



2015 NDE DAY  
ADMINISTRATORS' DAYS



# Continually Moving Forward with C4L

# ASSESSMENT

# Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

## ***Areas of Focus***

- Individualized/Adaptive
- Classroom Based
- State
- National/International

# The Six Tenets of AQuESTT





# Check4Learning

- What is C4L and purpose
- 2014-15 Usage
- Information for 2015-16
- How C4L fits into college and career ready transition
- District use of the system



# Check4Learning

- Flexible assessment tool provided by NDE but used at the local level
- Utilizes the same basic test engine as NeSA tests
- Provides an item bank that aligns to tested NeSA indicators
- Items written in a similar style as NeSA



# Purpose of C4L

- Designed as an interim assessment tool
- Provide districts a versatile assessment tool that could be utilized for each district's diverse needs



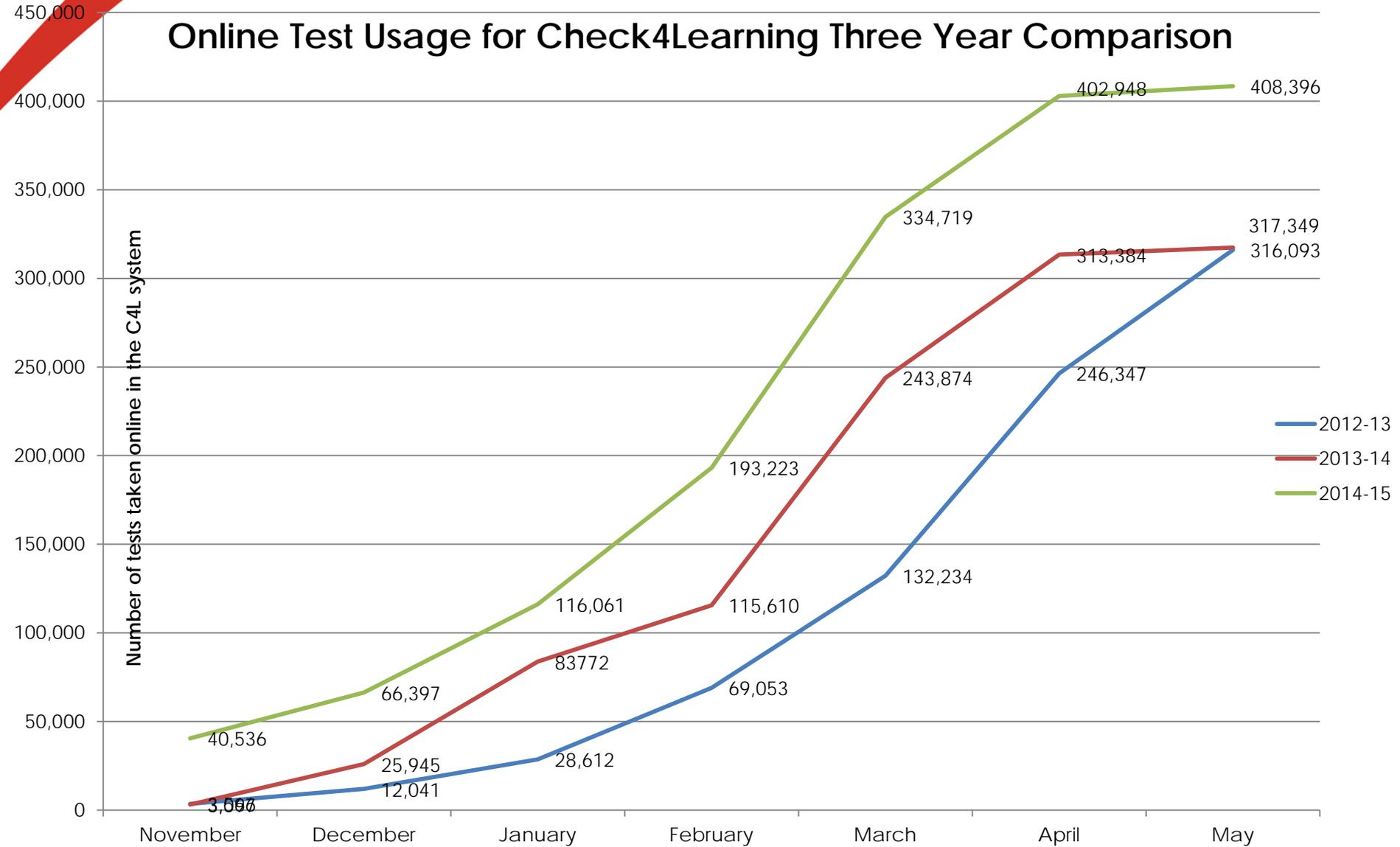
# 2014-15 C4L Usage

- Over 190 schools signed the Memorandum of Understanding (MOU)
- About 118,000 students had C4L accounts
- Over 400,000 assessments given online

# 2014-15 C4L Usage

## Online Test Usage for Check4Learning Three Year Comparison

Number of tests taken online in the C4L system



# Information for 2015-16

- System was ready as of July 22
  - Last year's accounts were rolled over
- MOU due August 31
  - Requirements revolve around English Language Arts (ELA) Transition
- Returning Districts
  - Send 1-3 staff members to a 2-day NeSA ELA-Transition Professional Develop in Oct. 2015
- New Districts
  - In addition, provide 3 staff members to help align the current reading items to the new ELA standards

# Information for 2015-16

- Changes to the system
  - Sticky Note Tool
  - Districts may assign usernames and passwords
- Inputting students into the system
  - Districts may upload students at any time
  - DRC will populate C4L with student on Nov. 6
- Item bank
  - Continue to revise and update the bank as we receive feedback from users
  - Addition of some additional items

# C4L role in CCR Transition

- 2015-16 NeSA-R
  - Based on Legacy Standards
- Realign current reading items to new ELA standards
  - Roll over will happen after NeSA-RMS window
  - Teachers will be involved
- New item types
  - System will be ready for 2016-17 school year
  - New items from October PD



# C4L role in CCR Transition

- Addition of new items types
  - Measure CCR standards
  - Measure higher depth of knowledge
  - Measure higher order thinking skills
  - Support robust classroom practices
- Not only what students know
  - But, why they know it (evidence)

# C4L role in CCR Transition

- NeSA ELA Transition PD
  - 2-day events, 5 locations across the state
  - Familiarity with new item types
  - Standards Crosswalk-Legacy and new ELA.
  - Opportunity to write items to match the standards—allowing a deep dive into what students will need to know to demonstrate knowledge of standards
  - NDE will make items available to participating districts after review and edit
  - Plan to add items to C4L in 2016-2017



# District Perspective

- Gretna Public Schools
  - Rex Anderson, Ph.D. Curriculum Director



Some use statistics (data) as a drunken man uses a lamppost—for support rather than illumination.”

-Andrew Lang, Scottish Novelist and Folklorist

# Gretna Sees C4L as the Formative Assessment

- We have used our Scope and Sequence documents and applied the Quality Criteria to what has been taught to determine what and when we should assess.
- Reading – Standards in reading are taught every week and with every unit. We test all these standards each time. (2 to 3 times a year)
- Science – This varies by grade level, but for the most part are given at the end of each unit of life, earth or physical science for grades 3-5, and once or twice a year for grades 6-8. At the high school level, assessments are determined, with review, by course but typically are given each semester.
- Math is truly based on what has been taught within the last 6 to 9 weeks. To check on student retention and on students involved in re-teaching groups, questions from previous C4L concepts are added to assessments in grades 3-5. Middle and high school revised these based on courses this past summer. (2 to 3 times a year)

# Effective Schools

- They put the needs of students, not the preferences of staff, at the center of decision making.
- They start early by investing in quality preschool.
- They rely on rigorous, consistent, and integrated curriculum.
- They make extensive use of data to diagnose problems and pinpoint what's required to solve them.
- They build a culture that combines high expectations with respect and an emphasis on the positive.
- They value stability and avoid political drama.
- They are continuously improving—planning, doing, reviewing—turning a system comprised of schools into a school system. -- David Kirp

# Gretna Scope and Sequence With Standards

## 4th Grade Math Scope and Sequence

Topic			
			= 5) <span style="float: right;">ty of multiplication (e.g., 5 * 1</span>

# Our Plan

## **GRETNA PUBLIC SCHOOLS** **CURRICULUM - INSTRUCTION - ASSESSMENT - INTERVENTION/ ENRICHMENT CALENDAR**

### **Late July-August-Early September**

1. Review of NeSA/Common Assessments by student, by class, by building for illuminations, interventions, and enrichments.
2. Review of District/State Standards

### **August - September - October - Use of Pacing Guides from CIA Website**

1. Common Assessments, *Writing Assessments (prompt and Caulkins)*, *Reading C4L* - Review results by student, by class, by building for illuminations, interventions, and enrichments.

### **October - Use of Pacing Guides in CIA Website**

1. Give standardized tests (ITBS) Review results by student, by class, by building for illuminations, intervention, and enrichments.
2. Common Assessments, *Writing Assessments (prompt and Caulkins)* *C4L's in Reading, Math and Science* - Review results by student, by class, by building for illuminations, interventions, and enrichments.



**November-December - Use of Pacing Guides in CIA Website**

1. Common Assessments, *Writing Assessments (prompt and Caulkins)*  
*C4L's in Reading, Math and Science* - Review results by student, by class, by building for illuminations, interventions, and enrichments.

**January - February - Use of Pacing Guides in CIA Website**

1. Common Assessments, *Writing Assessments (prompt and Caulkins)*  
*C4L's in Reading, Math and Science* - Review results by student, by class, by building for illuminations, interventions, and enrichments.
2. Statewide Writing Assessment - prepare, conduct and monitor (review?)

**March - April - Use of Pacing Guides in CIA Website**

1. Common Assessments, *Writing Assessments (prompt and Caulkins)*  
*C4L's in Reading, Math and Science* - Review results by student, by class, by building for illuminations, interventions, and enrichments.
2. NeSA Reading, Science and Math Tests - prepare, conduct, monitor, and debrief.



**May** - Use of Pacing Guides in CIA Website

1. Common Assessments and final C4L's - Review results by student, by class, by building for illuminations, interventions, and enrichments.
2. (Initial review of Statewide Writing results and NeSA results in Reading, Math and Science)

**June** - Review assessment data - Revise C4L 's and Common Assessments



# Other Districts

- Common formative assessments
  - Created at the district level
  - Data retreats to review results
  - Identify classroom interventions based on data
- SMART Improvement Goals for Social Studies
  - Support reading improvement goals
  - Ready made questions
  - Analyze results to influence instruction

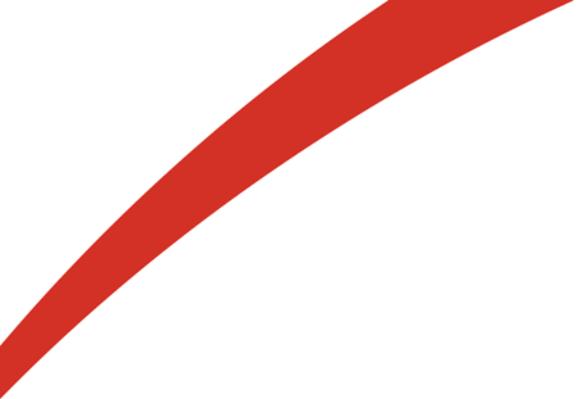
# Other Districts

- Bell-Ringers
  - Quick check of tested concept
  - Builds familiarity with style of items
  - Identify content that should be review prior to NeSA
- L to J for 8 and 11 Grade Science
  - Short weekly quiz
  - Content previously taught at lower grade levels but tested at 8 or 11



# Check4Learning Survey

- Partnering with Regional Educational Lab (REL) Central
- Optimize the use of C4L for teaching and learning
- C4L survey due Sept. 15
  - District Level Administration
  - School Level Administration
  - Teachers

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# Questions?

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## THINK BROADER

Holistic view of each student

Equal access to information

Collective impact

## EXPERIENCE BOLDER

New system for measurement

Customized for Nebraska

Outcome-based approach

## BE BETTER

Continuous improvement

Sharing of best practices

Focused on every student, every day