/2014													
10															
11	Diagnostic Category	Assessment An	ECC	ECC Dot	ECC Description	Materials and Re Sample Item									
12	Key Ideas and Details	Literature Text	CC.1.3.K.B		Answer questions abt	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_K_B.pdf									
13	Key Ideas and Details	Literature Text	CC.1.3.1.B		Ask and answer quest	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_1_B.pdf									
14	Key Ideas and Details	Literature Text	CC.1.3.2.B		Ask and answer quest	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_2_B.pdf									
15	Key Ideas and Details	Literature Text	E03.A-K.1.1.1		Ask and answer quest	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E03_A-K_1_1_1.pdf									
16	Key Ideas and Details	Literature Text	E04.A-K.1.1.1		Refer to details and e	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E04_A-K_1_1_1.pdf									
17	Key Ideas and Details	Literature Text	E05.A-K.1.1.1		Quote accurately from	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E05_A-K_1_1_1.pdf									
18	Key Ideas and Details	Literature Text	E06.A-K.1.1.1	RED	Cite textual evidence	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E06_A-K_1_1_1.pdf									
19	Key Ideas and Details	Literature Text	E07.A-K.1.1.1	RED	Cite several pieces of	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E07_A-K_1_1_1.pdf									
20	Key Ideas and Details	Literature Text	E08.A-K.1.1.1	RED	Cite the textual evide	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E08_A-K_1_1_1.pdf									
21	Key Ideas and Details	Literature Text	LF.2.1.1		Make inferences and	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/LF_2_1_1.pdf									
22	Key Ideas and Details	Literature Text	LF.2.1.2		Cite evidence from a	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/LF_2_1_2.pdf									
23	Key Ideas and Details	Literature Text	CC.1.3.K.A		With prompting and s	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_K_A.pdf									
24	Key Ideas and Details	Literature Text	CC.1.3.1.A		Retell stories, includi	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_1_A.pdf									
25	Key Ideas and Details	Literature Text	CC.1.3.2.A		Recount stories and d	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_2_A.pdf									
26	Key Ideas and Details	Literature Text	E03.A-K.1.1.2		Recount poems, dram	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E03_A-K_1_1_2.pdf									
27	Key Ideas and Details	Literature Text	E04.A-K.1.1.2		Determine a theme o	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E04_A-K_1_1_2.pdf									
28	Key Ideas and Details	Literature Text	E05.A-K.1.1.2		Determine a theme; s	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E05_A-K_1_1_2.pdf									
29	Key Ideas and Details	Literature Text	E06.A-K.1.1.2	RED	Determine a theme o	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E06_A-K_1_1_2.pdf									
30	Key Ideas and Details	Literature Text	E07.A-K.1.1.2		Determine a theme o	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E07_A-K_1_1_2.pdf									
31	Key Ideas and Details	Literature Text	E08.A-K.1.1.2	GREEN	Determine a theme o	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E08_A-K_1_1_2.pdf									
32	Key Ideas and Details	Literature Text	LF.1.3.1		Identify and/or expla	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/LF_1_3_1.pdf									
33	Key Ideas and Details	Literature Text	LF.1.3.2	RED	Summarize the key di	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/LF_1_3_2.pdf									
34	Key Ideas and Details	Literature Text	LF.2.3.4		Explain, interpret, cor	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/LF_2_3_4.pdf									
35	Key Ideas and Details	Literature Text	CC.1.3.K.C		With prompting and s	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_K_C.pdf									
36	Key Ideas and Details	Literature Text	CC.1.3.1.C		Describe characters, s	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_1_C.pdf									
37	Key Ideas and Details	Literature Text	CC.1.3.2.C		Describe how charac	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/CC_1_3_2_C.pdf									
38	Key Ideas and Details	Literature Text	E03.A-K.1.1.3		Describe characters in	http://pa.drceidirhttps://assets.drceidirect.com/States/PA/550389/SampleItems/OP_LITERACY/E03_A-K_1_1_3.pdf									
CDT_LearningProgression_Literat															

This gives me a file with links to Materials and Resources as well as Sample Items for each Eligible Content code. I can see if Parker received items for each Eligible Content and if he scored at least as well as expected for a student at the end of a Literature course (Green) or if Parker scored below the expectations for a student at the end of a Literature course (Red). (Those EC with blanks in the ECC Dot Color Column are those for which Parker was not administered items.)

I can use the Sample Items one-on-one with Parker, which will give me more information about how Parker is doing and what next steps I should take. (It is possible that testing makes Parker nervous and these results are not actually indicative of what he knows, understands, and is able to do in Literature.)

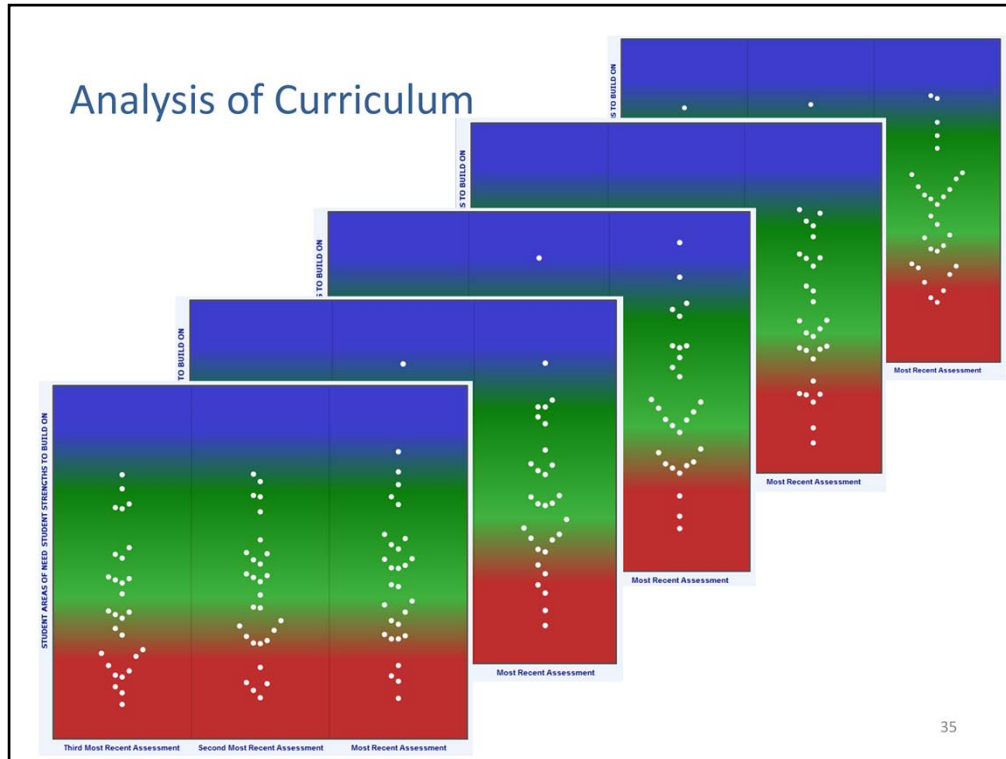
I can also use the Materials and Resources to find additional activities that Parker can do to improve his understanding.

Planning

Eligible Content	Summary	Count of Green	Count of Red	ANDREWS, KELLY (624161517)	BUTLER, KYLE (7071037035)	CLARK, PHOENIX (8301488476)	COLE, MORGAN (9529963475)	COLLINS, RILEY (7040542749)	DAVIS, CARSON (8009157643)	EVANS, ASA (7344371286)	GRANT, SHELBY (9117977495)	HARPER, ADEN (7306167189)	HART, CASSIDY (9079728551)	JENKINS, ALEXIS (7409653388)	LEE, ADRIAN (9064746160)	LYNCH, RYAN (7140464782)	MATTHEWS, ANDREA (7212976237)	MCDONALD, PERRY (7172749537)	MILLS, CARRIE (8477090062)	MORRIS, KEGAN (7285291269)	MORRISON, SHANNON (8393266556)	NELSON, STACEY (8159676247)	NICHOLS, HARPER (8184978502)	PALMER, EMILY (8114340177)	REED, JESSE (7098404314)	REID, GEORGIA (8154046814)	RYAN, DOMINIQUE (8002372871)	SPENCER, DEREK (8462860318)	WELCH, CHRISTOPHE (8357457312)	WHEELER, TYLER (9518128413)	WILLIAMSON, PARKER (9149784684)	WILSON, DREW (9304473853)
Key Ideas and Details																																
Literature Text																																
CC.1.3.K.B																																
CC.1.3.1.B																																
CC.1.3.2.B																																
E03.A-K.1.1.1																																
E04.A-K.1.1.1																																
E05.A-K.1.1.1		✓	1	0												✓																
E06.A-K.1.1.1		✗	3	4		✓											✓			✗												✗
E07.A-K.1.1.1		✗	2	5		✓																										
E08.A-K.1.1.1		✗	10	16		✓	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LF.2.1.1		✗	10	9		✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LF.2.1.2		✗	11	8		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC.1.3.K.A																																
CC.1.3.1.A																																
CC.1.3.2.A																																
E03.A-K.1.1.2		✗	1	1												✗								✓								
E04.A-K.1.1.2		✗	0	1																		✗										

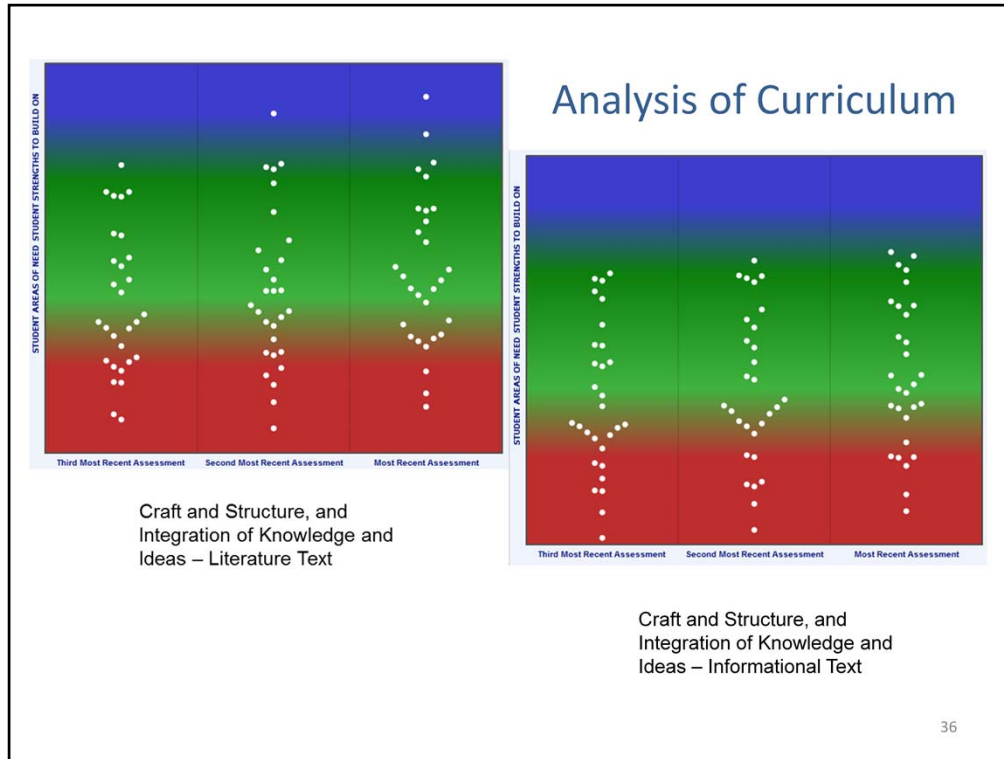
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I can look at the Group Learning Progression Map to identify Eligible Content that would most benefit my class for me to focus on as we near the end of the year. I can also use this data as I plan for next year, identifying Eligible Content that my students learned well so that I can continue to use the activities that I tried out this year. I can also identify Eligible Content on which my students struggled, and use that information to modify existing lessons and activities in my classroom or add something that may be a missing link in building their understanding.



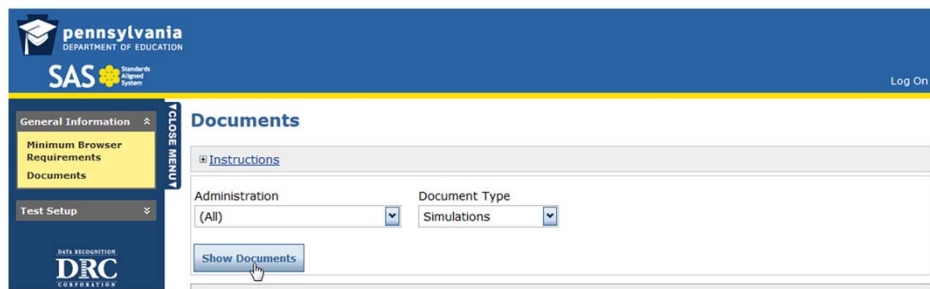
In addition to considering specific Eligible Content, I may want to compare the Group Map for each Diagnostic Category as I plan for the following year.

What might the data (from the reports) suggest about curriculum, interventions, and resources?



Focusing on the *Craft and Structure, and Integration of Knowledge and Ideas – Literature Text* and *Craft and Structure, and Integration of Knowledge and Ideas – Informational Text* Category Maps, I notice that students in my class seem to be performing similarly across the two Diagnostic Categories.

- Could the growth in *Craft and Structure, and Integration of Knowledge and Ideas – Literature Text* be reflective of previous instruction, student interest, or the focus of the curriculum?
- Could the growth of *Craft and Structure, and Integration of Knowledge and Ideas – Informational Text* scores be reflective of the conceptual difficulty of the content and the possible timing of instruction during the year?
- How could Literature curriculum and instruction be adjusted to improve class achievement by the end of the year?
- What important skills that are not assessable using the CDT do I need to consider as I analyze and revise my curriculum?
- Are there patterns between Diagnostic Categories that I need to consider?



This simulation (and others) can be found at

<https://pa.drctdirect.com>

Select Documents under General Information;
then Select “Simulations” under the Document
Type dropdown menu and click on Show
Documents.

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Are you ready to analyze data of your own?

If you have questions, you can contact your IU or district representative or call PA Customer Service at (888) 551-6935.

If you need a refresher, this presentation can be found by going to <https://pa.drctdirect.com>, then select Documents under General Information in the right-hand column. Select Simulations from the Document Type dropdown menu and click on Show Documents. A presentation for each content area is available for each of grades 4, 7, and high school.