



**Administrator's Data Guide
Data-Dashboard
2011-2012**

Type	Description	Specific Examples Used in Canyons	Administered When and For Whom
Benchmarking and Screening	<p>Screening gathers data on all students and is usually conducted to identify students who may be at-risk. Benchmarking gathers curriculum-based data on all students at standard intervals (typically three times a year). The purpose of benchmarking is to assess skill growth and skill level relative to a basic standard that predicts a likelihood of future academic success.</p>	<p>Curriculum based measurement (CBM) assessment involves assessing students on global outcomes (reading, spelling, written expression, and math), which are long-term curricular goals important for school success. For screening and benchmarking purposes CBM is administered kindergarten through grade eight. Reported scores are typically a count of correctly performed behaviors (i.e. words read correctly, correct answers, correct letter sequences...). Often accuracy rate is also reported and can also be an important metric.</p>	<p>K : (early literacy and math measures) 1st : NWF, CBM-R; M-COMP (Fall early literacy and math measures)</p> <p>2nd: CBM-R; M-COMP 3rd: CBM-R; M-COMP 4th: CBM-R, MAZE; M-COMP, M-CAP 5th: CBM-R, MAZE; M-COMP, M-CAP 6th: CBM-R, MAZE; M-COMP, M-CAP</p> <p>7th: CBM-R (for those identified at-risk); M-COMP, M-CAP 8th: CBM-R (for those identified at-risk); M-COMP, M-CAP</p>

Descriptions of CBM Used in Canyons

- CBM-R Oral Reading Fluency** asks students to read aloud for 1 minute and measures words read correctly and accuracy rate.
- Early Literacy - First Sound Fluency** asks students to identify the first sounds in words (e.g., the first sound in man is /m/) in 1 minute.
- Early Literacy - Letter Naming Fluency** asks students to identify upper/lower case letter names, in random order in 1 minute.
- Early Literacy - Letter Sound Fluency** asks students to identify letter sounds, in random order, in 1 minute.
- Early Literacy - Nonsense Word Fluency** asks students to read nonsense words (two and three letters in length) in 1 minute. The purpose is to isolate a student's early phonics achievement (blending and letter/sound association).
- Early Literacy - Phonemic Segmentation Fluency** asks students to segment individual sounds in words (e.g., cat: /c/ /a/ /t/) in 1 minute.
- Early Numeracy - Missing Number Measure** asks students to determine which number is missing from a sequence of numbers 0 - 10 (e.g., 0 __ 2; __ 6 7) in 1 minute.
- Early Numeracy - Number Identification Measure** asks students to identify numbers 0 - 10 (in random order) in 1 minute.
- Early Numeracy - Oral Counting Measure** asks students to accurately count as high in number as possible in 1 minute.
- Early Numeracy - Quantity Discrimination Measure** asks students to discriminate between two different numbers between 0 - 10 choosing which one is "bigger" in 1 minute.
- M-CAP - Math Concepts and Application** asks students to apply reasoning, analysis and computational skills to timed task.
- M-COMP - Math Computation** asks students to complete computational problems accurately and fluently.
- Maze** asks students to silently read connected text where every seventh word is omitted. Students circle the correct replacement from a bank of 3.



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Common Formative Assessment	<p>Ongoing frequent evaluation as instruction and skill demonstration (practice) is occurring, to make meaningful decision about instruction and intervention. The critical factor that qualifies an assessment practice as formative is that the assessment data are used to adjust instruction during the teaching cycle.</p>	<ul style="list-style-type: none"> • District created Common Formative Assessment (D-CFA) • School created Common Formative Assessment (S-CFA) • Teacher created Formative Assessment 	<p>D-CFAs in Canyons for 2011-2012</p> <ul style="list-style-type: none"> ○ Math (1st through 8th grades) <p>Note: Watch for more content area D-CFAs as participants on transition teams are currently working to develop high quality D-CFAs.</p>



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Progress Monitoring	<p>According to the National Center for Progress Monitoring (The National Center for Progress Monitoring: www.studentprogress.org), progress monitoring is a scientifically based practice that is used to assess students' performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, an entire class, and a school.</p> <p>The key components of progress monitoring tools are:</p> <ul style="list-style-type: none"> • Reliability • Validity • Alternative Forms • Sensitivity to Student Improvement • Rates of Progress Specified 	<ul style="list-style-type: none"> • CBM • SRI • My Access • Teacher-created mastery measurement probes 	<p>Administered to those students who are identified as having risk. To be an effective tool for instructional planning and student feedback, progress monitoring is administered more frequently than benchmarking. Typically progress monitoring is done either weekly or bi-weekly with higher-risk students receiving the most frequent and intensive schedule of assessment and instructional adjustment.</p>



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Diagnostic	<p>Assessment conducted to determine why students are not benefiting from instruction and what skills need to be taught (e.g. phonics, multiple digit addition with regrouping, social skills) or behavioral supports need to be in place. A diagnostic test intends to locate learning needs and/or patterns of error (e.g. functional behavioral assessment). Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject.</p>	<ul style="list-style-type: none"> • Curriculum-Based Evaluation (CBE) • Functional Behavioral Assessment (FuBA) • Phonics Screeners • Can-do/won't-do assessments 	<p>CAUTION: Diagnostic Assessment should only be given if it is unclear what skills need to be taught and there is some certainty that new information will be gained and from the diagnostic assessment. They are generally lengthy to administer and require expertise to interpret. Furthermore most students don't require this level of analysis to make good progress in school.</p>
Summative	<p>Type of testing that provides an end result of student achievement levels in relation to established performance levels. This type of test reports final status of student achievement to the public (e.g. parents, school staff, and policy makers) but does not provide actionable and timely information to adjust instruction during the course of a teaching cycle.</p>	<ul style="list-style-type: none"> • Utah's Criterion Referenced Test (CRT), online information at: http://www.schools.utah.gov/assessment/Default.aspx • End of Unit or Level Test • Advanced Placement and International Baccalaureate Tests 	<p>These tests are typically administered at the end of a grading period or school year. Some can be administered pre/post to assess overall growth.</p>



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