Agenda

• CDT and SAS
• Pennsylvania Fair Assessments
• CDT Overview
• Implementation Plan
• CDT Reports and Live Demonstration
• Communication, Action Plan, and Key Dates
Welcome

• Introduction and Welcome

• Review Handouts
  – CDT Cycle/Pennsylvania Fair Assessments
  – CDT Quick Start Guide
Classroom Diagnostic Tools

CDT and SAS

- Clear Standards
- Interventions
- Materials & Resources
- Instruction
- Curriculum Framework
- Fair Assessments

Student Achievement
# Classroom Diagnostic Tools

## Pennsylvania Fair Assessments

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Benchmark</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guide instruction specifically targeted to meet students’ needs, including students’ strengths and weaknesses</strong></td>
<td>Inform ongoing classroom instruction so that adjustments to instruction can be made</td>
<td>Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards</td>
<td>Determine the degree to which students have mastered a designated set of curriculum content standards</td>
<td></td>
</tr>
</tbody>
</table>

## Impact on Instruction

| Tools that provide alignment to units, lesson plans, and other resources based on students’ needs. | Classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback | Low-stakes assessments used to predict how students will do on the high-stakes summative assessments | Assessments used for accountability |

## Intended Users of the Results

| Students, parents, and educators | Students, parents, and educators | Students, parents, and educators | Educators, parents, public at large, and district personnel |

## Examples

| Classroom Diagnostic Tools (CDT) Teacher-created diagnostics | Teacher-selected Classroom assessments Response cards White boards Random selection | Acuity Assess2Know 4-Sight | PSSA Keystone Exams ACCESS for ELLs End of Unit/Chapter Tests District End of Course Exams |

## Type of Information Provided

| Provides a more complete picture of a student’s or group of students’ strengths and weaknesses so that instruction can be targeted directly at meeting student needs | Provides feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/learning process | Provides information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency on grade-level content standards | Provides information on students’ mastery of a given set of content standards |
What are the similarities and differences between Benchmark Assessments and Diagnostic Tools?
What are the similarities and differences between Benchmark Assessments and Diagnostic Tools?

**Benchmark**

- Grade-level specific
- Measures content at the reporting category level for reading and math
- Provides a standards-aligned benchmark
- Students do not receive direct, formative feedback
- Answers the question, What?
- Class tool
- Cost involved
- Fixed form—everyone takes the same assessment at a given grade level
- Group measurement
- Summary report
- Administered throughout the school year
- Most lessons to support eligible content for strengths and areas of need are available on SAS

**Diagnostic**

- Diagnosis of student strengths and areas of need at instructional level
- Answers the questions, What? Why? and How?
- Provides current level of performance
- Identifies areas of strengths and needs across grade levels and subject areas
- Individual/small group measurement tool
- No cost
- Most lessons to support eligible content for strengths and areas of need are available on SAS
- Computer-adaptive tool based on a vertical scale that spans content from grades 3 to high school/course
- Supports differentiated instruction within RtII Tiers 1 and 2

- Results support goal setting
- Can be given no more than five times a year
- Provides an estimate of student performance on a summative assessment
- Students may be tested on material not formerly taught
- Results may be used to establish student goal setting
- Process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of instruction
- Provides effective feedback
- Forces us to ask more questions
- Process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of instruction
- Provides current level of performance
- Identifies areas of strengths and needs across grade levels and subject areas
- Individual/small group measurement tool
- No cost
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- Supports differentiated instruction within RtII Tiers 1 and 2
Classroom Diagnostic Tools

Supports differentiated instruction within RtI Tiers 1, 2, and 3

• The CDT represents a standards-aligned classroom diagnostic tool that may be used to support differentiated instruction within Tiers 1, 2, and 3.

• The CDT is a powerful tool for monitoring student progress relative to standards and learning progressions.

• The CDT is not a form of curriculum-based measurement; it is a classroom diagnostic measure.
Examples of Relevant Data
Current/Projected Academic Performance Data:
* PVAAS Projections
* Performance: PA Keystone exams
* ACCESS for ELLs Data
* Performance: Classroom Diagnostic Tools
* 4Sight
* Common Summative Assessments
* STAR
* Formal instruments or informal observations used to inform instruction and enhance student learning outcomes.
* Individually and/or group administered diagnostic measures

Existing Data (Use to establish career and college risk and readiness)
* PSSA
* End of Year (EOY) Failing Grades in core subjects as early as 4th grade
* Failing Grades in beginning and end of 9th grade fall semester courses
* Earning Fewer than 2 credits; lack of promotion to 10th grade
* <70-80% Attendance (5 weeks or more of missed school) (>10 days in first month of 9th grade)
* Mobility between 8th and 10th grade
* Retention in elementary or middle grades
* Intervention history
* Poor final grades in behavior/disengagement
* Abuse/neglect

Progress-Monitoring Tools:
Maze passages, written expression prompts, vocabulary matching, ORF, Test of Contextual Silent Word Reading Fluency (TOCSWRF); Test of Word Reading Efficiency (TOWRE); CORE Phonics Survey. CORE Phoneme Segmentation Test

Tier 3:
- Supplemental Small Group Instruction/Intervention Period for
  - a FEW Students (5-10%)
  - Daily for an extended period of time
  - Instructional Focus: Basic Skill Deficiencies

Tier 2:
- Supplemental Instruction/Intervention Period for
  - SOME Students (15-20%)
  - 3-5 times per week or cycle
  - Lower class size
  - Instructional Focus: Extended core instruction in subject area content and/or targeted instruction/intervention

Tier 1:
- High Quality Standards-Aligned Core Instruction for ALL students (100%)
- English and Math Courses aligned to PA/Common Core standards and Keystones
- ESL Core Instruction aligning ELP and Content Standards
- Content literacy focus within all courses & use of evidenced-based strategies
  - Instructional Focus: Subject Area Content (e.g., 9th grade Algebra I & 9th grade English Composition)
Secondary RtII Example (Traditional Schedule) 8 Period Day

Curriculum: Aligned to PA Standards, Common Core, Keystone Exams

High Quality Core Instruction:
- Basic Skill Deficiencies, Standard Protocols
  - Daily for one period
  - Very low pupil-teacher ratio

Assessment Examples:
- Intervention Program assessments
- GRADE
- GMADE
- Classroom Diagnostic Tool (CDT)
- MAZE
- TOWRE
- CORE Phonics Survey
- CORE Vocabulary

Assessment Examples:
- PSSA
- 4Sight
- Classroom Diagnostic Tool (CDT)
- Common Unit Tests
- Common Formatives (formal)
- ACCESS for ELLs
- Keystone Exams

High Quality Core Instruction:
- Extended core instruction (ex. English, Algebra I) and/or targeted intervention based on data
  - 3-5 periods per week in addition to daily CORE
  - Lower class size

High Quality Core Instruction:
- Content literacy focus in all courses
- Differentiated Instruction
- ESL Instruction
- High leverage practices (Reading Apprenticeship, SIM/CLC, Power Teaching, Co-teaching, Learning Focused Schools)
  - Daily
  - Equitable course access for all (guaranteed access)
Students enter our classes with many skills, abilities, competencies, educational goals, and future plans. We continually try to unearth and understand the complexity of students’ experiences and development.

Having clarity about our students’ strengths allows us to make thoughtful decisions about what we need to teach in a given year and keeps us focused on specific goals. It also helps students to find value in what we are doing, as they are able to see how our teaching is aimed at developing their abilities in an explicit way.

## AGREE or DISAGREE Activity:
What are Classroom Diagnostic Tools?

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Classroom Diagnostic Tools are classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback.</td>
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<tr>
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<td>2. Classroom Diagnostic Tools provide a more complete picture of a student or group of students strengths and weaknesses so that instruction can be targeted directly at meeting student needs.</td>
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<td></td>
<td>3. Results from the CDT provide information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency in grade-level content standards.</td>
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<tr>
<td></td>
<td></td>
<td>4. Examples of a CDT include Keystone Exams, PSSA, and Access for ELLs.</td>
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<tr>
<td></td>
<td></td>
<td>5. Results from the CDT should be used for report cards.</td>
</tr>
</tbody>
</table>
Activity directions:

• As a team, match the statement endings to the words on the CDT Cycle without talking. ("Silent Sort").

• At the signal you may talk and discuss your rationale for matching the statement endings to the words on the CDT cycle.
CDT Overview

The CDT Cycle
The Teaching and Learning Process Never Ends

- **Assess**
  - the skills of every student from sixth grade through high school

- **Analyze**
  - detailed diagnostic reports to understand the strengths and needs of each student

- **Interpret**
  - results and group students by their diagnostic profiles to target instruction

- **Share**
  - easy-to-interpret reports with students, parents, and administrators

- **Instruct**
  - based on individual needs; teach skills and focus/adapt practice

- **Reflect and Monitor**
  - the progress of individuals and groups
CDT Overview

- What are the Classroom Diagnostic Tools?
- How were Pennsylvania educators involved in the development of the Classroom Diagnostic Tools?
- Why should the Classroom Diagnostic Tools be used?
- Who are the target students/groups?
- How often should the Classroom Diagnostic Tools be administered?
- Who might use the Classroom Diagnostic Tools and for what purpose?
What are the Classroom Diagnostic Tools?

The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online tools designed to provide diagnostic information in order to guide instruction and provide support to students and teachers. These tools (available at no cost to districts) are fully integrated and aligned with the Standards Aligned System (SAS) and will assist educators in identifying students’ academic strengths and areas of need, providing links to classroom resources.
CDT Overview
What are the Classroom Diagnostic Tools?

The CDT is:

• Offered to students in grades 6 through high school.
• Available for use in the classroom throughout the school year on a voluntary basis.
• Based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).
• Composed of multiple-choice items.
• Delivered as an online Computer Adaptive Test (CAT), ensuring valid and reliable measures of a student’s skills while minimizing testing time.
• Designed to provide real-time results for students and teachers with links to Materials and Resources in SAS.
How were Pennsylvania educators involved in the development of the Classroom Diagnostic Tools?

The development of the Classroom Diagnostic Tools involved committees of Pennsylvania educators who were convened to

• ensure alignment of the items to Assessment Anchors and Eligible Content.
• approve all questions included in the CDT.
• approve all units and lesson plans aligned to the Assessment Anchors and Eligible Content linked to the CDT reports.
eDIRECT:
CDT User Guides and Other Information

• CDT User Guides and other important information is available online via PA eDIRECT
  – Go to General Information and choose Documents.
  – Select Classroom Diagnostic Tools 2010–2011

https://pa.drcedirect.com
Implementation Plan

**STEP 1:** Contact PA Customer Service for initial system setup

**STEP 2:** Complete the eDIRECT user setup process

**STEP 3:** Complete PA Online Assessment software installation

**STEP 4:** Complete the Test Setup process

**STEP 5:** Administer the Online Tutorials

**STEP 6:** Administer the Online Tools Training

**STEP 7:** Administer the CDT

**STEP 8:** Access real-time reports via eDIRECT

**STEP 9:** Determine instructional plan for student(s)
Implementation Plan

STEP 1

Contact PA Customer Service for initial system setup

1. Go to https://pa.drcedirect.com
2. Open the CDT Registration Form
3. Fax or email the Registration Form to PA Customer Service
Or
Call PA Customer Service

PA Customer Service
1-888-551-6935
Pacustomerservice@datarecognitioncorp.com
Implementation Plan

STEP 2
Complete the eDIRECT user setup process

- PA Customer Service will set up user accounts for district-level users.
- All new district-level users will receive a system-generated email.
- District users will be granted rights to add all other required users to eDIRECT (i.e., Technology Coordinators, School Test Coordinators, and Teachers).
- New users will then be able to access eDIRECT, log on, and set up accounts.
Classroom Diagnostic Tools

Implementation Plan

STEP 3

Complete PA Online Assessment software installation

- Technology Coordinators log on to eDIRECT to access the software downloads.
- Technology Coordinators should download software to all school computers that will be used to administer the CDT.
Classroom Diagnostic Tools

Implementation Plan

STEP 4

Complete the Test Setup process

- Test Coordinators access eDIRECT Test Setup to verify/manage student and teacher data and set up Student Groups (classes) for all teachers using the CDT.
- Teachers access eDIRECT Test Setup and set up Test Sessions for all students who will be taking the CDT.
- Teachers or Test Administrators print Student Test Login Tickets before students enter the computer lab.

CDT
Training Student
Algebra II
Username: 1234567890
Password: test1234
Audio, Mathematics
Implementation Plan

STEP 5

Administer the Online Tutorials

• Teachers or Test Administrators schedule time for students to use the PA Online Tutorials.
• Students view the tutorials to become familiar with the PA Online Assessment software prior to testing.
  – Ensure students view the tutorials specific to the subject in which they are participating prior to testing.
  – Allow a minimum of 20 minutes to view.
  – Tutorials can be reviewed as often as needed.
• District and School Test Coordinators, Teachers, and Test Administrators should view Tutorials prior to administering assessments.
Implementation Plan

STEP 5

Administer the Online Tutorials

Access the tutorials by double-clicking the PA Online Tutorials icon on the computer desktop.
Online tutorials can also be accessed via eDIRECT:

1. Log on to eDIRECT – [https://pa.drcedirect.com](https://pa.drcedirect.com).
2. Click on *Test Setup* and select *General Information*.
3. Select the *Test Tutorials* tab and click on the *Play Tutorial* icon in the *Action* column to access the tutorials.
Implementation Plan

STEP 6
Administer the Online Tools Training

- Teachers or Test Administrators schedule time for students to take the Online Tools Training (OTT).
- Students can practice using the online tools and become familiar with functionality of the software prior to testing.
  - Ensure students take the OTT specific to the subject in which they are participating prior to testing.
  - Allow 15 minutes to work through a single OTT.
- District and School Test Coordinators, Teachers, and Test Administrators should take the OTT prior to administering assessments.
Implementation Plan

STEP 6

Administer the Online Tools Training

Access the tutorials by double-clicking the PA Online Assessments icon on the computer desktop.
Classroom Diagnostic Tools

Implementation Plan

STEP 7
Administer the CDT

- Students enter the computer lab.
- Students receive a Test Login Ticket.
- Students view tutorials and take Online Tools Training if needed.
- Students sign in to their assessment and begin testing.
Implementation Plan

STEP 8

Access real-time reports via eDIRECT

- Teacher logs on to eDIRECT after students have finished testing.
- Teacher selects desired report configuration.
- Report is generated.
Implementation Plan

STEP 9

Determine instructional plan for student(s)

- Review reports to determine the Student Strengths to Build On and Student Areas of Need for each Diagnostic Category defined by the assessment that the student was administered.

- Based on each student’s results, link to Materials and Resources located in SAS.

- Save the materials and resources to profile in SAS.

- Utilize materials and resources to guide instruction.
Live Demonstration:

“Navigating the Interactive Reporting Tools”
Classroom Diagnostic Tools

Group Diagnostic Map – Algebra I

INSTRUCTIONAL STRATEGIES
This Report Shows at this stage that student(s) will benefit from enrichment in the following areas:

- **MG.A.1.1.1**: Represent numbers using scientific notation and/or exponential forms.
- **MG.A.1.2.1.1**: Simplify numeric expressions involving integers, using the order of operations.
- **MG.A.1.3.1.1**: Identify, use and/or explain when it is appropriate to round up or round down.
Classroom Diagnostic Tools

Group Diagnostic Map – Mathematics

Zoomed In

Zoomed Out
Classroom Diagnostic Tools

Group Diagnostic Map

Single Diagnostic Category
Classroom Diagnostic Tools

Student Diagnostic Map

INSTRUCTIONAL STRATEGIES
This Report Shows at this stage that student(s) will benefit from enrichment in the following areas:

- **M8.A.1.1.1**: Represent numbers using scientific notation and/or exponential forms.
- **M8.A.2.1.1**: Simplify numeric expressions involving integers, using the order of operations.
- **M8.A.3.1.1**: Identify, use and/or explain when it is appropriate to round up or round down.
Learning Progressions

• What are Learning Progressions?
  – Learning Progressions show the developmental sequences or building blocks of content/skills students need to master as they progress toward career and college readiness.
  – The progressions are tied directly to the Assessment Anchors and Eligible Content.
  – The progressions are also tied directly to the Voluntary Model Curriculum (VMC) Units and Lesson Plans and are posted on the SAS Website.
Classroom Diagnostic Tools

Learning Progression Map
Learning Progressions

• Why are they important?

– Assessment Anchors and Eligible Content provide information about what students should know and be able to do at a given grade/course.

– Learning Progressions show how learning within a diagnostic category, based upon the Assessment Anchors and Eligible Content, develops across grades, not just within a given grade/course.
CDT Learning Progression Map

• The CDT includes a report tied directly to Learning Progressions.
• This report:
  – provides a scrollable vertical map showing how a student’s learning progresses for each diagnostic category across grades and/or courses.
  – helps teachers plan targeted instruction by providing a visual snapshot of how the student is progressing.
  – includes information as to whether the student is
    • still struggling to master foundational content and/or
    • moving forward with more advanced content.
This report also

- shows exactly which Assessment Anchors and Eligible Content is measured by each CDT item or items the student answered correctly or incorrectly.
- provides a sample item of average difficulty for each Assessment Anchor as defined by the Eligible Content.
- provides teachers with the most efficient and direct way to find units and lesson plans in SAS directly tied to Eligible Content.
- links directly to additional materials and resources in SAS.
CDT Learning Progression Map

Example 1
Eligible Content

M4.B.2.2.1 Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).

M5.B.1.2.2 Add or subtract linear measurements, (feet and inches) or units of time (hours and minutes), without having to regroup with subtraction (answer should be in simplest form).

M5.B.1.3.1 Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).

M5.B.2.1.1 Find the perimeter of a figure drawn and labeled (with the same units throughout).

M7.B.2.1.1 Develop and/or use strategies to find the perimeter and/or area of compound figures (compound figures should only include quadrilaterals and triangles). Area formulas provided on the reference sheet.

M7.B.2.1.2 Find the circumference and/or area of circles (formulas provided on the reference sheet).

M7.B.2.2.2 Find the area of triangles and/or all types of parallelograms (formulas provided on the reference sheet).
Classroom Diagnostic Tools

Learning Progression Activity

CDT Learning Progression Map

Example 2

Student
Jessa Gomez (0160110610)

Grades / Courses
0 4 5 6 7 9 H0 A1 A2 G

Measurement applications
M4.B.2.2.1 Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).

M5.B.1.3.1 Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).

M5.B.2.2.1 Find the perimeter of a figure drawn and labeled (with the same units throughout).

M7.B.2.1.2 Find the circumference and/or area of circles (formulas provided on the reference sheet).

M7.B.2.1.2 Find the area of triangles and/or all types of parallelograms (formulas provided on the reference sheet).
Learning Progression Activity
CDT Learning Progression Map
Example 3

[Diagram showing a learning progression map with grades and courses.]
Eligible Content

- **M4.B.2.2.1** Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).
- **M5.B.1.3.2** Estimate the area of an irregular figure shown on a grid.
- **M5.B.2.2.2** Find the area of a square or rectangle (with the same units throughout—whole numbers only).
- **M6.B.2.2.1** Find the perimeter of any polygon (may include regular polygons where only the measure of one side is given—same units throughout).
- **M7.B.2.1.1** Develop and/or use strategies to find the perimeter and/or area of compound figures (compound figures should only include quadrilaterals and triangles). Area formulas provided on the reference sheet.
- **M7.B.2.1.2** Find the circumference and/or area of circles (formulas provided on the reference sheet).
- **M7.B.2.2.1** Find the area of triangles and/or all types of parallelograms (formulas provided on the reference sheet).
Learning Progression Maps

- Why are they important?
  - They provide information concerning what the student(s) should know, and be able to do, at a given grade/course as represented by the Assessment Anchors and Eligible Content.
  - The maps provide a view of how learning may take place within a diagnostic category and the information may suggest a “trend” which can highlight:
    - where a student is still struggling with a foundational skill/concept introduced at an earlier point in the progression
    - where a student is extending beyond what he or she is expected to know and be able to do at a given grade/course
    - opportunities for targeted instruction
Brainstorm Activity:

What are the benefits of the Classroom Diagnostic Tools for teachers and students?
Why should the Classroom Diagnostic Tools be used?

Benefits for Students:
• Provides specific and timely feedback designed to support student learning
• Builds efficacy by bringing students into the process of their own learning
• Promotes goal-setting by involving students in the learning process
• Provides students with opportunities to demonstrate their knowledge and skills
• Promotes partnering with teachers (e.g., one-on-one conferencing)
• Ensures that follow-up instruction is meaningful and aligns with student learning expectations
Why should the Classroom Diagnostic Tools be used?

Benefits for Teachers:

- Promotes teaching and collaboration with students, parents/guardians, and others
- Provides immediate access to diagnostic reports about student strengths and areas of need
- Promotes teacher understanding of student strengths and areas of need throughout the year
- Allows monitoring of student achievement to guide ongoing planning and instruction
- Guides individual as well as flexible grouping of students to target instruction
- Provides immediate access to SAS resources to support whole and small group and individual instruction
- Provides opportunities for teachers to reflect, collaborate, and match instruction to student need

*Rather than being another mechanism of reporting information about student performance, the CDT is an integral part of the constructive process involving teaching and learning.*
Who are the target students/groups?

Students enter our classes with many skills, abilities, and competencies; consequently,

- it is highly recommended that all students be tested initially.
- depending on the results, the target students/groups might differ each time.
- schools with wide achievement gaps should utilize the CDT tool more often.
# Classroom Diagnostic Tools

## CDT Activity

Should these students/groups be targeted to complete the CDT?

<table>
<thead>
<tr>
<th>Student Profiles</th>
<th>Yes or No?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students with a high rate of mobility</td>
<td></td>
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<tr>
<td>2. Students who are new to a class/course/school</td>
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<td></td>
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<tr>
<td>3. Students who exhibit low achievement</td>
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<td></td>
</tr>
<tr>
<td>4. Students who exhibit high achievement</td>
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<tr>
<td>5. Students who are identified by data teams</td>
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<tr>
<td>6. Students who are in receipt of Tier 2/3 support</td>
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<td></td>
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<tr>
<td>7. Students who are in middle or high school ESL programs</td>
<td></td>
<td></td>
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<tr>
<td>8. Students who have disabilities</td>
<td></td>
<td></td>
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<tr>
<td>9. Students who failed Algebra I</td>
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<td></td>
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<tr>
<td>10. Students in grade 3</td>
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<tr>
<td>11. Students with poor attendance/behavioral infractions</td>
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</tbody>
</table>
How often should the Classroom Diagnostic Tools be administered?

Information about student strengths and areas of need over time enables teachers to plan student instruction and provide appropriate follow-up activities to meet ongoing learning expectations. The CDT could be administered to students three to five times per school year based on student needs and analysis of data.

- The maximum number of administrations is five per CDT per school year.
- The recommended time between each administration is 5–6 weeks.
Who might use the Classroom Diagnostic Tools and for what purpose?

<table>
<thead>
<tr>
<th>Users</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Students</td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
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<tr>
<td>Building Administrators</td>
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<td>Special Education Administrators</td>
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<td>Curriculum Coordinators</td>
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<td>Department Chairs/Coaches</td>
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<td>Data Teams</td>
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<td>Professional Learning Communities</td>
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<td>School Psychologists</td>
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<tr>
<td>Others</td>
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</tr>
</tbody>
</table>
Communication and Action Plan

• Train-the-trainer—how to roll out to districts

• Districts—how to roll out to teachers

• Teachers—what are the next steps
### ACTION PLAN SEQUENCE for Implementing the Classroom Diagnostic Tools

**Intermediate Unit ___________________ PDE __________ ______ PaTTAN _____________**

<table>
<thead>
<tr>
<th>Name____________________________</th>
<th>Grade Level Team _____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area/Department____________</td>
<td>School _____________________________ Administrator _________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 1: How will you get there?</th>
<th><strong>What Needs to Be Done:</strong> Describe “What needs to be done” to implement these steps.</th>
<th><strong>By Whom?</strong></th>
<th><strong>By When?</strong></th>
<th><strong>What resources?</strong></th>
</tr>
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<tbody>
<tr>
<td>1.A</td>
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<td>1.C</td>
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<td>1.D</td>
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<td>1.E</td>
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<table>
<thead>
<tr>
<th>STEP 2: How will you know you are doing what you planned?</th>
<th><strong>Indicators of Implementation</strong></th>
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# Classroom Diagnostic Tools

## Communication and Action Plan

**CDT Action Plan Template: District Leadership Team**

### ACTION PLAN SEQUENCE for Implementing the Classroom Diagnostic Tools

<table>
<thead>
<tr>
<th>District Leadership Team</th>
<th>Intermediate Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>__________________</td>
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</tbody>
</table>

**Name__________________________ Grade Level Team ____________________________**

**Subject Area/Department________ School ______ Administrator ________**

### STEP 1: How will you get there?

<table>
<thead>
<tr>
<th>What Needs to Be Done: Describe “What needs to be done” to implement these steps.</th>
<th>By Whom?</th>
<th>By When?</th>
<th>What resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.A</td>
<td></td>
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<tr>
<td>T.B</td>
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<td>T.C</td>
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### STEP 2: How will you know you are doing what you planned?

**Indicators of Implementation**

### STEP 3: What will you look for to determine if it is working?

**Indicators of Effectiveness**
# Communication and Action Plan

## CDT Action Plan Template: Teachers

### ACTION PLAN SEQUENCE for Implementing the Classroom Diagnostic Tools

**Intermediate Unit _________________________________ School District _______________**

**Name_________________________________ Grade Level Team _____________________________**

**Subject Area/Department______________ School __________________ Administrator _________**

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<tr>
<td>Indicators of Implementation</td>
<td>Indicators of Effectiveness</td>
</tr>
</tbody>
</table>
Roles and Responsibilities

**District Technology Coordinator**
- Attend DRC Technology Coordinator training
- Create communication plan with DTC to support STCs and TAs
- Ensure that all computers used for testing meet minimum requirements and are configured to support online testing
- Coordinate installation of the student interface testing software

**District Test Coordinator (DTC)**
- Attend DRC Test Coordinator training
- Access eDIRECT for User Guide and training materials
- Create and distribute communication plan to all STCs before testing
- Assist in the coordination of software installation
- Set up PA eDIRECT accounts for all STCs
- Provide training to STCs
- Coordinate the management of student, teacher, and class data in the Test Setup system

**School Test Coordinator (STC)**
- Assist in the coordination of software installation
- Attend DTC-led Test Coordinator training
- Access eDIRECT for User Guide and training materials
- Provide support and training to teachers
- Assist DTC in the management of student, teacher, and class data in the Test Setup system
- Create Student Groups (classes) for teachers utilizing the CDT

**Test Administrators (TA) Teachers**
- Access eDIRECT for User Guide and training materials
- Attend Professional Development training
- Create and manage Test Sessions for students who will be taking the CDT
- Coordinate the administration of the CDT to students
- Monitor and manage the testing environment
- Access and utilize the real-time reporting tool
# CDT Key Dates

<table>
<thead>
<tr>
<th>CDT</th>
<th>Field Test Dates</th>
<th>Rollout Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>April 26–May 28, 2010</td>
<td>October 18, 2010</td>
</tr>
<tr>
<td>Literature</td>
<td>October 4–Nov. 5, 2010</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Science</td>
<td>October 4–Nov. 5, 2010</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Writing/Composition</td>
<td>May 2011</td>
<td>September 2011</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Fall 2012</td>
<td>January 2013</td>
</tr>
</tbody>
</table>
Two Stars and a Wish

Exit Ticket

Directions: Provide two stars and a wish as a result of today’s initial training on the CDT.

1. 

2. 

Wish!