

CLASSSCAPE

Assessment System

<http://www.ClassScape.org>

# Objectives for Reports/Data Analysis Training

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- Brief Review of ClassScape & Features
  - *Questions/Troubleshooting*
- Guided Tour of ClassScape Reports
  - *Yellow Handout - Front*
- Independent Study of Data/Reports
- Presentation: “Analyze, Prioritize, & Modify (APM) - A Data Analysis Model”
- Guided/Independent Practice with APM
  - *Yellow Handout – Back*
- Closing Remarks and Evaluation

# What is ClassScape®?

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An online-based classroom assessment system which:

- Helps teachers to achieve and maintain curriculum/instructional alignment by providing quality assessment items based on all curricular objectives
- Assists teachers with identification of individual and class strengths and weaknesses on specific SCOS objectives

# ClassScape<sup>®</sup> Assessments

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## Recommended for:

- ✓ Identification of individual and class strengths and weaknesses
- ✓ Maintenance of curriculum/instructional alignment
- ✓ Guidance for teachers in instructional decisions
- ✓ Monitoring of student progress

## Not Recommended for:

- ✗ Printing of items/paper-pencil testing
- ✗ High-stakes summative testing
- ✗ Prediction of future student performance on EOG/EOC assessments
- ✗ Assignment of consequences based on student or teacher performance
- ✗ At-home testing, homework

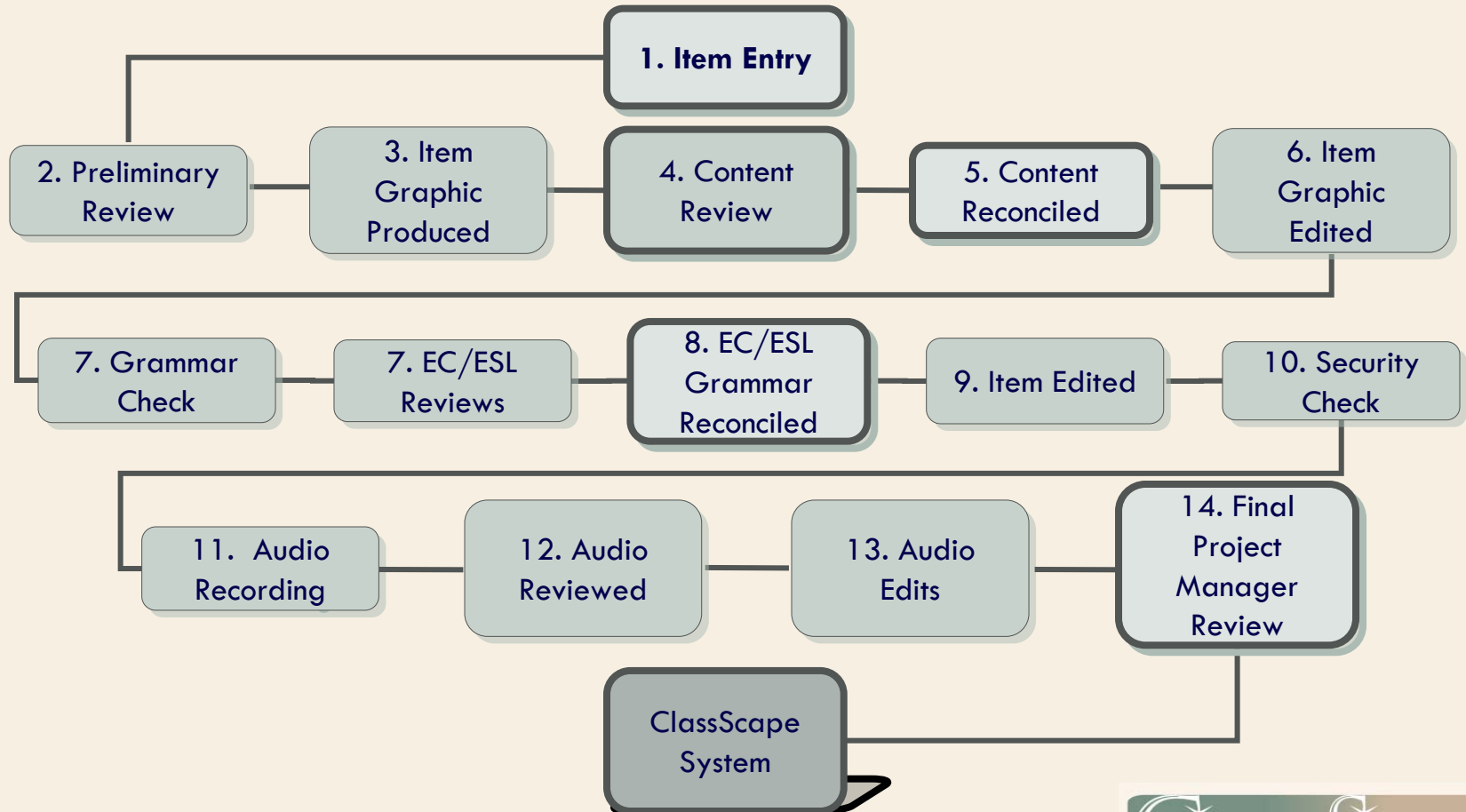
# Subjects for ClassScape®

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- Reading 3-8
- Math 3-8
- Science 5 and 8
- Extend2 Reading 3-8
- Extend2 Math 3-8 *new!*
- Computer Skills *new!*
- Algebra 1 and 2
- Geometry
- English 1
- Biology
- Physical Science *new!*
- US History
- Civics & Economics

# ClassScape<sup>®</sup> Item Development Process

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# ClassScape® By the Numbers

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## Status Report: August 1, 2010- January 31, 2010

- **1.6 million** assessment starts!\*
- **503,024** students registered
- **77,000** items in our database
- **1,010** schools enrolled
- **109** districts/charter schools/universities represented
- **62** districts enrolled district-wide
- **60** districts using the benchmark tool

# ClassScape® Teacher Reports

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Report	Description
Assessment Results (Immediate Data!)	A table displaying detailed student performance by class on a specific assessment; also provides item summary data
Class/Student Performance	A bar graph displaying cumulative class or individual student performance by goal/objective/sub-objective; also displays acute performance by assessment
Class/Student Progress	A bar graph indicating class or individual student performance on goal/objective/sub-objective over time (monthly increments)
Pre/Post Assessment	A double bar graph displaying comparison of class or individual student data identified as pre-/post- assessment cumulatively by goal/objective or acutely by assessment name

# Assessment Results

**Class Name:** BENCHMARK - Jaime Dougherty - Algebra 1

**Test Subject:** Algebra 1

**Test Name:** 00Q - S00 (POST) Algebra I Objective 3.01 Quiz 1

Hide Names

Export Data

Student Name	ID	Status	% ✓	Total ✓	Total ✗	Total —	1 3.01	2 3.01	3 3.01	4 3.01
Jasmine Brooks	JasmiBroo	NS								
Logan Brown	LoganBrow	Done	80	8	2	0	C	C	D	C
Carolina Carter	CarolCarte	NS								
Taboris Chinnis	TaborChin	NS								
Braeden Cuilla	BraedCuill	Done	70	7	3	0	C	C	A	D
Brian Culpepper	BrianCulpe	NS								
Austin Daniels	AustiDanie	NS								
Kytedz Dixon	KytedDixo	Done	90	9	1	0	C	C	A	C
Adrian Faison	AdriaFaiso	Done	70	7	3	0	C	C	D	C
Lindsey Fernandez-mendez	LindsFerna	NS								
Paulino Hardesty	PauliHarde	NS								
Cristel Ramos	CristRamo	NS								
<b>Total ✓</b>							15	15	11	15
<b>Total ✗</b>							1	1	5	1
<b>Total —</b>							0	0	0	0
<b>Class Percentage (%)</b>			83				94	94	69	94
<b>School Percentage (%)</b>							88	94	65	88
<b>District Percentage (%)</b>							88	94	65	88

# Class/Student Performance Report

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**Class**  
BENCHMARK - Jaime Dougherty - Algebra 2

**Student**  
All Students  
Cano, Braxton (BraxtCano13557)  
Davis, Stacie (StaciDavis13562)  
Flores, Yan (YanFlores13559)  
Foss, Sarah (SarahFoss13559)  
Hardy, Bruayan (BruayHardy13556)  
Hernandez, Yeffri (YeffrHernan13558)  
Highsmith, Justin (JustiHighsm13558)

**Subject/Grade**  
Algebra 2

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**Please choose ONE of the following for your report:**

**Select Goal**  
Select

----- OR -----

**Select Objective**  
All Objectives

----- OR -----

**Select Assessment**  
Select

Display results by subobjectives for the selected assessment

**Export Data**

Right-click the chart to print (Print Chart) or save (Save as xxx).

**Save the chart**

**Class / Student Performance Report**  
**Teacher: jdougherty (Algebra 2)**  
**Class: BENCHMARK - Jaime Dougherty - Algebra 2**  
**Objective: All Objectives**

**Correct: 49.6%, Incorrect: 50.4%**

Objective	% Correct
Obj 1.01 - NO DATA	0%
Obj 1.02	65%
Obj 1.03 - NO DATA	0%
Obj 1.04	68%
Obj 1.05 - NO DATA	0%
Obj 2.01 - NO DATA	0%
Obj 2.02	35%
Obj 2.03 - NO DATA	0%
Obj 2.04	20%
Obj 2.05 - NO DATA	0%
Obj 2.06 - NO DATA	0%
Obj 2.07 - NO DATA	0%
Obj 2.08	35%
Obj 2.9	65%
Obj 2.10	55%

**Export Data**

# Class/Student Progress Report

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**Class**  
BENCHMARK - Jaime Dougherty - Math Grade 3

**Student**  
All Students  
Bowers, Quinton (QuintBowers13605)  
Bowman, Brianna (brianbowman13605)  
Bowman, Jorge (JorgeBowman13605)  
Bowman, Ricky (RickyBowman13605)  
Bowman, Sarah (SarahBowman13605)  
Boyd, Dylan (DylanBoyd13605)  
Boyd, Kaylee (KayleBoyd13605)

**Subject/Grade**  
Math Grade 3

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Please choose ONE of the following for your report:

**Select Goal**  
Goal 1

----- OR -----

**Select Objective**  
Select

----- OR -----

**Select Subobjective**  
Select

Export Data

Right-click the chart to print (Print Chart) or save (Save as xxx).

Save the chart

**Class / Student Progress Report**  
**Teacher: jdougherty (Math Grade 3)**  
**Class: BENCHMARK - Jaime Dougherty - Math Grade 3**  
**Goal: Goal 1**

**Correct: 84.2%, Incorrect: 15.8%**

Month	% Correct
Sep 2009	75%
Oct 2009	60%
Nov 2009	60%
Jan 2010	85%
Feb 2010	80%
Mar 2010	85%
Apr 2010	75%
May 2010	95%

Export Data

# Pre/Post Assessment Report

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**Class**  
BENCHMARK - Jaime Dougherty - Biology

**Student**  
All Students  
Crisp, Cody (CodyCrisp13550)  
Dodson, Sara (SaraDodson13617)  
Dong, Mila (MilaDong13612)  
Durham, Justin (JustiDurham13612)  
Easley, Jeremy (JeremEasley13528)  
Edmonds, Janice (JanicEdmond13613)  
Elkins, Tabitha (TabitElkins61818)

**Subject/Grade**  
Biology

Please choose ONE of the following for your report:

**Select Goal**  
Goal 2

----- OR -----

**Select Objective**  
Select

----- OR -----

**Select Assessment**  
Select

Display results by subobjectives for the selected assessment

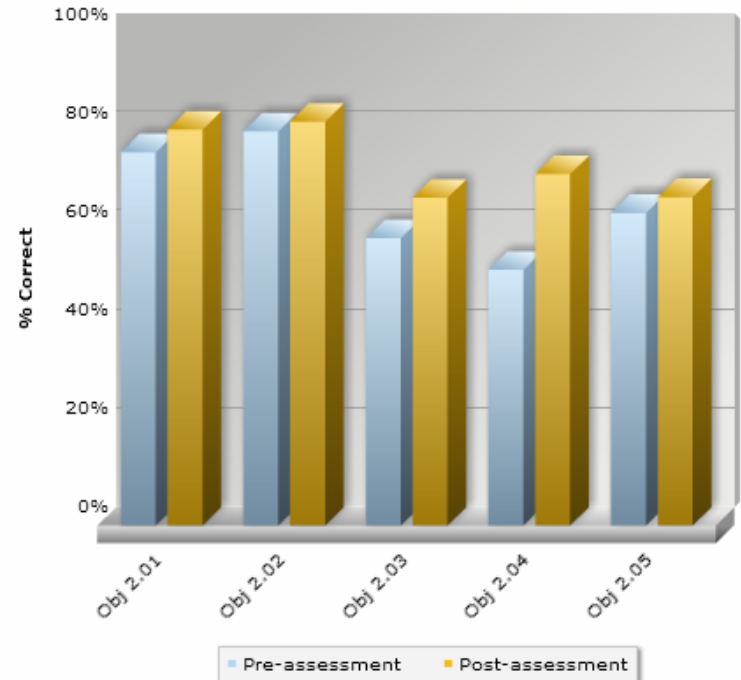
Export Data

Right-click the chart to print (Print Chart) or save (Save as xxx).

Save the chart

**Pre-/Post- Assessment Report**  
Teacher: jdougherty (Biology)  
Class: BENCHMARK - Jaime Dougherty - Biology  
Goal: Goal 2

Correct: 72.5%, Incorrect: 27.5%



Export Data



# ClassScape® Teacher Reports (Cont'd.)

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Report	Description
Student Assessment	A table displaying detailed results of all assessments taken by an individual student, including completion status, score, and answer choices
Student Objective	A table displaying cumulative student performance by goal/objective/sub-objective; searchable by individual student
Common Assessment	Displays an item analysis for given assessments based on grade level and subject.

# Student Assessment Report

**Class Name:** Ann Hayes - Algebra 1  
**Test Subject:** Algebra 1  
**Student(s):** Norlan Murray (NorlaMurray13529)

 Class
   Student

Class Name: Ann Hayes - Algebra 1 Student Name (ID): Norlan Murray (NorlaMurray13529) Test Subject: Algebra 1 0, 1, 2, 3 - Student scores for constructed response items.		Correct Answer - Black letter Wrong Answer - Red letter Blank Answer -																																
Assessment	%	MC	MC	CR	-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
(POST) Algebra I Objective 1.02 Quiz 1	30	3	7	0/0	0	C	B	B	B	A	D	B	C	C	C																			
(POST) Algebra I Objective 1.03 Quiz 1	20	2	8	0/0	0	C	D	A	D	C	A	B	B	B	D																			
(POST) Algebra I Objective 3.01 Quiz 2	70	7	3	0/0	0	B	B	A	D	A	C	C	A	D	A																			
(POST) DISTRICT - mckdla - Dist Spring 2010 Alg I Midterm	38	11	18	0/0	0	B	D	D	A	C	D	C	D	C	A	A	B	C	B	C	B	A	B	B	B	B	D	D	B	A	A	B	D	D

# Student Objective Report

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**Subject/Grade**  
Algebra 1

**Class**  
Ann Hayes - Algebra 1

**Student**

- All Students
- Boone, Diamonte (diamoboone13530)
- Bristel, Malik (MalikBriste13526)
- Brode, Rebecca (RebecBrode13528)
- Brown, Justin (JustiBrown13588)
- Caras, Dorothy (DorotCaras13526)
- Castro-cruz, Kassey (KasseCastro73239)
- Davis, Briana (BrianDavis13527)

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**Select Assessment Type**  
District Benchmarks

**Please choose ONE of the following for your report:**

**Select Goal**  
Select

----- OR -----

**Select Objective**  
Select

Export Data

  - Inactive student(s)

Student Name (ID)	1.01	1.02	1.03	2.01	2.02	3.01	3.02	3.03	4.01	4.02	4.03	4.04
Boone, Diamonte (diamoboone13530)	50	-	75	-	25	75	0	25	75	-	-	-
Bristel, Malik (MalikBriste13526)	75	-	50	-	50	100	100	100	100	-	-	-
Brode, Rebecca (RebecBrode13528)	25	-	25	-	50	75	0	0	25	-	-	-
Brown, Joseph (josepbrown13529)	0	-	0	-	0	0	20	25	50	-	-	-
Brown, Justin (JustiBrown13588)	0	-	25	-	25	75	40	25	0	-	-	-
Caras, Dorothy (DorotCaras13526)	50	-	75	-	50	100	60	50	75	-	-	-
Castro-cruz, Kassey (KasseCastro73239)	50	-	50	-	100	100	40	100	75	-	-	-
Davis, Briana (BrianDavis13527)	75	-	50	-	0	75	20	50	0	-	-	-
Deaver, Rachel (RacheDeaver13588)	25	-	75	-	0	100	60	25	0	-	-	-
Devonne, Collin (ColliDevonn13529)	25	-	75	-	0	75	100	75	100	-	-	-
Dixon, Malcolm (MalcoDixon13529)	25	-	25	-	50	100	80	50	100	-	-	-
Dudley, Joshua (JoshuDudley13529)	25	-	75	-	0	100	60	100	50	-	-	-
Edwards, Brittany (BrittEdward89068)	25	-	50	-	0	100	40	100	50	-	-	-
Faison, Michael (MichaFaison13532)	50	-	75	-	50	100	40	75	100	-	-	-
Mitchum, Dacia (DaciaMitchu62664)	25	-	25	-	25	100	20	0	25	-	-	-
Murray, Norlan (NorlaMurray13529)	0	-	50	-	25	100	40	25	25	-	-	-
Olea, Andrea (AndreOlea13526)	0	-	25	-	25	75	20	0	25	-	-	-
Rouse, Jose (JoseRouse13528)	25	-	25	-	0	100	20	25	25	-	-	-
Williams, Caroline (CarolWillia13528)	50	-	75	-	25	100	40	75	75	-	-	-
Willis, Shante (ShantWillis13578)	25	-	25	-	75	100	60	50	100	-	-	-
<b>Class Percentage (%)</b>	<b>33</b>	<b>-</b>	<b>50</b>	<b>-</b>	<b>30</b>	<b>92</b>	<b>44</b>	<b>50</b>	<b>54</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>School Percentage (%)</b>	<b>47</b>	<b>66</b>	<b>50</b>	<b>-</b>	<b>34</b>	<b>89</b>	<b>54</b>	<b>52</b>	<b>61</b>	<b>-</b>	<b>84</b>	<b>-</b>

# Common Assessment Report

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**Subject/Grade**  
Algebra 1

**Select Assessment Type**  
Prepackaged Assessments

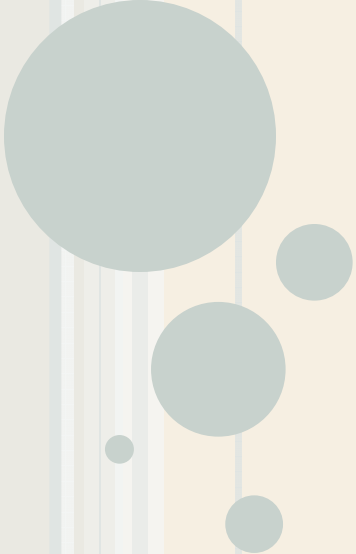
[Export Data](#)

\* denotes constructed response item.  
Click the score to view the accompanying item.

Assessment	# of Classes	# of Students	Avg % Correct	1	2	3	4	5	6	7	8	9	10
Algebra I Objective 1.02 Quiz 1	1	18	42	94	33	28	11	78	17	33	33	22	72
Algebra I Objective 1.03 Quiz 1	1	17	38	76	47	53	6	41	53	29	24	41	12
Algebra I Objective 2.02 Quiz 1	1	13	27	8	38	77	8	15	46	15	15	15	31
Algebra I Objective 3.01 Quiz 2	1	12	55	100	83	75	42	83	83	25	8	42	8
Algebra I Objective 4.01 Quiz 1	1	12	34	58	33	8	50	8	50	17	58	33	25
<b>Total: 5</b>	<b>5</b>	<b>72</b>	<b>39.0</b>										

# **TRANSFORMING SCHOOL AND DISTRICT ASSESSMENT DATA INTO FORMATIVE ASSESSMENT**

**TAKING SOMEONE'S  
TEMPERATURE DOES NOT MAKE  
THEM WELL!**



**Using Assessment Data to  
Analyze, Prioritize, and Modify  
Instruction**

## CASE STUDY:

The waiting room of a doctor's office is overflowing with patients. The doctor comes out to the waiting room and takes everyone's temperature. He records the data and reports it to his staff. It doesn't look good. He decides that he needs to take their temperature again. Yikes! It did not work...the results did not change. So he uses a different thermometer. Still no changes. He diagnoses all of patients with the same condition, prescribes them all with the same medication, and asks them to come back in a week for another round of temperature readings.

# PHYSICIAN VS. EDUCATOR

- We would never accept this from our physician...yet too often we as educators do the very same thing that we read about in the case study with our students.
- We spend more time “taking the student’s temperature” than we do actually “studying their symptoms, diagnosing their learning issues and deciding on a treatment plan”.

# THE VALUE OF ASSESSMENTS

- We need valid, meaningful, classroom data to determine whether the student actually learned the information/skill and to what extent.
- Data cannot be used in isolation...it needs to be combined with strong analysis and instruction modification.

# MAKING THE MOST OUT OF YOUR CLASSROOM ASSESSMENT DATA

A= Analyze

P= Prioritize

M= Modify

# ANALYZE

- 1) Choose high quality classroom assessment tools to assess your student's knowledge and skill level. These assessments must:
  - Measure the depth and breadth of the curriculum based on your teaching
  - Be explicitly aligned with the NC SCOS objectives
  - Provide timely reports of student performance

# ANALYZE

- 2) Spend time looking at the following reports:
  - Whole class performance
  - Individual student performance
  - School performance if using a common assessment
  - Item analysis within an assessment
  
- 3) Make note of similarities, differences, patterns, trends, and outliers.

# ANALYZE

Make a list of the...

- class strengths and weaknesses.
- student's strengths and weaknesses.
- grade level's strengths and weaknesses (if using a common assessment).
- item analysis within an assessment

# EXAMPLE:

## CLASS PERFORMANCE ON READING OBJ. 3.01

	<b>Strengths</b>	<b>Weaknesses</b>
<b>General Trends</b>	<ul style="list-style-type: none"><li>• Examining relationships among characters</li><li>• Making inferences about characters</li></ul>	<ul style="list-style-type: none"><li>• Analyzing word choice and content</li><li>• Examining alternative perspectives</li></ul>
<b>Specific Students</b>		
<b>Specific Test Questions</b>		

# EXAMPLE: STUDENT PERFORMANCE ON READING OBJ. 3.01

	<b>Strengths</b>	<b>Weaknesses</b>
<b>General Trends</b>	<ul style="list-style-type: none"> <li>Examining relationships among characters</li> <li>Making inferences about characters</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing word choice and content</li> <li>Examining alternative perspectives</li> </ul>
<b>Specific Students</b>	<ul style="list-style-type: none"> <li>4 students scored 80% or higher</li> <li>All students got number 3 and 4 correct (relationship between father and son)</li> <li>Jacob and Hannah got 100% correct!</li> </ul>	<ul style="list-style-type: none"> <li>3 students got less than 30% correct</li> <li>All students (except Jacob &amp; Hannah) missed number 8 and 9 (author's choice of words)</li> <li>Christopher and Madison scored a 10%</li> </ul>
<b>Specific Test Questions</b>		

# EXAMPLE:

## ITEM ANALYSIS ON READING OBJ. 3.01- QUIZ 1

	<b>Strengths</b>	<b>Weaknesses</b>
<b>General Trends</b>	<ul style="list-style-type: none"><li>• Examining relationships among characters</li><li>• Making inferences about characters</li></ul>	<ul style="list-style-type: none"><li>• Analyzing word choice and content</li><li>• Examining alternative perspectives</li></ul>
<b>Specific Students</b>	<ul style="list-style-type: none"><li>• 4 students scored 80% or higher</li><li>• All students got number 3 and 4 correct (relationship between father and son)</li><li>• Jacob and Hannah got 100% correct!</li></ul>	<ul style="list-style-type: none"><li>• 3 students got less than 30% correct</li><li>• All students (except Jacob &amp; Hannah) missed number 8 and 9 (author's choice of words)</li><li>• Christopher and Madison scored a 10%</li></ul>
<b>Specific Test Questions</b>	<p>All students got number 3 and 4 correct:</p> <ul style="list-style-type: none"><li>• Difficulty level: easy/medium</li><li>• Thinking Skill: analyzing/generating</li><li>• Subobjective: e) relationship between characters</li></ul>	<p>All students missed number 8 and 9:</p> <ul style="list-style-type: none"><li>• Difficulty level: hard</li><li>• Thinking skill: evaluating</li><li>• Subobjective: a) impact of the author's choice of words</li></ul>

# PRIORITIZE

Based on your lists,  
choose the top 2 or 3  
areas in need of the  
most remediation



## Reading

- 1) Analyzing author's word choice in non-fiction/consumer text.
- 2) Examining alternative perspectives in non-fiction/consumer text.
- 3) Items labeled as "hard" with a thinking skill of evaluating

Other:

Outlier students

# MODIFY

- Determine which students are in need of instructional intervention.
- Create an intervention plan for instruction in areas of concern. This could include:
  - Small group instruction
  - Whole group instruction
  - Center work
  - Supplemental software programs
  - After-school support
  - Home activities
  - AND...
- Provide students with descriptive feedback and the intervention plan.

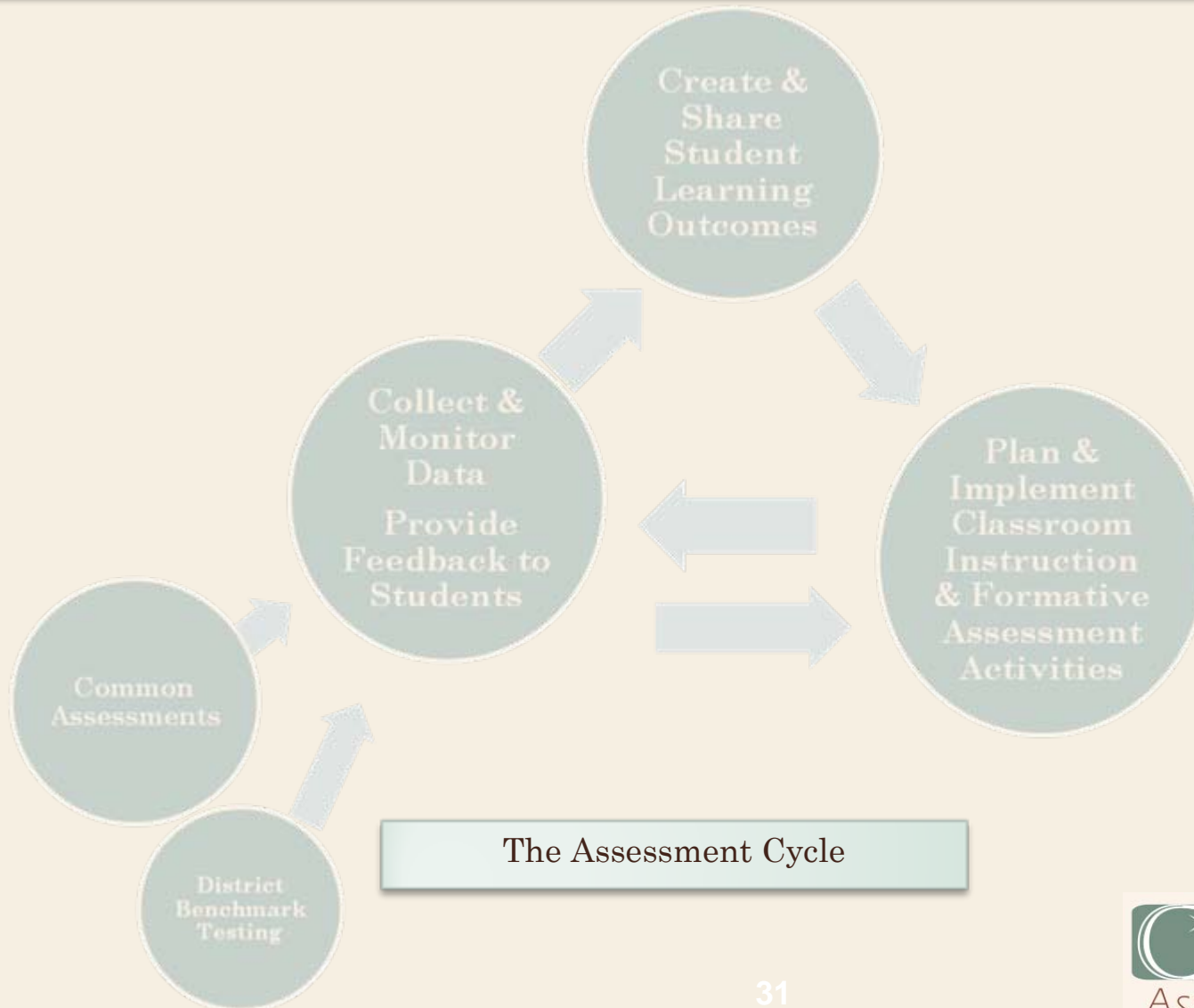
# MODIFY

- Take their temperature again!

It's okay to give another classroom assessment to those students who received intervention. How else will you know if it was successful?

P.S. Don't wait for the EOG results to tell you that it was successful or not...by then it is too late!

# TRANSFORMING SCHOOL AND DISTRICT ASSESSMENT DATA INTO FORMATIVE ASSESSMENT



# FINAL COMMENTS

Remember that giving a student a classroom assessment does not make them learn. What helps a student learn is great teaching, purposeful assessment practices, descriptive feedback and focused intervention.