

# Data Feedback

## Tools for Improved Student Learning

### benchmark2

Percent Correct / Inst. Strategy (by standards)

	Objective 1.(3.5)	Objective 1.(3.9)	Objective 1	Objective 3	Objective 2
Boone, John	100%	66.6%	100%	100%	100%
Bruce, Pat	0%	66.6%	33.3%	100%	100%
Cole, John	100%	100%	100%	100%	100%
Eckens, Paul	0%	66.6%	100%	100%	50%
Freeman, Cliff	100%	66.6%	100%	100%	100%
Gray, Josie	0%	100%	66.6%	100%	100%
Guy, Nate	0%	100%	66.6%	100%	100%
Hale, Keith	0%	100%	33.3%	0%	100%
Haydn, Richard	0%	66.6%	100%	100%	50%

Quiz 1 - Uploaded: 01-05-2003 10:38:38 Summary

Total Students: 20	Percent Passed: 80 %	Maximum Score: 100 %
Num. Students scored: 20	Average Score: 83.5 %	Minimum Score: 40 %
Total Passed: 16	Passing Grade: 70	CHANGE

### A Non-Endorsing Sampler

**Item Analysis by student**  
Summarizes your students' responses to each question.

**Standards Analysis Report**  
Details your students' performance on associated standards and recommends an instructional strategy.

**Question Report**  
The Question report details how your students responded to each question you

**Item Analysis Summary**  
Summarizes the number of responses each possible answer received for each question

CPSOnline - Microsoft Int

File Edit View Favorites

Back Forward Stop

Address https://cpsonline.e

Instruction

home

calendar

cybernews

log out

administration

principal admin

principal reports

Month

Lesson Plan Standards

Click on concepts/skills to select them for this lesson and to dynamically link to standards and resources. Click a selected concept/skill to display its details.

Selected Concepts/Skills

Newtonian Physics

Concepts/Skills

Science

Chemistry

Computer Sci...

Earth Science

General

Investigation...

Life Science...

Physical Sci...

Electroly

Elements

Energy and ...

General

Gravity and ...

Heat

Light

Machines

Modern Physics

Motion

Newtonian P...

Nuclear Energy

Physical Pr...

Sound

Space and S...

Thermodynamics

Waves

Work

Concept/Skill not listed? Contact us with your suggestion.

Save

Save and Continue

Save & Done

Reset

AMS v3.1 Search Help ?

Home Standard Reports Form Reports Content

Print Logout AMS Reporter

HOMEPAGE

4th Grade Reading - All Schools

Summary Reports

School Performance

- Current Year
- Current & Last Year
- Our Schools compared to other schools in the State
- More Reports like

My Reports

Classroom Performance

High - Current Year

High - Last Year

Elementary - Current Year

Elementary - Last Year

Summary Reports

Report Books

School Performance

- CSAP Report Book
- iReach Report Book
- Local Benchmarks Report Book
- All Report Books

Performance Level Percentages

By School

Standards Analysis Report - Microsoft Internet Explorer

File Edit View Favorites Tools Help

© 2003

Key

Standard

Percent Correct / Inst. Strategy (by standards)

Objective 1.(3.5) Objective 1.(3.9) Objective 1 Objective 3 Objective 2

Boone, John 100% 66.6% 100% 100% 100%

Bruce, Pat 0% 66.6% 33.3% 100% 100%

Cole, John 100% 100% 100% 100% 100%

Eckens, Paul 0% 66.6% 100% 100% 50%

Freeman, Cliff 100% 66.6% 100% 100% 100%

Gray, Josie 0% 100% 66.6% 100% 100%

Guy, Nate 0% 100% 66.6% 100% 100%

Hale, Keith 0% 100% 33.3% 0% 100%

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principal admin

principal reports

Selected Resources

Select Resources for this lesson

Curricular Unit, Lesson and Content

ThinkQuest Library Entry - Intro: This Think Quest student project explains Newton's laws of physics. Resource: Content Resource

Inertial Mass, Weight, and Newton's Laws of Motion. This is lesson two from a unit entitled Motion, sponsored by Incarta. Student Resource: Lesson Plan

More

# ELEMENTS

Introduction

Colorado Profiles

Classroom Consumer Guide and Data Tools

District Consumer Guide and Data Tools

Parent Data Tools

State Data Tools

Discriminating Customer Questions

How do you know you and your students are on track? How do you plot growth?  
How do you know what kind of a year you are having?

Educators are becoming so much more sophisticated about how they determine the effectiveness of their teaching. Colorado education leaders are re-allocating resources based more on student performance than ever. Decisions about teacher recruitment, curriculum purchases, schedules and vendor re-enlistment are more focused around student academic achievement.

Local decisions still determine the academic quality and content students learn. Colorado trends of the schools that make big differences for their students include an insistent need to know how each student is faring relative to the standards; OFTEN. Despite the economic disadvantages, the size of the district or the diversity of pedagogy from school to school, these sites do not wait until a year has passed to let CSAP be the only measure of their effort toward the Colorado Model Content standards.

This document is a reflection of Colorado educators who have recommended or brought to our attention the diverse feedback tools they use, or want to use. This is a sampler from your colleagues. . .not an endorsement from the Colorado Department of Education.

This is intended to stimulate your thinking about the variety of ways you take measure of gain and growth.

So often, state offices are reluctant to share the names of companies they know exist for fear that it will be interpreted as some sort of endorsement. However, this is not an endorsement. **This compilation is not a bid list. This list is merely a sampler of tools you have shared with colleagues, or use yourself.**

The purpose is to lay out visual examples of classroom, district, parent and state academic feedback software that accelerate pictures of performance. Visceral pictures begin to emerge from the ways these software's display patterns.

Using tools like these are a faster way to see your site's strengths and weaknesses over time. Some are more sophisticated, others may be more practical.

Many more tools exist than these presented.

## **PART 1**

### ***Profiles of Colorado Educators who REALLY Use Data***

None of these products featured can help you run a better school unless you have the kind of leadership focus to act on what now becomes so much more evident.

In order to prove this point, it would take little time to index all of the current clients who may or may not be successful as a result of using a product. These software tools are merely a way to see what effect particular practices and strategies are having on one student, small sets of select students and large district populations toward students meeting or exceeding strong Colorado standards.

At the beginning of this sampler are 12 Colorado school districts that have distinctly different yet, distinguished stories to tell about how data feedback is improving the way they do their work. No one districts is the same, but all greatly value what is becoming “invaluable” feedback information for their improvement strategies.

Read these brief abstracts about how Colorado educators are changing what are acceptable daily protocols and see how this kind of “results –based conversation” is improving the quality of their work.

## **PART 2**

### ***Classroom Feedback Tools***

CSAP is a very important summative picture of how students in your school, by grade level, are performing relative to the Colorado Model Content standards. But, how do you know how many of your students comprehended your lesson today? How many students do not understand the fundamental lessons that you are assuming as you write your lessons for next month.

Fascinating software exists to give you the kind of private, practical response that help you better know your students’ needs in the short term. Does that “good reader” *comprehend* what she reads? What *part* of statistics is a missing element *preventing* five of your students from being able to join the rest of the class in the next activity?

This sampler gives you:

- A brief comparative overview of each tool regarding such functions as ease of use, re-roster functions, customizing capacity, etc. This feature of the sampler is designed around full, half or empty circles indicating “extremely”, “mostly” or “not”. These circles indicate whether a tool has that function or not. They are not a judgment of worth by the Colorado Department of Education
- An identifier of specific subject and grade levels the tool examines
- An outline of its unique features intended to give you daily insights for each of your students
- A list of features that it has not ....(e.g. This is neither web enabled, nor will it create a report of student progress for the administration)
- A few Colorado schools currently using this so that you may discover how other Colorado educators are using this tool.

Additionally, the profile gives you an example page so that you have a small idea about the look and function of the tool. It is hoped that this whets the appetite to find this provider on the web or by phone for further examples.

## ***PART 3***

### ***District Data Tools***

Districts must collect and categorize data for their constituents. Many create their own engines so that they can download, retrieve and examine their student, school and district records. The marketplace offers many tools, engines, software and consulting services in this field. What is new; however, are tools that convert data collection and archival tasks into useful information. Strong leaders use the venture capital approach to discover where their investments have been yielding strongest return on student achievement.

Some of these tools integrate human resource data with transportation, student achievement records and attendance caches for reports that few educators have ever seen.

The pictures of fiscal hemorrhaging, exceptional classroom gains, best uses of grants and assistance for students of high mobility are breathtaking.

This sampler gives you:

- A brief comparative overview of those tools regarding such functions as “real time displays”, ability to search for patterns, speed, capacity to integrate a variety of databases, etc. This feature of the sampler is designed around full, half or empty circles indicating “extremely”, “mostly” or “not”. These circles indicate whether a tool has that function or not. They are not a judgment of worth by the CDE.
- An overview of why the tool was created, how it functions and what its specialty tasks include.
- An outline of its unique features
- A list of features that it has not ....
- A few Colorado districts currently using this so that you may discover how other Colorado educators are using this tool.

Additionally, the profile gives you an example page so that you have a small idea about the look and function of the tool. It is hoped that this whets the appetite to find this provider on the web or by phone for further examples.

## ***PART 4***

### ***Parent Tools***

The parent connection is a vital factor in a child’s learning. Some software and internet services provide families with a way to better know **how** their child is performing in school on a daily or weekly basis. Parents can supplement and tutor their child in certain ways that can assist a struggling student.

Additionally, tutoring and online school services help students who need to be out of school for a prolonged period of time.

Now that Colorado has a set of standards for learning, students and parents can use performance benchmarks and ancillary materials to better prepare themselves while in a school, out of school due to injury or when they move from one school to another.

This sampler gives you:

- A description of the parent tool
- An outline of its unique features
- A sequence of how it works for the family
- A few Colorado districts currently using this

## ***PART 5***

### ***Statewide Summative Instruments***

This takes us back to where we began! Such a valuable tool as CSAP gives an educator an end of year picture of how students performed. It is psychometrically valid, comprehensive and uniform. It is an expensive asset that schools and districts can use to better evaluate the effect of their teaching practice on student learning. This and several other end-of-year feedback tools are important to understand. They are data review tools; CSAP, of course, being the data tool more publicly used to review your year.

This sampler gives you:

- A description of the summative tool
- An outline of its unique features to exploit during and after the school year

## ***PART 6***

### ***Discriminating Customer Questions***

So often, we know how to ask better questions when we are purchasing home technologies (dishwashers, cars, microwaves) than school technologies. A few pointed questions can mean the difference between “this is the best investment, ever” remarks and having to explain yourself to a board why such a purchase was ever made.

This section provides a small sample of questions you may wish to consider as you converse with these smart innovators/entrepreneurs.

## ***PART 1***

### ***Profiles of Colorado Educators who REALLY Use Data***

None of these products featured can help you run a better school unless you have the kind of leadership focus to act on what now becomes so much more evident.

Read these brief abstracts about how Colorado educators are changing what are acceptable daily protocols and see how this kind of results –based conversation is improving the quality of their work.

## Roaring Fork RE-1

**Abstract:** “The patterns are what speak to you…” said the building principal. This small, agile district has a low tech, high appreciation for trends and feedback tools. Teachers and staff administrators are becoming very sophisticated in the past 2 years at finding and, more importantly, building the instruments that inform their best teaching.

**Such sensitive customized profiles include:**

- \* A student-by-student indicator for each sub content item.
- \* Roster of students whose growth is below one and a half years worth of expected gain.
- \* Growth index of state sub items for each goal, for each teacher
- \* Quartile reports for each classroom for each sub item
- \* An analysis of all library books and materials that looks for gaps in correlation to the state standards
- \* Textbook correlations to the standards, items and sub items.

By digesting rough or aggregate data into attractive, practical and personal profiles for each teacher, a marked increase in student achievement is emerging.

Structurally, the district has “results teams” in each subject within the school. **As many as 10 teams exist in each school** and each team sets up to 3 unique academic achievement goals based on what the data is telling them and establishes new goals of an 8% or greater improvement threshold. For example:

- \* Twice a month for 30 minutes each team works to evaluate the priority weaknesses
- \* Discusses potentially best practices, set goals and the ways to evaluate their best assumptions.
- \* Decides how to maintain the effort.

The district has **full time district “critical friends”** to look at student work, assist new teachers about this culture of data driven discussion and lead whole school conversation…**using student work as the basis for exchange**. The effects of this process include:

- \* Bartering of professional development among and between staff.
- \* Principal retreats to help them make data more personal and relevant to their staff.
- \* Curriculum mapping within a building and between schools.
- \* “Proficient or not” report cards.

**Bottom Line:** While most districts are edging towards a more information based decision making model, Roaring Fork has developmentally taken these data elements to the practitioner/student level. Unparalleled model for how district and teacher partnerships are improving student achievement.

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## Brush RE-2(J)

**Abstract:** “Our trust in this superintendent has made the transition from private teaching to the weekly sharing of our data performance a major success” said one educator. Unlike most low income, rural sites, this district rivals few others for nimble determination to gather various bodies of evidence and analyze the results for students.

Their tool, EASE – E, collects student information, demographic data, testing histories, daily classroom grades and course descriptions into a flexible drag and click tool that is virtually real time, so that teachers and professional development coaches can organize current results for better teaching decisions.

Additionally, Brush has **invested in a full time Quality Data and Achievement deputy whose full time is devoted to shaping the data** into non-judgmental, non-threatening, but powerful observations that have teachers eager to discuss. Graphic, student to student feedback is provided to hungry educators who sometimes ask for even more defined ways to observe their effects.

Board, parent and community have led the support for clearer standards and attention to students operating to grade standards. With this mandate, an investment has been made to find the best ways to communicate to teachers more meaningful ways of delivering data based instruction, anticipating the needs teachers would ask after an analysis is complete, and encouraging teacher collegial support based on the feedback.

**Five building level teachers organize the professional discussions for their staff and meet with the district Data and Achievement deputy weekly to prepare a meaningful series of inquiry for their colleagues. All teachers are trained in this new way of looking at their work and new teachers to this district must invest a part of their summer getting accustomed to this culture of reasonable growth over reasonable time.**

Weekly inquiry and feedback with peers is the best way Brush knows to interrupt assumptions about student abilities and have teachers intervene upon their own lesson to improve the daily direction of learning.

Overall trends are recorded for the district quarterly. Lessons learned to date:

1. “Frameworks of Poverty” and achievement gap lessons are invaluable.
2. Looking at student work AND data at the same time is an accelerated way to help teachers see the best connections between teaching and learning.

3. Monthly teacher leader meetings across schools in the district help build integrated continuity in the actually curriculum.
4. Open discussions lead to **teacher built trials (data discovery units for teachers only!).**
5. Early release days in Brush are now being used to **build differentiated instruction.**

The superintendent’s role is to ask the questions, probe the big instructional implications and invest in support for student achievement gains.

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**Bottom Line:** Brush School District has invested the personnel and resources toward a pleasing but non-negotiable system of constant feedback toward strong, reliable student gain as the norm. A highly recommended model to examine.

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## Adams 12

**Abstract:** This is a data warehouse tool with the characteristic of serving educators first...then identifying policy and administrator data ---a reversal from many approaches.

The engine is called ScholarsMart and it is focused and supported around the area of instruction. **It simplifies data analysis using a method that is based on a performance index formula (1.00 – 5.00).** This evaluates progress, and focuses instruction, based on sub content goals. It uses color to warn of performance drops.

**Parents are permitted to log on to see their student's progress.** The ScholarsMart can sort in order of class, aggregate student performance, core subject achievement and mobility/stability trends. It plots "grade-to-grade" history accomplishments as it brings past year scores into comparison with current performance. Student transcripts and class grades are kept on the system and incorporated onto professional records and passed on to the following year's teacher.

Demographics and information are refreshed and updated every night. The emphasis is becoming one where the tool is being shaped to *accommodate better questions...*rather than the tool driving top down policy dictums and thus, educator avoidance behaviors. To this end, the ScholarsMart will be configured to plot correlations created by teachers and will be designed to project success rates and achievement gaps based on a students' past performance.

Each school has a designated data analyst who helps the staff to interpret and design new queries. As in most Colorado schools and districts however, these capabilities are not being heavily integrated into teacher and leadership work. Over time the powerful "data cube" analysis and correlation engine can influence daily decision making.

**Bottom Line:** Adams 12 has begun with the end in mind when they designed this software system. The tool is based on the needs of performance minded teachers and is facilitated by building to building interpreters. The tool serves their evolution from "file makers" to "growth and gain makers".

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## District 51 (Grand Junction)

**Abstract:** The hallmark of this western slope model is the speed and flexibility of its software application. Emerging in time will be a stronger culture for the usefulness of this tool with classroom administrators and teachers.

Every student is on the web in this high security system. CSAP, NWEA, 6 Trait Writing, Primary Reading tests, and the ACT are featured. Every student has each year's results on one page with new "dumps" of information safely recorded in less than 24 hours. **These easy to read summaries are also linked to student record files which follow the student as they move through the system.** Online, dynamic achievement profiles on both district and school information are now available. This analytical process can be seen on [www.mesa.k12.co.us](http://www.mesa.k12.co.us) Re: About Our District and Re: Achievement Profile.

For added user comfort, all data is download-able for viewing in ACCESS, SPSS, and Excel. This means that a variety of users can re-roster students, make comparative summaries of classes or groupings, and can represent this in visual formats of color, graphs or charts.

Additionally, scanning technology is being used here, so that student writing samples and benchmark assessments can be shared among and between schools at each grade level. District 51 is using CTB/McGraw Hill Test Item Bank and Classroom Manager software to track student progress toward the standards in the classroom. They are working on scanning district-written benchmark assessment items as well as CSAP released items into the system.

While the technology is arguably one of the best on the Western Slope, the district is attempting to grow the human potential this kind of advancement can offer for teacher feedback and practice.

**Each building in District 51 has an assessment liaison to help staff members interpret their building data.** Additionally, stipends are given to each middle and high school for a data analyst to run customized data runs for school and teacher instructional queries. Secretaries and principals perform this function currently in the elementary schools.

Eleven reading/learning specialists also help run data profiles for both students and classroom feedback.

Grand Junction schools and district leadership are in the process of shaping their measurement system development. They have built a strong application tool for board members and building professionals.

**Bottom Line:** This district owns one of the most tailored, home-developed assessment and data tools in Colorado. Grand Junction is an engine that the other districts use to effect their educator conversation. An expanding building culture is forming within Grand Junction behind information decision making.

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## Alamosa RE-11J

**Abstract:** Alamosa Schools, recovering and rebuilding from divisive racial tensions, has rebuilt their schools into integrated smaller school cohorts (K-1, 2-3, 4-5 grade school buildings for example). At this same time, the **Data Miner Project** appeared and various building principals have become excited by the early possibilities of finding meaning in the building based data. While still low level data users, educators here are beginning to recognize the value of data feedback while they focus on very intensive investments in professional development.

Like Pueblo 60, this district is transitioning from “teaching as private practice” to a more community discussion of using student work. Another low tech, high impact tactic includes individual student files which are color coded by grade and include a comprehensive check list of the expected skills and knowledge for a span of 4 grades. A 3<sup>rd</sup> grade student may be identified as being in the 3<sup>rd</sup> grade by sub content item as a “2<sup>nd</sup> grader” in another comprehension, or on grade level, or as a “4<sup>th</sup> grader” in grammatical skills.

Three non - data initiatives could prove very powerful to shifting classroom educators over to examining data results more frequently. **First**, the high school is attacking poor reading skills and bringing all secondary teachers the proven teaching methods in English language arts.

These fundamental skills in students will be less necessary to learn as the **second initiative** occurs; a back mapping of grade level expectations in middle and elementary levels. These expectations are designed to not only be grade-to-grade, but can be recognized in students operating both above and below these stated goals.

**Thirdly**, peer teaching and modeling within the district where the results are occurring will lead individual teachers to also ask the question: “What does fifth grade reading look like and how will I know this along the way?”

Additionally, a district glossary is being created to help make the language students use to learn all subjects more uniformly. Currently, primary grades introduce student to the notion of “5 take way 2”, while older elementary grades say the same notion as “5 - 2” and the later grades describe that function as subtraction. All teachers k-12 are coalescing around a more unified approach to subject terminology.

This evolving grade-to-grade discussion about what good student learning looks like is developing here by using simple **evidence based professional development**. The data mining project has been a good beginning catalyst for this direction.

**Bottom Line:** Student work is kept and discussed to support the profile, and gains are noted. Teachers and district support compile an aggregate picture by hand and use Excel spreadsheets to link NWEA, CSAP, and other evidence for further diagnostics.

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## Pueblo 60

**Abstract:** Strong, coherent, aligned curriculum is the signature of this district. Additionally, the k-12 text is mapped out by quarters and aligned. **Every grade level has four quarters of expectations.**

Each quarter's expectations are articulated, and aligned to the state and district standards, Terra Nova objectives and the text objectives. Instructional objectives are clear and identified as either **introductory** or expected to be **mastered**.

There is a **districtwide, mid-year progress** report that illustrates strengths and weaknesses across the subjects. After aggregate data is shared, the district disaggregates the conclusions by school and each subject according to the **averages of students at or above proficiency at both the 1<sup>st</sup> and the 2<sup>nd</sup> quarters to date and at this same time last year.** Average levels of **gain in percentage of students' proficiency** are emphasized.

Each school is provided BY GRADE LEVEL and by SUBJECT LEVEL with **practice items** based on the Colorado Subject Area Content standards. Each packet is provided to both "tune" the staff to the level of rigor required and to use as discussion items during professional growth workshops. Each packet has over 25 samples of questions and exercises per class.

The final elements of the program, while contradictory on the surface, are a unique and important difference. **Both absolute performance** measures of students against the skills and knowledge are measured (using **CSAP Pro** and other item analysis tools) AND EFFECTIVENESS PERCENTILES OF GAIN only are used. These simultaneous and illustrative formats tease the mind and force the will to see student learning in both progressive and absolute ways of measurement.

Culturally, the learning is communal, public, rich and non-negotiable. {Professionals know the expectations, learn the academic depth and are given feedback to unpack and discuss student progress and gaps.}

**Bottom Line:** Pueblo 60 forces both clarity about the standard and the means of conversation around the measurement of both achievement toward one standard vs. the growth and gain made in the attempt.

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## Douglas County RE-1

**Abstract:** The data management needs of such a large district tend to lead to merely functions of proper archiving and warehousing. Instead, Douglas County is building a public friendly, accessible data pool that is fast, and analytical.

For example, their partnerships with Executive Intelligence, Adams 12, Aurora and EduLink have created the capacity for Douglas to have four important functions performed in-house:

1. Douglas County student data warehouse is internet accessible, available 24/7, and can be downloaded into Access, Excel, and SPSS. On the ISIS system, parents have access to their student's records. Data is refreshed nightly.
2. Analytical tools on the system perform both on-line processing and data mining for the more probative queries. The "drill down" capabilities are an on-going "teacher to individual student picture process" that is under development. **The Malcolm Baldrige culture is supported by the analytical framework** and cultural expectations for student achievement.
3. The student system, financial/payroll, external data sources and other enterprise applications are organized to feed public demand for access, reconfigured for specific staff access and designed for the state's annual reporting.
4. CSAP data is developed for principals at the building level with "drop down windows" for further sources of input and links to CDE web material and cluster servers.

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**Bottom Line:** The ease of access and the intentional customizing of information for each audience makes Douglas County a model for large data chunked out for quick and effective school, parent and leadership use.

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## La Junta (East Ottero R-1)

**Abstract:** “The move of educators from the more **subjective** to the more **objective** is a stressful transition” said La Junta district leaders. This wise observation describes the astute, “Bill Sanders user leadership” in La Junta. With a local board building an appropriate sense of urgency, building leaders and district officers are using NWEA as a bridging tool to surface early, mid-term and end of year feedback for teachers.

Along with these building level tools, a district representative is beginning to translate trends into gap and growth reports, **Bill Sanders tools, incentive pay, quick turn around of data** and **custom data searches** for principles, are coming together in ways that have teachers testing and slowly trusting that this information will not be used in any way other than to improve student achievement. An emerging request for cohort groups to be tracked and professional development to be linked is very slowly taking shape.

This is a site that is earnestly searching and will ultimately be successful in helping teachers see the value for their students using data feedback.

Longitudinal growth tools, NWEA and an emerging investment in formative classroom assessments are beginning as district initiatives define this site to date.

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**Bottom Line:** La Junta District Schools are carefully approaching the move from subjective student and teacher evaluation to a more objective approach. This earnest campaign will be a prototypical model for most Colorado districts to study.

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## Poudre R-1

**Abstract:** Poudre School District has combined an historic sense of academic competitiveness with the information services of a new Chief Information Officer to launch a conceptual shift to results based work.

In order to accommodate this change to a culture of learning results information, the district is moving from a homegrown data tool that is collecting, storing and regurgitating a great deal of data to the purchasing and modification of the **Keystone Software System** that provides greater access to information. Accordingly, the focus has moved from viewing “snapshots” of student achievement to analyzing student progress and **growth**.

Keystone will integrate **student information with purchasing**, classroom **grade books** and **attendance** for a more **gain/growth model**. Queries such as how many resources were spent on student learning and the bottom line gain can now be better answered.

Twice monthly meetings are held with principals to review the effect teaching and learning are having on student results in the interim. 18 hours of training has been provided to principals since this conceptual shift of using data to drive Poudre’s work.

Poudre is exploring the possibility of converting classroom grades, CSAP and NWEA into a “point based reporting system” to **standardize the conversation around results**.

This new “Focus on Results” is leading to a re-analysis of the entire instructional process. Where once the emphasis had been on grading papers and professional development (while 6-10<sup>th</sup> grade low, middle and high student cohorts remained flat!) a switch is occurring by examining sub groups, getting achievement feedback sooner and modifying teaching practices to accommodate identified student needs. Included will be a standards-based report card, grade level benchmarks and standards-based classroom assessments.

The Poudre Education Association (PEA) endorses the use of data at the classroom level, providing that the teachers are given the skills they need to analyze their information provided in these formative assessments.

**Bottom Line:** Poudre School District is committed to using student achievement data to direct instructional planning and district direction. It has taken almost 18 months to laboriously move all data from the old model to a new tool. Since then **data teams exist in each school**, cohort **teams follow students**, new hiring tastes are growing and employment applications are changing. Professional mentoring is approached using the data results, not the “program du jour” as the driver. However, it may be another 2 years direct impact on student achievement.

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## Sierra Grande R-30

**Abstract:** “I kept noticing only random acts of excellence!” said Superintendent Bob Rael. “We used to compile the data, we professionally developed our staff, but the impact was “hit and miss”. I was determined to have our success created intentionally. Now, it’s by design.”

The conversion from random solutions to intentional and successful attempts to improve student achievement **began** with the setting of thresholds of performance around student behavior and the commensurate data **collection of student behavior, only**. Sierra Grande first tracked tardiness and held students accountable to that concrete standard. Bullies distracting influences were told to leave the school. The data was used to uphold expulsions.

After that lesson about the power of data to change student culture, the **second** transition was the use of data to track **past academic performance** of all students. The “stockpiling” of student information and test scores was legion, but the reorganization of it into TRENDS and the correlation of these individual past effects on the current student achievement had never been attempted. Cohorts of students were developed from these historical documents and continue today. What were once separate binders (marked ’97 NWEA and another ’97 CAT5 in a drawer) became one integrated student-by-student profile, hand-built and later put on an Excel database. The Excel database provided an easier way to give teachers a class list which was packaged in a way as to give insight…not as a compliance and censure tool.

With this background, grants were rewritten to resource every teacher with personal laptops so that they could access these profiles and make day-by-day recordings of students PER SUB ITEM. Every 9 weeks teachers submit these recordings and are given a value-added report of these daily growth readings.

Attendance records were correlated to student academic achievement records and such research as financially incenting students to come to school to note the effect it had on student gain was documented.

In all cases, Sierra Grande, above all districts studied, was the most concrete in its use of data relative to teacher/student need.

An opening elementary principal position was principally designed and posted on the basis of past use of data to effect achievement. The new hire arranged for TEACHERS to build the data process and **for students to be actively reviewing their progress using the tool**.

The teachers set grade goals by sub content items; all district coaching was designed around those sub content items as is a 22 page shorthand guide given to each teacher about best practice/interventions PER SUB CONTENT ITEM.

The goals are specific, intentional and QUANTIFIABLE. The interventions and lessons are not a random continuum of lessons (e.g. 1<sup>st</sup> grade phonics, 2<sup>nd</sup> grade whole language, 3<sup>rd</sup> grade basal reader) but are research-based tactics that follow from one grade to the next.

Because of the way data is collected, kids are temporarily grouped around sub content item needs and are not expected at the leadership level to remain in any one group permanently. Teacher’s build with their laptops an accurate sense of how close students are to reaching each threshold (e.g. “Ken is partially proficient about decimals now, but only 5 points from being proficient.”).

Tools and programs that help Sierra Grande include “Clarity”, Excel, the Data Mining project and a willingness from Core Knowledge to integrate their curriculum with the Colorado Model Content Standard.

---

**Bottom Line:** While similar tools and coaching exist in other Colorado schools, few other schools have so concretely and intentionally harnessed data to drive instruction that yield such results. Despite its remoteness, it’s free and reduced status, and its meager fiscal position, Sierra Grande has achieved 1.3 years of growth annually for the past 5 years.

**Contact:** Robert Rael  
Superintendent  
17523 E. Hwy 160  
Blanca, CO 81123  
(719)-379-3259

## Thompson R-2J

**Abstract:** Thompson R-2J school district teachers, administrators and policy makers are high-end data users.

The district's philosophy, one that is carried out in practice, is that "the end user is the teacher, the only one who can make a change."

**As the district goal is to be consistently ten percent above the state average on the CSAP tests, principals and teachers are eager to receive these assessment results and are asking that the data be cut in new and different ways, re-shaping the districts' traditional resources.**

Thompson school district has been successful in the development of a culture that is based on the use of student achievement data to make decisions. This has prompted a study of data analysis/management tools that would best meet their increasing demand for accurate and timely information.

This school year, teachers will be given class rosters of their incoming students with their past NWEA scores (spring and fall administrations) for reading, writing and math broken down by sub content area. This and mean scale scores for each sub content area gives teachers the ability to modify their instructional strategies to meet their incoming students' needs by analyzing achievement levels prior to the beginning of the school year.

Each year the district sorts the previous year's CSAP data by that year's teacher list to provide their teachers with information about their students' performance. During the 2002-03 school year the district began sorting CSAP scores by the current year's class rosters to provide teachers with information that will complement their NWEA results.

To accomplish student academic progress, the district has been bringing together teachers by subject area and grade level to give them training in how to use this data to create an information base regarding their students' learning.

At the administrator level, the district believes they need to assist principals "find success and replicate it" through discussion with other principals.

---

**Bottom Line:** One of the most aggressive examples of district and teacher goal setting. A visitor can feel the sense of urgency and the utility of re-grouped data points used to inform practice.

**Contact:**

Bobbie Johnson  
Director of Assessment &  
Student Growth  
535 North Douglas Avenue  
Loveland, CO 80537  
(970)-613-5000

## Wray (East Yuma County RJ-2)

**Abstract:** This up and coming site is arguably the fastest district to set data on the table as a way to meet their student achievement, even though data tools are currently only used by the superintendent! This is a place where this new approach is still a current event.

In 2001, the district's faculty adopted the Colorado Model Content standards. Since then, there are no D&F grades issued; students are expected to master these performance expectations. Since then, an individualized student learning plan (ILP) has been created for each student in the district. Teachers spend one hour a day looking at the student performance data and examining student work against the performance goals they set up.

Ten percent of the teacher salaries are based on student achievement. Additionally, Infinite Visions Software is being used as the financial application that calculates academic return on investment and is a salary simulator.

The district calendar is linked to each learning unit and time is defined by student need, not just grade level. Teachers are evaluated by classroom evidence, not merely an annual administrator visit.

Data is collected regularly and has been hand typed from historical files in ways that have created cohort groups, individual student sub content item profiles and all of this is designed on one screen so that additional assessments can be simultaneously viewed.

Access database software allows the superintendent to re-sort students by strengths, gaps, classroom groupings and age based cohort.

The high school now is defining what it takes to graduate, "subject by subject" relative to the Model Content Standards and is exercising the Six Trait Writing Program at all grades in the high school.

The middle grades program, using student data, identified attendance and nutrition to academic gaps and prepares a "Breakfast for All" in the morning with **direct reading activities for the first 90 minutes of the day.** Sub groups are identified and all students move from one targeted skill and content lesson to another, irregardless of grade level or age during this time of the day. Data collected indicates the regular movement of students into the next selection of targeted reading lessons.

The elementary level has broken the standards out into grade levels in order to create a "standards based reporting model".

"E-chalk" is an internet program to which all teachers in the district subscribe and is the fastest way messages, calendar and student achievement idea and progress are being disseminated. The culture is very quickly being exposed to a standards based, data feedback approach to improve teacher practice and student achievement.

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**Bottom Line:** A rapid response to standards based results is converting the job of teacher from instruction deliverer to "mastery based" diagnostic interpreter. Incentives, intranet communication tools and aggressive delivery plans are putting Wray on the map.

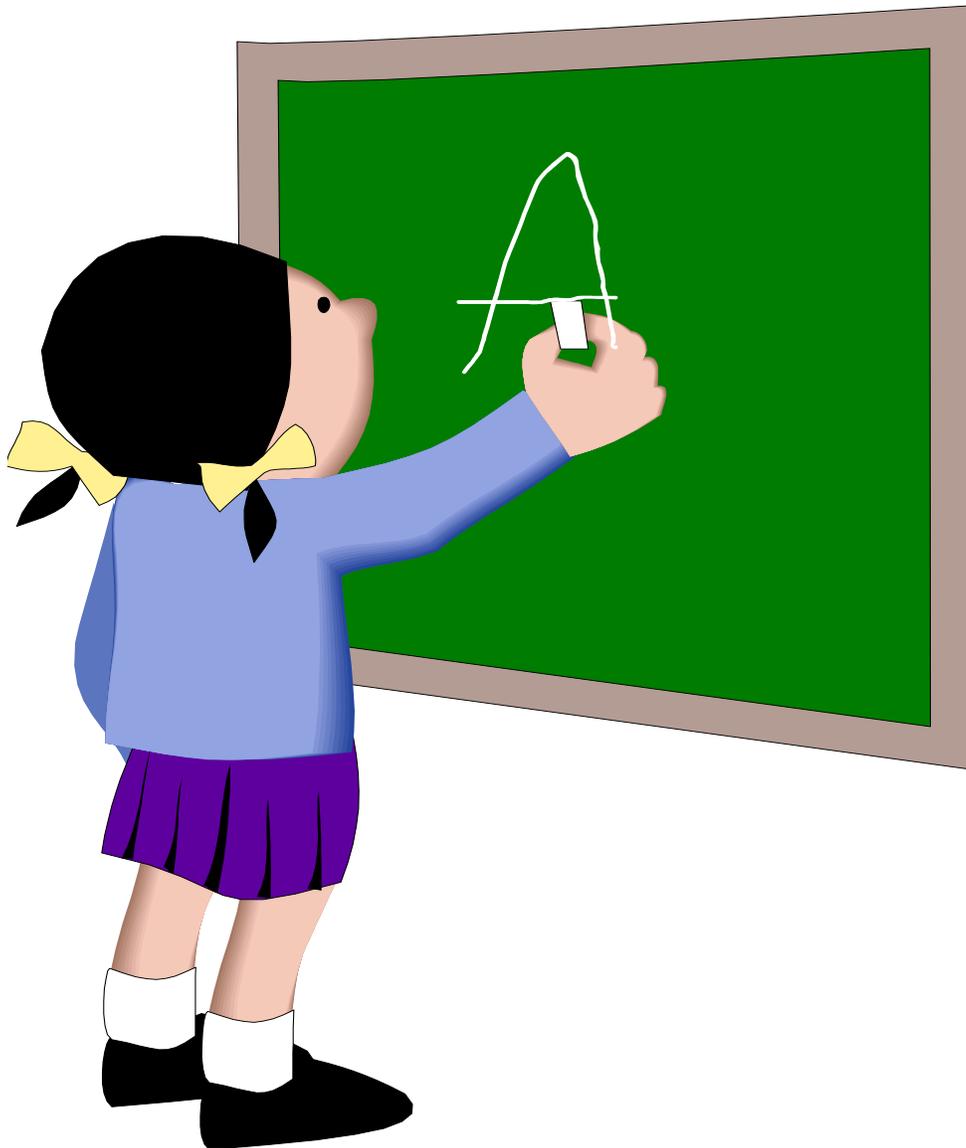
**Contact:** Mark Payler  
Superintendent  
P.O.Box 157  
Wray, CO 80758  
(970)-332-5764



# Consumer Guide and Data Tools

For

# Classroom Feedback



# Classroom Data Tool Consumer Guide

		Proven to Tightly Align w/Colorado Standards	Fully Editable Tests	Robust Teacher Support
	Grade			
A+nywhere Learning	1-12	●	●	●
Accel Test	PK-12	●	●	●
Accelerated Math	1-12	●	◐	●
Accelerated Reader	PK-12	●	○	◐
Accelerated Vocabulary	3-5	●	○	●
Accelerated Writer	3-9	●	○	●
Achieve 3.0	k-12	●	○	●
Bench Mark Assessment	2-8	●	●	●
Classroom Performance System	K-16	●	●	◐
Cognitive Tutor	7-10	●	○	●
Concert Instruction and Assessment	K-12	◐	●	◐
CSAP Summary Reporter	K-12	●	○	●
CTB item banks	2-10	●	●	◐
CTB Models	2-8	●	○	◐
Explorer	K-8	●	●	◐
Fluent reader	3-12	◐	○	◐
Homeroom.com	3-12	●	●	●
Host Link Math	K-12	●	○	●
Host Links Language Arts	K-12	●	○	●
Iknow	3-10	◐	○	◐
InteGrade Pro	K-12	●	◐	●
Learner Link Language Arts	K-12	●	◐	●
Learner Profile 3	K-12	●	○	●
Learning Access Series	3-16	◐	●	●
Lightspan Edutest Assessment	2-10	●	●	●
Lightspan Reading Center	K-3	●	○	◐

# Classroom Data Tool Consumer Guide

Branches to Root out Core Skill Deficiencies in Colorado Sub-Content Items	Customized Assignments w/Resources that Ensure Ind. Mastery	Open Industry Standards for Ease of Data Downloading	Customized Admin Reports	Customized Teacher Reports	Can re-roster Data	Individualized lessons w/ Pre & Post tests
●	●	●	●	●	●	●
○	○	◐	◐	◐	◐	●
○	●	○	●	●	◐	●
●	●	●	●	●	◐	◐
●	◐	●	●	●	◐	●
○	●	●	○	●	●	○
●	●	●	●	●	●	●
●	○	●	●	●	●	○
●	○	●	●	●	◐	●
●	●	◐	◐	●	◐	●
●	◐	◐	◐	◐	◐	◐
◐	◐	●	●	●	●	◐
●	◐	●	◐	◐	●	●
●	●	◐	◐	◐	◐	○
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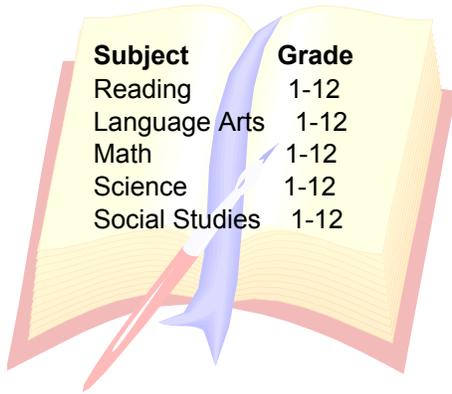
# Classroom Data Tool Consumer Guide

		Proven to Tightly Align w/Colorado Standards	Fully Editable Tests	Robust Teacher Support
Math Facts	K-12			
Navigator	7-12			
NovaNet	9-12			
Online University	K-12			
Orion	K-12			
Pass Plan	K-12			
Pinnacle Plus	K-12			
Polaris	K-12			
Reading Edge	K-2			
Standards Master	3-8			
Star Early Literacy	PK-3			
Star Math	1-12			
Star Reading	1-12			
Student Aptitude Testing	K-12			
Success Maker	PK-8			
Sylvan Education Solutions	1-12			
Testmate Clarity For CSAP	3-10			
Vital Indicators of Progress	K-3			
Writing Roadmap	3-12			
Windsor	(ungraded)			

# Classroom Data Tool Consumer Guide

Branches to Root out Core Skill Deficiencies in Colorado Sub-Content Items	Customized Assignments w/Resources that Ensure Ind. Mastery	Open Industry Standards for Ease of Data Downloading	Customized Admin Reports	Customized Teacher Reports	Can re-roster Data	Individualized lessons w/ Pre & Post tests
○	●	●	●	●	●	●
○	○	◐	○	●	●	◐
●	●	●	●	●	●	●
◐	◐	●	◐	●	○	○
●	●	●	●	●	●	◐
●	◐	●	●	●	●	◐
●	●	●	●	●	●	○
◐	●	◐	●	●	◐	◐
◐	◐	●	◐	◐	◐	◐
○	○	●	●	●	◐	◐
○	◐	◐	●	●	●	◐
○	◐	◐	●	●	●	◐
○	◐	◐	●	●	●	◐
○	○	●	◐	●	●	◐
●	●	◐	●	●	●	◐
●	●	○	◐	●	○	●
◐	◐	●	●	●	●	○
●	●	●	●	●	●	●
●	◐	●	●	●	◐	○
○	●	○	●	●	○	●

## A+nyWhere Learning System



### Description

The assessment is designed to discover the students learning needs through adaptive assessment driven by Colorado Model Content Standards which are linked to the Assessment tests for accountability and record keeping. The assessment was designed for comprehensive instruction planning. Traditional assessments are available. These provide tools for pre and post test comparisons. Additionally, Student needs can be determined by "smart testing." Here, the computer adapts to the students' abilities and tests to find exactly where a student will be successful. In both cases, individualized lesson plans are prescribed based on each student's exact learning needs. Assessments may also be created to address specific skills to meet the class, grade and schools accountability needs. All data can be disaggregated to meet NCLB reporting requirements.

### Features

- \* Assessment against Colorado Standards and sub standards
- \* Customizable assessments to specific learning objectives
- \* Management of teaching resources
- \* Automatic prescriptions of student lesson plans to include all resources that the school has at its disposal
- \* Collect and organize academic data for reporting and analysis
- \* Over 100 reports available instantly
- \* Provides the latest software technology
- \* Traditional assessments measuring student mastery over specific course content (i.e. First Grade Math) also available. The test can be readily used for pre - post test comparisons

### Non-Features

- \* Non-transferable data to other databases
- \* Non-editable test

In State Clients:  
Park County School District  
Bennett School District  
Alternative 1 HS  
Haxtun School District  
Hotchkiss High School  
Crowley County High School

## A+Colorado Courseware

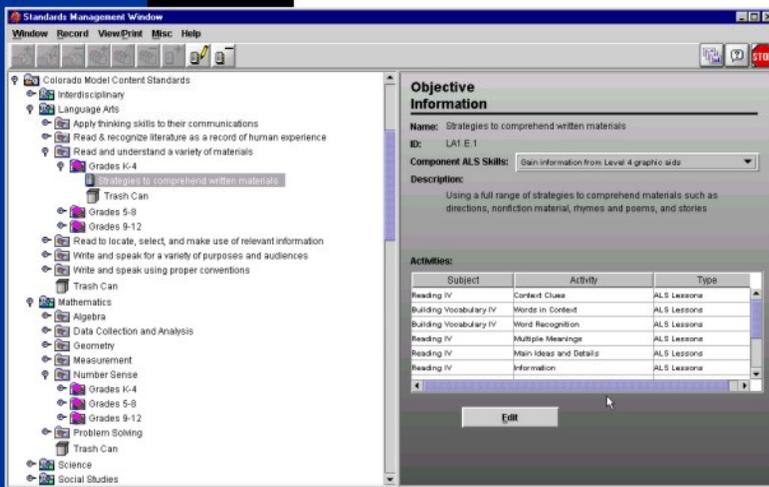
Robert O'Halloran 800.358.1916  
[ro@coloradocourseware.com](mailto:ro@coloradocourseware.com)



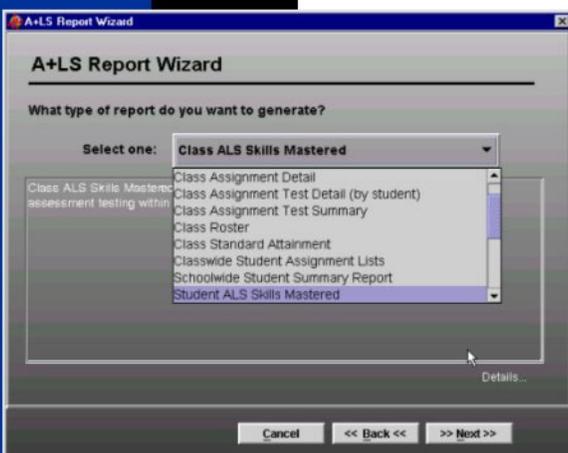
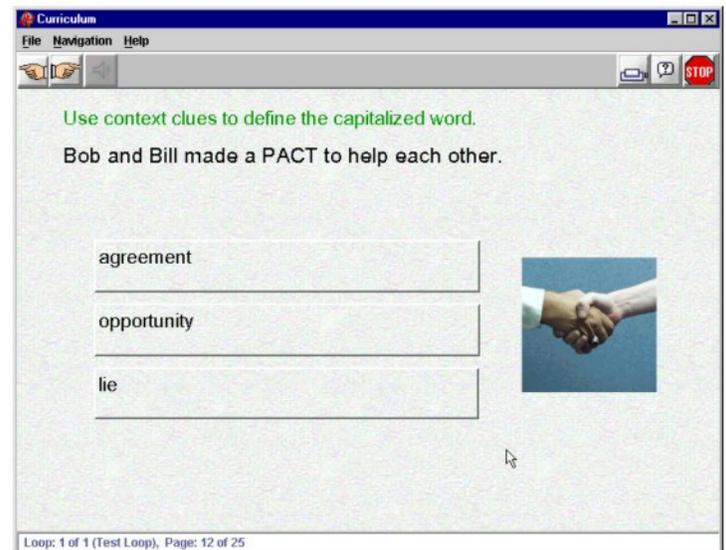
# Standards-Based Assessment & Curriculum Management Tools

The *A+nyWhere Learning System*® (*A+LS*™) software program is an e-learning solution ideal for schools that want to use technology to improve their instructional process. *A+LS* provides powerful assessment and curriculum management tools.

- Assessment focused on national, state, or district objectives.
- Track student mastery of state objectives
- Data management to meet reporting requirements of *NCLB*.
- Standard database format for easy import/export

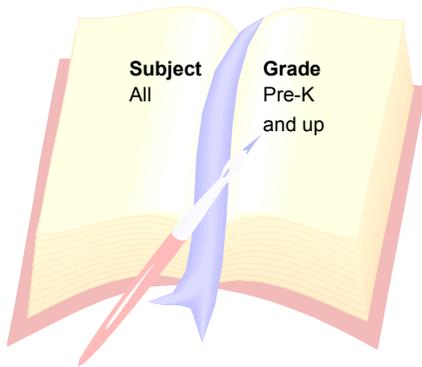


- Pre-testing of student skills and prescription of activities that can include computer-based content, Internet material, books, group lessons, and others.
- Content aligned to state standards and prescribed from assessments
- Curriculum authoring tools to empower local customization



- Over 180 pre-defined reports meeting most instructional and administrative needs
- Standard ODBC compliant database architecture permitting import/export of data
- Real-time reporting for on-the-spot progress reports for administrators and teachers

## Accel Test



### Description

AccelTest allows you to easily create and manage your own quizzes, tests, and other exercises, score them immediately, and have the results automatically entered into an electronic gradebook. Assessing your students' progress in the classroom for any academic subject has never been easier.

With AccelTest, teacher work through easy-to-follow prompts to either create a new assignment or use an existing assignment. Assignments can be easily generated containing questions such as multiple choice, true/false, matching, and more.

Completed assignments are scored automatically using the AccelScan optical mark reader. Then AccelTest software automatically records students' scores on quizzes, tests, and other assignments into a handy electronic gradebook. Now, you can instantly calculate scores, sort by student, and monitor incomplete work and late assignments.

### Features

- \* Allows you to quickly create and design your own customized quizzes, tests, and assignments for any subject.
- \* Automatically scores your students' work.
- \* Dramatically reduces the need for manual entry of grades.
- \* Lets you increase your teaching time.
- \* Provides detailed reports that help you identify students' problem areas and quickly intervene.
- \* Supports multiple choice, ranking, fill in the blank, true/false, matching, essay, short answer, yes/no, and numeric response.
- \* Works with the AccelScan Intelligent Mark Recognition Reader.
- \* Allows answers to be automatically mixed or shuffled to create more than one master assignment per class.

### Non-Features

- \* Not subject specific. Can be tailored to any subject.

### **In State Clients:**

Gypsum Elementary School  
Hamilton Middle School, Denver  
De Beque Public School  
Breckenridge Elementary School  
Walsh School

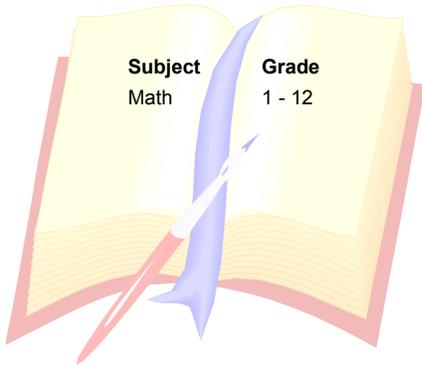
## Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

Gradebook: 1st Term																
File Edit Gradebook Assignments Reports Preferences Window Help																
Western Civ Period 1 Western Civilizations Add Assign Print Score																
Title	Assignment ID	Category	Due Date	Points Possible	Daily Notes/Ma 100 Daily Materials 9/4/2002 10	Geo CH 1 Outli 105 Homework 9/6/2002 20	Geography Chap 107 Test 9/10/2002 45	Daily Notes/Ma 109 Daily Materials 9/10/2002 10	Chapter Three 111 Quiz 9/11/2002 10	Prehistoric Wo 113 Homework 9/16/2002 23	Review the fac 114 Homework 9/16/2002 11	Prehistoric P 116 Test 9/16/2002 46				
Students	ID												Term Grade	Semester Grade	Final Grade	
Boyd, David	107	10	15	45	10				23	8.5	36		80.7	C	80.7	C
Groshek, Joelle	122	10	20	45	10				23	10	0		100	A	100	A
Hartness, Nathan	127	5	15	45	10				21	6.5	38		79.3	C	79.3	C
Heeg, Elle	129	10	18	41	10				23	11	42		93.6	A-	93.6	A-
Huber, Randon	136	10	15	45	5				22	11	42		85.7	B-	85.7	B-
Lobner, Megan	151	10	18	41	10				22	9.5	42		93.3	A-	93.3	A-
Sabo, Heidi	179	10	20	41	5				22	10	40		81.6	C	81.6	C
Scherwinski, Kyle	181	10	15	45	10				23	7.5	39		85.4	B-	85.4	B-
Smith, Lisa	189	10	20	44	10				23	11	38		94.4	A-	94.4	A-
Voelker, Jane	198	10	20	45	10				23	10	38		89.7	B	89.7	B
<b>Mean</b>		9.5	17.6	43.7	9				22.5	9.5	41.5		88.4	B	88.4	B

10 Students, 30 Assignments

# Accelerated Math



## Description

Accelerated Math software lets you personalize instruction without increasing your workload and gives you instant, specific data you can use to improve each student's performance.

With Accelerated Math, a student works an assignment on paper, then scans the answers into the computer. Accelerated Math software automatically scores the assignment and generates the next assignment with more practice on problems missed and new objectives to replace those mastered. Using Accelerated Math reports and the student's work shown on paper, teachers can help every student master every math objective required by Colorado state standards.

The Standards Mastery Report allows you to make sure students are mastering the math objectives linked to Colorado state standards

## Features

- \* Allows you to see how individual students or student groups are progressing toward mastery of math objectives linked to Colorado state standards.
- \* Automatically scores all of your students' assignments and generates new assignments tailored to results.
- \* Provides immediate information to help you motivate and monitor student math growth.
- \* Helps you raise student test scores.
- \* Allows you to personalize math instruction, keeping students from feeling bored by objectives they've already mastered or frustrated by concepts they don't yet understand.
- \* Assures that all objectives are being mastered. Covers Colorado standards from first grade to calculus.
- \* Frees you from routine paperwork so you can spend more time teaching.
- \* Works with your existing curriculum. No need to buy new textbooks or to alter your teaching approach.
- \* Supports your school's math curriculum, including Grades 1-7, Pre-Algebra, Algebra I, Algebra II, Geometry, Probability & Statistics, Pre-Calculus, Calculus, Basic Math, Chemistry, and Physics.
- \* Requires only one computer per classroom.
- \* Helps you meet the requirements of the No Child Left Behind Act.
- \* Supported by real-world, scientifically based research.
- \* Offers assisted response questions as well as extended response questions.

## Non-Features

- \* Not web-based. Works in stand-alone or network environments.
- \* Does not "teach" students. Rather gives educators information to improve instruction.
- \* Is not "edutainment." The software does not contain distracting colors or animations.
- \* Does not "teach" students. Rather gives educators information to improve instruction.
- \* Is not "edutainment." The software does not contain distracting colors or animations.

### **In State Clients:**

Turman Elementary School, CO Springs  
Washington Elementary School, Canon City  
Ignacio Intermediate School, Ignacio  
Columbine Elementary School, Fort Morgan  
Pine Lane Intermediate School, Parker

# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

**Accelerated Math Management - Fifth-grade class (Carolyn Dunham)**

File Edit Go Assignment Book Help



**Assignment Book**

Assign

Print...

Score...

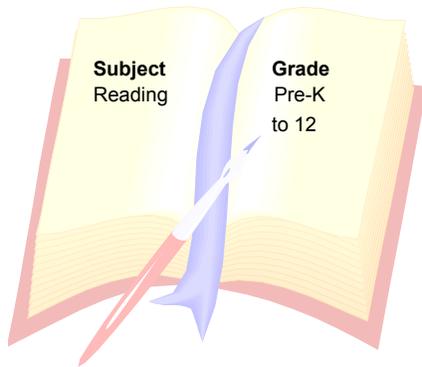
Reports...

Help

Classroom

	1. Standard form to word name	2. WP: Subtract whole #s	3. Divide by 1-digit, remainder	4. Model decimals (to hundredt	5. Add varied-place decimals (to	6. Multiply decimals (to thousar	7. Divide decimals by 1-digit wf	8. Model fractions & mixed #s	9. Equivalent fractions	10. Subtract unlike fractions	11. Multiply fractions	12. WP: Divide whole #s by frac	13. Convert customary length	14. Calculate elapsed time	15. Congruent & similar figures	16. Plot & name ordered pairs (
Bain, Andrea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Burks, Ryan	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓
Espinoza, Juan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fisher, Brian	✓	✓	✓	✗	✓	✓	✓	✓								
Heller, Emily	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Jackson, Tracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lund, Megan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
McCord, Jeremy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Trotter, Samantha	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					

# Accelerated Reader



## Description

Accelerated Reader provides teachers with an easy and effective way to guide literature-based reading practice. With Accelerated Reader, students read books at a level that maximizes growth. Then they take short quizzes that measure comprehension, and teachers get detailed reports that provide information to direct ongoing reading practice.

Teachers using Accelerated Reader report that their test scores are greatly improved. In fact, scientifically based research shows that schools with Accelerated Reader perform better in all academic areas than schools that don't use the software. Better readers are better learners.

## Features

- \* Helps you get students excited about books.
- \* Provides you with reliable, objective information to guide reading practice.
- \* Helps you ensure that every student masters Colorado reading standards.
- \* Helps you keep each student reading books at a level which is challenging but not frustrating.
- \* Offers more than 60,000 quizzes for library books, magazines, and popular reading textbooks.
- \* Supports magazines, including Time for Kids, Weekly Reader, Kids Discover, and Cobblestone.
- \* Supports textbooks from Scott Foresman, Harcourt, Houghton Mifflin, SRA McGraw-Hill, and Macmillan/McGraw Hill.
- \* Used in more than 50,000 schools.
- \* Aligns with your existing curriculum and standards.
- \* Helps you raise scores on state standardized tests.
- \* Provides timely information to better manage reading activities.
- \* Offers Recorded Voice quizzes that allow beginning readers to take quizzes on their own.
- \* Offers Literacy Skills Quizzes that measure a student's proficiency on 24 specific skills found on Colorado state tests.
- \* Offers Reading Practice Quizzes that measure how well students comprehend library books they read.
- \* Helps you meet the Text Comprehension Instruction requirements of the No Child Left Behind Act.

## Non-Features

- \* Does not provide reading material. Rather provides quizzes for reading material a school already owns.
- \* Is not a complete reading program. It supports your existing reading program by providing immediate feedback on how students are progressing and where they need help.

### **In State Clients:**

Pioneer Elementary School, Fort Morgan  
Academy of Charter Schools, Denver  
Glenwood Springs Elementary School,  
Glenwood Springs  
Manassa Elementary School, Manassa  
Fremont School, Florence

# Renaissance Learning

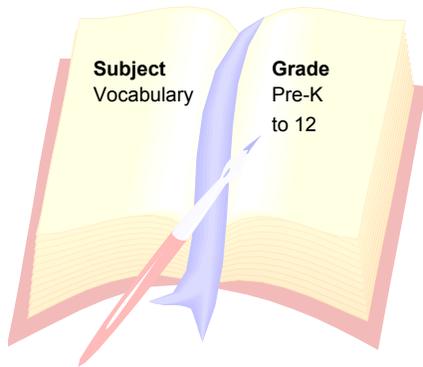
Leslie Arnold  
970.226.2762  
laarnoldcrearn.com



Where did Babbitt and Paul Riesling go together on a vacation?

- A. overseas on a grand steamer
- B. a swank hotel in New York
- C. their thirtieth college reunion
- D. a fishing cottage in Maine

# Accelerated Vocabulary



## **Description**

Accelerated Vocabulary helps you get students excited about words while building their vocabularies by encountering words in context through reading. Patterned after the work of leading educational researchers, Accelerated Vocabulary is the easy-to-use software that helps teachers and librarians accelerate vocabulary acquisition, reduce paperwork, and make learning words fun.

Accelerated Vocabulary is easy to use. Students choose books to read and obtain the vocabulary lists for their books. Then, as they read the books, they pay close attention as they encounter the words from their vocabulary lists. When the students are finished reading their books, they take short vocabulary quizzes.

Accelerated Vocabulary provides detailed reports that help you monitor and measure vocabulary growth. Plus, the software handles all of your record-keeping chores.

## **Features**

- \* Helps you make learning vocabulary fun.
- \* Helps you motivate students to learn new words in the books they are reading.
- \* Helps you maximize students' vocabulary acquisition.
- \* Provides personalized lists of learned vocabulary words for each student.
- \* Helps you easily assess and monitor student vocabulary growth with detailed reports.
- \* Helps you increase students' interest in words to help them become "word people."
- \* Allows you to print vocabulary lists and labels for the books students are already reading.
- \* Aligns with the National Reading Panel's conclusions on vocabulary instruction.
- \* Helps you meet the Vocabulary Instruction requirements of the No Child Left Behind Act.
- \* Offers more than 2,500 vocabulary quizzes for popular library books.
- \* Offers Reading Practice Quizzes that measure how well students comprehend library books they read.
- \* Helps you meet the Text Comprehension Instruction requirements of the No Child Left Behind Act.

## **Non-Features**

- \* Not a complete reading program. Designed to support your reading program by focusing on vocabulary.

### **In State Clients:**

Pioneer Elementary School, Fort Morgan  
Fountain Elementary School, Pueblo  
Swink School, Swink  
Pine Valley Elementary School,  
USAF Academy  
Woodlin School, Woodrow

# Renaissance Learning

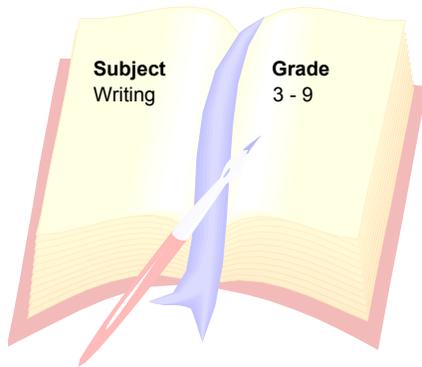
Leslie Arnold  
970.226.2762  
laarnoldcrearn.com



Brian heard a drone while he was riding in the plane on his way to visit his father. In this case, what is a drone?

- A. low steady noise
- B. radio signal
- C. loud banging noise
- D. scared voice

# Accelerated Writer



## Description

With Accelerated Writer, you can help every student become a better and more enthusiastic writer. This breakthrough writing improvement system combines short, focused lessons with powerful writing management software.

Accelerated writer helps you teach your students how to recognize the specific Qualities of good writing, use simple rubrics to rate writing on those Qualities, and improve the use of those Qualities in their own writing. As a result, students become stronger, more confident writers, sharing a common language. Accelerated Writer creates a continuous flow of anonymous, objective peer feedback for every writer in the classroom.

Accelerated Writer helps you enhance any writing approach, including Six Plus One Traits and process writing. Plus, it makes conference sessions more objective and focused by helping you concentrate on teaching specific Writing Qualities.

## Features

- \* Provides a detailed, step-by-step Teacher's Guide for each Writing Quality you want to teach.
- \* Helps you develop the confidence and enthusiasm of your writers.
- \* Allows you to focus your students on the specific Qualities of good writing.
- \* Helps you increase student writing practice without increasing teacher time.
- \* Provides reports that help you monitor your students' writing progress.
- \* Helps you create a community of writers in your classroom.
- \* Provides a system of continuous, anonymous peer rating.
- \* Helps you manage the writing process efficiently, with less time and paperwork.
- \* Supports all stages of the writing process, including prewriting, drafting, conferencing, revising, and editing/proofreading.

## Non-Features

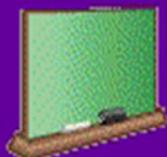
- \* Not a district mandatory tool
- \* Not exportable

### **In State Clients:**

Glenwood Springs Elementary School,  
Glenwood Springs  
Cheraw Consolidated School, Cheraw  
Hamilton Middle School, Denver  
Sangre De Cristo Jr/Sr High School, Mosca

# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com



## Assignment Book

Create...

Print...

Teacher Rate...

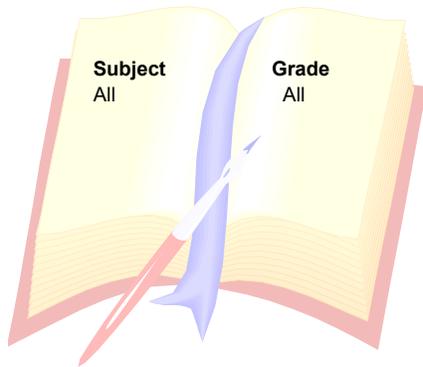
Reports...

Help

Classroom

	Rating Practice: INF Clear Focus Level I	Rating Practice: INF Clear Focus Level II	Rating Practice: INF Clear Focus Level III	Rating Practice: INF Clear Focus Level IV	Revise Weak Sample: INF CF	Write: 1st Draft INF CF	Write: 2nd Draft INF CF	Rate: 2nd Draft INF CF
Barlow, Jenny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Casper, Riley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Lassiter, Jordan	<input type="checkbox"/>	<input type="checkbox"/>						
Ramos, Manuel	<input type="checkbox"/>	<input type="checkbox"/>						
Taylor, Aisha	<input type="checkbox"/>							

# Achieve 3.0 Teacher Console



## Description

Achieve 3.0 Teacher Console is a standards-centric, Web-based solution linking everything in a student's academic life together. Diagnostics inform curriculum and instruction which drive assessments that in turn influence the actions key adults will take on behalf of students. Achieve analyzes standardized test results to correlate each student's scores to the state standards for the current year. Then, as teachers plan their lessons, Achieve tracks how many times a standard is covered and even recommends teaching materials specific to the learning concept. Principals are able to identify best-of-breed lesson plans and publish them to a library of resources available to all teachers.

## Features:

- \* Web-based application accessible from any Internet-connected computer
- \* On-site training and support for two years led by teacher-credentialed Project Leaders
- \* Analyzes standardized test results standard-by standard through color coded reports showing green, yellow, and red, where red indicates a problem
- \* Drills down to the class level to individual students to analyze performance on a particular standard
- \* Aligns a teacher's selected learning concept or skill with the state standard
- \* Tracks number of times each standard has been taught and the current level of mastery for Colorado
- \* Automatically connects the standards selected for assessment to scores entered in on-line
- \* Enables teachers to create lesson from scratch and publish best- of -breed lesson plans to colleagues

## Gradebook:

- \* Tracks assignments, grades and comments for all classes
- \* Permits teacher leaders to view actual student work on-line to evaluate equanimity in grading amongst teachers and actual quality of student work with respect to a given standard
- \* Creates report cards or exports all student grades as comma-separated values or SIF compliant XML for interoperability with existing student information systems

## Communication tools:

- \* Allow teachers to seamlessly share student grades, homework assignments, comments and strategies to be employed at home with parents

## Non-Features:

- \* Not a solution for general back office information management
- \* Not a tool for customizable SIS reporting
- \* Does not provide distribution lists for bulk mailing

## **In State Clients:**

Glenwood Springs Elementary School,  
Glenwood Springs  
Cheraw Consolidated School, Cheraw  
Hamilton Middle School, Denver  
Sangre De Cristo Jr/Sr High School, Mosca

# Project Achieve

Maye Chen 415.645.8957  
250 Fourth St., Suite 100  
San Francisco, CA 94103  
<http://www.projectachieve.com>

Monthly View Weekly View Daily View List View

Lesson Plan

Resource Center  
Resource Browser Resource Finder Lesson Plan Library  
Definition Standards Assessment Activities Notes

\*\*\* Draft - Private \*\*\*  
Title: Newton's 2nd Law Section: Science 11 Dates: Wednesday, February 13, 2002; Thursday, February 14, 2002

Lesson Plan Standards  
Click on concepts/skills to select them for this lesson and to dynamically link to standards and resources. Click a selected concept/skill to display its details.

Selected Concepts/Skills  
Newtonian Physics

Concepts/Skills  
Science  
Chemistry  
Computer Sci...  
Earth Science  
General  
Investigatio...  
Life Science...  
Physical Sci...  
Electricity  
Elements  
Energy and ...  
General  
Gravity and ...  
Heat  
Light  
Machines  
Modern Physics  
Motion  
Newtonian P...  
Nuclear Energy  
Physical Pr...  
Sound  
Space and S...  
Thermodynamics  
Waves  
Work

Lesson Plan Standards  
Concept/Skill: Newtonian Physics

Standards for Newtonian Physics

State Standards-All	Science Grade 11	District Standards School Standards
SC CM 1 30	Scientific Knowledge The learner will: formulate explanations for the historical development of descriptions of motions, interactions, and transformations of matter and energy (eg. classical Newtonian mechanics, special and general relativity, chaos).	
3 90	Scientific Inquiry The learner will: construct and test models of physical, biological, social and geological systems. SC=Standard; Coverage; CM=Classroom Mastery	

Review the suggested standards and de-select those not being taught in this lesson.

Objective: [Enter an objective to further clarify standards being taught.] (optional)

Resources for Newtonian Physics

Selected Resources

Select Resources for this lesson [Browse] [Folders] (optional)

Curricular Unit, Lesson and Content Resources

ThinkQuest Library Entry - Interactive Physics & Math  
This Think Quest student project is about math and physics. It provides animation to explain Newton's laws of physics, force, collision, and projectiles. Click on ... More Info  
Resource: Content Resource

Inertial Mass, Weight, and Newton's Second Law of Motion by Encarta Schoolhouses  
This is lesson two from a unit entitled Inertial Mass, Weight, and Newton's Second Law of Motion, sponsored by Encarta. Students examine given pictures to ... More Info  
Resource: Lesson Plan

More

Save Save and Continue Save & Done Reset

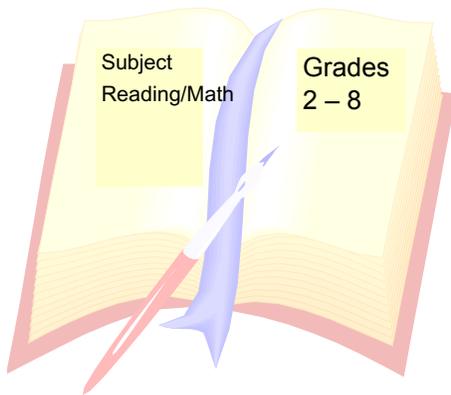
A teacher can add as many assessments, activities and notes to this lesson plan as she likes by clicking on these buttons.

Achieve automatically connects the state standards to the learning concept or skill the teacher has selected, displaying them for the teacher. A teacher can see how many times the standard has been taught and how well the student has performed. Achieve allows teachers to link lessons to district and school standards as well.

Achieve also provides teachers with resources aligned to the standards and learning concepts and skills they have chosen. By clicking on the orange links, teachers are able to review the resources and save them into their lesson plan.

To create a lesson plan a teacher simply needs to select a learning concept or skill from this list and Achieve does the rest.

## Benchmark Assessment Package



### Description

Benchmark Assessments are a monthly online diagnostic tool for teachers and students in grades 2-8 and are correlated to Colorado state standards and CSAP tests in reading and math. In 2001, over 7,000 teachers administered over 900,000 individual benchmark assessments and over 1,700,000 are expected to be used in 2003.

Our content is tailored specifically to Colorado. From our research, we know to a high level of specificity what skills should be tested and how often it should be tested. Each question comes with a set of teaching notes designed to provide teachers insights into each individual question. Administrators can view how his/her school performed, to the level of an individual student and individual question.

### Features

- \*Balanced questions, reflecting the weighting on state test
- \*No extra work for teachers or technology coordinators, in administering tests
- \*Tests delivered automatically each month
- \*Automatic scoring saves teachers the time of grading these tests
- \*Instant results mean teachers and principals have time to react before the end of year state tests
- \*Split ASP-model is supported by a local server and not reliant on the Internet.

### Non-Features

- \*Not related to a specific, published curriculum
- \*No adaptive testing as it is based on grade level standards
- \*Does not allow teachers to "build their own tests"

In State Clients:  
Academy -Edison Elementary  
School -Co. Springs D 20  
Emerson Junior Academy,  
Co Springs D 11  
Sheridan School District  
Wyatt-Edison Charter School,  
Denver Public

## Edison Affiliates

Karen LaFever, 5735 S. Depew Circle  
Littleton, CO 80123 303.730.3371

## MONTHLY ACHIEVEMENT PROFILE

**Chubb-Edison Elementary**  
 New York, New York 10175  
 Principal: Chris Cerf  
 October 2001

Enrollment:	600
% Afr Amer:	12
% Hispanic:	10
% Caucasian:	78

% Free/Red Lunch: 21

### Student Achievement Plan

Created	Yes
Approved	Yes
Reviewed with staff	Yes
Data Analysis	
Completed	Proficient
Reviewed with staff	Yes

### Student Achievement Protocols

Program Implementation	Incomplete
Meeting Indiv. Needs	Developing
Professional Development	Proficient
Embedding Test Formats	Exemplary
Test Admin. Protocol	Proficient
Culture of Achievement	Proficient
Monitoring Achievement	
% Benchmark Tests Taken	95%
Benchmark Results Analyzed by Leads, CCs, or Teachers	Yes

### Student Management Plan

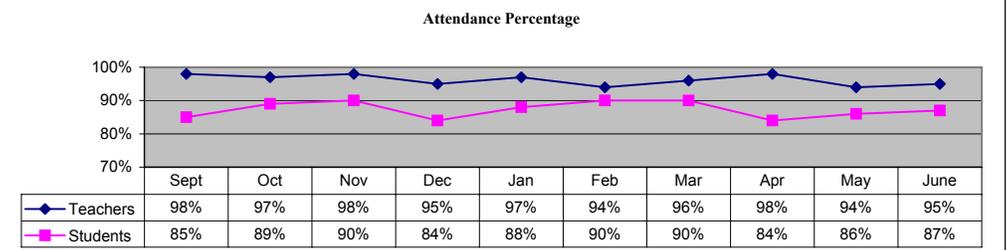
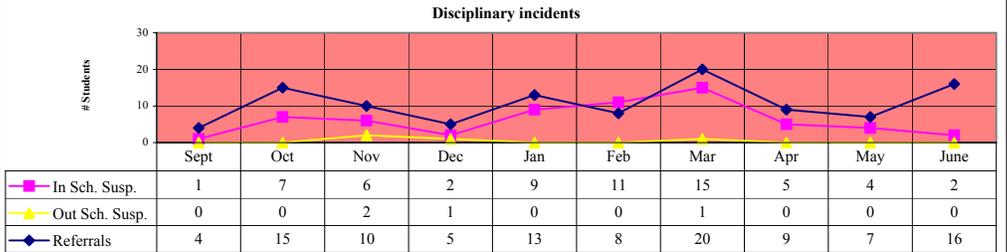
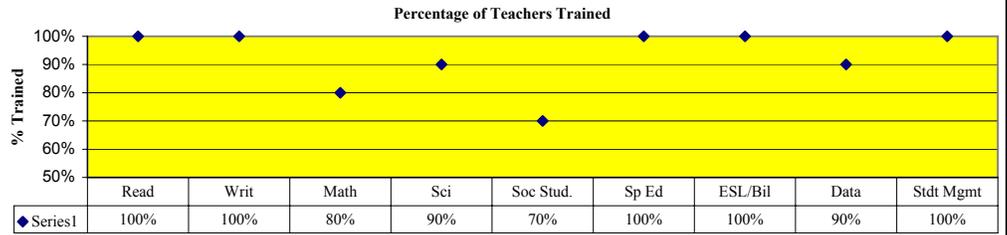
Created	Yes
Approved	Yes
Reviewed with staff	Yes
Plan being followed	Proficient
Safety Plan Created	No

### Organizational Implementation

FASST Team Meeting	Meeting Effectively
Lead Team Meeting	Not Meeting
House Team Meeting	Meeting

### Instruction on Course Elementary

Reading	Proficient
Writing	Proficient
Mathematics	Proficient
Science	Developing
Social Studies	Beginning
Special Education	Proficient
ESL/Bilingual	Proficient
Wilson Reading	Proficient



### Math Benchmark Results

Grade Level		Sept	Oct	Nov	Dec	Jan	Gains	
							Previous Month	Since Sept
Year-end Goal		75%	75%	75%	75%	75%		
Grade 2	Developing	57%	63%	65%	61%	68%	7%	11%
Grade 3	Beginning	50%	40%	45%	50%	53%	3%	3%
Grade 4	Beginning	54%	59%	62%	69%	68%	-1%	14%
Grade 5	Developing	56%	60%	67%	64%	69%	5%	13%
Grade 6	Proficient	40%	55%	57%	63%	68%	5%	28%
Grade 7	Proficient	35%	50%	55%	59%	61%	2%	26%
Grade 8	Developing	49%	65%	70%	70%	73%	3%	24%
Grade 9		0%	0%	0%	0%	0%	0%	0%
Grade 10		0%	0%	0%	0%	0%	0%	0%
Grade 11		0%	0%	0%	0%	0%	0%	0%

### Reading Benchmark Results

Grade Level		Sept	Oct	Nov	Dec	Jan	Gains	
							Previous Month	Since Sept
Year-end Goal		75%	75%	75%	75%	75%		
Grade 2	Developing	46%	51%	59%	62%	68%	6%	22%
Grade 3	Developing	50%	53%	61%	68%	66%	-2%	16%
Grade 4	Beginning	55%	55%	59%	60%	61%	1%	6%
Grade 5	Proficient	53%	60%	64%	67%	72%	5%	19%
Grade 6	Proficient	40%	55%	57%	53%	60%	7%	20%
Grade 7	Proficient	47%	52%	55%	59%	64%	5%	17%
Grade 8	Proficient	45%	47%	50%	54%	56%	2%	11%
Grade 9		0%	0%	0%	0%	0%	0%	0%
Grade 10		0%	0%	0%	0%	0%	0%	0%
Grade 11		0%	0%	0%	0%	0%	0%	0%

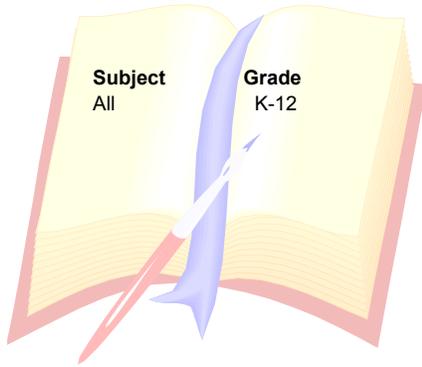
### Language Arts Benchmark Results

Grade Level		Sept	Oct	Nov	Dec	Jan	Gains	
							Previous Month	Since Sept
Year-end Goal		70%	70%	75%	75%	75%		
Grade 2	Developing	49%	55%	64%	69%	74%	5%	25%
Grade 3	Beginning	50%	48%	55%	59%	61%	2%	11%
Grade 4	Beginning	55%	59%	64%	60%	68%	8%	13%
Grade 5	Proficient	53%	60%	66%	70%	69%	-1%	16%
Grade 6	Proficient	40%	55%	57%	59%	60%	1%	20%
Grade 7	Proficient	35%	50%	55%	59%	61%	2%	26%
Grade 8	Proficient	55%	56%	58%	63%	66%	3%	11%
Grade 9		0%	0%	0%	0%	0%	0%	0%
Grade 10		0%	0%	0%	0%	0%	0%	0%
Grade 11		0%	0%	0%	0%	0%	0%	0%

**Source:**

District Curriculum Director	
Achievement Director	
Student Information System	

# Classroom Performance System 3.11



## Description

The Classroom Performance System (CPS) is an affordable and easy to use student response system that increases student attention and test-performance, reduces grading time and produces instant standards-based reports. CPS puts a small remote control pad in the hand of every student. Using specially designed software, the teacher creates multiple choice questions (or downloads pre-made items) that assess student comprehension. Items are then projected on a screen or TV during instructions and student responses are collected via an infrared receiver. The results are then displayed on the screen providing immediate feedback of the learning that has taken place.

## Features

- \* Allows all students to become engaged in classroom discussions without embarrassment
- \* Gives teachers immediate performance feedback on a class or student level
- \* Creates instant standards-based reports
- \* Grades all objective tests, quizzes and homework
- \* Data can be viewed by parents, teachers, principals, administrators
- \* Graphics can be displayed in a variety of formats (e.g. as questions or as answer responses)
- \* Denver metro area on-site support available at no cost

## Non-Features

- \* CPS helps teachers identify specific areas for student needs help, but does not suggest materials for remediation
- \* Only designed to deliver and grade 5-option multiple choice questions
- \* LCD projector or TV monitor not included

## **In State Clients:**

Adams County ISD  
Jefferson County ISD  
Cherry Creek ISD  
Metro State University

**eInstruction Corporation**

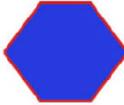
Mr. Steve Huff      720.261.2597  
12453 W. Hoover Ave.  
Littleton CO 80127  
steveh@einstruction.com

Teachers create their own questions or select from a question bank. Questions are projected on an LCD or TV during classroom instruction.

Students response using their remote control keypad and see their number turn blue as the system receives the signal.

Math-Gunter Grade 5 - Question #12

Which figure has only one line of symmetry?

A.  B. 

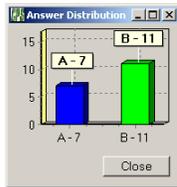
C.  D. 

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 19 Hide Pads  
17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 Grid Close End

La palabra "grandote" contiene el sufijo "-ote". ¿Qué significa "-ote"?



- A. chico
- B.  grande



7

11

Teachers and students receive real-time feedback as to the correct answer, frequency distribution, and percent correct for each item.

Individual scores are not displayed in front of the class so that no student is embarrassed or singled out.

Cumulative % Correct **80**

Question % Correct **61**

18

Print Preview

Question Report

Session: Math-Read 6th Grade  
Class: Default Class

1 Which ordered pairs are shown on the coordinate plane?



Answers

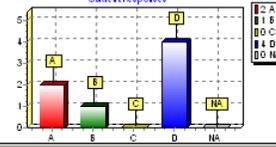
- A (4,3), (3,-1), (2,-3)
- B (4,3), (3,-1), (2,-3)
- C (3,4), (1,-3), (-3,2)
- D (3,4), (-3,1), (3,2)

Students	A	B	C	D*
02, Student	-	-	-	-
06, Student	-	-	-	D
09, Student	A	-	-	-
11, Student	-	-	-	D
17, Student	-	B	-	-
20, Student	-	-	-	D
30, Student	-	-	-	D
Response Percentages	29	14	0	57

Standards

3.5-8.a a. reading and constructing displays of data using appropriate technic

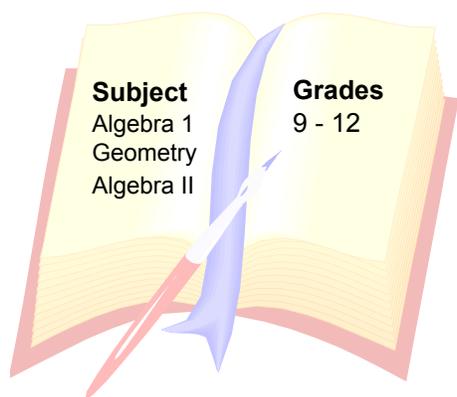
Results



Preview Page 1 of 1

All data is available to teachers in 12 separate reports that can assess both class and individual performance in relation to state or district level standards.

## Cognitive Tutor



### Description

This is a feedback centered course based in both print and in technology. Students spend 40% of their time on the computer working individually with intelligent tutoring software. The software provides students with "just in time" help and functions in a capacity similar to the one-on-one situation a student would encounter when working with a human tutor. Students spend 60% of their time working in collaborative groups focused on student - centered problems. They use tables, charts, and graphs to explain their answers as they create presentations for the class. Students using Cognitive Tutor outperform traditionally taught students on standardized assessments; perform better on complex problem solving and math thinking test and the like because of this unusually helpful feedback tool for both students and teachers.

### Features

- \* Integrates innovative research-based software and print materials
- \* Uses artificial intelligence to accelerate diagnostic feedback
- \* Monitors each student's understanding of individual math skills
- \* Adjust the curriculum based on the feedback culled
- \* Continually tracks and displays skills progression to keep student and teachers aware of gaps and growth
- \* Maximizes time students spend thinking about, talking about mathematics
- \* Give teacher the kind of information necessary to adjust practice

### Non-Features

- \* Is not downloadable into other software databases
- \* Is not intended to be used with other math software

### In State Clients:

Denver Public Schools  
Boulder Valley Schools

## Carnegie Learning

Donna Black 888.851.7094 ext. 476  
[dblack@carniegelearning.com](mailto:dblack@carniegelearning.com)

**scenario**

A rock climber is currently on the side of a cliff 67 feet off the ground. She can climb on average about two and one-half feet per minute.

- When will she be 92 feet off the ground?
- In twenty minutes, how many feet above the ground will she be?
- In 75 seconds, how far above the ground will she be?
- Ten minutes ago, how far above the ground would she have been?

To write the expression, define a variable for the climbing time and use this variable to write a rule for her height above the ground.

Problem BH1T20

**worksheet**

Quantity Name	CLIMBING TIME	HEIGHT ABOVE THE GROUND
Unit	MINUTES	FEET
Expression	T	$67 + 2.5T$
Question 1	10	92
Question 2	20	75
Question 3	75	
Question 4		

**solver**

Solve for t

$$92 = 67 + 2.5t$$

$$-67 \quad -67 \quad \text{Subtract 67}$$

$$25 = 2.5t$$

Tutor computes results | AutoSimplify mode ON

**skills**

- Entering a given
- Identifying units
- Find X, any form
- Write expression, any form
- Correctly placing points
- Changing axis intervals
- Changing axis bounds

**graph**

	Lower Bound	Upper Bound	Interval
X: Climbing Time	-15	30	2
Y: Distance	0.0	120	5

HEIGHT ABOVE THE GROUND

FEET

CLIMBING TIME MINUTES

Sample Problem, Cognitive Tutor Algebra

## MULTI-REPRESENTATIONAL COMPONENTS

### A SCENARIO

The Problem Scenario reflects a realistic situation, so students can draw upon prior experiences. It also poses multiple questions to provide breadth to the problem-solving process.

### D WORKSHEET

As students progress through the curriculum, they learn to generalize specific instances into algebraic formulas. Students complete the Worksheet, which functions similar to a spreadsheet, by recording answers to the questions posed in the Scenario.

### B SOLVER

The Solver encourages students to solve equations within the context of the problem. In this way students learn not only how to solve equations, but why equation solving is helpful beyond math class.

### E "JUST-IN-TIME" HELP

Immediate feedback is given when a student error is made. This allows the student to correct their mistake.

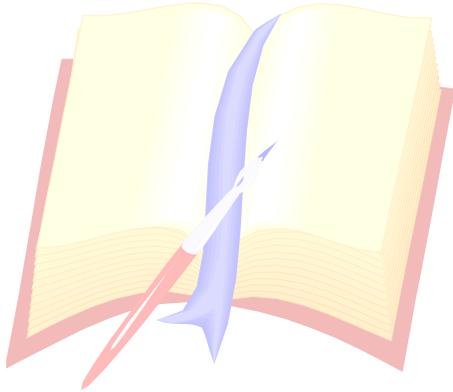
### C SKILLS

Each student's progress on specific mathematical abilities is dynamically tracked and can be displayed on the student's screen. The Tutor monitors the level of understanding of many mathematical skills within a single problem scenario.

### F GRAPH

Students can solve systems of equations graphically using tracers. They set their own boundaries and intervals, label axes and plot and graph points and lines.

## Concert™-Instruction, Classroom, and Assessment



### Description

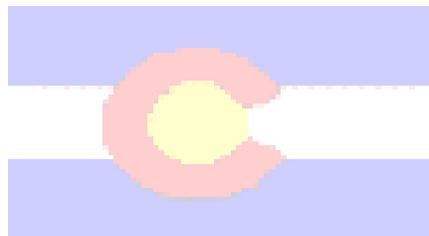
Concert Instruction and Assessment is a comprehensive family of Web-based applications effectively integrating instructional content, assessment, and data management to help teachers teach and students learn. Each member of the education community--students, teachers, parents, and administrators can log on to Concert to accomplish their daily tasks for maximum student achievement.

### Features

- \*Concert is the only system that integrates instruction and planning, assessment, student performance management, standards management, classroom management, and collaboration. access links to prescriptive resources; and manage family calendars.
- \*Parents may view assignments, grades, test scores, standards mastery and attendance; access links to prescriptive resources; and manage family calendars.
- \*Teachers plan instruction; create lesson plans and assignments linked to standards and resources; create, administer, and score assessments on paper or online; communicate with students and parents directly.
- \*Administrators create and manage a district curriculum; access and report aggregated and disaggregated data; and manage multiple school district calendars.

### Non-Features

- \* Non editable
- \* Non exportable



## Pearson Education Technologies

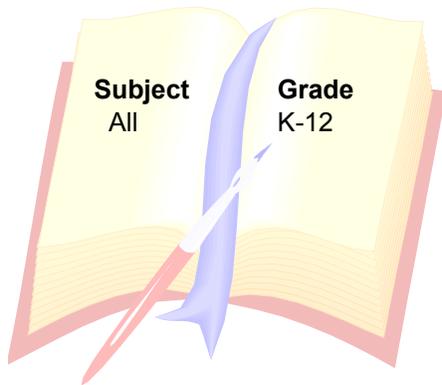
Mark Turner  
1-888-NCSLEARN  
719-548-1232  
[mark.turner@ncslearn.com](mailto:mark.turner@ncslearn.com)

Concert™ Instruction and Assessment  
 from Pearson Education Technologies

The screenshot displays the Concert software interface. At the top, there is a navigation bar with links for 'My Home Page', 'Classroom', 'Curriculum', 'Connections', and 'News and Resources'. The main header area includes the 'Concert' logo and user information for 'Oak Park High School TFACHR Hello, abeckley' on 'Wednesday, Oct 9, 2013'. A left-hand navigation menu lists categories such as 'Accessing standards', 'Instructional Planning', and 'Assessing student performance'. The main content area is titled 'View Item' and shows a breadcrumb trail: 'Math > Grade 3 > Geometry'. The objective is 'Identify 3-Dimensional Shapes'. A table lists item details: Item ID 'SPSMAQ30001', Type 'MA', and Description 'Identify a cube'. Below the table is a 3D diagram of a cube with colored faces (blue top, green front, orange bottom). The question asks, 'What is this three-dimensional figure?'. Four radio button options are provided: 'Rectangle', 'Pyramid', 'Square', and 'Cube'. On the right side, a 'Controls' panel allows for item configuration, including 'Add Hotspot', 'Remove Hotspot', and various coordinate and label settings.

Concert Instruction and Assessment helps teachers author and access standards-aligned test items and tests, assign and deliver tests online or offline with scanner sheets, and automatically populate scores and student standards mastery in an online gradebook.

# CSAP Summary



## **Description**

TurnLeaf's Achievement Management System (AMS) is a web based assessment reporting tool. AMS integrates with student systems to extract student data that is correlated with test data and presented in reports. The AMS is able to encumber multiple tests over multiple years providing a full body of evidence of academic achievement. Instructional leaders are empowered by easily accessing information that helps with making instructional, program and professional development decisions. AMS makes data-driven decision a reality by providing instant and personalized reporting to District Administrators, Building Administrators and Teachers. TurnLeaf is an educational company built for educators.

## **Features:**

- \* Instant one-click reports that can be navigated and drilled into
- \* Data mining made simple with custom report building
- \* Summary reports comparing state, district and school performance
- \* NCLB and AYP reports
- \* Student Portfolios containing all demographic, program enrollment and historical test data
- \* Mapping relevant content (standards definitions, interventions, IEP's, etc.) into reports
- \* Data Entry Utility for test data not stored electronically
- \* Web-base and thin client, end-user only needs Internet Explorer or Netscape
- \* Student System Integrated
- \* Includes data cleansing utility
- \* Export capability
- \* GUI interface, SIF compliant, open architected education solution built by educators

## **Non-Features:**

- \* AMS is a data-mining tool not a data warehouse. Thus, we leverage existing technology requiring only a SQL server.
- \* AMS is not a student information system but is a tool that can extract student system data.

## **In State Clients:**

Fountain-Ft Carson  
Adams County 50  
Cherry Creek Academy  
Harrison School District

# AMS

Paul Johnson 303.679.3144  
[pjohnson@turnleaf.com](mailto:pjohnson@turnleaf.com)

# AMS Home Page

**AMS v.3** Adam Blake - District Administrator Search Help

Home Standard Reports Custom Reports Content Maps

Print Logout AMS Reporter

## HOME PAGE

**TurnLeaf District 51**

### 4th Grade Reading - All Schools

Entity	U	PP	P	A	NS	P + A
Colorado	9	20	60	9	2	69
TurnLeaf	9	28	57	5	1	62

Scores are in percentages

**Report Options**

- ams reporter
- other views of this data
- email report
- related reports

**Navi-Compass**

2001 NA NA By School

**Summary Reports**

**School Performance**

- Current Year
- Current & Last Year
- Our Schools compared to other schools in the State
- More Reports like these

**My Reports**

**Classroom Performance**

- Aspen High - Current Year
- Fir High - Current Year
- Oak Elementary - Current Year
- All of My Reports

**Report Books**

**School Performance**

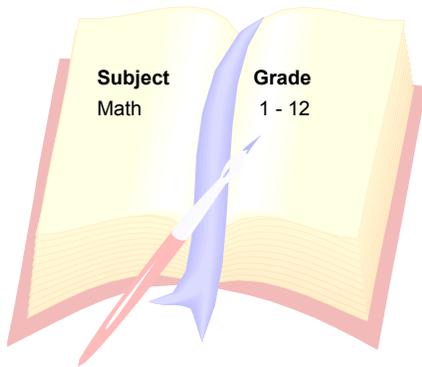
- CSAP Report Book
- iReach Report Book
- Local Benchmarks Report Book
- All Report Books

© 2003 - TurnLeaf Solutions, Inc.

The following table outlines some of the features contained within the home page:

	<p>One of our standard reports showing a comparison of a district to the state using CSAP summary data.</p> <p>Links to some of the other standard reports are shown on the right side of the page.</p>
	<p>The Navi-Compass tool allows a user to navigate from the current report to related reports. The right and left arrows provide a way to move the same report to the last year, or next year. The up and down arrows allow a user to move to a more aggregated view, or less aggregated view.</p>

# CTB Assessment Bank for Colorado (CABC)



## Description

CABC is a software-based program that enables teachers to create classroom assessments using high-quality multiple-choice and constructed response items aligned specifically to Colorado Model Content Standards & Benchmarks and the Assessment Frameworks. Teachers or curriculum staff create tests of varying length, to diagnose students' instructional gaps and generate individual, class & district reports specifically reported by Colorado Assessment Frameworks. The bank contains more than 6,000 quality items, developed by CTB and matched to our state standards. The items can be easily edited & items and passages/text can be added to the system. The CABC bank was carefully and impeccably designed to provide teachers with a flexible, complete, fully aligned Colorado-based diagnostic system.

## Features

- \* Items were matched to standards by Colorado teachers, then additional items were developed to fill-out standards and benchmark coverage
- \* Robust item pool; highest quality items, about 85% multiple choice & 15% constructed response
- \* Drag & drop test creation; scanning, scoring & reporting of student progress towards Colorado Standards
- \* Tests are automatically formatted for printing and paper-pencil administration
- \* Existing items can be edited and new items (both MC & CR) and passages/text can be added
- \* Student responses can be key-entered or scanned in using most popular scanners
- \* Six report templates are provided with the basic system for individual students and class groups
- \* Additional reporting module can be added to produce pre/post and/or longitudinal reports
- \* A content-linked CTB ACTIVITIES BANK FOR COLORADO module was released in late December that coordinates with the item bank content structure and software; this prints out sample lessons based on instructional needs identified by the test results reports

## Non-Features

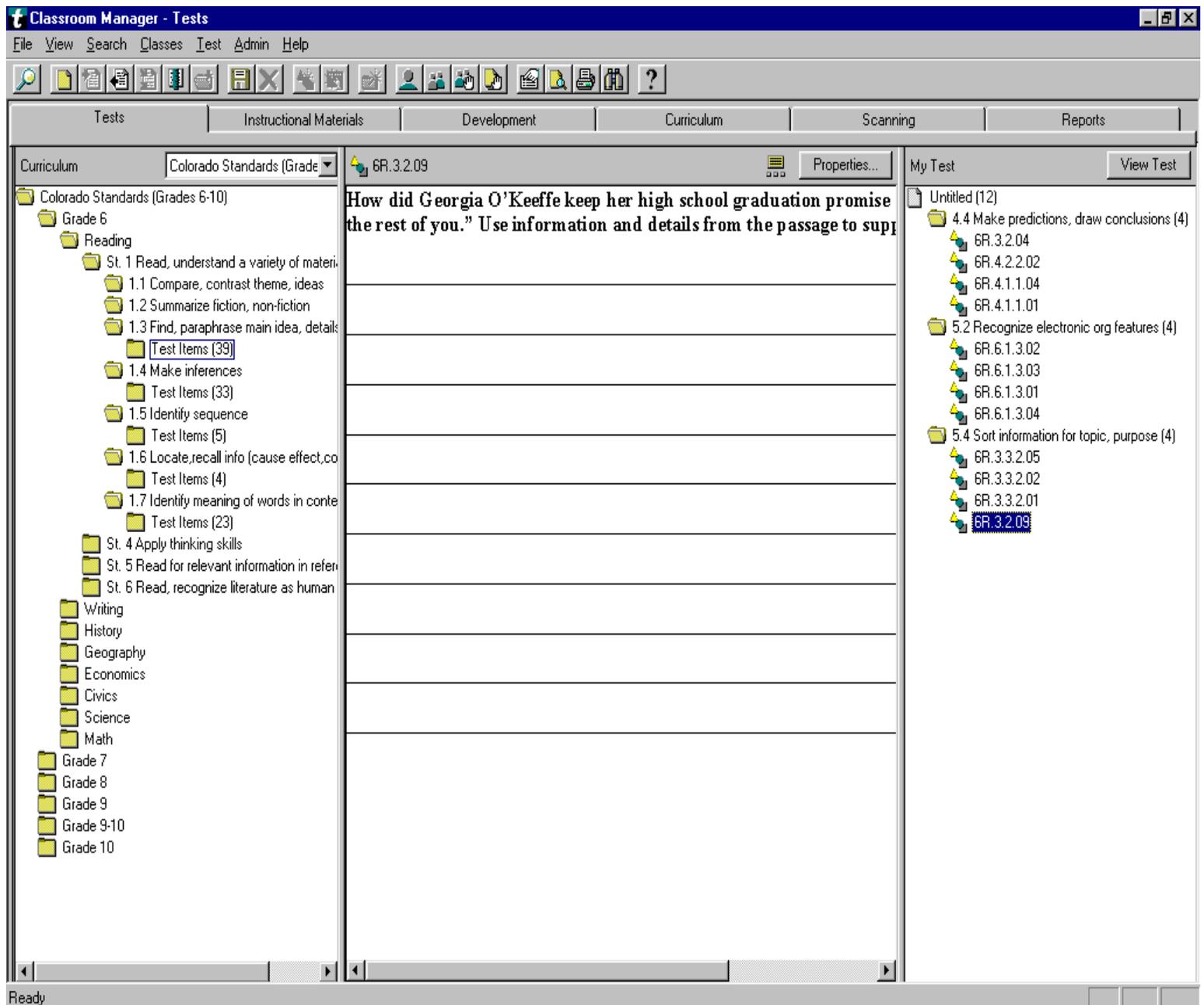
- \* System is currently software-based (not web-based)

## **In State Clients:**

This product is actively being used in over 50 Colorado school districts. References are available on request.

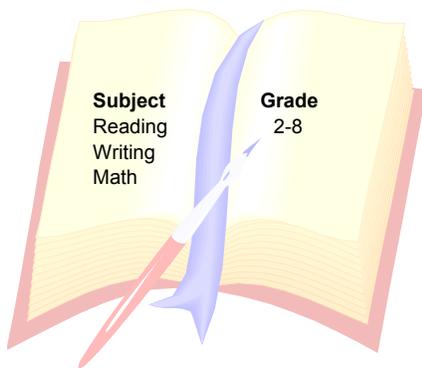
## CTB/McGraw-Hill

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179



This screen shot shows the test development/creation screen where teachers can develop assessments by selecting test items at the standard and/or benchmark level.

# CTB Modules (Testlets) for Colorado



## Description

CTB Modules for Colorado consist of a series of Standards-based mini-tests, or 'testlets'. These were designed for use in schools where there is little or no district or site level staff available to create custom tests using CTB Assessment Banks for Colorado, described elsewhere in this booklet.

The 'testlets' are available in two grade brands: Elementary (2-5) and Middle School (6-8). Each grade level provides either 4 or 5 testlets in Reading/Writing and 5 in Mathematics, carefully aligned to Colorado Standards and Benchmarks. Each testlet is designed to be completed with a single class session, and features about 20% constructed response items. The testlets are also designed to feature balanced representation of the standards and benchmarks.

## Features

- \* Pre-made, ready to copy for the classroom use.
- \* No-prework, item selection, or training required.
- \* Highest-quality items.
- \* Good mix of multiple-choice and CR items.
- \* Testlets feature balanced representation of standards & benchmarks.
- \* Administered in a single class session.
- \* Available in ready-to-print PDF format or print from the companion Classroom Manager (CMS) system, if reporting is desired.
- \* Modules include scoring guides.

## Non-Features

- \* Not available in web-based system at this time.
- \* Preselected testlets; no editing functions.

## **In State Clients:**

Product was released in late December, 2002 so only a few districts have purchased as of early January 2003.

**CTB/McGraw-Hill**

Christi Linton 303-400-3093  
Kent Tamsen 303-429-1442

Microsoft Excel - PreMade Test Structure Gr 4 .xls

File Edit View Insert Format Tools Data Window Help

Standard toolbar with icons for Save, Print, Undo, Redo, Find, and others. Font settings: Arial, 10. Bold, Italic, Underline. Numerical formatting: \$, %, .00, +.00.

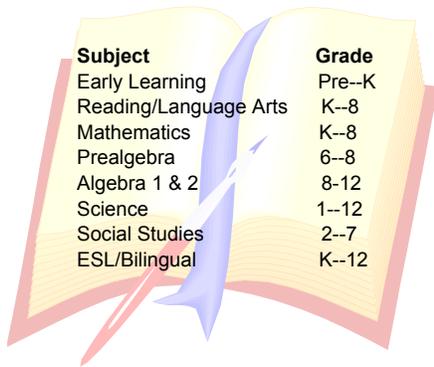
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		<b>Passage</b>	<b>Standards</b>	<b>MC</b>	<b>CR</b>	<b>Extended</b>				<b>Standards</b>	<b>MC</b>	<b>CR</b>	<b>Extended</b>	
2		<b>Type</b>		<b>Items</b>	<b>Items</b>	<b>Task</b>					<b>Items</b>	<b>Items</b>	<b>Task</b>	
3	<b>Grade 4</b>													<i>Subtotal per Form</i>
4														
5	<b>Form A</b>							<b>MATH</b>						
6	Reading	fiction	1 & 4	4	1			Form 1	Number Sense	1	7	2	1	10
7		poem	1 & 6	2				Form 2	Alg Patterns/Functions	2	6	2		8
8		discrete MC	5	1				Form 3	Data, Stat, Prob	3	6	2		8
9		discrete MC	1 & 5		2			Form 4	Geo & Measurement	4 & 5	6	2		8
10		fiction	6	5				Form 5	Op Concepts & Comp	6	5	2		7
11		discrete ER	2			1			<i>Subtotal</i>		<i>30</i>	<i>10</i>	<i>1</i>	
12		<i>Subtotal</i>		<i>12</i>	<i>3</i>	<i>1</i>								
13														
14	<b>Form B</b>													
15	Reading	fiction	1 & 6	4	1									
16		nonfiction	1 & 6	3										
17		nonfiction (2)	1 & 5	3	1									
18		poem	6	3										
19		<i>Subtotal</i>		<i>13</i>	<i>2</i>									
20														
21	<b>Form C</b>													
22	Writing	usage	3	6										
23		word choice	2	3										
24		cap/punct	3	6										
25		<i>Subtotal</i>		<i>15</i>										
26														
27	<b>Form D</b>													
28	Writing													
29		usage	3	6										
30		word choice	2	6										
31		paragraph	2		1									
32		<i>Subtotal</i>		<i>12</i>	<i>1</i>									
33														
34	<b>Form E</b>													
35	Reading	fiction	1, 5, 6	4	1									
36		nonfiction	1 & 4	5	1									
37		functional	1 & 5		2									
38		research	5	1	1									
39		<i>Subtotal</i>		<i>10</i>	<i>5</i>									

This screen shot shows typical standards coverage and number of items for a series of testlets at a given grade level.

Sheet1 / Sheet2 / Sheet3

Ready

# Explorer



Subject	Grade
Early Learning	Pre--K
Reading/Language Arts	K--8
Mathematics	K--8
Prealgebra	6--8
Algebra 1 & 2	8-12
Science	1--12
Social Studies	2--7
ESL/Bilingual	K--12

## Description

CompassLearning Explorer is a key factor in the ongoing formative assessment of students and their placement in appropriate learning paths. Based on core state standards and National Assessment of Educational Progress (NAEP) standards, CompassLearning Explorer diagnoses student competencies on critical national and state objectives. Based on CompassLearning Explorer assessment results, the CompassLearning Odyssey manager prescribes a personalized learning path toward achievement to address the learning needs and styles of every student. CompassLearning Odyssey's manager provides various reports that meet federal NCLB and state accountability requirements.

## Features

- \* Delivers standards-aligned assessments
- \* Assesses students, diagnoses their strengths, and prescribes specific instruction targeting areas of non-mastery
- \* Allows educators to create a custom assessment based on one or more CompassLearning Explorer objectives
- \* Test items are aligned to NAEP reading and math standards as well as the requisite skills building up to those standards
- \* An extensive, internal recursive review process as well as external studies by experts in curriculum and testing, classroom teachers, and students assures the validity and reliability of all test items
- \* Test items have been validated through external studies by experts in curriculum and testing as well as classroom teachers and students
- \* Reports of school and individual student progress over time are available immediately through the manager

## Non-Features

- \* Does not allow for the downloading of other formative assessments
- \* Is not an uploadable to district tools

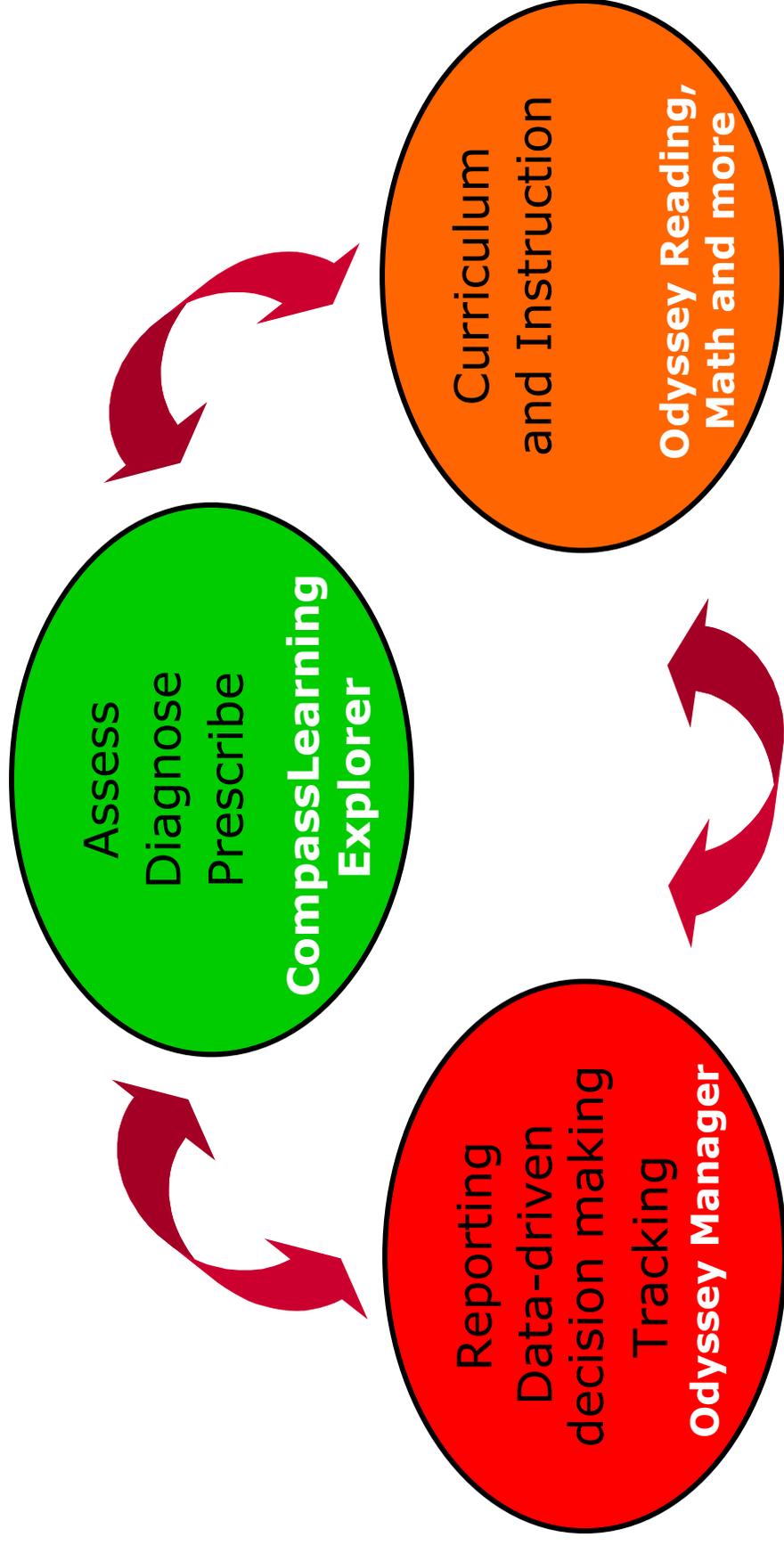
## In State Clients:

None available at this time.

# NCS Learn

Mr. Mark Turner  
718.548.1232  
mark.turner@ncslearn.com

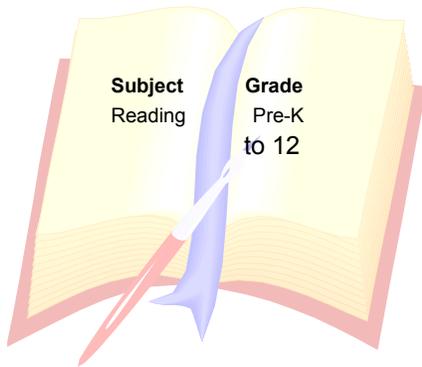
# CompassLearning Comprehensive Software Solutions for Colorado



**Professional Development**

**Technical Support Services**

## Fluent Reader



### Description

Fluent Reader software helps you motivate and monitor the progress of your struggling and beginning readers so they can become confident, motivated, fluent readers.

The National Reading Panel recommends modeled reading and repeated oral reading to develop fluency. Fluent Reader combines these strategies with self-monitoring and information feedback to provide the most effective system to help increase your students' fluency and motivate them to become independent readers.

Fluent Reader takes care of all your record-keeping chores and provides you with key management reports by student or classroom criteria. These reports enable you to quickly zero in on critical areas to adjust goals or levels in a timely, effective manner.

### Features

- \* Helps you improve the fluency of your struggling and beginning readers.
- \* Helps you close the gap between your struggling readers and their peers.
- \* Gives students valuable, motivating reading experiences.
- \* Allows you to manage repeated oral reading without taking up classroom time.
- \* Helps you improve students' independent reading abilities.
- \* Provides a placement test to start students off at just the right level.
- \* Identifies words that are causing difficulty.
- \* Offers 408 adaptations from fiction, nonfiction, and poetry to give students reading practice.
- \* Based on the Recommendations of the National Reading Panel. \* Helps you meet the Fluency Instruction requirements of the No Child Left Behind Act.
- \* Provides reports that help you guide students to improve their fluency.
- \* Features recorded-voice audio of a proficient reader modeling the passages.
- \* Allows students to work at computers, at their desks, or at home.

### Non-Features

- \* No integrating of software with other reading software
- \* No links to district data warehouse.

### **In State Clients:**

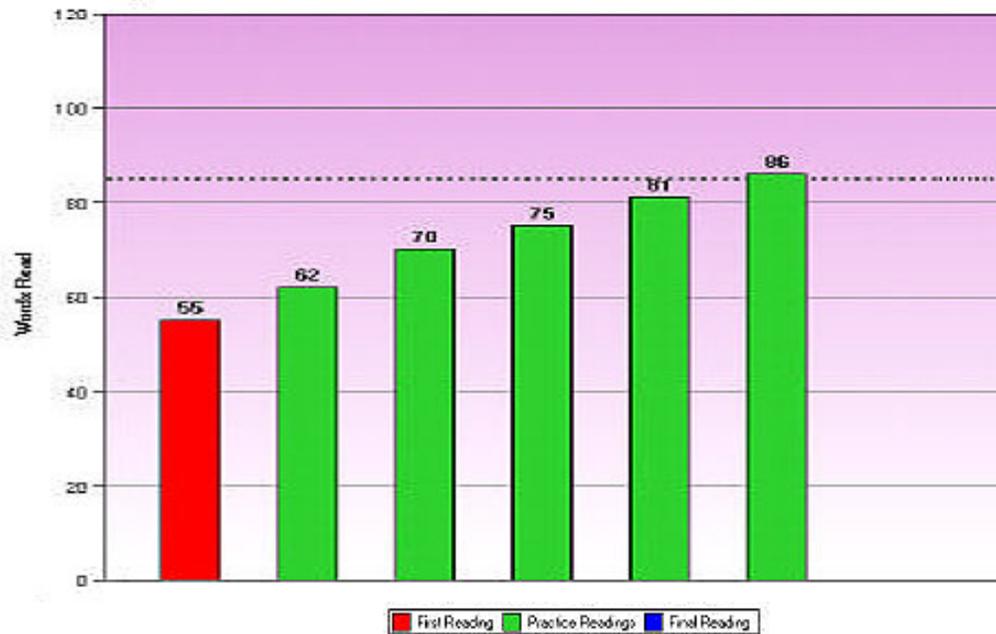
Aragon Elementary School, Fountain  
Dolores Elementary School, Dolores  
South Valley Middle School, Platteville

## Renaissance Learning

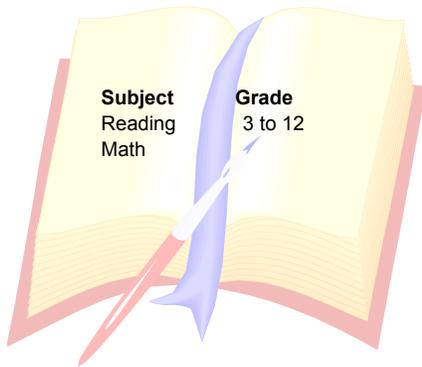
Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

### Casey at the Bat

The student's goal is to read 85 words in one minute.



# Homeroom.com



## **Description**

Homeroom.com is an online formative assessment and benchmarking tool aligned to Colorado content standards and tests for grades 3-12.

## **How Homeroom works:**

**Assess:** Students complete teacher-generated quizzes and full-length exams aligned to Colorado tests. Administrators can also assign tests to benchmark students' skill levels across schools and districts.

**Analyze:** Teachers track their entire class's performance and measure individual students' skill strengths and weaknesses. Homeroom's skill reports are updated as soon as each student completes an assignment. Administrators can track performance and usage across an entire school or district and disaggregate the data by demographic groups.

**Act:** For every tested skill Homeroom provides 25-30 academic activities, including lessons, online activities, and teaching tips for teachers, parents, and students.

## **Features**

- \*Assesses student skill mastery in alignment with Colorado content standards and tests.
- \*Provides teachers and administrators with up-to-the-minute student performance data on each skill, as well as tracking improvement over time.
- \*Allows teachers to individualize instruction with skill-specific lessons and activities that can be assigned to individual students for skill remediation or enrichment.
- \*Teachers and administrators receive intensive on-site training to ensure all members of the school community can use Homeroom effectively.
- \*Ongoing phone, email and live chat customer support is available.
- \*Tests, quizzes and activities can be completed online, or on paper.
- \*Improves parent involvement; parents can log in to view their child's progress and have access to activities they can use at home for further remediation.
- \*Delivered as a one-year web based subscription product, so content can be constantly updated as changes to standards and tests occur.
- \*Homeroom is part of The Princeton Review's complete state test preparation solution, which also includes printed Practice Tests & Reports, Professional Development Seminars, and Skills Review Books. In particular, our seminar on Data Driven Instruction helps teachers learn to analyze and apply student performance reports from Homeroom or Practice Tests to individualize classroom instruction.

## **Non-Features**

- \* Not a warehouse tool.
- \* Not a district OLAP tool.

## **In State Clients:**

Branson School District

# The Princeton Review

Liz Ralston 1-800-738-4392 x 1182  
lizr@review.com  
k12.princetonreview.com

The Princeton Review - Your Reports - Microsoft Internet Explorer

Address: http://teacher.homeroom.com/reports/ClassAssignmentTestPeif.asp?TaskID=230788&TestID=52292563

**The Princeton Review** **homeroom** Sign Out

This class is: **Math, Grade 6** Class Selector: Select... [Interactive Tutorial](#) [Help](#)

[Your Homepage](#) [Class Mainpage](#) [Class Settings & Roster](#) [Create & Review Assignments](#) [Your Reports](#) [Skill Resources](#)

[SKILL PERFORMANCE](#) | [TEST RESULTS](#) | [COMPARE TESTS](#)

**My Homeroom**

Ms. Gordon  
kareng12  
Market School

- [Your Homepage](#)
- [Your Mailbox](#)
- [Your Toolbox](#)
- [Your Information](#)
- [Customer Support](#)
- [E-mail Us](#)
- [Interactive Tutorial](#)
- [Sign Out](#)

**Features**

- [Test-Taking Strategies](#)  
Grades 3 - 5  
Grades 6 - 8  
Grades 9 - 12
- [Assessment Advisor](#)
- [Parent Take-Home](#)
- [More From K-12 Services:](#)  
[Practice Tests](#)  
[Professional Development](#)  
[Skills Review Books](#)
- [Tell a Friend](#)

**Your Reports** Skill-based Results

This Skill-based Report provides you with a breakdown of class performance for each skill on this test. The numbers in the Advanced, Proficient and Basic columns tell you the number of students who scored within each of these achievement levels. To view the list of students in each achievement level, click on the number in the appropriate column. To view the questions associated with each skill, click on the number in the Questions column. To access resources for a skill, click on the skill name.

**Test:** Offline Test - Due 5/8/2002  
**Class Average:** 28%  
Number of Students who have not yet started this test: 0

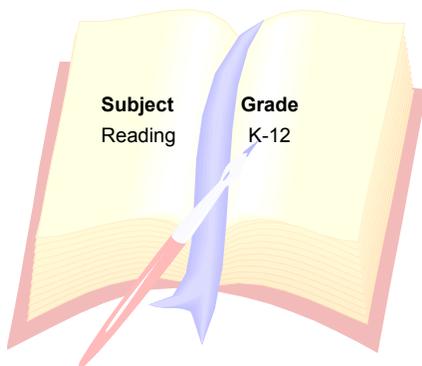
[Printer-Friendly Format](#)

	# Quests.	Class Avg.	● Adv.	▼ Prof.	● Basic
<b>Geometry</b>	2	10%	0	0	1
<a href="#">Naming and Describing Shapes Based on Vertices, Edges, Faces, and Angles*</a>	1	20%	1	0	4
<a href="#">Describing Transformations of Polygons in terms of Rotation, Translation, and Reflection*</a>	1	0%	0	0	5
<b>Total</b>	<b>10</b>	<b>28%</b>			

Reports for this Test

- [Student Scores](#)
- [Skill-based Results](#)
- [Question Details](#)
- [Compare Tests](#)
- [Back to Test List](#)

# HOSTSLink Language Arts



## Description

HOSTSLink interventions use a structured mentoring delivery strategy supported by technology to accelerate student achievement. HOSTSLink systems are frequently employed to serve Title I, special education, and English language development student populations in grades K-12.

## Features

- \* Standalone software; PC or Mac
- \* Developmentally and age-appropriate instruction
- \* Individualized instruction designed and supervised by a teacher, delivered by trained volunteers 1:1
- \* Diagnostic assessment and prescriptive instruction
- \* Continuous monitoring of progress and adjustments made to daily instruction
- \* Supplemental not a curriculum; supports curriculum (standards and basal series) in place
- \* Thirty years of success; guaranteed student acceleration of 1.0 reading levels or more
- \* Includes early literacy, word analysis, vocabulary, comprehension, and study skills
- \* Daily integration of literature, reading, vocabulary, writing, and objective reinforcement
- \* Onsite initial and ongoing support and training

## Non-Features

- \* Not currently Internet-based
- \* Not a reading curriculum

## **In State Clients:**

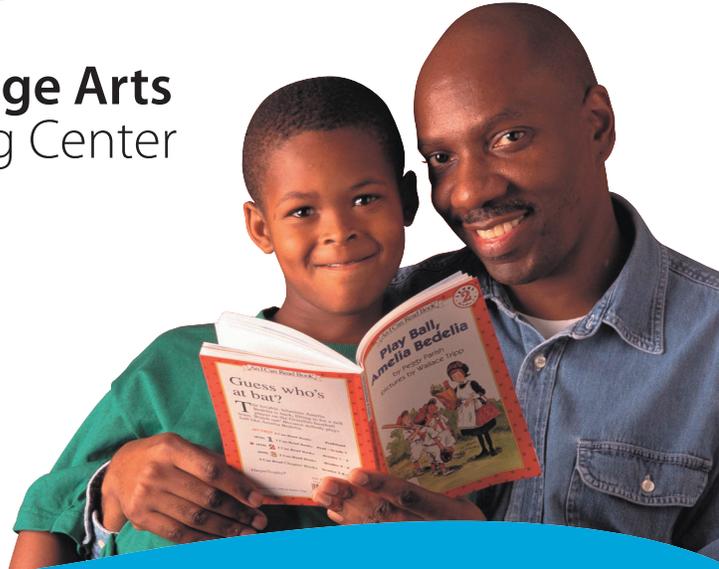
Kemp Elementary School  
Skyline Elementary School  
Canon City School District

# HOSTS Learning

Mr. Ed Graff 877-489-9048  
222 NE Park Plaza Drive, #230  
Vancouver, WA 98684-5800  
egraff@hosts.com



# Language Arts Learning Center



Opening screen for HOSTLink Language Arts program.

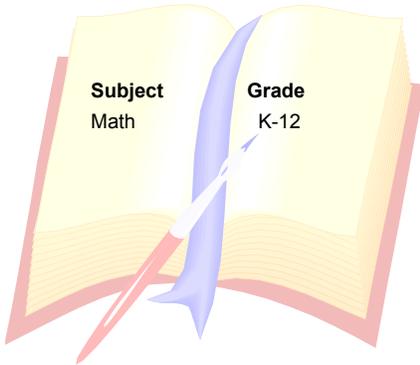
Generate a student prescription.

STUDENT OBJECTIVE PRESCRIPTION		Page 1
FOR: Mary Lopez		Date: 01/07/2008
Int Lvl: RPPH		RL: 3
Teacher: none		Grade Level: 4
2008 HOSTS Learning		
Rd Lvl	Qty	Mat Int Lvl Title, Publisher, Copyright / [GA Resource] Assignment
C1.0		main idea INITIAL INSTRUCTION
2	1 R	---HM Classic Series, The, Or 2 - Man Without a Country, The, Edon Publishing, 95 [GA 000.85 ] Stories 61,62,63,64,65,66,67,68,69,70
2	1 C	RPPH HOSTS LA Activity Cards (2nd Ed.), Critical Thinking Act. Cards (2nd Ed.), HOSTS; 98 [0 380.16 ] Card 1, 2, 3, 4, 5, 7, 56
2	1 C	RP--- HOSTS LA Activity Cards (2nd Ed.), Story Prompt Activity Cards (2nd Ed.), HOSTS; 98 [0 380.17 ] Card 5
2	1 I	RPPH HOSTS LA Attack Pack (2nd Ed.), HOSTS; 98 [GA 380.29 ] Objective 3
2	1 C	RPPH HOSTS LA Recipes for Success (2nd Ed.), HOSTS; 98 [GA 380.15 ] Recipe 5.006(S); 5.056(S); 5.010(S) response form 5.010a,b; 5.017(S) response form 5.017; 5.019(S) response form 5.019; 5.056(S); 5.056(S) response form 5.056; 5.062(S) response form 5.062
2	1 R	-P--- Reading Comprehension, Tools for Tackling Text; CTP; 00 [A 211.17 ] 60-68,69-70,71-72
2	1 B	-P--- Very First Chapters; Giants Alive; MCP; 00; LX:450, RL:20, OR:L, DRA:24 [GA 600.39 ] T21,T26
PRACTICE/APPLICATION		
3	1 B	-P--- First Chapters; Secrets of the Rainforest; MCP; 99; LX:690, OR:N, DRA:30 [GA 602.35 ] 85,90
3	1 C	RPPH HOSTS LA Activity Cards (2nd Ed.), Critical Thinking Act. Cards (2nd Ed.), HOSTS; 98 [0 380.16 ] Card 1, 2, 3, 4, 5, 7, 56
3	1 I	RPPH HOSTS LA Attack Pack (2nd Ed.), HOSTS; 98 [GA 380.29 ] Objective 3
3	1 C	RPPH HOSTS LA Recipes for Success (2nd Ed.), HOSTS; 98 [GA 380.15 ] Recipe 5.006(S) response form 5.062a-f; Recipe 2.031(S) response form 2.031; 3.003(E); 3.004(S); 3.005(S); 3.055(S); 3.056(S); 5.010(S) response form 5.010a,b; 5.017(S) response form 5.017; 5.019(S) response form 5.019; 5.056(S); 5.056(S) response form 5.056; 5.062(S) response form 5.062
3	1 C	RPPH HOSTS LA Recipes for Success (2nd Ed.), HOSTS; 98 [GA 380.15 ] Recipe 5.006(S) response form 5.062a-f; Recipe 2.031(S) response form 2.031; 3.003(E); 3.004(S); 3.005(S); 3.055(S); 3.056(S); 5.010(S) response form 5.010a,b; 5.017(S) response form 5.017; 5.019(S) response form 5.019; 5.056(S); 5.056(S) response form 5.056; 5.062(S) response form 5.062

Print a student prescription.

Preview a student prescription on screen.

# HOSTSLink Math



## Description

HOSTSLink is a suite of interventions for students in reading readiness, language arts, mathematics, English language development, and Spanish language arts. HOSTSLink interventions use a structured mentoring delivery strategy supported by technology to accelerate student achievement. HOSTSLink systems are frequently employed to serve Title I, special education, and English language development student populations in grades K-12. See [www.hosts.com](http://www.hosts.com) for more information

## Features

- \* Standalone software; PC or Mac
- \* Developmentally and age-appropriate instruction
- \* Individualized instruction designed and supervised by a teacher, delivered in small groups
- \* Diagnostic assessment and prescriptive instruction
- \* Diagnostic system includes criterion referenced assessment through algebra
- \* Continuous monitoring of progress and adjustments made to daily instruction
- \* Supplemental not a curriculum; supports curriculum (standards and basal series) in place
- \* Thirty years of success; guaranteed student acceleration of 1.0 or more
- \* Includes basic facts, math vocabulary practice, problem solving, and objective reinforcement
- \* Onsite initial and ongoing support and training

## Non-Features

- \* Not currently Internet-based
- \* Not a math curriculum

## **In State Clients:**

Thornton Middle School  
Adams 12 Five Star Schools  
Gilpin County Elementary School

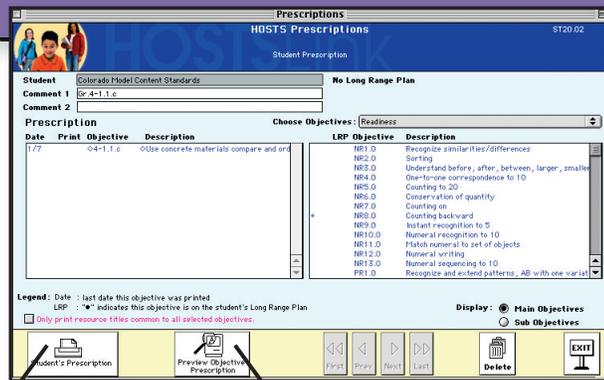
# HOSTS Learning

Mr. Ed Graff 877-489-9048  
222 NE Park Plaza Drive, #230  
Vancouver, WA 98684-5800  
[egraff@hosts.com](mailto:egraff@hosts.com)

# Math Learning Center



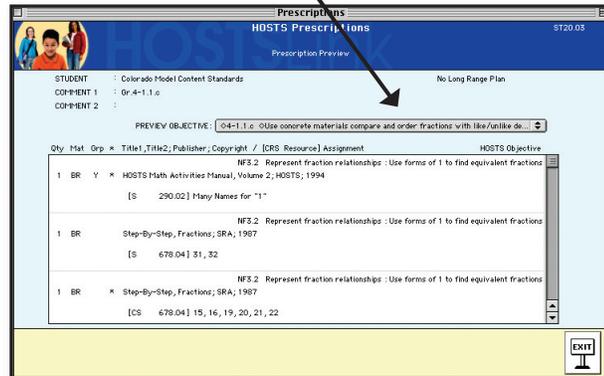
Opening splash screen for HOSTLink Math program.



Generate a student prescription.

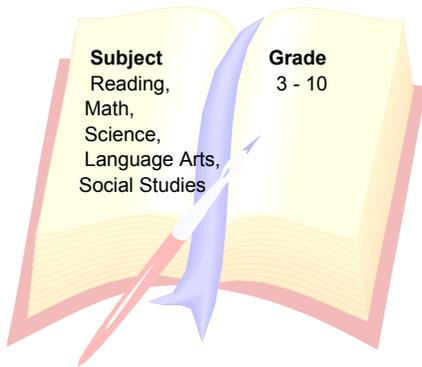
Student Prescription	
FOR : Colorado Model Content Standards Gr 4-1.1.c	
© 2003 HOSTS Learning	Page: 1
City, State, Title1, Title2, Publisher, Copyright / [CRS Resource] Assignment	Date: 01/07/2003
<b>04-1.1.c Use concrete materials compare and order fractions with like/unlike denominators.</b>	
NF3.2 Represent fraction relationships: Use forms of 1 to find equivalent fractions: HOSTS Math Activities Manual, Volume 2; HOSTS; 1994	
1 BR Y *	[S 290.02] Many Names for "1"
1 BR	[S 678.04] 31, 32
Step-By-Step, Fractions; SRA; 1987	
1 BR *	[CS 678.04] 15, 16, 19, 20, 21, 22
Step-By-Step, Fractions; SRA; 1987	
1 BR *	[CS 678.04] 15, 16, 19, 20, 21, 22
Frac Deck, 34 Activity Cards; HOSTS; 2000	
1 C *	[CRS 759.34] Equivalent Fractions Are Equal
Frac Deck, 34 Activity Cards; HOSTS; 2000	
1 C *	[CRS 759.34] Cross Products/Denominator Details, Equivalent Fractions Are Equal/Percentages In Sports, Simplest Form/Lowest Terms
Fractions, Numeration; HOSTS; 1994	
1 K	[S 761.00] NF3.4 Lesson 1
P04.0 Decimal, fraction, and percent equivalents	
HOSTS Math Activities Manual, Volume 5; HOSTS; 1994	
1 BR *	[S 290.04] Tri This!
1 B *	[C 520.07] 40-42
Connections: Linking Manip to Mathematics, Grade 7; Creative Pub., Inc.; 1991	
1 B	[S 348.54] 39-40, 41-42
Excel In Mathematics Level 6, Fractions, Decimals and Percents; Modern Curriculum; 1990	
1 B	[S 652.05] Making You Percentable (1...11 unit)
Minneapolis General Math Project (GMMP), Reasonably Close Encounter (Estimation), Dale Seymour Pub.; 1988	
1 BR	[S 652.05] Making You Percentable (1...11 unit)
Frac Deck, 34 Activity Cards; HOSTS; 2000	
1 C *	[CRS 759.34] Value of Money

Print a student prescription.



Preview a student prescription on screen.

# i-know™ online assessment



## Description

I-know is a high-quality, formative, diagnostic online assessment system that helps direct classroom instruction. I-know is easy-to-use, interesting, challenging, and helps build skills and improve subject knowledge. It is web-delivered & offers immediate results in usable, diagnostic student and class level reports. I-know test content is based on national standards set by NCTM, IRA & NCTE. Each grade level (grades 3-10) features 4 separate tests that measure skills in 5 or 6 content strands for each subject. Students can take the 4 grade level tests as many times as desired in a given calendar year. Three excellent reports are provided; one for students and two for teachers. To experience the i-know system, with sample items, log onto CTB's website ([www.ctb.com](http://www.ctb.com)).

## Features

- \* Instant scoring and reporting
- \* Low cost classroom assessments
- \* Instant diagnostic reports to immediately target instruction
- \* CTB/McGraw-Hill's highest quality item development
- \* Pricing allows for unlimited use of all purchased content for a calendar year
- \* Math strands include Algebra, Data Analysis & Probability, Geometry, Measurement, and Number & Operations
- \* Reading strands include Vocabulary, Basic Understanding, Analyze Text, Evaluate and Extend Text, Text Organization & Research Skills.
- \* Unique interface/User friendly, browser based, tutorial provided, personalized technical support and customer service via phone, email, or fax.

## Non-Features

- \* The product includes only multiple choice items at this time.
- \* At this time, the product is reported according to national standards, not specifically by Colorado Model Content Standards.

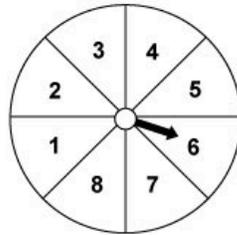
## **In State Clients:**

A list of current Colorado customers is available upon request.

## **CTB/McGraw-Hill**

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179

Juan made the spinner below.



15. What is the probability the spinner will land on a number greater than five?

- A  $\frac{1}{5}$ 
 B  $\frac{3}{8}$ 
 C  $\frac{5}{8}$ 
 D  $\frac{1}{2}$

YOU ARE HERE

YOUR ANSWER IS: B

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

GO BACK

GO ON

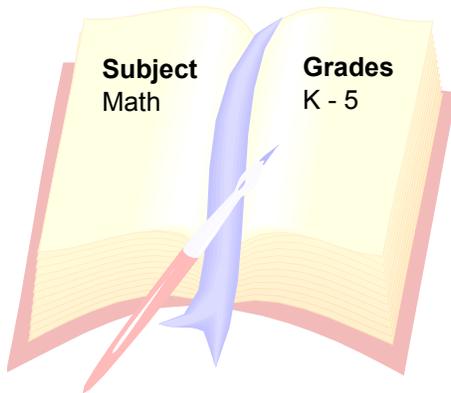
MARK FOR LATER REVIEW

### Performance Grouping Report

**Scheduler:** Jerry Walker   
 **Level:** 3   
 **Test Administration:** Usability Reading 3A   
 **Test Name:** i-know Reading  
**Form:** A   
 **Scheduler Node:** Usability System   
 **Test Window:** 05/31/2002 - 08/31/2002  
**Report Date:** 07/03/2002

	<input type="checkbox"/> less than 24%	<input checked="" type="checkbox"/> 25% - 49%	<input checked="" type="checkbox"/> 50% - 74%	<input type="checkbox"/> 75% - 100%
<b>Analyze Text</b>	A, Student F, Student H, Student V, Student	C, Student L, Student	Q, Student S, Student	O, Student Z, Student
<b>Basic Understanding</b>	F, Student L, Student	A, Student C, Student H, Student S, Student V, Student	Q, Student Z, Student	O, Student
<b>Evaluate and Extend Meaning</b>	C, Student H, Student	A, Student F, Student L, Student Q, Student V, Student		O, Student S, Student Z, Student
<b>Research Skills</b>	A, Student H, Student V, Student	F, Student Q, Student S, Student	C, Student	L, Student O, Student Z, Student

# InteGrade® Pro Web-based Gradebook



## Description

InteGrade Pro is a Web-based gradebook that offers up-to-date grade information and built-in reports. Teachers input scores at their convenience--InteGrade Pro calculates the grades automatically. Use InteGrade Pro to produce score and missing assignment lists to give students a clear picture of their standing and what is expected of them. Or keep your class on track by calculating up-to-the-minute grades and posting class performance on homework, quizzes, and exams.

InteGrade Pro stores each teacher's classes in a single gradebook file, yet creates as many spreadsheets per class as needed. Record demographic data for each student; attach notes to student names, tasks, scores, classes, and spreadsheets; and group task type by subject matter.

Customize extra field titles and tasks, record attendance by clicking on a graphical seating chart with student pictures.

## Features

- \* Anywhere, anytime access via the Web, so you can update your gradebook anytime, at school, home or elsewhere.
- \* Available for deployment on your Local Area Network (LAN) or via our School CONNECTxp application service provider (ASP).
- \* Integrates with instructional, student information, and parent collaboration software to maximize capabilities and eliminate repeated data entry.

## Non-Features

Not able to integrate with other software gradebooks.

## In State Clients:

Littleton Public Schools

Aurora Public schools

# Pearson Education Technologies

Mark Turner

719-548-1232

[Markturner@ncslearn.com](mailto:Markturner@ncslearn.com)

# InteGrade® Pro Web-based Gradebook from Pearson Education Technologies

**InteGrade Pro - [English 11 - Term Tasks (Numeric)]**

File Edit Setup Tasks Reports View Window Help

Class: English 11 Show: Tasks/Students/Notes  
 Spreadsheet: Term Tasks (Numeric) View: Task View

	Due Date	Task Name	Out Of Raw	Scale Factor	Class Avg (%)
1	1998/01/09	Othello Quiz	10.0	1.0	66.5
2	1998/01/15	MacBeth Quiz	15.0	1.5	71.7
3	1998/02/04	Shakespeare Exam	40.0	1.0	69.9
4	1998/02/12	Foundation Series Book Report	15.0	1.0	60.2
5	1998/03/06	I, Robot Quiz (Asimov)	14.0	1.0	69.2
6	1998/03/18	Asimov Exam	32.0	1.0	68.8
7	1998/03/27	Shakespeare/Asimov Compared	50.0	1.0	61.7
8	1998/04/03	Alice in Wonderland Quiz	15.0	1.0	68.2
9	1998/04/09	Through the Looking Glass Quiz	10.0	1.0	68.3
10	1998/04/24	Poetry of Lewis Carroll Exam	43.0	1.5	65.0
11	1998/05/04	Analysis of Fool on the Hill	15.0	1.2	61.4

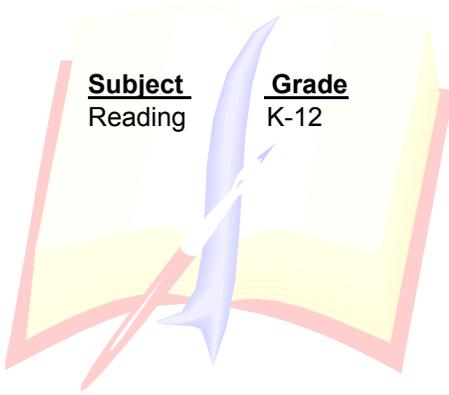
Student Number	Student Name	Othello Quiz	MacBeth Quiz	Shks prExm	FndtrSrsBkRprt	I.RbtQz/Asimov	Asimov Exam	Shkspr/Cmprd	AlclnWn drlndQz	ThghLkngGlsQz	PtryDLwsChEx	AnlysrFIHl	%	Letter Grade
1	948311 Churchill, Darwin	6.0	9.0	23.0	NHJ	7.5	18.0	22.5	Away	Away	17.0	9.0	46.3	D
2	465874 Henriquez, Juanita	2.0	7.0	17.0	E	11.0	20.0	27.0	8.0	6.0	30.0	10.0	55.5	C-
3	649780 Honii, Keiko	6.0	14.0	35.0	C+	10.0	22.0	27.0	11.0	6.0	26.0	6.0	INC	INC
4	634758 Johnson, Johann	5.0	8.0	22.0	E	2.0	17.5	NHJ	6.0	5.0	19.0	Lost	38.2	E
5	638695 L'Indquist, Cal	7.5	12.0	22.0	B	12.5	22.0	33.0	12.0	8.0	21.0	14.0	66.3	C
6	978564 Lee, Elwood Brock	8.5	13.0	39.0	A	13.5	31.0	47.0	13.0	8.0	41.0	11.0	91.6	A
7	382598 Leech, Shawn	6.0	9.0	26.0	D	7.0	17.0	24.5	Skip	Skip	Lost	8.0	43.6	D
8	442390 LeFranc, Alma Bea	9.0	14.0	38.5	A	12.0	30.0	45.0	14.0	8.0	38.0	14.0	91.7	A
9	496811 McTavish, Anne	Trip	13.0	32.0	C+	9.5	25.0	38.0	11.0	7.0	33.0	14.0	78.2	B
10	687385 Nakamura, Wendy	7.0	13.0	32.0	C	12.0	19.0	39.0	13.0	9.0	36.0	9.0	80.4	B
11	867001 Ostrowski, Vladimir	n/en	n/en	24.0	B	11.0	29.0	44.0	13.0	10.0	38.0	16.0	88.7	A
12	643254 Sandhu, Pamit	5.0	9.0	28.0	C+	9.0	20.5	30.0	10.0	6.0	27.0	12.0	66.8	C+
13	392337 Sanseverino, Toni	7.0	9.0	24.5	C-	11.0	19.0	36.0	12.0	7.5	31.0	7.0	66.9	C+

Notes for task: "Through the Looking Glass Quiz"  
 'T was brillig, and the slithy toves did gyre and gimble in the wabe. All mimsy were the borogoves, and the mome raths outgrabe.  
 Beware the jabberwock, my son; the jaws that bite, the claws that scratch - beware the JubJub bird, and shun the fumingious Bandersnatch.  
 He took the vorpal sword in hand, long time the manxome foe he sought. So rested he by the TumTum tree, and stood a while in thought.

Licensed to: National Computer Systems Site Number: 85210 Cls Avg: 67.5%

Easily curve scores and calculate up-to-the minute grades with InteGrade Pro.

## LearnerLink Language Arts



### Description

LearnerLink is an Internet-based classroom tool for teachers, giving them an easy method to manage classroom reading instruction. LearnerLink includes sub skill level formative assessments, which may be administered online or offline. LearnerLink uses assessment data to create individual or group lesson plans using the reading textbooks and supplemental materials available in the classroom. LearnerLink lessons are correlated to local, state, and national reading and writing standards as well as to most standardized assessment frameworks. LearnerLink assessment information may be aggregated at the classroom, building, school, district, or state levels. See [www.learnerlink.com](http://www.learnerlink.com) for more information.

### Features

- \* Internet-based
- \* Standards (national, state, or local), assessments, and instructional resources are linked and aligned
- \* Online diagnostic assessments identify individual and group learning gaps and track progress
- \* Personalized lessons for individuals or groups
- \* Prescriptions list specific assignments available to the teacher to teach to the deficiencies identified
- \* Specific assignment information for resources available in each classroom
- \* What is required, what is taught, and what is tested are aligned
- \* Student data can be easily exported

### Non-Features

- \* Assessment format is limited to multiple choice at this time

### In State Clients:

LearnerLink is a new product. There are no classroom LearnerLink sites in Colorado at this time.

See HOSTSLink for Colorado sites with the intervention system.

## HOSTS Learning

Mr. Ed Graff  
222 NE Park Plaza Drive, #230  
Vancouver, WA 98684-5800

877-489-9048  
[egraff@hosts.com](mailto:egraff@hosts.com)



## Language Arts In the Classroom



Colorado Demonstration, Colorado

HOME MY ACCOUNT HELP SIGN OFF

**LearnerLink A Colorado Demo**  
David Barton

Directions: Read the passage. Afterwards, fill in the circle of the best answer according to the passage. Remember to reread the passage to check your answer.

**The White House**

The White House is the most famous house in America. It is located at 1600 Pennsylvania Avenue in Washington, D.C. It is the home of the President of the United States. When the President is at home, the flag flies from the roof. The flag is taken down when the President goes away. The President and first family are guarded night and day. Special policemen watch every door.

The White House special policemen work to see that \_\_\_\_\_.

- the President is always at work
- the President and first family are safe
- the country is on guard

Question 2 of 3 covers CL.2 @ 3

Assesments align with national, state, or local standards and track progress toward attainment of critical benchmarks.

Colorado Demonstration, Colorado

HOME MY ACCOUNT HELP SIGN OFF

**Edit Prescription**  
for Susan Kannard (988756)

You can analyze this prescription and remove unwanted entries. Once you have the results you want, you can either create a similar friendly prescription, which can be printed from your browser or download the prescription to your word processor.

**Reading Level 3**

HOSTS Language Arts : Word Analysis : 'un'/'non'/'in'

**Title:** Close Reading Inhib: Grade 3  
**Publisher:** Haves School Publishing Co.  
**Resource #:** 10.349.85  
**Material Type:** Reproducible  
**Availability:** Personal  
**Assignments:** 10  
**Learning Style:** Analytic

**Title:** Home Wordbooks: Prefixes and Suffixes  
**Publisher:** Carson/Dellosa Publishing Co., Inc.  
**Resource #:** 10.043.12  
**Material Type:** Reproducible  
**Availability:** Personal  
**Assignments:** 24.25  
**Learning Style:** Analytic/Global

**Title:** Home Read and Understand: Grade 3  
**Publisher:** Evan-Moor Educational Publishers  
**Resource #:** 10.252.91  
**Material Type:** Reproducible  
**Availability:** Personal  
**Assignments:** 43.60000

**HOSTS Language Arts : Comprehension : summarizing main idea**

**Title:** HOSTS LA Activity Cards (2nd Ed.): Critical Thinking Act. Cards (2nd Ed.)  
**Publisher:** HOSTS Learning  
**Resource #:** 10.380.16  
**Material Type:** Card  
**Availability:** Shared  
**Assignments:** Cards 52, 58, 154  
**Learning Style:** Global

**Title:** HOSTS LA Recipes for Success (2nd Ed.)  
**Publisher:** HOSTS Learning  
**Resource #:** 10.380.17  
**Material Type:** Card  
**Availability:** Shared  
**Assignments:** Recipe 1.026(E), 2.026(E), 3.026(S), 3.031(S), 2.032(S), 3.033(S), 5.056(S) response form 5.056, 5.062(S) response form 5.062  
**Learning Style:** Analytic/Global

**Title:** Readers/Thinkers - Comprehension Activity Card 6 level 3

Prescriptions list specific assignments available in the classroom that focus on deficiencies identified by the assessment.

Colorado Demonstration, Colorado

HOME MY ACCOUNT HELP SIGN OFF

**Attainment Report for Assessment:**  
**A Colorado Demo**  
from Friday, November 15, 2002 to Tuesday, January 07, 2003

**HOSTS Language Arts : Word Analysis : 'un'/'non'/'in' (WAG.2.1) @ Reading Level 3**

Student	Date Given	Grade	Questions Correct	Attainment
David Barton	Friday, November 15, 2002	3	1 of 1	Attained
Bill Gibbons	Friday, November 15, 2002	3	0 of 1	Not Completed
Lari Gordon	Friday, November 15, 2002	3	0 of 1	Not Attained
Susan Kannard	Tuesday, November 26, 2002	3	1 of 1	Attained
Susan Kannard	Tuesday, November 26, 2002	3	0 of 1	Not Attained
Joe Williamson	Tuesday, November 26, 2002	3	0 of 1	Not Attained

**HOSTS Language Arts : Comprehension : summarizing main idea (CL.2) @ Reading Level 3**

Student	Date Given	Grade	Questions Correct	Attainment
David Barton	Friday, November 15, 2002	3	1 of 2	Not Completed
Bill Gibbons	Friday, November 15, 2002	3	2 of 2	Not Completed
Lari Gordon	Friday, November 15, 2002	3	2 of 2	Attained
Susan Kannard	Tuesday, November 26, 2002	3	1 of 2	Not Attained
Susan Kannard	Tuesday, November 26, 2002	3	1 of 2	Not Attained
Joe Williamson	Tuesday, November 26, 2002	3	1 of 2	Not Attained

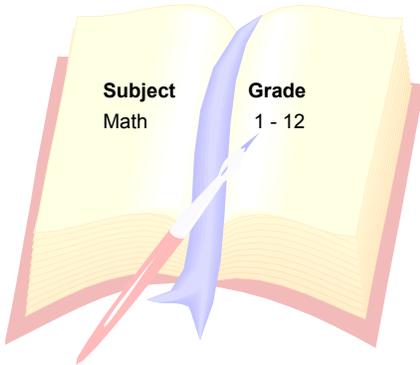
Attainment for A Colorado Demo as of January 7, 2003

Legend: attained (blue), unattained (red), uncompleted (grey)

[Return to Assessment Results](#)

Reports are available for a group or a student, and results are immediately linked to instruction.

# Learner Profile 3 Network



## Description

Learner Profile 3 is a powerful yet easy-to-use assessment management tool. The software accommodates thousands of students who can be placed into groups based on their classroom assignment or characteristics such as grade, gender, or ethnicity. Virtually any type of assessment can be tracked: from standards and high-stakes tests to writing portfolios and IEPs. The program also includes an integrated gradebook, attendance tracker, and lesson planner. Over a dozen customizable reports and graphs enable you to compare achievement and progress trends for students and groups, as well as maintain longitudinal data of individual students as they matriculate. Palm®-based companion software empowers teachers to record assessments anywhere—in the classroom, on field trips, or from home. Learner Profile 3 is the ideal tool to improve accountability and communication within schools and the community.

## Features

- \* Multiple levels of access let faculty manage information, record assessments and generate reports appropriately
- \* Automatically create student groups based on student information fields
- \* Create or import goals to meet learning objectives and state standards
- \* Manage grades, assignments, attendance and standards-based tests in a familiar gradebook format
- \* Modify, sort, or delete any assessment, quickly and easily
- \* Determine adequate yearly progress and other benchmarks from 16 customizable report templates
- \* Additional reports can be generated using external ODBC-compliant report creators
- \* Respond to student progress with targeted instructional plans
- \* Networkable version promotes equity by creating a common framework for assessment and communication
- \* Compatible with both Macs and PCs

## Non-Features

- ODBC-compliant, but not natively integrated with SIF or other student information management systems

## In State Clients:

None

**Houghton Mifflin Company**

Shirley Fennessey (303) 477-4949  
7400 East Prentice Avenue  
Greenwood, CO

Set Up Qualifiers
  Set Up Observables
  Record Observations

Students

Group: Mr. Tapply's 5th Grade

- ADENIYI AJAYI
- ADRIAN ORTIZ
- AMANI BOONE
- CALEB STEVENS
- COLEMAN COSBY
- CONNOR YUP
- DARREL PENICK
- DONTA PEAY
- ERIKA PRESTBURY
- ISAIAH HOLLAND
- JAUNAE' WALTON
- JENEARRA BANKS
- JESSIE QUINONES
- KAMERON JONES
- KAYLA STOKES
- KIRA FORSTER
- KYLE COLLINS
- LANCE STRICKLAND
- LEONARDO SANTOS
- MEGAN CLARK
- MICHAEL WINE
- OFURE OKOJIE
- OWEN SWIDOR
- REBEKA HOLT
- SARAH BROWN
- SYNDI VICTOR
- TYLER HAMLETT
- Z MALIK

Observables

5 - 8

- Demonstrating use of conventional spelling in their published works.
- Expanding spelling skills to include more complex words.
- Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections.
- Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing.
- Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking.
- Using modifiers, homonyms, and homophones in writing and speaking.
- Using prefixes, root words, and suffixes correctly in writing and speaking.
- Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.
- Using simple, compound, complex, and compound/complex sentences in writing and speaking.

Qualifiers

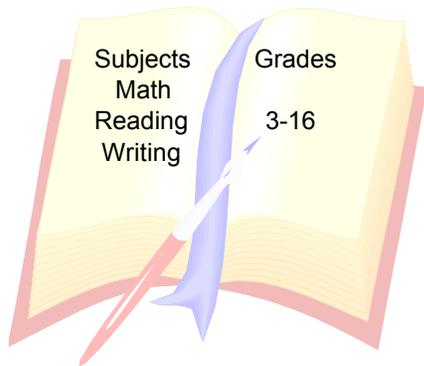
Beginning	75
Developing	85
Proficient	95

Annotation

Baseline Test pt. 1

Record

## Learning Access Series™



### Description

This web-based product provides interactive diagnostic assessments that deliver immediate feedback and information about student progress and individual skill proficiency levels formatively throughout the year. It allows teachers to map out a blueprint for remediation by accurately assessing students' strengths and weaknesses relative to state standards. Teachers can then provide specific instruction to address the individual needs of each student.

Using this product to regularly assess students' skills and progress in math, reading, and writing, educators gain fast, accurate, and reliable information about student proficiency levels, and spend more time tailoring one-to-one learning environments.

### Features

- \* Content developed by experts, assessing skills in the essential components identified by the ESEA
- \* Comprehensive item bank of more than 6,000 items including selected response and constructed response items supports recurring formative assessment developed by experts and reviewed by educators
- \* Computer Adaptive Testing (C.A.T.) technology accurately identifies the specific ability level of the examinee by adjusting the difficulty level of each question based on a student's previous responses
- \* Item calibration study involved more than 450 schools and over 60,000 students nationwide
- \* Alignment to state and national standards
- \* Immediate feedback using the IntelliMetric™ advanced artificial intelligence technologies
- \* Powerful reporting at the district, school, classroom, and student levels
- \* Flexibility through the Vantage Learning Platform™ (VLP) permits the full range of functionality, including secure testing environment options and scanning software options
- \* Customizable item banks enable educators to modify the program to meet students' individual learning, sensory, and physical needs by allowing educators to construct their own assessments and deliver to a student or class online or in print

### Non-Features

- \* No software to download or install
- \* No data simulations or growth models
- \* No plot effects of student mobility

### In State Clients:

Fort Collins  
Colorado Springs  
University of Colorado - Denver  
Westwood College of Technology  
Front Range Community College

## Vantage Learning

Mr. Paul Edelblut  
113 Floral Vale Blvd.

215.859.2673  
Yardley, PA 19067

**Directions:**  
Read the poem. Choose the best answer to each question.

### A Good Play

We built a ship upon the stairs  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the billows.

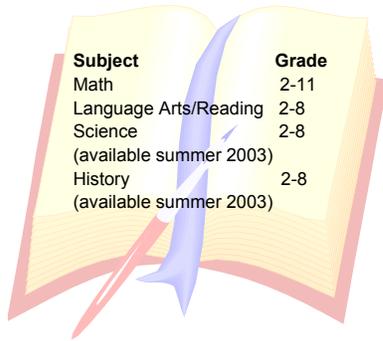
We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake"; –  
Which was enough for Tom and me  
To go a-sailing on, till tea.

We sailed along for days and days,  
And had the very best of plays;  
But Tom fell out and hurt his knee,  
So there was no one left but me.

**What happened to Tom when he fell out?**

- He hurt his knee.
- He ate some cake.
- He laughed a lot.

# Lightspan eduTest Assessment



Subject	Grade
Math	2-11
Language Arts/Reading	2-8
Science (available summer 2003)	2-8
History (available summer 2003)	2-8

## Description

Lightspan eduTest Assessment is an online, formative assessment system, which allows a classroom teacher to bridge the gap between state standards, local curriculum and state testing. Student are assessed as needed. Results from assessments are immediate and class, school, and district results are aggregated within a 2-hour window. Multiple reports enable the teacher to quickly identify specific needs of students and the overall class. Teachers can chart the progress of students in a pre-, mid- and post-test scenario, through the use of state specific benchmark assessments. Item response analysis on each assessment enables the teacher to see which response each student selected. Classroom-based assessments for teachers are automatically generated simply by selecting the objective(s) needing to be assessed. In addition, these assessments may be shared across the school district, allowing for a customized portfolio of assessments aligned to a district's scope and sequence.

## Features

- \* Intuitive, menu-driven web-based program that is simple to use
- \* State standards benchmarks (to chart student progress across school year)
- \* Create-A-Test (auto-create assessments by selecting objective(s))
- \* Grade-level (focused on a specific grade and subject)
- \* Strand level (focused on a specific area within a grade & subject)
- \* Skill-level (focused on discreet skills)
- \* Immediate student results & reporting
- \* Automatic grading and aggregating of data - teacher can spend time analyzing student needs
- \* Extensive classroom reporting
- \* Statistical reporting
- \* Automatically generates follow-up assessments based-on the weaknesses identified

## Non-Features

- \* Does not disaggregate according to Title I categories (see Scholar Reporting for this feature)
- \* Does not permit teacher entry of test items
- \* Student data not tracked longitudinally (see Lightspan Scholar Reporting for this feature)
- \* Not currently linked to instructional resources (future feature with The Lightspan Network)

### In State Clients:

Littleton SD, East Elementary,  
Holly SD, Shanner Elementary,  
Adams Co SD 50,

Lightspan, Inc.

Eileen Salsman [www.edutest.com/productDemo/LEA/](http://www.edutest.com/productDemo/LEA/)  
Director, Education Partnerships  
888.425.5543, ext. 1313  
[esalsman@lightspan.com](mailto:esalsman@lightspan.com)

# Lightspan eduTest Assessment



eduTest.com - Microsoft Internet Explorer

Address: http://shibe.edutest.com/productDemo/lea/instructor/tb/sbr.html

Main Menu **LIGHTSPAN** eduTest Assessment Log Out

## eduTest.com Reports

### Classroom Strengths and Needs

<b>Client ID:</b>	tpe784
<b>School:</b>	Seven Oaks Middle School
<b>Classroom:</b>	Mr. Stein's 6th Grade Mathematics
<b>Classroom ID:</b>	76467
<b>Grade:</b>	6th Grade
<b>Benchmark Name:</b>	Woodcliff County School District 6th Grade Mathematics Benchmark Series
<a href="#">Session 1</a>	2001-08-27 to 2001-09-10
<a href="#">Session 2</a>	2001-12-07 to 2001-12-21
<a href="#">Session 3</a>	2002-03-09 to 2002-03-23

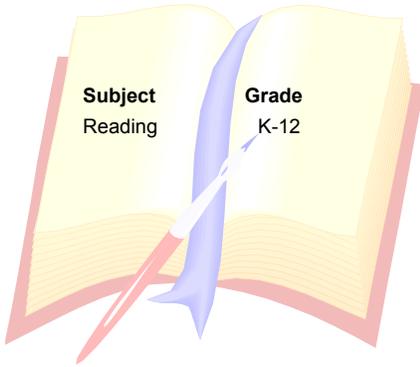
### Session: 1 Overview

Classroom Strengths and Needs - Session: 1 (2001-08-27 to 2001-08-27)		
This table's three sections - Class Strengths, Moderate Need, and High Need - place the categories/objectives from this test into strength/need groupings across your classroom. This way, you can easily see which categories need immediate attention and plan classroom instruction accordingly.		
Class Strengths	Moderate Need	High Need
<b>Average Scores</b> 70 % & Above	<b>Average Scores</b> 50% - 69 %	<b>Average Scores</b> Below 50%
<ul style="list-style-type: none"> <li>78% Geometry: Three-Dimensional Figures</li> <li>78% Measurement: Scale Drawings</li> <li>78% Problem Solving Strategies: Unnecessary Information</li> <li>85% Data Analysis &amp; Probability: Graphs &amp; Charts</li> <li>89% Algebra: Calculator Display</li> <li>89% Geometry: Similarity &amp; Proportions</li> <li>89% Measurement: Conversions</li> <li>89% Problem Solving Strategies: Methods &amp; Errors</li> </ul>	<ul style="list-style-type: none"> <li>50% Geometry: Transformations</li> <li>64% Numbers &amp; Number Relations: Fractions</li> </ul>	<ul style="list-style-type: none"> <li>0% Geometry: Angle Relationships</li> <li>0% Measurement: Units &amp; Devices</li> <li>11% Algebra: Properties</li> <li>11% Geometry: Two-Dimensional Figures</li> <li>11% Numbers &amp; Number Relations: Inverse Operations</li> <li>11% Numbers &amp; Number Relations: Number Systems</li> <li>11% Problem Solving Strategies: Necessary Information &amp; Operations</li> <li>31% Patterns, Relations, &amp; Functions</li> <li>33% Data Analysis &amp; Probability: Measures of Central Tendency</li> </ul>

Student Summary - Session: 1 (2001-08-27 to 2001-08-27)		
This table's three sections - Class Strengths, Moderate Need, and High Need - place students with similar needs into groups, and identify High Need and Moderate Need students. This way, you can easily see which students need immediate attention based on their overall performance on this test.		
Class Strengths	Moderate Need	High Need
<b>Average Scores</b> 70 % & Above	<b>Average Scores</b> 50% - 69 %	<b>Average Scores</b> Below 50%
<ul style="list-style-type: none"> <li>70% Sandpiper, Meredith (0021)</li> </ul>	<ul style="list-style-type: none"> <li>50% Dunbar, Traci (0023)</li> <li>50% Lieu, Zhan (0020)</li> <li>50% Manitou, Scotty (0022)</li> <li>50% Perdomo, David (0014)</li> <li>60% Dubbs, Alejandro (0019)</li> <li>60% Suarez, Stacie (0016)</li> </ul>	<ul style="list-style-type: none"> <li>16% Brenner, Chloe (0017)</li> <li>18% Steele, Spencer (0018)</li> </ul>

Category / Student Breakdown - Session: 1 (2001-08-27 to 2001-08-27)		
This table's three sections - Class strengths, Moderate Need, and High Need - place students with similar needs into groups, and identify high need and moderate need areas per category. From this, you can easily see which categories need immediate attention and plan instruction accordingly.		
Class Strengths	Moderate Need	High Need
<b>Average Scores</b> 70 % & Above	<b>Average Scores</b> 50% - 69 %	<b>Average Scores</b> Below 50%
<i>Algebra: Calculator Display</i>		
<ul style="list-style-type: none"> <li>100% Dubbs, Alejandro (0019)</li> <li>100% Dunbar, Traci (0023)</li> <li>100% Lieu, Zhan (0020)</li> <li>100% Manitou, Scotty (0022)</li> <li>100% Perdomo, David (0014)</li> </ul>		<ul style="list-style-type: none"> <li>0% Brenner, Chloe (0017)</li> </ul>

# Lightspan Reading Center



## Description

The Lightspan Reading Center consists of classroom assessment tools, Colorado Standards-based curriculum content, professional development and resources necessary to integrate them into the classroom. Internet technology is utilized to make the promise of the Colorado Standards a reality, the centerpiece for instructional design.

Teachers assign online formative assessments for individuals or small groups. Developmental tests are audio supported to create a genuine assessment experience, useful to both students and teachers. Teachers receive detailed, objective-specific reports of student progress with recommended student learning activities to address individual needs. These assignments can be made online for students to complete in classroom centers, after-school programs, or at home. The instructional circle is completed as teachers and students receive immediate feedback to inform the teaching/learning process.

## Features

- \* The Lightspan Reading Center includes pre and post tests at each of the four developmental stages of reading.
- \* These assessments are audio supported and incorporate engaging graphics.
- \* Assessment results are automatically presented in detailed reports that may be viewed for individual students or for the entire class.
- \* Early Reading and Writing Behaviors Checklist are additional components of the Lightspan Reading Center. These assessments allow teachers to continuously track student progress on observable behaviors.
- \* In this way, teachers have access to current information concerning what students understand, what they need additional practice and reinforcement with, and what areas require reteaching.
- \* Home checks encourage parents to record anecdotal observations and facilitate the communication of progress information between school and home.

## Non-Features

Lightspan Reading Center Assessments are not intended as summative measures or for use as accountability

### **In State Clients:**

Adams Co SD 50, Dr. George Straface,  
Superintendent or Rosemary Jones,  
TOSA, 303-428-3511

**Lightspan, Inc.**

Eileen Salsman 888.425.5543, ext. 1313  
Director, Education Partnerships  
esalsman@lightspan.com www.lightspan.com

# The Lightspan Reading Center



The Lightspan Network - Group Score Report - Microsoft Internet Explorer

Address: http://www.lightspan.com/aar/\_teachers/ReportGroupScore.asp?VID=1&LID=1&Subj=2&PID=3&RPT=Early+Pretest+1

Home > Teachers Friday, January 03, 2003

Log Out | Home | Achieve Now | Reading Center | eduTest Assessment

Mr. Kernan Teacher / Lightspan School 1  
[My File Cabinet](#) [My Account](#) [My Messages](#) [My Class](#) [My School](#)

## Score Report

Report: Early Pretest 1 - Reading/Language Arts  
 Group: Kernan's Group

This report reflects data from the latest test date.

NA = Not Assigned NT = Not Taken X = Incorrect S = Skipped = Correct

Student Name	Phonics and Decoding <small>See Test</small>										Reading Comprehension <small>See Test</small>					Vocabulary <small>See Test</small>					Total Correct								
	1	2	3	4	5	6	7	8	9	10	Ratio	Date Taken	1	2	3	4	Ratio	Date Taken	1	2	3	4	5	6	Ratio	Date Taken	Ratio	%	
Alamanza, Angelica (aalamanza)																													
Briggs, Krissy (student483)	S	S	S	S	S	S	S	S	S	S	0/10	04/24/02							X	X	X	X			2/6	04/22/02			
Davis, Veronica (student490)																													
Davis, Veronica (student495)																													
Davis, Veronica (student500)																													
Davis, Veronica (student505)																													

The Lightspan Network - Assign By KIDS Grant Index - Microsoft Internet Explorer

Address: http://www.lightspan.com/aar/\_teachers/AssignSeqIndexAssess.asp?index=true&strand=3&level=1&version=1&prodid=3&subj=2

Home > Teachers Friday, January 03, 2003

Log Out | Home | Achieve Now | Reading Center | eduTest Assessment

Mr. Kernan Teacher / Lightspan School 1  
[My File Cabinet](#) [My Account](#) [My Messages](#) [My Class](#) [My School](#)

## Assign by KIDS Grant Index

Group: Kernan's Group

The KIDS Grant Index provides a recommended sequence of instruction for each developmental reading level in the Lightspan Reading Center. This index, developed and reviewed by the KIDS Grant team, is designed to help classroom teachers structure the implementation of the Reading Center learning activities and progress tests to meet the needs of their students.

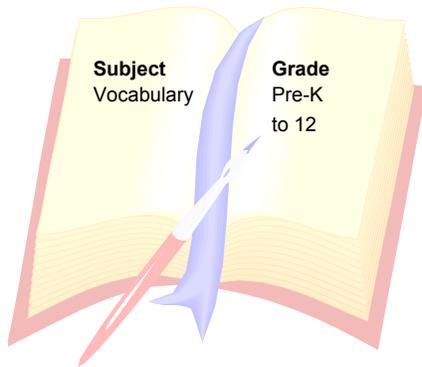
[Early 1](#) [Early 2](#) [Emergent 3](#) [Emergent 4 & 5](#) [Transitional 6](#) [Transitional 7](#) [Fluent 8](#) [Fluent 9](#)

[Instructional Mastery Flowchart \(pdf\)](#) [Back to Test Index](#)

### Early 1 Suggested Time Range: 18 Weeks

Cluster	Activity	Strand
	Early Pretest 1: Phonics and Decoding	<a href="#">Assign</a> <a href="#">View</a>
	Early Pretest 1: Reading Comprehension	<a href="#">Assign</a> <a href="#">View</a>
	Early Pretest 1: Vocabulary	<a href="#">Assign</a> <a href="#">View</a>
	Early Pretest 2: Phonics and Decoding	<a href="#">Assign</a> <a href="#">View</a>
	Early Pretest 2: Reading Comprehension	<a href="#">Assign</a> <a href="#">View</a>
	Early Pretest 2: Vocabulary	<a href="#">Assign</a> <a href="#">View</a>
Early 1a	5 Days M Rhyming Uppercase Letters Sight Words Group 1 Scrapbook Club (Sequencing Pictures)	Phonics and Decoding Vocabulary Vocabulary Reading Comprehension

# Math Facts



## Description

MathFacts in a Flash helps you assure computational fluency for all your students without increasing your paperwork. The software gives students at all levels valuable practice on their addition, subtraction, multiplication, division, fraction/decimal conversion, and squares.

Research shows that students who do not know their math facts struggle to learn advanced math concepts. With MathFacts in a Flash, you can help your students build the strong math foundation that will enable them to master higher-level math skills faster and easier.

MathFacts in a Flash dramatically increases the amount of practical, insightful information available to teachers. The program generates detailed reports, including criterion-referenced diagnostic information to help you easily monitor student math progress throughout the year. Now you can quickly identify students who need more practice on specific math facts.

## Features

- \* Helps you assure mastery of math facts and computational fluency.
- \* Saves you time. Automatically scores all student work.
- \* Dramatically reduces problem-solving frustration.
- \* Helps you develop the skills of younger students and refresh the skills of older students.
- \* Helps you monitor student and class progress quickly and easily.
- \* Automatically scores and times all assignments.
- \* Allows students to practice on the computer, on worksheets, and with flash cards.
- \* Allows students to practice math facts at school and at home.
- \* Automatically provides more practice with math facts on which students are struggling.
- \* Allows you to easily personalize instruction.
- \* Ensures students work at a level that maximizes growth.
- \* Helps you intervene with greater assurance to improve student performance.

## Non-Features

- \* Provides no higher-level or extended response math practice.

### **In State Clients:**

Pine Lane Intermediate School, Parker  
Cheraw Consolidated School, Cheraw  
Gypsum Elementary School, Gypsum  
Crawford Elementary/Middle School, Crawford  
Meadow Mountain Elementary School, Avon

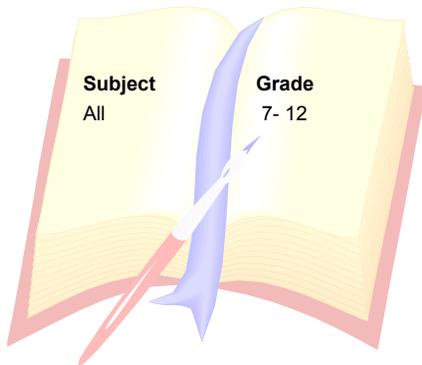
# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

$$4 + 7 = 11$$

**11** ~~**12**~~ **14** **16**

# Navigator



## Description

Wouldn't it be great to get instant feedback from every student – to know exactly which students understand a concept and which ones need a little extra help? The TI-Navigator system makes that and a whole lot more possible.

The system is comprised of two parts, hardware and software. The hardware creates a wireless network for the TI graphing handhelds. The software allows teachers to send, receive and analyze student assignments.

## Features

### **\*\*Instant Feedback promotes student achievement\*\***

Receive students' work, get results and answers from all students, even the shy ones, and have results automatically graded. This allows educators to focus daily lessons on student comprehension of concepts.

### **\*\*Teachers can easily disseminate curricular material to the entire classroom simultaneously\*\***

Teachers can send curricular materials from their PC to the students' TI handhelds with the touch of a key. Information, quizzes and class questions can be sent to the entire class. Transfers are automatically monitored by the system and will alert the teacher if any problems arise.

### **\*\*Easy to use in the classroom\*\***

TI-Navigator enhances the TI handheld technology that teachers and students together have already implemented in the classroom. Teachers are able to monitor subject area understanding and explore key concepts with students.

### **\*\*Teachers are able to use their established curriculum\*\***

TI-Navigator blends perfectly with teachers' established curriculum! With the aid of the LearningCheck™ App, teachers can adapt their current curriculum, or develop new TI-Navigator-ready materials customized to meet the needs of their classroom. In addition, expert-written materials for TI-Navigator can be accessed from the TI website.

## Non-Features

- \* No district warehousing capacity.
- \* No cross software syncing.

### **In State Clients:**

**TI-Navigator is planned to be available for the 2003 – 2004 school year.**

Contact Anne Thrasher, the Educational Technology Consultant for Colorado, at 719.488.9243, for details on availability and purchasing 719.488.9243, for details on availability and purchasing 1-866-TI-Navigator or e-mail [ti-navigator@ti.com](mailto:ti-navigator@ti.com).

Texas Instruments

Anne Thrasher  
719-488-9243  
[athrashercti.com](http://athrashercti.com)

TI Navigator - Class Connect

File Edit View Tools Actions Help

Analysis Tool

LearningCheck Creator **Launch LearningCheck Creator**

Network Manager

TI Package Explorer

Device Explorer

Data Editor

Study Cards Creator

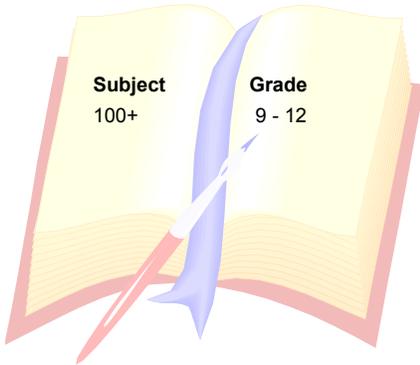
Cell Sheet Converter

Check All  Require Device Login

	Name	Type	TI-83 Plus Size	TI-89 Size	TI-92 Plus Size	Voyage 200 ...	Properties	# Syncs	Last Transfer
<input checked="" type="checkbox"/>	C:\Documents and Settings\%03846edc		731	1123	1123	1123	Homewor m...	0	
<input type="checkbox"/>	C:\Documents and Settings\%03846edc		731	1123	1123	1123	UHomewor ...	0	
<input type="checkbox"/>	C:\Documents and Settings\%038468xy		498	498	498	498	main RAM S...	0	
<input checked="" type="checkbox"/>	C:\Documents and Settings\%03846edc		2742	3360	3360	3360	Physiscs mai...	0	

Start Inbo... Micr... Micr... Talki... TI N... FW: ... untitl... 8:45 AM

# NovaNET®



## Description

NovaNET is an online comprehensive courseware system for grades 6-12 that delivers thousands of hours of standards-based, interactive curriculum, with integrated assessment, student management and record keeping. The result of over 30 years of research, NovaNET ensures accountability by linking educators with progressive technology, standards-based curriculum, and proven teaching methods.

NovaNET includes a user-friendly management system to promote effective individualized instruction. Instructors can manage, monitor, evaluate, and report on individual and group progress alike.

## Features

- \*Integrates individualized, computer-based instruction with the flexibility of online delivery.
- \* The world's largest online library of interactive curriculum, including graphically rich multimedia lessons.
- \* Self-paced, interactive curricula that dynamically adapts to student needs.
- \* Powerful testing, assessment, student management, recordkeeping, and communication tools.
- \* An easy-to-use instructional management system allowing for curriculum control and customization.
- \* Online help from curriculum support staff for immediate feedback and assistance.
- \* Online communication tools that allow users to have real-time conversations with any learner in the NovaNET community.
- \* Upgrades, new content, and system enhancements at no extra cost.

## Non-Features

- \* Not exportable data
- \* Not linked with district warehousing

## **In State Clients:**

Pueblo City School District 60  
Douglas County School District RE-1  
Colorado Springs School District 11  
Harrison School District 2

# NCS Learn

Mark Turner  
719-548-1232  
mark.turner@ncslearn.com

**NovaNET: Landforms**  
File Lesson Help Debug interactions

### Landform Combinations

This is a photo from the *NASA's Earth from Space* collection. It was taken by the Space Shuttle. It is a photo of the northern end of the Island of Madagascar, an area know as Cape Ambre.

Can you identify the landforms visible in this photo? Place the labels in the correct places.



ocean

bay

isthmus

plateau

peninsula

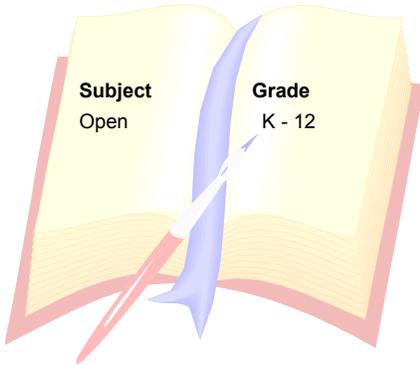
Done

Results Menu

The image shows a satellite photograph of the northern tip of Madagascar. The land is green and brown, with a prominent isthmus connecting the northern part to the rest of the island. A bay is visible on the west coast, and a plateau is on the east coast. The ocean is to the north and west. Labels are placed over the image to identify these features. A 'peninsula' label is also present on the left side of the image area. Below the image are buttons for 'Results', 'Menu', and navigation arrows.

Correlation to state and national standards and tests allows you to fully customize the NovaNET curriculum to provide students with on-target learning and ensure local accountability.

## Classroom Tools Online University



### Description

Publish any amount of simple or complex curriculum materials using this robust relational database module. Plus, you can take advantage of advanced management tools that enable you to control when your content is available, who can access the system, and what pre-requisites are required. And because all content is published in a standard Windows-style interface, users will be able to navigate quickly and easily to all system features. Administer tests, or quizzes with this interactive questionnaire module. Combine multiple choice, short answer, or essay type question formats to match your specific educational requirements. Plus, tests can include text based questions, images, multimedia resources etc. The Knovada Online University gives you the ability to perform sophisticated analysis and calculations on the result of tests taken by your students. This scoring and Analysis Module lets you pre-define the information you want to track so analysis is performed automatically as tests are taken. Results of tests taken can be tracked and presented in a variety of ways to meet your requirements. You can track simple percentages and rankings, or perform high-end cross-tab calculations to identify trends within your audience. Additionally you can publish individual student report cards that track performance on individual tests or throughout a course of study.

### Features

- \* Administer complex online tests with dynamic content linked to multiple sources.
- \* Perform sophisticated scoring and analysis calculations to quickly identify trends and opportunities/assessments.
- \* Integrate Knowledge Modules with your existing website for seamless navigation and brand equity.
- \* Capatible with PC's and MACS and all major browsers.
- \* Annual license with technical support is available.
- \* Group segmentation is possible using our proprietary control number system, which allows you to track individual and group performance to measure progress toward measurable objectives.
- \* Self delegated web based administrative web site.
- \* Run in hosted or ASP environment.

### Non-Features

- \* Not available in hardcopy format
- \* Does not come with a predetermined set of courses
- \* Does not come with a predefined set of tests

### **In State Clients:**

Colorado Computer Center  
Education Sales Management  
Americorps  
NAACP  
City of Boulder

## Renaissance Learning

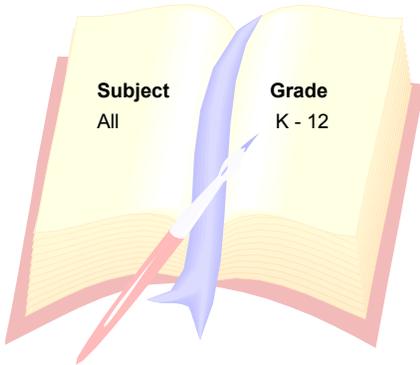
Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

# ONLINE UNIVERSITY

## SCREEN SHOT

The screenshot shows a Microsoft Internet Explorer browser window titled "Video Display Layout - Microsoft Internet Explorer". The address bar contains the URL: `lications/view_curriculum/view_newsletters_scripts/video_frame_page.asp?Article_Name_Id=20001018072955343&Page_Number=1`. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar contains icons for Back, Forward, Stop, Refresh, Home, Search, Favorites, History, Mail, Print, Edit, and Discuss. Below the toolbar is a navigation bar with links: Best of the Web, Channel Guide, Customize Links, Free Hotmail, Internet Explorer News, Internet Start, and Windows. The main content area features a navigation menu with links: Online University, Message Board, Digital Dictionary, Surveys, Tests, Newsletters, Reference Library, Web Sites, Score Board, and Document Library. Below this is the "Knovada Knowledge Systems" logo and a list of services: Emp. Applications, Emp. Qualifications, Phonebook, Job Postings, Careers, Payroll, Office Locations, Career Pathing, Exit Interviews, Interviews, Appraisals, and Logout. There are two buttons: "Table of Contents" and "Printer Friendly Version". A "Go to topic" section shows links 1, 2, and 3. The main article title is "Systems Recovery" by GE Access. A "View Video" button is next to the text: "Recover your mainframe and/or distributed systems quickly and cost-effectively through SunGard systems recovery services. One call at the time of a disaster and our recovery and telecommunications experts are available 24/7/365 to expedite your recovery. We can also ship PCs and other equipment to you within 24 hours of your". To the right of the text is a video player with a play button and a "Video Details" button. The status bar at the bottom shows "Opening page http://www.knovada.com/video\_clips/video\_1.html?Article\_Name\_Id=20001018072955343..." and "Internet".

# PLATO Orion



## Description

Orion is the most comprehensive curriculum management solution available today. Its powerful correlation engine allows you to align Colorado's standards with your instructional materials onsite and our Web-based instructional resources, and make assignments to students based on specific learner needs.

Orion has been designed to facilitate data-driven decision-making and continuous school improvement planning. It helps you meet the requirements of state and federal accountability legislation, as well as special programs such as Title I and special education. Because assignments, homework and assessments are customized to each child, Orion meets the needs of ALL students.

## Features

- \* Delivers a fully aligned curriculum so that lesson plans, assignments and assessments match Colorado's standards
- \* Correlates the curriculum to Colorado-adopted textbooks and software to standards at the national, state and local levels
- \* Includes tools for assessment and reporting
- \* Lets teachers diagnose and plan for each individual student
- \* Includes e-mail and community calendaring
- \* Allows lesson plans to be created and shared
- \* Permits access to students' online test portfolios anytime
- \* Checks cumulative reports against the standards
- \* Allows for easier, safer research with 40,000 pre-approved web sites
- \* Streamlines the grading process

## Non-Features

Only available over the internet

### **In State Clients:**

Turman Elementary School, CO Springs  
Washington Elementary School, Canon City  
Ignacio Intermediate School, Ignacio  
Columbine Elementary School, Fort Morgan  
Pine Lane Intermediate School, Parker

# PLATO Learning, Inc.

Tom Davis  
tdavis@plato.com

NetSchools Orion Media Center My School Collaboration HELP

Classroom | Research | Planning | Monitor | **Reports**

### Reports

#### Student Test Remediation

Class	Student	Test	Number Result
- Select a Class -	Einstein, Albert (einstein)	- Select a Test -	
Fall.King.grade6.02	Gretzky, Wayne (great1)	King Fractions -What do you know?	5
	Hamm, Mia (mihamm)	Write or Wrong?	
	Rodriguez, Alex (arod)	5th Grade Computation Decimals-Diagnostic Part 1	
	Sale, Jamie (gofigure)		
	Sampras, Pete (sampras)		
	Street, Picabo (2knees)		
	Williams, Serena (serena)		
	Williams, Venus (venus)		
	Woods, Tiger (eltigre)		

[Generate Report](#)

[Printer Version](#) [Email Report](#) [Download Spreadsheet](#)

#### Student Test Remediation

**Class:** Fall.King.grade6.02  
**Student:** Woods, Tiger (eltigre)  
**Test:** King Fractions -What do you know?

**Objectives Mastered**

- 111.22.6.1.E Identify factors and multiples including common factors and common multiples.
- 111.22.6.2.B Use addition and subtraction to solve problems involving fractions and decimals.

**Objectives Not Mastered**

- 111.22.6.2.A Model addition and subtraction situations involving fractions with objects, pictures, words, and numbers.

NetSchools Orion Media Center My School Collaboration HELP

Classroom | **Research** | Planning | Monitor | Reports

### Search Results Screen

Resource Type:  Internet  Books  Media  Lesson Plans  Student Activities

Search Criteria:  
 Grade Range: 7 - 9  
 Objectives:

- 111.22.6.1.B Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.
- 111.22.6.2.B Use addition and subtraction to solve problems involving fractions and decimals.
- 111.22.6.2.C Use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.

77 Records returned. [ Results 1 - 30 ] Next 30 >>

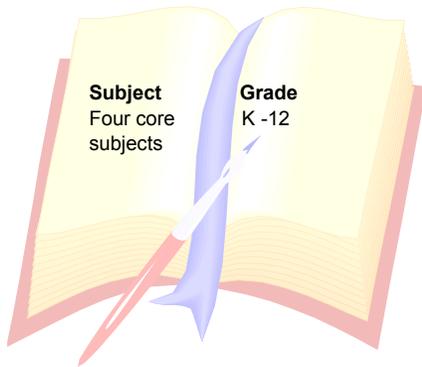
**Subtracting Fractions**   
 Step-by-step guide to subtracting fractions with related problems.  
 Duration: 20 minutes Site Relevance: 100% Rating: ★★★★★

**Take a Hike**   
 Web-linked lesson plan for adding and subtracting fractions and mixed numbers, and solving multi-step problems and problems that involve fractions and mixed numbers.  
 Duration: 30 minutes Site Relevance: 100% Rating: ★★★★★

**Fraction [Article] - World Book Online Americas Edition**   
 Explanation of fractions, expressing fractions, equivalent fractions, comparing and calculating with fractions: improper fractions, and the history of fractions. Practice examples are included.  
 Duration: 30 minutes Site Relevance: 100% Rating: ★★★★★

Using Colorado's standards teachers can access websites live on the Internet that correlate directly to the benchmark. Along with website, there are other instructional resources (seen on the top of the screen) aligned to Colorado's standards that educators can use as educational tools with their students.

# PASS Plan



## Description

The classroom teacher will have access to an item bank of over 20,000 questions aligned to the Colorado state standards in the

They will also have access to 192 Performance Test from the Center

Teachers can add their own questions (multiple choice and performance) along with their rubrics

The teacher can run reports on their class in real time and longitudinally

## Features

- \* Web based program. Works with Mac or PC
- \* Will handle Multiple Choice or Performance Test
- \* Item Bank of 20,000 questions aligned to the Colorado State Standards 192 Performance Test from the Doug Reeves and the Center for Performance Assessments
- \* Dynamic Reports with CO State Standards
- \* Proficiency Reports for District, Class or Student
- \* Disaggregate by and demographic group
- \* Build local test aligned with your curriculum and Colorado State Standards
- \* Empower teachers to make data driven decisions
- \* Identify Professional Development Needs
- \* Measure Adequate Yearly Progress
- \* Interfaces with Scanners, PDA's and Internet

## Non-Features

- \* Non exportable.
- \* Not linked to a district database.

## **In State Clients:**

None

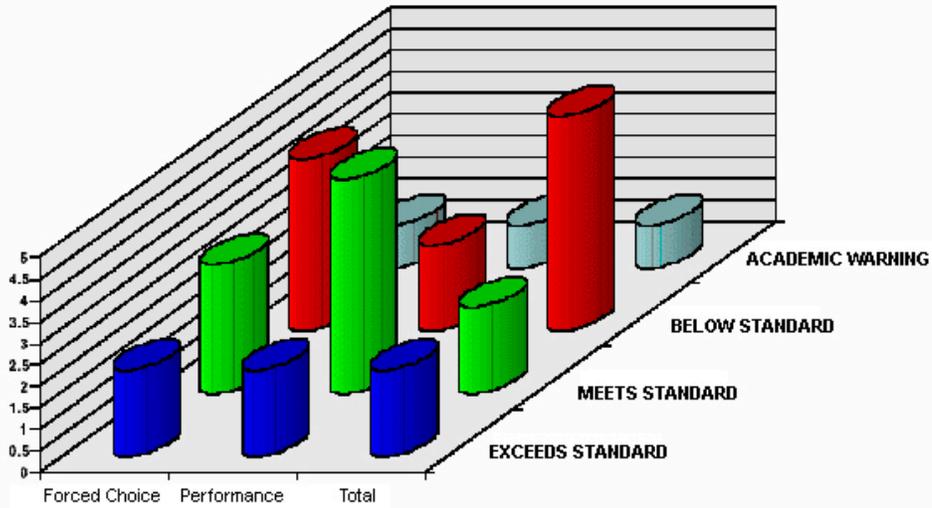
# Levings Learning (PASS Plan)

Steve Van Horn      405.773.0252 x 110  
4334 NW Expressway, suite 151  
Oklahoma City, OK 73116  
svanhorn@levingsco.com

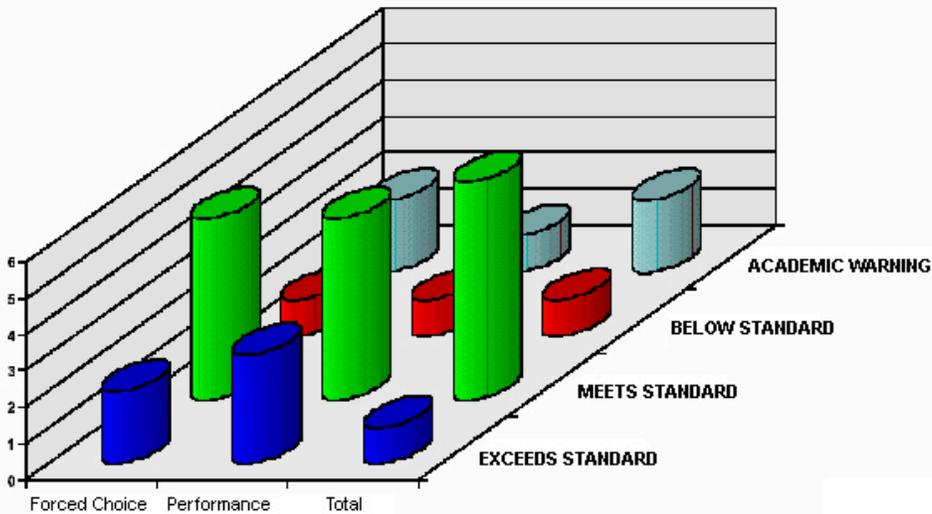
**Standard Summary Graph**  
 12/10/2002 2001-2002 School Year

ALL STANDARDS FOR MATHEMATICS  
 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION (6.0)  
 All Students - 10

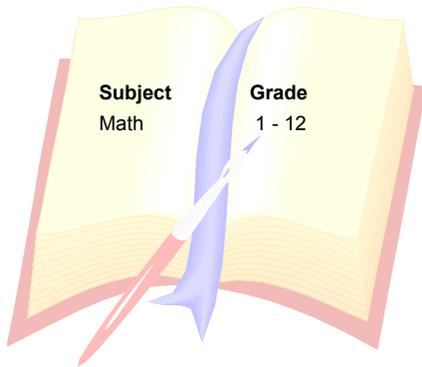
**6.5.2a** - Compare and order decimals to the nearest thousandth and describe them using place value concepts (MLO 4.2)



**6.5.2b** - Compare and order fractions in equivalent forms including improper fractions and mixed numbers with like and unlike denominators (MLO 4.3)



# PINNACLE PLUS



## Description

Excelsior Software's Pinnacle Plus allows school districts to continually assess students in the classroom through ongoing collection, analysis, and aggregation of student assessment data. With its comprehensive *Standards-Based Gradebook*, Pinnacle Plus allows teachers to correlate their teacher and/or district defined assessments directly to Colorado state standards, and to determine student proficiency towards mastery of those standard(s). Once student assessments are linked with prescribed standards or benchmarks in the gradebook, the standards proficiency data can instantly be put to use, including: a completely customizable standards report card, automatic aggregation to a district level data warehouse, Internet access for parents and students, and much more!

## Features

- \* Flexible, easy to use standards-based gradebook.
- \* Integrates with any SIS (including SASIxp).
- \* Supports variety of standards 'scoring' methods.
- \* Automatically aggregates standards proficiency data to data warehouse.
- \* Web-enabled for real-time parent, student and teacher access.
- \* Full functioning electronic attendance system.
- \* Palm Gradebook Assistant.
- \* Automatic email generations to parents.
- \* Client-Server Architecture; SQL
- \* Centralized implementation and management of system across entire district.

## Non-Features

- \* Not a Data Warehouse.
- \* Not a Student Information System.
- \* Does not schedule students.
- \* Not a hosted solution.
- \* Not test generation software.

## **In State Clients:**

Brighton Public Schools  
Littleton Public Schools (pilot)  
Poudre R-1 (Fort Collins)  
Summit County Schools

**Excelsior Software Inc.**

Jeff Hatten 1-800-437-4572 x 112  
960 37th Avenue Ct.  
Greeley, CO 80634



"How are students meeting Colorado state standards right now?"

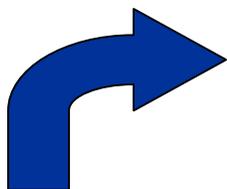
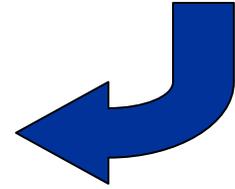
6-American History: American History/First Semester/First Six Weeks

File Edit View Select Define Utilities Options Reports Pinnacle Windows Help [Pinnacle Plus (K-12)]

11. Analyze the ideological origins of the American Revolution, the Founding Fathers

Name (Last, First)	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by...	Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition...	Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for...	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic...
1. Allen, Staci	4	4	4	4
2. Bennett, Morgan	3	1		4
3. Bowerman, Rhett	4	4	4	3
4. Castillo, Mark	4	4		3
5. Chapin, Amanda		3	2	2
6. Chipman, Jillian	4	4	4	4

Standards proficiency data is collected in teachers' gradebooks.



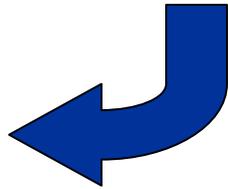
Standards proficiency data is automatically aggregated to the district level for analysis.

### Kindergarten Report Card District Summary Data

*Excelsior Public Schools*

	Total Count (Percent)	B:	D:	P:
<b>Mathematics</b>				
Counts forward to 90	64 10.6%	93 15.4%	448 74.0%	
Counts backward 15 to 0	104 17.3%	91 15.1%	407 67.6%	
Recognizes numbers to 75	97 16.1%	86 14.2%	421 69.7%	
Skips by 10's in counting	30 5.0%	55 9.1%	520 86.0%	
Recognizes penny, nickel, and dime	82 13.6%	121 20.1%	398 66.2%	
Understands concept of 1/2	17 2.8%	40 6.7%	544 90.5%	
Compares sizes of objects	9 1.5%	59 10.0%	523 88.5%	
<b>Totals for Mathematics</b>	<b>403 9.6%</b>	<b>545 12.9%</b>	<b>3261 77.5%</b>	
<b>Social / Emotional Development</b>				
Adjusts to new situations	1 0.2%	67 11.1%	536 88.7%	
Expresses needs verbally	5 0.8%	86 14.2%	513 84.9%	
Displays age-appropriate emotions	4 0.7%	53 8.8%	547 90.6%	

Standards proficiency data is used to generate completely customizable standards based report cards.



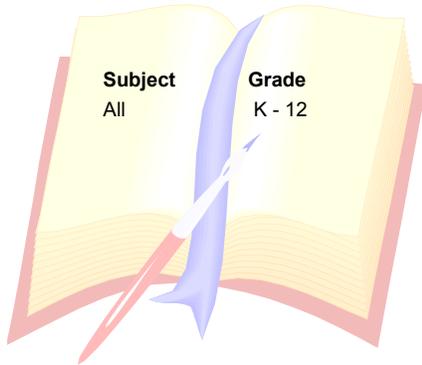
**Excelsior Public Schools**  
960 37th Avenue Court  
Greeley, CO 80634  
(970) 353-8311

**Standards Based Report Card**

Student: **Johnny Smith** Grade: **06** School Year: **2001-2002**

SUBJECT	TEACHER	Nine Week Period			
		1	2	3	4
<b>SOC ST 6</b>	Mr. Smith	A-	B		
The student can identify as a significant individual from a different region of the world and discuss cause and effect relationships surrounding a major event in the individual's life.					
After seeking two societies, the student can compare the roles of women, religious ideas, and class structure in those societies.					
Given a world map, the student can identify physical and cultural regions and show relationships among regions.					
Given information about global resource distribution, the student can use the information to make generalizations about why nations emerge in international trade.					
Given characteristics of government, the student can classify the characteristics as typical of a monarchical, democratic, or dictatorial typed government.					
The student can identify and analyze alternatives through which civic goals can be achieved by working with others to choose the best alternatives.					
<b>Personal Social Development:</b>					
Work Habits					
Behavior					
<b>Teacher Comments:</b> i. ii. 6 iii. iv.					
<b>MATH 6</b>	Mr. Brown	B	B		
Explore the relation between doubling the side of a regular figure and the corresponding increase in area.					
Identify needed and given information in a problem situation as well as irrelevant information.					
Compute with whole numbers, fractions and decimals.					
Change freely between fractions and decimals					

# PLATO Polaris



## **Description**

PLATO Polaris is an interactive standards-driven curriculum management system that connects Colorado Model Content Standards to instructional resources and assessments as you plan, instruct, and assess standards mastery for all students. Through TeachMaster Technologies' (acquired by PLATO Learning Inc. in 2001) partnership with McRel, Polaris contains Colorado State Standards and McRel's National Standards Consortium. A key feature within Polaris is Standards Record-Keeping and Reporting. This tool, adapted through Robert Marzano's research, tracks students' progress toward mastery of Colorado's standards. A\* teacher can instantly assess a student's current grades based on scoring for each standard. Records can be customized by adding teacher observations, student self-evaluations, and other information.

## **Features**

- \*Over 2,000 math, language arts, science, and social studies lesson plans aligned to Colorado standards at the objective level.
- \*Ability to preview and assign over 3,500 hours of PLATO courseware aligned to Colorado standards at the objective level.
- \*Contains a database of 49 state frameworks with over 47,000 standards and 118,000 benchmarks.
- \*Allows for the addition of your local district standards and benchmarks to provide a customized solution.
- \*Provides a gradebook for recording individual student assessment scores that track progress toward mastery of each standard.
- \*Automatically records a student's mastery of PLATO courseware that teachers have assigned to assess mastery of standards and benchmarks.

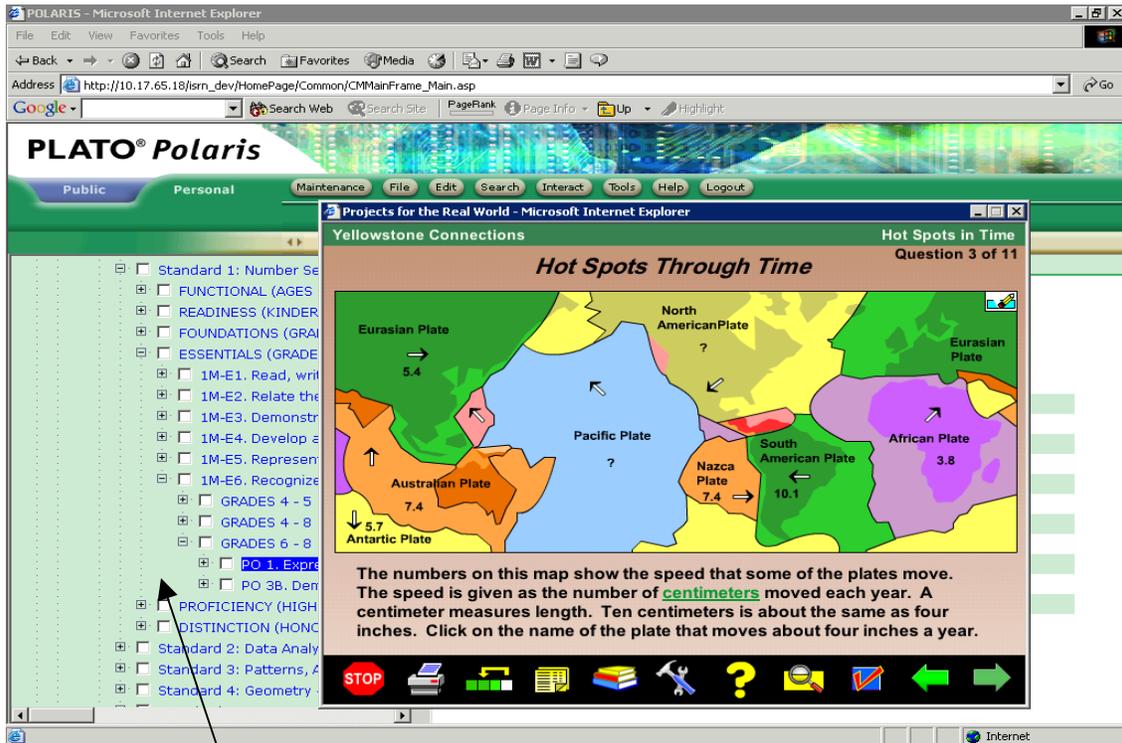
## **Non-Features**

- \*Import of external assessment data.
- \*Formal assessment-building capabilities.
- \*Student access

## **In State Clients:**

Boulder Valley SD

PLATO Learning, Inc.



Using their state's standards framework table of contents on the left, teachers can access PLATO courseware live on the Internet to preview lessons and use them to introduce units in their classes.

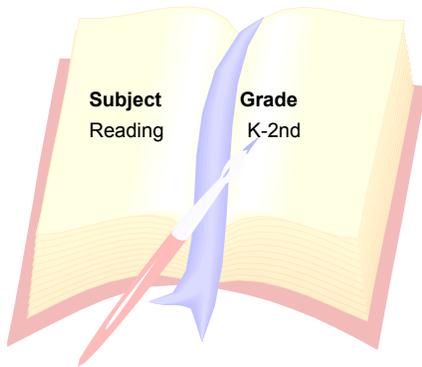
Along with PLATO Courseware, there are instructional resources (best practice lessons, assessment items, skill sets/keywords) aligned to standards that educators can use as model lesson plans.

Curriculum Leaders can upload resources for teachers and share them electronically with educators.



Using PLATO Polaris in conjunction with PLATO Link can enhance greatly a strong, powerful online tool that is powered by The Princeton Review.

# Reading Edge



## **Description**

Reading Edge is a fast, reliable way for parents, educators, and clinical professionals to evaluate the language and listening skills that are the foundation for reading and all learning. The product's engaging, easy-to-use computer exercises are a fast, fun way to measure the skills that are pre-requisites for fluent reading, including phonological awareness, decoding, phonological memory, and letter identification. In addition, Reading Edge can help children develop hand-eye coordination and beginning word play, and build sequencing and patterning skills. Reading Edge generates reports that provide information about a child's reading strengths and weaknesses, enabling educators, clinical professionals and parents to identify specific skills that need work and address the root of a problem before bigger issues set in.

## **Features**

- \* Evaluate early language and reading skills and make educational decisions about a child's reading future.
- \* Identify specific skills that need improvement and attack the root of the problem before bigger issues set in.
- \* View detailed reports and video clips that explain results and provide concrete information about a child's specific skills.
- \* Track progress and reading skills over an entire school year to monitor improvements.
- \* Learn how to accelerate reading progress and make the most of early school years.
- \* Measure phonological awareness, decoding, phonological memory, and letter identification.
- \* Develop word play, visual tracking, eye-hand coordination, and sequencing and patterning.

## **Non-Features**

- \* Product is not web enabled.
- \* Product is non-networked.

## **In State Clients:**

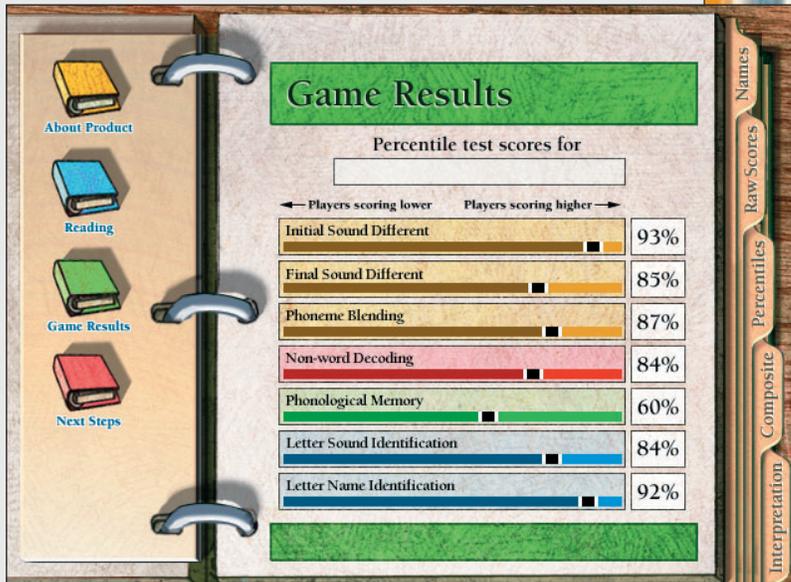
Mesa SD, CO – Fruitvale Elementary  
Mesa SD, CO – Mesa View Elementary  
Weld COSD 8, CO – Twombly Primary  
Adams 14, CO – Rose Hill Elementary School

# Scientific Learning

Lila Macaluso  
702-407-9047



**Letter Identification**



**Evaluation Results**



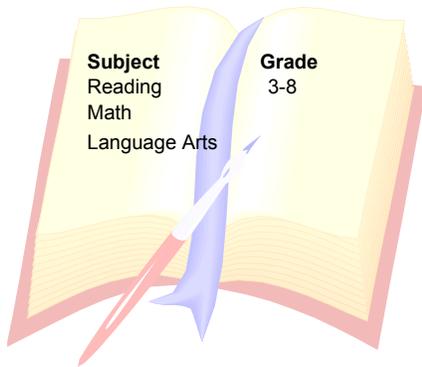
**Phonological Awareness**



**Decoding**

Scientific Learning®

# StandardsMaster



## Description

StandardsMaster is the new instant assessment and web-based reporting software that tells you exactly how your students are progressing towards state standards in reading, math, and language arts. The perfect blend of technology and familiar paper-and-pencil assessment methods, StandardMaster gives you all the information you need to make data-driven decisions on district curriculum and instruction.

StandardsMaster's content has been developed through extensive research to ensure that the assessments match the requirements found in Colorado state standards for grades 3-10. The assessment matches your state standards right down to the specific skill level so student performance on each question can be matched to a specific point of your state's standards.

## Features

- \* Allows you to assess entire district simultaneously and see results immediately and securely from any web-connected computer.
- \* Helps you monitor every students' progress toward Colorado standards.
- \* Helps you raise students test scores.
- \* Scores assessments automatically using the AccelScan mark reader.
- \* Desegregates assessment data easily.
- \* Allows you to immediately intervene to address areas of concern.
- \* Combines advanced Internet technology plus familiar paper-and-pencil testing.
- \* Generates report sets that include a detailed item analysis at student, teacher, grade, school, and district level.
- \* Assesses with test items aligned exactly to Colorado standards right down to the most specific performance objectives.
- \* Assesses the performance of students in grades 3-10 for reading, math, and language arts.

## Non-Features

Does not provide instruction or practice. However, it does provide assessment toward state standards and recommends instructional materials and highlights areas where students need more practice.

## **In State Clients:**

None currently

# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

Class Assessment Summary - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://stmdemo.renlearn.com/RenaissanceServer/STM/ReportDrillDownController.rli>

**StandardsMaster™** District Place > Report Drilldown Help Sign Out

**Student Assessment Summary** 2001/2002 School Year  
 Select the Reports link to view individual reports ADMINISTRATOR USER

Assessment Events | Assessments | Filters

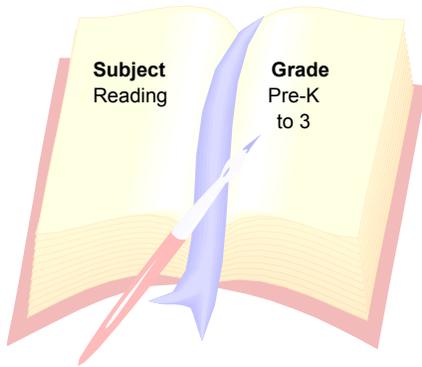
Event: **Fourth Nine Weeks Assessment Event 2002** Date: **March 19 - May 30**  
 Assessment: **Grade 3 Math - Assessment B**

Choose a filter:

Name	Score	Scoring Status	Reports
Renaissance Independent School District	82%	65% (130/200)	<a href="#">Reports</a>
Cedarwood Elementary School	89%	81% (81/100)	<a href="#">Reports</a>
<input type="text" value="DAVIS, JAMES"/> <input type="button" value="Go"/>	88%	80% (20/25)	<a href="#">Reports</a>
DAVIS - HOMEROOM, 001	88%	80% (20/25)	<a href="#">Reports</a>
<b>Students</b> 25 of 25 students in DAVIS - HOMEROOM, 001 participated in this assessment.			
BARBARIA, LINDSEY	100%	Scored On 03/19/2002	<a href="#">Reports</a>
BELLOW, JESSICA	98%	Scored On 03/19/2002	<a href="#">Reports</a>
BROWN, LAUREN	93%	Scored On 03/19/2002	<a href="#">Reports</a>

Done Internet

# Star Early Literacy



## Description

With STAR Early Literacy, you can pinpoint the early literacy skills of your pre-K through third-grade students in minutes. This breakthrough computer-adaptive assessment and database gives you instant assessment results that help you adjust your instruction to better meet the needs of your students.

STAR Early Literacy helps you identify a student's command of phonemic awareness, phonics, and other readiness and literacy skills in as little as 10 minutes. The software provides you with immediate, accurate, and reliable feedback on your students' literacy progress. Now, you can intervene faster and provide more effective instruction during the most critical years of your students' literacy development.

## Features

- \* Gives you more valuable data in less time for less cost.
- \* Provides information to target instruction within your existing curriculum.
- \* Measures literacy skills accurately and reliably.
- \* Helps you diagnose each student's command of 41 literacy skills in 7 key domains.
- \* Saves you time.
- \* Allows you to repeat the assessment throughout the year at no additional charge.
- \* Reduces costs by up to 90 percent compared to paper assessments.
- \* Helps you target instruction to meet the needs of individual students.
- \* Uses Computer-Adaptive technology that adjusts the difficulty of each question based on a student's previous response.
- \* Features professionally recorded audio that allows beginning readers to take the assessment unassisted.
- \* Friendly colorful interface helps students understand how to answer each question.
- \* Helps you meet the Phonemic Awareness and Phonics Instruction requirements of the No Child Left Behind Act.

## Non-Features

- \* Does not provide instruction or practice. Just assessment.

### **In State Clients:**

Pioneer Elementary School, Fort Morgan  
Academy of Charter Schools, Denver  
Glenwood Springs Elementary School,  
Glenwood Springs

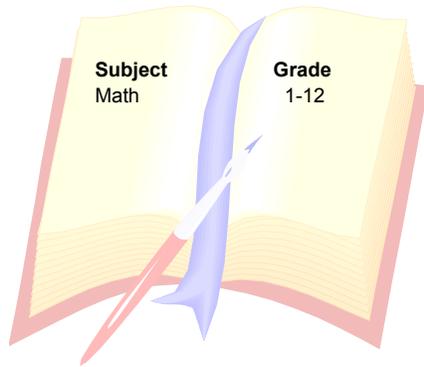
Springfield Elementary School, Springfield  
Park Elementary School, Fowler

# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com



# Star Math



## Description

STAR Math computer-adaptive reading test and database enables teachers to accurately assess a student's math level in just 15 minutes. With STAR Math, students take tests at the computer. When testing is complete, STAR Math provides accurate, reliable, norm-referenced reading scores for grades 1-12. Scores include grade equivalents, percentile ranks, and normal curve equivalents. Detailed reports help teachers measure individual and class growth, determine placement for new transfer students, and forecast results on major high-stakes tests.

STAR Math features Computer-Adaptive technology. Should a student miss a question, the difficulty of the next question is reduced. If the student responds correctly, the next question will be more difficult. This system lets you capture reading levels quickly and accurately. At the same time, it helps to minimize testing anxiety.

## Features:

- \* Provides valuable information on your students' math skills.
- \* Helps you determine the appropriate level of challenge for each student.
- \* Helps you instantly place new students.
- \* Helps you identify students who need extra attention.
- \* Gives you results in just 15 minutes.
- \* Standardized with a sample of nearly 80,000 students.
- \* Correlates with results on popular standardized tests.
- \* Allows you to repeat the assessment throughout the year at no additional charge.

## Non-Features:

- \* Does not provide instruction or practice. Just assessment.

## **In State Clients:**

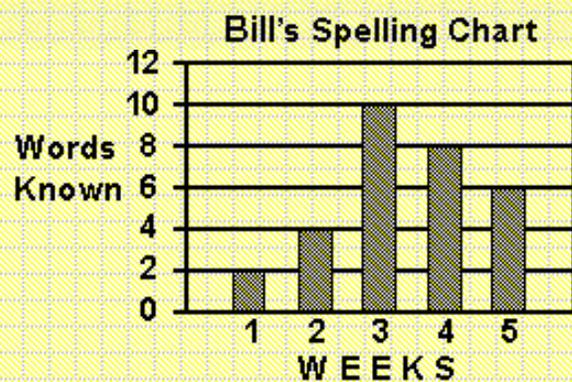
Pioneer Elementary School, Fort Morgan  
Academy of Charter Schools, Denver  
Glenwood Springs Elementary School,  
Glenwood Springs

Springfield Elementary School, Springfield  
Park Elementary School, Fowler

# Renaissance Learning

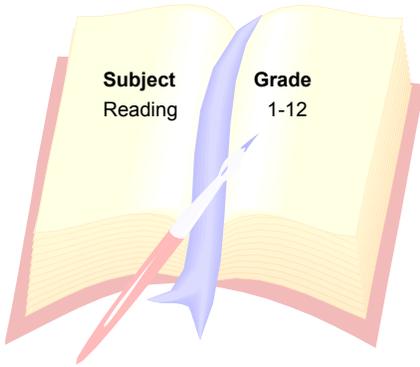
Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com

How many spelling words did Bill know the fourth week?



- (A) 2 words                      (B) 6 words  
(C) 8 words                      (D) 4 words

# STAR Reading



## Description

STAR Reading computer-adaptive reading test and database enables teachers to accurately assess a student's reading level in just 10 minutes. With STAR Reading, students take tests at the computer comprised of in-context vocabulary questions and authentic text questions. When testing is complete, STAR Reading provides accurate, reliable, norm-referenced reading scores for grades 1-12. Scores include grade equivalents, percentile ranks, and normal curve equivalents. Detailed reports help teachers measure individual and class growth, determine placement for new transfer students, and forecast results on major high-stakes tests.

STAR Reading features Computer-Adaptive technology. Should a student miss a question, the difficulty of the next question is reduced. If the student responds correctly, the next question will be more difficult. This system lets you capture reading levels quickly and accurately. At the same time, it helps to minimize testing anxiety.

## Features

- \* Provides valuable information on your students' reading skills.
- \* Helps you determine the appropriate level of challenge for each student.
- \* Helps you instantly place new students in appropriate-level reading material.
- \* Helps you identify students who need extra attention.
- \* Gives you results in just 10 minutes.
- \* Standardized with a sample of more than 60,000 students.
- \* Correlates with results on popular standardized tests.
- \* Allows you to repeat the assessment throughout the year at no additional charge.
- \* Helps you meet the Text Comprehension Instruction requirements of the No Child Left Behind Act.

## Non-Features

- \* Does not provide instruction or practice. Just assessment.

## **In State Clients:**

Columbine Elementary School, Fort Morgan  
Academy of Charter Schools, Denver  
Glenwood Springs Elementary School  
Manassa Elementary School  
Fremont School

# Renaissance Learning

Leslie Arnold  
970.226.2762  
laarnoldcrenlearn.com



Because of its ethnic and regional diversity, as well as the socioeconomic divisions within the population, Mexico is culturally heterogeneous. Among rural peoples there are strong regional affinities and allegiances, often referred to as *patria chica* ("small homeland"), which help to perpetuate cultural diversity. The large number of Indian languages and customs still extant, especially in the south, also **accentuate** cultural differences. In an attempt to unite the nation culturally by identifying a uniquely Mexican culture, the government has supported indigenous folk arts and crafts as well as the European-inspired classical arts.

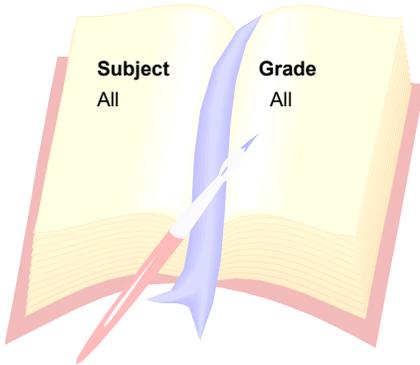
1. articulate

2. enunciate

3. captivate

4. accentuate

# Student Aptitude Testing System



## Description

Administers tests with this interactive questionnaire module. Combine multiple choice, short answer or essay type question formats to match your specific educational requirements. Plus, tests can include text based questions, images, multimedia resources, etc. This can be integrated with your existing website for seamless integration. Knowada provides random question selection, plus the ability to place time limits on test availability. Sophisticated response systems let you redirect test takers to different questions based on the response. A school can track simple percentages and rankings, or perform high-end, cross-tab calculations to plot trends in student performance.

## Features

- \* Administer complex online tests with dynamic content linked to multiple sources
- \* Perform sophisticated scoring and analysis calculations to quickly identify trends
- \* Integrate it with your existing website
- \* Compatible with PC's and Mac's
- \* Annual license with technical support available
- \* Can establish weighted scoring
- \* Results can be displayed automatically on-screen for the student to see
- \* Results can be collected, analyzed and tracked according to individual, classroom, and school district

## Non-Features

- \* Not available in hardcopy format
- \* Does not come with a pre-determined set of courses
- \* Does not come with a pre-defined set of tests

## **In State Clients:**

Colorado Computer Center  
Education Sales Management  
AmeriCorp  
NAACP  
City of Boulder

**Knowada**

Kevin Taylor  
303.439.0175

# Student Aptitude Testing System

## SCREEN SHOT

Which of these would be most helpful in preventing the spread of disease?

- increased waste production
- increased water treatment
- increased housing construction
- modernized transportation systems

PILL BUG INVESTIGATION

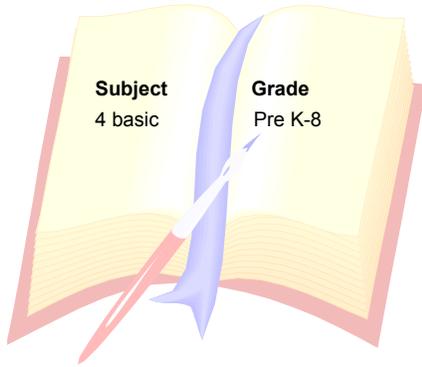
**Pill bugs are small, hard-shelled crustaceans that are also known as roly-polies. They are good subjects for experiments because they are easy to find in most areas. For example, they can often be found under logs, in decaying piles of leaves, and under rocks.**

The chart below shows the question two students asked about pill bugs.

STUDENT	QUESTION
Brian	How do pill bugs react to noise?
Katie	Do pill bugs enjoy music?

Can Brian's question be tested? Explain why or why not.

# SuccessMaker® Enterprise



## **Description**

Offers more than 6,000 hours of instruction focusing on reading/ language arts, mathematics, and English language development/ESL and bilingual. Progress reports show overall course performance for a student or group of students, allowing for timely interventions and course adjustments. Identification of skill areas in which a student is having difficulty drives individualized instructional decisions by teachers. IPM (Initial Placement Motion) automatically locates the student's starting level and presents appropriate instruction. A powerful management system and continuous assessment tools enable customized learning for every student. Configuration options provide complete scalability. Aligned to national, state, and local standards and offers effective, research-based methods and strategies.

## **Features**

- \* Built-in Results Manager Management System provides continuous progress assessment that adapts the course to the student's level and lets the teacher know how the student is doing; readily available reports for effective instructional decisions; online portfolios for authentic assessments; holistic scoring rubrics; and student self-assessment tools
- \* Dynamic ordering finds the optimal sequence of instruction for each student.
- \* Tutorial Intervention employs a variety of instructional strategies when students have difficulty.
- \* Retention check automatically activates at intervals during the learning process to ensure retention
- \* Available in customizable curriculum bundles.

## **Non-Features**

- \* Not editable
- \* Not easily exportable

## **In State Clients:**

Pueblo City School District 60  
Douglas County School District RE-1  
Colorado Springs School District 11  
Harrison School District 2

# Pearson Education Technologies

Mark Turner  
888.NCSLEARN

SuccessMaker® Enterprise Standards-based curriculum for preK-8  
 from Pearson Education Technologies

**Math Investigations**

File Edit Resources Toolbox Help

The total distance for path BD is about 175 meters.



Path Name	Estimated Distance (m)	Rate (m/s)	Estimated Time (s)	Chance of Hazard	Hazard Delay (s)
BD	175	9		2 out of 4	7 to 14

= 175

Time Used: 37 seconds Time Left: 83 seconds

Spiral Way

Path Name:

Rate:  meters per second

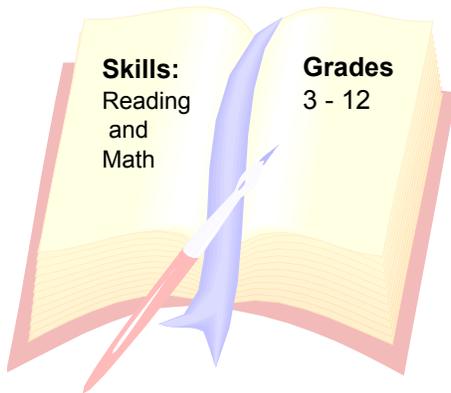
Chance of Hazard:

Hazard Delay:  seconds

**NEXT**

The Math Investigations course in SuccessMaker Enterprise integrates real-world problem-solving into other areas and offers a guided, step-by-step approach, providing students with a model for further investigations.

# Sylvan Education Solutions



## Description

Sylvan Education Solutions is the country's leading provider of educational services to schools, school districts and community organizations. For over 15 years, we have partnered with education institutions, government agencies and community groups tailored to individual student needs. This instructional tool allows us to target educational assistance to students where they need it most. In addition, to reading and math instructional programs with feedback based in the school, we are also an approved provider for supplemental services with the NCLB Act. This is an instructional system backed by scientific research and utilizes an effective combination of personalized instruction, diagnostic-prescriptive learning, student motivation and parent involvement. We maximize the effectiveness of each student's program.

## Features

- \*Identify learning and skill gaps at the start of the year
- \*Create a curriculum plan for each student
- \*Aligns curriculum to state and district education standards
- \*Provides on-going evaluations and daily monitoring to track achievement
- \*Motivates students by rewarding effort and achievement
- \*Involves parents and classroom teachers in their students' supplemental educational programs

## Non-Features

- \*Is not downloadable information for other data bases
- \*Cannot be merged with other software

In State Clients:

15 locations available in Colorado

Sylvan

1.888.7Sylvan

## Sylvan Education Solutions proudly partners with schools and school districts to provide the following:

Early Childhood  
After-school Enrichment  
English as a Second Language  
Reading and Math  
Instructional Support Services

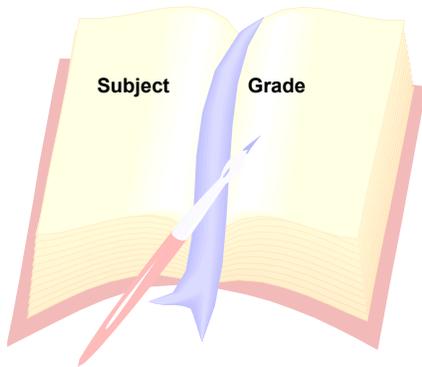


The photographs above illustrate how Sylvan Education Solutions maximizes the effectiveness of each program by:

- ◆ Identifying learning and skill gaps at the start of the program.
- ◆ Creating a curriculum plan for each student.
- ◆ Aligning curriculum to state and district education standards.
- ◆ Providing ongoing evaluations and daily monitoring to track achievement.
- ◆ Motivating students by rewarding effort and achievement.
- ◆ Involving parents and classroom teachers in their students' supplemental educational programs.



## TestMate Clarity Files for CSAP 02



### **Description**

CSAP Clarity allows you to create additional CSAP reports using TestMate Clarity software and your CSAP data disks. CTB's TestMate Clarity reporting software can be used to disaggregate, reoster, and generate a variety of teacher-friendly, instructionally useful reports for both individuals and subgroups of students. The TestMate Clarity files for CSAP 02 are available to both TerraNova and non-TerraNova users. Released in October of 2002, these CTB test parameter files enable CSAP data disks to be used with the Test-Mate Clarity software. The system is designed to be easy to use and economical, requiring a minimum of training.

The basic Clarity software can also be expanded by using various add-on modules that increase functionality, such as longitudinal tracking by scale, score, and multiple tests on a single report.

### **Features**

- \* Easy to use; requires minimal training.
- \* Economical/annual per student fee.
- \* \* Will calculate annual gains from Spring 2002 Onward by CSAP content areas.
- \* Numerous sorting, ranking, and re-rostering capabilities.
- \* Up to 19 attractive, easy to read, pre-made report templates for individual, class, school, and district reporting.
- \* Add-on modules include longitudinal and exporting capabilities.

### **Non-Features**

- \* Reading only scores linked 01-02.

### **In State Clients:**

Five Colorado districts immediately started using this new product (October 2002). References are available upon request.

**CTB/McGraw-Hill**

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179

**TestMate Clarity - [Create Report]**

File Edit View Data Tools Help

Define Test      Scan/Score Test      Prepare Data      Create Report

1 Start      2 Define      3 Finish

New      Template      Group      Scores      Run

**Student Subtest & Objective Report**

Student Name: Ahrens Austin  
 Student ID: X2402008  
 Special Codes: KLMNOPQRSTUVWXYZ

Grade: 8  
 Birth Date: 05-30-1987

District: Ctb Sd  
 School: Kennedy Ms  
 Teacher: Gall

Test Name: TNCAT-AL  
 Level/Form: 19 C  
 Test Date: 08-12-2001  
 Template: Student Subtest & Objective  
 Report Date: 01-09-2003

Degree of Mastery Key:  
 Low Mastery  
 Moderate Mastery  
 High Mastery  
 Not all items attempted

**Template**

hint! A template is a report definition. It defines the type of data reported, including the student group and scores.

Report template:  
 Group Item  
 Group Mastery  
 Group Objective  
 Group Subtest  
 Student Item  
 Student Subtest & Objective  
 Subtest List  
 Summary Item  
 Summary Objective  
 Summary Subtest

Template description:  
 For student group; item response by student.  
 Includes averages.

Open      Cancel      help

**Scores By Subtest**

Subtest	Scale Score	National Percentile	National Stanine	# Mastered Obj.
Algebra	779	98	9	6

**Scores By Subtest / Objective**

Subtest / Objective	Degree of Mastery
Algebra	●●●●●●
Variables, Expressions, For...	●●●●●●
Solving Linear Equations, In...	●●●●●●
Graphing Linear Equations	●●●●●●
Functions and Graphs	●●●●●●
Quadratic Equations and Fu...	●●●●●●
Geometry	●●●●●●
Subtest Average	100
Total Average	100

Use the PageUp and PageDown keys to page through the report.

CAP      Page 1

**TestMate Clarity - [Create Report]**

File Edit View Data Tools Help

Define Test      Scan/Score Test      Prepare Data      Create Report

1 Start      2 Define      3 Finish

New      Template      Group      Scores      Run

**Template**      Group Mastery

Level/Form: 19 C

Test Date: 08-12-2001  
 Report Date: 01-09-2003  
 Students in Group: 51

All Students  
 Sort: District: Ctb Sd  
 Grade: 8  
 School: Kennedy Ms  
 Teacher: Gall

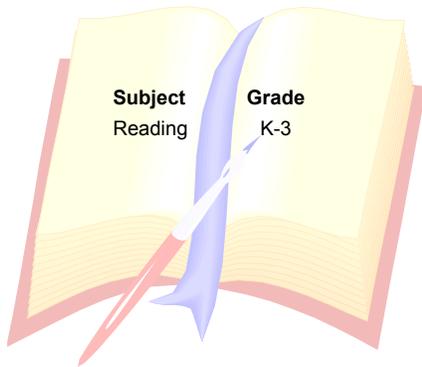
**Algebra**

Variables, Expressions, Formulas			Solving Linear Equations, Inequalities		
High Mastery	Moderate Mastery	Low Mastery	High Mastery	Moderate Mastery	Low Mastery
Ahrens Austin	Bohrer Kacey A		Ahrens Austin	Bohrer Kacey A	
Akens Dakota S	Burke Angela K		Akens Dakota S	Burke Angela K	
Alexander Jessica E	Copeland Kendra T		Alexander Jessica E	Dobavashi Yurie L	
Amerine Shelby T	Dobavashi Yurie L		Amerine Shelby T	Favro Brandon E	
Appleby David M	Favro Brandon E		Appleby David M	Gonzalez Anthony A	
Armstrong Robert M	Gonzalez Anthony A		Armstrong Robert M	Kaczmarek Davis J	
Best Hepburn N	Kaczmarek Davis J		Best Hepburn N	Lin Anthony	
Boyd Adam N	Koontz Alexander		Boyd Adam N	Mason Eric L	
Brendinger Chelsie J	Lin Anthony		Brendinger Chelsie J	Nakasui Tsubasa	
Brown Britney M	Mason Eric L		Brown Britney M	Neth Adam W	
Chbmbers Adavius J	Nakasui Tsubasa		Chbmbers Adavius J	Palencia Grace	
Chung Hong J	Neth Adam W		Chung Hong J	Reich Amanda S	
Collier Jeffrey L	Palencia Grace		Collier Jeffrey L	Riddle Brianno L	
Conover Emily M	Riddle Brianno L		Conover Emily M	Shavley Audrey P	
Farnell Christop	Shavley Audrey P		Copeland Kendra T	Williams Shante J	
Fouts Aubrian	Williams Shante J		Farnell Christop		
German Skivlar A			Fouts Aubrian		
Gillem Shelby M			German Skivlar A		
Hounshell Dillon D			Gillem Shelby M		
Kuhns Ashley A			Hounshell Dillon D		
Legette Sean J			Kuhns Ashley A		
Lynch James A			Legette Sean J		
Maurer Morgan E			Lynch James A		
Molinary Angello N			Maurer Morgan E		
Oder Austin M			Molinary Angello N		
Fassin Joe			Oder Austin M		
Platt Scott L			Fassin Joe		
Reich Amanda S			Platt Scott L		
Reprogle Jim M			Reprogle Jim M		
Speller Troy A			Speller Troy A		
Sprenger Kylie J			Sprenger Kylie J		
West M N E			West M N E		
Wolfe Haley R			Wolfe Haley R		
Wyllie Matthew J			Wyllie Matthew J		
Wynn Hannah R			Wynn Hannah R		
63%			63%		

Use the PageUp and PageDown keys to page through the report.

Page 1

# Vital Indicators of Progress (VIP)



## Description

VIP benchmarks provide standardized one-minute measures of progress on critical developmental reading skills. These measures are highly reliable and 90% predictive of how well a student will read at the end of third grade. VIP is based on the oral fluency measures of DIBELS™ developed by Dr. Roland H. Good. VIP provides teachers the unique ability to monitor the progress of each student every 9 weeks and struggling readers weekly. VIP is delivered through an online reporting and communication system that generates reports for classrooms, schools, and districts. In addition, VIP provides interpretation and guidance for bringing struggling children to grade level.

## Features

- \* Re-rosters students by progress made in achieving reading proficiency
- \* Provides instructional guidance for students who are struggling
- \* Summarizes classroom, school, and district in graphic charts
- \* Provides a customized letter home to each family describing students progress
- \* Tracks students over years
- \* Includes special education students
- \* Accessible from the web using a PC or a Mac

## Non-Features

- \* Not intended for data integration with the software
- \* Not a district warehousing tool

## **In State Clients:**

None

## Voyager

Jim Nelson  
214.932.3287  
2200 Ross Ave.  
Dallas, TX 75201

# DISTRICT CHART

## Metro County Public Schools

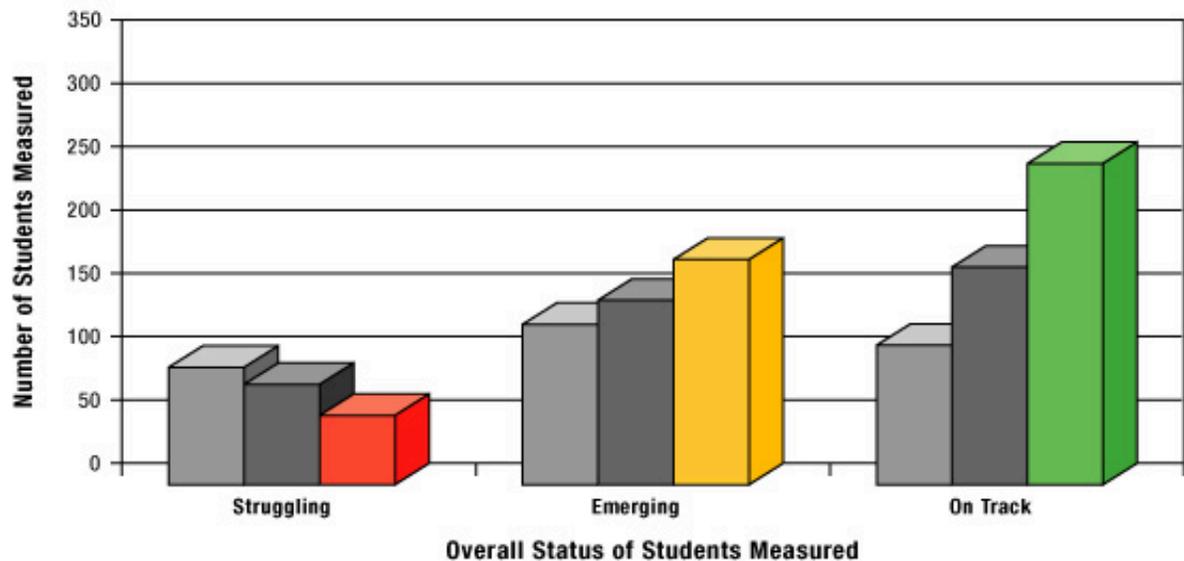
Welcome, rblack [\[Sign Out\]](#)

Academic Year: 2002-03

First Grade: 13 Schools/590 Students

### BENCHMARK PERIOD 3 [All]

Accurate as of: 09/13/2002 01:55 AM



?

BENCHMARK PERIOD [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#) [\[All\]](#)

### SCHOOL LISTING

Accurate as of: 09/13/2002 01:55 AM

SCHOOLS	Struggling	Emerging	On Track	Measured	Total Students
<b>Entire District</b>	<b>9% (53)</b>	<b>44% (261)</b>	<b>47% (276)</b>	<b>590</b>	<b>678</b>
Grand Avenue Elementary	10% (3)	50% (15)	40% (12)	30	33
Hiawassee Elementary	-	-	-	0	0
Killarney Elementary	-	-	-	0	0
Lake Weston Elementary	10% (9)	39% (36)	51% (47)	92	106
Maxey Elementary	12% (5)	47% (20)	42% (18)	43	45
Mollie Ray Elementary	-	-	-	0	0
Orange Center Elementary	14% (10)	42% (31)	45% (33)	74	78
Pine Hills Elementary	14% (16)	39% (44)	46% (52)	112	113
Riverside Elementary	-	-	-	0	41
Rock Lake Elementary	7% (4)	30% (17)	63% (36)	57	61
Rosemont Elementary	-	-	-	0	0
Sadler Elementary	0% (0)	56% (59)	44% (46)	105	118
Spring Lake Elementary	8% (6)	51% (39)	42% (32)	77	83

?

BENCHMARK PERIOD [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#)

# Writing Roadmap™

## Unique Features

- \* Instantly diagnoses analytic writing traits
- \* Tracks student progress over time
- \* Descriptive, Narrative, Informative & Persuasive prompts
- \* Variety of prompts grades 3-12
- \* Low-cost formative writing tool
- \* Write essays online from various locations
- \* Cut-and-paste or spell check options
- \* Saves teachers time grading essays
- \* Consistent, reliable, secure web-based scoring
- \* Instant access to student data
- \* Identifies writing deficiencies to support targeted instruction
- \* Teachers can add comments to reports online for personalized guidance/messages
- \* Immediate feedback for students
- \* Engaging process; easy-to navigate
- \* Online checklists and clear directions
- \* Students can revise & re-submit essays to improve scores
- \* Students can evaluate their own progress by monitoring online portfolios
- \* Gives students objective feedback on their writing skills
- \* Pre-writing activities included (brainstorming, planning, outlining, drafting, revising)

## **Non Features:**

- \* Customized prompts require additional fee

## Overview

**Writing Roadmap** is a web-based extended task writing assessment system that is designed to do 3 things: 1) Provide **students** multiple opportunities over the school year to **practice responding to writing prompts** and to get **instant feedback** that includes specific diagnostic information on their skill levels **holistically** and on **five specific traits**. Students can also monitor and track their own progress using the **portfolio feature** thus taking control of their growth. 2) This tool empowers teachers to provide students with more **opportunities to get reliable feedback** for their students without spending the dozens of hours needed to grade papers for a full class. However, teachers can **add personal comments** & suggestions to the computer-generated reports. Teachers also receive **class and frequency distribution reports** which can be aggregated to the district level. 3) Finally, Writing Roadmap reports provide **diagnostic information** on traits that are included in the CSAP extended-task writing rubric, but that are not specifically listed on the printed CSAP reports. Writing Roadmap is a great tool to help students systematically progress toward proficiency.

## In State Clients:

Since its September release, ten Colorado districts have purchased Writing Roadmap. Specific references are available upon request.

# CTB/McGraw-Hill

Christi Linton  
Kent Tamsen  
Anne Bradley

303-400-3093  
303-429-1442  
505-829-4179

## Writing Checklist

### FOCUS (Ideas and Content)

- Do you have a clear purpose for writing?
- Do you state your main idea in a topic sentence?
- Do you stay on the topic?
- Do you summarize your ideas in a conclusion?

### DEVELOPMENT

- Do you use examples to support your main idea?
- Do you use details to support your main idea?

### ORGANIZATION

- Do you follow a clear sequence of ideas?
- Do you include connecting words that help the reader

Prepare a multiple-paragraph response to the prompt shown below. Read the prompt carefully before you begin to write. Be sure to write on the specific topic and for the purpose stated in the prompt.

Use the time available to plan, write, review, and revise your response. Click on the checklist button to review what you need to include in a well-written essay or story. You may make any changes you think will improve your response before you submit it.

[CLOSE THE CHECKLIST](#)

[VIEW WRITER'S MODEL](#)

### The Prompt:

Think about good teachers you have had. Explain what makes a good teacher and why all teachers should have these qualities.

### Enter Your Essay Here:

**Note:** On some browsers, the tab key will not indent. Please use the spacebar.

[SCRATCH PAPER](#)

I think a good teacher is friendly, caring and smart. These are the qualities that a good teacher needs in order to take good care of students. A good teacher is friendly so that students can feel comfortable asking questions, asking help on homework (especially tough Math questions) and asking for help in other things. If a teacher is not friendly, students would not feel good asking for help. The only way to learn is to ask for help and teachers need to be friendly. A good teacher also needs to be caring. If teachers care for their students, students will care for the teacher also. In order to help someone learn something new, you must care for this person. Caring is a part of growing up and learning to be wise. A good teacher must also be smart so that they can teach us students all of the things that we need to know in fourth grade. We learn about Math, Spelling, Science, and History. I especially love to play outside right after lunch. Our teacher, Mrs. Smith, is really smart. She helps me with my Math problems. Good teachers are very hard to find. We need more teachers like Mrs. Smith.

## Student Writing Analysis

**Prompt Name:** Grades 4-6, Informative/Expository, A Good Teacher

<b>Student Name:</b>	STUDENT CTB20	<b>Teacher:</b>	Teacher Twenty
<b>Student Number:</b>		<b>School:</b>	CTBScoring
<b>Student Grade:</b>	Fourth Grade	<b>District:</b>	Vantage S.D.
<b>Report Date:</b>	9/10/02 5:55 PM		
<b>Assignment Date:</b>	9/10/02 6:46 PM		

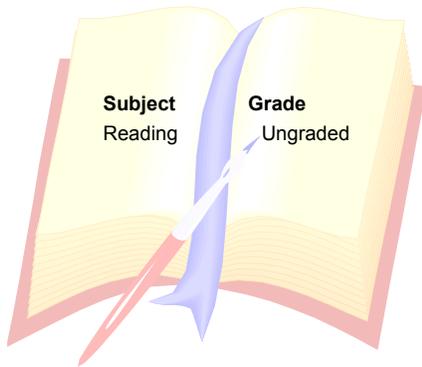
[WRITER'S MODEL](#)

### Overall Analysis

On a scale of one to four, your response to **this assignment was rated a 3**. Your response was evaluated on the basis of how well it communicates its message considering important areas of writing including focus, development, organization, sentence structure and mechanics.

A response that receives a score of three adequately communicates its message. Typically, a response at this level has a clear purpose evident, though there may be some lack of focus and cohesion. A response at this level typically shows clear

# Sonday System



## Description

Winsor Learning/Sonday System Learning to read program is for emergent, corrective and ESL instruction. It is designed to assist teachers to learn to use a well-defined scope and sequence, systematic teaching of small steps and bond new learning to previously learned material. On-going professional development promotes understanding and practices the rationale for precision teaching of skills.

Teachers learn to teach letter sound connections, blending sounds into words, segmenting words into sounds, rules and generalizations and multi-sensory reinforcement.

The diagnostic instructional materials are Orton-Gillingham based, i.e. Lesson plans, Word Book, Video Tutor and appropriate manipulatives.

There are Mastery Checks after every 3rd level of learning. This evaluation piece is designed to provide in-classroom benchmarks enabling the teacher to assess mastery, review strengths and weaknesses, as well as to gauge the pace of progress. (See website [www.sondaysystem.com](http://www.sondaysystem.com))

## Features

- \* Research based curriculum is complete, explicit and easily implemented.
- \* Orton-Gillingham based multisensory, structured, explicit phonics for teaching
- \* Highly effective for English language learners.
- \* Integrates all curricula.
- \* Translates state standards and the six dimensions of reading (NCLB) into instructional strategies.
- \* Evidence-based scope and sequence with systematic teaching of small steps that bond new learning to previously learned material.
- \* Facilitates program replication from site to site.
- \* Student and teacher pacing is precise by incorporating frequent mastery checks that foster diagnostic teaching.
- \* Over three decades of clinical/science-based expertise.

## Non-Features

- \*Not downloadable into other databases

## In State Clients:

None

# Winsor Learning

Mark Adzick  
800.321.7585  
[marka@winsorcorp.net](mailto:marka@winsorcorp.net)

Dimensions of Reading	Instructional Materials		Training		
	Sunday System I	Sunday System II	Initial Installation	In-Service	Monthly On-Going Professional Development
<b>Phonological Awareness</b>					
Developing listening skills	.		.	.	.
Onset sounds/Rime	.		.	.	.
Combining compound words	.		.	.	.
Segmenting compound words	.		.	.	.
Phonemic awareness	.		.	.	.
Deletion	.		.	.	.
Substitution	.		.	.	.
<b>Phonics Instruction</b>					
Blending phonemes and letters	.	.	.	.	.
Mechanisms for production of phonemes	.	.	.	.	.
Graphemes	.	.	.	.	.
Spelling generalizations and rules	.	.	.	.	.
Multisensory Reinforcement	.	.	.	.	.
Systematic - Explicit	.	.	.	.	.
Sight Words	.	.	.	.	.
<b>Reading Fluency</b>					
Sound, word, phrase, sentence	.	.	.		.
Automaticity - Rapid Naming	.	.	.		.
Controlled Reading	.	.	.	.	.
Phrasing/Chunking	.	.		.	.
Repeated Oral Reading	.	.	.		.
Choral Reading	.	.		.	.
Partner Reading	.	.			.
Monitored Oral Reading	.	.	.		.
<b>Vocabulary</b>					
<b>Indirect</b>					
Daily oral reading	.	.	.		.
Listening to fluent readers	.	.		.	.
Independent reading	.	.	.		.
<b>Direct</b>					
Specific word instruction	.	.		.	.
Word learning strategies-		.		.	.
Opposites, synonyms, analogies, and affixes to find the meaning		.		.	.
<b>Comprehension</b>					
Cooperative learning	.	.	.	.	.
Active listening	.		.		.
Mental Imagery	.			.	.
Mnemonic	.		.		.
Prior knowledge	.		.		.
Factual, predictive, and inferential questions		.		.	.
Generating Questions		.		.	.
Multiple Strategies	.			.	.
Psycholinguistic	.	.		.	.
Summarizing		.	.	.	.
<b>Assessment</b>					
Benchmarks	.	.	.	.	.
Pre- and Post Tests	.	.	.	.	.



# Consumer Guide and Data Tools

For

# District Feedback



# District Data Tool Consumer Guide

District Data Tools	Proven to Tightly Align w/Colorado Standards	Re-Rosters Data
Achieve 3.0	●	●
Alpine Achievement	●	●
Assessment of Colo Science & Social Studies	●	○
C4SI	●	●
CPSOnline	●	◐
CSR	●	●
Custom Performance Level Reporter Terra Nova	●	○
Data Mining Project	●	●
Ease-E	●	●
ECS Star-Student Asststance Rep	◐	●
Ed Explore	◐	●
Educational Outcomes Cubes	◐	●
Encounter Tracker	◐	●
E-Scholar	●	●
EZ Compliance Forms	●	●
Key Stone Student Info	●	●
Learner Profile 3 Dist.	●	●
Lightspan	●	●

# District Data Tool Consumer Guide

Displays Academic Growth	Integrates Different Databases for Broader Achievement Queries	Open Industry For ease of Data Downloading	Data Simulations and Project Growth Models	Plots Effects of Student Mobility	"Ready to Print PDF format"	Toggles between graphics	Offers "real time" displays
●	○	●	○	◐	◐	●	●
●	◐	●	●	●	●	●	●
●	○	○	○	○	●	○	○
●	●	◐	●	●	●	●	●
◐	○	◐	◐	○	○	●	●
●	◐	●	●	◐	●	●	◐
●	○	○	○	○	●	○	●
◐	◐	○	◐	●	◐	◐	●
●	●	○	●	●	●	●	●
●	●	○	◐	○	●	○	○
●	●	○	●	●	●	●	○
●	●	●	●	○	●	●	●
○	○	○	●	●	●	◐	●
●	●	◐	●	●	◐	◐	●
○	○	○	●	●	●	○	●
●	●	○	●	●	○	◐	●
●	○	◐	◐	●	◐	○	●
●	●	○	●	●	●	○	●

# District Data Tool Consumer Guide

District Data Tool:	Proven to Tightly Align w/Colorado Standards	Re-Rosters Data
MaxMed	●	●
SAMS	●	●
SASIXp	◐	●
Scholar Suite	●	●
SETS	●	●
Socrates Data Web	●	●
Student Profiler	◐	◐
Swift Knowledge	●	◐
Testmate Clarity	●	●
Turn Leaf Achievement	●	●

# District Data Tool Consumer Guide

Displays Academic Growth	Integrates Different Databases for Broader Achievement Queries	Open Industry For ease of Data Downloading	Data Simulations and Project Growth Models	Plots Effects of Student Mobility	"Ready to Print PDF format"	Toggles between graphics	Offers "real time" displays
●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●
●	●	○	◐	◐	●	○	●
◐	◐	○	○	◐	◐	◐	◐
○	○	○	●	●	●	○	●
●	●	○	●	●	●	●	●
●	●	○	●	○	○	◐	◐
●	●	◐	●	●	●	●	◐
◐	◐	○	◐	○	○	○	○
●	●	◐	●	●	●	●	●

## Achieve 3.0 Principal Console

### Features

- \* Web-based application accessible from any Internet-connected computer
- \* On-site training and support for two years led by teacher-credentialed Project Leaders
- \* Analyzes standardized test results standard-by standard through color coded reports showing green, yellow, and red, where red indicates a problem
- \* Drills down to the class level to individual students to analyze performance on a particular standard
- \* Generates reports for instructional leaders regarding how well standards have been addressed
- \* Tracks number of times each standard has been taught and the current level of mastery for Colorado
- \* Provides authority for instructional leaders to publish quality lessons to a schoolwide library
- \* Allows instructional leader to provide feedback on lesson

### Curriculum and Instruction:

- \* Tracks assignments, grades and comments for all classes
- \* Permits principal leaders to view actual student work on-line to evaluate equanimity in grading amongst teachers and actual quality of student work with respect to a given standard
- \* Creates report cards or exports all student grades as comma-separated values or SIF compliant XML for interoperability with existing student information systems

### Communication tools:

- \* Allow principals to seamlessly share student grades, homework assignments, comments and strategies to be employed at home with parents

### Non-Features:

- \* Not a solution for general back office information management
- \* Not a tool for customizable SIS reporting
- \* Does not provide distribution lists for bulk mailing

### Overview::

Achieve 3.0 Principal Console is a standards-centric, Web-based solution linking everything in a student's academic life together. Diagnostics inform curriculum and instruction which drive assessments that in turn influence the actions key adults will take on behalf of students. Achieve analyzes standardized test results to correlate each student's scores to the state standards for the current year. Then, as teachers plan their lessons, Achieve tracks how many times a standard is concept. Principals are able to identify best-of-breedrecommends teaching materials specific to the learningcovered and even lesson plans and publish them to a library of resources available to all teachers

### In State Clients:

None Available

## Project Achieve

Maye Chen 415.645.8957  
250 Fourth St., Suite 100  
San Francisco, CA 94103  
<http://www.projectachieve.com>

Principal console | help | what's new | support | preferences | **Reports**

Planner | Gradebook | Classroom

Standards Mastery Report Parameters

\*Term: **Fall Term** \*Marking Period: **Fall Marking Period**  
 Global Criteria: Display Students below mastery level  (Detail reports only)

Status:  Active Students  Inactive Students  Both

School Standards Mastery  Class Standards Mastery  Individual Standards Mastery

Report Specific Criteria: Subject:  Section:  Show Selected Students (by last name or all students):  
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z All [Students](#)

Grade Level(s):  All  Summary  Detail

Staff:  All

Options:  Highlight mastery level above:  75 in  Green   
 Highlight mastery level in-between in  Yellow   
 Highlight mastery level below:  50 in  Red   
 Highlight unevaluated standards in  Gray   
 Show classroom assessments included in mastery score (Class Detail and Individual Reports only)  
 Show learning concepts (Class Summary and Individual Reports only)  
 Include links to more specific reports for each class, student, or standard.  
 Display Standards:  Evaluated  Unevaluated  Both

**Submit** **Reset** [Back to Report List](#)

State Standards	Standardized Tests	Classroom-Based Assessments	On-Line Assessments
<b>Math - Grade 5</b>			
<a href="#">Knowledge of Algebra, Patterns and Functions</a>	75%	81%	66%
<a href="#">Math 5A</a>	67%	70%	69%
<a href="#">Math 5B</a>	75%	78%	60%
<a href="#">Math 5C</a>	83%	95%	70%
<a href="#">Knowledge of Geometry</a>	85%	81%	87%
<a href="#">Math 5A</a>	80%	78%	88%
<a href="#">Math 5B</a>	85%	81%	86%
<a href="#">Math 5C</a>	90%	83%	89%
<a href="#">Knowledge of Measurement</a>	65%	78%	74%
<a href="#">Math 5A</a>	30%	61%	42%
<a href="#">Math 5B</a>	90%	88%	95%
<a href="#">Math 5C</a>	75%	85%	87%

# Colorado Assessment Reporting System from Alpine

## Unique Features

- \* Secure data transfers. Password encrypted
- \* Web enabled, platform independent
- \* No software to install. Easy to use features!
- \* Produces results in multiple formats including ready-to-print PDFs, spreadsheets, and transferrable graphics
- \* Extensive support documentation
- \* Output is designed specifically to match test strengths and limitations
- \* User can adjust minimum number of students to include in summary output
- \* Six permission levels allow the district to determine who should be able to access different types of information
- \* Fully customizable grouping feature allows the user to track the performance of any subgroup of students, not just those groups that are already in the data file
- \* Interactive tool creates on-the-fly output that can be incorporated into reports and presentations
- \* Individual student look up reports make it easy for teachers to differentiate instruction to meet student needs
- \* Historic trends reports can be created based on cross-sectional, quasi-longitudinal, and longitudinal growth models
- \* All historic data are rescaled, making accurate historic interpretations possible
- \* Incorporates all test specifications and correct inclusion/exclusion rules for every year
- \* Works with CSAP and NWEA data. Adding ITBS and Literacy Act in Spring 2003
- \* Reports are ready quickly. Always adding new features!

## Non-Features

- \* Does not create classroom tests for teachers
- \* Does not generate specific lesson plans

## Overview

Alpine Achievement Systems is a Colorado company dedicated to providing school districts, principals, and teachers with timely, relevant, and contextualized information from large-scale achievement data so teachers can accurately focus their instructional resources on improving student achievement. For district administrators, Alpine saves hundreds of hours of work that you would otherwise need to do by hand. The information you need for accountability reports, presentations, and daily data inquiries is at your fingertips. It is fast, accurate, and secure. The tools are so flexible, that you can answer complex questions with a few keystrokes. Alpine empowers school administrators and teachers with the kinds of information they need to make the connections between data and instructional planning as never before. School administrators are no longer dependent on the district to analyze data for them. Teachers can create customized groups of their students based on last year's classes, this year's classes, by program, or demographic, and can generate individual student reports and group summaries with just a click. Alpine clients frequently describe the system as user-friendly, relevant, and powerful!

## In State Clients

Alpine currently serves 25 school districts in Colorado, including:

- Academy School District 20
- Cheyenne Mountain School District
- Colorado Springs School District 11
- Littleton School District
- Poudre School District
- Woodland Park Schools



Dr. Alisabeth Ackerman  
200 Union Blvd., Suite 425  
Lakewood, CO 80228

www.alpineachievement.com  
info@alpineachievement.com  
(720) 763-9200

## Student Group: G/T Students, 6th Grade Writing

**based on Students' School of Accountability for Most Recent CSAP Test**

Group, School, District and State Performance on CSAP 2002 6th Grade Writing - Totals

District and State	Total N	Ns						Percentages					
		U	PP	P	A	PA	NS	U	PP	P	A	PA	NS
G/T Students	46	0	5	30	11	41	0	11	65	24	89	0	
SAJAK MS	167	10	56	78	13	91	10	6	34	47	8	54	6
Maxfield	302	15	112	143	19	162	13	5	37	47	6	54	4
Colorado	57557	4166	22599	24199	4661	28860	1932	7	39	42	8	50	3

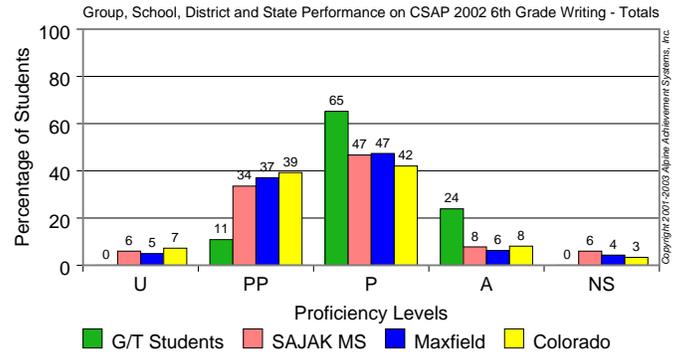


fig. 6.32.1710.45.1

CSAP 2002 6th Grade Writing - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi										
Percent	0			11			65			24			0
Number	0	0	0	0	1	4	5	12	13	10	1	0	0
<b>Total # of students: 46</b>													

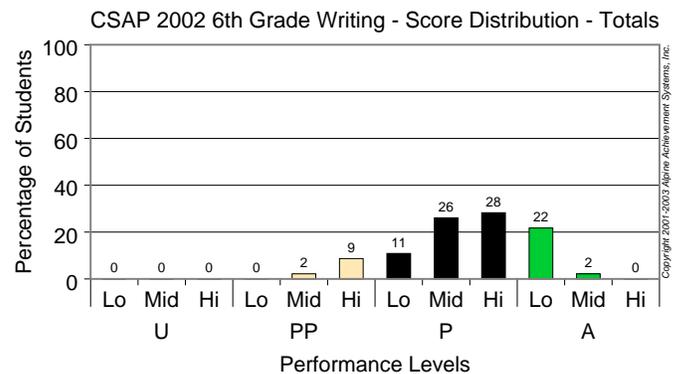


fig. 6.32.1710.45.2

CSAP 2002 6th Grade Writing - Subscore Performance - Totals

Standards and subcontent	% Below	% Prof. or Above
Std2	13	87
Std3	11	89
ParWr	15	85
ExtWr	22	78
GramUse	13	87
Mech	11	89
Total	11	89
<b>Total # of students: 46</b>		

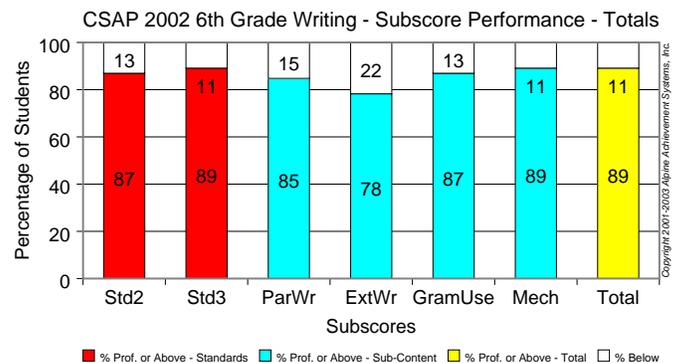


fig. 6.32.1710.45.3

**Legend:** U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; PA=Proficient + Advanced; NS=No Score

**Notes:** Results are reported in percentages. Percentages may not sum due to rounding. Minimum # of students required for summary reporting: 10

## Assessment of Colorado Science & Social Studies (ACSS)

### Unique Features

- \* Ready-to-use, turnkey solution for fulfillment of Colorado Accreditation Indicator E
- \* Quality items - multiple-choice & constructed response
- \* Well-thought out coverage of standards
- \* Colorado teachers provided suggestions for clustering History, Geography, Civics, & Economics standards to keep test length to a minimum while covering the most important content
- \* Designed to provide a minimum of 50 score points for all 6 Science standards and 50 points for the 4 social studies content areas combined, to enable district (or consortium) standard setting

### Non-Features

- \* Does not have the same level of psychometric qualities as a high-stakes customized state level test would require

### Overview

Colorado Accreditation Indicator E requires that districts assess students in content areas not covered by CSAP.

The **Assessment of Colorado Science & Social Studies** was designed to help districts meet this requirement using a specially created instrument.

Using the Science and Social studies subtests of CTB's **TerraNova Multiple Assessments edition as a base**, CTB content editors **developed a supplement** that filled in gaps they found when analyzing the alignment of the TerraNova subtests. The supplement has both multiple-choice and constructed response items, which is administered in combination with the core tests.

There are **separate tests for each grade, 3-8**, that can be administered in either the Spring or the Fall plus **mainframe CTB reports** that provide **diagnostic information** at the **standard level for Science**, and by **clustered standards** for Social Studies: **History, Geography, Civics, & Economics**.

*CTB wishes to make it clear that these tests were created independently by CTB and not as a contract with CDE.*

### **In State Clients:**

Test not in use until Spring 2003

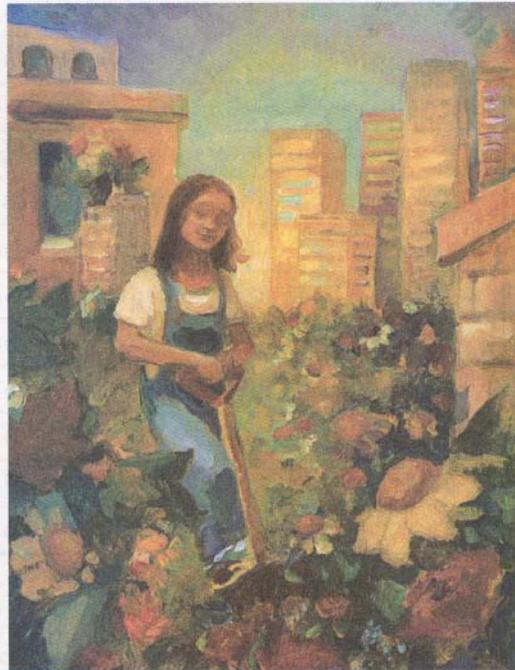
CTB/McGraw-Hill

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179

15

Assessment of Colorado Science and Social Studies  
Administered with *TerraNova, The Second Edition*

STUDENT BOOK  
Level 15



**Mc  
Graw  
Hill** **CTB  
McGraw-Hill**

## C4Si SD

### Unique Features

- \*Data access which includes 3 levels of search engines (each more sophisticated than the next).
- \*An advanced custom report generator
- \*1000's of choices of pre-formatted reports
- \*Easy import/export procedures
- \*Extremely fine data granularity....no loss due to data quality due to aggregation and disaggregation
- \*Simple configuration: users, sites and cost centers can be added at any time, scales to any time; scales to any size district in single user /server or ASP models. Uses standards equipment; does not require integration, saves time and expenses.
- \*Easy customization: done with the user interface; does not require programming, therefore can be done on site by the user; avoids data destabilization, reintegration or loss of customization after incremental updates; saves time and expenses.
- \*Shorter Learning Time: same look and functionality is maintained throughout so that there are fewer things to learn; staff can be cross trained to share work load and responsibilities.
- \* On demand Accounting Alternatives: transaction based cash, accrual and modified accrual accounting, simultaneously, as appropriate for state, federal and grant reporting.

### Non-Features

- \* Does not perform specialized functions such as: geo-plotting, fleet, facilities or food management, master scheduling and substitute calling, but shares and integrates.

### Overview

C4Si SD is a school and district management support system, backed up a a living data warehouse, populated by data obtained through everyday operations. This is really three systems in one. It is a **Student Info System**, providing student population management. It is a **Financial Information System**, providing comprehensive financial and business management. It is a **Decision Support System**, with real time access to the combined resources of all three systems across all departments, using powerful built in query engines and report writers.

C4Si SD is a fully integrated out-of-the-box, so implementation is faster, safer and less expensive. It's one piece construction assures consistent, accurate data and NO conflicting data. All customization is done within the user interface and not with a source code further assuring faster, safer and less costly implementation as well as on-going operations.

This tool allows a leader or school board to determine the effect various purchases /capital have had on student achievement.

In State Clients:

Colorado High School, Greeley CO

## C4SI Inc.

Robert Peterson 708.386.3060  
603 Wesley Ave. Oak Park, IL 60304

### View 96 Student

CHR	OoD	Site	Class	Full Name	Phone	Resides With	Student ID
X	0	000		Blair, Christina M.	(970) 353-4693	Alice Blair	542-19-160
X	0	000		Olivas, Zachary J.		Elizabeth Olivas	000-00-100

### View 186 Class

Ty.	Site	Class	Gr.	Description	Teaching Staff	Start Date	End Date	Size
OT	000	LAN019	UN	Elective Literature	Bailey, Sharon J.	08/27/2002	01/17/2003	0
OT	000	VOC201	UN	Occupational Work Experience		08/27/2002	01/17/2003	1
OT	000	LAN030	U				2003	1
OT	000	SCI001	U				2003	1
OT	000	LAN009	U				2003	1
OT	000	SOC109	U				2003	1
OT	000	VOC101	U				2003	0
OT	000	MAT201	U				2003	2
OT	000	SCI109	U				2003	6
OT	000	SOC101	U				2003	10
OT	000	SOC104	U				2003	8
OT	000	PHY101	U				2003	0
OT	000	LAN015	U				2003	1
OT	000	SCI105	U				2003	1
OT	000	LAN044	U				2003	1
OT	000	ART113	U				2003	1
OT	000	LAN011	U				2003	2
OT	000	MAT401	U				2003	0

### Calculate Student Hour(s) Served for Class

{SOC104} which has 3.68 Hr/Wk  
M 0.92; T 0.92; W 0.92; T 0.92; F 0

Start on   
End on

Mon	Tue	Wed	Thr	Fri
<input type="text" value="0"/>				
<b>Σ School Class-Days</b>				<input type="text" value="0"/>
<b>Maximum Class Enroll</b>				<input type="text" value="0"/>
<b>Minimum Class Enroll</b>				<input type="text" value="0"/>
<b>Σ Student/Day Enroll</b>				<input type="text" value="0"/>
<b>Σ Teaching Hours Served</b>				<input type="text" value="0.00"/>
<b>Σ Student Hours Served</b>				<input type="text" value="0.00"/>



Sun, Jan 12, 2003

### View 0 Expense Ledger

**Condition**   From:

**Type**   To:

**Key ID**

---

**Fund**

**Site (Location)**

**Program (SRE)**

---

**Function**

**Object**   

- 0730 : Equipment
- 0732 : Vehicles
- 0733 : Furniture and Fixtures**
- 0734 : Technology Equipment
- 0739 : Other Equipment

**Job Class**

**SoF (Grant)**

**Subject Matter**

**Instruction Org.**

**Term**

**Fiscal Year**



# CPSOnline

## Unique Features

- \* Allows administrators to distribute the benchmark and standards-based tests throughout a school or district, collect and analyze the data, and generate reports all within a single day.
- \* Aggregates the results by student, class, school, or district. Teachers log onto CPSOnline's secure website with their individual user name and password. The test data collected inside CPS is uploaded to CPSOnline with a click of a button.
- \* Provides a variety of reports such as standards analysis (by student, class, school, or district), item analysis, and a strengths and weakness report (including the ability to identify students in need of review or remediation per standard).

## Non-Features

- \* Does not function as a stand-alone data analysis tool (i.e. teachers must be first using the CPS in the classroom to capture the data for test, homework or quizzes).
- \* Limited ability to re-roster data by demographic group
- \* Many reports are available. However, CPSOnline does not have the ability to generate customized reports based on queries.

## Overview

CPSOnline(Classroom Performance System Online) is the perfect complement to the CPS teaching tool (see full description in this booklet) because it seamlessly integrates classroom instruction with districtwide standards-based reporting. As students take tests, grade homework, or participate in class discussions using CPS, the data collected can be immediately sent to CPSOnline where it is aggregated into a variety of standards-based reports. CPSOnline provides a rich standards-based reporting system that allows district administrators, teachers, and parents access to reports according to the user level. Benchmark tests can be sent throughout the district using CPSOnline District Messaging System.

As students take the tests using CPS in the classroom, the results can be sent to CPSOnline and reports are generated the same day! No other product collects and reports data so quickly and effortlessly while simultaneously increasing student engagement and achievement.

## In State Clients:

**CPSOnline was just released in 2002**



# eInstruction Corporation

Mr. Steve Huff      720.261.2597  
12543 W. Hoover Ave.

Users can log in as a parent, teacher, principal or district administrator and view a variety of real-time standards-based reports (e.g., tests taken that day!).

Data entry is not needed because students enter their data as they take the tests!

**Demonstration Principal** Chad Hunter  
Wednesday, January 8, 2003 11:34AM CST

**Quiz 1 - Uploaded: 01-06-2003 10:38:38 Reports**

Quiz 1 - Uploaded: 01-06-2003 10:38:38 Summary		
Total Students: 20	Percent Passed: 80 %	Maximum Score: 100 %
Num. Students scored: 20	Average Score: 83.5 %	Minimum Score: 40 %
Total Passed: 16	Passing Grade: 70	<a href="#">CHANGE</a>

[Item Analysis by student](#)  
Summarizes your students' responses to each question.

[Standards Analysis Report](#)  
Details your students' performance on associated standards and recommends an instructional strategy.

[Question Report](#)  
The Question report details how your students responded to each question you

[Item Analysis Summary](#)  
Summarizes the number of responses each possible answer received for each question.

**Percent Correct / Inst. Strategy (by standards)**

Enrichment (90-100%)	Review (70-89%)	Re-Teach (50-69%)	Tutor / Remediate (Less than 50%)
Casy Blanton 90.0 %	Dana Jackson 70.0 %	Shane Gibson 50.0 %	Stephanie Miers 20.0 %
Timothy Ruddell 90.0 %	Kevin Kelly 80.0 %		Saguna Patel 30.0 %
Tracy Clayton 100 %	LaQuita McDade 70.0 %		Austin Hosford 30.0 %
Lindsay Shelton 100 %	Ivy McLemore 70.0 %		
Aaron Reinert 100 %	Mandy Henegar 70.0 %		
Matthew Griffin 90.0 %	Jeremy Strandlien 70.0 %		
Lauren Smith 100 %	Cassie Bryant 70.0 %		
Kaira Pockrus 100 %			

Standards-based reports can be aggregated by student, class, school, or district. Students in need of review or remediation in each area are easily identified by color codes and/or group list.

Each report opens in a separate browser window so users can toggle easily between reports. Reports can also be printed directly from browser windows.

**Key**

- Enrichment (90 - 100%)
- Review (70-89%)
- Re-Teach (50 - 69%)
- Tutor / Remediate (Less than 50%)

**benchmark2**

**Percent Correct / Inst. Strategy (by standards)**

	Objective 1.(3,5)	Objective 1.(3,9)	Objective 1	Objective 3	Objective 2
Boone, John	100%	66.6%	100%	100%	100%
Bruce, Pat	0%	66.6%	33.3%	100%	100%
Cole, John	100%	100%	100%	100%	100%
Eckens, Paul	0%	66.6%	100%	100%	50%
Freeman, Cliff	100%	66.6%	100%	100%	100%
Gray, Josie	0%	100%	66.6%	100%	100%
Guy, Nate	0%	100%	66.6%	100%	100%
Hale, Keith	0%	100%	33.3%	0%	100%
Haydn, Richard	0%	66.6%	100%	100%	50%

# CSR/ Central Student Registry

## Unique Features

- \* On line student registration and enrollment available throughout the district. Unduplicated, accurate and current
- \* Enroll students in one or more schools within or outside your district
- \* Centralized table setup and standards control
- \* Standardized security and logins for staff
- \* Merge data from all modules at the district office via Central Student Registry
- \* Full reporting capabilities including address verification
- \* User defined reporting allows further reporting to data in centralized database
- \* Provides the ability to derive critical information for government grants
- \* Assign district algorithm to configure district student identification number
- \* Update data automatically via data groups or individual requirements as well as enrollment changes

## Non-Features

- \* Does not track lunch, transportation, or grant data.

## Overview

In 1985 Management Information Group met the demands of many school districts and developed a system to export/ import critical live data via a synchronization process to and from schools, district offices and state/ government departments. Expanding on the concept of multiple registration CSR is an intelligent information exchange, which and has been named Central Student Registry (CSR).

CSR is an intelligent information exchange, which provides you the opportunity to edit, adjust and redistribute data in the way that is necessary for your district. Experience and evolution have made CSR the market leader in providing District office solutions for Districts with 200 or 250,000 students.

Our unique Xfer Data Transfer system makes data synchronization easier then ever. Keep in mind, this feature provides you the ability to let schools own their own data, then synch up critical data on an as needed basis.

In State Clients:

None

# MIG



**Demographics**

Group ?  Name  ID

**CL-2001-02 (Coronad**

Ardvark, Kerry J (1460) ▲

Arefi, Mursell (1050)

Ardvar  
Grade:  
Person  
ID Nur  
Last N  
First N  
Lgl Mic  
Apartm  
House  
Street  
Quadr  
City  
State  
Count  
ZIP  
Phone  
Subdiv

**Group Manager**

School	Aziz Elementary
System	Aziz Elementary ▲
Track	Karey Elementary School
Homeroom	Zuzanna High School
Class	
Grades	
Advisor	
User Defined	
Add	
Edit...	
Remove	

▲ ▼

## Custom Performance Level Reports for TerraNova

### Unique Features

- \* Fall report lists students in the current teacher's class, enabling direct intervention
- \* Convenient report saves teachers and administrators time trying to identify students at risk
- \* Maximizes information from diagnostic testing
- \* Helps teachers ensure students who need help get it
- \* Provides one student level report and two group performance level reports
- \*vReports group students in CSAP performance levels based on their TerraNova scale scores.

### Non-Features

- \* Reading only scores linked 2001-2002

### Overview

Many Colorado districts use TerraNova in the Fall as a diagnostic assessment to identify areas of instructional need for students. Customers have asked for special reports that **link performance on TerraNova with probable performance on CSAP the following Spring.**

While it is important to acknowledge that TerraNova is not fully aligned with CSAP, (as with any other 'shelf', non-contract test) it is clear that relationships can be established between performance on any two tests. Thus, CTB conducted studies showing this relationship for students who took the Reading subtest of TerraNova in the Fall of 2001 with their matched performance in Reading on Spring 2002 CSAP.

CTB's goal in providing this information is to **help identify students** whose performance on TerraNova indicates that they **are likely to be at-risk for CSAP** the following Spring.

In the Fall of 2003, this report will also include probable performance on Writing and Math.

*CTB wishes to make it clear that these studies were not conducted as part of any contract with CDE and that no CDE endorsement is implied.*

### **In State Clients:**

Reports will be productional in early January 2003; three content areas will be available for Fall 2003 TerraNova testing

CTB/McGraw-Hill

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179

MULTIPLE ASSESSMENTS

CO Group Performance Level Report

Class: BRADLEY

Grade: 8

Simulated Data

Purpose

This report groups students alphabetically by performance level within each content area. Performance levels provide a measure of what students can do in terms of the content and skills assessed by TerraNova. The TerraNova performance levels reported here are based on the relationship between TerraNova and the CSAP tests.

Number of students: 28

Form/Level: C-18

Test Date: 10/16/02 Scoring: PATTERN (IRT)

QM: 06 Norms Date: 2000

School: AMYSCHOOL

District: ANYDISTRICT

City/State: ANYTOWN, CO

CTBID: 00333V500001-03-00023

Performance Levels	Reading	Language	Mathematics
		Not available at this time.	Not available at this time.
4 Advanced	GREEN, RYAN HALL, TINA P NAKASHIMA, DAVID YOUNG, STEVE A		
3 Proficient	CALCATERA, LAUREN HARTMAN, DENISE S LARSON, KATE L MOORE, JAMES K OLSEN, CHERI PATTERSON, JOHN PETERSON, SUSAN J  (continued on next page)		
2 Partially Proficient	ARNOLD, JUSTIN A BROWN, CAROLE J DAVIE, MAC M DOMINQUEZ, JUAN LESTER, ROY A LOPEZ, TAMMY MANLIN, DOUG  (continued on next page)		
1 Unsatisfactory	GREEN, RYAN HALL, TINA P PARKER, ZACK YOUNG, STEVE A		

# EASE-e Data Analyzer

## Unique Features

Match students over time- removes mobile students from query to better enable administrators assess district/building process, curriculum

Unmatched students- identifies the mobility students

Accommodates unlimited objects, attributes and tests that are ASCII format OLE-db compliant

Ease of use- Drag and drop technology

Web based- cross platform compatible

District can host warehouse or contract with TetraData to host

Generates table and graph

SIF compliant and tested

Designed with the assistance of highly respected partners i.e. Dr. Victoria Bernhardt and Dr. Lawrence Lezotte.

Exports into Word, Excel, PowerPoint, Access...

Security allows district to provide different levels of access to data, i.e. teachers have access to his/her students only.

District can maintain warehouse or contract TetraData to do so.

## Non-Features

Houses data that may relate to results, not a Student Information System

Isn't real time

Not designed for parents to log onto system

## Overview

EASE-e Data Analyzer is a web/browser based data mining tool developed specifically for the education market with unlimited number of data types (e.g., demographics, finances, assessments, etc.) and number of years of data. The ease of use is one of the strong points of this program. With "drag and drop" technology and a "Report Designer" everyone can take advantage of the data stored in the warehouse. Report Designer enables one report to be designed then post to multiple portals with data populating the report that is pertinent to each individual, i.e. results of assessment are posted for teachers to analyze student results. One report would be made drilling down to class/student/item and each teacher would see his/her class information. TetraData is currently in 23 states, over 300 districts and over 3000 schools across the country.

## In State Clients:

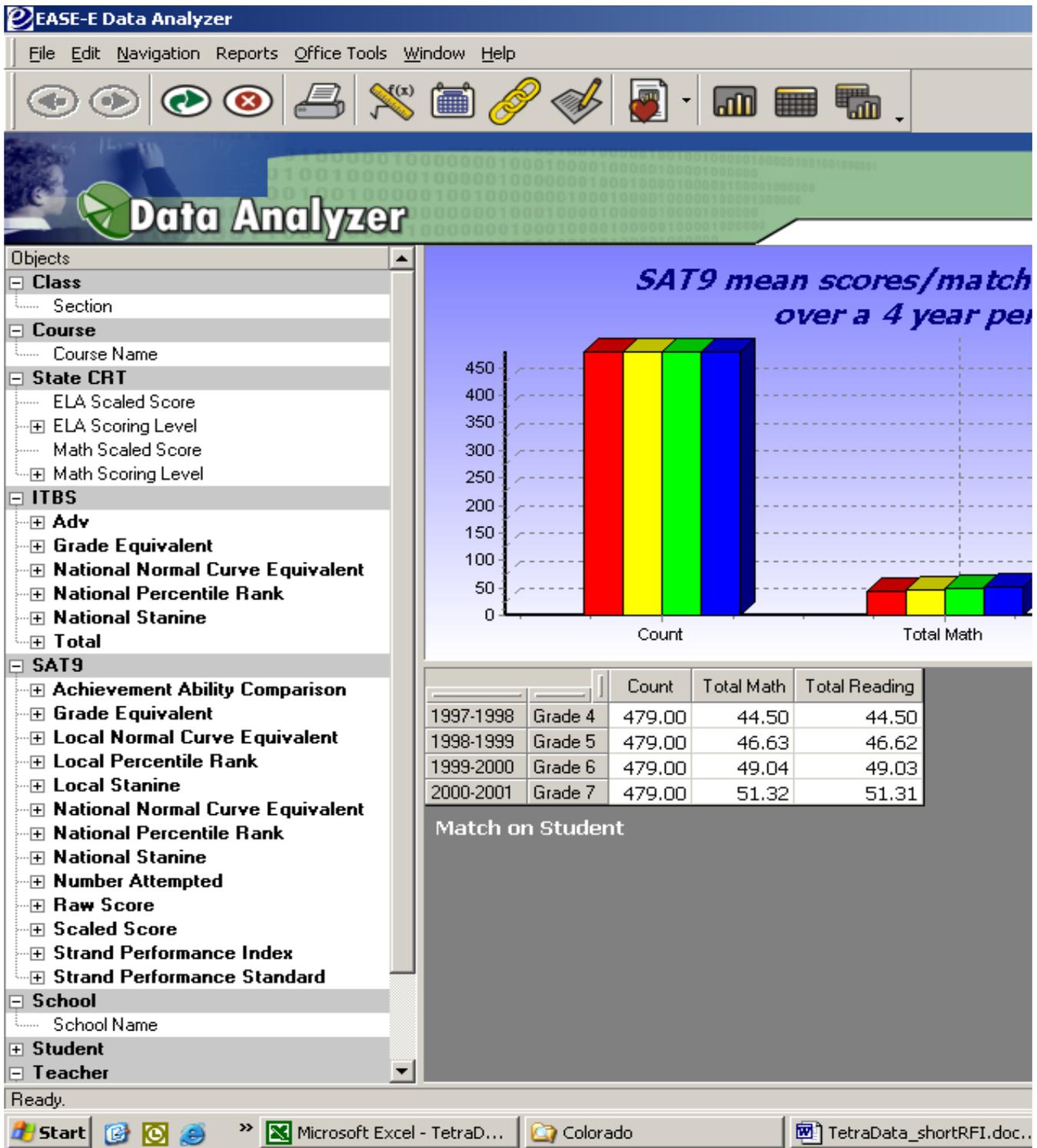
Brush Public Schools

# TetraData

Jim Walters

864-458-8243

[jwalters@tetradata.com](mailto:jwalters@tetradata.com)



Note the number of students tested all four years are the same, all mobile students were removed from

# ECS StAR - Student Assessment Reporter

## Unique Features

- \* Enables teachers to analyze students' test scores online for any test year by any roster year.
- \* Combines student, course and teacher information, plus assessment data
- \* District wide, web-based query and reporting tool for teachers and administrators
- \* Three-tier security system to control access to data
- \* Identifies specific groups within the class as required by the "No Child Left Behind" and state legislation.
- \* Easy to use teacher interface
- \* Filter district data by school, grade, teacher, course, section and period
- \* Display colorful charts and graphs of achievement levels
- \* Includes an Update Utility to allow administrators to refresh data throughout the year
- \* Affordable and easily customized

## Non-Features

- \* Does not include interface for data entry
- \* Does not include transportation, and budget data, but can be expanded to include other data elements

## Overview

ECS StAR - Student Assessment Reporter, saves time and effort by presenting students' standardized assessment test results in report and graph format via the Internet or Intranet. ECS StAR is an easy-to-use, district-wide tool that gives teachers the information they need to assess student needs before the class year starts.

This allows them time to proactively adjust lesson plans for individualized instruction.

Teachers can View test scores "re-rostered" for the any installed year, quickly identify poor-performing students, and easily generate individual student reports for detailed analysis.

District Administrators can easily identify lowest and highest performers by school, teacher, test and more; pinpoint trends, problem areas and discover "what works;" and quickly compare results by school and teacher

## In State Clients:

None



# Enterprises Computing Services

Denis Luber  
8744 Main Street

877 327 8060 x 148  
Woodstock GA 30188

# Teacher Class Report Selection Screen

Sort Any Test On Up to Two Levels and Include or Exclude Groups As Needed

**General Criteria**

Test Year	2000-2001
School	Bagley Middle
Teacher	CLACKUM, JOEL - 7468
Class	READING 7 (23.0150000 - 10 )
Test Type	CRCT

**CRCT Criteria**

Category Subject	Reading
Primary Sort Field	Reading for Meaning
Secondary Sort Field	Locating and Reading
Sort Order	<input checked="" type="radio"/> Ascending <input type="radio"/> Descending
Result Type	<input checked="" type="radio"/> Scale Score <input type="radio"/> Performance Level
Student Types	<input checked="" type="checkbox"/> Regular Education <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> ESOL

# Edexplore

## Features

- \* Incorporates all district educational data
- \* Incorporates all assessment data
- \* Ad hoc query capability lets users pursue any and all issues
- \* Unlimited "drill down" permits analysis down to the individual student level
- \* Grouping and filtering functions support disaggregation along any lines of differentiation
- \* Reporting and analysis tools support complex, user-defined longitudinal studies
- \* Form Report allows users to define Report content and format, then publish reports in print or electronic form
- \* User-defined reports can be published for access by principals and teachers
- \* Edsmart handles data extraction, transformation, and loading on behalf of district
- \* Data tools and warehouse are accessible via the Internet from any PC
- \* Edsmart hosts, maintains and periodically updates data warehouses on behalf of districts
- \* Edsmart will add new data types, or historical data for additional years, at any time for no additional cost.

## Non-Features

- \* No classroom-level tools other than pre-defined reports for teachers
- \* PC-based system, not accessible from Mac
- \* Not meant for real-time synchronization with district's transactional management systems.

## Overview::

This data analysis, reporting, and warehouse system supports serious analysis of all of a district's educational data (including all assessment data) over multiple years to support school improvement. Users enjoy unlimited ad hoc query capability, allowing them to mine their district data to identify likely avenues for improving student achievement. The system supports both cross-sectional and longitudinal analysis and presents results in columnar, tabular, graphical and user-determined text-report formats. Data can be disaggregated along any line of differentiation, down to the individual student level. Results of analysis can be published to other Edexplore users, and also exported to MSWord or Excel, PDF, CSB or various statistical analysis programs. Edsmart personnel guide the extraction of all of the district's educational data, from all sources, and handle all aspects of transforming and loading it into Edsmart's patent-pending open-architecture data warehouse. Edexplore is compatible with all student information system special education systems and other transactional student data systems.

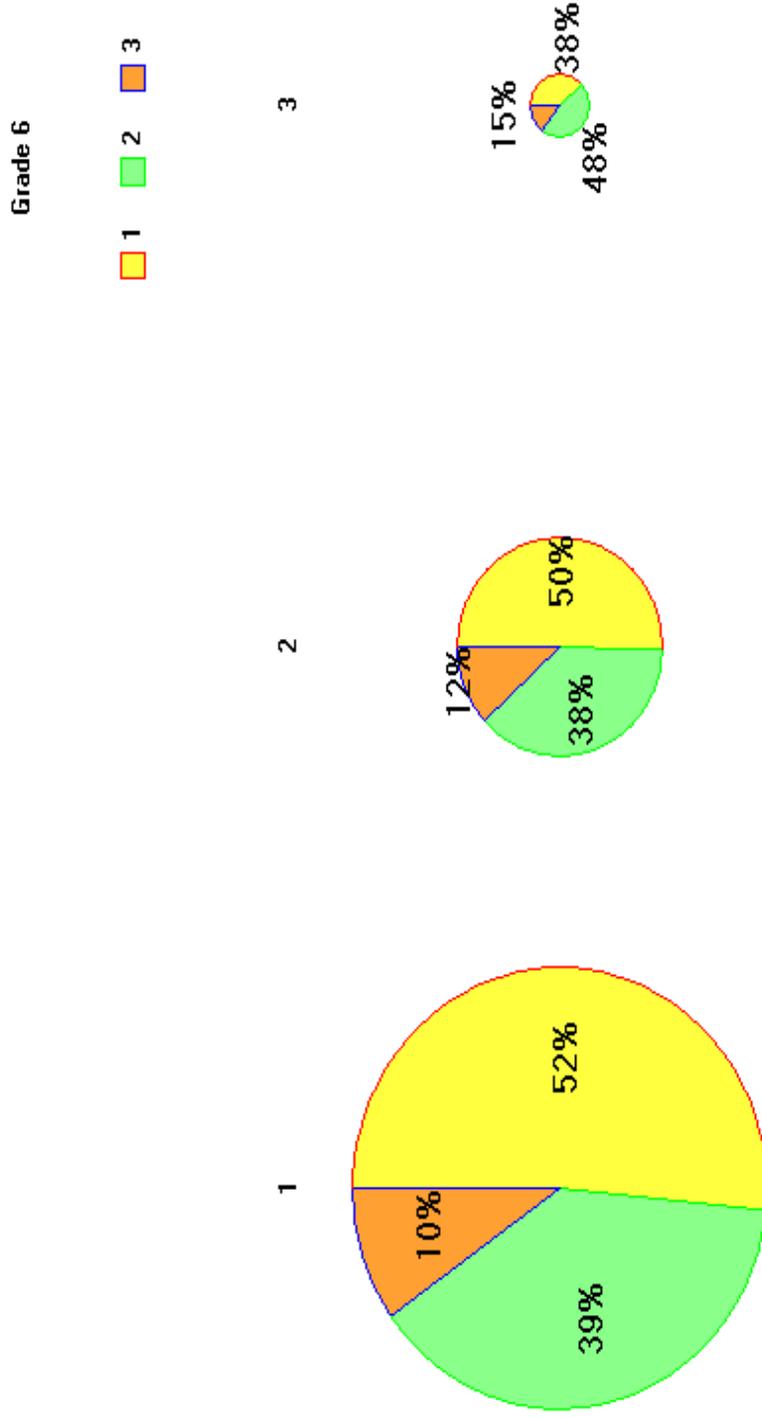
## In State Clients:

None  
25 districts in four states use Edexplore

# Edsmart, Inc.

Linda Rouleau 860.225.3316  
185 Main Street  
New Britain, CT 06051

**Performance Comparison Of Math Standard CMT\_G4\_1997 Vs CMT\_G6\_1999**



These three pie charts show the performance of the members of a sixth grade cohort (one elementary school) on the statewide math assessment relative to their fourth grade performance. For example, of those scoring at Level 3 (remedial) in fourth grade, 48% improved their performance to level 2 and 38% to Level 1 in sixth grade. (The relative sizes of the pie charts reflect the number of students achieving at each level in fourth grade.) The next level of analysis would look at the students in each performance level to identify factors contributing to their performance improvement (or lack thereof) over time.

# Educational Outcomes Cubes™

## Unique Features

- \* Enables administrators to use accurate, current data to support educational and administrative decisions.
- \* Aggregates and disaggregates data to easily measure program effectiveness based on a variety of factors.
- \* Describes current levels of performance and service delivery.
- \* Provides current and longitudinal reports that compare compliance such as evaluation, reevaluation, discipline, and service delivery; and best practices such as inclusion, "over-identification", and "over-representation."
- \* Secure, Web-enabled access district-wide.

## Non-Features

No instructional content.

## Overview

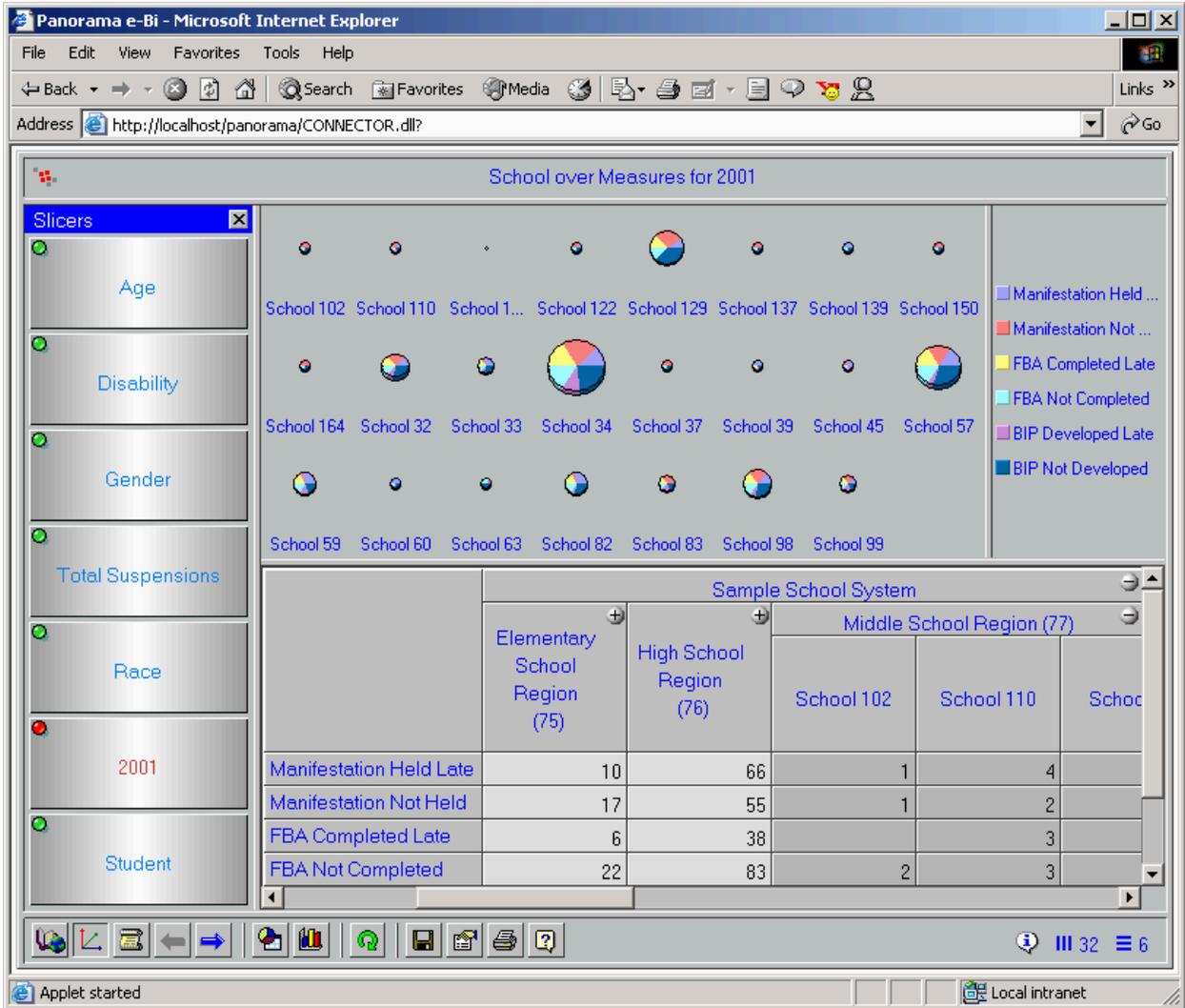
Educational Outcomes Cubes is an analytical tool that monitors compliance and documents best practices implementation district-wide. Program effectiveness is measured using Online Analytical Processing (OLAP) technology.

Vivid graphical representations that dramatically identify what is working and what is not, making accountability clear. Administrators can drill down to analyze from the district, region, and school building, or provider level, allowing them to make informed, timely, data driven decisions on efficacy and best practices.

## **In State Clients:**

Part of the Colorado Consortium  
Cherry Creek  
Adams 14  
Adams 12  
Adams 11  
and many other school districts.

# Educational Outcomes Cubes™



Aggregates and disaggregates data to easily measure program effectiveness. Vivid graphs dramatically identify what is working and what is not.

# Encounter Tracker™

## Unique Features

- \* Allows services and caseload changes to be documented and updated district-wide, allowing immediate access to current student records.
- \* Gives providers real-time access to their cases and specific information on each child's requirements and timelines.
- \* Provides an accurate, complete audit trail of delivered services, simplifying reimbursement filing.
- \* Generates management reports that summarize service delivery at the student, provider, building, or district level.
- \* Secure, Web-enabled access district-wide.

## Non-Features

No instructional content.

## Overview

Encounter Tracker is a powerful database that documents and compares prescribed and delivered student services to reduce "under-servicing", when a provider fails to provide services, and "under-reporting", when a provider fails to inform the district of services. This helps to prevent compliance violations, and increase revenue reimbursement.

### In State Clients:

Part of the Colorado Consortium  
Cherry Creek  
Adams 14  
Adams 12  
Adams 11  
and many other school districts.

# Encounter Tracker™

Completed Asmnt
Student
All IEP
Default Date: 12/31/2002
Not in SETS
Search

New	Last Name	First Name	ID	DOB	Grade	Attn	Manag	Dev Date	Due Date	Srv Code
*	Student20873459	ANTASTISI	20873459	03/01/1990	08	9999	9999	04/11/2001	04/12/2001	6
*	Student20873459	ANTASTISI	20873459	03/01/1990	08	9999	9999	04/11/2001	04/12/2001	6
*	Student20873459	ANTASTISI	20873459	03/01/1990	08	9999	9999	04/11/2001	04/12/2001	9
*	Student20873459	ANTASTISI	20873459	03/01/1990	08	9999	9999	04/11/2001	04/12/2001	9
*	Student20881876	JORDYNE	20881876	01/01/1987	09	9999	9999	03/17/2002	03/18/2002	1
*	Student20881876	JORDYNE	20881876	01/01/1987	09	9999	9999	03/17/2002	03/18/2002	13
*	Student20882815	CANTRA	20882815	03/11/1995	04	9999	9999	01/15/2002	01/16/2002	9
*	Student20883184	DANYELLE	20883184	02/09/1980	33	9999	9998	03/21/2001	03/22/2001	1
*	Student20883185	ADRYONA	20883185	09/11/1980	11	9999	9998	03/21/2001	03/22/2001	1

**Time Line & PPR**

Lat. Start: 04/12/2001

Act. Start: 04/12/2001

Act. End:

Dly Reason:

**Service Info**

Svc School: 9999

Provider:

Clone Reason: Original Implementation alt

Session:  per  Week

Ind-Session:  per

**Session Time**

Direct - Duration: 11.00

Direct - Time Unit: Hours

Indirect - Duration:

Indirect - Time Unit:

Last Updated: 11/08/2001 at 10:45 AM by MILLEDGE

**Encounter Detail**

<p><b>Basic</b></p> <p>Date: 04/14/2002 Sun</p> <p>Procedure Code: Ambulation Care</p> <p>Type: Worked With - Student/OI</p> <p>Presenting Problem: Adjustment Reaction</p> <p>Service Given To: Student</p>	<p><b>Time/Other</b></p> <p>Group Count: <input type="text"/></p> <p>Provider: ANDERSON, NIKYA</p> <p>Rspns to Trt: Student Met Goal</p> <p>Duration: Duration - 30 Minutes</p>
--	---

**Progress Notes**

Last Updated:  at  by

This online data entry and reporting system is used by health care providers to document the services that they provide to special education students.

# eScholar Data Warehouse

## Unique Features

- \* Comprehensive data model (over 1000 elements in 29 data "domains")
- \* Complete set of data cleansing and transformation tools
- \* Scalable for any size district, large or small
- \* Supports DB2, Oracle, or MS SQL Server 2000
- \* Available as ASP service or district hosted
- \* Supports unlimited longitudinal data
- \* Allows complete data disaggregation
- \* Supports the Leave No Child Behind legislation
- \* Support a variety of industry leading reporting and analysis tools
- \* Accepts data from ANY electronic source
- \* Supports all Colorado required assessments as well as district specific assessments
- \* Completely flexible data refresh schedule
- \* Implemented at the district level
- \* Data is periodically extracted from the source system and sent to the warehouse
- \* Available as ASP service or district hosted
- \* Provides platform for any analysis tool

## Non-Features

- \* Is not a student information system
- \* Is not a data entry system

## Overview

eScholar is the market leading k-12 data warehouse, licensed in over 700 districts in 8 states. eScholar provides a complete data warehouse solution, appropriate for districts of any size.

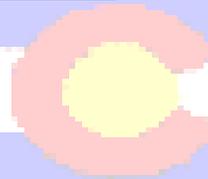
eScholar consists of a comprehensive data model and all the tools needed to build a powerful database of district information. Data is taken from any electronic source, including student information system, local and state assessments and departmental systems such as special education and transportation. eScholar performs powerful error and consistency checks on this data and then integrates it in a central industry standard database.

Unlike other products, eScholar does not require any changes in the way a district currently collects data.

Using eScholar, a school district builds a powerful and flexible data infrastructure that supports the districts data reporting and analysis needs and tools into the future.

## In State Clients:

None



# eScholar LLC

Eric Johnson 914.989.2910  
222 Bloomingdale Road #201  
White Plains, NY 10605

## 09. Standard Achieved - 06. Gender & Ethnicity v1.0



[Report](#)  
[Prompts](#)

Options

Updated (26 sec.) Records: 1712

### State Standard Achieved by Gender & Ethnicity

District		School Year		Test Descr	Subtest	Ethnicity	Student Gender	Test Description 2	Standard Achieved	Test Status			
eSchool		06/30/2000						±NYS					
		06/30/2001		±NYS				±SAT-9					
								±FIFTH QUINTILE	±FIRST QUINTILE	±FOURTH QUINTILE			
					±ELA 4			13.66%					
					±ELA 8			100.00%					
					±Math 4			100.00%					
					±Math 8			100.00%					
					±Science 4 Obj			100.00%					
				±SAT-9	±COMPREHENSION	±African American	Female		25.86%	10.91%	22.30		
							Male		21.60%	14.51%	24.11		
						±Asian/Pacific Islander			15.52%	14.66%	24.14		
						±Caucasian			21.71%	14.68%	23.24		
						±Hispanic			26.62%	14.62%	23.23		
						±Native American			32.81%	10.94%	25.00		
					±LANGUAGE				28.50%	14.70%	22.25		
					±LANGUAGE EXPRESSION	±African American	Female		18.86%	37.25%	17.56		
							Male		17.03%	39.77%	13.25		
						±Asian/Pacific Islander			19.83%	42.24%	16.35		
						±Caucasian			17.05%	40.90%	15.44		
						±Hispanic			16.31%	42.46%	19.54		
						±Native American			23.44%	32.81%	20.31		
					±LANGUAGE MECHANICS				21.40%	38.49%	17.84		
					±PROBLEM SOLVING				37.27%	10.30%	22.55		
					±PROCEDURES				43.80%	8.56%	23.21		
					±SPELLING				24.69%	16.91%	22.64		
					±TOTAL MATH				41.70%	9.08%	22.17		
					±TOTAL READ				21.47%	16.13%	23.50		
					±VOCABULARY				16.55%	16.21%	24.84		

# EZ Compliance Forms™

## Unique Features

- \* Online forms exactly mirror existing forms used in the district reducing training time.
- \* Automatically generates a correct set of forms for every type of meeting.
- \* Color-coded fields indicate whether responses are required or optional.
- \* Ensures accuracy and therefore compliance, dramatically reducing procedural violations.
- \* "Locks" and archives completed forms.
- \* Forms are automatically translated into Spanish or other translations.
- \* Secure, Web-enabled access district-wide.

## Non-Features

No instructional content.

## Overview

Streamlines data entry with electronic versions of district-specific forms used by special education teams. As data is entered, compliance requirements are automatically entered.

4GL uniquely empowers educators with a district-wide solution that reduces the paper-work burden by as much as 40%.

## In State Clients:

Part of the Colorado Consortium representing Cherry Creek, Adams 14, Adams 12, Adams 11, and many other school districts.

**4GL**

Kyle Harris  
[kharris@4glschools.com](mailto:kharris@4glschools.com)

480-515-5944

# EZ Compliance Forms™

SETS Form Writer by 4GL - Microsoft Internet Explorer

Student: JENKINS JENNY ID: 465645 Admin | [Return to last search](#) | [Select new student](#) | [User Guide](#) | [Logout](#)  
 © 2000 4GL School Solutions, Inc.

+ Special Ed

Meetings / Events Student Profile Access Log

Details Compliance:  Check

08/06/2002 [Draft] [ADD EVENT TO THIS MEETING](#)

Check: PASSED  Lock [Clear Window](#)

Annual Review			
	Form Name	Form Rule	Form Status
	<a href="#">DEC Prior Notice/Invitation (08/06/2002)</a>	◆ Required	Released
	<a href="#">New DEC Prior Notice/Invitation</a>		blank form
	<a href="#">DEC 4 Page 1 - Special Factors</a>	◆ Required	Compliant
	<a href="#">DEC 4 Page 1 - Attachment</a>	● Optional	blank form
	<a href="#">DEC 4 Page 2 - Goal Page #1 - sdfsdffs</a>	● Optional	Compliant <a href="#">delete</a>
	<a href="#">New DEC 4 Page 2 - Goal Page</a>		blank form
	<a href="#">DEC 4 Page 3 - Service Delivery</a>	◆ Required	Compliant
	<a href="#">DEC 4 Page 4 - Signature</a>	◆ Required	Compliant
	<a href="#">Transition Statement / Plan</a>	◆ Required	Compliant
	<a href="#">Transition Plan Page 2</a>	◆ Required	Compliant

**Administrator Console**

Unlock Meeting - N/A  
 Unlock Progress Report - N/A  
[Lock Meeting \(Compliant\)](#)   
[Delete Meeting](#)

Change Date(s):  Current Value  Edit  New Value

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Displays on the navigation menu whether a required form is not compliant, or whether there are still outstanding compliance issues for that form.

# Keystone Student Information System

## Unique Features

- \* Full function, district-wide student information system
- \* Customized CO State Reporting module
- \* Imports/displays CSAP detail results
- \* One single districtwide database built on Microsoft SQL Server
- \* Web based interface for student information for administrators and teachers
- \* Family Management tracks siblings within the school district.
- \* Interfaces well with other applications
- \* Intuitive user interface/easy to use
- \* Colorado-based Exlogica provides quality customer support and training
- \* Future parent/student web portal under development

## Non-Features

Although we easily integrate w/a variety of applications, we have focused Keystone to address student information system issues. Keystone does not address finance or payroll issues. We do not manage curriculum or create assessments, but can track assessment results

## Overview

Exlogica is a Colorado based company that places a high priority on addressing the specific student information system needs of Colorado school districts with its Keystone product. This is exemplified by the robust CSAP integration/reporting and simplified Colorado state reporting capabilities that come with Keystone.

Keystone's single districtwide database also simplifies some of the district reporting, in-district student transfers, and integration issues that have historically plagued school districts.

Keystone maintains detail student and family information, attendance (hourly, daily, etc) grade reporting, transcripts, and student scheduling plus many other student administrative tasks.

In State Clients:

Poudre School District R-1  
Faith Christian Academy

## ExLogica, Inc.

7112 W. Jefferson Ave. Suite 312  
Lakewood, CO 80235

# Keystone Student Information System

**Student Master**

Adams, Scott Michael 426912030 Grade 10 M Track 0 active Raptor High School

Misc	Programs	Schedule	Services & Guidance	Status	Test Scores	Transcript	Transportation
General	Activities & Awards	Attendance	Confidential	Contacts	Culture/Language	Discipline	Grades

Student ID: 426912030  
 First Name: Scott  
 Middle Name: Michael  
 Last Name: Adams  
 Sex: male  
 Ethnic: Caucasian  
 Birthdate: 06/25/1984  
 SSN: 33  
 Homeroom: 111  
 Locker: 101  
 Combination: 40-32-2 (s/n 123A101)

Flags: SPED  
 Eligible for Activities/Sports

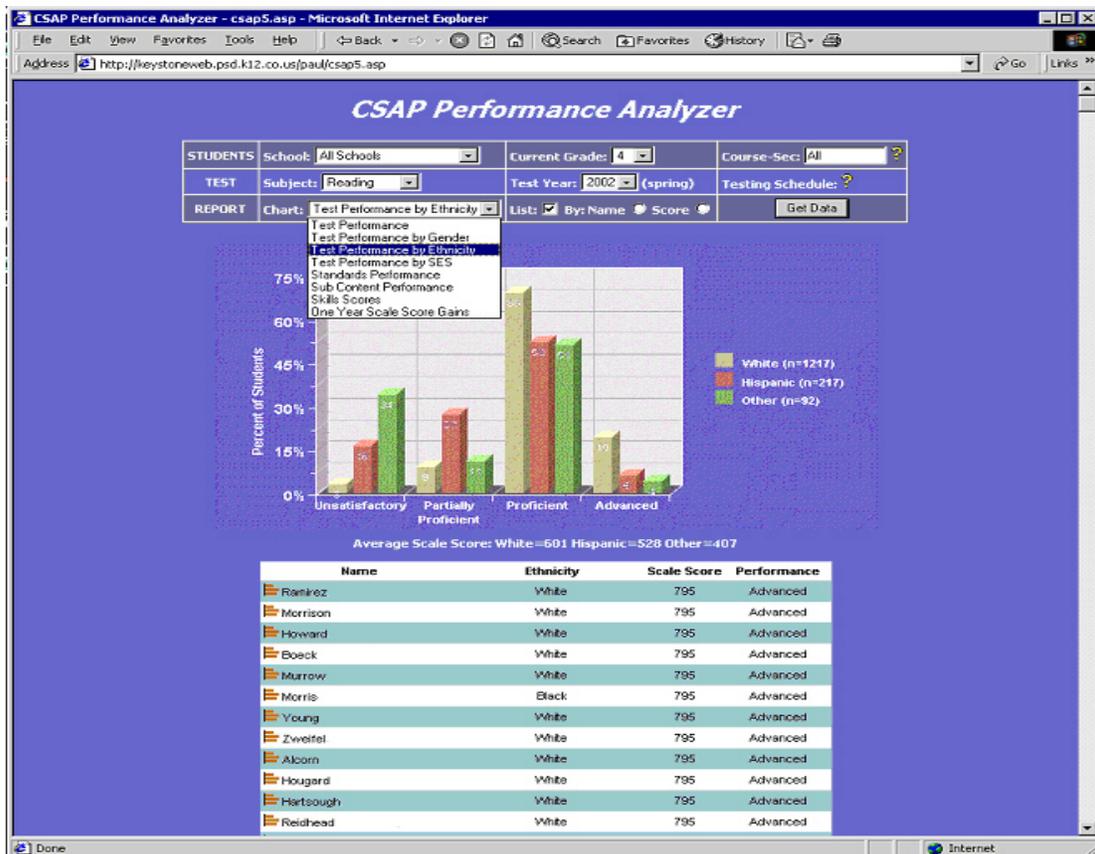
Misc Scheduling Information  
 Balance Category: 1 Teaching Team: A  
 Next School: 0  
 Retain in grade

Address and Family Information  
 2233 West Alameda  
 Denver CO 80111  
 home telephone: 303-555-4433  
 Family: Adams, Scott J and Mary P

Graduation Information  
 Graduation Year: 2002  
 Graduation Track: HON: Honors  
 Diploma Type: IBP (International Baccalaureate)  
 Hold on Report Card  Hold on Transcript

Original Entry Date: 08/15/1998

**Fig 1.** Above is the main screen in Keystone's student database. Click on a specific tab, such as attendance, to get attendance information about that particular student. Green arrows in the upper left hand corner allow you to scroll through the student body. To search for a particular student, click on the binoculars.



**Fig 2.** The CSAP Performance Analyzer enables you to analyze CSAP results by school, by grade, by race, by test and by year. Summarized results are shown graphically and individual results are in list format. Individual testing details are available by clicking on the student's name for more detailed analysis.

# Lightspan Scholar Reporting

## Unique Features

- \* Comprehensive online reporting based on Colorado standards.
- \* Comparative reports and graphs help recognize program efficiency.
- \* Continuous connection to the Student Information System (SIS) provides accurate, up-to-date district, school and classroom rosters and report information.
- \* Identify professional development opportunities with in-depth reports.
- \* Define and customize proficiency profiles according to state and district mandates to report out assessment data.
- \* Identify trends over time with progress reporting.
- \* Disaggregate assessment data by Title 1 and other user defined categories.
- \* record and track individual student performance longitudinally.
- \* Use ready to print PDF formats to share results information at meetings.
- \* Purchase based on an annually renewable site license for each school site.
- \* Completely web-based, no software to install.
- \* Access reports through secure ID and password anywhere Internet is available.

## Non-Features

- \* Not a student assessment system.
- \* No links to instructional resources.

## Overview

Lightspan provides data-reporting and dis-segregation tools to help districts better understand student performance by Colorado standards and objectives. District administrators can analyze assessment data, achievement-level test scores, and formative assessments to make better decisions for future program and professional development planning.

The connection to the district student information system allows administrators to view and compare Lightspan formative assessments with high-stakes test scores, writing assessments, and norm-referenced tests. This connection also provides the information necessary to prepare students throughout the year and target special area that need the most improvement. By viewing comprehensive data, administrators can help classroom teachers implement targeted curriculum programs and ensure ongoing professional help.

The system provides comprehensive district, school, and classroom reports based on subgroup, grade level, objective, or other required parameters. Easy-to-read charts and graphs can also be accessed.

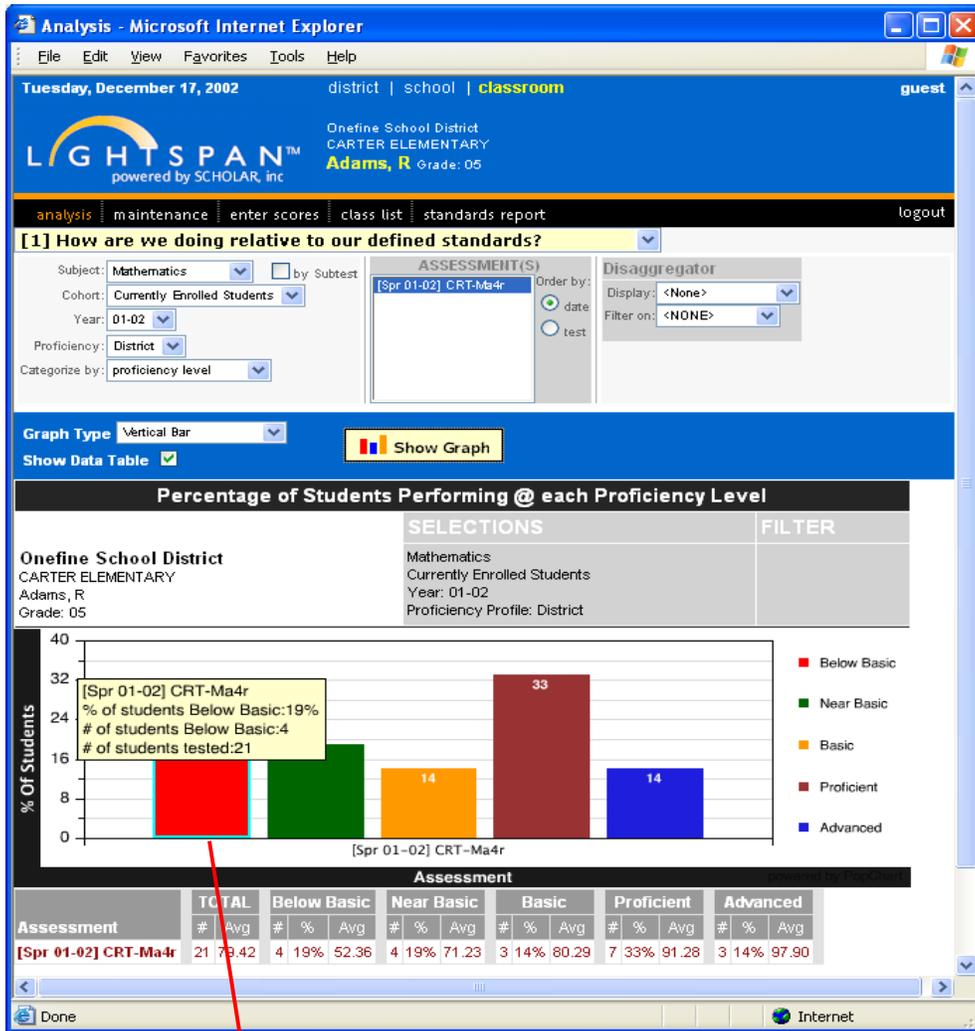
## In State Clients:

None

Lightspan, Inc.

Eileen Salsman  
Director, Education  
888-425-5543 ext.1313  
[esalsman@lightspan.com](mailto:esalsman@lightspan.com)

# Lightspan Scholar Reporting



http://scholar.lightspan.com/ssk12\_demo/SilverStream/Pages/pgdrilldown....

CARTER ELEMENTARY  
Adams, R  
Grade: 05

Mathematics  
Currently Enrolled Students  
Year: 01-02  
Proficiency Profile: District  
**[Spr 01-02] CRT-Ma4r**

Proficiency Level: **Below Basic**

Student Id	Name	Grade	Score
1 236577	***** M A	5	59.119
2 996760	***** E S	5	54.088
3 859500	***** R J	5	44.025
4 697680	***** S T	5	52.201

# Master Miner

## Unique Features

- \* Non-prescriptive: Allows the user to determine the students to include in all reports
- \* Simple examination of CSAP data by multiple demographics
- \* Custom data fields allow for virtually unlimited reporting capabilities
- \* Directly imports State CSAP data disk
- \* Identifies potential data errors
- \* Meets the needs of a variety of audience
- \* Generates colorful charts for any group of students
- \* Helpful tabular reports are generated
- \* Uses consumer level database
- \* Allows multi-year data comparison
- \* Free!
- \* Training free through grant

## Non-Features

- \* Non-web based
- \* Not a comprehensive data-warehouse

## Overview

Master Miner designed to provide flexibility in reporting and ease the burden of data acquisition.

The tool provides tabular and graphical representations of data and meets the needs of a variety of audiences including school boards, superintendents, principals, central office staff, and teachers. Master Miner's flexibility enables educators to effortlessly examine CSAP results in ways that previously required a high degree of technical skill. Educators can examine data for any (or all) content area / CSAP year / grade combinations. These results can be further divided by any demographic three times deep! (E.g. users can generate reports for 10th grade math, in years 2001 & 2002, for a particular school for each ethnic group by gender.) The additional provision of

Custom data fields allows educators to link CSAP results to data sets unique to any given district. For instance, districts can add information regarding attendance patterns, a specific reading program, extra-curricular activities, classroom assignments, or even other assessments. This allows for the extra-curricular activities, classroom assignments, ability to analyze data using multiple measures.

Master Miner is built on a common platform (MS Access) and skilled users can tap into the rich set of data to create district specific reports.

### In State Clients:

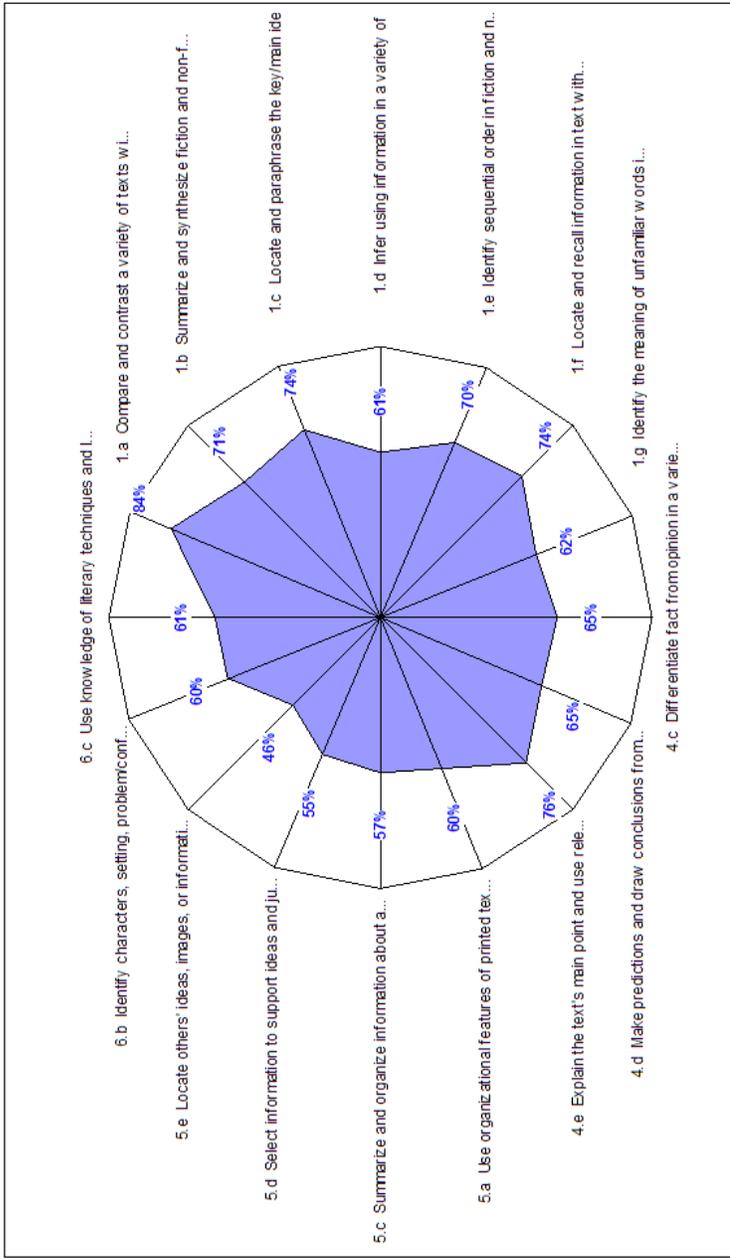
Canon City  
Cherry Creek SD  
Meeker

# CSAP Data Mining Project

## Assessment Framework Standards Radar Graph Report

[School] = DIFFENDUFFERES

[02-03 Teacher] = Mr. Davies - 2001 - 06 - English Reading (n=147)



**Demographics Not Fully Represented:** [02-03 Teacher]

Scale Scores and Proficiency Levels demonstrated in this report are based upon the 2002 scale.

# MaxMed™

## Unique Features

- \* Accepts electronic payment.
- \* Tracks payments for measurement purposes.
- \* Formats and prepares claims in required billing format for the school, district, and state Medicaid agency.
- \* Prepares a series of financial and management reports that distinguish denied claims that require further investigation.
- \* Claims meet Health Care Finance Administration (HCFA) standard reporting requirements and the Health Insurance Portability and Accountability Act (HIPAA) guidelines.
- \* Creates an audit-defensible structure for a billing component.

## Non-Features

No instructional content.

## Overview

MaxMed is a point-and-click billing environment allowing districts to automatically file for reimbursable services. Using Encounter Tracker™ data, MaxMed associates eligibility information with student and service information, ensuring the maximum cost recovery for the district.

Reimbursement requests are submitted, automatically tied to required audit documents ensuring prompt, complete payments. No third-party billing agents or service bureaus are required; no additional staff training is needed.

## **In State Clients:**

Part of the Colorado Consortium representing Cherry Creek, Adams 14, Adams 12, Adams 11, and many other school districts.

# 4GL

# MaxMed™

**Denied Services Report Options**

Service: All Services

Provider: Sample School System ...  
Provider "Sample School System" Only.

Student: All Students ...  
All Students from "Aarhus Johnathon" to "Zephyr Grant"

School: Boone Special Education Schoo ...  
School "Boone Special Education School" only.

Start Date: 1/ 1/2002 End Date: 6/ 1/2002

Error Type:  
Student not eligible on day of Service  
Name Number mismatch  
Child ineligible for Service  
Child too old

Select parameters from Report Options screen to produce one of many financial and management reports that distinguish denied claims that require further investigation.

# SAMS

## Unique Features

- \* User-friendly, intuitive interface
- \* Easy to use; low training requirement
- \* Web-based ASP model
- \* Works for districts and states of any size
- \* Very fast, near real-time reporting
- \* Multiple assessments (CSAP, NWEA, etc).
- \* Side-by-side comparisons of various tests
- \* Side-by-side comparisons of schools
- \* Longitudinal growth studies
- \* Powerful disaggregation tools, many levels
- \* NCLB ready
- \* Re-roster based on any "as of" date
- \* Tracks Colorado standards
- \* Can be installed and running in 4-6 weeks
- \* No hardware or software to buy
- \* No new district staffing required
- \* FREE service for all Colorado districts:
  - download CSAP in easy to use file format
  - disaggregation tools
- \* SUBSCRIPTION services
  - Over 20 standard reports for teachers, administrators and principals

## Non- Features

- \* No lesson plans
- \* No assignment management is offered

## Overview

Executive Intelligence (Denver) offers its ***Student Achievement Management System*** ("SAMS") on a subscription basis.

See a demonstration of the service at [www.answersatei.com](http://www.answersatei.com)

Executive Intelligence loads district data (student info, demographics, programs, roster, registrations, attendance, transcripts, teachers and assessment tests, [CSAP, NWEA, ITBS, Terra Nova, district assessments, etc.] into Executive Intelligence's secure longitudinal data warehouse.

Executive Intelligence delivers over 20 standard reports plus custom reports to administrators, principals, teachers and parents via the Internet using any standard browser. A powerful ad hoc reporting tool is also available for power users.

Executive Intelligence also offers an automated system for collecting information from the district's computing systems.

Supports virtually any data type. Saves in PDF, Excel, HTML, Lotus and other formats.

## In State Clients:

Aurora Public Schools  
Douglas County Public School  
Greeley Weld 6 Public School

# Executive Intelligence



Run Reports

Roster

CSAP 2002

EA Fall 2002

Select Period(s)

Select Term(s)

Select School(s)

Select Courses(s)

Executive Intelligence Public Schools - 2002 CSAP Reading Results

**School:** WEST HIGH    **Term:** 1    **Course:** PRE ALGEBRA    **Period:** 6

**Teacher:** Confidential

Student	Student Id	Current Grade	Test Grade	Test Date	Reading 1st CS SS	Reading 2nd CS SS	Reading 3rd CS SS	Reading 4th CS SS	Reading 5th CS SS	Reading 6th CS SS	Reading 1st SA SS	Reading 2nd SA SS
4	09	08	08	03/2002	630	639	647	648	0	0	672	636
5	09	08	08	03/2002	0	0	0	0	0	0	0	0
6	09	08	08	03/2002	0	0	0	0	0	0	0	0
7	09	08	08	03/2002	585	613	635	593	0	0	590	587
8	09	08	08	03/2002	665	673	598	602	0	0	654	674
9	09	08	08	03/2002	538	525	448	514	0	0	532	520
0	09	08	08	03/2002	588	626	659	590	0	0	596	589
1	09	08	08	03/2002	0	0	0	0	0	0	0	0
2	09	08	08	03/2002	594	557	595	541	0	0	604	557
3	09	08	08	03/2002	644	653	647	608	0	0	583	647
4	09	08	08	03/2002	608	587	631	625	0	0	560	617
5	09	08	08	03/2002	0	0	0	0	0	0	0	0
6	09	09	09	03/2002	631	649	654	614	0	0	617	637
7	09	08	08	03/2002	587	567	573	582	0	0	631	572
8	09	08	08	03/2002	533	576	554	582	0	0	569	549
9	10	10	10	03/2002	0	0	0	0	0	0	0	0

Confidential  
 Confidential  
 Confidential

# SASIXP™ Student Information System

## Features

- \* Integrates with instructional, gradebook, and parent collaboration software to maximize capabilities and eliminate repeated data entry.
- \* Using icons, pull-down menus, hot keys, and drag and-drop navigation, you can define the information you need, including user groups, field-level security, and enrollment processes; add pages or fields and change field names; switch from screen to screen or display multiple screens at once; create registration forms to replicate your schools registration packet; and build customized toolbars for specific tasks.
- \* Built to support the Schools Interoperability Framework initiative, when those standards are established.
- \* Robust reporting capabilities to help meet accountability demands presented by NCLB.
- \* Easy photo seating-chart attendance and classroom access to data for teachers.

## Non-Features

- \* Does not integrate into other data systems.

## Overview::

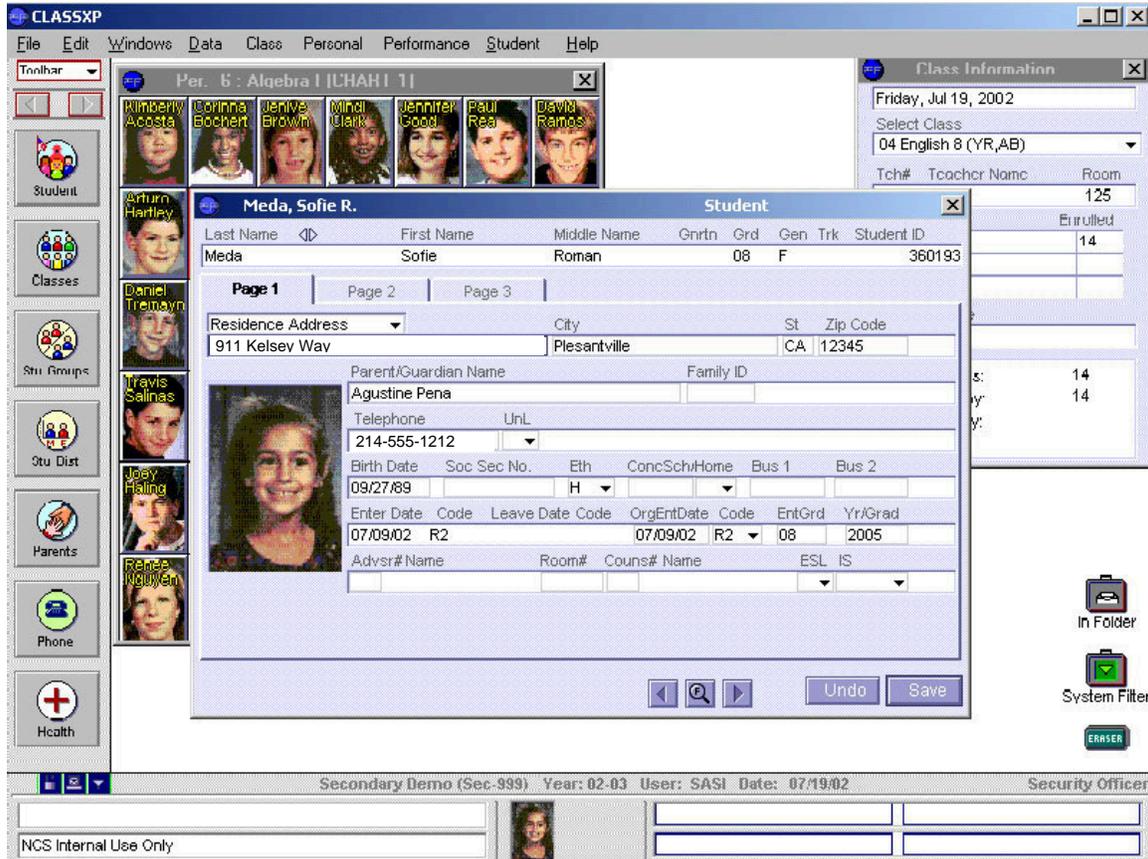
A cross-platform student information system, SASIXP manages extensive information at both the school and district level while saving time by eliminating repeated data entry. SASIXP offers instant access to student demographics, attendance, discipline, grades, schedules, health, immunization, emergency, parent/guardian information and more. The graphics-based design and drag-and-drop capabilities make it easy for faculty, staff, and administrators to customize their desktops, putting the information and functionality they need at their fingertips.

SASIXP is built to accommodate the need for districts to report detailed, aggregated, and disaggregated data to their states. SASIXP tracks the data necessary for states' reporting requirements, and our implementation team works with educators to customize capabilities to deliver the data each state demands.

## **In State Clients:**

Littleton Public Schools  
Aurora Public Schools  
Brighton School District  
Mark Turner 719-548-1232

SASIXP™ Student Information System from Pearson Education Technologies



Insert photos into the CLASSROOMxp module of SASIXp student information system for easy attendance.

# Scholar Suite

## Unique Features

- \* Entirely web-based (no software, or hardware installation required).
- \* Provides disaggregation of data by any number of demographics.
- \* Interactive charts that allow users to drill-down for more specific details - including list of students who make up any given bar on a chart.
- \* Ability to measure progress and to generate standards-based reports - both with notes and pre-determined comments.
- \* Reports at the state, district, school, grade, teacher, classroom, and student levels.
- \* Multiple, user-defined proficiency profiles used to analyze assessment results.
- \* Ability to associate specific interventions to students & groups of students to track results by program participation.
- \* Unlimited number of assessments may be downloaded or setup manually.
- \* Customer is able to set up own assessments.
- \* Secure data access through authenticated logins
- \* Very easy to use - requires minimal training.
- \* Accommodates data from multiple, disparate assessment measures with multiple sub-test scores.
- \* Scholar, Inc. has developed a seamless interact with Lightspan's Edutest product. Once Edutest benchmark assessments are taken, results flow seamlessly into the Scholar Suite reporting system.
- \* Scholar is also in the process of seeking similar partners to create seamless interfaces with online testing products.

## Non-Features

- \* Doesn't have an open industry standard for ease of data downloading at this time.
- \* Is not a data tool for human resource, financial or lunchroom reporting.
- \* Doesn't display data simulations or growth models.

## Overview

Scholar Suite is a simple and intuitive web-based assessment data management system used to evaluate educational programs and student performance based on demonstrated student skills. Our program facilitates the alignment of objectives, instruction, and assessment in a way that makes outcomes-based education possible. It allows educators and other stakeholders to make informed decisions using the volumes of data districts now have at their disposal. Scholar Suite assists administrators in generating the needed reports to insure compliance with No Child Left Behind. The application is entirely web-based and requires no application-specific installation at the client site-access to the application is through a standard web-browser-minimizing the need for technical support resources for the customer. Assessment results-down to the subtest/objective level-can be loaded into Scholar Suite either electronically or manually. Scholar accommodates not only standardized tests results at the district level but administrators and teachers can monitor assessment results administered at their individual school and classroom levels. Scholar Suite interfaces with the districts Student Information System (SIS) in order to extract pertinent student information such as name, gender, ethnicity, grade, and classroom. The program also has the ability to pull more extensive demographic information from the district's SIS, depending on each individual district's preference. Users at the state, district, school, and classroom levels can easily aggregate and disaggregate assessment data based on criteria they select to get quick understanding of areas of strength or deficiency.

In State Clients:

No Colorado Clients  
at the present time

# Scholar Inc.

Mike Bodon  
801-434-8600

[mbodon@scholarinc.com](mailto:mbodon@scholarinc.com)

Analysis - Microsoft Internet Explorer

Tuesday, January 7, 2003 district | school guest

Onefine School District

SCHOLARsuite

analysis maintenance logout

[1] How are we doing relative to our defined standards?

Subject: Reading  by Subtest

Cohort:

Year: 01-02

Grade: <All>

Proficiency: District

Categorize by: proficiency level

ASSESSMENT(S)

[Mar 01-02] UBSCT-R

[Spr 01-02] CRT-LA1r

[Spr 01-02] CRT-LA2r

[Spr 01-02] CRT-LA3r

[Spr 01-02] CRT-LA4r

[Spr 01-02] CRT-LA6r

[Spr 01-02] DRP

Order by:  date  test

Disaggregator

Display: <None>

Filter on: <None>

- by gender
- by ethnicity
- by socioeconomic
- by ELL
- by special ed
- by team
- by reading 1 to 1
- by after-school
- by ESOL

Graph Type: Vertical Bar

Show Data Table

Show Graph

Percentage of Students Performing @ each Proficiency Level

Onefine School District

SELECTIONS

Reading

Year: 01-02

Proficiency Profile: District

FILTER

Assessment	TOTAL		Below Basic			Near Basic			Basic			Proficient			Advanced		
	#	Avg	#	%	Avg	#	%	Avg	#	%	Avg	#	%	Avg	#	%	Avg
[Spr 01-02] CRT-LA1r	1050	89.37	84	8%	55.10	58	6%	70.32	96	9%	80.28	279	27%	90.08	533	51%	98.11
[Spr 01-02] CRT-LA2r	981	92.08	33	3%	54.27	48	5%	71.73	70	7%	81.33	269	27%	90.81	561	57%	97.99
[Spr 01-02] CRT-LA3r	883	86.30	83	9%	50.17	70	8%	71.30	117	13%	81.41	320	36%	90.49	293	33%	97.48
[Spr 01-02] CRT-LA4r	921	83.92	82	9%	52.44	91	10%	71.12	205	22%	80.45	400	43%	90.28	143	16%	97.29
[Spr 01-02] CRT-LA5r	950	82.47	124	13%	53.85	97	10%	71.07	217	23%	80.36	359	38%	90.35	153	16%	97.39
[Spr 01-02] CRT-LA6r	880	84.20	82	9%	52.66	94	11%	70.28	177	20%	80.42	344	39%	90.37	183	21%	97.53

proficiency profiles printable copy get Acrobat Reader

Done Internet

# SETS™ (Special Education Tracking System)

## Unique Features

- \* Tracks all eligible students in the school district to ensure accurate child count and full funding.
- \* Generates management alerts and summary reports that identify upcoming timelines for a student or a school; missing information or timeline violations are identified.
- \* Compares compliance district-wide.
- \* Reduces redundant data entry and paper-work.
- \* A change made at any school is instantly reflected throughout the district.
- \* Interfaces with existing systems and data resources.
- \* Secure, web-enabled access district-wide, empowering the staff.

## Non-Features

No instructional content.

## Overview

SETS is a dynamic business process database of special education information and timelines that ensures accountability district-wide. All aspects, from referral to delivery of services, are tracked to ensure a district is meeting legal requirements.

Dates and information requirements for eligibility, referral, and related meetings are clear. Detailed reports enable administrators and teachers to adhere to legal requirements.

4GL targets a 98% level of data accuracy. Implementations are not considered complete until exceptional levels of data accuracy are consistently achieved.

## In State Clients:

Part of the Colorado Consortium representing Cherry Creek, Adams 14, Adams 12, Adams 11, and many other school districts.

4GL

# SETSTM<sup>TM</sup>

## (Special Education Tracking System<sup>TM</sup>)

Meeting - Name: Student20754542, JEANA; Grade: 02; Folder: 9999; Status: Special Education

Due Date	Actual Date	Disability	Type1	Type2	Type3	Outcome1	Outcome2	Outcome3
09/21/2003			ReevP					
09/27/2002			Ann					
	01/14/2002		Spec			Order Special Educat		
02/23/2001	12/21/2000	SLI	Elig	IEP		Change Student Stat	Review Assessments	Suspect/Establish/C
	06/15/2000		DCPS	Ref		Change Student Stat	Review Screening Inf	Order Special Educa

Meeting Detail | Schedule | Modification | Contact Log | Code

**Timeline**  
 Timeline Start Date: 09/27/2001  
 Scheduled Date\*: 05/15/2002  
 Due Date: 09/27/2002  
 Actual Date:  
 Meeting Category: Special Ed  
 Managing School:

**Meeting Types**  
 Type1: Annual Review  
 Type2:  
 Type3:  
 Type4:  
 Type5:

**Outcomes/Other**  
 Outcome1:  
 Outcome2:  
 Outcome3:  
 Outcome4:  
 Outcome5:  
 Outcome6:  
 Outcome7:  
 Outcome8:  
 Outcome9:  
 Outcome10:  
 Delay:  
 Notes: Annual

Last Updated: 04/30/2002 at 4:33 PM by MAYNARD

**Copyright 2002 4GL School Solutions, Inc. - All Rights Reserved**

Tracks all legally mandated timelines for special education children, such as the next Annual, the next Reevaluation, Assessment due dates, etc.

# Socrates Data System

## Unique Features

- \* Has sophisticated report generator built in--no need for third party applications or programming reports.
- \* Produces longitudinal growth reporting
- \* Incorporates NCLB school and district reporting requirements
- \* Can include student, teacher and parent survey information
- \* Provides easy access to hundreds of data related to student characteristics, educational factors, program attendance, discipline, courses, activities, and any other data that can be linked to individual students
- \* Includes state assessments, standardized tests, diagnostic assessment, classroom assessment, competency based assessment, computer-assisted instructional programs and grades.
- \* Offers a complete system for integrating, disaggregating and displaying data
- \* Has a Communications Section
- \* Has a Resources Section
- \* Has a Data Web Portal capacity
- \* Requires no programming; set up is straight forward and new variables can be added easily at any time.
- \* Displays relationships among multiple student characteristics, test measures, variable educational backgrounds ON THE SAME REPORT allowing for easy identification of meaningful relationships to be further disaggregated.

## Non-Features

- \* Users can not use Socrates to run inferential statistical analyses
- \* Does not perform statistical modeling
- \* Does not manage full personnel or \$ data

## Overview

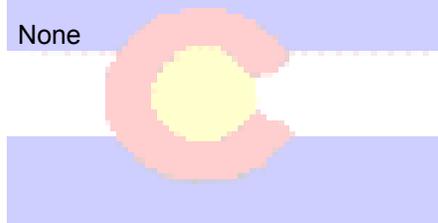
CRM's Socrates Data System is a complete data integration, disaggregation and dissemination system. Developed over 12 years, the Socrates relational database software integrates data from any source-- student information systems, state assessment results, other testing programs, locally-developed data bases and allows virtually unlimited disaggregation. Socrates' capacity of 2 billion records permits full longitudinal data analysis.

The Socrates Data Web is a web portal customized for each district. The Data Web provides easy access to hundreds of data reports in various formats that are based on the specific questions that your decision-makers want to be able to answer. The Resources Section contains tools and guidelines for analyzing and using data and links to valuable web sites. The Communications Section contains bulletin boards for local and school leadership teams to communicate.

Districts have the option after technical services initially are installed to purchase a licence to the software in order to perform some or all of the technical functions locally. A wide array of professional development and technical support services exist for maximizing use.

In State Clients:

None



# Center for Resource Management, Inc.

Martha Williams 800.881.6489  
200 International Drive, Portsmouth, NH 03801

PROFILE AP-3D  
 GRADE 10, STATE ASSESSMENT: ELA, LEVEL 1 TO LEVEL 4  
 SAMPLE SCHOOL DISTRICT, 2001-02

Population Groups	Total	Level 3/4	Level 2	Level 1
<b>Total Population</b>	1,642	248	533	861
	100.0 %	15.1 %	32.5 %	52.4 %
<b>School</b>				
SCHOOL A	359	29	89	241
SCHOOL B	272	137	114	21
SCHOOL C	399	39	130	230
SCHOOL D	362	30	111	221
SCHOOL E	13	1	3	9
SCHOOL F	100	2	31	67
SCHOOL G	25	1	7	17
SCHOOL H	40	1	14	25
SCHOOL I	72	8	34	30
	4.4 %	11.1 %	47.2 %	41.7 %
<b>Gender</b>				
Female	826	121	292	413
Male	816	127	241	448
	50.3 %	14.6 %	35.4 %	50.0 %
<b>Ethnicity</b>				
African American	408	39	137	232
Asian	171	15	53	103
Hispanic	738	86	242	410
Native American	22	2	6	14
White	303	106	95	102
	18.5 %	35.0 %	31.4 %	33.7 %
<b>Program Type</b>				
ESL/Bilingual	54	1	7	46
ESL	79	1	17	61
Special Education	185	4	22	159
Regular Education	1,324	242	487	595
	80.6 %	18.3 %	36.8 %	44.9 %
<b>Previously Retained</b>	158	23	45	90
	9.6 %	14.6 %	28.5 %	57.0 %
<b>Full Year Absence</b>				
0-10	590	131	220	239
11-20	363	51	121	191
21-30	243	30	68	145
More than 30	446	36	124	286
	27.2 %	8.1 %	27.8 %	64.1 %
<b>English 2</b>				
A/B	438	142	155	141
C	316	40	144	132
D	219	23	77	119
E/F	311	37	78	196
Other	19	1	10	8
	1.2 %	5.3 %	52.6 %	42.1 %

This district level report on a Grade 10 State Assessment in English Language Arts provides data on:

- Differences in school performance
- Performance by gender and ethnicity
- Performance of students in specific programs
- Performance of previously retained students
- Relationship of attendance to test

Note 1: The "Total Population" column totals down. All columns total across each row.

Note 2: Level 4 = Advanced; Level 3 = Proficient; Level 2 = Basic; Level 1 = Below Basic

# Student Profiler

## Features

Assessments that can be tracked:

- ▶ CSAP
- ▶ Terra Nova
- ▶ K1
- ▶ Six Traits
- ▶ ITBS
- ▶ Gates-MacGinitie
- ▶ Invitations to Literacy
- ▶ IRI's
- ▶ Scholastic Literacy

Instantly view CSAP charts by:

- ▶ Entire School
- ▶ Grade
- ▶ Gender
- ▶ Ethnicity
- ▶ Full sorting and filtering capabilities.
- ▶ Data can be pasted into tables from an Excel spreadsheet.
- ▶ Tracks and counts these populations
  - ESL
  - Migrant
  - Title 1
  - SES
  - Disability
  - ILP/504/Tutoring

## Non-Features

- \* Not web enabled.
- \* Denver metro area only.
- \* Designed to be used by schools rather than districts.
- \* Current version supports only listed assessments.
- \* Does not track attendance

## Overview::

Student Profiler is an easy to use database program that records multiple assessment data for students throughout their elementary school years. Student Profiler helps to fulfill the assessment goals of guiding instruction and accountability by tracking performance over time. It is also useful for sharing results with parents, principals and teachers. Teachers and principals need day-to-day access to assessment data in a user friendly, comprehensive format. Schools have a great deal of data but it is not easily accessible or meaningful. It will help to create a "body of evidence" that records a student's entire assessment history throughout elementary school years – all on one document.

Student Profiler consolidates assessment data in one location and presents it in an easy to understand format. Historical data is used to identify and track students who are improving and those performing below standards. The program can create reports and charts that display performance by school, class, or individual student. It will also aggregate and disaggregate demographic and special needs data. It can be used on a stand-alone workstation for administrators, or be installed on a network and used by classroom teachers to instantly view and print student histories.

## In State Clients:

Jeffco Schools:  
Lasley Elementary  
Molholm Elementary  
Stein Elementary  
Edgewater Elementary  
Lawrence Elementary  
Norby Pratt 303-973-4170

# Educational Technologies, Inc.

### Add New Scores



Name  ID  Ethnicity  Active   
Homeroom teacher  Grade  Gender

Add/Edit students

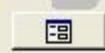
- CSAP
- Gates
- Inv to Lit
- ITBS
- IRI
- 6 Traits
- K1
- SLP
- Terra Nova
- Notes

Date	Grade	Subject	Score	Performance level	Scale Score
3/11/2002	5	W	2	PP	434
3/11/2002	5	M	1	U	246
3/11/2002	5	R	1	U	496
2/12/2001	4	W	1	U	458
2/12/2001	4	R	1	U	510
3/1/2000	3	R	1	U	403
4/1/1999	2	W	2	PP	425

#### Performance Levels

- 0 = Not Tested
- 1 = Unsatisfactory
- 2 = Partially Proficient
- 3 = Proficient
- 4 = Advanced

Click to view



# SwiftKnowledge

## Features

- \* Single Interface to Multiple Data Sources  
SwiftKnowledge was built with the flexibility to integrate and co-exist with an organization's existing technology systems. Users interface with one system, SwiftKnowledge, to explore multiple data sources in a user-friendly format.
- \* SwiftQuery and the Digital Dashboard  
Answers and access to data can be found by either clicking on a graph on our Digital Dashboard or through SwiftQuery, our unique English-based question and answer approach to reporting and analytics.
- \* Full Range of Reporting Capabilities  
For reports, no programming or script writing is required. Using drag and drop technology, users define the data and layout of reports for customized and standard views.
- \* Sophisticated Security System based on the individual user profile.
- \* 100% Web-Based  
SwiftKnowledge is a true web applications and requires no Active X controls or Java applets.

## Non-Features

- \* Write-back capability to SIS systems
- \* Absolute Real-Time Data

## Overview::

SwiftKnowledge utilizes industry first technology and a new approach to deliver instant access to critical information to improve an educational institution's ability to make informed, timely decisions to impact school improvement. SwiftKnowledge is a 100% web-based software solution providing educators with powerful query, analysis and reporting capabilities to support data-driven decision-making. This simple to use, yet sophisticated application enables education institutions to provide immediate, secure and customized data access to teachers, principals, and administrators via a web browser. Users can access, analyze and share information from multiple data sources to help drive school improvement and meet state and federal (NCLB) reporting requirements.

## In State Clients:

None Available

# SwiftKnowledge

Katie Ricketson 952-832-0166  
7831 Glenroy Rd, Suite 230  
Mpls, MN 55439



## My WorkPlace

Welcome back, Administrator, to your virtual desktop.  
It has been 2 days and 5 hours and 5 minutes since you last logged in.

### ALERTS

- ! Daily Absence Rate% by Teacher is above 15%.
- ! Daily Absence Rate% by Course is above 25%.

### SWIFTQUERY

Select a SwiftQuery Topic: **Math Testing**

Which schools had the top Math Scores in 2002?

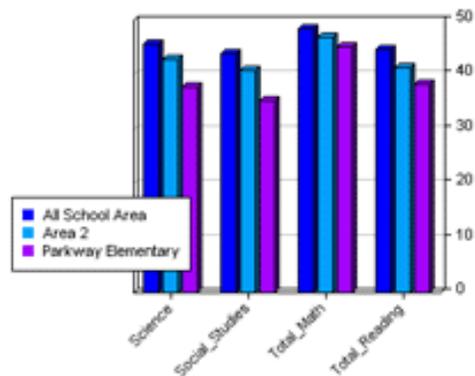
School Area	Average Score
Capitol Hill Magnet	70.04
French Immersion/Highland Elem	67.62
Central Sr	59.14
Mann Elementary	57.79
Ramsey Jr	56.30
St Anthony Park	56.02
Adams Elementary	55.11

### CHARTS

#### Yearly Expenditures By Category



#### Parkway vs. District for 2002 Tests



### QUICKLINKS

Save

- K12 Testing SwiftQ
- Parkway - Free and Reduced Lunch Trends
- Parkway - District Comparisons AYP Scorecard
- Parkway - District Comparisons
- Manage Users
- Manage Groups
- Manage Categories

### NEWS

#### Moreover - Top stories

**Blix: 'Iraq could do more'**

CNN Feb 26 2003 1:29PM ET

**Blair awaits Iraq revolt vote**

BBC Feb 26 2003 12:07PM ET

**Blair faces Labour revolt**

CNN Feb 26 2003 12:03PM ET

**Netanyahu ousted as foreign minister**

International Herald Tribune Feb 26 2003 11:38AM ET

# TestMate Clarity Assessment Software

## Unique Features

- \*Local control of test data
- \*Simple or complex data disaggregation
- \*easy custom or targeted test reporting
- \*Class reorganization/re-rostering features
- \*User friendly, three step reporting process
- \*Allows test creation/scanning/scoring/reporting of any test
- \*Combines all test data into one database
- \*Generates multiple assessment profiles
- \*Longitudinal tracking of student data
- \*Compatibility with item banks and CMS software
- \*Restructure any test information to meet reporting needs
- \*Works with NCS and Scantron scanners
- \*Prescribes lessons based on test results when used in conjunction with CMS software/banks
- \*Single site or network installation
- \*Technical support staff available via phone/email
- \*Import/export test information in ASCII file

## Non-Features

- \*Currently does not include graphics
- \*Currently software based (not web-based)

## Overview

TestMate Clarity is an innovative database software designed for managing test results & creating custom reports for any test (CTB or non-CTB). You can restructure any test information to meet local reporting needs at the district, school, class or student level. The **Scan and Score module** allows for the scanning, scoring, and definition of any criterion referenced test. The **Test Parameter module** allows for the creation of test definition files for the storage and reporting of scored test data. All TestMate Clarity modules work in conjunction with our Classroom Manager software, Colorado item banks, TerraNova/CSAP data as well as non-CTB published products. Disaggregation capabilities are available as well reports at the district, school, class, and student level (including longitudinal reporting capabilities). Clarity can benefit Colorado districts of all size by allowing quick access to school/district data, the ability to analyze specific test populations and creation of multiple assessment profiles.

## In State Clients:

Approximately 45% of Colorado districts use TestMate Clarity software.

# CTB/McGraw-Hill

Christi Linton	303-400-3093
Kent Tamsen	303-429-1442
Anne Bradley	505-829-4179

**TestMate Clarity - [Create Report]**

File Edit View Data Tools Help

Define Test      Scan/Score Test      Prepare Data      Create Report

1 Start      2 Define      3 Finish

New      Template      Group      Scores      Run

**Student Subtest & Objective Report**

Student Name: Ahrens Austin  
 Student ID: X2402008  
 Special Codes: KLMNOPQRSTUVWXYZ

Grade: 8  
 Birth Date: 05-30-1987

District: Ctb Sd  
 School: Kennedy Ms  
 Teacher: Gall

Test Name: TNCAT-AL  
 Level/Form: 19 C  
 Test Date: 08-12-2001  
 Template: Student Subtest & Objective  
 Report Date: 01-09-2003

Degree of Mastery Key:  
 Low Mastery  
 Moderate Mastery  
 High Mastery  
 Not all items attempted

**Template**

hint! A template is a report definition. It defines the type of data reported, including the student group and scores.

Report template:  
 Group Item  
 Group Mastery  
 Group Objective  
 Group Subtest  
 Student Item  
 Student Subtest & Objective  
 Subtest List  
 Summary Item  
 Summary Objective  
 Summary Subtest

Template description:  
 For student group; item response by student.  
 Includes averages.

Open      Cancel      help

**Scores By Subtest**

Subtest	Scale Score	National Percentile	National Stanine	# Mastered Obj.
Algebra	779	98	9	6

**Scores By Subtest / Objective**

Subtest / Objective	Degree of Mastery
Algebra	●●●●●●
Variables, Expressions, For...	●●●●●●
Solving Linear Equations, In...	●●●●●●
Graphing Linear Equations	●●●●●●
Functions and Graphs	●●●●●●
Quadratic Equations and Fu...	●●●●●●
Geometry	●●●●●●
Subtest Average	100
Total Average	100

Use the PageUp and PageDown keys to page through the report.      CAP      Page 1

**TestMate Clarity - [Create Report]**

File Edit View Data Tools Help

Define Test      Scan/Score Test      Prepare Data      Create Report

1 Start      2 Define      3 Finish

New      Template      Group      Scores      Run

**Template**      Group Mastery

Level/Form: 19 C

Test Date: 08-12-2001  
 Report Date: 01-09-2003  
 Students in Group: 51

All Students  
 Sort: District: Ctb Sd  
 Grade: 8  
 School: Kennedy Ms  
 Teacher: Gall

**Algebra**

Variables, Expressions, Formulas			Solving Linear Equations, Inequalities		
High Mastery	Moderate Mastery	Low Mastery	High Mastery	Moderate Mastery	Low Mastery
Ahrens Austin	Bohrer Kacey A		Ahrens Austin	Bohrer Kacey A	
Akens Dakota S	Burke Angela K		Akens Dakota S	Burke Angela K	
Alexander Jessica E	Copeland Kendra T		Alexander Jessica E	Dobavashi Yurie L	
Amerine Shelby T	Dobavashi Yurie L		Amerine Shelby T	Favro Brandon E	
Appleby David M	Favro Brandon E		Appleby David M	Gonzalez Anthony A	
Armstrong Robert M	Gonzalez Anthony A		Armstrong Robert M	Kaczmarek Davis J	
Best Hepburn N	Kaczmarek Davis J		Best Hepburn N	Lin Anthony	
Boyd Adam N	Koontz Alexander		Boyd Adam N	Mason Eric L	
Brendinger Chelsie J	Lin Anthony		Brendinger Chelsie J	Nakasui Tsubasa	
Brown Britney M	Mason Eric L		Brown Britney M	Neth Adam W	
Chbmbers Adavius J	Nakasui Tsubasa		Chbmbers Adavius J	Palencia Grace	
Chung Hong J	Neth Adam W		Chung Hong J	Reich Amanda S	
Collier Jeffrey L	Palencia Grace		Collier Jeffrey L	Riddle Brianno L	
Conover Emily M	Riddle Brianno L		Conover Emily M	Shavley Audrey P	
Farnell Christop	Shavley Audrey P		Copeland Kendra T	Williams Shante J	
Fouts Aubrian	Williams Shante J		Farnell Christop		
German Skivlar A			Fouts Aubrian		
Gillem Shelby M			German Skivlar A		
Hounshell Dillon D			Gillem Shelby M		
Kuhns Ashley A			Hounshell Dillon D		
Legette Sean J			Kuhns Ashley A		
Lynch James A			Legette Sean J		
Maurer Morgan E			Lynch James A		
Molinary Angelo N			Maurer Morgan E		
Oder Austin M			Molinary Angelo N		
Fassin Joe			Oder Austin M		
Platt Scott L			Fassin Joe		
Reich Amanda S			Platt Scott L		
Reprogle Jim M			Reprogle Jim M		
Speller Troy A			Speller Troy A		
Sprenger Kylie J			Sprenger Kylie J		
West M N E			West M N E		
Wolfe Haley R			Wolfe Haley R		
Wyllie Matthew J			Wyllie Matthew J		
Wynn Hannah R			Wynn Hannah R		
63%			63%		

Use the PageUp and PageDown keys to page through the report.      Page 1

# The Curriculum Director

## Unique Features

- \* Create custom tests by choosing from pre-sorted item banks.
- \* Add your own test items and build custom tests
- \* Build individual tests and assign to select students or to entire districts
- \* Administer tests online or with paper-and-pencil along with scan-able answer sheets.
- \* Tests are scored automatically and immediately
- \* Aggregate student reporting by objective
- \* Rich reporting by objective with individual as well as group, school and district aggregated reports.
- \* Monitor and track student objective mastery
- \* Score open-ended test items electronically with online scoring rubrics
- \* Import and export data from and to other software applications
- \* Available via the Internet

## Non-Features

- \* The District Director is an assessment tool only. It has no instructional components yet.

## Overview

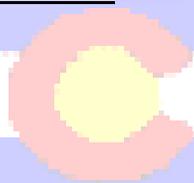
The District Director and student testing software enables school districts to create, assign, administer, score and report customized tests. Tests are developed by choosing items from the district ITEM BANK that are pre-sorted by state standards. Student take these tests online or with scan-able answer sheets. Scoring of tests is automatic and immediate. Scores and reports are available directly after testing or scanning has been completed. A rich reporting package helps students and districts to monitor and track student objective mastery regularly.

District reports show student mastery by individual student as well as aggregations by group, school and district.

Disaggregated reporting is also available.

## In State Clients:

None



# Harcourt Educational Measurement

Paul Rice 303.477.0939  
19500 Beveledere Road, San Antonio, TX 78259

Ms. Collins



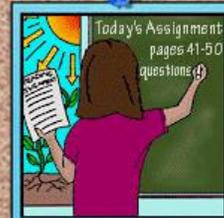
Set Up Class



Enroll Students



Preview Assignments



Assign to Students

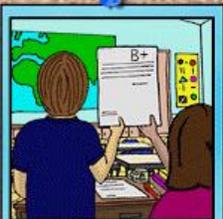
Class →

01-Reading Group 1

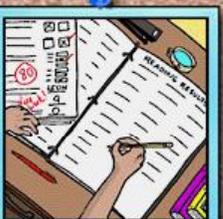
Need Help



Monitor Progress



View Grades



Report Results



Change Preferences

# Turnleaf AMS

## Unique Features

- \* Instant one- click reports that can be navigated and drilled
- \*Data mining made simple with custom report building
- \*Summary reports comparing state, district and school performance NCLB and AYP reports
- \*Student Portfolios containing all demographic, program enrollment and historical test data
- \*Mapping relevant content into reports
- \*Data Entry Utility for test data not stored electronically
- \*Web -based and thin client, end-user only needs Internet Explorer or Netscope
- \* Student System Integrated
- \*Includes data cleansing utility
- \*Export capability
- \*GUI interface, SIF compliant, open architected education solution built by educators

## Non-Features

- \*AMS is a data-mining not a data warehousing. Thus, we leverage existing technical

## Overview

Turnleaf's Achievement Management System (AMS) is a web based assessment reporting tool. AMS integrates with student system to extract student data that is correlated with test data and presented in reports. The AMS is able to encumber multiple tests over multiple years providing a full body of evidence of academic achievement. Instructional leader are empowered by easily accessing information that helps with making instructional, program and professional development decisions. AMS makes data-driven decision a reality by providing instant and personalized reporting to District Administration, Building Administrators and Teachers.

Turnleaf is an educational company built for educators.

## **In State Clients:**

Adams County 50  
Cherry Creek Academy  
Fountain -Ft. Carson  
Harrison School District

# Turnleaf: Achievement Management System

Paul Johnson 303.679.3144  
pjohnson@turnleaf.com

# AMS Home Page

**AMS v.3** Adam Blake - District Administrator Search Help

Home Standard Reports Custom Reports Content Maps

Print Logout AMS Reporter

## HOME PAGE

**TurnLeaf District 51**

### 4th Grade Reading - All Schools

Entity	U	PP	P	A	NS	P + A
Colorado	9	20	60	9	2	69
TurnLeaf	9	28	57	5	1	62

Scores are in percentages

**Report Options**

- ams reporter
- other views of this data
- email report
- related reports

**Navi-Compass**

2001 NA NA By School

**Summary Reports**

**School Performance**

- Current Year
- Current & Last Year
- Our Schools compared to other schools in the State
- More Reports like these

**My Reports**

**Classroom Performance**

- Aspen High - Current Year
- Fir High - Current Year
- Oak Elementary - Current Year
- All of My Reports

**Report Books**

**School Performance**

- CSAP Report Book
- iReach Report Book
- Local Benchmarks Report Book
- All Report Books

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The following table outlines some of the features contained within the home page:

	<p>One of our standard reports showing a comparison of a district to the state using CSAP summary data.</p> <p>Links to some of the other standard reports are shown on the right side of the page.</p>
	<p>The Navi-Compass tool allows a user to navigate from the current report to related reports. The right and left arrows provide a way to move the same report to the last year, or next year. The up and down arrows allow a user to move to a more aggregated view, or less aggregated view.</p>



Data Tools Review  
For  
**Parent Feedback**



# Achieve 3.0 Parent Console

## **Description**

Achieve 3.0 Parent Console is a standards-centric, Web-based solution linking everything in a student's academic life together. Diagnostics inform curriculum and instruction which drives assessments that in turn influence the actions key adults will take on behalf of students. Achieve takes daily information about what's been taught and what's been learned and provides a way for parents to access the information on-line in real time, or in written reports the school can generate. The integrated Achieve Resource Center can stand on its own as a database of thousands of teaching materials. Each resource includes a review written by a credentialed teacher who rates the effectiveness of the resource and identifies age, learning style, and group size for which it is appropriate. Each resource is also categorized according to intended learning concept, skill, and specific state standards.

## **How It Works**

- \* Subscription fee usually paid by the school.
- \* School decides what level of detail is shown to parents

## **Features**

- \* Web-based application accessible from any Internet-connected computer
- \* Allows schools to customize the types of academic information they would like a parent to have access to
- \* Provides information to parents about current homework assignments, identifying assignments that are missing
- \* Analyses a student's on-going performance against each of the state standards over the course of the school year providing valuable detailed information about student performance
- \* Allows parents to see what learning concepts, skills and standards have been taught on any given day
- \* Recommends resources parents can use at home to support the learning concepts, skills and standards taught on any given day
- \* Enables schools to batch print reports for parent populations that do not have widespread access to the Internet
- \* Usage reports show schools how the parent console is being used
- \* Parents log in once to see all their childrens' reports

## **Non-Features**

- \* Not an tutorial delivery system
- \* Not a tool for distributing general notices to all parents

## **In State Clients:**

Achieve 3.0 is implemented in school districts across the nation and includes six state-wide implementations in Illinois, Alaska, Mississippi, Pennsylvania, West Virginia and Tennessee.

# Project Achieve

Select another student then click the "go" button

Johnny H. Gonzales | Go | Term: First Semester | Marking Period: Quarter 2

**Grade Summary as of October 11, 2002**

Section	Grade	By Date	By Standards	Status
Mathematics, Mrs. Jones	A	View	Generate	Ready to View
Science, Mr. Doe	B	View	Generate	Ready to Generate
English, Mr. Smith	B	View	Generate	In Progress

As teachers enter scores in their grade books, parents can see a child's progress day-to-day or standard-by-standard.

The Grade Summary can be expanded into a detailed report organized by date or by state standards.

This report detail arranged by date shows strong scores for every type of assessment, at least until Sept. 18 when the topic turned to "Ecosystems and Tidepools." By clicking Homework, a parent could help their child anticipate upcoming assessments, and by clicking Resources quickly locate teaching materials to go over at home that are keyed to the same learning concepts and standards Mr. Doe has used to plan his Science lessons.

**Grade detail by date - Science, Mr. Doe**

Date	Score	Units	Assessment Type	Description	Lesson Title
9/22/02	65%	1	Multiple Choice	Quiz on chapter one and two reading assignment	Ecosystems and tidepools
9/21/02	75%	1	Test	Take home test on biology taxonomy	Ecosystems and tidepools
9/18/02	90%	1	Classroom work	Group discussion of video on tidepools	Ecosystems and tidepools
9/15/02	82%	2	Project	Final project on genetics	Genetics
9/10/02	100%	1	Classroom work	Classroom debate on genetics and ethics	Genetics
9/01/02	100%	1	Quiz	20 item quiz on DNA and RNA	Genetics
8/29/02	89%	1	Test	Final test on cell biology	The Cell
8/27/02	100%	1	Multiple Choice	Quiz on chapters 6, 10	The Cell

**Grade detail by standard - English, Mr. Smith**

Standards Mastery Score	Score	Assessment Type and Description
<b>Standard 1 Between ages 11-14, students know and are able to do everything req (Grade.)</b>	<b>77%</b>	
R3.1 Apply knowledge of word origins, structure and context clues, and determine the meaning of new words and to comprehend it	75%	Test: M&M minibus challenge
R3.2 The standard for API R3.2 (support understandin	65%	Project: Final presentations
R3.3 Rehearse and read texts aloud to an audience, in performances s or peers, or as part of formal presentations: including research reports and i	50%	Test: Mid-term exam
R3.4 Restate and summarize information or ideas from a text and con experience.	50%	Quiz: Reading quiz
R3.5 Clarify and connect main ideas and concepts, identify their relatio provide supporting details.	77%	Project: First group presentation

This report detail for Mr. Smith's English class is arranged by standard. It shows the student has had repeated difficulty reading aloud to an audience. By clicking on Homework, a parent might anticipate the next time the student would be required to read in front of others, practice at home, and give extra encouragement the morning before.

# HomeLogic

## Description

Parent involvement is critical to the advancement of a student's education. This web enabled product allows parents to log onto the internet and retrieve real time information about their child's progress in school. Grades, attendance, discipline, activities, messages, calendars, schedules and class assignment are some of the features available for viewing.

The initial login page asks for user name and password. The system is secured through passwords that are given out at the start of the school year. Once the user logs in, each one of their children enrolled in the school district will be present. The parent can click on each student and check their child's critical information

## How It Works

- \* It is set up through the school district
- \* A subscription is paid at the district
- \* Passwords are generated
- \* Passwords are terminated at the end of the year

## Features

- \* Illustrates the student's schedule for the week
- \* The schedule is color coded as attendance has been entered for a particular student
- \* The legend for the colors is located below the schedule
- \* The attendance form illustrates attendance records that are sorted by class or by date
- \* All grades that have been entered in to the system are available for viewing
- \* The teachers can post classroom events that are taking place
- \* Detailed lists of assignments are present including: due dates, special instructions, benchmarks
- \* Detailed discipline records for a particular student including the date of the infraction, the class it occurred, the instructor's name, and the action taken

## In State Clients:

None

## Non-Features

- \* This does not link to other operations in your school
- \* This does simulate data warehousing operations

# Management Information Group



# HomeLogic™

Attendance

**Grades**

Assignment

Brick Alcheikh

## 45 Attendance records for Brick

Class	Date	Block
Release Time	11/29/2002	HS Pe
Religious Ed	10/18/2002	HS Pe
English 2B	4/16/2003	HS Pe
	4/15/2003	HS Pe
	4/2/2003	HS Pe



# HomeLogic™

Attendance

**Grades**

Erick Alcheikh

## Grades For

Class	Instructor	Report
Band	Kimberly Elkadri	HS Rep
	Kimberly Elkadri	HS Rep
Band Concert	Kimberly Elkadri	HS Rep
	Kimberly Elkadri	HS Rep
<i>Improvement seen in Christopher's attendance. Improvement</i>		
Algebra 2A	Anna Lyn Aylott	HS Rep
	Anna Lyn Aylott	HS Rep
Algebra 2B	Anna Lyn Aylott	HS Rep
	Anna Lyn Aylott	HS Rep



# The Lightspan Network

## Description

A key function of The Lightspan Network is to create a link between a child's learning at school and his or her life at home. The Lightspan Network provides ways for families to become involved in the educational process of their children, and acquire a deeper understanding of tangible ways they can participate and support their child's learning. Family members can find out what students are learning in school, come to understand the state standards and how they apply to that learning, and can then access resources and activities, correlated to the standards and their children's needs to do together at home. This supports and reinforces the educational objectives that students need to meet to succeed in school. It gives students and parents a better sense of what is expected at different levels. And most importantly, it also gives families a forum for spending quality time together in a way that is fun, creative, and playful.

## How It Works

School pays subscription fees  
Parents are given usernames and passwords  
Parents receive orientation on operation of the network, in and accessing features.  
Parents have access to online support via email as well as an 800 number to call.

## Features

A personalized online environment  
Ability to check your child's progress  
Secure communication with teachers  
Access to announcements and assignments  
Enhanced involvement with school and classroom  
Access to web sites reviewed by Lightspan educational professionals, providing a safe and appropriate educational experience  
Information presented in channels for parents, teachers, students and administrators.  
Tools for parents like award maker, flash card maker, and home activities  
Resources for students like homework and study buddy  
EnFamilia – Ayuda a educar e inspirar a su hijo(a) con estos recursos atractivos.

## Non-Features

Parents cannot manipulate or disaggregate data  
Not a data disaggregation tool

In State Clients:

East Elementary

# Lightspan, Inc.

Eileen Salsman [www.lightspan.com](http://www.lightspan.com)  
Director, Education Partnerships  
888.425.5543, ext. 1313  
[esalsman@lightspan.com](mailto:esalsman@lightspan.com)

# The Lightspan Network



The Lightspan Network - Home Activities - Microsoft Internet Explorer

Address: http://www.lightspan.com/TLN/Families/tools+and+resources/home+activities/default.asp

Home > Families > Tools & Resources > Home Activities

Friday, January 03, 2003

Log Out | Home | Achieve Now | Reading Center | eduTest Assessment

Mr. Kernan Teacher / Lightspan School 1  
[My File Cabinet](#) [My Account](#) [My Messages](#) [My Class](#) [My School](#)

## Home Activities

**What Are Home Activities?**

Home Activities are a terrific way you can contribute to your child's success in school by extending the learning process into "real life." The suggested activities are presented as calendars of fun ideas—one activity idea for each evening of the school week—and are designed to accommodate a typically hectic family lifestyle. Each activity requires very little time and is a wonderful way for you to take part in your child's learning.

**How to Use Home Activities**

Home Activities calendar suggestions are designed to provide you with a starting point—you need not follow them exactly. The following tips will help you get started:

- At the beginning of the week, read the calendar and plan activities you would like to try with your child.
- Be flexible and use your imagination. Every unexpected schedule change provides a new learning opportunity for your child.
- Most important as you and your child explore new activities: have fun!

The Lightspan Network - En familia - Microsoft Internet Explorer

Address: http://www.lightspan.com/TLN/families/espanol/

Home > Families > En familia

Friday, January 03, 2003

Log Out | Home | Achieve Now | Reading Center | eduTest Assessment

Mr. Kernan Teacher / Lightspan School 1  
[My File Cabinet](#) [My Account](#) [My Messages](#) [My Class](#) [My School](#)

## En familia

Ayuda a educar e inspirar a su hijo(a) con estos recursos atractivos que motivan a su hijo(a) y además le proporcionan información práctica y útil.

**Actividades para el hogar**

Diseñada para respaldar las habilidades que los niños(as) necesitan para tener éxito en la escuela. Ayude a reforzar el aprendizaje de su hijo(a) en casa mediante estas actividades divertidas.

**Temas de interés**

Consejos, herramientas, y recursos para ayudarle a mantenerse informado sobre las cuestiones sociales y escolares más recientes.

**Seguridad en línea**

En colaboración con expertos en Internet, educadores, y padres de familia, Lightspan ha desarrollado unas normas y sugerencias para el uso seguro de la Internet.

**Grado por grado**

Entérese de los concimientos y habilidades que su hijo(a) debe poseer en los diferentes grados escolares.

**Sugerencias e ideas**

para Learning Search +

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## ParentCONNECTxp® Web Site

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### Features

- \* Interface offers customizable features to suit each school's needs.
- \* Features can be toggled on or off depending on how each school decides to present student information.
- \* Enables parents to review basic student record info and keep it up to date
- \* Allows parents to view their students' courseloads, assignments, grades, and teacher remarks.
- \* Provides an up-to-date progress report of grades in every class and a history of grades from previous school years.
- \* Displays curriculum, class objectives, and skill mastery, offering parents a clear picture of areas in which students may need more support.
- \* Shows daily attendance records and disciplinary issues.
- \* Offers a virtual bulletin board to notify parents of upcoming events and activities.

### Non-Features:

- \* Does not download into other software programs.
- \* Does not disaggregate data.

### Overview::

ParentCONNECTxp is a convenient home-to-school collaboration tool that allows parents to keep track of their children's academic progress—online—via an easy-to-use Web site customized for each school. Parents may visit the password-protected site to view school program announcements as well as their students' schedules, grades discipline issues, assignments, daily and period attendance, skill mastery, course history, and demographic and health/immunization data.

Parents and teachers can also easily communicate via e-mail, and parents can receive automatic e-mail notification of unexcused absences, missing assignments, or failing grades.

### **In State Clients:**

Mark Turner 719-548-1232

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## Pearson Education

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ParentCONNECTxp® Home-to-School Collaboration  
 from Pearson Education Technologies

ParentCONNECTxp™  
 NCS Learn Test  
 Secondary Demo

Elisa Abbasi

Home  
 Settings  
 Help

Calendar Report Summary

May 2002

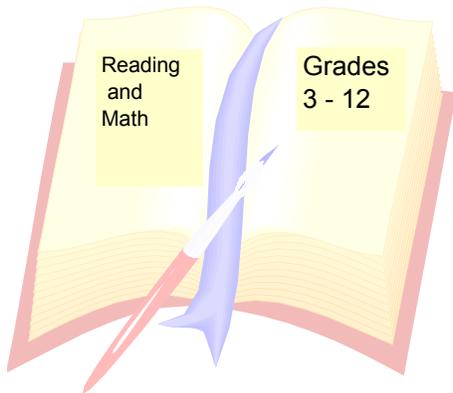
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Click on attendance items in calendar to see detail information

Tardies in May 2002 - 1  
 Unexcused/Unverified Absences in May 2002 - 2  
 Excused Absences in May 2002 - 0

The ParentCONNECTxp attendance summary offers parents a quick survey of their children's month-to-date tardies and unexcused, unverified, or excused absences.

# Sylvan Education Solutions



## Description

Sylvan Education Solutions is the country's leading provider of educational services to schools, school districts and community organizations. For over 15 years, we have partnered with education institutions, government agencies and community groups tailored to individual student needs.

**This instructional tool allows us to target educational assistance to students where they need it most.**

In addition, to reading and math instructional programs with feedback based in the school, we are also an approved provider for supplemental services with the NCLB Act.

This is an instructional system backed by scientific research and utilizes an effective combination of **personalized instruction, diagnostic-prescriptive learning, student motivation and parent involvement. We maximize the effectiveness of each student's program.**

## Features

- \* Identify learning and skill gaps at the start of the year
- \* Create a curriculum plan for each student
- \* Aligns curriculum to state and district education standards
- \* Provides on-going evaluations and daily monitoring to track achievement
- \* Motivates students by rewarding effort and achievement
- \* Involves parents and classroom teachers in their students' supplemental educational programs

## Non-Features

- \* Is not downloadable information for other data bases
- \* Cannot be merged with other software

In State Clients:

15 centers available in Colorado

# Sylvan

1.888.7Sylvan

## Sylvan Education Solutions proudly partners with schools and school districts to provide the following:

Early Childhood  
After-school Enrichment  
English as a Second Language  
Reading and Math  
Instructional Support Services



The photographs above illustrate how Sylvan Education Solutions maximizes the effectiveness of each program by:

- ◆ Identifying learning and skill gaps at the start of the program.
- ◆ Creating a curriculum plan for each student.
- ◆ Aligning curriculum to state and district education standards.
- ◆ Providing ongoing evaluations and daily monitoring to track achievement.
- ◆ Motivating students by rewarding effort and achievement.
- ◆ Involving parents and classroom teachers in their students' supplemental educational programs.





# Data Tools Review

For

# State Feedback



# CSAP

## *Description*

The Colorado Student Assessment Program (CSAP) is comprised of assessments of reading and writing in grades 3 through 10, assessments of mathematics in grades 5 through 10 and an assessment of science in grade 8. The CSAP assessments are aligned with the Colorado Model Content Standards and are designed to provide a picture of student achievement statewide relative to the standards, as well as information about the progress of students over time. The CSAP assessments are comprised of multiple-choice and constructed response questions. The assessments are administered each year in February through April, and the results are reported publicly in May for the grade 3 reading assessment and in late July for the other assessments.

---

## *Features*

- An overall proficiency level and scale score is provided for each student assessed
  - Proficiency levels and scales scores are provided for each standard assessed and for sub content areas, which provide additional and more specific information about student achievement
  - All scale scores are reported on a continuous scale with a content area, like math or reading, so the achievement of a student can be monitored over time
  - Summary reports are created at the school, district and state levels and are disaggregated by all demographic variables collected, such as gender, ethnicity, language proficiency, disability and length of enrollment
  - Electronic data at the student level are provided to district personnel for further disaggregation and analysis
- 

## *Non-Features*

- Does not provide comparative data with other states or a national group of students
- Does not disaggregate data by class or teacher
- Does not rate schools

# Just for the Kids

## *Description*

A school improvement program designed to compare achievement data among comparable schools and a way to study promising practices. It is designed to provide one form of analysis that offers schools and decision makers alternative ways to study mobility, economic disadvantage, and limited English proficient populations within like school. This year, the Colorado project focuses on CSAP reading scores and currently involves 520 elementary schools.

---

## *Features*

- Profiles “opportunity gaps” indicating whether and how much success other similar schools are having in raising achievement
  - Displays cross – sectional, multi-year school summaries of performance compared to the average of the top 5 schools with similar demographics
  - Displays tables of a school’s performance compared to the top five most similar schools relative to student demographics
  - Displays bar charts of a school’s percentage of proficient and advanced students on the state assessment
  - Identifies district, school, and classroom “best practices” at top performing schools by examining site artifacts and thorough interviews
- 

## *Non-Features*

- Does not include all populations (e.g. CSAP – A, mobile student populations who are enrolled for less than three years, CSAP Spanish – takers, students enrolled for less than three years)
- Does not profile individual student longitudinal growth
- Does not rate schools

# Longitudinal Growth Models

## *Description*

A statistical process that uses a longitudinal, mixed model, multi-variate, analytical approach to evaluating schools and teachers relative to student academic performance. The purpose is to measure the “value-added” effect a school, a district, or personnel have on a student’s learning by comparing each student to their own past performance.

---

## *Features*

- Uses more than one assessment to detect persistent patterns
  - Reports should be able to be disaggregated for long term trends relative to gender, special education, language, ethnicity, age, etc.
  - Can be used as both a formative and summative evaluation of programs, students, teachers, schools and districts
  - Tracks matched cohorts in year-to-year-to-year growth
  - Features chronic, sub-content, deficiencies over time and repeated successes
  - Can be used to analyze gaps that compare actual gains with predicted gains
- 

## *Non-Features*

- Does not rate schools
- Requires multiple years of data about a student within a system
- Low stability rates can upset the effect

## ***PART 6***

### ***Discriminating Customer Questions***

So often, we know how to ask better questions when we are purchasing home technologies (dishwashers, cars, microwaves) than school technologies. A few pointed questions can mean the difference between “this is the best investment, ever” remarks and having to explain yourself to a board why such a purchase was ever made.

This section provides a small sample of questions you may wish to consider as you converse with these smart innovators/entrepreneurs.

## **Questions to Ask You and Your Team**

Is this purchase worth the money? Prove it.

How can this feedback tool accelerate professional growth?

How can I involve the users in the selection of this tool?

What type of student achievement feedback would make the most significant improvement?

## **Questions to ask your Data Collection staff**

Is web enabled essential to our work?

What format of data would be most helpful to combine with data we currently use?

How much money do we spend currently on data collection and analysis? How can our cost and time efficiency be improved?

## **Questions to Ask a Provider**

How long has your company been in existence?

How many clients do you have now?

Is your classroom feedback tool tightly ALIGNED to the COLORADO model content standards? Prove it.

How willing are you to provide group purchases for collections of schools and rural districts?

What kind of technical support can we rely upon AFTER the sale?

How flexible are you to customizing this engine for OUR needs?

Are you willing to help us meet certain academic goals in the role of school partner?

## **Learning and Results Office**

Colorado Department of Education

201 East Colfax Room 508

Denver, Colorado 80203

Jo O'Brien 303-866-6852

Amy Spruce 303-866-6648