Acting on BCAMSC Summative Assessment Data

Once a teacher has entered data for a BCAMSC pre test or post test, they have tons of information at their fingertips. Whether it's pre test data used for altering instruction or post test data used for remediation, teachers can use DataDirector's assessment reports to make several decisions.

Using Pre Test Data

A powerful Pre Test report is the Classroom Assessment Report. This report provides teachers with information on standards as well as individual questions.

The top portion of the report displays the standards that were assessed as well as a color-coded representation of how the students scored overall.

Standard / Clusters Tested

Standard / Cluster	Description	# Items	% Points	Points / Possible Total
SCI.4.L.EC.04.11 (4)	Identify organisms as part of a food chain or food web.	3	44.83%	39 / 87
SCI.4.L.EC.04.21 (4)	Explain how environmental changes can produce a change in the food web.	4	58.62%	68 / 116
SCI.4.L.EV.04.21 (4)	Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind.	1	96.55%	28 / 29
SCI.4.L.EV.04.22 (4)	Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.	3	81.61%	71 / 87
SCI.4.L.OL.04.15 (4)	Determine that plants require air, water, light, and a source of energy and building material for growth and repair.	3	45.98%	40 / 87
SCI.4.L.OL.04.16 (4)	Determine that animals require air, water, and a source of energy and building material for growth and repair.	3	59.77%	52 / 87
SCI.4.S.IP.04.13 (4)	Plan and conduct simple and fair investigations.	1	48.28%	14 / 29
Multiple Choice		14	60.1%	244 / 406

Questions to Consider:

What standards assessed were challenging for students on the pre test?

What lessons are connected to these standards throughout the unit?

How do you plan to formatively assess these challenging standards throughout the unit?

What standards assessed were not challenging for students?

How will you adjust your instruction based on the successful standards?

Using Post Test Data

A powerful Post Test report is the Classroom Performance Summary Report. This report provides teachers with information on individual students and standards.

One use is to use the color coding to determine what students still have yet to master specific standards within a unit of study. Using the graph below, I have highlighted students who will need remediation. Because I have limited time, I could choose to offer these students remediation for standards in which they were red or orange. This can help me group kids more efficiently.

# Points	% Points	SCI.4.L.EC.04.11 [4]	SCI.4.L.EC.04.21 [4]	SCI.4.L.EV.04.21 [4]	SCI.4.L.EV.04.22 [4]	SCI.4.L.OL.04.15 [4]	SCI.4.L.OL.04.16 [4]	SCI.4.S.IP.04.13 [4]	Multiple Choice
		3	6	2	4	5	4	1	14
29	100%	3	11	3	4	12	8	1	14
22	75.86%	66.67%	63.64%	100%	100%	91.67%	75%	100%	50%
21	72.41%	66.67%	54.55%	100%	75%	75%	87.5%	100%	57.14%
26	89.66%	100%	81.82%	100%	100%	91.67%	100%	0%	78.57%
28	96.55%	100%	100%	100%	100%	100%	87.5%	100%	92.86%
28	96.55%	100%	90.91%	100%	100%	100%	100%	100%	92.86%
27	93.1%	100%	81.82%	100%	100%	83.33%	100%	100%	100%
19	65.52%	100%	54.55%	33.33%	75%	58.33%	75%	100%	78.57%
20	68.97%	33.33%	81.82%	100%	100%	50%	37.5%	100%	71.43%
22	75.86%	100%	72.73%	100%	100%	58.33%	50%	100%	100%
16	55.17%	0%	54.55%	0%	50%	75%	87.5%	100%	35.71%
25	86.21%	100%	81.82%	66.67%	75%	91.67%	100%	0%	71.43%
13	44.83%	33.33%	72.73%	0%	0%	58.33%	50%	0%	21.43%
6	20.69%	0%	27.27%	0%	0%	25%	37.5%	0%	0%

Questions to Consider:

Which students did not achieve proficiency?

Which standards were the most challenging for these students?

What activities could provide remediation for these students?

How do you plan to reassess these students to determine if proficiency has been met?

In addition to the Classroom Performance Summary Report, the Classroom Assessment Report offers several data points worth using.

Standard / Cluster	Description	# Items	% Points
	Standard / Clusters Tested		
SCI.4.L.EC.04.11 (4)	Identify organisms as part of a food chain or food web.	3	67.82%
SCI.4.L.EC.04.21 (4)	Explain how environmental changes can produce a change in the food web.	6	69.91%
SCI.4.L.EV.04.21 (4)	Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind.	2	70.11%
SCI.4.L.EV.04.22 (4)	Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.	4	73.28%
SCI.4.L.OL.04.15 (4)	Determine that plants require air, water, light, and a source of energy and building material for growth and repair.	5	73.28%
SCI.4.L.OL.04.16 (4)	Determine that animals require air, water, and a source of energy and building material for growth and repair.	4	78.88%
SCI.4.S.IP.04.13 (4)	Plan and conduct simple and fair investigations.	1	65.52%
Multiple Choice		14	64.78%

Questions to Consider:

What standards were challenging to students?

While you will be moving on to another unit, how do you plan to revisit the standards that were challenging?

How to you plan to reassess these standards in future units of study?

The Response Frequency chart also provides information on how to structure remediation. In my example below, only 48% of students were correct in selecting choice B. However, 11 selected choice A (an incorrect answer). I may need to look at the question, and in particular, choice A to determine my next steps.

Question	Point	Standard / Cluster	A	B	C	D	0	1	2	3	4	5	NR	Correct	Incorrect	Percent Correct
																Response Frequency
MC1	1	SCI.4.L.OL.04.15 (4), SCI.4.L.OL.04.16 (4), Multiple Choice	11	14*	1	1							2	14	15	48.28
MC2	1	SCI.4.L.EV.04.21 (4), SCI.4.L.EV.04.22 (4), Multiple	1	2	3	21*							2	21	8	72.41

MC1 is listed below. Perhaps my students do not understand that soil is serves as a source of food and energy for plants. My remediation could be centered on this idea.

1. Choose the list that **BEST** describes what plants and animals need to survive.
   a. soil, water, sunlight, food, and air
   b. air, water, sunlight, and a source of food or energy
   c. food, air, oxygen, space, and water
   d. environment, habitat, space, and sunlight