

Children's Progress Academic Assessment

What we have learned after a full year of
implementation.



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CPAA- Children's Progress Academic Assessment

District Requirement

- 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

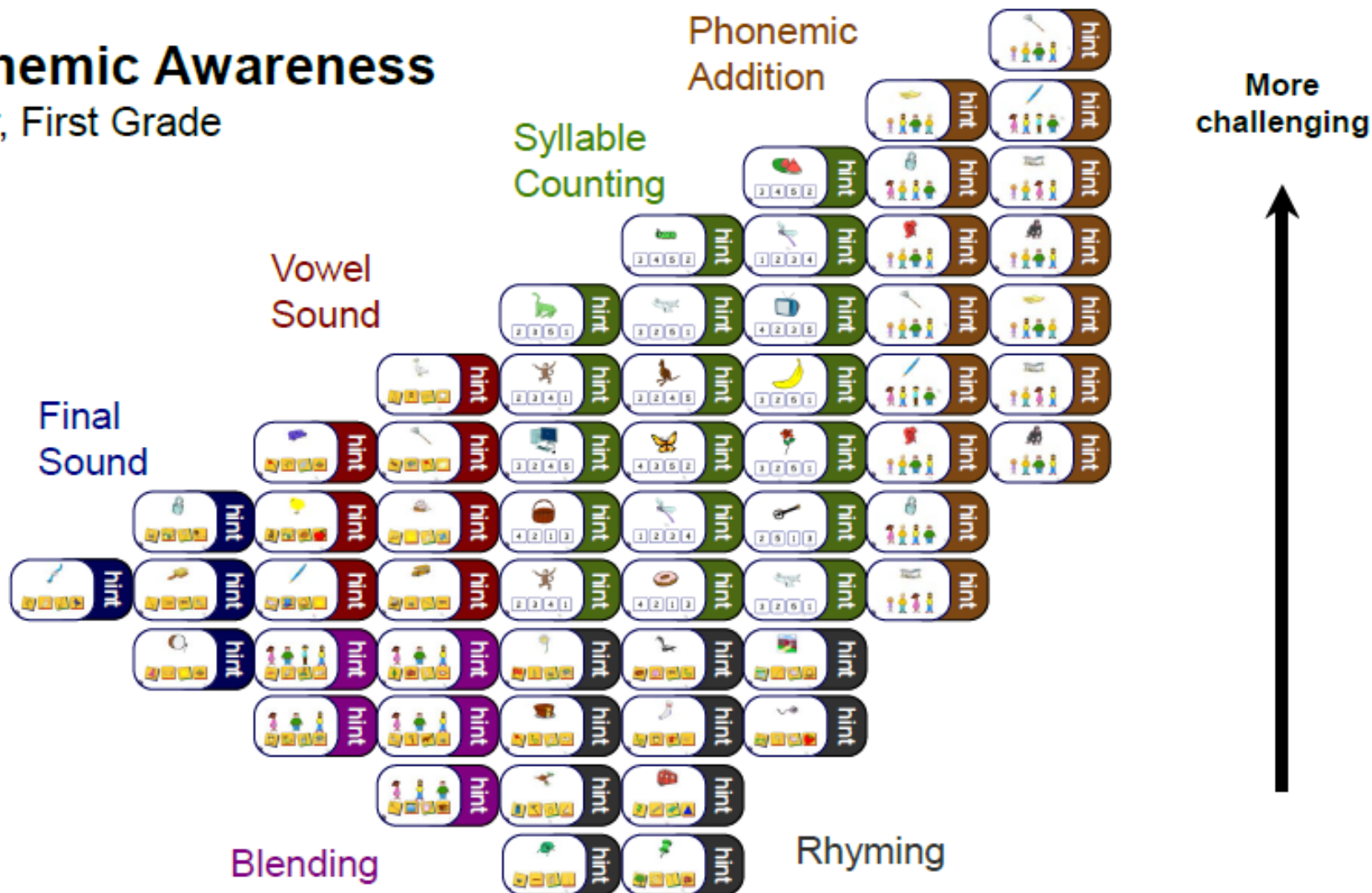
The purpose of this assessment is to identify what a child is currently able to do and what they are ready to learn.

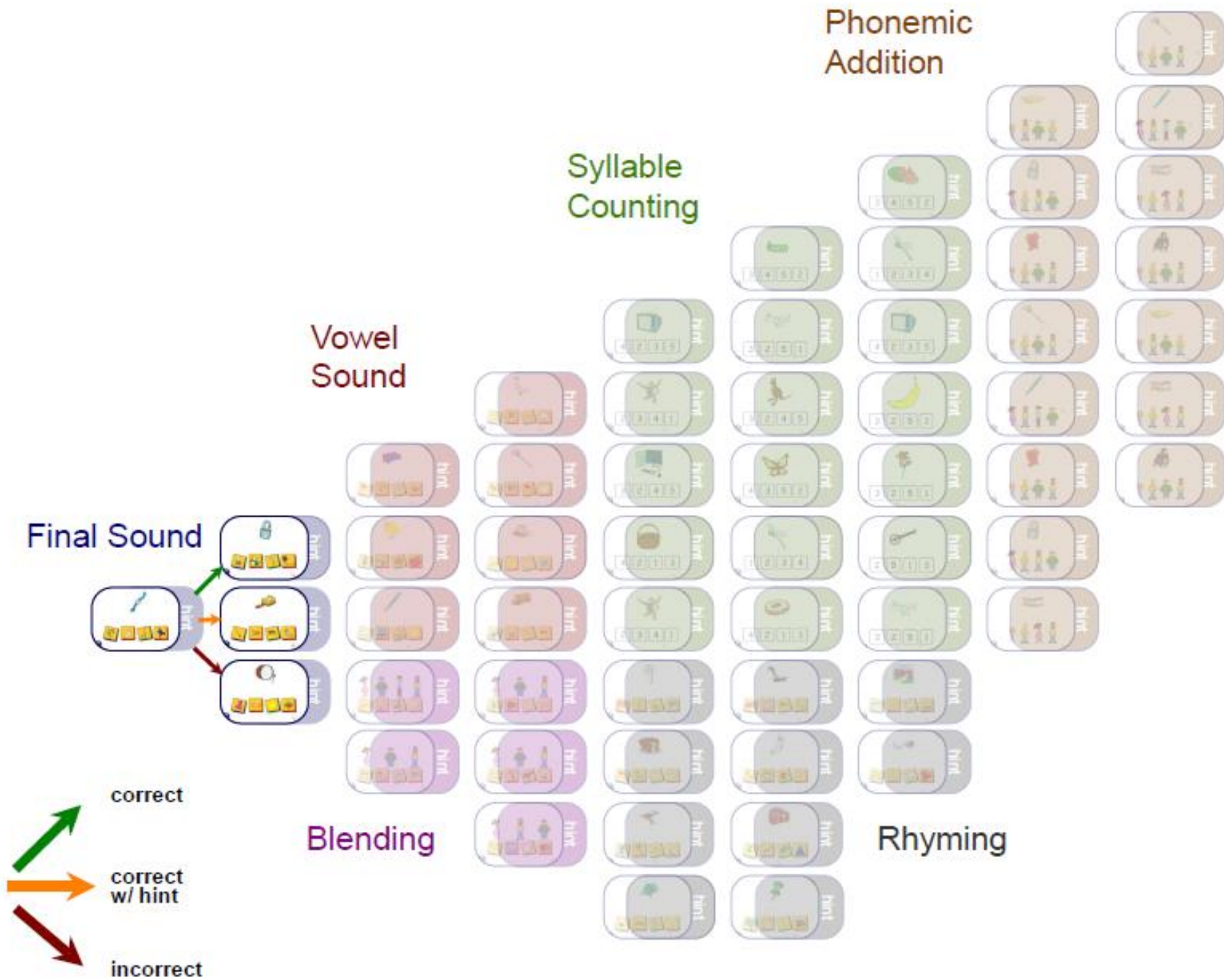
The expectation of performance on CPAA is based on the Texas Pre-Kindergarten Standards. There are three seasonal item banks with increasing expectations.

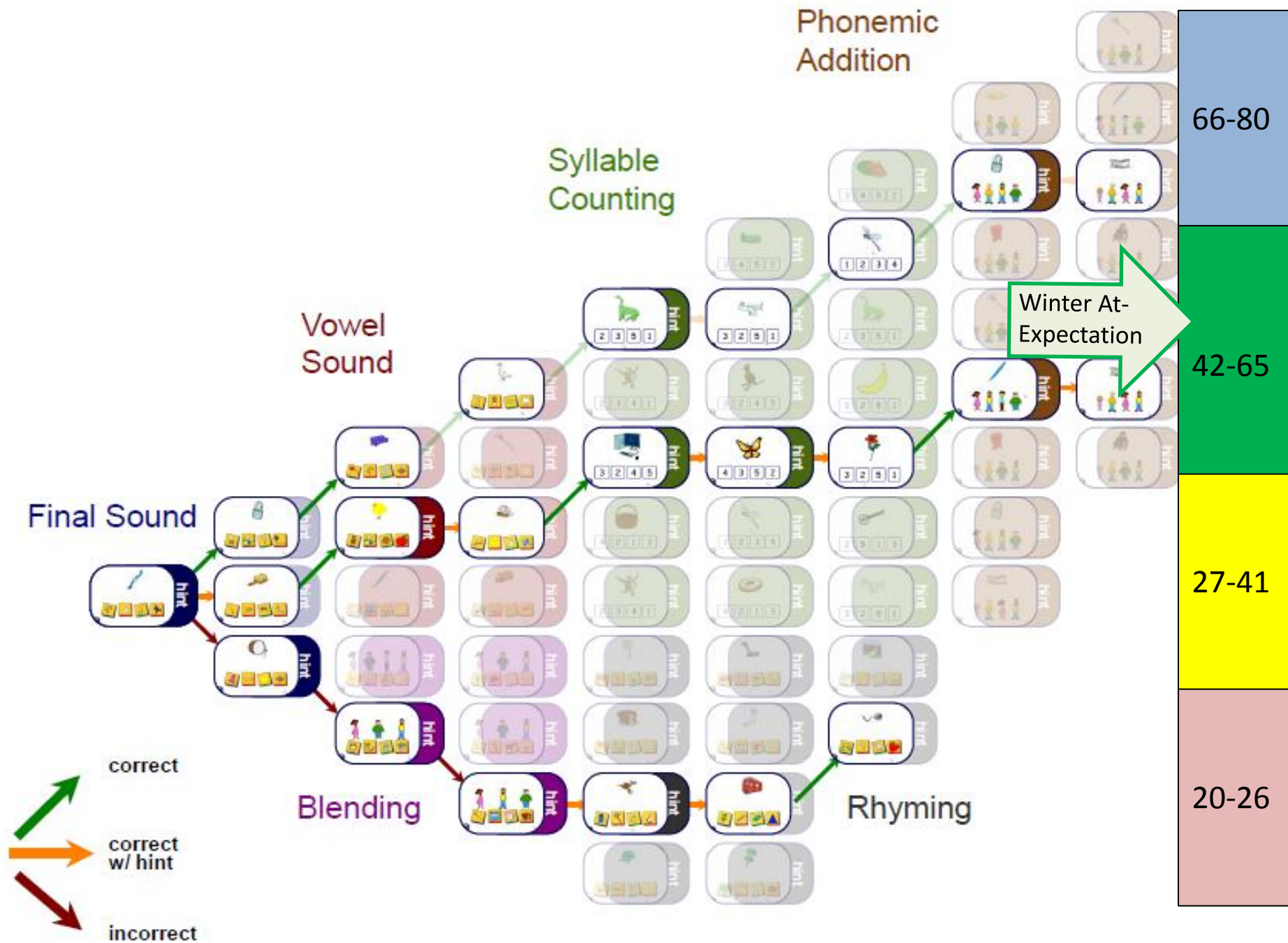
Adaptive Structure

Phonemic Awareness

Winter, First Grade

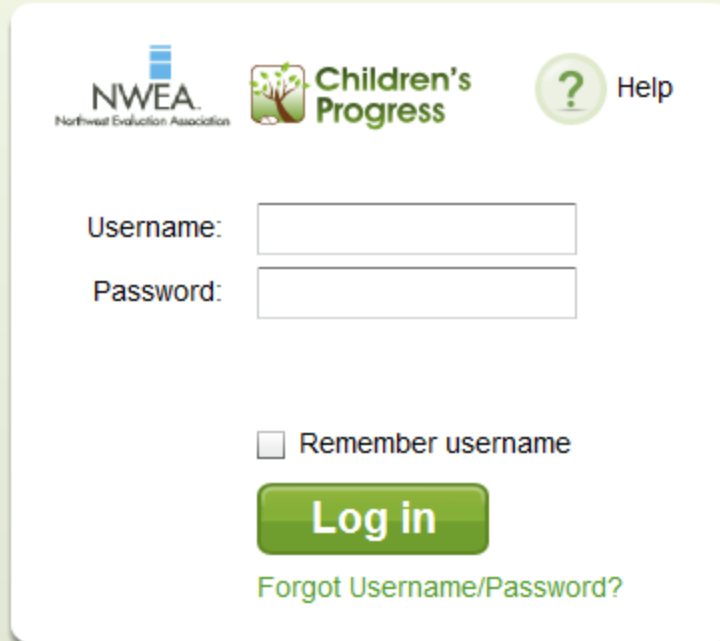






**OUR EXPERIENCE ADMINISTERING
CPAA**

Administering an Assessment



The login form is a white rounded rectangle centered on a light green background. At the top left is the NWEA logo (Northwest Evaluation Association) with a blue square icon. To its right is the 'Children's Progress' logo featuring a green tree icon. Further right is a green circular help icon with a white question mark and the word 'Help'. Below the logos are two input fields: 'Username:' and 'Password:'. Under the password field is a checkbox labeled 'Remember username'. A large green 'Log in' button is positioned below the checkbox. At the bottom of the form is a green link that says 'Forgot Username/Password?'.

NWEA
Northwest Evaluation Association

Children's Progress

Help

Username:

Password:

☐ Remember username

Log in

[Forgot Username/Password?](#)

Looking for reports? Click [here](#) to find them in your online reports site.

Children's Progress - CPAA (Web) - Version 3.3.1

Mouse Practice



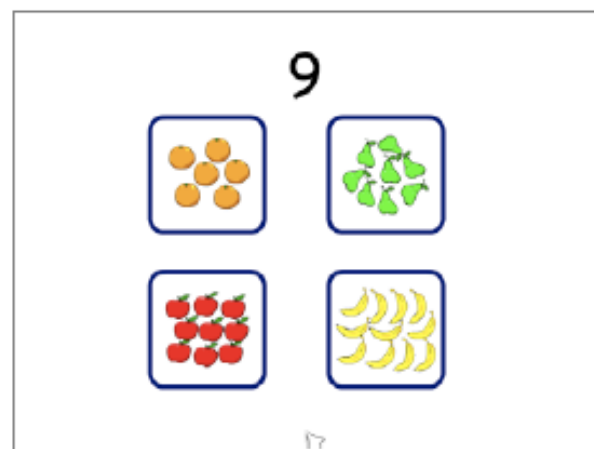
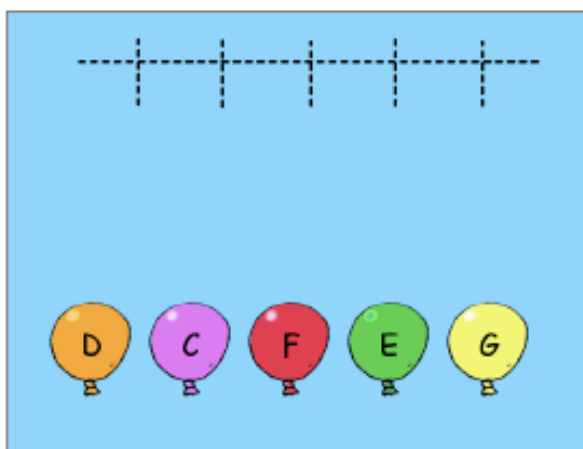
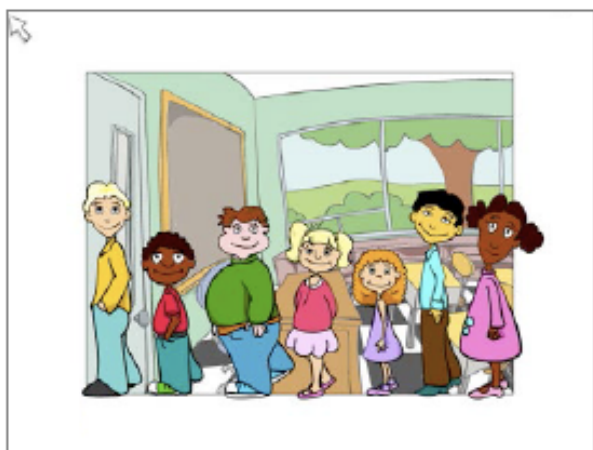
Administering CPAA



The Student's Experience



Assessment Look & Feel







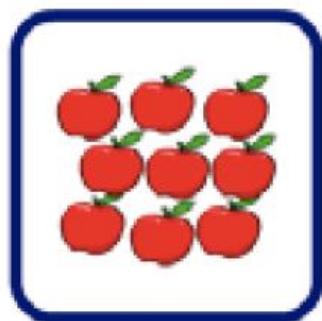
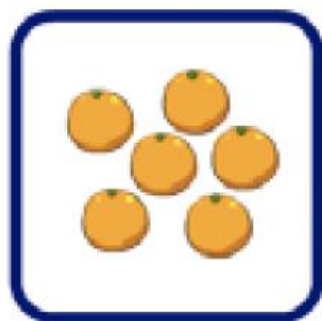
Mike has a tree house.











9



Scoring Legend



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

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

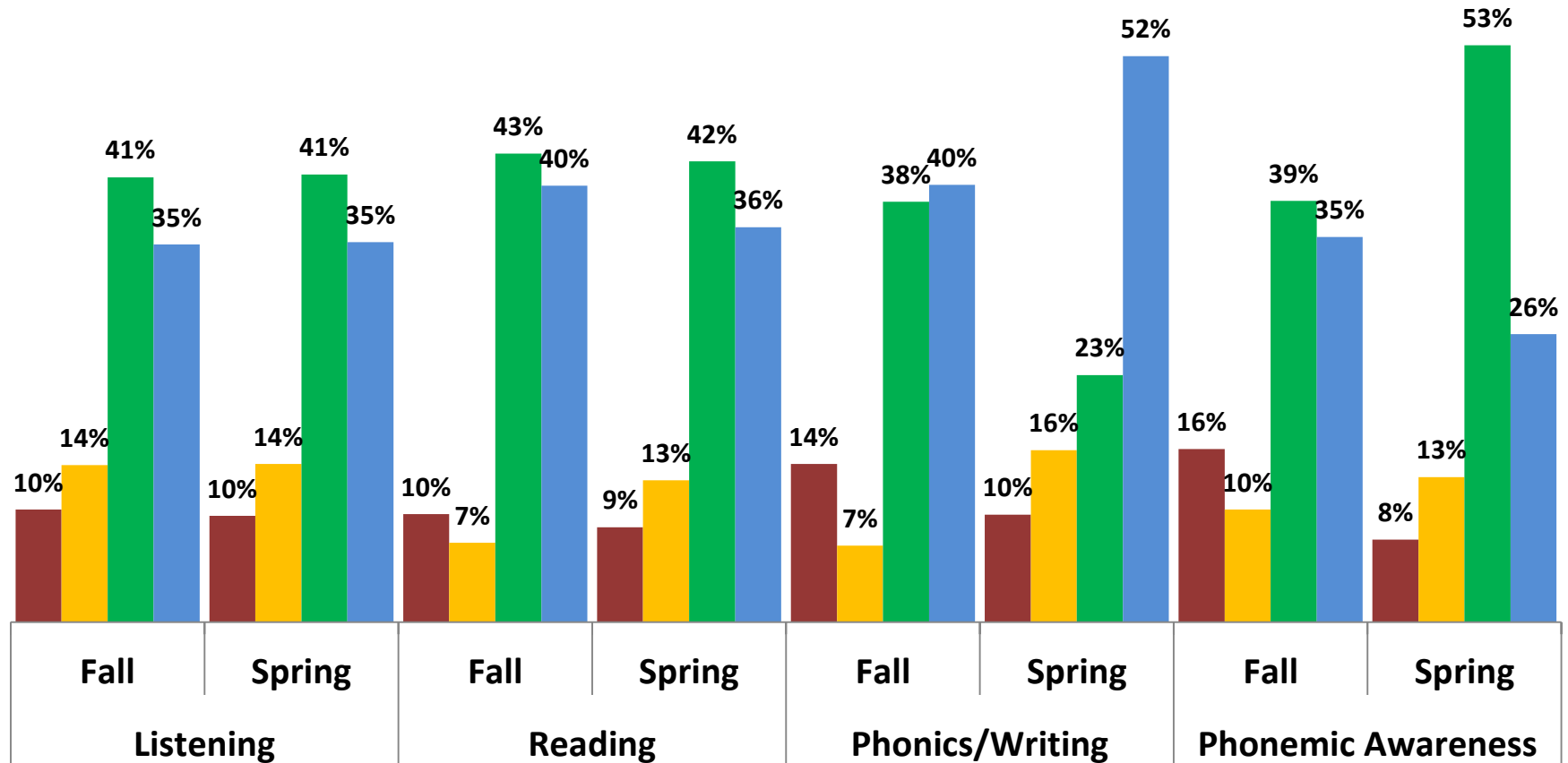
Underlying Understandings We Needed From the Beginning

- 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

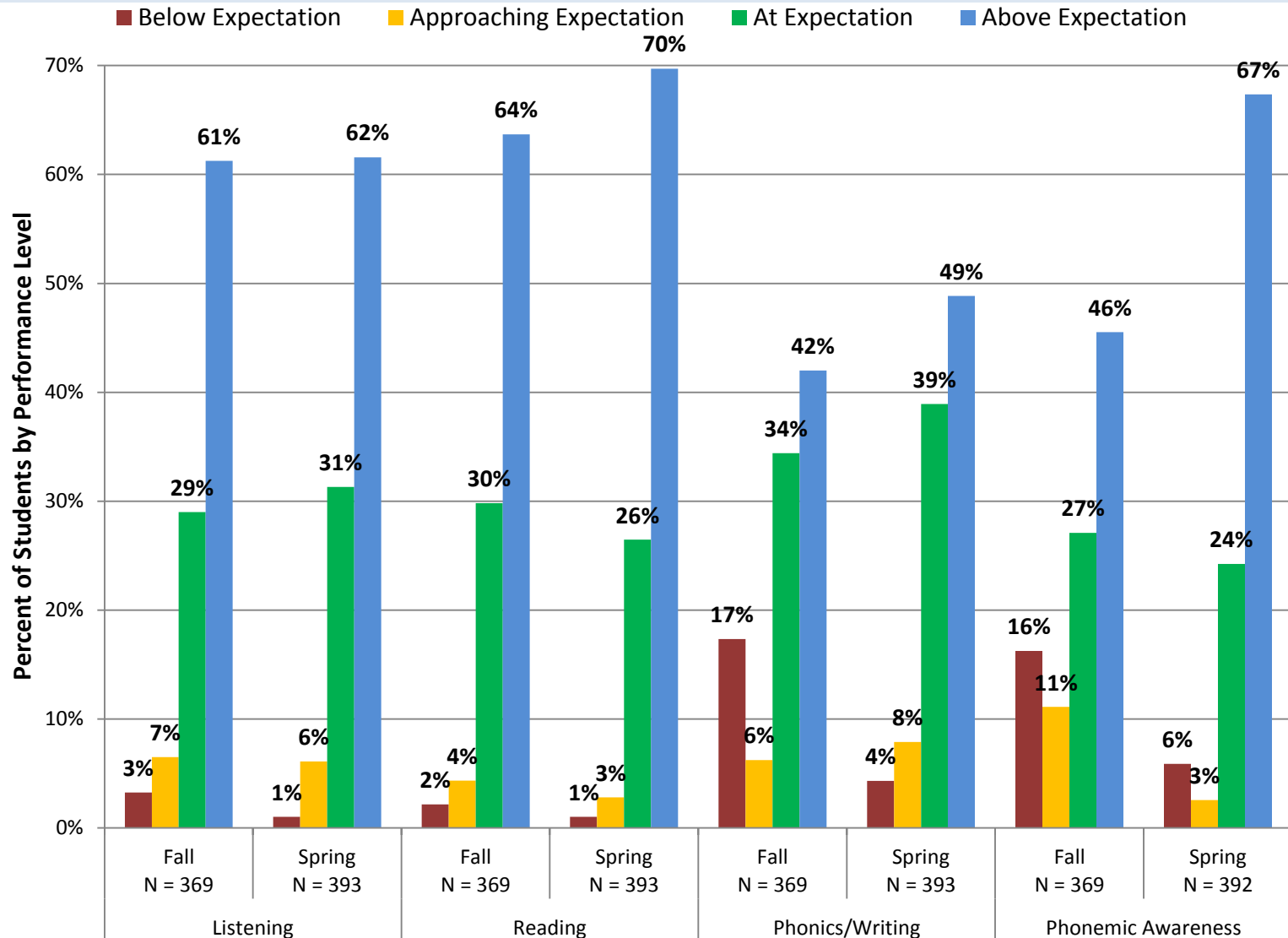
CPAA Literacy at Pre-K Campuses

■ Below Expectation ■ Approaching Expectation ■ At Expectation ■ Above Expectation

Percent of Students by Performance Level

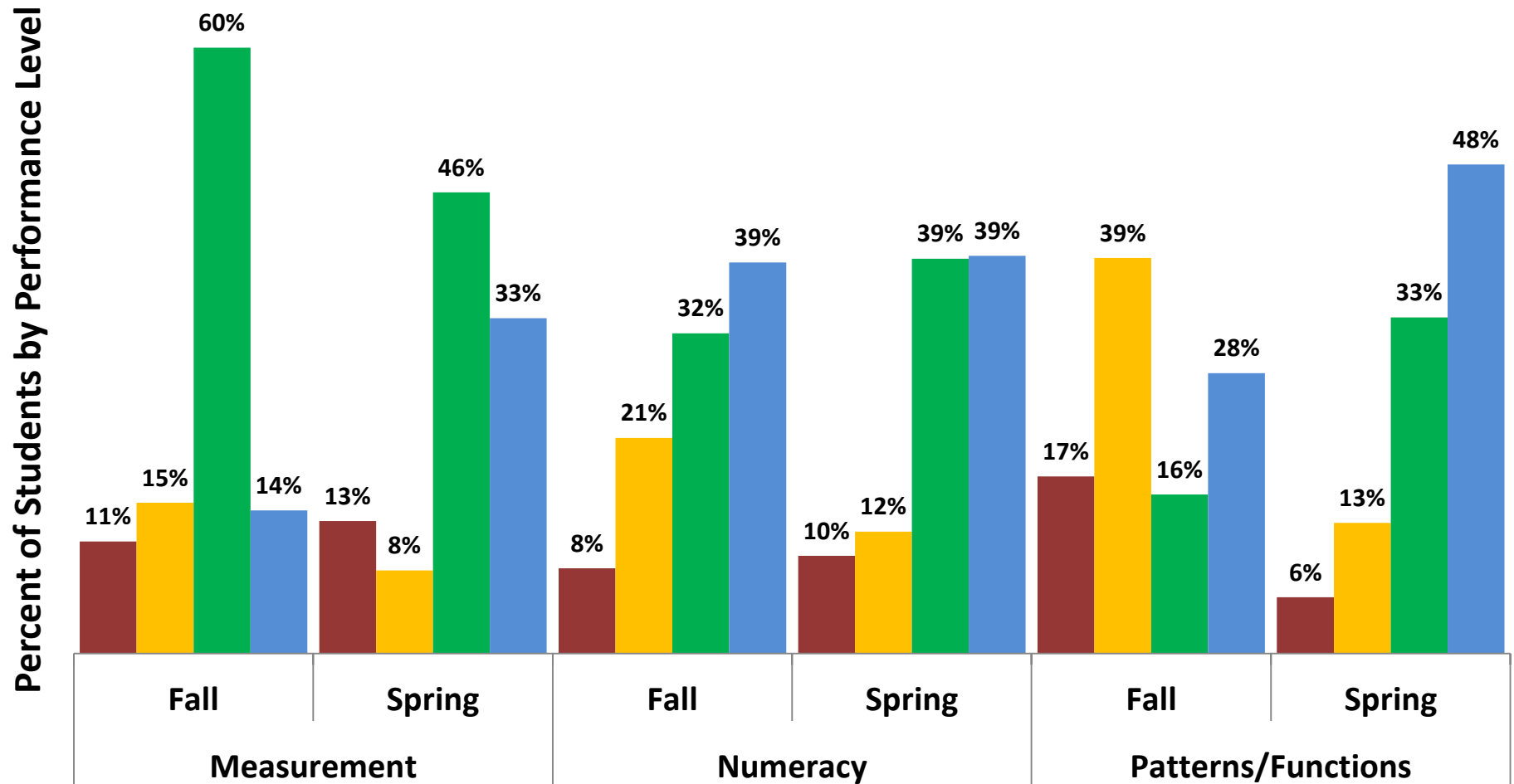


CPAA Literacy - Spanish

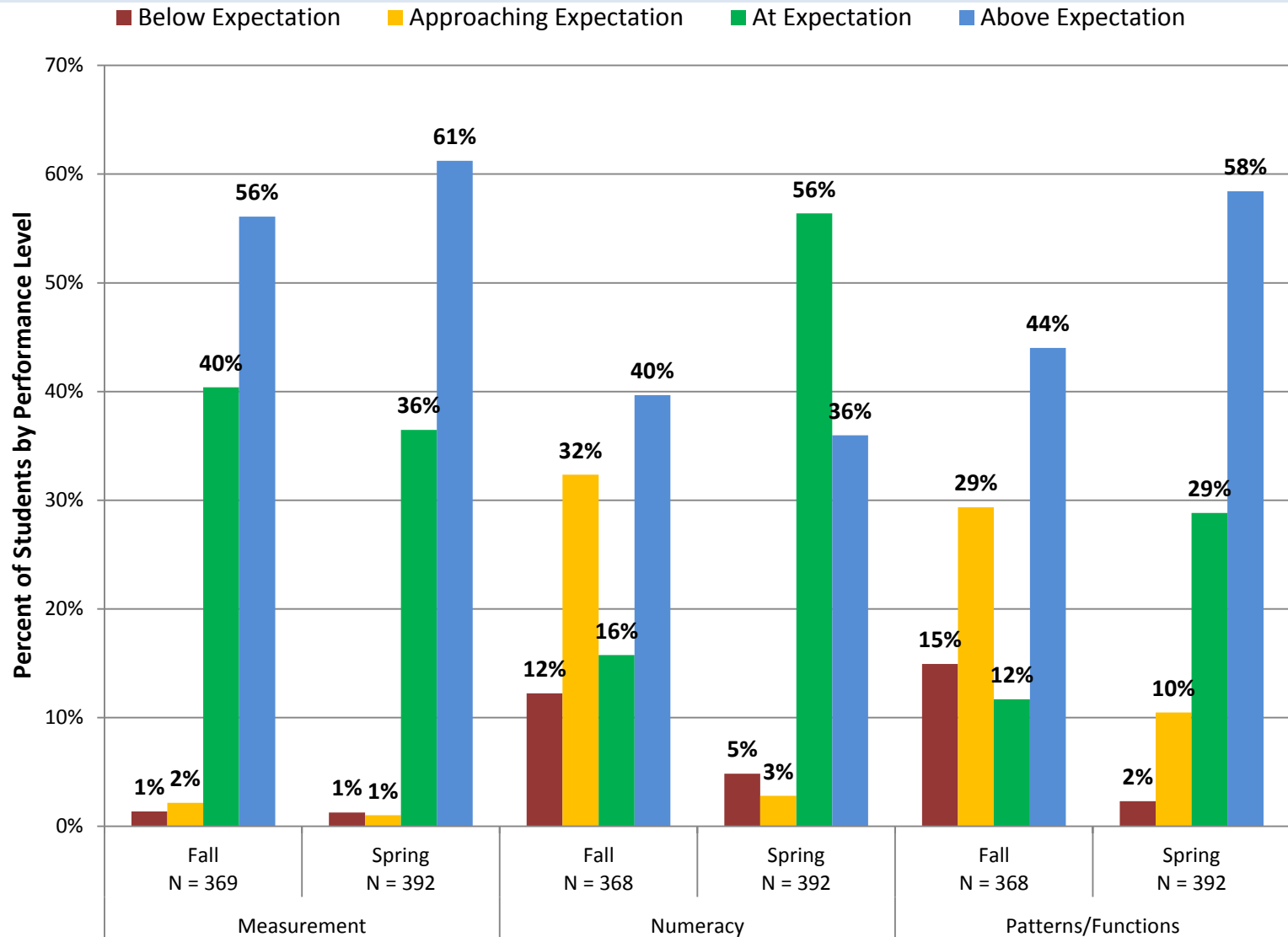


CPAA Mathematics at Pre-K Campuses

■ Below Expectation ■ Approaching Expectation ■ At Expectation ■ Above Expectation

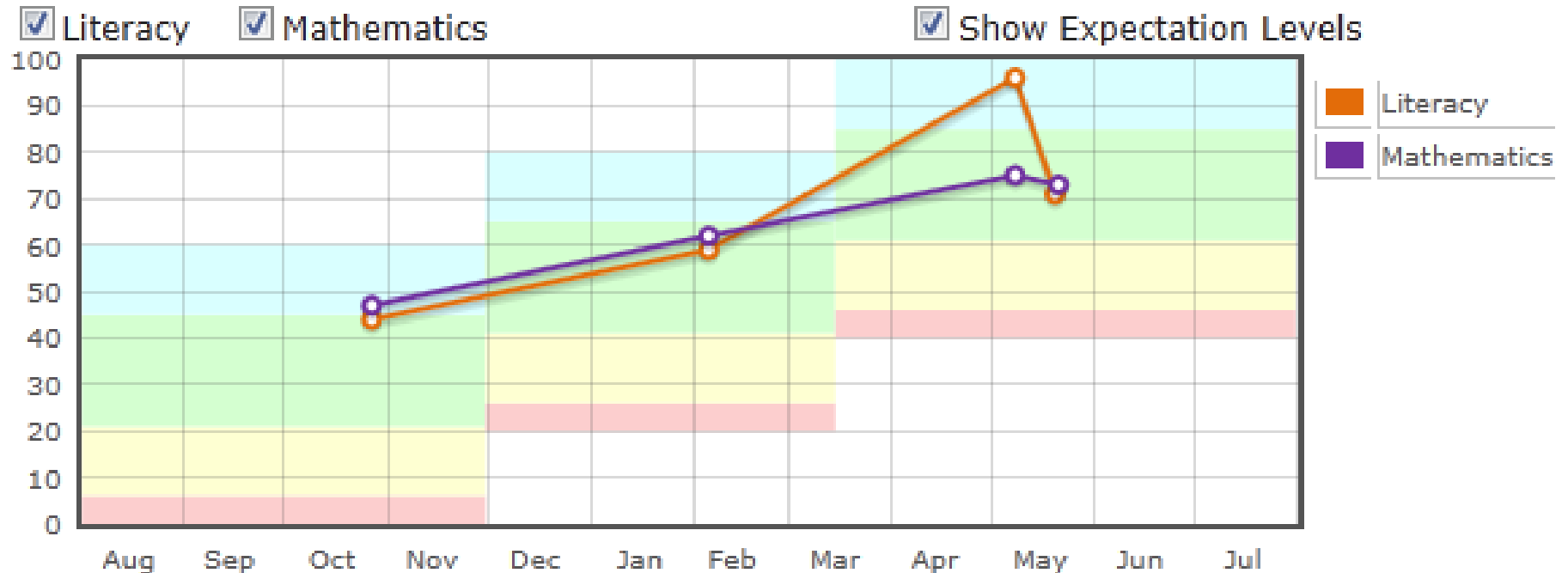


CPAA Mathematics - Spanish



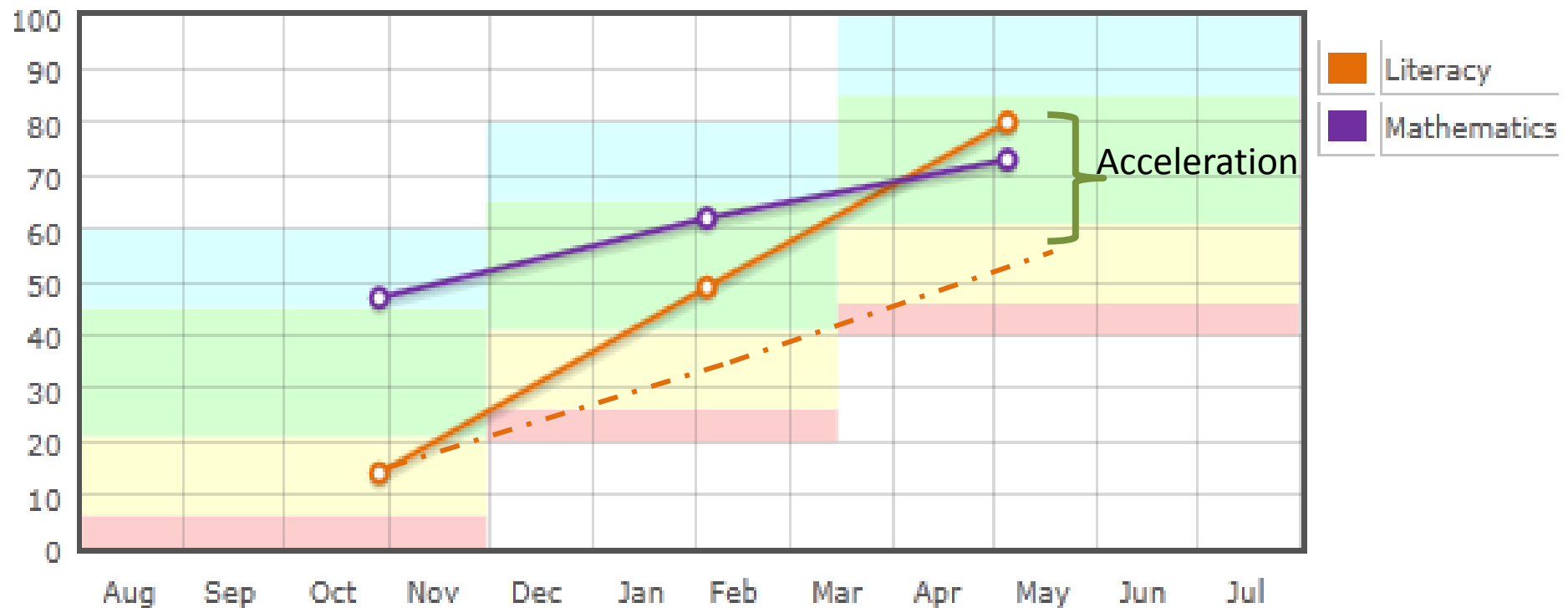
Bilingual Students

Subject scores for the selected year



How Much Growth Is Enough?

Growth or Acceleration



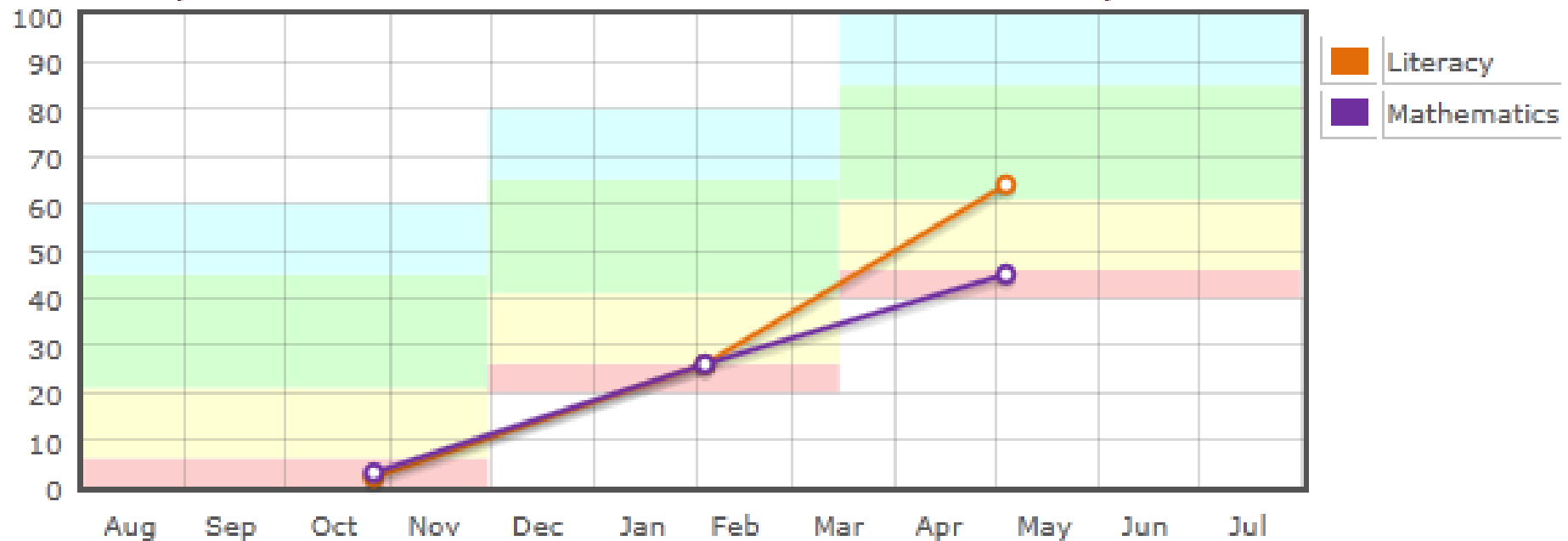
Growth or Acceleration

Subject scores for the selected year

☒ Literacy

☒ Mathematics

☒ Show Expectation Levels



SCORING AND REPORTS

How Teachers are Using the Data

A Case Study

CPAA Fall Scale

☐ Show full-year scale



Below Expectation Approaching Expectation At Expectation Above Expectation

Literacy - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Listening		Approaching Expectation	12	28.7
Reading		Below Expectation	6	30.8
Phonics/Writing		Approaching Expectation	15	36.6
Phonemic Awareness		At Expectation	22	32

Mathematics - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Measurement		Approaching Expectation	15	30.1
Numeracy		Approaching Expectation	15	38.1
Patterns/Functions		Approaching Expectation	15	24

Full Report

Literacy

Listening Reading Phonics/Writing Phonemic Awareness

Phonics/Writing

Approaching Expectation

was asked to find some letters. He identified 1 of 3 letters on the first try.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Letter ID

was able to:	End of Year Objective:	Recommended Activities:
identified 1 of 3 letters on the first try.	should name at least 20 upper and at least 20 lower case letters (TX Prekindergarten Guideline - III.C.1).	Letter Hunt
✗ Click on the letter "j".		
✓ Click on the letter "c".		
✓ Click on the letter "B".		

Literacy

Listening Reading Phonics/Writing Phonemic Awareness

Listening

Approaching Expectation

During the initial section for listening skills, was not able to understand and follow a one-step oral direction. He then listened to a story about 100 words long. correctly made a basic inference from the story. Next, he recalled a moderate detail from the story without any assistance.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Listening Comprehension - Major Points

was able to:	End of Year Objective:	Recommended Activities:
correctly made a basic inference from the story.	should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).	Story Versions
✓ What do you think was John's birthday present?		
✗ What was this story mainly about?		
✓ Who was this story about?		

Listening Skills

was able to:	End of Year Objective:	Recommended Activities:
was not able to understand and follow a one-step oral direction.	should show understanding by following two-step oral directions and usually follow three-step directions (TX Prekindergarten Guideline - II.A.2).	Repetition Game
✗ Repeat a one-step sequence.		
✗ Repeat a one-step sequence.		

Listening Comprehension - Recall Fact/Detail

was able to:	End of Year Objective:	Recommended Activities:
recalled a moderate detail from the story without any assistance.	should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).	Who and Where
✓ What kind of books did John read in the library?		

Class Reports-Activities

Literacy - Recommended Activities

Listening

Reading

Phonics/Writing

Phonemic Awareness

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

Fact/Detail

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

Literacy				
	Below Expectation	Approaching Expectation	At Expectation	Above Expectation
Listening				
Reading				
Phonics/Writing				
Phonemic Awareness				

Mathematics				
	Below Expectation	Approaching Expectation	At Expectation	Above Expectation
Measurement				
Numeracy				
Patterns/ Functions				

Full Report-Math

Mathematics

Mathematics

Measurement

Numeracy

Patterns/Functions

Patterns/Functions

Approaching Expectation

picked out an object that differed in color from the other members of the group without assistance.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Category

was able to:

End of Year Objective:

Recommended Activities:

picked out an object that differed in color from the other members of the group without assistance.

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).

Venn Diagrams

✓ Click on the one that doesn't belong: Blue circle, red star, red triangle, red square

✗ Click on the one that doesn't belong: Yellow diamond, green diamond, green circle, green square

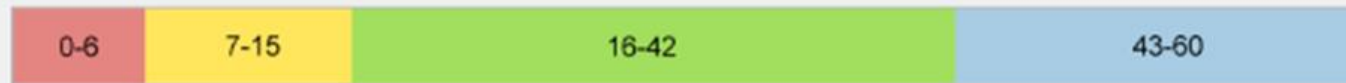
Activity

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

☐ Show full-year scale



Literacy - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Listening		At Expectation	42	34.8
Reading		Above Expectation	48	36.1
Phonics/Writing		Above Expectation	60	35.9
Phonemic Awareness		At Expectation	42	27.2

Mathematics - Student's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	Score	Class Avg.
Measurement		At Expectation	42	32.3
Numeracy		Above Expectation	60	34.9
Patterns/Functions		Above Expectation	51	25.7

Full Report - Reading

Listening

At Expectation

During the initial section for listening skills, [redacted] understood and followed two-step oral directions. He then listened to a story about 100 words long. [redacted] correctly made a basic inference from the story. Next, he recalled a specific detail from the story when provided with a hint.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Listening Comprehension - Major Points

was able to:	End of Year Objective:	Recommended Activities:
[redacted] correctly made a basic inference from the story.	[redacted] should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).	Story Versions
✓ Who was this story about?		
✓ What was this story mainly about?		
✓ What do you think was John's birthday present?		

Listening Skills

was able to:	End of Year Objective:	Recommended Activities:
[redacted] understood and followed two-step oral directions.	[redacted] should show understanding by following two-step oral directions and usually follow three-step directions (TX Prekindergarten Guideline - II.A.2).	Wiggle Your Nose, Touch Your Toes
✗ Repeat a three-step sequence.		
✓ Repeat a one-step sequence.		
✓ Repeat a two-step sequence.		

Listening Comprehension - Recall Fact/Detail

was able to:	End of Year Objective:	Recommended Activities:
[redacted] recalled a specific detail from the story when provided with a hint.	[redacted] should show understanding by responding appropriately (TX Prekindergarten Guideline - II.A.1).	Who and Where
✓ Why did John go to the library?		

Phonemic Awareness

At Expectation

[redacted] matched two words with the same initial letter sound without assistance. Next, he blended two distinct words into a single compound word without assistance. [redacted] then advanced to a rhyming question. He was not able to rhyme a one-syllable word, even with guidance.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Rhyming

was able to:	End of Year Objective:	Recommended Activities:
[redacted] was not able to rhyme a one-syllable word, even with guidance.	[redacted] should produce a word that rhymes with a given word (TX Prekindergarten Guideline - III.B.6).	Shake, Rattle, and Rhyme!
✗ What word rhymes with cat? "hat"		

Compound Words

was able to:	End of Year Objective:	Recommended Activities:
[redacted] blended two distinct words into a single compound word without assistance.	[redacted] should combine words to make a compound word (TX Prekindergarten Guideline - III.B.2).	Slow Fast
✗ What word do you get when you put "cup" together with "cake": cupcake.		
✓ What word do you get when you put "tooth" together with "brush": toothbrush.		

Initial Sound - Matching

was able to:	End of Year Objective:	Recommended Activities:
[redacted] matched two words with the same initial letter sound without assistance.	[redacted] should produce a word that begins with the same sound as a given pair of words (TX Prekindergarten Guideline - III.B.7).	Phoneme Box
✓ Click on a picture that begins with the sound /b/: bell.		
✓ Click on a picture that begins with the sound /t/: tie.		

Full Report - Math

Measurement

At Expectation

began with a couple shape identification questions. He was not able to identify the shape of a real-life object, but could pick out a geometric shape on a follow-up screen. He moved on to identify the tallest or shortest object within a group of items. advanced to a question on positions. He understood a position term describing the location of an object without assistance.

- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

Positions - Reference

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

Shape ID

was able to:	End of Year Objective:	Recommended Activities:
was not able to identify the shape of a real-life object, but could pick out a geometric shape on a follow-up screen.	should name common shapes (TX Prekindergarten Guideline - V.C.1).	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:	End of Year Objective:	Recommended Activities:
identified the tallest or shortest object within a group of items.	should recognize and compare heights of people or objects (TX Prekindergarten Guideline - V.D.1).	Sightseeing
✓ Click on the shortest giraffe.		

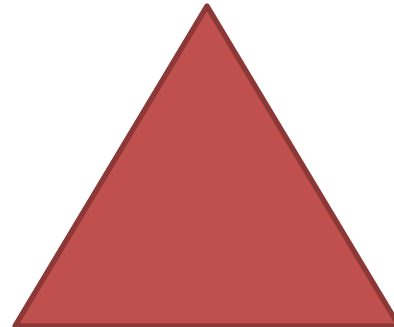
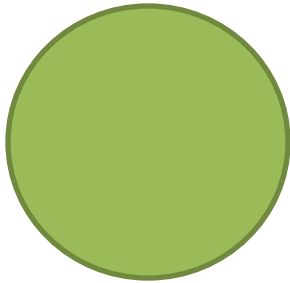
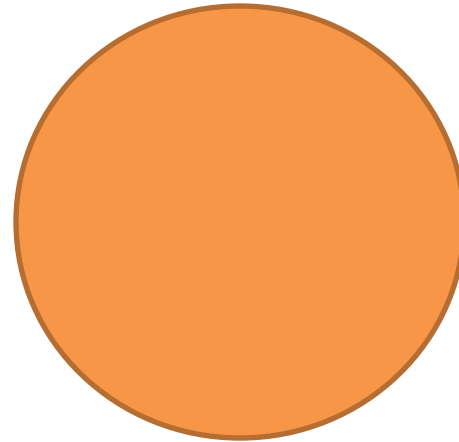
IMPROVEMENTS TO PRACTICE

Teacher-Created Activity

Point to the ball that is next to or beside the plant.



Teacher-Created Activity



Early Childhood Curriculum

[Home](#)

▼ I. Social and Emotional Development

- A. Self Concept Skills
- B. Self Control
- C. Social Competence
- D. Social Awareness

▼ II. Language and Communication

- A. Listening Comprehension Skills
- B. Speaking Skills
- C. Speech Production Skills
- D. Vocabulary Skills
- E. Sentences and Structure Skills




[II. Language and Communication](#) >

A. Listening Comprehension Skills

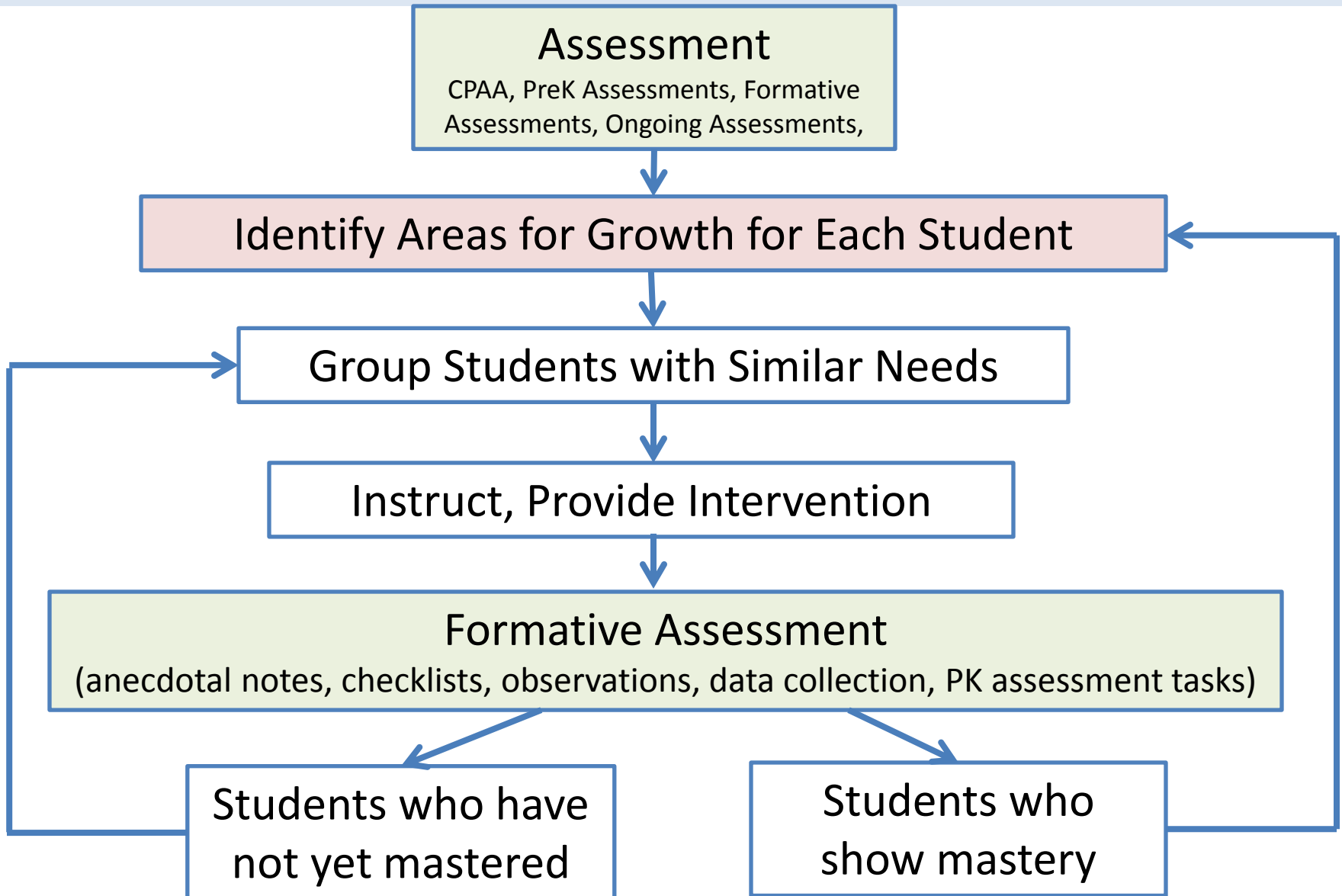
II.A.1 shows understanding by responding appropriately

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

TITLE		LAST MODIFIED
 II.A.1_Retelling with the 5 Ws.pdf	5/28/15 Jessica Raiden	
 II.A.1_Story Questions.pdf	5/28/15 Jessica Raiden	
 II.A.2_Following directions 1,2,3.pptx	5/28/15 Jennifer Ruth	

Formative Assessment Process



QUESTIONS?

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