



# Formative Assessment to Meet the Needs of Diverse Learners in New York City

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Education*

*NCTI Technology  
Innovators Conference*

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**Department of  
Education**

*Joel I. Klein, Chancellor*

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# NYC Periodic Formative Assessment Program

- In 2007, NYC DOE launched a formative assessment program to support data-informed instruction across our 1,500+ schools.
  - > ~850,000 students take formative assessments six to eight times each year
- Timely, instructionally valuable feedback
  - > Actionable feedback on targeted knowledge and skills
  - > Longitudinal measures of student growth
  - > Early indicators of student performance on standards assessed on State tests
- Links to instructional next steps and student resources

# Flexible Portfolio of Assessments

Assessment	Description	Grades
Acuity Predictive Assessments	Predict performance on NY State tests and Regents exams in ELA and math	3-HS
Acuity Instructionally Targeted Assessments (ITA)	Aligned to curriculum in ELA and math	3-HS
Performance Series Computer Adaptive Assessments	Assess students' instructional level, independent of enrolled grade level, in ELA and math	3-HS
Teachers College Reading and Writing Project Assessments	Track students' ability to read increasingly difficult texts	K-8
PSAT Data Pilot	Uses the PSAT college-readiness test for instructional purposes	10 & 11
ELL Periodic Assessments	Predict performance on the NY State English as a Second Language Achievement Test (NYSESLAT)	3-12
K-2 Assessments	Assess early literacy skills	K-2

# Lessons Learned

- Quality of assessments, data, and data reporting tools matter...
- But not without a data-focused culture and teachers' ability to use data effectively to inform instruction...
- So NYC's change strategy focuses on devoting resources toward supporting educators with this work:
  - > Inquiry Teams
  - > School-based Data Specialists
  - > Seasoned educators who support networks of 20-25 schools
  - > Professional development around assessment literacy
    - Data interpretation and analysis
    - Setting and tracking progress toward goals

# ARIS Student Profiles

**My Schools**  
 Aggregate Schools  
 133MANHLM: Karl Grell School  
 Aggregate Grades

**Classes & Groups**  
 Grade/Subject  
 Staff  
 My

**Views**  
 Summary  
 Bio & Attendance  
 Regents & Credits  
 Current Classes  
 Contact Info  
 Admin Details  
 HS Transcript  
 MS Transcript  
 Assessment Detail  
 Attendance Detail

**Rafael Claudio Gordon** Add Note GORDON 6045121113004\_s@nonexistent.non

ID: 590969286  
 Date of Birth: 1/1/91  
 Gender: Male  
 Ethnicity: White  
 Meals: Free Meals (HRA)  
 School: Karl Grell School

Grade: 11  
 Age on 12/31/08: 17 (Over Age)  
 Cohort Year: 2005  
 ELL Status: Not an ELL  
 IEP?: Yes [IEP]  
 Section 504 plan?: No

**Attendance**  
 Attendance Rate: 82%  
 Days Absent: 21  
 Days Tardy: 80  
 YTD  
 Prior Year: 82% 32 99

**Credit and Assessment Summary (HS)**  
 Total Credits: 27 (44)

**English: 8 Credits (8)**  
 Comprehensive English Regents 63 2008-09 Term 1  
 Reading RCT 2006-07 Term 2  
 Writing RCT 2007-08 Term 2  
 Grade 8 NY State Test:

**Math: 5 Credits (6)**  
 Math A Regents 56 2008-09 Term 1  
 Math RCT 2007-08 Term 1  
 Math B Regents  
 Grade 8 NY State Test:

**Science: 4 Credits (6)**  
 Living Environment Regents 57 2005-06 Term 2  
 Physical Setting Regents  
 Grade 8 NY State Test:

**Social Studies: 5 Credits (8)**  
 Global History and Geography Regents  
 Global Studies RCT 2008-09 Term 1  
 U.S. History and Government Regents  
 Grade 8 NY State Test:

**Foreign Language: 0 Credits (2)**

**Art and Music: 1 Credit (2)**

**Health and PE: 4 Credits (5)**

**Other: 0 Credits**

For all Regents Examinations and RCTs, the highest score achieved by the student is shown here (from SF as of 3/27/09). See [Assessment Detail](#) for more.

**Current Classes** See Transcript

Class Type	Class/Section	Teacher	Credit Value	Grades MP1
Official Class	Class 305	Gwen Lyons		
English	EB11M - 03 - English Term 8	Gwen Lyons	1	55
English	EH1 - 45 - Computer Skills	Gustavo Lee	0	1
Geometry	MQ22 - 05 - Geometry Term 2 Of 2	Emilio James	1	55
Earth Science	SE2 - 08 - Earth Sci Term 2	Marcia Wood	1	65

Current Courses

**High School Transcript by School Year**  
 Cumulative Credits Earned: 26.32  
 Cumulative Credits Attempted: 28.32

**High School Transcript by Subject**  
 Cumulative Credits Earned: 26.32  
 Cumulative Credits Attempted: 28.32

**English - 8.0 credits earned (8.0 credits attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
ENGLISH	92	1	1
ENGLISH	91	1	1
ENGLISH	93	1	1
ENGLISH	90	1	1
ENGLISH	95	1	1
ENGLISH	94	1	1
ENGLISH	90	1	1
ENGLISH	92	1	1
ENGLISH	92	1	1

**Mathematics - 5.0 credits earned (5.0 credits attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
MATH	91	1	1
MATH	91	1	1
MATH	91	1	1
MATH	90	1	1
MATH	90	1	1
MATH	90	1	1
MATH	92	1	1

**Science - 4.0 credits earned (4.0 credits attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
SCIENCE	93	1	1
SCIENCE	91	1	1
SCIENCE	93	1	1
SCIENCE	90	1	1

**Physical Education - 1.0 credit earned (1.0 credit attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
PHYSICAL EDUCATION	85	1	1
PHYSICAL EDUCATION	100	0	0
PHYSICAL EDUCATION	90	1	1
PHYSICAL EDUCATION	85	1	1

**Art and Music - 1.0 credit earned (1.0 credit attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
ART AND MUSIC	85	1	1

**Health and PE - 4.0 credits earned (4.0 credits attempted)**

Grade	Numeric Equiv.	Credit Value	Credits Earned
HEALTH AND PE	100	0	0
HEALTH AND PE	90	1	1
HEALTH AND PE	85	1	1
HEALTH AND PE	98	1	1

Transcript

Credits Earned

Attendance

Assessment Summary

# ARIS Reports

Emily Weiss



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[My Students](#)
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- Report Essentials** ▶▶
- 3-8 Math ITA
  - Impact Math
  - By Teacher
  - School
  - 2008-2009
  - Current

[View This Report](#)

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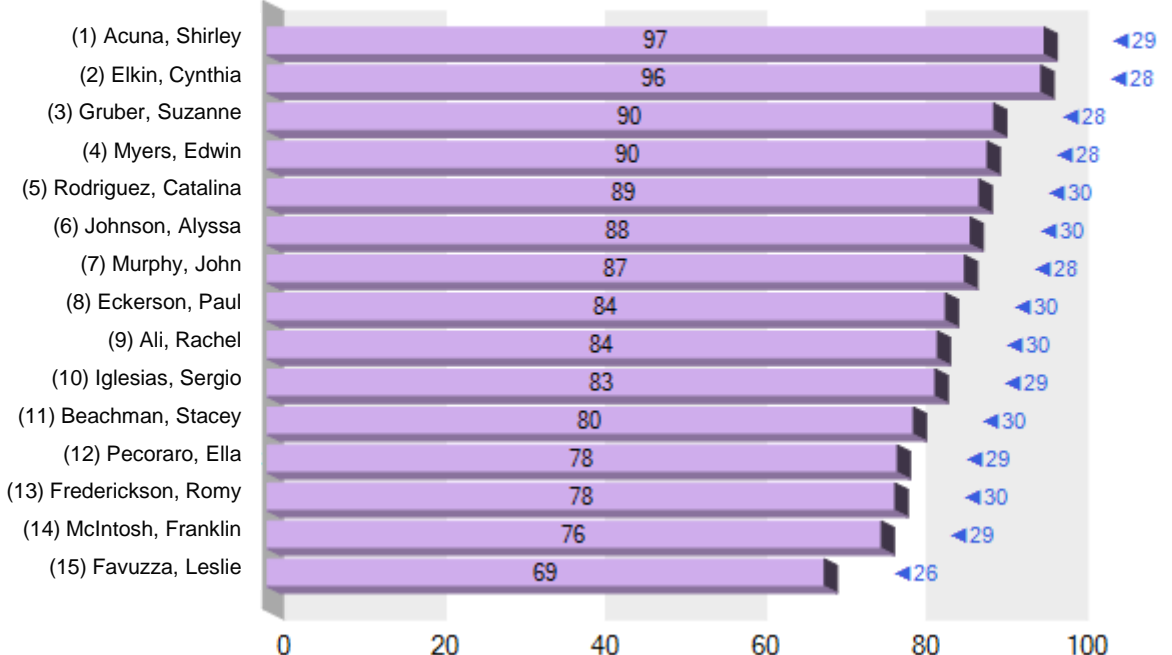
## Report 1: Comparing Populations on 3-8 Math ITA By Teacher For 6 Schools

Printer-Friendly?  
Yes  No

Population	Time	Measure
Networks: Empowerment Network 1 School: 6 Schools Teacher: 15 Teachers  Grade: 07 Subject Course:	C: Enrollment in current School Year  08-09 ITA#2	3-8 Math ITA Overall Mean Score [% Correct] Total Students Assessed

Additional Filters: **Filter #1** Race/Ethnicity: Hispanic **Filter #2** No Filter **Filter #3** No Filter

Addition Filter: [▲ To School](#) [To Grade ▶](#) [To Ethnicity ▶](#)



# ARIS Connect

- Key knowledge is developed locally in individual schools.
- Connect enables collaboration through web 2.0 tools (wikis, blogs, discussion forums, communities) so that educators can share and refine effective practices.
- Connect provides
  - > A framework for ongoing sharing of outcomes and learning across teams, across schools, and across New York City
  - > A forum for discussion of instructional practices, through public and private communities
  - > A library of instructional resources, many tagged to specific State standards



# ARIS Connect



**pkramer**  
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**Taxonomy Browser**  
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**Community** | Karl Grell School

You are an administrator.

[Edit Community](#)

**Introduction:**

Welcome to your ARIS community space. Here you will find tools to help you collaborate more effectively with your colleagues in raising student achievement. These tools - discussion forums, blogs, resource libraries, personal profiles, search, wikis, calendars, and more - will connect you with other educators and provide a space where you can develop, refine, and share promising practices.

**Home**

Type	Title	Last Updated	Contributor
Resource	Math Standards	2 days 21 hours ago	Pauline Kramer (pkramer)
Blog entry	ARIS training for Talent Office	2 days 22 hours ago	Pauline Kramer (pkramer)
Event	Middle School Success Meeting: Discipline <b>new</b>	2 weeks 3 days ago	Shasta Winslow (swinslow)
Resource	New York State Learning Standards for Mathematics, Science and Technology	2 weeks 3 days ago	Andre Sojola (asojola)
Resource	New York City Science and Engineering Fair Website	2 weeks 3 days ago	Andre Sojola (asojola)
Event	NYCSEF Meeting: Application Process <b>new</b>	2 weeks 3 days ago	Andre Sojola (asojola)
Event	NYCSEF Meeting <b>new</b>	2 weeks 3 days ago	Andre Sojola (asojola)
Resource	New York City K-8 Science Scope and Sequence	2 weeks 4 days ago	Pamela Brown (pbrown)
Wiki Page	Grade 5 Science Field Trip Ideas Aligned to NYC Grade 5 Science Scope and Sequences	2 weeks 4 days ago	Pamela Brown (pbrown)
Discussion	Supportive School Structure and Organization	2 weeks 4 days ago	Shasta Winslow (swinslow)

**Tags**

Academic Rigor classroom organization communicating with parents community engagement community involvement engineering **Field Trips** **Grade 5** Grade 6 Learning Standards Looping **mathematics** mentorship **Middle School** middle school parent coordinator middle school success nyc **NYCSEF** parent engagement personalization **professional Science** learning communities **Science** science fair Small Learning Communities Technology

**Tags for this Community**

**All tags:**  
None

**My tags:**

A comma-separated list of items describing this content. Example: education, social studies, reasoning

# ARIS Parent Link

Every NYC parent gets a username and password.

Parents can view their children's results on State and Periodic Assessments.

The screenshot shows the ARIS Parent Link interface for a student named Nancy Matthews. The page has a blue header with navigation buttons: Home, Student Profile, My Account, Log Out, and Help. On the left, there is a 'Views' sidebar with links for Summary, Bio & Attendance, Assessment, ECLAS-2, Admin Details, MS Transcript, Assessment Detail, and Attendance Detail. The main content area displays the student's name 'Nancy Matthews' and various details:

- ID:** 0000116965
- Date of Birth:** 9/1/96
- Gender:** Female
- Ethnicity:** Parent Refused to Sign
- Meals:**
- School:** Transcript School
- Grade:** 8
- Age on 12/31/08:** 12 (Not Over Age)
- Class:** UU5 (Tex, Mark)
- ELL Status:** Not an ELL
- IEP?:** No
- Section 504 plan?:** No

**Attendance** section includes a table with columns: Attendance Rate, Days Absent, Days Tardy. The table shows data for 'YTD' and 'Prior Year'.

A note states: 'Data is current from ATS as of 1/17/09.'

A dropdown menu is open, showing a message: 'The section above shows the basic information that the school uses to support your child's learning. Please contact the Parent Coordinator at your child's school if you want to learn more about what this section means, or to tell the school to change information that is not correct. Giving the school correct information helps us keep you informed about how your child is doing in school.'

Below the message is a list of definitions:

- ELL: This shows whether the student is an English Language Learner.
- IEP: This shows whether the student has an individualized Education Plan, which states educational goals, teaching methods, and performance for a student requiring special education services.
- SECTION 504 PLAN: whether the student has disabilities that require special physical accommodations so the child can participate in school.
- ATTENDANCE: This shows how many days each year that the student has been absent or late to school.

**Assessment Summary** section is divided into two columns: English Language Arts and Math.

**English Language Arts** section shows two assessment results:

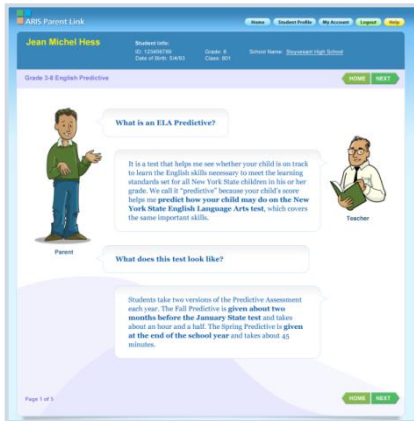
- NY State Test – Gr. 7 (Jan 2008):** Scale Score: 50, Prof. Rating: 3.25, Level 3.
- NY State Test – Gr. 6 (Jan 2007):** Scale Score: 50, Prof. Rating: 1.25, Level 1.

**Math** section shows two assessment results:

- NY State Test – Gr. 7 (Mar 2008):** Scale Score: 50, Prof. Rating: 3.25, Level 3.
- NY State Test – Gr. 6 (Mar 2007):** Scale Score: 50, Prof. Rating: 1.25, Level 1.

At the bottom, there are sections for 'Nov '08 Acuity Predictive Assessment' and 'Jan '09 Acuity Predictive Assessment', each with fields for '% Correct' and 'Scale Score'.

# ARIS Parent Link



What is the assessment?



How does this assessment help you teach my child?



How did my child do on this assessment?

How can I help my child succeed?



# Formative Assessment Program: Future Vision

- Portfolio-based assessments measure higher-order critical thinking skills through richer interdisciplinary projects.
- Virtual environments (Teen Second Life) support richer socially embedded performance tasks.
- *School of One* using learning algorithms to design personalized daily learning plans based on daily checks for understanding, student profiles, learning preferences, and resource availability.
- Expand use of instructional technologies that support multiple pathways to mastering learning objectives.