

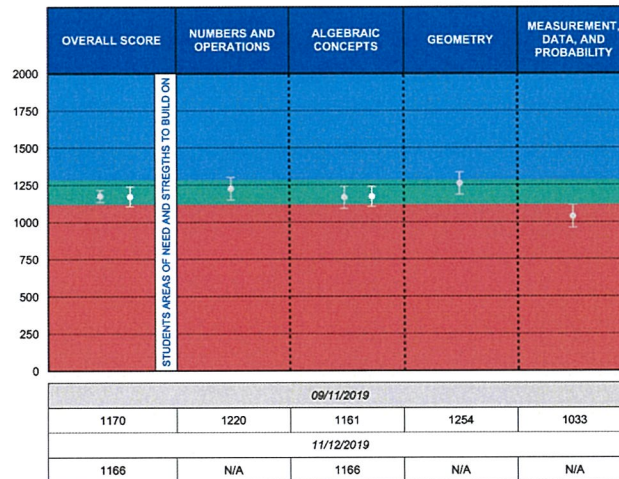
# CLASSROOM DIAGNOSTIC TOOLS

Dear Family,

Recently your student completed a Classroom Diagnostic Tool (CDT) assessment. The CDT is a valid, reliable academic test to help teachers identify students' areas of strength and areas to grow. Attached, you will find the results from the CDT testing. The CDT is written by the same company that puts out the PSSA and Keystone Exams, and all questions are aligned with the tested state expectations for the grade & course in which your student is enrolled.

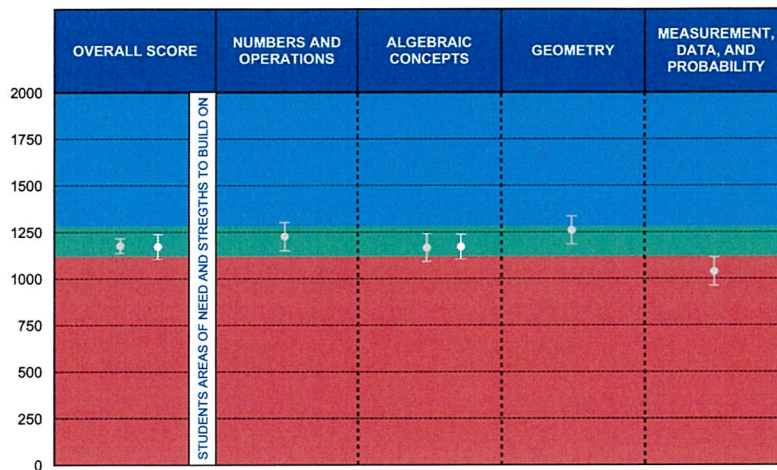
## CDT Individual Student Report

Below is an example of an CDT Individual Student Report showing one student's scores on the test. In this graphic there is an overall score based on the 48-60 questions the student answered. As you read the chart from left to right, you will also notice scores for each of the reporting categories or smaller segments of the test (i.e. Numbers & Operations, Algebraic Concepts, etc...). In the CDT, the reporting categories are referred to as diagnostic categories. The diagnostic categories are used to identify areas of strength and areas of growth for each student.



1. What do the gray and white dots represent?

**Answer:** The gray dots represent the students scores for the assessment completed in September. The white dots represent the students scaled scores for an assessment completed in November. The scores are also listed in the chart directly below the colorful map.



2. What does the vertical gray band indicate?

**Answer:** The vertical gray band indicates the standard error of measure for the student's score. It is a confidence band, showing the possible range of where a student's score might fall, if they were to test again without any additional instruction in the subject area.

Under the colorful map with the dot and whisker plots is a chart showing the instructional recommendation for the student.

Eligible Content Code	Description	Sample Items
<b>ALGEBRAIC CONCEPTS</b>		
<b>M08.B-E.1.1.1</b>	Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents).	<a href="#">Sample Item</a>
<b>M08.B-E.1.1.2</b>	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of perfect squares (up to...	<a href="#">Sample Item</a>
<b>M08.B-E.1.1.3</b>	Estimate very large or very small quantities by using numbers expressed in the form of a single digit times an integer power of 10 and express how many times larger or smaller one is than the other.	<a href="#">Sample Item</a>
<b>M08.B-F.1.1.3</b>	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	<a href="#">Sample Item</a>

3. What is an Eligible Content Code?

**Answer:** Eligible Content is the specific academic content that can be assessed on Pennsylvania assessments like the PSSA and Keystone Exam. The code is reference to the subject area (i.e. M is for Math), the grade level (i.e. 08 is eighth grade), and the assessment anchor (i.e. B-E) is listed next, followed by the specific eligible content (i.e. 1.1.1.).

4. What is the Description?

**Answer:** Directly below the word description is the Reporting Category or Diagnostic Category (i.e. ALGEBRAIC CONCEPTS) that was referenced in the colorful dot and whisker plot. The description provides clarity as to what is assessed and referenced by the Eligible Content Code.



5. What is a Sample Item?

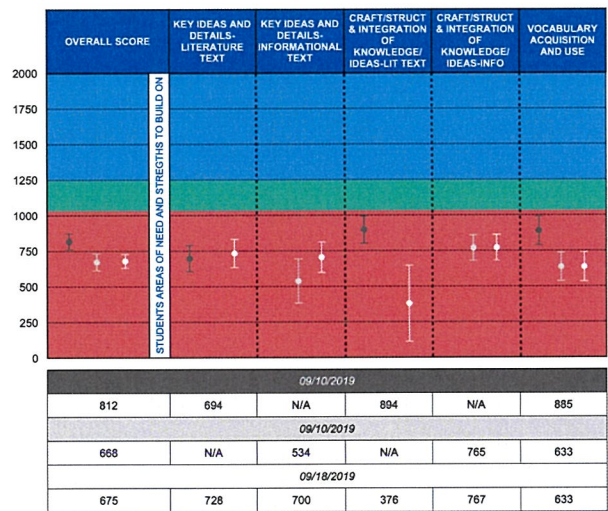
**Answer:** Depending on the report provided, you may have a hyperlink to a sample item of how the eligible content might be measured in that subject area and grade level.

6. What will the school do with this information?

**Answer:** Your student and their teacher will individually discuss the results of the assessment. They will identify an area of strength for the student and identify one area to grow. The student will describe how they will help themselves improve in this area and the teacher will share ways they will support the student's growth. We refer to this process as a 1:1 conference for the purpose of goal setting and empowering the student. After a second CDT assessment is completed later in the school year, the teacher and student will meet again to discuss progress toward the goal, set a new goal and work toward continuous progress.

CDT Conference Report

The CDT Conference Report has all of the components of the CDT Individual Report plus two additional features. The Conference Report may have up to three box and whisker plots. Each testing event is recorded as a different color box and whisker: black, gray or white. The corresponding date of the assessment is listed in the chart below the colorful box and whisker plot. Additionally, Item Grade Level Summary pages are included in the CDT Conference Report.



The Item Grade Level Summary is a progression of eligible content that the student may be presented to while completing CDT test items. The Eligible Content codes on the left of the Item Grade Level Summary are grouped by grade level (i.e. E07, E08, L.N., etc...) as well as Diagnostic Category (i.e. B-C, A-C, etc...). In the chart below we see English Language Arts Grade 7, Literature Non-Fiction and English Language Arts Grade 8.

As you read the chart from left to right the progression becomes more clear, with the first column showing dots for grade 7 content that was tested, the second column

