

How Districts are Using C4L

Classroom Level

- “ Teachers have access to the assessments at the grade levels below and above their own so they can test students closer to their instructional levels. For example, students in grade 4 can take a test that has a text at their instructional level.
- “ Individual teachers have created C4L tests to use at their buildings as they see fit.
- “ Teachers give students short quizzes every week over what was taught in class or during tutoring. Concepts that students struggle with are spiraled back through lessons and re-assessed.
- “ Teachers are creating tests and giving them at point of instruction. The reports again are used to identify any concepts the entire class needs a review on or can pinpoint a small group that may need more instruction on a particular concept.
- “ Offer a pre-test/post-test model over key concepts.
- “ 9th and 10th grade in math and science-11th grade review

Classroom Level

- “ Teachers are using C4L is to be sure students have had experience with the testing environment before taking NeSA.
- “ Reinforce content learned that relates to the Nebraska State Standards as a method to check level of competency.
- “ We use C4L as formative assessments in which teachers create tests based on specific standards which are then graded.
- “ C4L also really helps drive instruction and what standards need to be retaught.
- “ To give formative assessments over current topics in class. We use the reports to see what indicators need more review/re-teaching.
- “ Use questions with clickers for group participation.
- “ Form spiral review to make sure students retain information.

District Level

“ We have assembled a representative cadre (department chairs and selected teachers) to put together C4L assessments at the district level.

“ We have required a district wide administration window in November for grades 3-6. The data are used both at the classroom level and aggregated at the district level. With the CAL system, the district aggregated data were used to run predictive cuts for NeSA. At the classroom level teachers looked for strengths and weaknesses among the indicators and did some re-teaching based on the information.

“ We are using C4L as short District Interim Benchmarks in science classes grades 6-11. Students are tested over two to three standards at a time to check mastery. After the reports, teachers use the results to reteach and plan additional instruction for those standards.

District Level

“ Use for quick check of each standard at each grade level through a series of smaller quizzes. Use the results to identify standards that need more instruction and that students are proficient in. Then we created a cumulative quiz consisting of the previously identified non-proficient standards.

“ As a District, I created one assessment at each elementary grade-level that was focused on the indicators of lowest performance for the past two years.

“ The main way we implemented C4L last year was by bringing in key teachers in each grade/subject area and creating two district wide assessments for each. We asked teachers to use the NeSA Table of Specifications to build the two tests. Once the tests were built we assigned them to each student in the district. Teachers were then asked to give at least one of the two tests in each subject area to their students. These results were used within the classroom to inform teachers of which concepts may need to be re-taught.

PLC Team Goals

“ Our middle school math team has used C4L by assembling small sets of questions at the point of instruction and re-teaching accordingly.

“ Some PLCs have used the assessment and data 2-4 times yearly as formative checks toward their PLC goals.

“ PLC “SMART” Goals

Test Practice

“ We currently use it mainly as test preparation. Now that we have more experience with the system we are looking to find additional ways to build it into our everyday systems such as end of unit tests or quizzes. The data is currently used by the teachers at point of testing.

“ Used for practice tests during the year and especially before state testing.

“ As review/preparation for NeSA.

“ To give distributive practice on indicators appearing as "low" for consecutive years on NeSA data. We pull the pdf version of items and use these items in our classes as bell ringers.

Testing Strategies

“ We use sample items to do multiple-choice thinking lessons. Teachers use the item to talk through the thought processes for multiple choice...helping students understand why one distracter is better than the others.

“ Teachers are using this as a teaching opportunity to learn how to use the testing tools effectively.

“ Opportunity for students doing practice problems.

“ To clarify the standards and make sure teachers have a common understanding. We look at items in the system for standard clarification.

Creative Uses

- “ District Level-Test Development Accounts
- “ SPED, Title, Interventionists-Building Administrator Level

HOW often?

Varies...

- “ Minimum once per month.
- “ No more than 2-4 times per year.
- “ At least once per year.
- “ Up to the teacher.
- “ Up to the building.
- “ Some teachers use it weekly
- “ District mandated twice per year
- “ More in the spring.