

DIAGNOSTIC TOOLS

Program Overview

GENERAL INFORMATION

WHAT ARE THE CLASSROOM DIAGNOSTIC TOOLS (CDT)?

The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths, and areas in need of improvement, by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system. The CDT is available to districts at no cost.

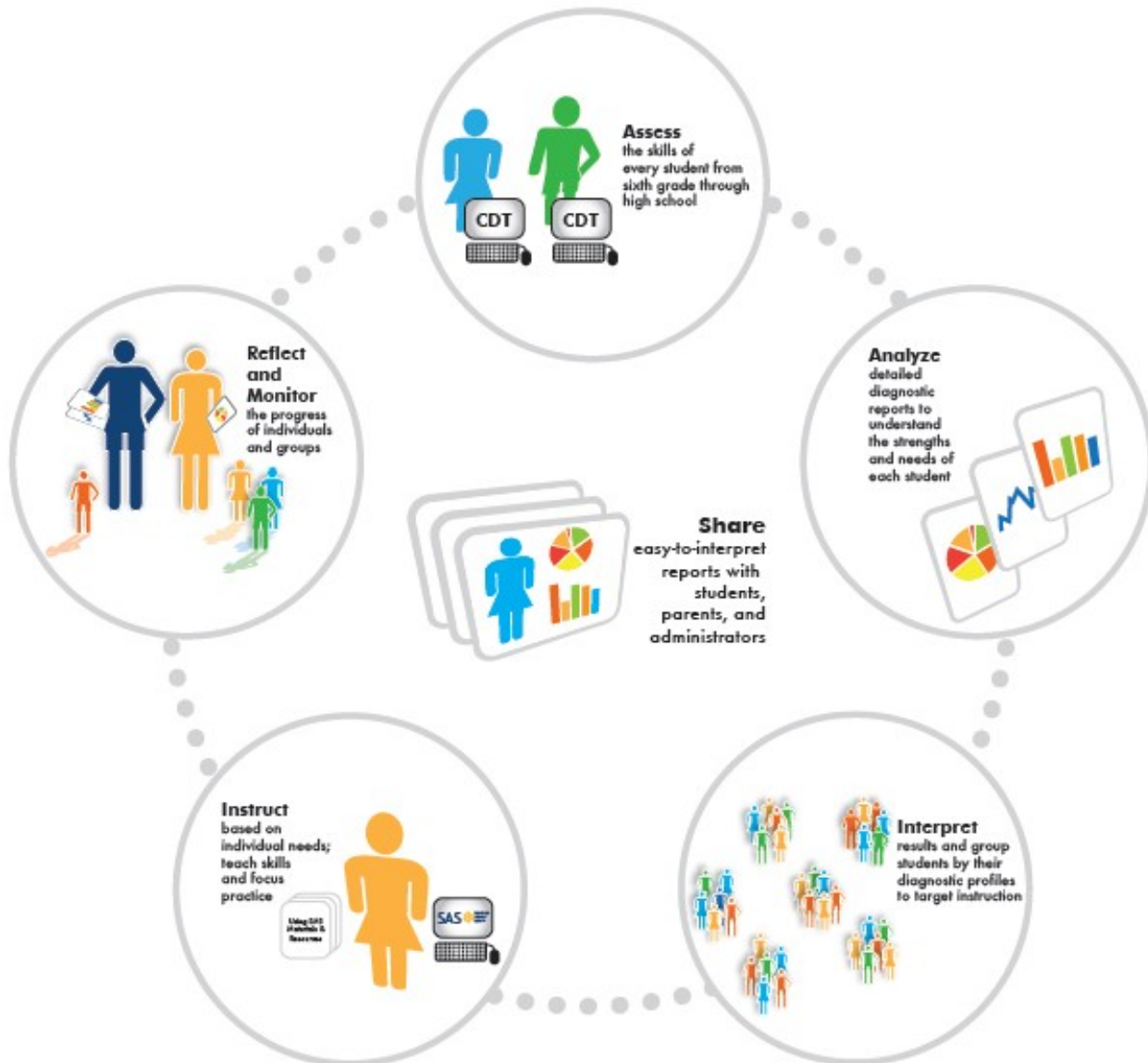
WHAT IS THE PURPOSE OF THE CDT?

The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content. The CDT goes beyond focusing only on **What** students should know and be able to do at a particular grade and/or course. It also provides a snapshot of **How** and **Why** students may still be struggling or extending beyond the grade and/or course Eligible Content. This valuable information is typically not identified through other types of assessments. Teachers, through the use of CDT reports, may access additional information through the Learning Progression Map. The Learning Progression Map allows teachers to pinpoint where students are struggling along or extending beyond the learning continuum. The CDT helps identify, and provides suggestions, for “next steps” in student academic development.

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The CDT Cycle
The Teaching and Learning Process Never Ends



WHAT TYPES OF QUESTIONS ARE INCLUDED IN THE CDT?

The CDT consists of only multiple-choice questions. The questions were developed to specifically align to the Pennsylvania Assessment Anchors & Eligible Content at grades 3 through high school and the Keystone Assessment Anchors & Eligible Content for end-of-course. The CDT is based on content assessed by the Pennsylvania System of School Assessments (PSSA) and the Keystone Exams. It includes interactive and dynamic reporting for various diagnostic reporting categories.

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ADMINISTERING THE CDT**WHO SHOULD BE ADMINISTERED THE CDT?**

The CDT is currently being offered to students in grade 6 through grade 12. It will be available for use in schools and classrooms throughout the school year on a voluntary basis. It also allows for student accommodations.

WHY IS THE CDT ADMINISTERED ONLINE IN A COMPUTER ADAPTIVE FORMAT?

The questions are delivered online using a computer adaptive format. To be truly diagnostic, the diagnostic assessments need to provide a measure of a number of significant, high-priority skills, concepts, or bodies of knowledge, such as the Eligible Content. It also needs to include enough questions for each assessed Eligible Content in order to give teachers a reasonably accurate snapshot to determine student mastery of each skill or concept. To shorten the administration time while achieving these goals, the CDT questions are delivered in an adaptive, computer-based format that provides for a delivery and administration of questions dynamically adapted to each student's performance. The computer adaptive CDT ensures valid and reliable measures of each student's skills that would have originally taken days or weeks in a paper-based format.

HOW MUCH TIME IS NEEDED TO ADMINISTER THE CDT?

The CDT is untimed. In the computer adaptive format, each student may receive up to 60 multiple-choice questions. Teachers may want to plan for 50 to 90 minutes to administer the CDT. If additional time is needed, a pause feature is available for the CDT to continue the next day. Specific procedures and conditions for using the pause feature can be found in the *CDT User Guide*.

WHEN SHOULD THE CDT BE ADMINISTERED TO STUDENTS?

Administered to students at the beginning of the school year, the CDT can provide teachers with a snapshot of students' stages of learning. This will allow teachers to plan targeted instruction. Administered at different times during the school year and end of school year, information from the CDT can be used to provide teachers with an assessment of the total student learning at a given point in or over time. It is recommended the CDT be administered three times per year with 5-6 weeks between each administration. The CDT can be administered a maximum of five times for the same assessment per school year.

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KEY DATES

The table below shows the timeline of when each content area for the CDT will be released.

CDT	Field Test Dates	Rollout Dates
Mathematics	April 26-June 11, 2010	October 18, 2010
Reading	October 4-November 5, 2010	April 25, 2011
Science	October 4-November 5, 2010	April 25, 2011
Writing/Composition	April 25-May 13, 2011	Fall 2011

BENEFITS OF THE CDT

HOW MIGHT THE CDT BE HELPFUL TO STUDENTS?

Benefits for STUDENTS include the following:

- Moves students along path toward career and college readiness
- Promotes teachers partnering with students to set learning goals
- Provides descriptive and timely feedback to students while in the process of learning and creating
- Builds efficacy bringing students into the process of their own learning
- Promotes goal-setting
- Supports ownership

HOW MIGHT THE CDT BE HELPFUL TO TEACHERS?

Benefits for TEACHERS include the following:

- Access to immediate, detailed diagnostic reports
- Understand the strengths and needs of each student
- Provides tools needed to group students for different mini-lessons throughout the school year depending on their needs and goals set for learning
- Gain insight into students' strengths and needs during the school year, as well as focus their teaching for classes and grade level
- Provides immediate access to available SAS resources at students' instructional level

DOES THE CDT SUPPORT DIFFERENTIATED INSTRUCTION WITHIN RTII?

The CDT provides information about student strengths as well as recognizes areas for student improvement. The information from the CDT may also be aligned to multiple instructional solutions to provide differentiated instruction. The CDT may be helpful to assess fidelity of core instruction at both the middle and secondary levels.

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DEVELOPMENT OF THE CDT

WERE PENNSYLVANIA EDUCATORS INVOLVED IN THE CDT DEVELOPMENT PROCESS?

Similar to the development of the PSSA, Pennsylvania educators were involved in the development process of the CDT. For example, committees of Pennsylvania educators reviewed all questions for alignment to the Pennsylvania Assessment Anchors & Eligible Content, Keystone Assessment Anchors & Eligible Content, and Learning Progressions. Pennsylvania educators also reviewed all items for quality. They made final decisions regarding which questions would be included in the CDT. In addition, Pennsylvania educators approved all materials and resources used on the CDT and reports.

WILL THERE BE A CDT OFFERED FOR STUDENTS IN GRADES K-5?

The CDT was developed to provide information concerning students' progress toward career and college readiness, in particular progress toward mastery of the Keystone Assessment Anchors & Eligible Content. Administering the CDT to students in grade 6 provides a good starting point. If additional funds become available, there may be a possibility of providing additional questions for the CDT to be used with students below grade 6.

SETUP OF THE CDT

WHAT ARE THE RESPONSIBILITIES OF THE DISTRICT COORDINATORS?

DISTRICT TECHNOLOGY COORDINATORS are responsible for the following:

- View/Attend Technology Coordinator training video/WebEx
- Ensure all computers used for CDT testing meet the minimum system requirements and are configured to support online computer testing
- Coordinate installation of the PA Online Assessment Software
- Work with the District Test Coordinators (DTCs) to prepare and setup for CDT testing

DISTRICT TEST COORDINATORS (DTCs) are responsible for the following:

- View DRC Test Coordinator video on eDIRECT
- Establish communication with all School Test Coordinators (STCs) prior to the testing window
- Work with the District Technology Coordinators to ensure the online test system is accessible and software installed for all participating schools
- Setup user accounts in the PA eDIRECT online system and provide training for the STCs
- Work with STCs to ensure online test setup of student, teacher, and class data is correct and complete prior to testing

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WHAT ARE THE SYSTEM REQUIREMENTS?

Test setup and software for the CDT is available through the PA eDIRECT online system. PA eDIRECT, hosted by Data Recognition Corporation (DRC), requires at minimum one of the following Web browsers:

- Microsoft Internet Explorer 7.0 or higher
- Mozilla Firefox 6.0 or higher
- Apple Safari 4.0

PA eDIRECT requires the Web browser to support JavaScript and to accept session-based cookies. By default, the major Web browsers listed above are configured to handle these requirements.

More information can be found in the *CDT User Guide*. The User Guide is available on the PA eDIRECT online system, <https://pa.drctdirect.com>. [Click on **Documents** under the **General Information** tab.]

CONTACT INFORMATION

If you have additional questions regarding the CDT program or setup, please contact:

PA Customer Support Team

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Phone: (888)-551-6935

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