What we have learned after a full year of implementation.

Children’s Progress
Academic Assessment
District Requirement

**CPAA- Children’s Progress Academic Assessment**

- Designed at Columbia University and MIT
- Acquired by NWEA
- Designed to be used as a teaching tool
- Includes instructional scaffolding (targeted support)
- Reports provide skill-specific next steps for each child and classroom
- Math and Literacy
- English or Spanish
- Prekindergarten

The purpose of this assessment is to identify what a child is currently able to do and what they are ready to learn.

The expectation of performance on CPAA is based on the Texas Pre-Kindergarten Standards. There are three seasonal item banks with increasing expectations.
Adaptive Structure

Phonemic Awareness
Winter, First Grade

Final Sound

Vowel Sound

Blending

Rhyming

Phonemic Addition
Syllable Counting

More challenging
OUR EXPERIENCE ADMINISTERING CPAA
Administering an Assessment

[Image of login page]

Looking for reports? Click here to find them in your online reports site.

Children’s Progress - CPAA (Web) - Version 3.3.1
Mouse Practice
Administering CPAA
The Student’s Experience
Assessment Look & Feel

Mike has a tree house.

9
Mike has a tree house.
Scoring Legend

- **Above Expectation**: Blue
- **At Expectation**: Green
- **Approaching Expectation**: Yellow
- **Below Expectation**: Red

Scores:
- Fall Expectation: 22-45
- Winter Expectation: 42-65
- Spring Expectation: 62-85

Score ranges:
- 0-6
- 7-21
- 20-26
- 27-41
- 40-46
- 47-61
- 66-80

Score scale:
- 0
- 20
- 40
- 60
- 80
- 100
Feedback from Teachers

• This process was much less time consuming than our previous assessment.
• How do I interpret these scores?
• The reports are very helpful in talking with parents.
• What can we do for students who have no computer or mouse experience?
• We want to see our morning and afternoon classes separately in CPAA reports.
OUR RESULTS
Underlying Understandings We Needed From the Beginning

• CPAA is a sample of what students know and are able to do.

• We have a culture of using multiple data points to make instructional decisions.

• The Pre-Kindergarten Guidelines or Standards come first.
CPAA Literacy at Pre-K Campuses

Percent of Students by Performance Level

- Below Expectation
- Approaching Expectation
- At Expectation
- Above Expectation

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10%</td>
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<tr>
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<td>14%</td>
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<tr>
<td>Phonics/Writing</td>
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<td>19%</td>
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CPAA Literacy - Spanish

<table>
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<td>Fall</td>
<td>N = 369</td>
<td>N = 369</td>
<td>N = 369</td>
<td>N = 369</td>
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<tr>
<td>Percent of Students</td>
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<tr>
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<td>7%</td>
<td>2%</td>
<td>17%</td>
<td>6%</td>
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<td>At Expectation</td>
<td>29%</td>
<td>30%</td>
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<td>49%</td>
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<td>Above Expectation</td>
<td>61%</td>
<td>64%</td>
<td>62%</td>
<td>46%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>

Note: N values vary for each performance level across different subject areas.
### CPAA Mathematics at Pre-K Campuses

#### Percent of Students by Performance Level

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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<th>Spring</th>
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<tr>
<td>Below Expectation</td>
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<td>14%</td>
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<td>15%</td>
<td>13%</td>
<td>21%</td>
<td>10%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>At Expectation</td>
<td>33%</td>
<td>10%</td>
<td>32%</td>
<td>12%</td>
<td>39%</td>
<td>16%</td>
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<tr>
<td>Above Expectation</td>
<td>60%</td>
<td>8%</td>
<td>39%</td>
<td>39%</td>
<td>39%</td>
<td>28%</td>
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</table>

**Areas of Study**
- Measurement
- Numeracy
- Patterns/Functions
CPAA Mathematics - Spanish

Below Expectation  | Approaching Expectation | At Expectation | Above Expectation
---|---|---|---
Fall N = 369 | Spring N = 392 | Fall N = 368 | Spring N = 392 | Fall N = 368 | Spring N = 392
Measurement | Numeracy | Patterns/Functions
Bilingual Students

Subject scores for the selected year

- Literacy
- Mathematics
- Show Expectation Levels

Graph showing literacy and mathematics scores from August to July.
How Much Growth Is Enough?

Growth or Acceleration
Growth or Acceleration

Subject scores for the selected year

- Literacy
- Mathematics

Show Expectation Levels

- Literacy
- Mathematics

- August
- September
- October
- November
- December
- January
- February
- March
- April
- May
- June
- July
How Teachers are Using the Data

A Case Study

### Literacy - Student's Concept Scores

<table>
<thead>
<tr>
<th>Concept</th>
<th>Graph</th>
<th>Level</th>
<th>Score</th>
<th>Class Avg.</th>
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<td>Phonics/Writing</td>
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<td>15</td>
<td>36.6</td>
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<td>Phonemic Awareness</td>
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<td>At Expectation</td>
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</table>

### Mathematics - Student's Concept Scores

<table>
<thead>
<tr>
<th>Concept</th>
<th>Graph</th>
<th>Level</th>
<th>Score</th>
<th>Class Avg.</th>
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<tr>
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<td>Patterns/Functions</td>
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<td>Approaching Expectation</td>
<td>15</td>
<td>24</td>
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</tbody>
</table>
Full Report

**Listening**

- **Approaching Expectation**
  - was asked to find some letters. He identified 1 of 3 letters on the first try.
  - was able to:
  - **Correct answer**
  - Correct answer with hint
  - Incorrect answer

**Letter ID**

- **was able to:**
  - 1 of 3 letters on the first try.
  - Click on the letter "J".
  - Correct answer with hint

**End of Year Objective:**

- should name at least 20 upper and at least 20 lower case letters (TX Prekindergarten Guideline - III.C.1).

**Recommended Activities:**

- Letter Hunt

**Reading**

**Phonics/Writing**

**Phonemic Awareness**

**Listening Comprehension - Major Points**

- **was able to:**
  - correctly made a basic inference from the story.
  - What do you think was John's birthday present?
  - What was this story mainly about?
  - Who was this story about?

**End of Year Objective:**

- should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).

**Recommended Activities:**

- Story Versions

**Listening Skills**

- **was able to:**
  - not able to understand and follow a one-step oral direction.
  - Repeat a one-step sequence.

**End of Year Objective:**

- should show understanding by following two-step oral directions and usually follow three-step directions (TX Prekindergarten Guideline - II.A.2).

**Recommended Activities:**

- Repetition Game

**Listening Comprehension - Recall Fact/Detail**

- **was able to:**
  - recalled a moderate detail from the story without any assistance.
  - What kind of books did John read in the library?

**End of Year Objective:**

- should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).

**Recommended Activities:**

- Who and Where
Class Reports - Activities

Literacy - Recommended Activities

### Listening Skills

- **Challenging**
  - Put Your Hand in the Air (7)
- **Instructional**
  - Wiggle Your Nose, Touch Your Toes (5)
- **Supportive**
  - Repetition Game (0)

### Listening Comprehension - Major Points

- **Challenging**
  - Story Versions (9)
- **Instructional**
  - Problem Pictures (3)
- **Supportive**
  - Let's Find Out (0)

### Listening Comprehension - Recall

- **Challenging**
  - Who and Where (10)
- **Instructional**
  - Visualizing (0)
- **Supportive**
  - Listen Carefully (2)

### Put Your Hand in the Air

Listening Skills Challenging Activity: Make up a song that requires students to listen to verbal instructions. For example, "Put your right hand in the air, in the air. Put your left hand on your nose, on your nose. Put your right hand in the air and your left hand on your nose if you're ready to listen carefully." A song like this will help focus the class's attention and encourage the students to listen to the instructions.

### Recommended Participants

- Abby Simmons
- Michael Shea
- Jessica Chen
- Xia Yu
- Guillermo Rodriguez
- Caitlyn Ramos
- George Thomas
# Grouping Charts

## Overview of Class Performance

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Below Expectation</th>
<th>Approaching Expectation</th>
<th>At Expectation</th>
<th>Above Expectation</th>
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<tr>
<td>Reading</td>
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<tr>
<td>Phonics/Writing</td>
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<td>Phonemic Awareness</td>
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<table>
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<th>At Expectation</th>
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<td>Numeracy</td>
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</tr>
<tr>
<td>Patterns/ Functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Patterns/Functions

**Approaching Expectation**

- Correct answer
- Correct answer with hint
- Incorrect answer

<table>
<thead>
<tr>
<th>Category</th>
<th>was able to:</th>
<th>End of Year Objective:</th>
<th>Recommended Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>should sort objects that are the same and different into groups and use language to describe how the groups are similar and different (TX Prekindergarten Guideline - V.E.1).</td>
<td>Venn Diagrams</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Click on the one that doesn’t belong:</strong> Blue circle, red star, red triangle, red square</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>X</strong> Click on the one that doesn’t belong: Yellow diamond, green diamond, green circle, green square</td>
<td></td>
</tr>
</tbody>
</table>
1. Select a goal or area to target for the student in both reading and math.

2. Use the full report to identify the Prekindergarten Guidelines the student is ready to learn.

3. Identify lessons or activities that address these needs.
What would you target first?

**CPAA Fall Scale**

<table>
<thead>
<tr>
<th>Score Scale</th>
<th>0-6</th>
<th>7-15</th>
<th>16-42</th>
<th>43-60</th>
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<tr>
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<td>Approaching Expectation</td>
<td>At Expectation</td>
<td>Above Expectation</td>
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</table>

**Literacy - Student's Concept Scores**

<table>
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<th>Graph</th>
<th>Level</th>
<th>Score</th>
<th>Class Avg.</th>
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</tr>
<tr>
<td>Reading</td>
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<td>48</td>
<td>36.1</td>
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<td>Phonics/Writing</td>
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<td>35.9</td>
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**Mathematics - Student's Concept Scores**

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<th>Graph</th>
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<th>Score</th>
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<td>51</td>
<td>25.7</td>
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</table>
## Full Report - Reading

### Listening
- **Listening Comprehension - Major Points**
  - **End of Year Objective:**
  - **Recommended Activities:**

- **Listening Comprehension - Recall Fact/Detail**
  - **End of Year Objective:**
  - **Recommended Activities:**

### Phonemic Awareness
- **End of Year Objective:**
- **Recommended Activities:**

### Rhyming
- **End of Year Objective:**
- **Recommended Activities:**

### Compound Words
- **End of Year Objective:**
- **Recommended Activities:**

### Initial Sound - Matching
- **End of Year Objective:**
- **Recommended Activities:**

---

**Notes:**
- Correct answer
- Correct answer with hint
- Incorrect answer
### Measurement

- **End of Year Objective:** should demonstrate use of location words (TX Prekindergarten Guideline - V.C.3).
- **Recommended Activities:** Shoebox and a Ball

**Positions - Reference**

- **was able to:** understood a position term describing the location of an object without assistance.
- **End of Year Objective:** should demonstrate use of location words (TX Prekindergarten Guideline - V.C.3).
- **Recommended Activities:** Shoebox and a Ball

**Shape ID**

- **was able to:** was not able to identify the shape of a real-life object, but could pick out a geometric shape on a follow-up screen.
- **End of Year Objective:** should name common shapes (TX Prekindergarten Guideline - V.C.1).
- **Recommended Activities:** Making Shapes

- **Click on the green triangle.**
- **Click on the object that is the same shape as a circle. (coin)**

**Height Comparison**

- **was able to:** identified the tallest or shortest object within a group of items.
- **End of Year Objective:** should recognize and compare heights of people or objects (TX Prekindergarten Guideline - V.D.1).
- **Recommended Activities:** Sightseeing

- **Click on the shortest giraffe.**
IMPROVEMENTS TO PRACTICE
Teacher-Created Activity

Point to the ball that is **next to** or **beside** the plant.
Teacher-Created Activity
A. Listening Comprehension Skills

II.A.1 shows understanding by responding appropriately
II.A.2 show understanding by following two-step oral directions and usually follow three-step directions
II.A.3 shows understanding of the new language being spoken by English-speaking teachers and peers

<table>
<thead>
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<td>II.A.1_Story Questions.pdf</td>
<td>5/28/15 Jessica Raiden</td>
</tr>
<tr>
<td>II.A.2_Following directions 1,2,3.pptx</td>
<td>5/28/15 Jennifer Ruth</td>
</tr>
</tbody>
</table>
Formative Assessment Process

Assessment
CPAA, PreK Assessments, Formative Assessments, Ongoing Assessments,

Identify Areas for Growth for Each Student

Group Students with Similar Needs

Instruct, Provide Intervention

Formative Assessment
(anecdotal notes, checklists, observations, data collection, PK assessment tasks)

Students who have not yet mastered

Students who show mastery
QUESTIONS?

Jennifer Ruth
Plano ISD-Student Achievement Specialist
Jennifer.Ruth@pisd.edu
469-752-8022