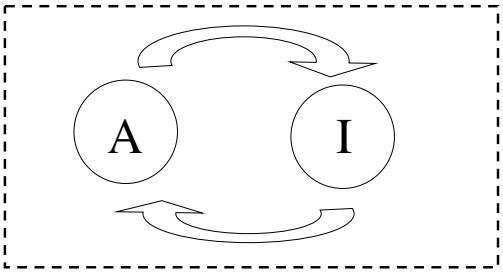
Let's Go Learn

PD
TEACHER TRAINING MATERIALS

Let's Go Learn

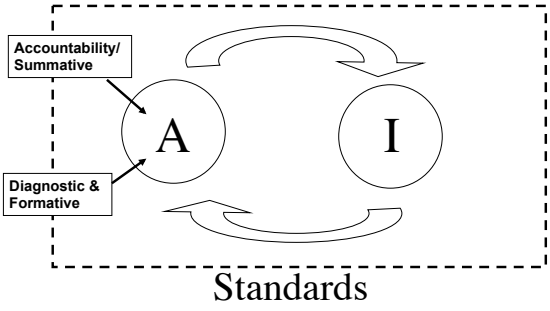
Assessing for Success

Data Interpretation – DORA/ADAM



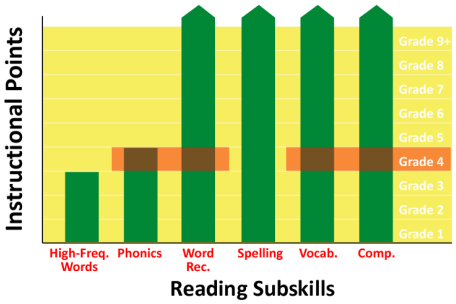
Let's Go Learn

Assessment & Instruction Cycle



Let's Go Learn

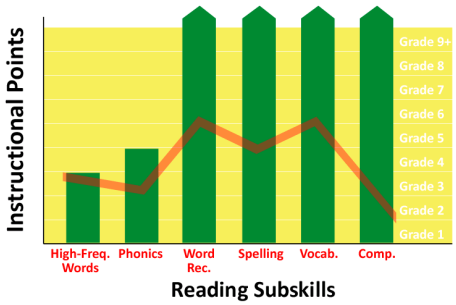
Standards Model of Assessment



Confidential Information. Copyright 2013 Let's Go Learn, Inc.

Let's Go Learn

Diagnostic Model of Assessment



Confidential Information. Copyright 2013 Let's Go Learn, Inc.

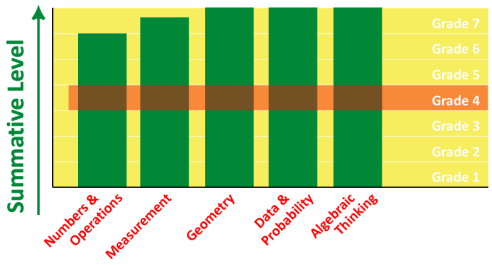
Let's Go Learn

DORA Biases

- Comprehension (Down)
  - Longer, non-fiction passage, no look back
- Comprehension (Up)
  - Low grade-level dependency on vocabulary
- Word Recognition (Up)
  - Ability to read words only, not understand meaning
- Spelling (Down)
  - Must type in spelling of regular and irregular words
- Oral Vocabulary (Up)
  - Oral language develops quickly among verbal families

Let's Go Learn

Standards Model of Assessment

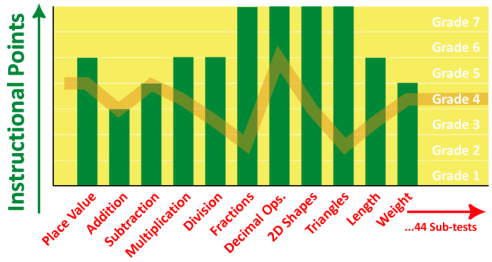


Major Strands of Mathematics

7

Let's Go Learn

Diagnostic Model of Assessment



44 Sub-tests of K-7/8 Mathematics

8

Let's Go Learn

DORA Professional Development Notes

Date:_____

Name:_____

Let's Go Learn

DORA™- Summary Report
(Diagnostic Online Reading Assessment)

Student: **Ryan Medina**
Assessment Date: **11/19/2013**
Age: **8** yrs **5** months
Grade: **3.3**

✓ **High-Frequency Word Subtest**.....**Score (Range: K to High 3rd): low 3rd**
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.

✓ **Word Recognition Subtest**.....**Score (Range: K to High 12th): mid 2nd**
Measures the learner's ability to recognize a variety of leveled lists of words.
- Ryan can read words like "island" and "special".
- Ryan read "diffident" for "different" and "begin" for "begins".

✓ **Phonics (Word Analysis) Subtest**.....**Score (Range: K to High 4th): mid 2nd**
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words.
25 % of errors were "real-word" questions. **75 %** of errors were "non-word" questions.

Phonics Principles Mastered

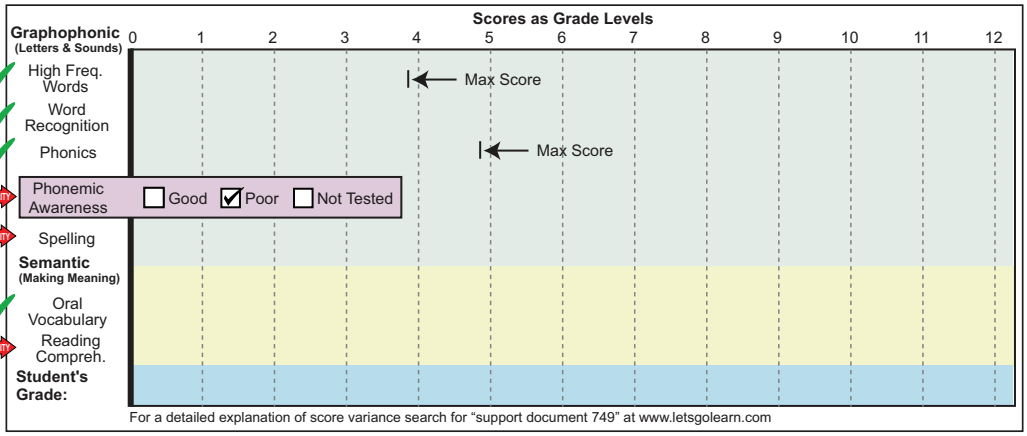
☑ Some beg. letter sounds /a/, /b/, /c/...	☑ Short Vowel Sounds den, nap, fun	☑ Long Vowel Sounds kite, cake, mile	☐ Vowel Digraphs coat, team, train	☐ Diphthongs joy, cloud, aunt
☑ Most/all beg. letter sounds /a/, /b/, /c/...	☑ Consonant Blends snap, crisp, splat	☐ Consonant Digraphs chips, cloth, shed	☐ R-Controlled Vowels dark, form, pert	☐ Multi-Syllable jumping, structure, station

PRIORITY **Spelling Subtest**.....**Score (Range: K to High 12th): mid 1st**
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.
- Ryan can spell words like "shower".
- Ryan spelled "set" for "sit".

✓ **Oral Vocabulary (Word Meaning) Subtest**.....**Score (Range: K to High 12th): high 2nd**
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.
- Ryan was able to identify the meaning of words like "investigate" and "sparkle".
- Ryan had trouble distinguishing the meaning of words like "distant" and "similar".

PRIORITY **Reading Comprehension (Silent Reading) Subtest**.....**Score (Range: K to High 12th): high 1st**
Evaluates the learner's ability to answer factual and inferential questions about a silently read story.
54 % of errors were "factual" questions. **45 %** of errors were "inferential" questions.

* DORA "reading level" equivalency scores available to teachers via the "Run Reports" link on the Manage tab.

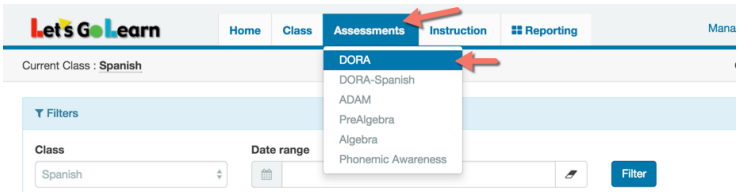


For a detailed explanation of score variance search for "support document 749" at www.letsgolearn.com

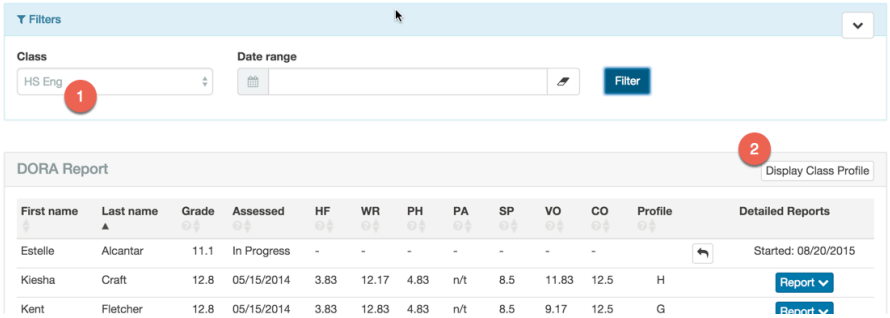
Copyright 2013 Let's Go Learn, Inc. All rights reserved. DORA - Diagnostic Online Reading Assessment and Let's Go Learn are registered trademarks of Let's Go Learn, Inc.

How to View a Class by its *DORA* Reading Profile

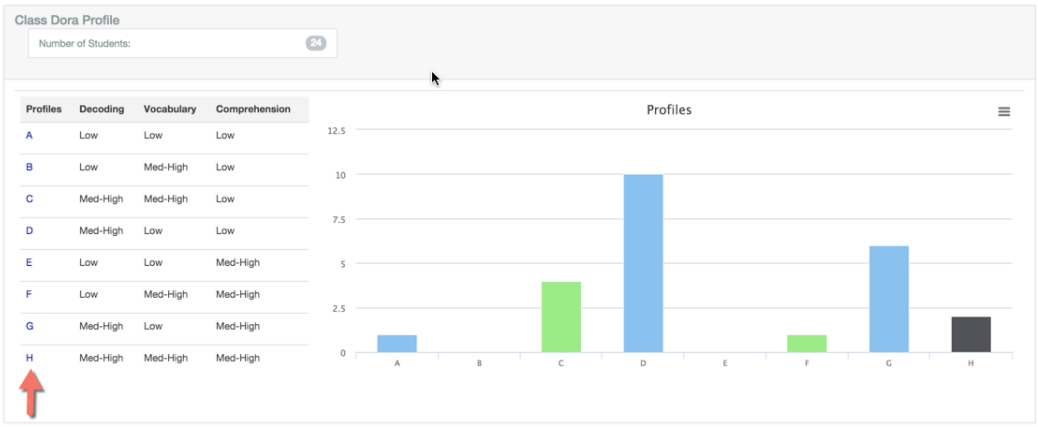
Step One: Go the <Assessment> tab and then select "DORA"



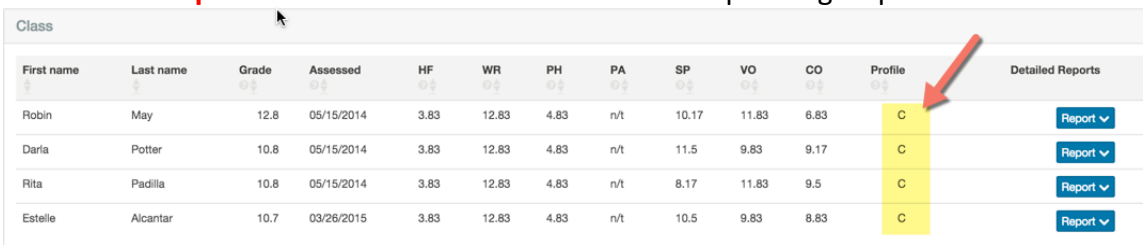
Step Two: After selecting the class (1) to be examined, click on the (2) "Display Class Profile" button.



Step Three: View your class by its Reading Profile. Click on the letters on the left to view the specific students in each group.

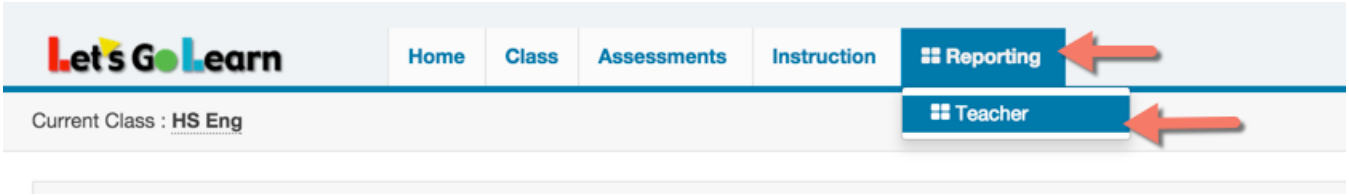


Profile C Example: See the students within each *DORA* profile group.

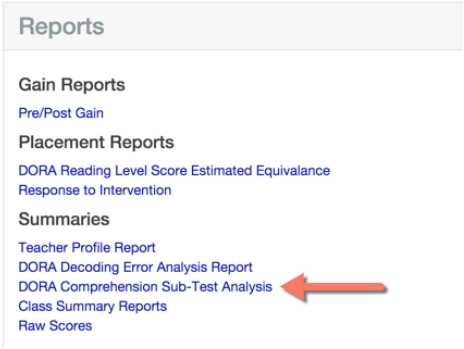


How to View the *DORA* "Comprehension Sub-Test Analysis Report"

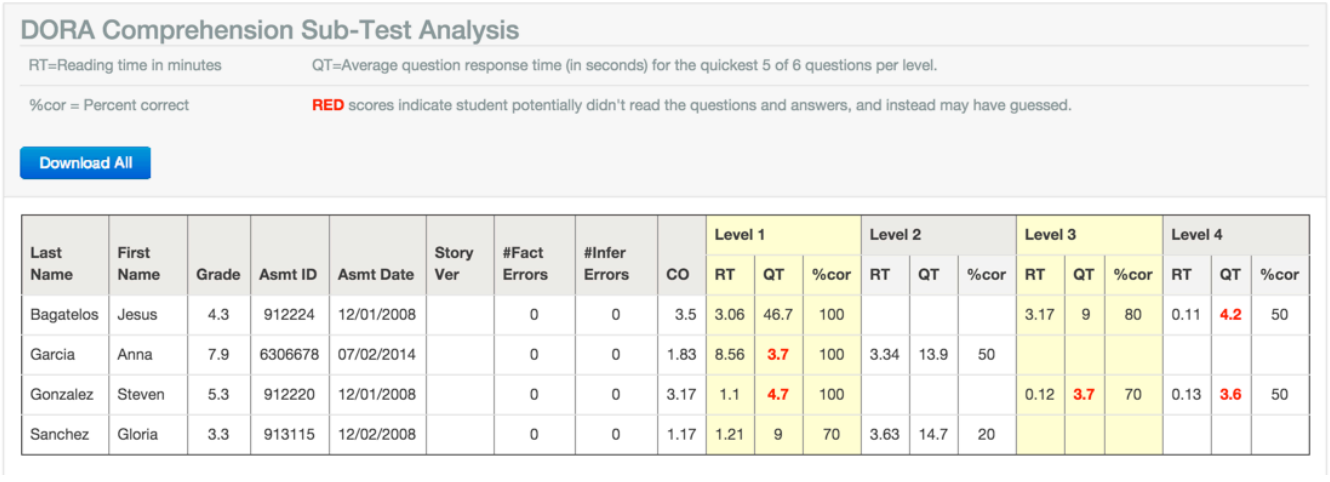
Step One: Go the <Reporting> tab and then select "Teacher"



Step Two: Click on "DORA Comprehension Sub-Test Analysis"



Step Three: Enter in the parameters of the report and click "Display"



Last Name	First Name	Grade	Asmt ID	Asmt Date	Story Ver	#Fact Errors	#Infer Errors	CO	Level 1			Level 2			Level 3			Level 4		
									RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor
Bagatelos	Jesus	4.3	912224	12/01/2008		0	0	3.5	3.06	46.7	100				3.17	9	80	0.11	4.2	50
Garcia	Anna	7.9	6306678	07/02/2014		0	0	1.83	8.56	3.7	100	3.34	13.9	50						
Gonzalez	Steven	5.3	912220	12/01/2008		0	0	3.17	1.1	4.7	100				0.12	3.7	70	0.13	3.6	50
Sanchez	Gloria	3.3	913115	12/02/2008		0	0	1.17	1.21	9	70	3.63	14.7	20						

In the example above, the students' passage reading times "RT" are displayed in minutes. The students' average question response times "QT" are in seconds.

ADAM Professional Development Notes

Date:_____

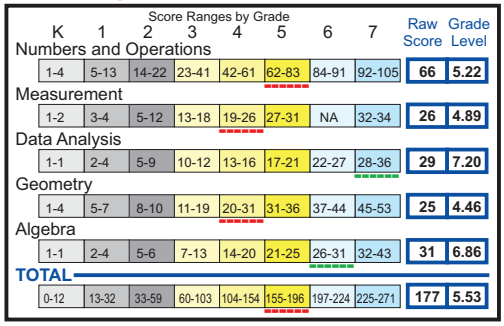
Name:_____

Let's Go Learn

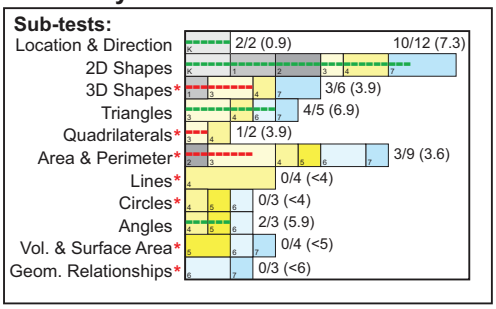
***ADAM*™ - Summary Report**
(Adaptive Diagnostic Assessment of Mathematics)

Student: **Leon Bean**
Assessment Date: **06/13/2012**
Age: **11** yrs **5** months
Grade: **5.9**

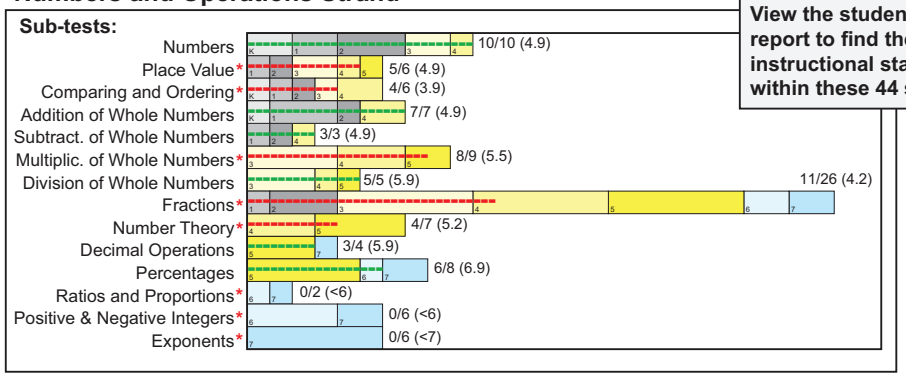
Summary Scores



Geometry Strand

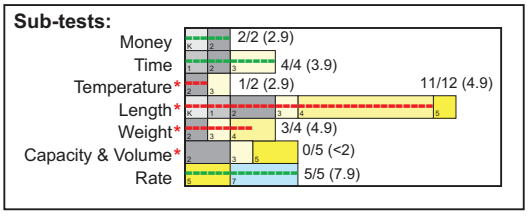


Numbers and Operations Strand

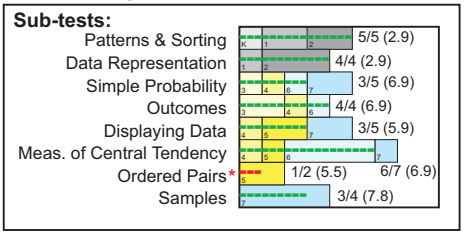


View the student detailed report to find the instructional start points within these 44 sub-tests.

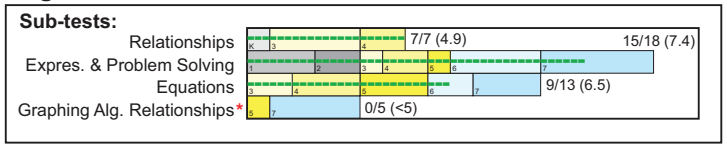
Measurement Strand



Data Analysis Strand



Algebra Strand



Max Raw Score per Sub-test
Raw Score / Grade level score
4/10 (5.6)

On or Above Grade
Below Grade
* (0.25 or more below)
NT Not Tested

Grade Level of Sections within each Sub-test: K First Second Third Fourth Fifth Sixth Seventh

Copyright 2014 Let's Go Learn, Inc. All rights reserved. *ADAM - Adaptive Diagnostic Assessment of Mathematics* and Let's Go Learn are registered trademarks of Let's Go Learn, Inc.

Let's Go Learn

ADAM® Detail Report
(Adaptive Diagnostic Assessment of Mathematics)

✔ Mastered or "on-grade" sub-test
✖ Below grade sub-test
➔➔ Skill to teach first
➔ Next skill(s) to teach
Red coloring indicates priority (below grade)

Student:	**JIMMY HANSEN**
Teacher:	**JENNIFER ROMAN**
Assessment Date:	**05/23/2017**
Age:	**11** yrs **11** months
Grade:	**6.8**

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Number Theory (0 to 5.9)**							
		Number Theory (Divisibility)		1	4.3	+	+	+
		Number Theory (Factors)		2	4.6	+	+	+
		Number Theory (Multiples)		3	4.9	+	+	+
		Number Theory (Prime/Composite Numbers)		4	5.2	+	+	+
		Number Theory (Prime Factors)		5	5.5	+	+	+
		Number Theory (Common Greatest Factors)		**6**	**5.7**	-	-	+
➔➔		Number Theory (Divisibilty Rules)	JIMMY will use divisibility rules.	7	5.9	NT	NT	-

Identifies this student's instructional points within the scope and sequence of skills taught

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Decimal Operations (0 to 7.9)**							
		Decimals (Adding and Subtracting)		1	5.3	+	+	+
		Decimals (Multiplication & Money Notation)		2	5.6	-	+	+
		Decimals (Division)		**3**	**5.9**	-	+	+
➔➔		Terminating and Repeating Decimals	JIMMY will identify terminating and repeating decimals.	4	7.9	-	-	-

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Percentages (0 to 7.9)**							
		Percentages (Percents & Fractions)		1	5.2	+	-	+
		Percentages (Percents & Decimals)		2	5.4	-	NT	+
		Percentages (Ratios)		3	5.5	-	NT	+
		Percentages (Proportions)		**4**	**5.7**	NT	NT	+
➔➔		Percentages (Estimating and Calculating)	JIMMY will estimate percentages.	5	5.9	-	NT	-
➔		Percentages (Calculate)	JIMMY will calculate percentages.	6	6.9	NT	NT	-
➔		Percentages (Increase and Decrease)	JIMMY will calculate percentage increase and decrease.	7	7.5	NT	NT	NT
➔		Discounts and Markups	JIMMY will solve word problems involving discount and markup percentages.	8	7.9	NT	NT	-

Within each section, skills are listed from easiest (top) to hardest (bottom). This is the "scope and sequence" of skills taught over time.

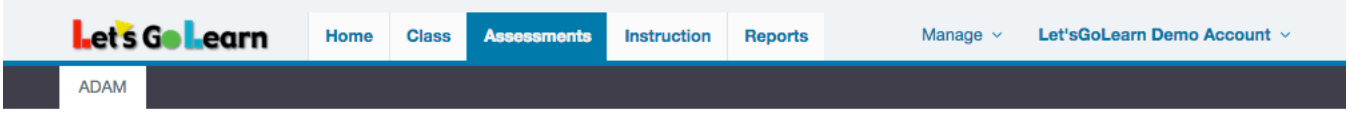
Measurement

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Temperature (0 to 3.9)**							
		Temperature (Concept)		**1**	**2.9**	+	+	+
➔➔		Temperature (Reading Temp)	JIMMY will correctly read a thermometer.	2	3.9	-	-	-

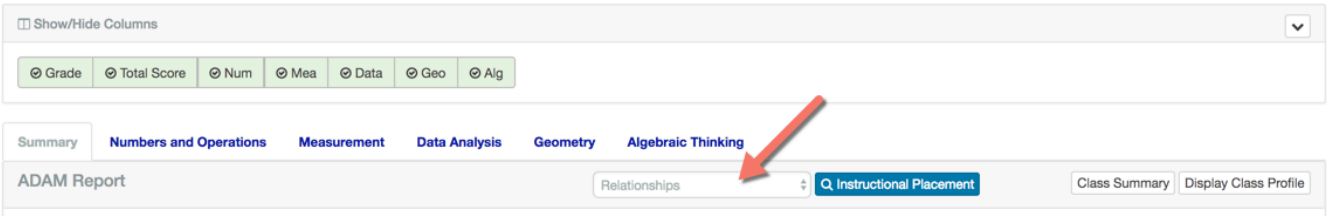
Copyright 2017 Let's Go Learn, Inc. All rights reserved. ADAM - Adaptive Diagnostic Assessment of Mathematics and Let's Go Learn are registered trademarks of Let's Go Learn, Inc.

Using the *ADAM* Instructional Placement Report

Step 1: Go to the *ADAM* Assessment Page.

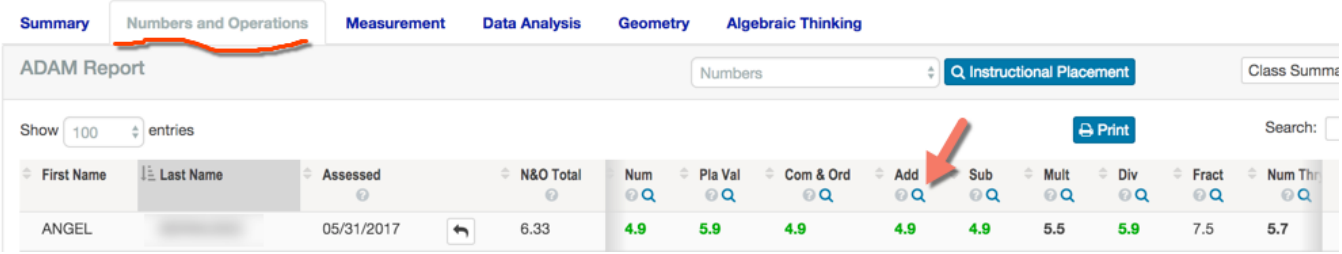


Step 2a: Select any sub-test in the form field at the top of the ADAM table.

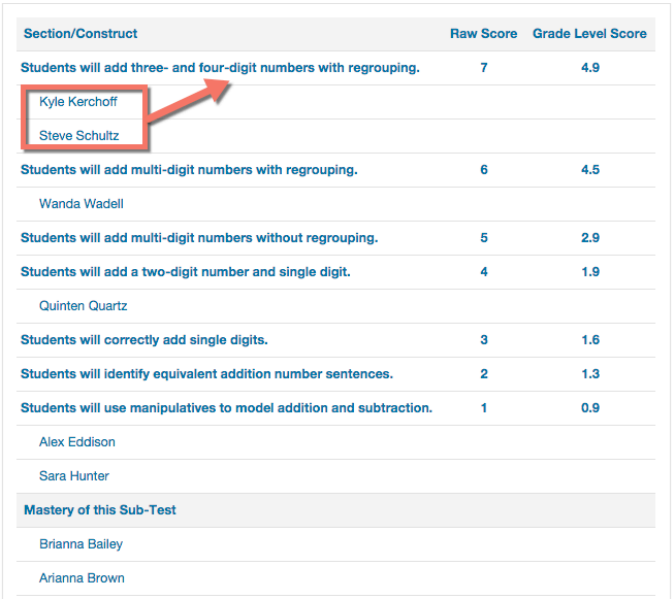


OR

Step 2b: While in any specific strand, click on the magnifying glass icon below any column heading.



Step 3: Use the resulting page to target specific skills by small groups. Kyle and Steve are working on "adding three- and four-digit numbers with regrouping.

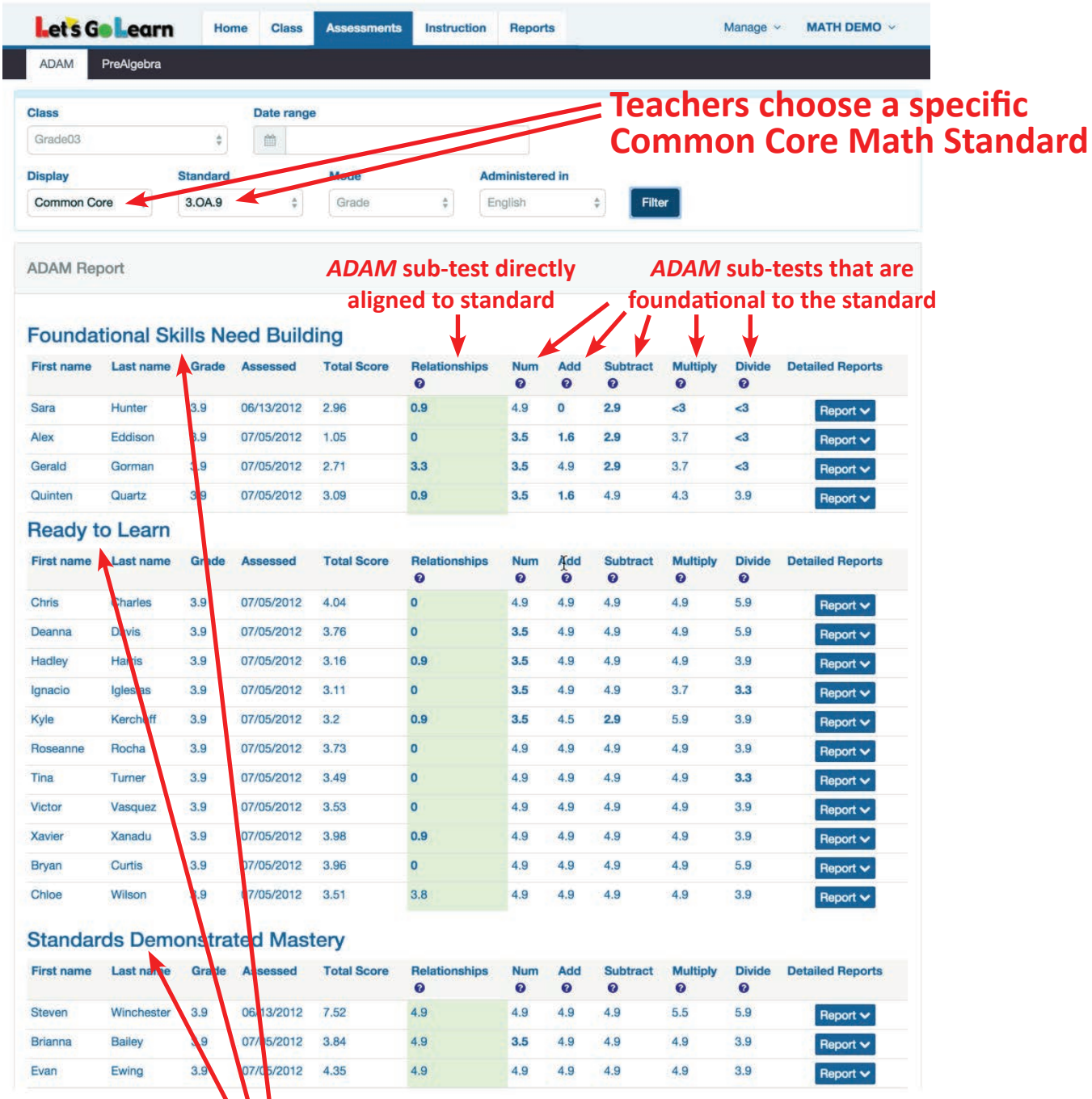


705 Wellesley Ave. - Kensington, CA 94708
Main: 888-618-7323 - Fax: 415 367-4569

Using the *ADAM* Common Core Classroom Diagnostic Alignment View

Step 1: In the Display form field select "Common Core."

Step 2: Select the standard that you wish to target for instruction in the Standards form field. Hit <Filter>.



Step 3: View your class sorted into three groups:

"Foundational Skills Need Building," "Ready to Learn," "Standards Demonstrated Mastery"

Within the foundational group, teachers see exactly which skill areas need attention for each student. Each students' detailed ADAM report will identify exactly which skills students need to work on within each scope and sequence of the foundational sub-tests. In the example above, the foundational sub-tests to 3.OA.9 are: Numbers, Addition, Subtraction, Multiplication, and Division.

DOMA PreA Professional Development Notes

Date:_____

Name:_____

Let's Go Learn

Pre-Algebra Diagnostic

Student: Alexander Abram **Assessment Date:** 05/22/2014 **Grade:** 8.9

Diagnostic Summary - (5 out of 14 constructs mastered)

Part I - Prescreening	% of Part 2 skipped	Results
Prescreening	21.4	
Part II - Pre-Algebra		**Results**
Integer Operations		●
Fraction Operations		○
Decimal Operations		●
Comparing & Converting		○
Estimating & Rounding		○
Evaluating Exponents		◒
Ratios and Proportions		○
Simplifying Expressions		○
Coordinate Graphing		●
Linear Func. & Exte. Pat.		●
Simple Equations		○
Geometry		○
Interpreting Data		●
Simple Probability		○
Part III - Foundation Skills		**% Correct**
Timed Multi. Math Facts		70
Untimed Mult. Math Facts		100
Reading Comp.(5th gr level)		80

Test Question Legend

- \+ Tested Correctly
- \- Tested Incorrectly
- N/T Not Tested
- ● Mastery of Construct*
- ◒ Partial Mastery of Construct*
- ○ Non-mastery of Construct*

* Mastery of a construct is determined by the student either correctly answering the corresponding pre-screening question or correctly answering 75% or more of the questions in the full construct set. Partial mastery is determined by full construct testing and a percent correct of greater than 50% but less than 75%.

● Construct 1: Integer Operations

Mastery demonstrated by complete construct testing

Test Question	Results
Adding two positive numbers	+
Subtracting two positive numbers	+
Multiplying two positive numbers	+
Adding a positive and a negative	+
Adding two negative numbers	-
Subtracting a negative and a positive	+
Subtracting two negative numbers	+
Dividing two negative numbers	+
Multiplying a positive and a negative	+
Dividing a positive and a negative	+
Absolute value	+

○ Construct 2: Fraction Operations

Non-mastery demonstrated by construct testing

Test Question	Results
Fraction identification	+
Simplifying fractions	-
Adding fractions with the same denominator	-
Subtracting fractions with the same denominator	+
Adding fractions with different denominators	-
Subtracting fractions with different denominators	-
Multiplying fractions	-
Dividing fractions	-
Adding mixed numbers with regrouping	nt
Subtracting mixed numbers with regrouping	nt
Multiplying mixed numbers	nt
Dividing mixed numbers	nt

● Construct 3: Decimal Operations

Mastery demonstrated by Pre-Screening

Test Question	Results
Adding decimals, same place values	nt
Adding decimals, different place values	nt
Subtracting decimals, same place values	nt
Subtracting decimals, different place values	nt
Multiplying decimals (vertically written)	nt
Multiplying decimals (horizontally written)	nt
Dividing a whole number by a whole number (decimal answer)	nt
Dividing a whole number by a decimal	nt
Dividing a decimal by a decimal	nt

○ Construct 4: Comparing and Converting

Non-mastery demonstrated by construct testing

Test Question	Results
Converting a fraction to a decimal	-
Converting a decimal to a fraction	-
Converting a decimal to a percent	+
Converting a percent to a decimal	+
Converting a percent to a fraction	-
Converting a fraction to a percent	-
Ordering fractions	-
Ordering mixed numbers	nt
Ordering fractions, decimals, and percents	nt
Ordering fractions, decimals, and percents	nt

○ Construct 5: Estimating and Rounding

Non-mastery demonstrated by construct testing

Test Question	Results
Estimating measurement	-
Estimating measurement (metric)	+
Rounding whole numbers (hundreds)	-
Rounding whole numbers (ten-millions)	-
Rounding decimals (hundredths)	nt
Rounding decimals (ten-thousandths)	nt

Copyright 2013 Let's Go Learn, Inc.
Let's Go Learn, DOMA: Diagnostic Online Math Assessment, and OAASIS are registered trademark of Let's Go Learn, Inc.

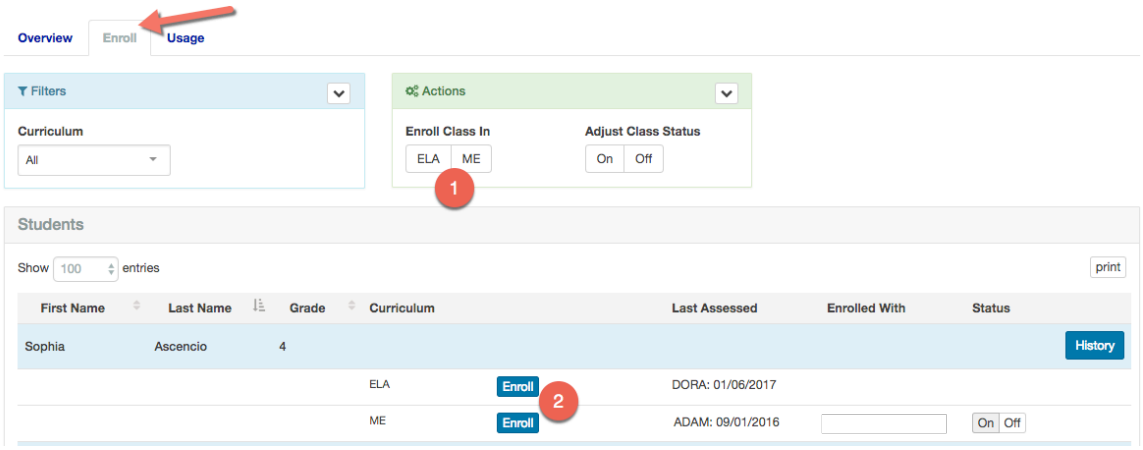
Getting Started with the All New *LGL Edge 2.0!*

Overview: For users who have used an earlier version of *LGL Edge*, we've made some major changes. It has been rebuilt from the ground up! All products now appear on a single "Edge 2.0" menu tab. Usage reports are also available on this page but via an additional tab. See below!

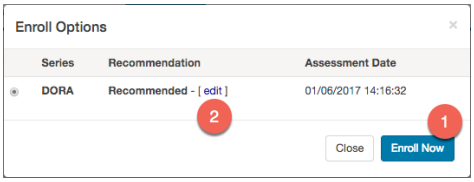
Step One: Click on the <Instruction> tab and choose "Edge 2.0."

Initially, you will be on the overview tab. This page gives you some basic information on your class once your students are in progress using *LGL Edge*.

Step Two: But if you are starting out from stratch, you'll want to click on the "Enroll" tab. See below.



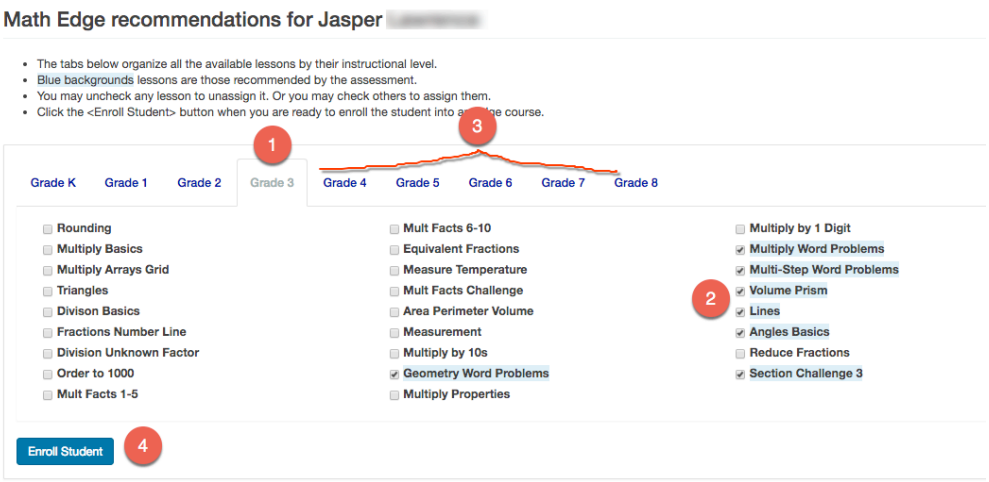
1) If all of your students have completed testing, you can easily click these button at the top in the "Actions" box. This will allow you to enroll all students in either *LGL ELA or Math Edge* quickly.
2) Or you can individuall enroll students by clicking on the <Enroll> button next to their names. See below...



1) If you click <Enroll Now> it will accept the default assignments.
2) If you click on the "edit" link it will open up a new page and show you the assignments based on the assessment and allow you to make edits.

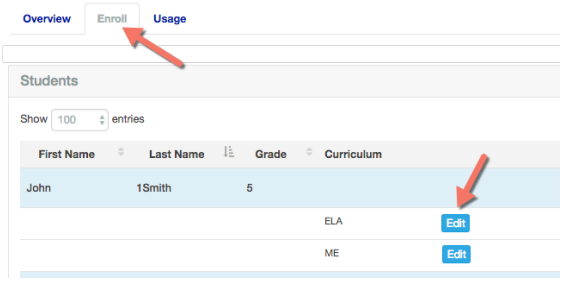
705 Wellesley Ave. - Kensington, CA 94708
Main: 888-618-7323 - Fax: 415 367-4569

Step Three: In the case where you opted to "edit" the assignments for an individual student, you will see a page like the one below. In this example, we are looking at an *ADAM* assignment.



1) The initial tab selected by the system (in this case "Grade 3") is the lowest instructional level for which the student was assigned lessons. We see that Jasper was assigned about 7 lessons at the 3rd grade instructional level. *Note, the "Section Challenges" use many or all of the skills from the entire grade level as a review. These lessons are harder and take longer. Some teachers choose to turn these off when only 1 to 5 regular lessons are selected. This may speed up the student's remediation by not having the student spend time on review at grade levels that are many grade below.*
2) Teachers can uncheck any box if they do not want the student to be assigned any particular recommended lesson. Likewise, the teacher may check any box to add lessons.
3) If you click through tabs "Grade 3" to "Grade 8," you will see about 60 lessons highlighted in blue with a check mark next to each. These are the personalized lessons selected for each student.
4) When the teacher is ready, he or she clicks the <Enroll Student> button.

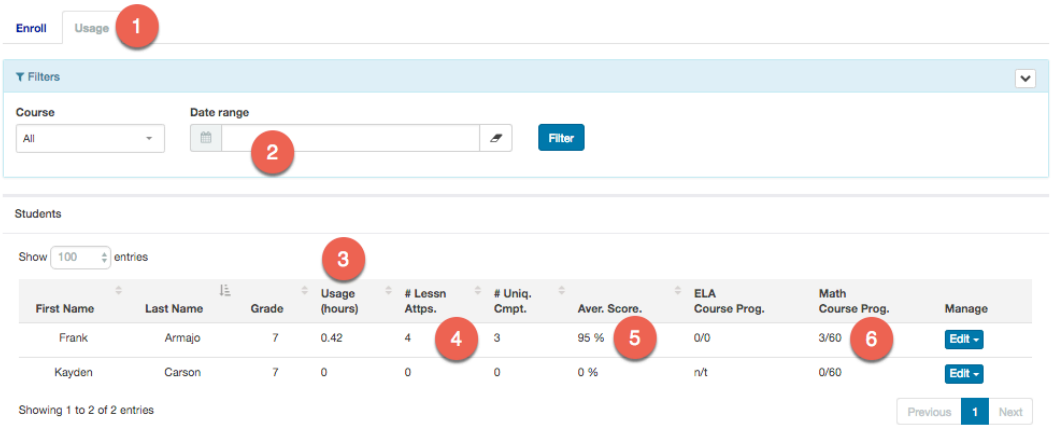
You Can Edit a Course Already Enrolled!



Once students are enrolled, you can edit their assignments by going to the "Enroll" tab and then clicking on <Edit> next to any student's ELA or Math course.

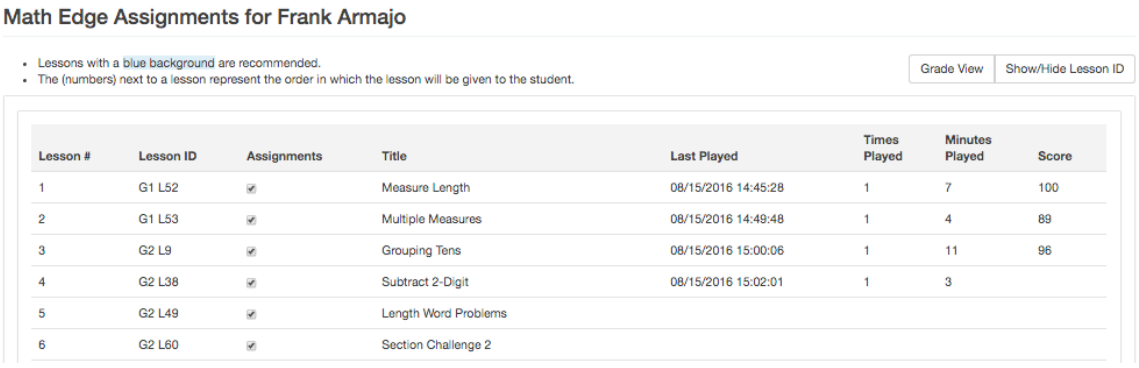
705 Wellesley Ave. - Kensington, CA 94708
Main: 888-618-7323 - Fax: 415 367-4569

Step Four: Going back to the main "Edge 2.0" page from the <Instruction> menu, the teacher can click on the "Usage" tab to get a lot of additional information.



1) Click on the "Usage" tab.
2) Using the quick pop-up filters, enter in a date range such as "last 7 days" or "last 30 days."
3) The student's usage shows up in hours. We see that Frank has 0.42 hours of use.
4) Frank has completed three unique lessons and attempted four. This means he is probably in progress in his fourth lesson. Alternatively, when students start doing review, the number of attempts goes up as they rework past lessons to get a higher score.
5) Frank's average score is 95%.
6) Frank has completed three lessons out of 60 in his *Math Edge* course.

Step Five: Here is the detailed view of a student's *Edge* assignments. A teacher can view specific time on task and scores and make adjustments to current lesson assignments.



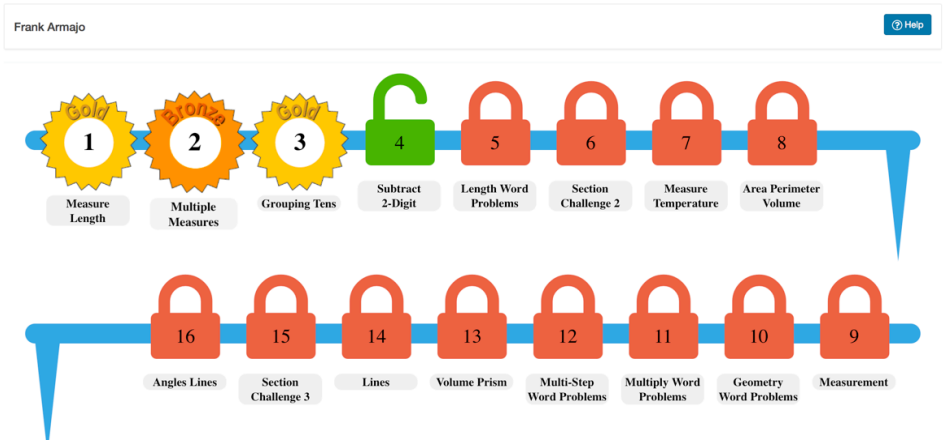
Note: Teachers and principals can also go to the <Reporting> menu and select "Data Portal." Under Exports, an "instructional usage" report can be run to get detailed usage in a spreadsheet format.

Using *LGL Edge!*

IMPORTANT: How You Should Introduce *LGL Edge!*

All *LGL Edge* lessons use a combination of music, animations, and/or artwork to engage students. For middle or high school students, it is important to introduce the fact that *LGL Edge* is being used because research has shown that multiple forms of media make learning easier, especially with difficult topics. Highlighting this point will pre-empt objections that some older students may have if they interpret the lessons as childish.

Student Login: When students log in for the first time, the system will provide audio instructions. In the example below, the student is directed to click on the "open" padlock. The open green padlock is this student's current lesson. Every one to two weeks, students should be guided by teachers to click on any "Bronze" or "Silver" badge in order to get their achievement up to a "Gold" level. "Bronze" and "Silver" badges will flash for easy identification.



Student Lesson Map

Behaviors of *LGL Edge*

- Students must get 75% or higher or they will repeat the lesson.
- When students complete a lesson, they must let the system push them back to the "Lesson Map" shown above. Hitting the exit button early may prevent the end of lesson scores from being recorded.
- If students do not complete a lesson, they will repeat it when they log in next.
- When students do not complete a lesson, usage is only recorded when they hit the exit button, so instruct them not to just close their browsers.
- Students cannot review a "Bronze" or "Silver" completed lesson until two days have passed. This is to ensure that they haven't just committed the activity to short-term memory.
- Students are given lessons in order. Teachers cannot change this order, but they can turn lessons on or off by editing students' courses from the <Edge 2.0> tab.
- Section and Final Challenges can have scores over 100, up to 200! This can be a fun way to get students to compete for the high score. Post the highest "Challenge" scores on a wall. Leave off the specific challenge number, though.

705 Wellesley Ave. - Kensington, CA 94708
Main: 888-618-7323 - Fax: 415 367-4569