YOU ARE PART OF SOMETHING

BROADER.
BOLDER.
BETTER.

2015 NDE DAY
ADMINISTRATORS’ DAYS
Continually Moving Forward with C4L
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 AQ uESTT

1. Positive Partnerships, Relationships & Student Success
2. College & Career Ready
3. Assessment
4. Educator Effectiveness
5. Educational Opportunities & Access
6. Transitions
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
Online Test Usage for Check4Learning Three Year Comparison

Number of tests taken online in the C4L system

- 2012-13
- 2013-14
- 2014-15

Number of tests taken online in the C4L system:

- November: 3,000, 40,536, 40,248
- December: 12,041, 25,945, 31,384
- January: 28,612, 83,772, 115,610
- February: 69,053, 193,223, 246,347
- March: 132,234, 243,874, 313,384
- April: 317,349, 334,719, 408,396
- May: 316,093, 402,948, 408,396
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 students 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

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*Type of multiplication (e.g., $5 \times 1$)*
Our Plan

GRETNAPUBLICSCHOOLS
CURRICULUM- INSTRUCTION- ASSESSMENT - INTERVENTION/ENRICHMENTCALENDAR

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