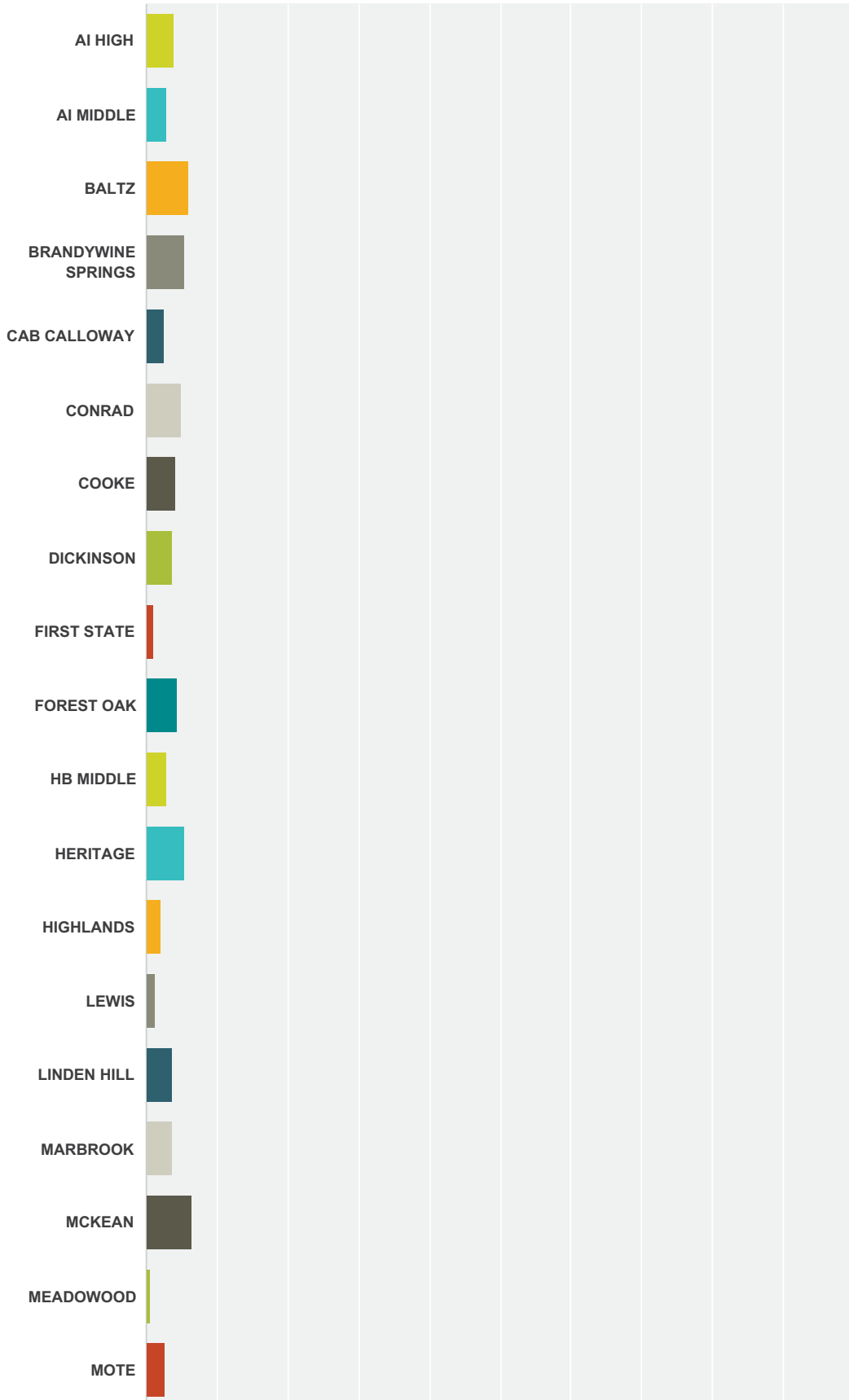
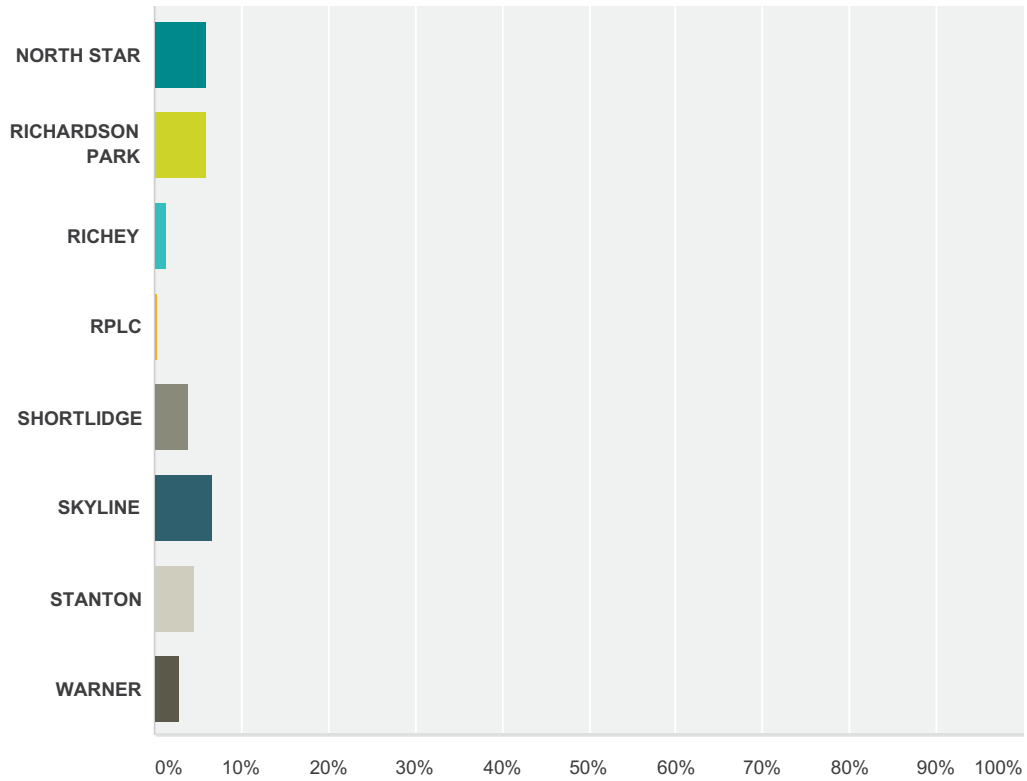


Q1 Where do you teach?

Answered: 601 Skipped: 4



Assessment Inventory Uses



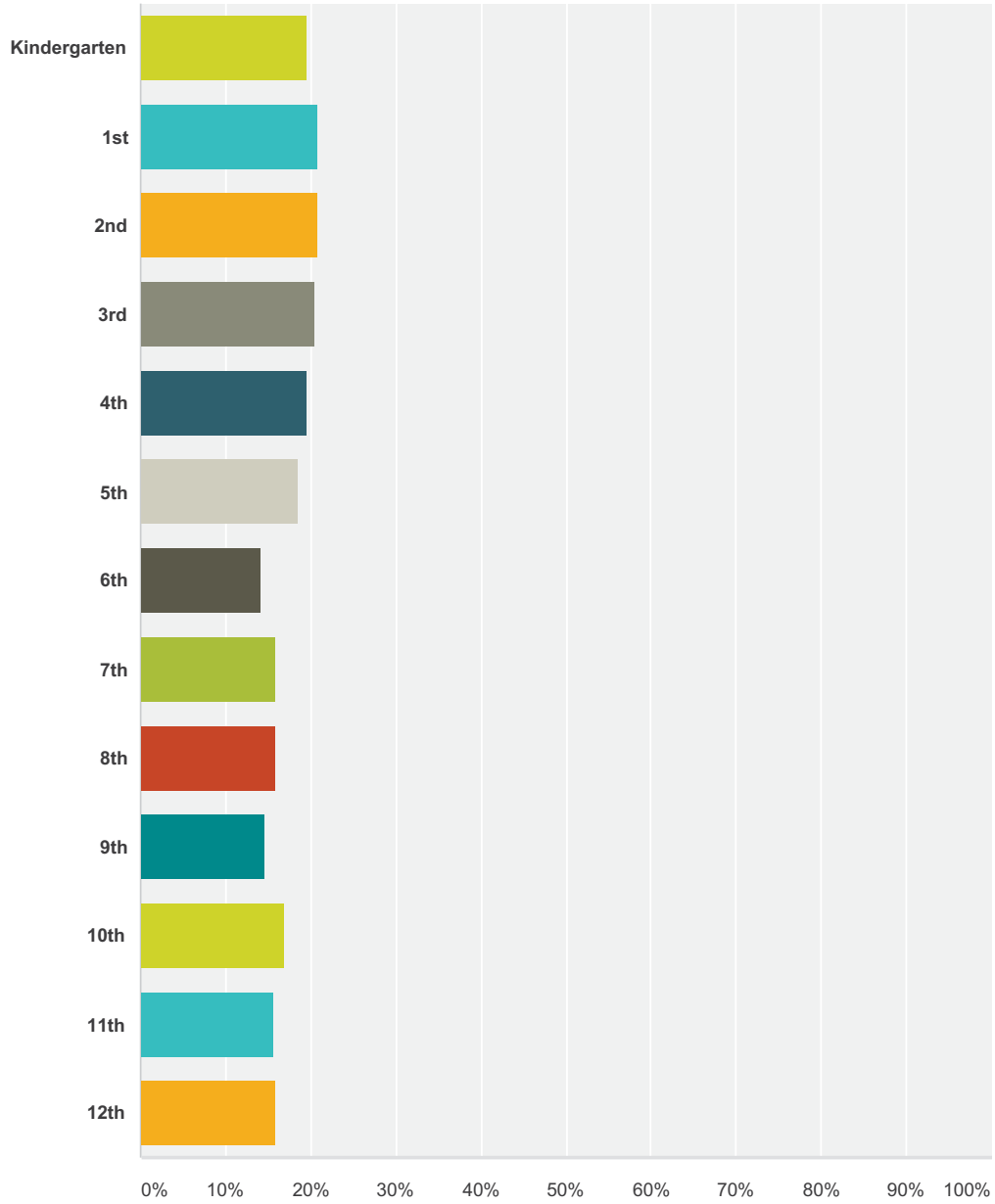
| Answer Choices | Responses | |
|--------------------|-----------|----|
| AI HIGH | 3.99% | 24 |
| AI MIDDLE | 3.00% | 18 |
| BALTZ | 6.16% | 37 |
| BRANDYWINE SPRINGS | 5.32% | 32 |
| CAB CALLOWAY | 2.50% | 15 |
| CONRAD | 4.99% | 30 |
| COOKE | 4.16% | 25 |
| DICKINSON | 3.83% | 23 |
| FIRST STATE | 1.00% | 6 |
| FOREST OAK | 4.33% | 26 |
| HB MIDDLE | 2.83% | 17 |
| HERITAGE | 5.32% | 32 |
| HIGHLANDS | 2.00% | 12 |
| LEWIS | 1.33% | 8 |
| LINDEN HILL | 3.66% | 22 |
| MARBROOK | 3.83% | 23 |
| MCKEAN | 6.49% | 39 |

Assessment Inventory Uses

| | | |
|-----------------|-------|------------|
| MEADOWOOD | 0.67% | 4 |
| MOTE | 2.66% | 16 |
| NORTH STAR | 5.99% | 36 |
| RICHARDSON PARK | 5.99% | 36 |
| RICHEY | 1.50% | 9 |
| RPLC | 0.33% | 2 |
| SHORTLIDGE | 3.99% | 24 |
| SKYLINE | 6.66% | 40 |
| STANTON | 4.66% | 28 |
| WARNER | 2.83% | 17 |
| Total | | 601 |

Q2 What grade(s) do you teach?(Please check all that apply)

Answered: 588 Skipped: 17



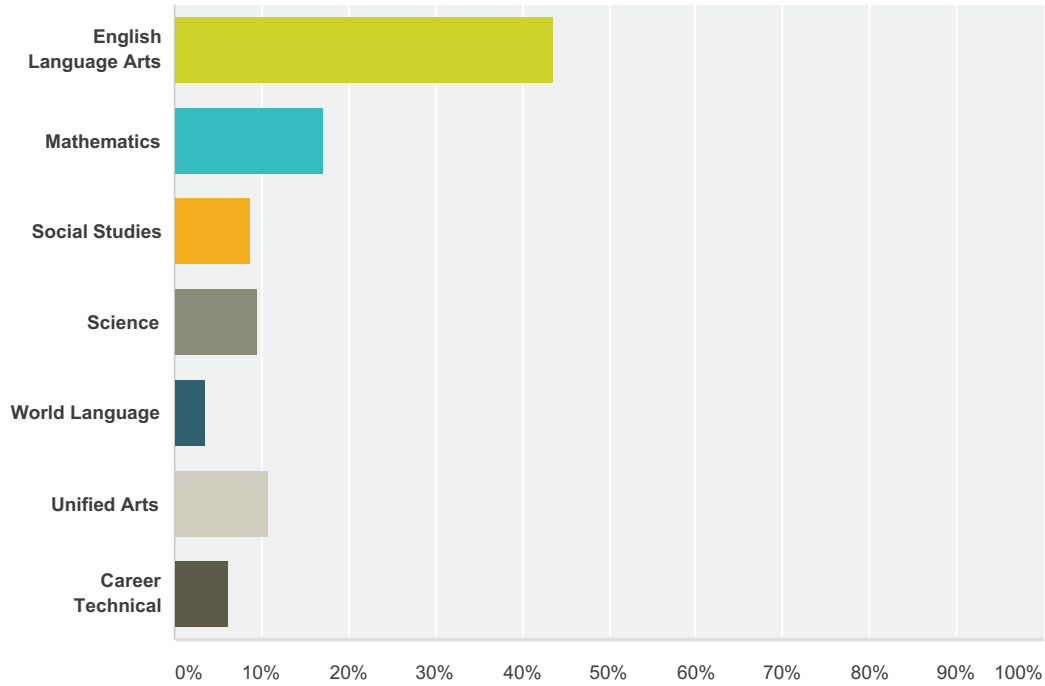
| Answer Choices | Responses | Count |
|----------------|-----------|-------|
| Kindergarten | 19.56% | 115 |
| 1st | 20.92% | 123 |
| 2nd | 20.92% | 123 |
| 3rd | 20.41% | 120 |
| 4th | 19.56% | 115 |

Assessment Inventory Uses

| | | |
|-------------------------------|--------|-----|
| 5th | 18.54% | 109 |
| 6th | 14.12% | 83 |
| 7th | 15.82% | 93 |
| 8th | 15.82% | 93 |
| 9th | 14.63% | 86 |
| 10th | 17.01% | 100 |
| 11th | 15.65% | 92 |
| 12th | 15.82% | 93 |
| Total Respondents: 588 | | |

Q3 What content do you teach?

Answered: 385 Skipped: 220



| Answer Choices | Responses |
|-----------------------|------------|
| English Language Arts | 43.64% 168 |
| Mathematics | 17.14% 66 |
| Social Studies | 8.83% 34 |
| Science | 9.61% 37 |
| World Language | 3.64% 14 |
| Unified Arts | 10.91% 42 |
| Career Technical | 6.23% 24 |
| Total | 385 |

| # | Other or list multiple content. | Date |
|---|---|--------------------|
| 1 | Special Education | 11/8/2015 10:45 PM |
| 2 | ELA, Math, Social Studies | 11/8/2015 9:16 PM |
| 3 | All subjects | 11/8/2015 9:13 PM |
| 4 | Math, ELA, Science, Social studies, Writing. I'm a paraprofessional | 11/8/2015 1:30 PM |
| 5 | School Psychologist | 11/8/2015 10:50 AM |
| 6 | School Psychologist | 11/8/2015 10:46 AM |
| 7 | ELA, Math, Science | 11/7/2015 8:45 PM |
| 8 | Multiple content | 11/7/2015 5:55 AM |
| 9 | Multiple Content | 11/6/2015 8:47 PM |

Assessment Inventory Uses

| | | |
|----|--|--------------------|
| 10 | multiple | 11/6/2015 3:05 PM |
| 11 | multiple content | 11/6/2015 2:39 PM |
| 12 | ELA, Math, Science, Social Studies, Writing, RTI | 11/6/2015 12:04 PM |
| 13 | ELA, math, social studies, science | 11/6/2015 11:40 AM |
| 14 | TAG | 11/6/2015 9:43 AM |
| 15 | Physical Education/Health | 11/6/2015 9:39 AM |
| 16 | all subjects | 11/6/2015 9:12 AM |
| 17 | all | 11/6/2015 9:08 AM |
| 18 | Visual Arts | 11/6/2015 8:43 AM |
| 19 | ELA | 11/6/2015 7:48 AM |
| 20 | Support staff | 11/5/2015 9:55 PM |
| 21 | Multiple Content | 11/5/2015 7:10 PM |
| 22 | All content | 11/5/2015 7:07 PM |
| 23 | Special Education | 11/5/2015 5:26 PM |
| 24 | All Subjects | 11/5/2015 4:45 PM |
| 25 | all content areas | 11/5/2015 4:44 PM |
| 26 | ELA, Math, and Science | 11/5/2015 4:41 PM |
| 27 | ELA, Math, Social Studies | 11/5/2015 4:41 PM |
| 28 | Multiple content | 11/5/2015 4:41 PM |
| 29 | all subjects | 11/5/2015 4:40 PM |
| 30 | all content areas | 11/5/2015 4:40 PM |
| 31 | All subject areas. | 11/5/2015 4:39 PM |
| 32 | Multiple Content | 11/5/2015 4:39 PM |
| 33 | multiple content | 11/5/2015 4:39 PM |
| 34 | math, reading, writing, grammar, phonics, social studies, science, social skills, appropriate behavior | 11/5/2015 4:39 PM |
| 35 | ELA, Math, and Science | 11/5/2015 4:38 PM |
| 36 | ELA, math, social studies, science | 11/5/2015 4:37 PM |
| 37 | ELA, Math, SS, Science | 11/5/2015 4:36 PM |
| 38 | mathematics | 11/5/2015 4:36 PM |
| 39 | math, social studies, science | 11/5/2015 4:35 PM |
| 40 | multiple content | 11/5/2015 4:33 PM |
| 41 | other nurse | 11/5/2015 4:33 PM |
| 42 | elementary ed | 11/5/2015 4:30 PM |
| 43 | Multiple content | 11/5/2015 4:27 PM |
| 44 | multile | 11/5/2015 4:06 PM |
| 45 | Math, English Language Arts, Science, Social Studies | 11/5/2015 3:59 PM |
| 46 | multiple | 11/5/2015 3:59 PM |
| 47 | multiple content | 11/5/2015 3:54 PM |
| 48 | mathematics | 11/5/2015 1:50 PM |
| 49 | multiple | 11/5/2015 1:22 PM |

Assessment Inventory Uses

| | | |
|----|--|--------------------|
| 50 | General ed- all | 11/5/2015 12:30 PM |
| 51 | Multiple | 11/5/2015 11:09 AM |
| 52 | Counselor | 11/5/2015 9:54 AM |
| 53 | Multiple Content: English, Math, Special Education consultative model for Math, English, Social Studies, Science | 11/5/2015 9:45 AM |
| 54 | Ela, math, science, ss | 11/5/2015 9:15 AM |
| 55 | School Administrator | 11/5/2015 8:05 AM |
| 56 | All subjects regular education and ELL students | 11/5/2015 6:53 AM |
| 57 | Guidance | 11/4/2015 10:41 PM |
| 58 | Elementary Generalist | 11/4/2015 10:20 PM |
| 59 | ELA, math, science and social studies | 11/4/2015 9:49 PM |
| 60 | reading writing math science social studies | 11/4/2015 8:46 PM |
| 61 | Admin | 11/4/2015 7:16 PM |
| 62 | Multiple content | 11/4/2015 6:33 PM |
| 63 | multiple content | 11/4/2015 4:54 PM |
| 64 | math, science, social studies | 11/4/2015 4:03 PM |
| 65 | Multiple content areas, reading, science, social studies and math | 11/4/2015 2:37 PM |
| 66 | Mathematics, Social Studies, Reading, and Science | 11/4/2015 2:37 PM |
| 67 | All core academic subjects | 11/4/2015 2:37 PM |
| 68 | multiple subject areas science, social studeies, math and reading | 11/4/2015 2:36 PM |
| 69 | ELA, Math, Social Studies, Science, Writing, | 11/4/2015 2:27 PM |
| 70 | All subjects | 11/4/2015 1:32 PM |
| 71 | math, science, writing, social studies | 11/4/2015 1:18 PM |
| 72 | Instructional Support | 11/4/2015 12:08 PM |
| 73 | PE | 11/4/2015 12:02 PM |
| 74 | Multiple Content | 11/4/2015 11:40 AM |
| 75 | Speech therapy | 11/4/2015 11:36 AM |
| 76 | multiple | 11/4/2015 11:12 AM |
| 77 | Behavioral | 11/4/2015 10:14 AM |
| 78 | Multiple content | 11/4/2015 9:57 AM |
| 79 | Math, SS, Science, Writing | 11/4/2015 8:57 AM |
| 80 | Multiple | 11/4/2015 8:46 AM |
| 81 | all | 11/4/2015 8:38 AM |
| 82 | ELA,Math, S.S., Science, Writing | 11/3/2015 3:51 PM |
| 83 | Reading, writing, math, science, social studies | 11/3/2015 2:53 PM |
| 84 | Admin | 11/3/2015 1:13 PM |
| 85 | Elementary | 11/3/2015 11:32 AM |
| 86 | Nursing Director | 11/3/2015 10:32 AM |
| 87 | MULTIPLE | 11/3/2015 9:45 AM |
| 88 | Multiple | 11/3/2015 9:21 AM |
| 89 | Admin | 11/3/2015 8:29 AM |
| 90 | Elementary | 11/3/2015 8:14 AM |

Assessment Inventory Uses

| | | |
|-----|--|--------------------|
| 91 | Multiple Content | 11/3/2015 5:21 AM |
| 92 | English/Reading, Math, Science, Writing | 11/2/2015 9:31 PM |
| 93 | Core content in all subjects | 11/2/2015 9:16 PM |
| 94 | multiple | 11/2/2015 9:08 PM |
| 95 | multiple elem content | 11/2/2015 6:24 PM |
| 96 | Multiple | 11/2/2015 4:31 PM |
| 97 | Library Media | 11/2/2015 4:15 PM |
| 98 | Student Advisory | 11/2/2015 3:33 PM |
| 99 | math, social studies, science | 11/2/2015 3:26 PM |
| 100 | All | 11/2/2015 1:50 PM |
| 101 | Reading, Math, Science, Social Studies, Writing | 11/2/2015 1:47 PM |
| 102 | Math, Science, Social Studies, Writing | 11/2/2015 12:44 PM |
| 103 | All Elementary Subjects | 11/2/2015 12:11 PM |
| 104 | Language arts, Math, Science, Social Studies | 11/2/2015 11:59 AM |
| 105 | Math, Science, Social Studies, RTI | 11/2/2015 11:53 AM |
| 106 | Guidance | 11/2/2015 11:41 AM |
| 107 | admininstrator | 11/2/2015 11:31 AM |
| 108 | ELA, Reading, Math, Science and Social Studies, Special and Regular Ed | 11/2/2015 11:24 AM |
| 109 | Math, ELA, Science, Social Studies | 11/2/2015 11:06 AM |
| 110 | all academics | 11/2/2015 10:09 AM |
| 111 | Elementary | 11/2/2015 8:33 AM |
| 112 | Reading, Writing, Math, Science, Social Studies | 11/1/2015 8:02 PM |
| 113 | other | 11/1/2015 7:45 PM |
| 114 | Math | 11/1/2015 2:33 PM |
| 115 | All elementary subjects | 11/1/2015 11:54 AM |
| 116 | ALL | 10/31/2015 1:28 PM |
| 117 | ELA, math, social studies, science | 10/31/2015 8:54 AM |
| 118 | reading, math, science, social studies, writing | 10/31/2015 7:26 AM |
| 119 | multiple | 10/30/2015 4:40 PM |
| 120 | Social Studies | 10/30/2015 4:31 PM |
| 121 | Math, reading, science, social studies | 10/30/2015 3:57 PM |
| 122 | ELA, Math, Social Studies | 10/30/2015 3:38 PM |
| 123 | ELA, Math & Social Studies | 10/30/2015 3:38 PM |
| 124 | ELA, math, science, social studies | 10/30/2015 3:29 PM |
| 125 | ELA, Math, Science, Soc. St. | 10/30/2015 3:24 PM |
| 126 | ELA, math, science, social studies | 10/30/2015 3:14 PM |
| 127 | multiple content | 10/30/2015 2:39 PM |
| 128 | School Counselor | 10/30/2015 2:33 PM |
| 129 | All Elementary Subjects | 10/30/2015 2:17 PM |
| 130 | math, social studies, science | 10/30/2015 2:00 PM |
| 131 | Enrichment and Gifted program | 10/30/2015 1:53 PM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 132 | Multiple Content | 10/30/2015 1:21 PM |
| 133 | JDG | 10/30/2015 1:21 PM |
| 134 | functional life skills | 10/30/2015 1:15 PM |
| 135 | Writing, Social Studies | 10/30/2015 12:55 PM |
| 136 | multiple content | 10/30/2015 12:51 PM |
| 137 | multiple content | 10/30/2015 12:28 PM |
| 138 | other | 10/30/2015 12:04 PM |
| 139 | ESL | 10/30/2015 12:02 PM |
| 140 | multiple | 10/30/2015 11:41 AM |
| 141 | Elementary -- All subjects | 10/30/2015 11:13 AM |
| 142 | Student Advisor | 10/30/2015 10:35 AM |
| 143 | Multiple Content | 10/30/2015 10:34 AM |
| 144 | Educational Diagnostician | 10/30/2015 10:32 AM |
| 145 | Reading, Writing, Social Studies | 10/30/2015 10:27 AM |
| 146 | Math | 10/30/2015 10:15 AM |
| 147 | Biomedical Sciences | 10/30/2015 10:03 AM |
| 148 | special ed | 10/30/2015 9:56 AM |
| 149 | English to Speakers of Other Languages | 10/30/2015 9:41 AM |
| 150 | English Language Learners | 10/30/2015 9:40 AM |
| 151 | Counselor | 10/30/2015 9:34 AM |
| 152 | All subjects | 10/30/2015 9:28 AM |
| 153 | Communication | 10/30/2015 9:22 AM |
| 154 | special education, multiple | 10/30/2015 9:16 AM |
| 155 | ELA, Math, Science | 10/30/2015 9:06 AM |
| 156 | multiple - ELA, Math, Science, Social Studies | 10/30/2015 8:54 AM |
| 157 | All subjects | 10/30/2015 8:51 AM |
| 158 | ELA, MATH, Science, SS, Life Skills | 10/30/2015 8:40 AM |
| 159 | Push-in special education | 10/30/2015 8:39 AM |
| 160 | English language Development | 10/30/2015 7:54 AM |
| 161 | multiple content | 10/29/2015 8:44 PM |
| 162 | english language arts and math | 10/29/2015 6:35 PM |
| 163 | L. Arts, Writing, Eld | 10/29/2015 4:38 PM |
| 164 | English Language Arts, Mathematics, Social Studies, Science | 10/29/2015 3:53 PM |
| 165 | Reading and Math (Special Education) | 10/29/2015 1:41 PM |
| 166 | multiple content | 10/29/2015 12:14 PM |
| 167 | Multiple | 10/29/2015 11:22 AM |
| 168 | elementary - everything | 10/28/2015 6:45 PM |
| 169 | math, science, social studies, ELA | 10/28/2015 4:36 PM |
| 170 | General | 10/28/2015 3:54 PM |
| 171 | Multiple- ELA, Math, SS, Science | 10/28/2015 2:59 PM |
| 172 | multiple content | 10/28/2015 2:50 PM |

Assessment Inventory Uses

| | | |
|-----|--|---------------------|
| 173 | multiple subjects | 10/28/2015 2:03 PM |
| 174 | Elementary Contents | 10/28/2015 1:05 PM |
| 175 | Multiple. | 10/28/2015 12:54 PM |
| 176 | Visual Arts | 10/28/2015 11:36 AM |
| 177 | Math, Sci, SS | 10/28/2015 9:49 AM |
| 178 | ELA, Math, Science, Social Studies | 10/28/2015 8:18 AM |
| 179 | ELA, Math, Science, Social Studies | 10/28/2015 8:13 AM |
| 180 | multiple content | 10/28/2015 7:57 AM |
| 181 | administration | 10/28/2015 7:47 AM |
| 182 | ELA, math, science, social studies | 10/27/2015 10:03 PM |
| 183 | Multiple | 10/27/2015 5:15 PM |
| 184 | math and reading | 10/27/2015 4:07 PM |
| 185 | Physical Education | 10/27/2015 3:24 PM |
| 186 | All content | 10/27/2015 3:24 PM |
| 187 | Reading writing math | 10/27/2015 1:52 PM |
| 188 | Administration | 10/27/2015 1:44 PM |
| 189 | AP | 10/27/2015 1:40 PM |
| 190 | Special Education (Reading, Writing, and Math) | 10/27/2015 1:03 PM |
| 191 | Adnin | 10/27/2015 12:33 PM |
| 192 | Reading, Writing, Social Studies | 10/27/2015 12:12 PM |
| 193 | Social Studies, Writing | 10/27/2015 12:03 PM |
| 194 | Special Education Pull Out Math and Reading | 10/27/2015 12:03 PM |
| 195 | ESL | 10/27/2015 11:30 AM |
| 196 | RTI | 10/27/2015 11:06 AM |
| 197 | ELA, Math, Writing, Social Studies | 10/27/2015 10:55 AM |
| 198 | Counseling | 10/27/2015 10:49 AM |
| 199 | ELA and Math Special Education | 10/27/2015 9:59 AM |
| 200 | Journalism | 10/27/2015 9:46 AM |
| 201 | Multiple | 10/27/2015 9:40 AM |
| 202 | i am a teacher assistant for pre-k | 10/27/2015 9:26 AM |
| 203 | Math, ELA, Science & Soc. Studies | 10/27/2015 8:50 AM |
| 204 | Math, Science, Social Studies, ELA, Writing | 10/27/2015 8:25 AM |
| 205 | Elementary | 10/27/2015 7:30 AM |
| 206 | All | 10/27/2015 6:20 AM |
| 207 | All subjects: ELA, math, Science, Social Studies | 10/26/2015 10:39 PM |
| 208 | ELA and math | 10/26/2015 9:07 PM |
| 209 | ELA and Math | 10/26/2015 8:50 PM |
| 210 | ELA, READING, WRITING, MATH, SCIENCE, SOCIAL STUDIES | 10/26/2015 8:44 PM |
| 211 | Math, ELA, Science, Social Studies | 10/26/2015 8:34 PM |
| 212 | Elementary Homeroom Teacher | 10/26/2015 8:22 PM |
| 213 | Multiple/CORE | 10/26/2015 8:22 PM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 214 | All, multiple | 10/26/2015 8:17 PM |
| 215 | Speech therapy | 10/26/2015 8:17 PM |
| 216 | social studies | 10/26/2015 8:04 PM |
| 217 | Multiple | 10/26/2015 7:48 PM |
| 218 | all | 10/26/2015 7:11 PM |
| 219 | Science, social studies, math, reading ELA | 10/26/2015 6:32 PM |
| 220 | Math | 10/26/2015 6:07 PM |
| 221 | All subjects, elementary teacher | 10/26/2015 5:21 PM |
| 222 | multiple content | 10/26/2015 5:18 PM |
| 223 | Language Arts, Math, Writing, Science, Social Studies | 10/26/2015 4:39 PM |
| 224 | Elementary Education | 10/26/2015 4:26 PM |
| 225 | ELA, math, science, social studies, writing | 10/26/2015 4:15 PM |
| 226 | All | 10/26/2015 4:09 PM |
| 227 | all content | 10/26/2015 4:09 PM |
| 228 | Multiple | 10/26/2015 4:04 PM |
| 229 | Student Services | 10/26/2015 4:04 PM |
| 230 | math | 10/26/2015 4:00 PM |
| 231 | ELA, MATH, SOCIAL STUDIES, SCIENCE | 10/26/2015 4:00 PM |
| 232 | ela, math, ss, sci | 10/26/2015 3:59 PM |
| 233 | mathematics | 10/26/2015 3:56 PM |
| 234 | multiple | 10/26/2015 3:49 PM |
| 235 | ELL | 10/26/2015 3:30 PM |
| 236 | ELA, Math, Science and Social Studies | 10/26/2015 3:28 PM |
| 237 | Math and ELA Spled | 10/26/2015 3:28 PM |
| 238 | Multiple Content | 10/26/2015 3:27 PM |
| 239 | All | 10/26/2015 3:05 PM |
| 240 | multiple content | 10/26/2015 3:03 PM |
| 241 | all | 10/26/2015 3:03 PM |
| 242 | All subjects | 10/26/2015 2:59 PM |
| 243 | All elementary subjects | 10/26/2015 2:56 PM |
| 244 | ELA, Math, Social Studies, Science, Writing | 10/26/2015 2:53 PM |
| 245 | all elementary services | 10/26/2015 12:43 PM |
| 246 | All subjects | 10/26/2015 12:00 PM |
| 247 | Guidance | 10/26/2015 11:20 AM |
| 248 | All content areas | 10/26/2015 11:16 AM |
| 249 | 4 th grade | 10/26/2015 10:22 AM |
| 250 | Multiple | 10/26/2015 10:01 AM |
| 251 | Assistant Principal | 10/26/2015 9:49 AM |
| 252 | Science | 10/26/2015 9:45 AM |
| 253 | Phys ed health | 10/26/2015 8:58 AM |
| 254 | English Language Arts, Mathematics | 10/26/2015 8:47 AM |

Assessment Inventory Uses

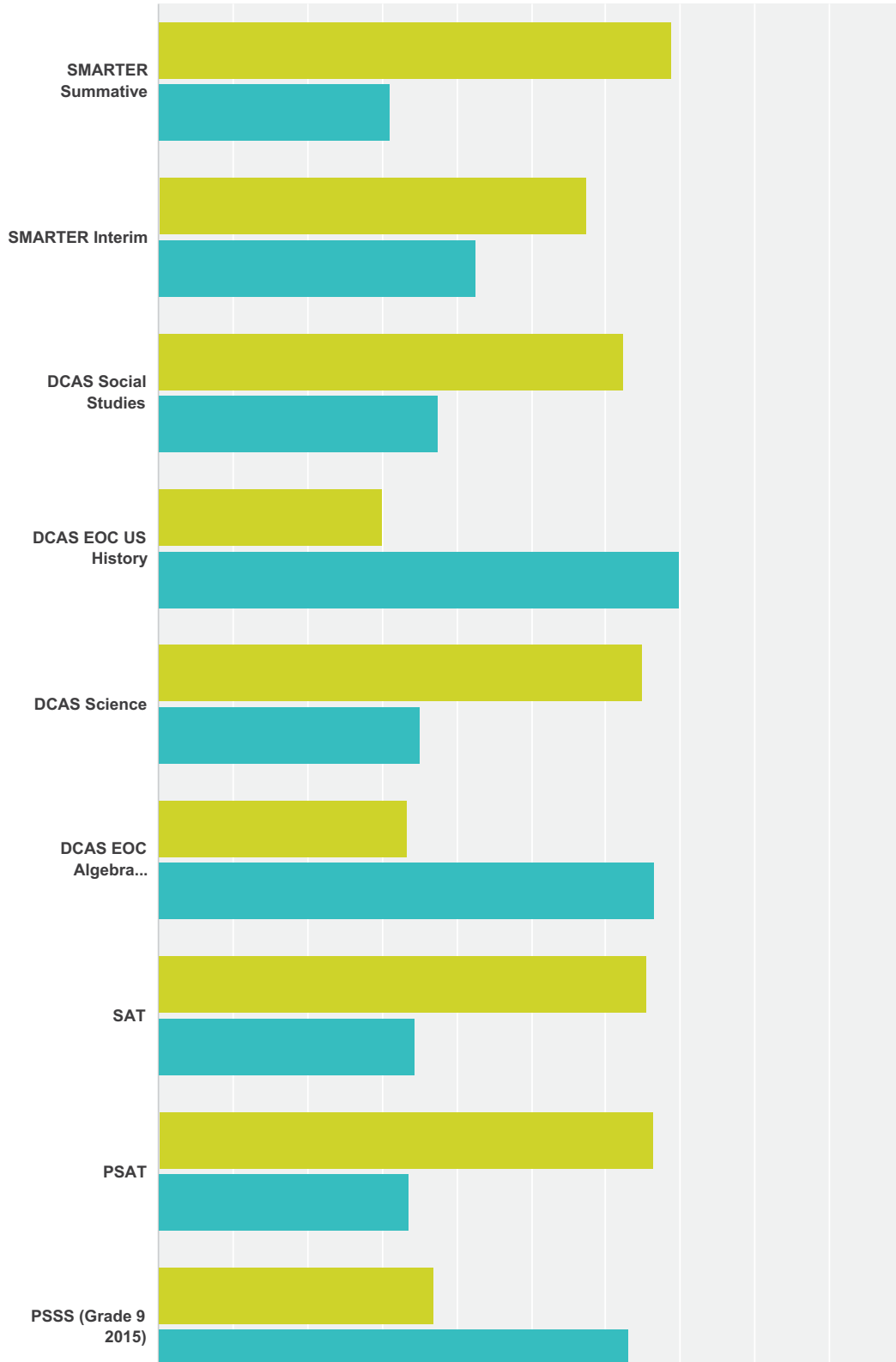
| | | |
|-----|--|---------------------|
| 255 | other | 10/26/2015 8:46 AM |
| 256 | Multiple | 10/26/2015 8:42 AM |
| 257 | English, Math, Social Studies | 10/26/2015 8:17 AM |
| 258 | Mathematics and Social | 10/26/2015 8:03 AM |
| 259 | multiple content | 10/25/2015 7:54 PM |
| 260 | ELA, Math, Social Studies, Science | 10/25/2015 6:09 PM |
| 261 | Multiple content | 10/25/2015 5:06 PM |
| 262 | Elementary and Special Education - All subject areas (math, reading, writing, science, social studies) | 10/25/2015 1:09 PM |
| 263 | ELA, Math, Science, Social Studies, Dual Certified | 10/25/2015 1:04 PM |
| 264 | reading, math | 10/25/2015 11:38 AM |
| 265 | art | 10/25/2015 8:44 AM |
| 266 | ELA and Math | 10/24/2015 8:08 PM |
| 267 | Multiple content | 10/24/2015 11:23 AM |
| 268 | All subjects | 10/24/2015 12:37 AM |
| 269 | All subjects | 10/23/2015 4:22 PM |
| 270 | Reading specialist | 10/23/2015 3:11 PM |
| 271 | ELA, Math | 10/23/2015 12:41 PM |
| 272 | Math, Writing | 10/23/2015 8:01 AM |
| 273 | mathematics, writing | 10/23/2015 7:44 AM |
| 274 | Multiple content | 10/22/2015 5:59 PM |
| 275 | Speech-Language therapy | 10/22/2015 4:56 PM |
| 276 | Technology / Media | 10/22/2015 4:56 PM |
| 277 | math and writing | 10/22/2015 4:24 PM |
| 278 | math, writing | 10/22/2015 3:47 PM |
| 279 | mathematics | 10/22/2015 3:15 PM |
| 280 | Health and Physical Education | 10/22/2015 3:06 PM |
| 281 | All subjects except science | 10/22/2015 2:57 PM |
| 282 | Counselor | 10/22/2015 2:30 PM |
| 283 | Library | 10/22/2015 2:28 PM |
| 284 | multiple | 10/22/2015 12:20 PM |
| 285 | Multiple Content | 10/22/2015 10:58 AM |
| 286 | psychologist | 10/22/2015 10:42 AM |
| 287 | Math, Science, Reading | 10/22/2015 10:00 AM |
| 288 | 5ht grade curriculum- all core subjects | 10/22/2015 9:40 AM |
| 289 | Library | 10/22/2015 9:27 AM |
| 290 | Talented and Gifted | 10/21/2015 4:04 PM |
| 291 | Special Education | 10/21/2015 11:28 AM |
| 292 | other | 10/21/2015 11:03 AM |
| 293 | Support team | 10/21/2015 9:28 AM |
| 294 | multiple | 10/21/2015 8:31 AM |
| 295 | Mathematics and Social Studies | 10/20/2015 5:17 PM |

Assessment Inventory Uses

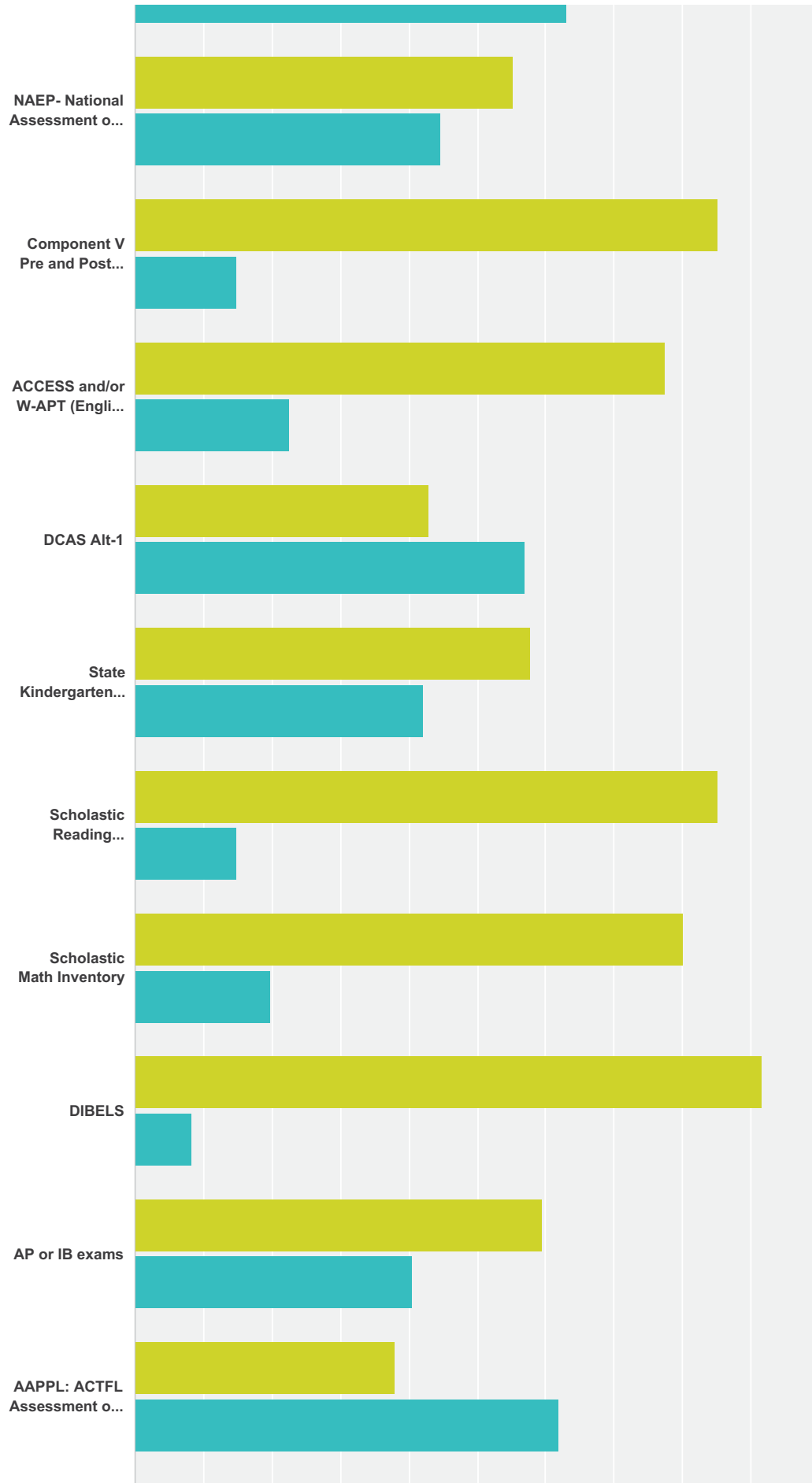
| | | |
|-----|--|---------------------|
| 296 | math,socila studies, ELA, reading | 10/20/2015 4:38 PM |
| 297 | all | 10/20/2015 4:08 PM |
| 298 | Multiple Content | 10/20/2015 3:54 PM |
| 299 | ELA Math Science SS Writing | 10/20/2015 2:48 PM |
| 300 | Research | 10/20/2015 2:05 PM |
| 301 | DriverEducation now you know who I am | 10/20/2015 1:37 PM |
| 302 | Counselor | 10/20/2015 1:33 PM |
| 303 | ELA, Math, Social Studies, Science, Writing | 10/20/2015 12:24 PM |
| 304 | Music | 10/20/2015 12:14 PM |
| 305 | Strings - Bluegrass | 10/20/2015 12:04 PM |
| 306 | Philosophy | 10/20/2015 11:00 AM |
| 307 | ELA, Math, Science, SS, Writing | 10/20/2015 10:46 AM |
| 308 | ELA,Science, Math, Writing, Social Studies | 10/19/2015 10:20 PM |
| 309 | multiple | 10/19/2015 2:35 PM |
| 310 | ELA math science social studies | 10/19/2015 2:24 PM |
| 311 | ELA, Math, Writing, Social Studies, Science | 10/19/2015 2:14 PM |
| 312 | math | 10/19/2015 12:50 PM |
| 313 | elementary ed-I teach all subjects. | 10/19/2015 8:33 AM |
| 314 | psychologist | 10/19/2015 8:18 AM |
| 315 | English Language Development | 10/19/2015 8:15 AM |
| 316 | all - elementary | 10/18/2015 8:30 PM |
| 317 | elementary teach all subjects | 10/16/2015 4:19 PM |
| 318 | Advisor | 10/16/2015 2:35 PM |
| 319 | Math, Social Studies, and science | 10/16/2015 9:56 AM |
| 320 | It will only let you choose one-I am an Elementary Generalist-All subjects | 10/15/2015 8:37 PM |
| 321 | Administrator | 10/15/2015 4:42 PM |
| 322 | Life Skills | 10/15/2015 12:07 PM |
| 323 | Support staff | 10/15/2015 11:03 AM |

Q4 Do users of the STATE or DISTRICT required assessments use it for its intended use(s)? If you do not use the assessment, do not answer.

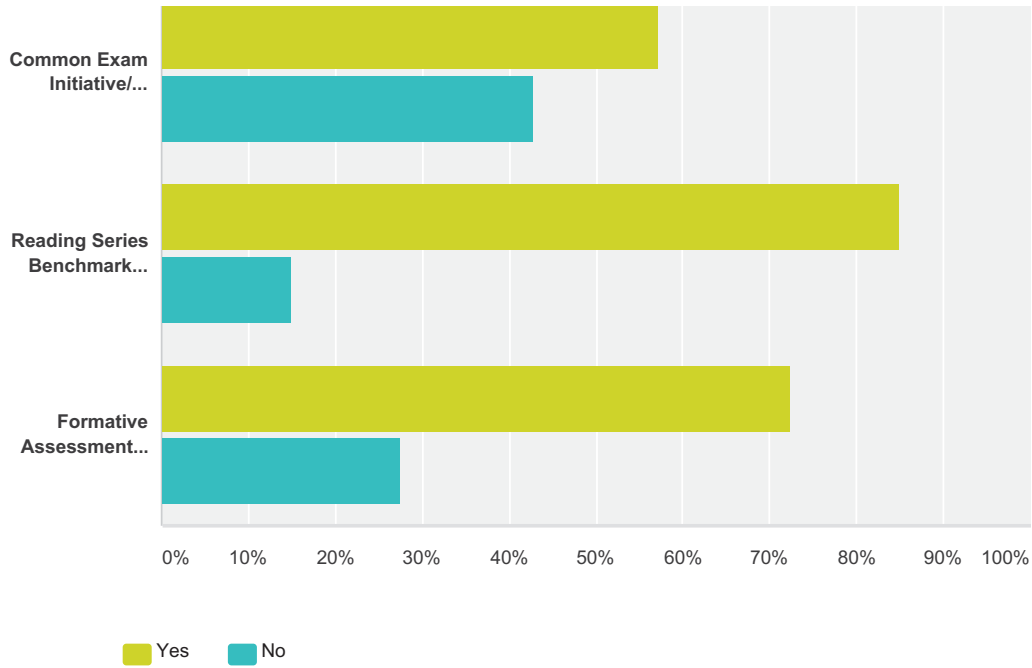
Answered: 531 Skipped: 74



Assessment Inventory Uses



Assessment Inventory Uses



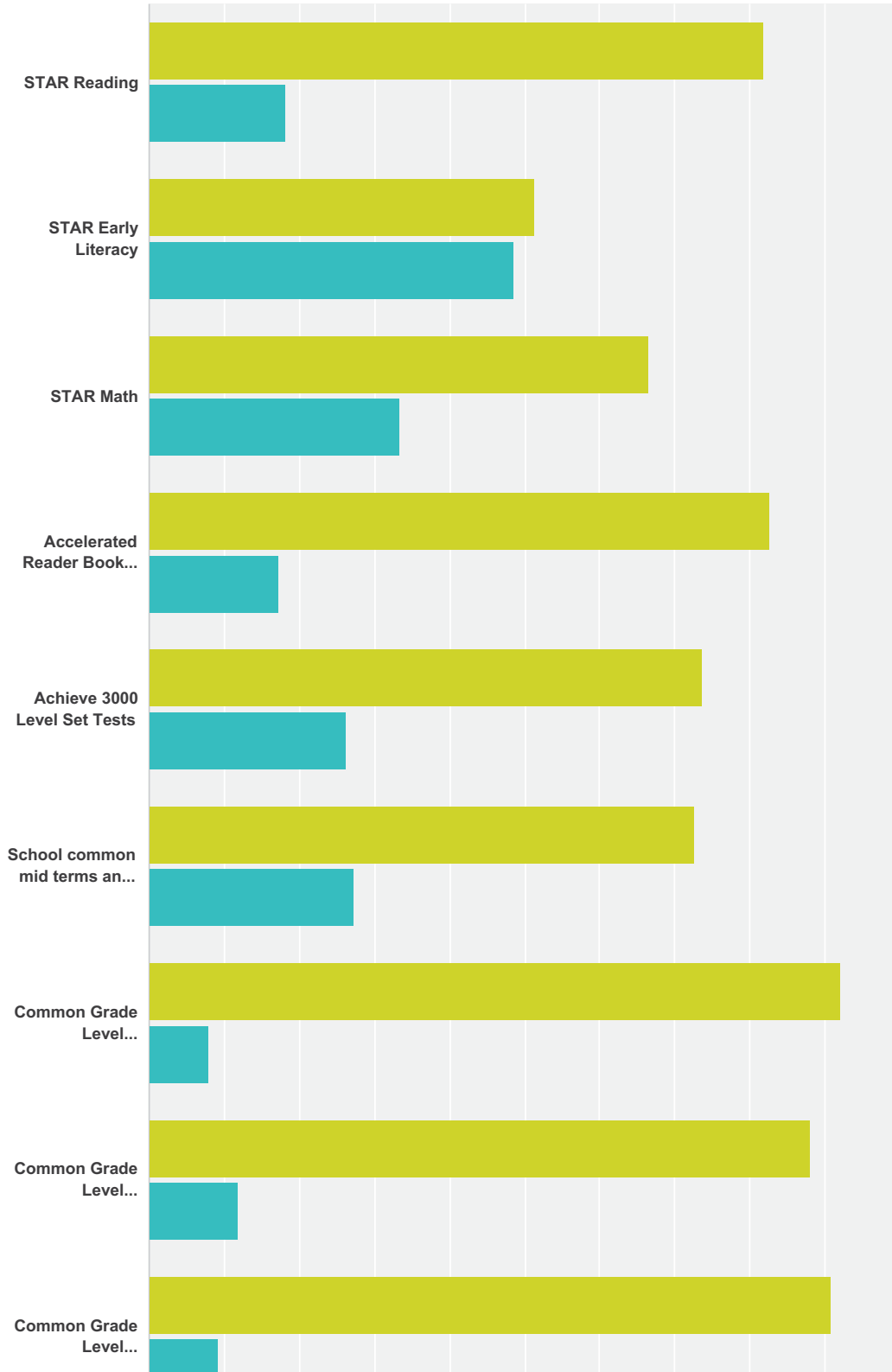
| | Yes | No | Total |
|--|---------------|--------------|-------|
| SMARTER Summative | 68.84% 201 | 31.16% 91 | 292 |
| SMARTER Interim | 57.47% 127 | 42.53% 94 | 221 |
| DCAS Social Studies | 62.42% 98 | 37.58% 59 | 157 |
| DCAS EOC US History | 30.16% 19 | 69.84% 44 | 63 |
| DCAS Science | 64.96% 89 | 35.04% 48 | 137 |
| DCAS EOC Algebra II/Integrated Math III | 33.33% 20 | 66.67% 40 | 60 |
| SAT | 65.48% 55 | 34.52% 29 | 84 |
| PSAT | 66.29% 59 | 33.71% 30 | 89 |
| PSSS (Grade 9 2015) | 37.04% 20 | 62.96% 34 | 54 |
| NAEP- National Assessment of Educational Progress | 55.29% 47 | 44.71% 38 | 85 |
| Component V Pre and Post Tests | 85.12% 286 | 14.88% 50 | 336 |
| ACCESS and/or W-APT (English Proficiency for ELLs) | 77.39% 89 | 22.61% 26 | 115 |
| DCAS Alt-1 | 43.10% 25 | 56.90% 33 | 58 |
| State Kindergarten Readiness Assessments | 57.83% 48 | 42.17% 35 | 83 |

Assessment Inventory Uses

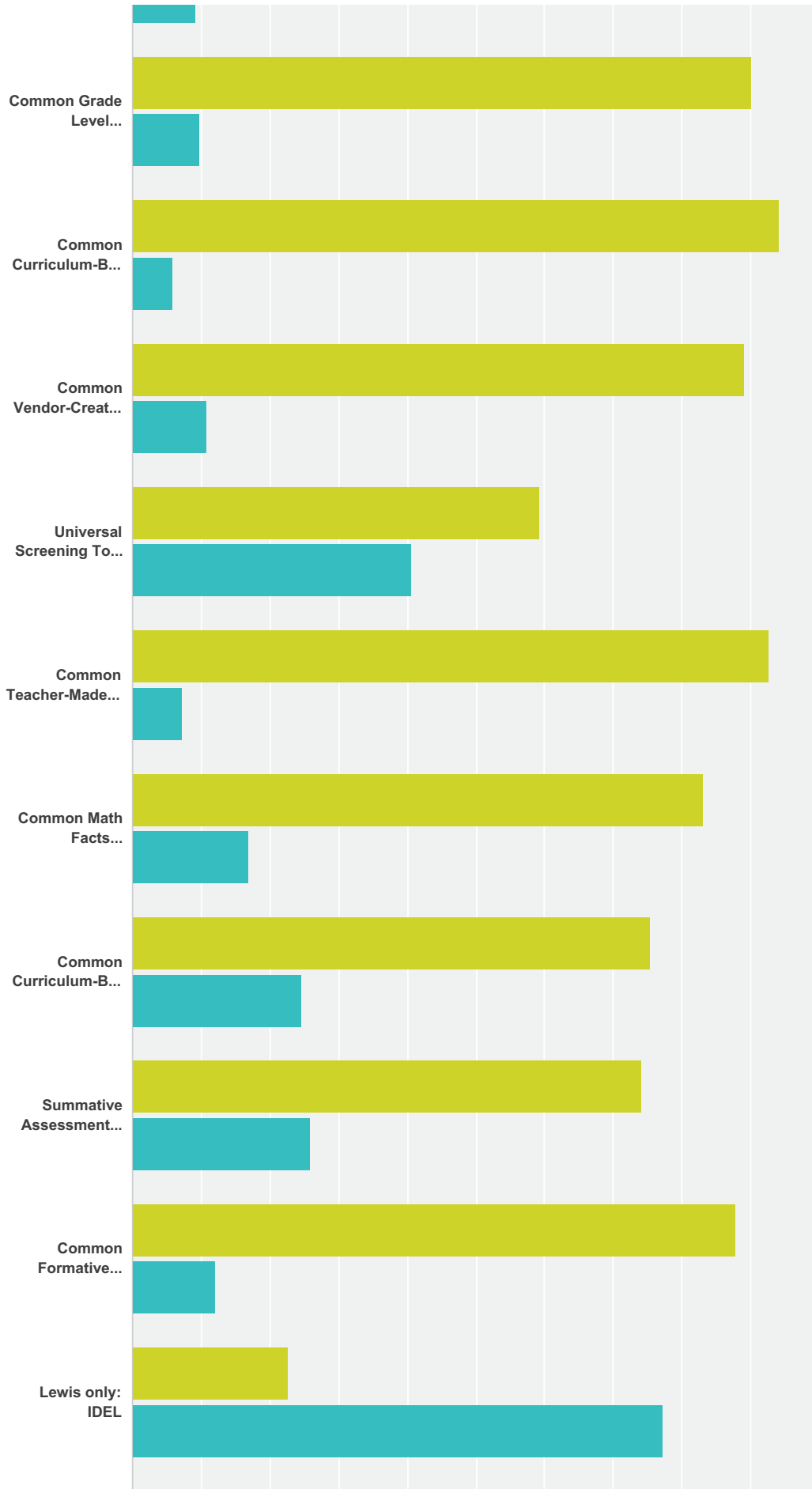
| | | | |
|--|----------------------|---------------------|-----|
| Scholastic Reading Inventory | 85.12% 246 | 14.88% 43 | 289 |
| Scholastic Math Inventory | 80.26% 183 | 19.74% 45 | 228 |
| DIBELS | 91.67% 242 | 8.33% 22 | 264 |
| AP or IB exams | 59.42% 41 | 40.58% 28 | 69 |
| AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages | 38.10% 16 | 61.90% 26 | 42 |
| Common Exam Initiative/ District Finals | 57.14% 48 | 42.86% 36 | 84 |
| Reading Series Benchmark Assessment | 85.00% 221 | 15.00% 39 | 260 |
| Formative Assessment Probes (Mathematics) | 72.46% 121 | 27.54% 46 | 167 |

**Q5 Do users of the SCHOOL-LEVEL assessments use it for its intended use(s)?
If you do not use the assessment, do not answer.**

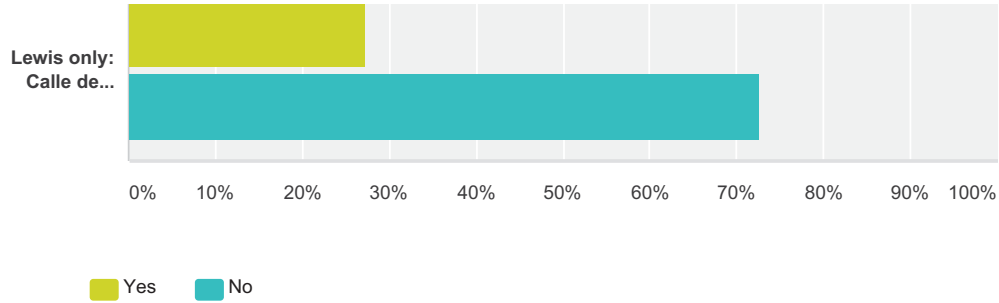
Answered: 393 Skipped: 212



Assessment Inventory Uses



Assessment Inventory Uses



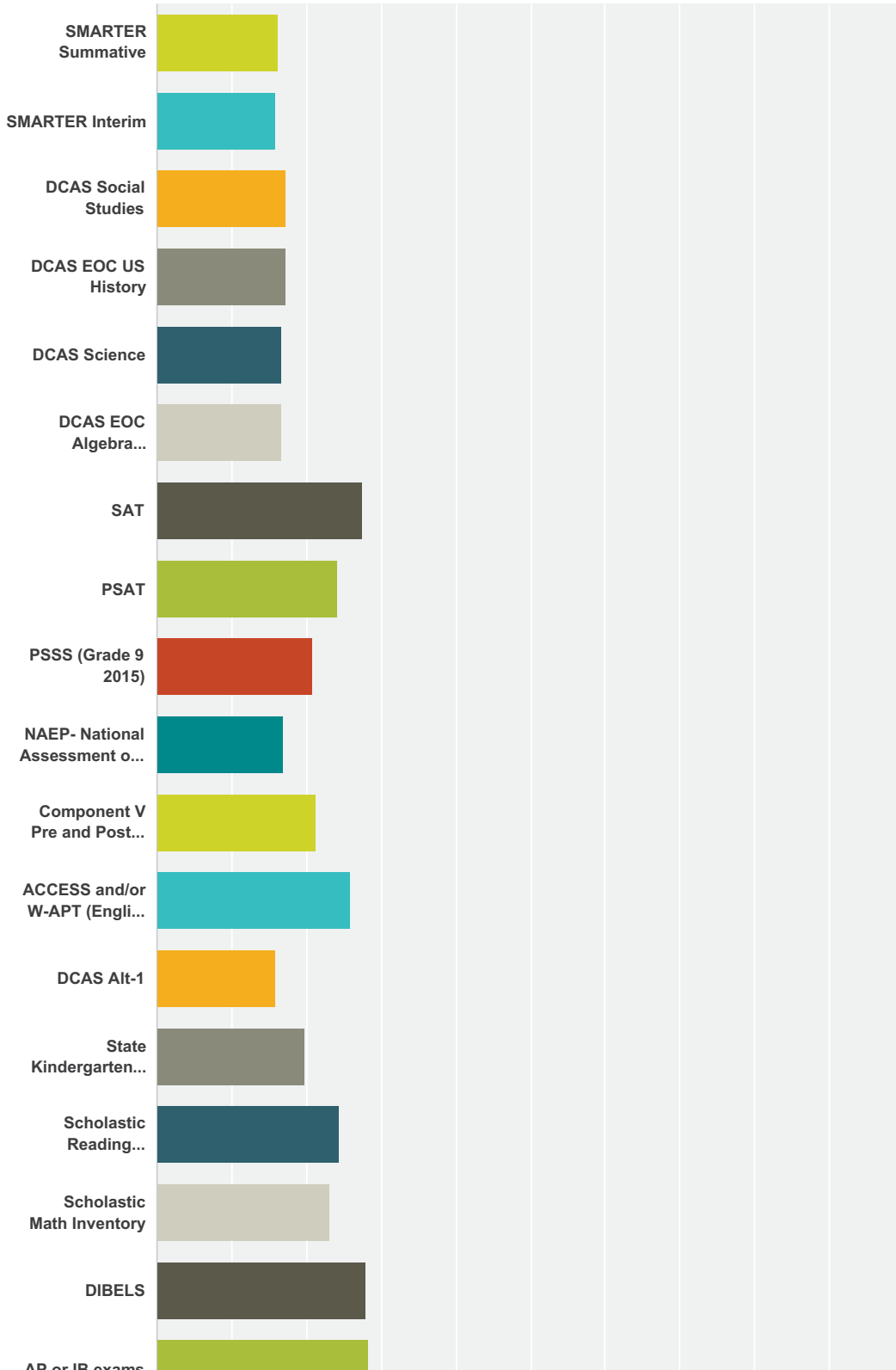
| | Yes | No | Total |
|---|---------------|--------------|-------|
| STAR Reading | 81.82% 99 | 18.18% 22 | 121 |
| STAR Early Literacy | 51.43% 18 | 48.57% 17 | 35 |
| STAR Math | 66.67% 42 | 33.33% 21 | 63 |
| Accelerated Reader Book Tests | 82.61% 76 | 17.39% 16 | 92 |
| Achieve 3000 Level Set Tests | 73.68% 56 | 26.32% 20 | 76 |
| School common mid terms and finals | 72.60% 53 | 27.40% 20 | 73 |
| Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) See table for examples | 92.12% 187 | 7.88% 16 | 203 |
| Common Grade Level Assessment (ELA: Writing) See table for examples | 88.12% 178 | 11.88% 24 | 202 |
| Common Grade Level Assessment (ELA: Phonics) See table for examples | 90.80% 148 | 9.20% 15 | 163 |
| Common Grade Level Assessment (ELA: Fluency) See table for examples | 90.12% 146 | 9.88% 16 | 162 |
| Common Curriculum-Based Assessment (Mathematics) See table for examples | 94.18% 178 | 5.82% 11 | 189 |
| Common Vendor-Created Assessment (Mathematics) See table for examples | 89.22% 91 | 10.78% 11 | 102 |
| Universal Screening Tool (Mathematics) | 59.38% 38 | 40.63% 26 | 64 |
| Common Teacher-Made Assessment (Mathematics) | 92.72% 140 | 7.28% 11 | 151 |
| Common Math Facts Assessment | 83.17% 84 | 16.83% 17 | 101 |
| Common Curriculum-Based Assessment (Social Studies) See table for examples | 75.32% 58 | 24.68% 19 | 77 |
| Summative Assessment Coalition Units(Science) | 74.12% 63 | 25.88% 22 | 85 |
| Common Formative Assessments (Various Subjects) Example: PLC created | 87.90% 109 | 12.10% 15 | 124 |
| Lewis only: IDEL | 22.73% 5 | 77.27% 17 | 22 |

Assessment Inventory Uses

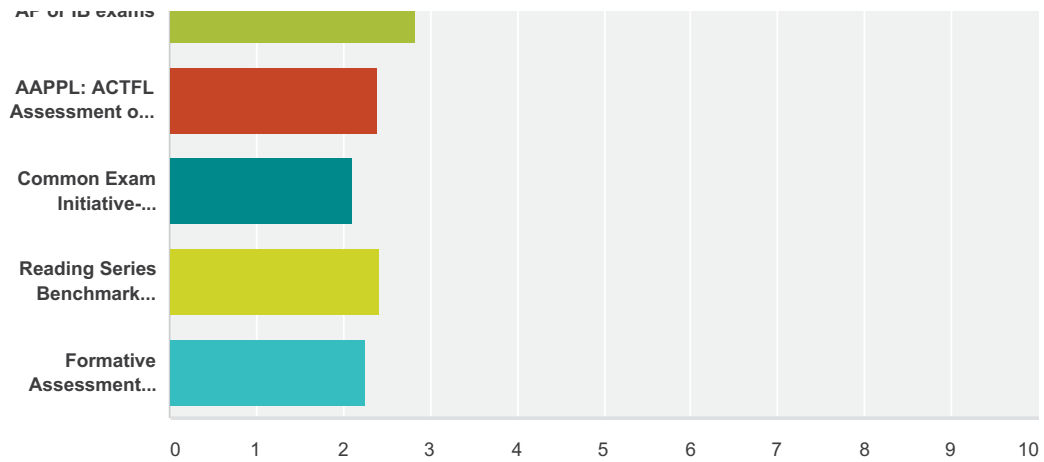
| | | | |
|--|--------------------|---------------------|----|
| Lewis only: Calle de Lectura Unit Benchmarks | 27.27% 6 | 72.73% 16 | 22 |
|--|--------------------|---------------------|----|

Q6 To what degree do users of the STATE or DISTRICT required assessment find it useful or not useful? If you do not use the assessment, do not answer.

Answered: 519 Skipped: 86



Assessment Inventory Uses



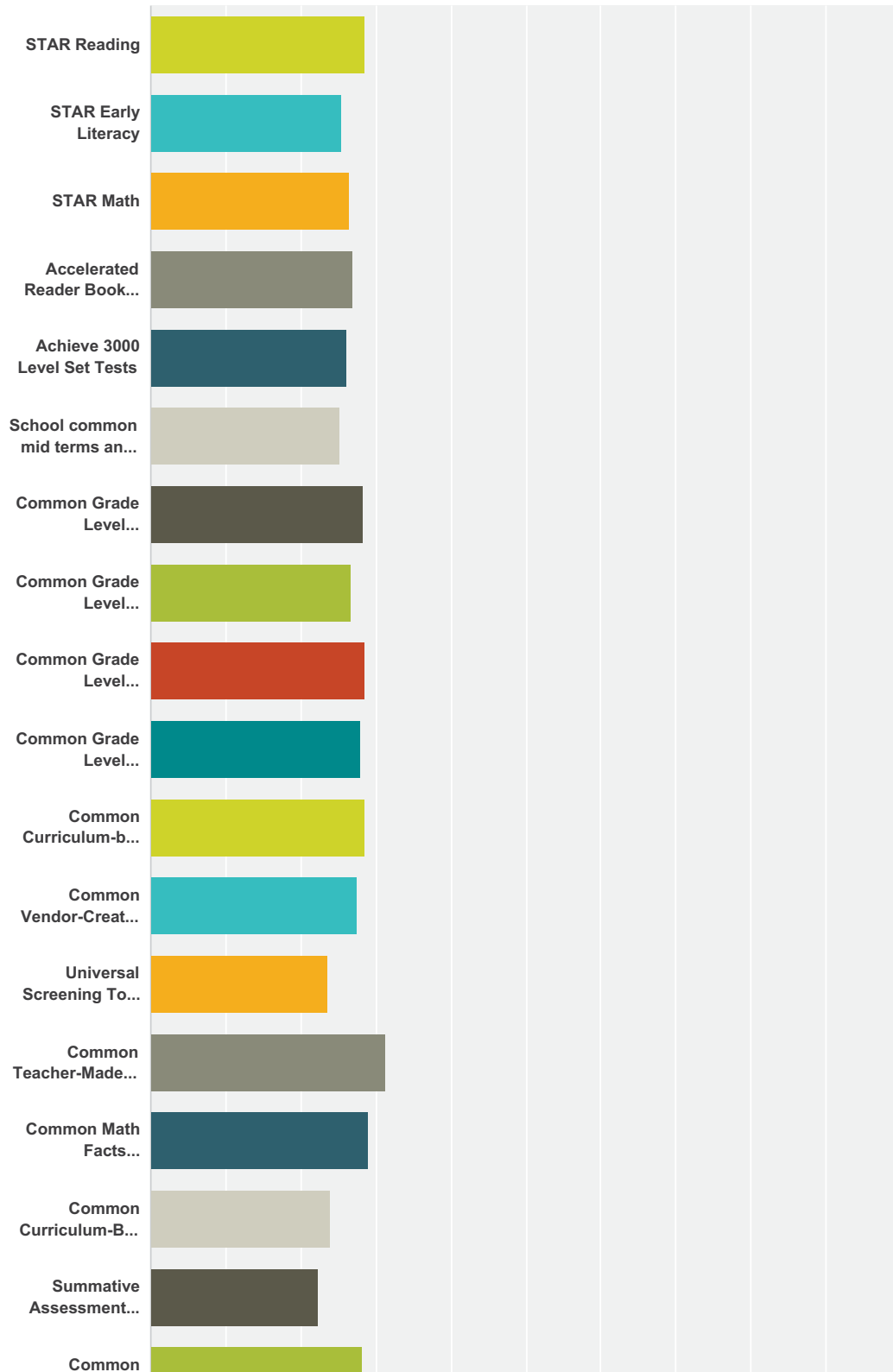
| | Not Useful | Somewhat Useful | Useful | Very Useful | Total | Weighted Average |
|--|---------------|-----------------|--------------|--------------|-------|------------------|
| SMARTER Summative | 51.44% 143 | 36.69% 102 | 10.07% 28 | 1.80% 5 | 278 | 1.62 |
| SMARTER Interim | 53.99% 115 | 34.27% 73 | 10.33% 22 | 1.41% 3 | 213 | 1.59 |
| DCAS Social Studies | 45.19% 61 | 37.04% 50 | 16.30% 22 | 1.48% 2 | 135 | 1.74 |
| DCAS EOC US History | 56.76% 21 | 16.22% 6 | 24.32% 9 | 2.70% 1 | 37 | 1.73 |
| DCAS Science | 50.00% 57 | 34.21% 39 | 13.16% 15 | 2.63% 3 | 114 | 1.68 |
| DCAS EOC Algebra II/Integrated Math III | 55.56% 20 | 25.00% 9 | 16.67% 6 | 2.78% 1 | 36 | 1.67 |
| SAT | 19.44% 14 | 12.50% 9 | 40.28% 29 | 27.78% 20 | 72 | 2.76 |
| PSAT | 22.78% 18 | 29.11% 23 | 31.65% 25 | 16.46% 13 | 79 | 2.42 |
| PSSS (Grade 9 2015) | 41.67% 15 | 16.67% 6 | 33.33% 12 | 8.33% 3 | 36 | 2.08 |
| NAEP- National Assessment of Educational Progress | 60.87% 42 | 18.84% 13 | 10.14% 7 | 10.14% 7 | 69 | 1.70 |
| Component V Pre and Post Tests | 30.14% 88 | 34.59% 101 | 27.74% 81 | 7.53% 22 | 292 | 2.13 |
| ACCESS and/or W-APT (English Proficiency for ELLs) | 20.55% 15 | 23.29% 17 | 32.88% 24 | 23.29% 17 | 73 | 2.59 |
| DCAS Alt-1 | 62.50% 20 | 18.75% 6 | 15.63% 5 | 3.13% 1 | 32 | 1.59 |
| State Kindergarten Readiness Assessment | 37.50% 24 | 35.94% 23 | 17.19% 11 | 9.38% 6 | 64 | 1.98 |
| Scholastic Reading Inventory | 14.18% 37 | 39.08% 102 | 34.87% 91 | 11.88% 31 | 261 | 2.44 |
| Scholastic Math Inventory | 17.96% 37 | 40.29% 83 | 33.50% 69 | 8.25% 17 | 206 | 2.32 |

Assessment Inventory Uses

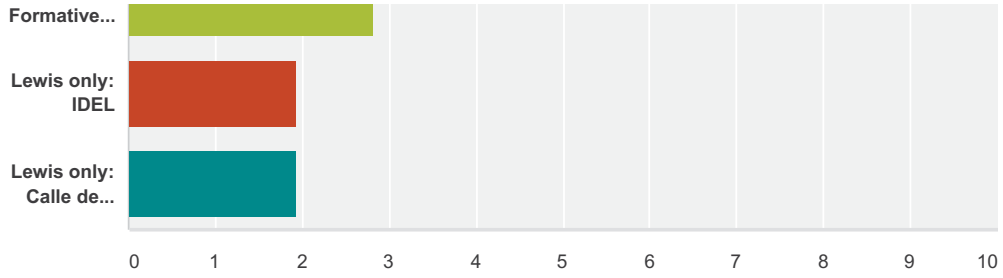
| | | | | | | |
|--|---------------------|---------------------|----------------------|---------------------|-----|------|
| DIBELS | 6.80% 17 | 28.00% 70 | 43.20% 108 | 22.00% 55 | 250 | 2.80 |
| AP or IB exams | 20.37% 11 | 12.96% 7 | 29.63% 16 | 37.04% 20 | 54 | 2.83 |
| AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages | 33.33% 10 | 10.00% 3 | 40.00% 12 | 16.67% 5 | 30 | 2.40 |
| Common Exam Initiative- District Finals | 32.84% 22 | 31.34% 21 | 28.36% 19 | 7.46% 5 | 67 | 2.10 |
| Reading Series Benchmark Assessments | 16.14% 41 | 35.43% 90 | 38.98% 99 | 9.45% 24 | 254 | 2.42 |
| Formative Assessment Probes (Mathematics) | 25.33% 38 | 31.33% 47 | 36.00% 54 | 7.33% 11 | 150 | 2.25 |

Q7 To what degree do users of the SCHOOL-LEVEL assessment find it useful or not useful?If you do not use the assessment, do not answer.

Answered: 384 Skipped: 221



Assessment Inventory Uses



| | Not Useful | Somewhat Useful | Useful | Very Useful | Total | Weighted Average |
|--|--------------|-----------------|---------------|--------------|-------|------------------|
| STAR Reading | 6.25% 7 | 23.21% 26 | 48.21% 54 | 22.32% 25 | 112 | 2.87 |
| STAR Early Literacy | 18.18% 6 | 24.24% 8 | 42.42% 14 | 15.15% 5 | 33 | 2.55 |
| STAR Math | 17.86% 10 | 19.64% 11 | 41.07% 23 | 21.43% 12 | 56 | 2.66 |
| Accelerated Reader Book Tests | 10.47% 9 | 26.74% 23 | 46.51% 40 | 16.28% 14 | 86 | 2.69 |
| Achieve 3000 Level Set Tests | 14.49% 10 | 26.09% 18 | 43.48% 30 | 15.94% 11 | 69 | 2.61 |
| School common mid terms and finals | 18.75% 12 | 25.00% 16 | 42.19% 27 | 14.06% 9 | 64 | 2.52 |
| Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) See table for examples | 5.95% 11 | 20.54% 38 | 57.30% 106 | 16.22% 30 | 185 | 2.84 |
| Common Grade Level Assessment (ELA: Writing) See table for examples | 7.46% 15 | 27.36% 55 | 54.73% 110 | 10.45% 21 | 201 | 2.68 |
| Common Grade Level Assessment (ELA: Phonics) See table for examples | 3.80% 6 | 22.15% 35 | 58.86% 93 | 15.19% 24 | 158 | 2.85 |
| Common Grade Level Assessment (ELA: Fluency) See table for examples | 3.82% 6 | 27.39% 43 | 54.14% 85 | 14.65% 23 | 157 | 2.80 |
| Common Curriculum-based Assessment (Mathematics) See table for examples | 5.26% 9 | 18.13% 31 | 61.99% 106 | 14.62% 25 | 171 | 2.86 |
| Common Vendor-Created Assessment (Mathematics) See table for examples | 7.84% 8 | 20.59% 21 | 60.78% 62 | 10.78% 11 | 102 | 2.75 |
| Universal Screening Tool (Mathematics) | 27.45% 14 | 17.65% 9 | 47.06% 24 | 7.84% 4 | 51 | 2.35 |
| Common Teacher-Made Assessment (Mathematics) | 5.04% 7 | 7.91% 11 | 54.68% 76 | 32.37% 45 | 139 | 3.14 |
| Common Math Facts Assessment | 7.29% 7 | 17.71% 17 | 52.08% 50 | 22.92% 22 | 96 | 2.91 |
| Common Curriculum-Based Assessment (Social Studies) | 17.50% 14 | 31.25% 25 | 43.75% 35 | 7.50% 6 | 80 | 2.41 |
| Summative Assessment Coalition Units(Science) | 22.99% 20 | 34.48% 30 | 39.08% 34 | 3.45% 3 | 87 | 2.23 |
| Common Formative Assessments (Various Subjects) Example: PLC created | 12.71% 15 | 16.10% 19 | 48.31% 57 | 22.88% 27 | 118 | 2.81 |
| Lewis only: IDEL | 47.06% 8 | 17.65% 3 | 29.41% 5 | 5.88% 1 | 17 | 1.94 |

Assessment Inventory Uses

| | | | | | | |
|--|--------------------|--------------------|--------------------|-------------------|----|------|
| Lewis only: Calle de Lectura Unit Benchmarks | 47.06% 8 | 17.65% 3 | 29.41% 5 | 5.88% 1 | 17 | 1.94 |
|--|--------------------|--------------------|--------------------|-------------------|----|------|

Assessment Inventory Uses

Q8 What assessments do you find the most useful and why? Name the assessment before your explanation.

Answered: 383 Skipped: 222

| # | Responses | Date |
|----|---|--------------------|
| 1 | STAR Reading & Math - can be done fairly quickly, students are not intimidated by these tests. | 11/8/2015 9:16 PM |
| 2 | Scott Foresman Fresh Reads--Over time they really indicate a student's yearly success or lack thereof when aggregated. | 11/8/2015 10:50 AM |
| 3 | Scott Foresman Fresh Reads--Over time they really indicate a student's yearly success or lack thereof when aggregated. | 11/8/2015 10:46 AM |
| 4 | Running Records - although not required, I give this one on one and it provides loads of information. | 11/6/2015 8:47 PM |
| 5 | DIBELS, it shows what letter sounds the student knows or doesn't know. It measures fluency also. | 11/6/2015 3:05 PM |
| 6 | teacher made and vendor created. | 11/6/2015 2:39 PM |
| 7 | The district post test tells me if students understand many of the most important concepts | 11/6/2015 1:13 PM |
| 8 | SAT - college admissions | 11/6/2015 12:24 PM |
| 9 | DIBELS: It is easy to see exactly what concepts a students has mastered and it is quick and simple to administer. | 11/6/2015 12:04 PM |
| 10 | Dibels ORF Math facts SF sight words | 11/6/2015 11:40 AM |
| 11 | I only use standardized assessments through DPAS for teacher evaluation. | 11/6/2015 11:16 AM |
| 12 | DIBELS provides useful information on kindergarten and first grade student performance with relevant early literacy skills. | 11/6/2015 9:43 AM |
| 13 | ones that match what we are teaching | 11/6/2015 9:12 AM |
| 14 | Dibels because it is standardized and determines reading readiness | 11/6/2015 9:08 AM |
| 15 | SAT because it is necessary for college. The data is helpful. | 11/6/2015 6:38 AM |
| 16 | Sbac | 11/5/2015 9:55 PM |
| 17 | Teacher-created assessments | 11/5/2015 7:10 PM |
| 18 | Reading series fresh read and benchmark assessments. Also math vendor created assessments because both cover material explicitly taught and Evaluate teachers and students abilities. | 11/5/2015 7:07 PM |
| 19 | Math Expressions and Scott Foresman Benchmark assessments-both inform me of my students' weaknesses and needs for reteaching | 11/5/2015 6:45 PM |
| 20 | Achieve 3000 - students are assessed on their reading level but on the same standards. STAR - students are able to choose what they read. SRI - provides great information and data throughout the year. All above assessments are beneficial to benchmarking. | 11/5/2015 5:26 PM |
| 21 | Common grade level assessments are very useful as we know the curriculum and they were designed to assess items related to curriculum. They drive instruction. | 11/5/2015 4:45 PM |
| 22 | Common grade-level assessments- They give specific, immediate feedback on skills our students (across the whole grade) are currently working on. | 11/5/2015 4:44 PM |
| 23 | Scholastic Reading and Math Inventories for formulating group and assessing student progress. Math Expressions Vendor created assessments to assess student understanding and ability to apply the skill. Words Their Way word study assessments monitoring student growth and application of the spelling skill pattern as well as forming groups. | 11/5/2015 4:41 PM |
| 24 | Scholastic Inventories - Math and Reading for creating groups and assessing student progress. Math Expressions created assessments for assessing student understanding and achievement. Words Their Way Word Study assessments for monitoring and tracking student growth and understanding as well as for forming groups. | 11/5/2015 4:41 PM |
| 25 | Math Expressions quick quizzes and unit tests The assessments are directly tied to what is being taught. | 11/5/2015 4:41 PM |

Assessment Inventory Uses

| | | |
|----|---|--------------------|
| 26 | Words Their Way for determining spelling groups. Running records for determining level of comprehension and decoding abilities. Informal phonics inventory for assessing the lowest readers to determine areas of need. | 11/5/2015 4:39 PM |
| 27 | Math Expression Quick Quizzes and unit tests | 11/5/2015 4:39 PM |
| 28 | Math Expressions Quick Quizzes and Unit Tests are useful because they are tied directly to curriculum covered. | 11/5/2015 4:39 PM |
| 29 | MAP - reading and math, 3x per year, so it measured progress, gave specific feedback by reading/math strand | 11/5/2015 4:39 PM |
| 30 | Math Expressions Quick Quizzes and Unit tests are useful. The pretest is somewhat useful. | 11/5/2015 4:38 PM |
| 31 | I only use Component V - I find it useful in that I am able to see growth in my students however this year I used C measurement so I did not use the given test. | 11/5/2015 4:37 PM |
| 32 | DIBELS gives accurate information that allows a teacher to plan instruction. | 11/5/2015 4:37 PM |
| 33 | MAP testing was very valuable to me because it allowed me to break down my students skills and note where there is a level of achievement and where there is a level of difficulty within different strands of ELA | 11/5/2015 4:36 PM |
| 34 | Informal phonics inventory Words their Way Running Record all very formative | 11/5/2015 4:36 PM |
| 35 | MAP testing In past years we used MAP for reading. This assessment provided me with valuable information on what students were able to do and not do. It also provided me with valuable information on what skills to teach to improve their reading abilities. I would love to be able to give this assessment for reading and math. | 11/5/2015 4:35 PM |
| 36 | Comp 5 Grade 3 Visual Arts. I have used this assessment for the last few years and I find it useful and it guides my planning for the year. | 11/5/2015 4:35 PM |
| 37 | SRI, Dibels | 11/5/2015 4:35 PM |
| 38 | Assessments that are directly linked to the curriculum such as the Math Expressions. | 11/5/2015 4:33 PM |
| 39 | Math Expressions unit tests/Running Records/sight word inventories/scott foresman fresh reads | 11/5/2015 4:30 PM |
| 40 | Running records- provides decoding and comprehension information. | 11/5/2015 4:27 PM |
| 41 | common teacher made assessment-it targets what exactly is actually being taught and provides frequent, quick feedback to both teachers to continually guide instruction and to families to always know where the students are at | 11/5/2015 3:59 PM |
| 42 | DIBELS Math Expressions Assessment | 11/5/2015 3:59 PM |
| 43 | Dibels | 11/5/2015 3:54 PM |
| 44 | Common Formative and Summative assessments made with the other grade level subject teachers. They give us the feedback we need. | 11/5/2015 3:10 PM |
| 45 | DIBELs Next individually given; skill specific | 11/5/2015 3:04 PM |
| 46 | Classroom Formatives | 11/5/2015 2:51 PM |
| 47 | AAPPL - it helps judge actual proficiency of the language. It gives students the opportunity to earn credits based on their knowledge and performance of a subject. | 11/5/2015 2:00 PM |
| 48 | Component before and after pre and post show growth | 11/5/2015 1:50 PM |
| 49 | I prefer Star Reading and Accelerated Reader tests. I find them accurate measures of reading. AR tests were motivational for all students and we used to set marking period goals throughout the year. The AR tests also showed the effort each student put into their reading. Also, they could take tests on three different levels- books read to them, with them and independently. These three types of tests allowed even non readers to participate and scaffolded vocabulary/plot so students could use auditory listening skills to stretch and grow. Apps allowed parents to monitor and support their participation in Accelerated Reader. This tool allowed me to work collaboratively with families and students to individualize their reading. The Zone of Proximal Development was research-based and beneficial. | 11/5/2015 12:30 PM |
| 50 | Skills tests developed by the Health and Phys Ed. Council | 11/5/2015 12:22 PM |
| 51 | Assessment used in the classroom based on the materials covered in the classroom. | 11/5/2015 12:17 PM |
| 52 | SRI ACHIEVE 3000 Time frame and at students level | 11/5/2015 11:56 AM |
| 53 | I find the assessments I create for Reading, text based writing and the ones provided in math Expressions most useful to show progress. I rely heavily on the SRI and SMI to manipulate my cooperative learning groups. | 11/5/2015 11:09 AM |
| 54 | IB exams - feedback for how I am preparing my IB students | 11/5/2015 10:42 AM |
| 55 | SRI and SMI | 11/5/2015 9:55 AM |
| 56 | SMI - it is a diagnostic and we have the scores immediately. | 11/5/2015 9:46 AM |

Assessment Inventory Uses

| | | |
|----|---|--------------------|
| 57 | Transfer Tasks at the end of the Delaware Recommended Curriculum units for social studies. They allow for flexibility in the product and process to meet the needs of diverse learners. | 11/5/2015 9:38 AM |
| 58 | Curriculum math - assess student progress Benchmark reading - assesses what | 11/5/2015 9:15 AM |
| 59 | The curriculum based assessments are the most meaningful because they are designed to be aligned to the standards. In addition, the Scholastic Reading Inventory assessments and DIBELS assessments are helpful in identifying students current levels of performance. They are also the two assessments that are used frequently to monitor students' growth. | 11/5/2015 8:05 AM |
| 60 | Sight word inventory pre-primer. I need to see what vocabulary the students know from Kindergarten. However this is not an assessment that was listed but my whole team and any Reading/ RTI specialists use this as an evaluation year round especially for low students. In the beginning of the year I use the Sight word, DIBELS, and Running Records to form my small guided reading groups. | 11/5/2015 6:53 AM |
| 61 | I believe the SAT is the most useful. It is used by colleges, and our goals are often to get students ready for post-secondary careers/schooling. It is now aligned with common core, so it should be assessing how much a student is learning from their school curriculum as well. You could use a growth model if you took PSAT into account as well, although admittedly not as well. I think the SMI and SRI seem really useful to parents and teachers as well. | 11/4/2015 10:41 PM |
| 62 | Teacher made PLC, Teachers know where and when and subject content that students need to be assessed on. | 11/4/2015 10:20 PM |
| 63 | Teacher created because it meets the needs of our students. | 11/4/2015 9:49 PM |
| 64 | The assessments that are divided into my focus areas which are learning Goals and objectives, assessment and ease of grading, and Student Feedback. Learning objectives should be about student performance and where they should be by the end of the lesson (so they must be common core aligned to be useful.) Secondly, it is important to have evidence of student learning during class as well as through assignments, and assessments. Engaging activities will provide this evidence (so thus must meet the needs of my students while getting them to the final outcome...not always a workbook or worksheet). Lastly, gathering feedback from students can be a great way to get a glimpse into how they are experiencing a lesson and is a form of assessment. As educators students should feel welcomed to share, what is working and what is not working for them, thus, it will allow us to tweak our instruction towards their individual needs (useful assessments allow me to reflect as an educator.) So in order to answer this question I would have to say I look at my students needs and provide the assessment that will give my the data to support growth, learning, rigor and understanding while promoting global citizens. I think they all have a data set that we can use, the powers that be need to condense and make sure they are valid and reliable. I need assessments that will inform my instruction and have the ability to meet the needs of all students not matter ability, or background. | 11/4/2015 9:14 PM |
| 65 | Scott Foresman Fresh reads and running records | 11/4/2015 8:46 PM |
| 66 | DIBELS and SRI, gives progress monitoring data to help with small groups | 11/4/2015 7:51 PM |
| 67 | DIBELS - measures a few different areas: letter naming fluency, first sound fluency, and nonsense word fluency | 11/4/2015 6:33 PM |
| 68 | Teacher created benchmark assessments and DIBELS because they accurately measure what students need to know more accurately. | 11/4/2015 5:54 PM |
| 69 | I find DIBELS, Unit Benchmarks, and Formative Math Probes to be the most useful with elementary students. Young minds deem almost anything done on a computer as something fun to do. They don't quite understand the weight of on-line test results. Most often, younger students simply click any item just to be done with an assessment. Therefore, scores from these kinds of assessments can be a poor reflection a student's true ability. | 11/4/2015 4:54 PM |
| 70 | I find none of the assessments useful for our student population. | 11/4/2015 3:33 PM |
| 71 | Our teacher created assessments, because they are created for their individual needs. | 11/4/2015 2:37 PM |
| 72 | teacher created assessments are most useful, because we know our students and used to look at individual needs. | 11/4/2015 2:37 PM |
| 73 | teacher created materials are most useful because we know the children and we can gear it towards their individual needs. | 11/4/2015 2:36 PM |
| 74 | DIBELS because it shows how the students are growing and how close to benchmark they are for that skill. | 11/4/2015 2:27 PM |
| 75 | SRI - show growth in reading throughout the year Math Curriculum based - students show growth throughout the year Grade level assessments- help guide teaching and reteaching | 11/4/2015 1:18 PM |
| 76 | Common Curriculum Unit test | 11/4/2015 1:10 PM |
| 77 | IEP Benchmark and Goals | 11/4/2015 12:08 PM |
| 78 | Fitnessgram - fitnessg assessment for healthy kid zone or unhealthy kid zone | 11/4/2015 12:02 PM |

Assessment Inventory Uses

| | | |
|-----|---|--------------------|
| 79 | WTW spelling inventory is very useful for placing students into different tiered small reading groups. DIBELS helps to assess fluency. | 11/4/2015 11:40 AM |
| 80 | SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly. Vendor Created Assess/Math are helpful because they too are immediate and I can use them to fill in gaps of knowledge and keep kids from getting overlooked on critical specific needs. | 11/4/2015 11:12 AM |
| 81 | ACTFL because we are focused on a proficiency based classroom | 11/4/2015 10:33 AM |
| 82 | n/a | 11/4/2015 10:14 AM |
| 83 | I only use the Component V assessments in Physical Education | 11/4/2015 10:11 AM |
| 84 | SRI | 11/4/2015 9:57 AM |
| 85 | Reading series benchmark is useful, but they are extremely challenging for students with special needs or Sp. Ed services. For those students, I feel progress monitoring, such as DIBELS and spelling inventory is more beneficial. I also use Math Expressions assessments and find them useful. Formative assessments in all subjects are most useful. | 11/4/2015 8:57 AM |
| 86 | DIBELS-can isolate what skill needs to be worked on Reading Series Tests- same reason | 11/4/2015 8:46 AM |
| 87 | DIBELS ORF-It shows fluency | 11/4/2015 8:38 AM |
| 88 | Scholastic Reading Inventory is the most useful in RTI as it provides a starting point and allows the instructor to create target goals to gage student successes or lack thereof. | 11/3/2015 9:05 PM |
| 89 | DIBELS: It is a helpful screening tool. | 11/3/2015 3:51 PM |
| 90 | The school-level assessment is useful to compare my students content knowledge with other schools. | 11/3/2015 3:22 PM |
| 91 | Assessments that are teacher or publisher created assessments directly related to what I am teaching are most useful. | 11/3/2015 2:53 PM |
| 92 | School created- they seem to go with the CCSS better than the assessments from vendors. | 11/3/2015 11:32 AM |
| 93 | Common curriculum-based Assessments (Mathematics) because we can track our kids progress throughout the year not just at the end. | 11/3/2015 11:07 AM |
| 94 | DIBELS give detailed information for each student. | 11/3/2015 10:54 AM |
| 95 | Growth oriented assessment with specific skill data. Helps us move students from point a to point b. | 11/3/2015 10:40 AM |
| 96 | AP exam because it helps me to evaluate the effectiveness of my program. | 11/3/2015 9:28 AM |
| 97 | Most Formative Assessments (Common Formatives within our PLCs) with a short turnaround period so that the information can drive needed changes. Some summative exams that are standardized can provide systematic feedback (SAT, PSAT, etc). Fall to Spring Growth Measures are needed for my building with high-poverty percentages. | 11/3/2015 8:29 AM |
| 98 | Common Teacher-Made Assessment We know exactly where the students are and what they need | 11/3/2015 8:14 AM |
| 99 | This is a terrible survey. I have no idea how to answer some of these. For example, the SRI is used as a measure of my performance as a teacher, as part of my evaluation. Is that the use? It shouldn't be. | 11/3/2015 7:00 AM |
| 100 | DIBELS because it helps me know which students are struggling and where they need the most help. | 11/3/2015 5:21 AM |
| 101 | I find team created assessments most useful. This really targets the content that is most important and it promotes consistency among the grade level. SRI and SMI could be helpful if we were able to use the data throughout the year. | 11/2/2015 9:31 PM |
| 102 | Summative Science Pre-Post tests are useful to inform instruction. | 11/2/2015 9:24 PM |
| 103 | DIBELS - seems to give the most accurate picture of a student's strengths and weaknesses and aligns (results) with other assessments the students take. | 11/2/2015 9:16 PM |
| 104 | teacher-made formative and summative assessments - assessments that are built specifically for students by those that work with the students | 11/2/2015 7:53 PM |
| 105 | Teacher created Math assessments are more rigorous. | 11/2/2015 6:24 PM |
| 106 | The formative and summative assessments I provide in class provide a better snap shot of my student's capability. I do like the SRI and SMI as they are not too long and drawn out. I also appreciate the data provided with the aforementioned tests as it helps me manipulate cooperative groups and lesson plans. | 11/2/2015 4:31 PM |
| 107 | Math Expression Unit tests | 11/2/2015 4:13 PM |
| 108 | My own assessment. Mine covers everything the students must know. | 11/2/2015 3:27 PM |

Assessment Inventory Uses

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| 109 | Teacher made assessments that directly test what is being taught in my classroom, and tests that are modified to meet the abilities and needs of my students. | 11/2/2015 3:26 PM |
| 110 | SRI- give Lexile levels for the students | 11/2/2015 2:24 PM |
| 111 | DiBELs and MAP | 11/2/2015 2:01 PM |
| 112 | Common Formative assessment | 11/2/2015 1:35 PM |
| 113 | N/A | 11/2/2015 1:31 PM |
| 114 | Common Exams are somewhat useful as I can compare how my students do to others in the district and have some power over what is on the test. | 11/2/2015 12:07 PM |
| 115 | DIBELS | 11/2/2015 11:53 AM |
| 116 | I use a pre and post made up based on the National standards in Guidance and counseling. | 11/2/2015 11:41 AM |
| 117 | Achieve 3000 from a practical stand point students and teachers get immediate feedback and generated opportunities for differentiation. that | 11/2/2015 11:31 AM |
| 118 | Achieve - the instant feedback to students and periodic evaluations of students' progress is useful | 11/2/2015 11:29 AM |
| 119 | Teacher created assessments because they reflect what we are teaching and what students should be able to know. | 11/2/2015 11:24 AM |
| 120 | The Math Curriculum assessments are very useful because they align with common core. | 11/2/2015 11:06 AM |
| 121 | SRI/SMI/Fresh Reads Obtaining quick class reports is crucial for reteaching and progress monitoring | 11/2/2015 10:50 AM |
| 122 | Hopefully Math Expressions will, it looks great- still early to tell. DIBELS- teachers seem to be able to use this to guide instruction. | 11/2/2015 10:38 AM |
| 123 | SRI --to measure lexile level Common Assessments that Assess Skills (not Fresh Reads) | 11/2/2015 10:09 AM |
| 124 | Science - End of Unit Assessments: I am able to assess what my students know and don't know. | 11/2/2015 9:21 AM |
| 125 | SRI and SMI, Grade level developed tests, DIBELS | 11/2/2015 9:05 AM |
| 126 | The Unit tests in math | 11/2/2015 8:33 AM |
| 127 | SRI because it allows me to see where my students are with their reading level, and is a good benchmark throughout the year | 11/2/2015 6:49 AM |
| 128 | Sight Word Assessment, running records, ELBRS - because I get specific detailed information about each of my students. | 11/1/2015 8:02 PM |
| 129 | The SRI and SPI are helpful in breaking down areas of need to guide instruction | 11/1/2015 2:33 PM |
| 130 | Smarter Summative - Curriculum textbook connection with Performance Tasks | 10/31/2015 9:14 PM |
| 131 | Accelerated Reading book tests are helpful because i can see what types of books my students are choosing to read independently and at what level they can comprehend. This is valuable for holding them accountable for reading. | 10/31/2015 8:54 AM |
| 132 | SRI and SMI - computerized test that builds on students correct answers and most importantly it is a growth model test, | 10/31/2015 7:26 AM |
| 133 | NA - I only have one, so I can't choose the "most" | 10/30/2015 5:25 PM |
| 134 | teacher created assessments combining our curriculum and standards because it assesses what we teach. I also like SRI and SMI because they are short and give immediate feedback. The kids do not get too overwhelmed by its length. | 10/30/2015 4:40 PM |
| 135 | Sri- because it's fast and gives reading level | 10/30/2015 4:28 PM |
| 136 | Spelling Inventory, DIBELS, Performance Plus Math | 10/30/2015 3:57 PM |
| 137 | I find the SRI data very helpful but would like to see it more frequently used so better measure students' true progress. I would more detailed information from the ACCESS tests to better serve my ELL students. | 10/30/2015 3:46 PM |
| 138 | Common Formative Assessments, Teacher-made, Common Grade Level, and STAR Reading/Math- They are used to collect data frequently and are used often. | 10/30/2015 3:38 PM |
| 139 | Teacher Created, Common Curriculum, Common Grade Level, Star reading/math, and and Formative Assessments because they are used frequently to collect data. | 10/30/2015 3:38 PM |
| 140 | informal phonics inventory: I use this to drive my small group instruction for reading. It helps me target specific phonics skills for my students work on, while simply reviewing ones they already know in context. | 10/30/2015 3:29 PM |

Assessment Inventory Uses

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| 141 | PLC created assessments and Math Expressions quizzes and Unit tests. | 10/30/2015 3:24 PM |
| 142 | Scott Foresman Fresh Reads because they are a weekly test that I can use to measure progress each week. | 10/30/2015 3:14 PM |
| 143 | Teacher made assessments ONLY!! | 10/30/2015 2:54 PM |
| 144 | I find assessments that I've made or that I've made with my PLC partner as they are actually aligned with the curriculum and the common core, unlike other assessments. | 10/30/2015 2:37 PM |
| 145 | The Comp 5 writing assessment is useful. It helps me see my students' growth in writing and using text evidence to support their response. I also think Achieve 3000 is an excellent classroom tool to use to help build reading fluency, build comprehension and vocabulary skills. | 10/30/2015 2:25 PM |
| 146 | SRI for lexile level Math Expressions Assessments-common testing | 10/30/2015 2:17 PM |
| 147 | The SRI is useful because I can get a quick gauge of my students' reading levels before beginning texts. It helps me determine how much difficulty the students may have with a text. | 10/30/2015 2:03 PM |
| 148 | SF unit assessments for reading comprehension- | 10/30/2015 2:00 PM |
| 149 | Getting idea of their foundation level to build from | 10/30/2015 1:53 PM |
| 150 | SRI and Achieve. Both of these tests are the correct length to assess, but not fatigue. | 10/30/2015 1:49 PM |
| 151 | my classroom test. They are made to directly align with the ccss and I can see how my students answered the questions | 10/30/2015 1:45 PM |
| 152 | SAT. Utility to students | 10/30/2015 1:27 PM |
| 153 | I find the SRI and the SMI assessments the most useful due to the fact that there is a baseline, interim, and End of year component to it. The information can help drive instruction and shows growth | 10/30/2015 1:21 PM |
| 154 | none | 10/30/2015 1:15 PM |
| 155 | Dibels--narrow skills assessed | 10/30/2015 1:01 PM |
| 156 | Scholastic Reading and Phonics Inventory - if I know the students completed correctly and didn't rush through. They are helpful to know what level my students are Reading at. | 10/30/2015 12:55 PM |
| 157 | DOLCH sight word assessment is most useful because it measures word analysis and provides parent and teacher information the grade level their child is functioning on. It's quick and easy to give. | 10/30/2015 12:51 PM |
| 158 | Common math expressions assessments. They are a true reflection of what was taught, and show what needs reteaching. | 10/30/2015 12:28 PM |
| 159 | star data | 10/30/2015 12:04 PM |
| 160 | ACCESS tests allow us as ESL teachers to best gauge levels of students and where to start with them in the fall | 10/30/2015 12:02 PM |
| 161 | SRI, SMI and DIBELS because you can actually see what skills students need to work on. | 10/30/2015 11:58 AM |
| 162 | SAT - determines if you get in to college. | 10/30/2015 11:42 AM |
| 163 | I find DIBELS to be the most useful because it tests the students on decoding and fluency. | 10/30/2015 11:41 AM |
| 164 | The assessments given in my classroom. None of the above. | 10/30/2015 11:13 AM |
| 165 | DIBELS - Provides data for reading readiness | 10/30/2015 11:08 AM |
| 166 | School common mid terms and finals: assessment OF learning withing the classroom (what teachers CAN control) Common Teacher-made Assessments: assessment OF learning withing the classroom (what teachers CAN control) | 10/30/2015 11:06 AM |
| 167 | I do not find state assessments useful. | 10/30/2015 10:44 AM |
| 168 | SAT - Still important for students seeking college. | 10/30/2015 10:35 AM |
| 169 | Achieve 3000 Level Sets - easy to understand current performance and measure growth Common Curriculum Assessments and Common Formative Assessments - immediate measure of student understanding and mastery | 10/30/2015 10:32 AM |
| 170 | CFA - Checks learning at a point prior to summative | 10/30/2015 10:31 AM |
| 171 | Running records because they show me reading errors and reading growth. I can see each child's individual growth | 10/30/2015 10:30 AM |
| 172 | SRI- The lexile level can be used to help select appropriate reading material for each child. Dibels ORF- Being able to hear each student read aloud, helps me determine if more fluency work is needed or more comprehension. It also lets me group students together with similar needs. | 10/30/2015 10:27 AM |

Assessment Inventory Uses

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| 173 | I found that in-situ classroom based assessments are the most useful provided they are both valid and reliable. With respect to formal assessments, I find the data contained in achievement, cognitive and behavior assessments that are normed to a larger population more insightful because they have a larger scope and sequence and do a much better job targeting strength and deficit areas. | 10/30/2015 10:15 AM |
| 174 | Component V Pre-Post tests. The pre-test provides me very specific information as to where my students are in the courses that I teach. It allows me to scaffold my instruction throughout the year. The post test reassures me that it was a successful year for my students. | 10/30/2015 10:03 AM |
| 175 | Dibels, Access, Reading Assist assessments | 10/30/2015 9:56 AM |
| 176 | Scholastic Phonics Inventory- gives a clear picture of my students' understanding in English sounds Scholastic Reading Inventory- provides a Lexile level for each student which helps me design appropriate instruction based on their reading levels ACCESS testing- Provides proficiency levels for all ELLs in listening, reading, speaking, and writing which allow for proper student placement and identification for those who need English language supports and/or interventions | 10/30/2015 9:41 AM |
| 177 | ACCESS testing helps determine the students' levels of proficiency and needs. | 10/30/2015 9:40 AM |
| 178 | Self generated within my class setting on topics concepts of my instruction | 10/30/2015 9:36 AM |
| 179 | I find the assessment design by the departments teachers at schools. | 10/30/2015 9:31 AM |
| 180 | Dibels and reading series testing. Both tests have a reading and comprehension piece which is needed for first grade. | 10/30/2015 9:28 AM |
| 181 | embedded assessment within instruction: grade-level appropriate assessments that are school-wide are the most useful. There is too much disparity among our schools to ask students to take the exact same test in all of them. Schools should be allowed to do what is best for their population. | 10/30/2015 9:21 AM |
| 182 | DIBELS and Informal Phonics Inventory for screening and diagnosing reading strengths and weaknesses. Sharon Walpole assessments are very useful for showing growth. | 10/30/2015 9:15 AM |
| 183 | Common Teacher Made Assessments - They are created with specific standards in mind and the teacher can determine what questions and tasks are best for their students. Can be differentiated to best give useful information about what each child has learned. | 10/30/2015 9:06 AM |
| 184 | SF Reading Street Weekly Success Predictor which we are required to give every other week. It is short, one-on-one, and more accurately assesses a student's reading ability than DIBELS CLS subtest. | 10/30/2015 8:55 AM |
| 185 | SRI is useful because it gives me an idea of my students' Lexile levels and it can be completed in a reasonable amount of time. Curriculum assessments are helpful because they are tied to what I'm teaching. | 10/30/2015 8:54 AM |
| 186 | MAP - I gave us exactly what we needed to teach in MATH and READING. It grouped them for us into different levels. | 10/30/2015 8:51 AM |
| 187 | Classroom Based Assessments - What gives you a clearer picture than how the students are doing right now on current instruction? SMARTER Balance - gives some insight in to how the students think about problems and may be useful in the future when the students have caught up to the level that is being tested. SMI- May be more useful if I knew more about it. | 10/30/2015 8:49 AM |
| 188 | Unique Learning Systems Benchmarks and Monthly Checkpoints. The assessments are computer-based and all data is recorded electronically. Teachers can pick benchmarks that would benefit individual students. | 10/30/2015 8:40 AM |
| 189 | The music K Pre/Post test from Performance Plus is useful for my measure B. | 10/30/2015 8:34 AM |
| 190 | Pre-test: It gives me an idea of concepts I need to review more with my students throughout the year. | 10/30/2015 8:14 AM |
| 191 | Pre and Post Test (State issued through DSC) I helps me to know how much my students know prior to taking my class and helps me to meet them at their knowledge level. | 10/30/2015 8:10 AM |
| 192 | Teacher created assessments are most useful because they measure current students achievements and needs. | 10/30/2015 7:54 AM |
| 193 | teacher / department made on topic | 10/30/2015 7:50 AM |
| 194 | STAR - This is very informative | 10/29/2015 8:44 PM |
| 195 | teacher made assessments - more geared to students, sri and smi - immediate results, pre and post test | 10/29/2015 6:35 PM |
| 196 | SRI because you are able to guide your teaching according to your students levels, SMI is new this year, however, it also identifies students strengths and weakness so you can differentiate lessons | 10/29/2015 4:38 PM |
| 197 | STAR reading- It provides teachers with accurate grade level information for progress monitoring and bench marking. | 10/29/2015 3:53 PM |
| 198 | Common Teacher Made Assessment- It helps assess students at that moment in time when instruction is being given. It can be formative in nature which allows me time to further re teach to help students prior to a summative assessment. It measures students performance on current skills, not 6 months later in which they may have forgotten. | 10/29/2015 3:47 PM |

Assessment Inventory Uses

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| 199 | Teacher created assessments are most useful because results are immediately available and easily accessible. | 10/29/2015 3:04 PM |
| 200 | The teacher made assessments are most useful because as a teacher we know what are students need to work on and understand the best ways to assess them. | 10/29/2015 1:41 PM |
| 201 | Informal Phonics Inventory - the results decide what Walpole small reading group skill I will teach and what students will be in each group. Dibels - helps determine fluency and decoding skills Reading Fresh Reads - helps determine comprehension level. | 10/29/2015 12:14 PM |
| 202 | Common Formative Assessments because they test student knowledge on material that is actually being taught in the classroom. | 10/29/2015 10:01 AM |
| 203 | I like the SRI, but it would be better if we could see exactly what areas our | 10/29/2015 9:26 AM |
| 204 | Star Math and Star reading because I feel that they give a true indicator of student percentile, ranking, and progress. | 10/28/2015 6:45 PM |
| 205 | words their way- good for assessing spelling level. Although the majority of the sections are above first grade level. Informal Phonics Inventory- good basic assessment. | 10/28/2015 4:36 PM |
| 206 | Dibels Progress monitoring, benchmark Curriculum Fresh reads, selective tests | 10/28/2015 3:54 PM |
| 207 | Most formative assessments hold more valuable info. for me. Formative assessments and routine observations are ongoing quick checks of the student's understanding and guide my daily planning and pacing. They are the most useful in my practice. | 10/28/2015 2:50 PM |
| 208 | Diagnostic Assessments at the beginning of the year are the most useful, because they allow you to teach what you need to teach to the students you have that year. | 10/28/2015 2:46 PM |
| 209 | Smarter Summative to see where my students compare with other students in the state. Component V Pre and Post to see how much my students learned in my courses at the end of the year. Common Mid term and Final exam to see my students progress and mastery in my course. | 10/28/2015 2:23 PM |
| 210 | Building level common assessments; they assess what's valuable to me and what aligns with what I've taught | 10/28/2015 2:18 PM |
| 211 | The district/state required assessments do not provide information about each students' strengths and weaknesses. I think the most useful assessments are the ones that I create and score myself. | 10/28/2015 2:11 PM |
| 212 | Any assessment will help student learn how to take assessments. | 10/28/2015 2:11 PM |
| 213 | Visual arts pre-post tests | 10/28/2015 1:23 PM |
| 214 | SMI and SRI because we are able to provide individualized instruction based off of student needs. We use these scores to create leveled groups in Reading and Math. | 10/28/2015 1:05 PM |
| 215 | Pre and post tests.....because they are designed specifically around my population of students and the schedule I have to teach the material. | 10/28/2015 11:36 AM |
| 216 | Weekly progress monitoring- fresh reads, vocabulary, and quizzes introduced with the new math curriculum | 10/28/2015 9:49 AM |
| 217 | AP exams, SAT because students can earn college credit/help with college admissions. The New SAT will now include history/social studies. | 10/28/2015 9:29 AM |
| 218 | Math and Reading formative assessments and Pre and Post tests from beginning to end of year to show growth | 10/28/2015 8:18 AM |
| 219 | My pre- and post test from my own curriculum that I created. | 10/28/2015 8:14 AM |
| 220 | Common Grade Level Assessments are useful in noting student's growth and remaining challenges. Good periodic checks. | 10/28/2015 7:57 AM |
| 221 | Smarter Balanced because it offers some information about incoming students at the beginning of the year. | 10/28/2015 7:54 AM |
| 222 | Math X: assesses what is taught within the unit and can be used for regrouping and remediation SRI//SMI - if they are truly aligned to CC, then the data is useful to see what the students are ready to learn next. | 10/28/2015 7:47 AM |
| 223 | PSAT to have students exposed to the SAT | 10/28/2015 7:46 AM |
| 224 | Teacher created assessments because my children on the autism spectrum need grade level materials taught and tested differently with modifications. | 10/28/2015 7:19 AM |
| 225 | 1. SRI >> SPI - gives Lexile range and is useful in forming classroom reading groups SMI - it is helpful to be able to pull students' completed tests to identify needs through error analysis 3. Words Their Way - helps identify needs/informs phonics instruction 4. DIBELS - provides accurate picture of oral reading fluency, error patterns, and retell quality 5. ELA and Math curriculum based assessments - helps chart progress regularly on curriculum content and inform instruction | 10/27/2015 10:03 PM |

Assessment Inventory Uses

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| 226 | SRI seemed to be a fair tool to measure growth of students. | 10/27/2015 5:15 PM |
| 227 | dibels--gives specific results to help with grouping students to meet their needs | 10/27/2015 4:07 PM |
| 228 | PLC created formative assessments because we know our students and it helps us plan remediation and better instruction | 10/27/2015 3:37 PM |
| 229 | Smarter balance summative | 10/27/2015 3:24 PM |
| 230 | Dibels, because I can see more growth using that. | 10/27/2015 1:57 PM |
| 231 | Teacher assessment and observation (alternative measures). | 10/27/2015 1:52 PM |
| 232 | PSAT, SAT, AP, IB because they have intrinsic value to the students. A test without student value, no matter how expensive or well constructed, is a valid measure of nothing. Teacher created tests that measure student classroom mastery. These always have value because they are part of a student's classroom grade. SMI and SRI because we are using them to measure growth (and they are a part of the student classroom grade). | 10/27/2015 1:40 PM |
| 233 | Fresh Reads. They let you know how the students are performing on grade level reading comprehension. | 10/27/2015 1:03 PM |
| 234 | Scholastic Reading Inventory gives basic information to begin the year. | 10/27/2015 12:38 PM |
| 235 | For myself- I like pre and post test. you have questions based off of the material students have to fill out prior and post to know. You gather what they understood from the material taught. | 10/27/2015 12:25 PM |
| 236 | n/a | 10/27/2015 12:12 PM |
| 237 | SMI math and Curriculum based assessments are the most useful because they provide the more accurate data on student understandings. | 10/27/2015 12:03 PM |
| 238 | SRI- Shows right where they are | 10/27/2015 12:03 PM |
| 239 | SRI, helps to understand much of ELA | 10/27/2015 11:52 AM |
| 240 | I prefer teacher made classroom assessments. I find them very informative. | 10/27/2015 11:27 AM |
| 241 | DIBELS because it helps me to see what I need to work on with my RTI students. | 10/27/2015 11:06 AM |
| 242 | Curriculum based assessments, STAR Reading and STAR Math | 10/27/2015 10:55 AM |
| 243 | Common Curriculum Based assessments because they give a day to day assessment of students understanding. | 10/27/2015 10:46 AM |
| 244 | I like the common reading comprehension assessments used at the end of each story in the unit. | 10/27/2015 10:06 AM |
| 245 | MidTerms & Finals | 10/27/2015 10:00 AM |
| 246 | The assessments that I find most useful are teacher/team created assessments. That type of assessment is in direct correlation to what we are teaching at a given time. DIBELS is some what helpful because of the content, however it does not always paint the whole picture. | 10/27/2015 9:59 AM |
| 247 | PSAT- because it gives clear feedback as to weaknesses and strengths. | 10/27/2015 9:46 AM |
| 248 | Common teacher made assessments - these are written to correspond to the actual CCSS that are being taught to students and that students are expected to know and understand. | 10/27/2015 9:43 AM |
| 249 | my own. | 10/27/2015 9:36 AM |
| 250 | Teacher created and curriculum assessment. Provide more validity because they are based on what students are learning | 10/27/2015 8:50 AM |
| 251 | None | 10/27/2015 6:53 AM |
| 252 | Sri smi It's differentiated | 10/27/2015 6:20 AM |
| 253 | Dibels can help predict a students' future reading achievement. | 10/26/2015 10:39 PM |
| 254 | DIBELS, | 10/26/2015 9:07 PM |
| 255 | The assessment I felt most useful for second grade was NWEA which we do not use anymore. This test gave good information and had benchmark scores for our students. | 10/26/2015 8:44 PM |
| 256 | STAR Reading and STAR Math as they give the grade equivalency which makes it easier for me to see what the student can do. | 10/26/2015 8:34 PM |
| 257 | Assessments that are related to what we teach and take only 30-45 minutes to administer. Anything over this time limit disengages the student. | 10/26/2015 8:22 PM |

Assessment Inventory Uses

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| 258 | The common assessments created by my team are the most useful. We know our kids and the common core so the data that comes back is more useful then looking, giving, and data from a vendor "program" assessment that we would just teach to. | 10/26/2015 8:22 PM |
| 259 | Scholastic reading j ve tort to understand student levels. | 10/26/2015 8:02 PM |
| 260 | Reading Series Benchmarks, Formative Assessment Probes in Math, Phonics Inventory, Words Their Way Assessment are all useful. They give useful information throughout the school year to drive instruction and meet student needs. Also helpful in forming small groups for instruction. | 10/26/2015 7:48 PM |
| 261 | Teacher made assessments because it usually gives you the exact skill you are trying to assess | 10/26/2015 6:07 PM |
| 262 | School based assessments because we get immediate results. | 10/26/2015 5:21 PM |
| 263 | Internal teacher developed assessments are most useful. Smarter is somewhat. Scholastic math is TRASH. | 10/26/2015 4:51 PM |
| 264 | Dibels, teacher made assessment (alphabet, sounds, etc) | 10/26/2015 4:39 PM |
| 265 | We use DIBELS and SRI to screen for RTI placement. However, Words Their Way is most useful for targeting skills needed. These tests give us a fairly complete picture of student skills and needs. | 10/26/2015 4:31 PM |
| 266 | I find the assessments that I use that align with the core grade level materials being used in the class are the most helpful. I know they are aligned with the CCSS and that they are grade level and add a level of rigor in terms of instruction. | 10/26/2015 4:30 PM |
| 267 | DIBELS as you see clear progress in student ability. They are not allow computer literate so making these tests computer based does not fully assess their abilities. | 10/26/2015 4:26 PM |
| 268 | teacher created assessments. DIBELS non-sense words, math assessments | 10/26/2015 4:15 PM |
| 269 | Science pre, and post-test Star reading, SMI,SRI, AR These are the assessments that I use to monitor progress | 10/26/2015 4:10 PM |
| 270 | The new math assessments that are part of our math program are useful because they directly correlate to the instruction. | 10/26/2015 4:09 PM |
| 271 | Words Their Way Inventory: Shows what isolated skill the student needs to focus on. | 10/26/2015 4:00 PM |
| 272 | DIBELS, SRI reading and SRI Math - results are immediate and screen several things to inform my instruction. | 10/26/2015 3:56 PM |
| 273 | Summative Assessment Coalition: I pick apart the assessments and choose to use some of the questions on my tests. I do this because some questions are poorly written, or I do not have enough time to cover the content of a particular question(s). | 10/26/2015 3:53 PM |
| 274 | Dibels-fluency- allows to measure wpm | 10/26/2015 3:49 PM |
| 275 | The classroom level assessments that are used to determine a student's level of understanding in the content. | 10/26/2015 3:35 PM |
| 276 | Teacher / Team Created assessments. They provide greater detail as to how students are progressing and are aligned in the manner consistent with how the information is presented to the students | 10/26/2015 3:28 PM |
| 277 | Dibels Next, Phonics Inventory, Frye 100 Words List, SF BOY Assessment, Math Expressions BOY Assessment; I find these most useful because they are research based to eliminate bias and give an accurate snap shot of a students' skills. | 10/26/2015 3:27 PM |
| 278 | I find SRI to be useful because it provides immediate feedback and the reporting site provides parents and teachers with a lot of information. | 10/26/2015 3:15 PM |
| 279 | component 5 pre-test assess student knowledge of 6th grade curriculum so I can modify instruction | 10/26/2015 3:14 PM |
| 280 | The one relative to my class also the reading level. | 10/26/2015 3:05 PM |
| 281 | STAR and SRI tests provide important lexile information and grade-level reading information that I use on a daily basis. | 10/26/2015 3:05 PM |
| 282 | I find the Elbers the most useful assessment for ELA. Teacher created assessments are the most helpful. | 10/26/2015 3:05 PM |
| 283 | ELBRS - Gives a clear understanding of letter identification and sound knowledge. Assesses rhyming, beginning sounds and phoneme segmentation/blending. These are all age -appropriate skills that aid in report card grading. | 10/26/2015 3:03 PM |
| 284 | ELBRS is very useful for ELA. Dibels is useful as well. | 10/26/2015 3:03 PM |
| 285 | ELBRS - gives specific information about phonemic awareness levels | 10/26/2015 2:59 PM |
| 286 | Star Math and Star Reading are useful to calculate grade level and Independent levels. I like seeing the growth | 10/26/2015 2:56 PM |
| 287 | modified unit assessments | 10/26/2015 2:55 PM |

Assessment Inventory Uses

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| 288 | SMI - immediate feedback | 10/26/2015 2:55 PM |
| 289 | Teacher made assessments: My subject area is not included in any of the tests above. | 10/26/2015 2:54 PM |
| 290 | Scholastics math Inventory | 10/26/2015 2:48 PM |
| 291 | I find the school day SAT to be the most useful because some students may not be able to take the SATs for financial reasons so I think it is excellent that they have an opportunity during the school day. Since we promote college and career readiness I think we should be providing all students with the same opportunity to take the SAT which is such a major component to college applications. It also is a test that has direct application to student's personal life so they actually try their best compared to the smarter balanced assessment which does not directly effect the student but has a major impact on the school and on teachers. When test's don't directly impact students, I find they have lower motivation to do well. | 10/26/2015 1:31 PM |
| 292 | SRI-Immediate feedback | 10/26/2015 12:43 PM |
| 293 | Unit tests that come with the text books. Very useful. | 10/26/2015 12:13 PM |
| 294 | Red Clay phonics inventory, DOLCH sight word assessment is useful because it gives a baseline.The Math expressions assessment B that is multiple choice is also helpful for my population of students. | 10/26/2015 12:00 PM |
| 295 | Assessments like SRI, SMI, Words their Way Spelling and Writing assessments that detail what the student needs to work on are useful. | 10/26/2015 10:43 AM |
| 296 | SAT - measures college readiness, it is standardized across the country, students and parents take it very seriously. PSAT - as above. AP Testing - as above Teacher created assessments - created by professionals to measure student standards acquisition, graded quickly, used to calibrate teaching. | 10/26/2015 9:49 AM |
| 297 | None | 10/26/2015 9:45 AM |
| 298 | midterm and final exams; all schools do this as well as colleges. prepares for college type tests on whole content. | 10/26/2015 9:09 AM |
| 299 | The benchmark tests provide a starting point for teachers so that we can meet students where they are to get them to the next level. | 10/26/2015 9:05 AM |
| 300 | Grades | 10/26/2015 8:58 AM |
| 301 | PLC created assessments | 10/26/2015 8:48 AM |
| 302 | Curriculum assessments because they are aligned to what is being taught in class daily. | 10/26/2015 8:47 AM |
| 303 | The Component V pre and post tests allow me to see where my students begin with their prior knowledge and will finish at the end of the term. | 10/26/2015 8:45 AM |
| 304 | (Not listed) - Teacher-created Letter naming/sounds/High Frequency Words/Number inventories - tells exactly what each student knows and areas in need of improvement. Also shows improvement across the school year. | 10/26/2015 8:42 AM |
| 305 | Assessments that accurately assess the reading level of my students in order to better tailor my lessons to them. | 10/26/2015 8:38 AM |
| 306 | SRI because it does an accurate job at assessing students reading level and has a reasonable table for growth. It helps teachers see what students need to work on and if they've made progress throughout the year. Same with Achieve 3000 level set tests. Common summative assessments made in grade level PLC's: it helps teachers know what concepts students are mastering and what concepts they are struggling with and may need re-teaching. It helps to compare across the whole grade. | 10/26/2015 8:34 AM |
| 307 | Reading Benchmarks- Drives my instruction | 10/26/2015 8:03 AM |
| 308 | SRI - gives information on students' reading levels. Also helps group students for RTI Reading Series Benchmarks - provides information of standards that are mastered or need more time to teach | 10/26/2015 7:55 AM |
| 309 | AP Exams, good measure. Achievement type test, to see what students have learned at end of course | 10/26/2015 7:13 AM |
| 310 | Teacher created formatives and vendor created assessments- they are most closely tailored to match instruction taking place in my classroom. | 10/25/2015 8:09 PM |
| 311 | DIBELS - assesses important skills three times a year. Identifying needs and showing growth. | 10/25/2015 7:37 PM |
| 312 | Scholastic Reading Inventory - This assessment is low-pressured and does not take too long to administer. It provides a snapshot of progress over the school year. Scholastic Math appears to be the same, although we have only used it once. Our school uses Star Reading and this too requires little time to administer and gives me a good measurement of students' growth over time. I have given this three times per year in the past, but will most likely only do two this year. Exit tickets/common teacher made assessments are very useful as formative assessments for our grade level teams. We can discuss results after administration and adjust our teaching strategies. | 10/25/2015 6:09 PM |

Assessment Inventory Uses

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| 313 | Teacher created assessments (formative and summative). I know what math is being taught, and assessed. I am very able to gear my instruction and assessment together if I have enough planning time. | 10/25/2015 5:10 PM |
| 314 | I find the reading street benchmark assessments, teacher-created formative assessments (letters, sight word identification, numbers, and counting, etc.) and the curriculum-based mathematics (Math Expressions) assessments to be the most useful because they provide feedback on how well students are learning the given content. | 10/25/2015 1:09 PM |
| 315 | Formative assessments are the most useful and common assessments such as DIBELS. The component V assessments need to be aligned to our current curriculum, such as Math expressions. | 10/25/2015 1:04 PM |
| 316 | Dibels, very revealing as to specific student needs | 10/25/2015 11:38 AM |
| 317 | Dibel | 10/24/2015 12:37 AM |
| 318 | Teacher created, fresh reads, unit tests, new math curriculum assessments | 10/23/2015 4:22 PM |
| 319 | DIBELS: most geared toward my area of expertise STAR Reading: Gives us baseline information Scott Foresman: gives us data to guide instruction. AR: Good motivating tool for kids | 10/23/2015 3:11 PM |
| 320 | Common Teacher Made Assessments within school | 10/23/2015 2:54 PM |
| 321 | Words Their Way spelling inventory - identify starting point of phonics instruction or gaps in phonics DIBELS all sub tests with the exception of DAZE | 10/23/2015 2:37 PM |
| 322 | Teacher Created Assessments are the most useful because they are created in CTP and teachers can discuss and create the assessments together based on the levels of their individual students. SRI and SMI are both good assessments at this time because they level the students and give a good starting point at the beginning of the year. I would like to see an option for teachers that show the areas of need for students, such as, the areas of weakness and what they need the most work on. | 10/23/2015 2:13 PM |
| 323 | Smi would be the most useful if it broke down the categories better in math. I like that it ties together with the math RTI program we are implementing | 10/23/2015 12:51 PM |
| 324 | scholastic reading inventory | 10/23/2015 9:04 AM |
| 325 | DIBELS | 10/23/2015 7:44 AM |
| 326 | Spelling Inventory Quick and gives phonics data | 10/22/2015 9:05 PM |
| 327 | Benchmark tests because they give you individual data as well as class averages on all aspects of reading. | 10/22/2015 5:59 PM |
| 328 | I find formative assessments most valuable because I use them to direct my instruction. This also provides great feedback for students' progress | 10/22/2015 4:59 PM |
| 329 | STAR Reading STAR Early Literacy. These tests allow teachers to get a rough idea of students reading level which is very helpful for grouping and differentiation. | 10/22/2015 4:56 PM |
| 330 | The reading curriculum and teacher made assessments. I also find the math assessments in the assessment book useful. | 10/22/2015 3:59 PM |
| 331 | Authentic or teacher made assessments work best because the teachers knows what to assess the students on. | 10/22/2015 3:12 PM |
| 332 | STAR and DIBLES because they tell the best information on the level of the child. | 10/22/2015 2:57 PM |
| 333 | MAP....immediate_quick_national%_resources I_know_we_don't_use_it My_space_bar_isn't_working | 10/22/2015 2:30 PM |
| 334 | SAT/AP exams are most useful at the HS level. Students are invested in the results, and they are standardized. | 10/22/2015 2:28 PM |
| 335 | Teacher made assessments- it is tailored to our students. | 10/22/2015 1:28 PM |
| 336 | My classroom assessments and the common assessment because they reflect what students have learned in my class, which is the CCSS. Also the STAR test, which just gives me a quick look at their reading level (based on vocab) at the beginning of the year. | 10/22/2015 11:06 AM |
| 337 | assessments that give immediate feedback/scores are the most useful for a teacher. getting scores months after the children are out of your class are worthless | 10/22/2015 10:58 AM |
| 338 | PLC/Grade level created assessments, authentic, easy to administer/grade, and timely | 10/22/2015 10:00 AM |
| 339 | Weekly school and grade level assessments: they are the most useful because they are aligned with the curriculum being taught | 10/22/2015 9:40 AM |
| 340 | I don't give district or state tests in the library. | 10/22/2015 9:27 AM |

Assessment Inventory Uses

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| 341 | Teacher generated assessments are most useful because they are aligned to standards and content covered in class. These assessments are designed to assess specific content and skills covered in class to authentically assess student growth. | 10/22/2015 7:30 AM |
| 342 | School wide common assessments that can be modified for resource, co or honors. This is most useful so that our PLC can develop strategies that target populations of students and see greater growth within our student population. | 10/21/2015 9:46 PM |
| 343 | There is not one that I find most useful for all of my students. All of my students are different and there is no one test that works for all or most. | 10/21/2015 7:53 PM |
| 344 | The AAPPI test is the most useful since it will determine placement for students in high school. | 10/21/2015 11:28 AM |
| 345 | na | 10/21/2015 8:56 AM |
| 346 | My component 5 measure C pre- and post test | 10/21/2015 8:50 AM |
| 347 | Performance Plus I can see the strengths and weaknesses so I know what to teach | 10/20/2015 7:02 PM |
| 348 | Common lesson with teachers from my school and my district. They are created by teachers who know the student we are working with. Not all students need to learn the same things across the vast country. Teachers and students see value in them because they are locally produced, graded, and reflected on. | 10/20/2015 5:17 PM |
| 349 | MY OWN - I am testing what the students have learned in MY classroom. | 10/20/2015 4:58 PM |
| 350 | Math- The ones I make | 10/20/2015 4:38 PM |
| 351 | Quick quiz for math expressions | 10/20/2015 4:08 PM |
| 352 | Any assessments that will break down weaknesses and strengths | 10/20/2015 3:54 PM |
| 353 | SRI- because it gives Lexile levels, it allows for practice taking tests on a computer, and it has useful parent info. | 10/20/2015 2:48 PM |
| 354 | Common Formative Assessments that test the skills of the standards. These assessments convey skill proficiency in most of the expectations of standards; CFAs additionally assist in the remediation of insufficient skills. | 10/20/2015 1:38 PM |
| 355 | State Final Exam | 10/20/2015 1:37 PM |
| 356 | SRI and Pre/ post test essay. They give a good picture of students' writing and reading levels. | 10/20/2015 1:00 PM |
| 357 | Common Grade Level Assessment. they are tailored to our students and the work we do in the classroom. | 10/20/2015 12:57 PM |
| 358 | APPL - should also be used for placement of non-native students who have been exposed to the target language. | 10/20/2015 12:26 PM |
| 359 | Performance is the best assessment | 10/20/2015 12:14 PM |
| 360 | Classroom assessment - it relates to what is being taught | 10/20/2015 12:04 PM |
| 361 | None of the testing really helps much; they need time to write more, think more and discuss more. | 10/20/2015 11:28 AM |
| 362 | PSAT and SAT. They focus on transferable and relevant skills. | 10/20/2015 11:00 AM |
| 363 | Spelling Inventories, Running Records, Sight Word Inventories all help know students current level and help form reading groups. Math quizzes help know if the content is being taught effectively and whether there needs to be small group teaching or reteaching | 10/20/2015 10:46 AM |
| 364 | Most are ok, but most need to be used with other data in order to get a better picture of what a student knows. I do like that some (SRI/STAR) have ways to assess if a student is exceeding grade level expectations. We need to know how and when to challenge students, not just identify when they are below or on grade level. I really liked using the Fountas and Pinnell leveled reading assessments. The data I got was spot on, specific, and put students in books that were perfect for them when they had to read independently. | 10/20/2015 9:26 AM |
| 365 | AP Exams because there is a positive outcome for students that are prepared and excel. There is an accountability standard on the student and therefore it will ensure a better effort than other testing. | 10/20/2015 8:39 AM |
| 366 | NONE | 10/20/2015 8:34 AM |
| 367 | AP scores, because the kids are tested when they are appropriately prepared, not in the middle of May when there are still WEEKS left in school | 10/20/2015 8:02 AM |
| 368 | none DCAS and MAP were very helpful | 10/19/2015 10:20 PM |
| 369 | AAPL to help assess 8th graders and their loevel of ability | 10/19/2015 2:35 PM |
| 370 | DIBELS, gives me a general over view of students' skills, may show growth | 10/19/2015 2:24 PM |
| 371 | I am really appreciative of the new Math Expressions assessments. They test what has truly been taught that unit, but also scaffold the information each unit as well. | 10/19/2015 2:14 PM |

Assessment Inventory Uses

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| 372 | Any assessment that a teacher feels is necessary to know at what level his/her students are performing is useful. Most other tests are given only to fulfill district/state requirements and provide little to no useful information. | 10/19/2015 8:33 AM |
| 373 | ACCESS- Because it's a good way to measure all ELLs. | 10/19/2015 8:15 AM |
| 374 | New Math Expressions assessment because they actually assess what we teach SRI- fairly good indicator of reading level | 10/18/2015 5:10 PM |
| 375 | Math Series Formative and Summatives- ties directly to the standards and the formatives help you to know how students are doing on the material. There is alignment between what is taught, how it's taught and how it is assessed. | 10/16/2015 4:19 PM |
| 376 | Assessment that are more frequent and provided immediate date to drive instruction. | 10/16/2015 3:33 PM |
| 377 | Dibels - excellent predictor; longevity of accuracy; familiarity across Districts | 10/16/2015 12:14 PM |
| 378 | Running records provide me with the most complete picture of my students' comprehension, fluency, and skills | 10/16/2015 9:56 AM |
| 379 | Common Curriculum -based Assessment (Mathematics) | 10/16/2015 9:36 AM |
| 380 | Assessments I create myself. I do not assess students using any of the above tests. | 10/16/2015 7:30 AM |
| 381 | The math vendor assessments from the Math Expressions-they are short and easy to see if the students are mastering the concepts being introduced and the Star Reading and Scholastic Reading Inventory-because they make comparing student abilities possible to create learning groups | 10/15/2015 8:37 PM |
| 382 | SRI gives some usable information, but classroom assessments tell the most about what the students in my room know. | 10/15/2015 8:34 PM |
| 383 | Teacher created common assessments in my content area at my school. Allows teachers to focus on the needs of their students. | 10/15/2015 10:08 AM |

Assessment Inventory Uses

Q9 What assessments do you find the least useful and why? Name the assessment before your explanation.

Answered: 344 Skipped: 261

| # | Responses | Date |
|----|--|--------------------|
| 1 | SMARTER Balanced - interim and summative - take too much time to prepare for and to take. Students experience testing fatigue due to the inordinate amount of time these tests take, coupled with all of the other tests they must take. | 11/8/2015 9:16 PM |
| 2 | Scott Foresman Unit Tests--The majority of students, even successful ones, don't perform well on them, and that's too frequently something we have to communicate to parents. Plus, for the students that do well, there's no "Outstanding" score despite there being an "Outstanding" score on Fresh Reads. | 11/8/2015 10:50 AM |
| 3 | Scott Foresman Unit Tests--The majority of students, even successful ones, don't perform well on them, and that's too frequently something we have to communicate to parents. Plus, for the students that do well, there's no "Outstanding" score despite there being an "Outstanding" score on Fresh Reads. | 11/8/2015 10:46 AM |
| 4 | SMI: not enough information is provided with the scores. | 11/7/2015 5:55 AM |
| 5 | Scott Foresman unit assessments | 11/6/2015 8:47 PM |
| 6 | smarter assessments, sri, | 11/6/2015 2:39 PM |
| 7 | Smarter Balanced - what does it all mean? State pre-tests and post-tests: The state puts out [redacted] tests, doesn't modify them when they [redacted], and expects students to succeed on them even though the people who create them do a poor job. | 11/6/2015 1:13 PM |
| 8 | PSAT - many students do not take it seriously - waste of funds and classroom time. | 11/6/2015 12:24 PM |
| 9 | Kindergarten Readiness... not meaningful. It is not used to drive instruction. No one ever references the results again | 11/6/2015 12:04 PM |
| 10 | Dibels NWF--kids need to read words not nonsense Trailblazer probes | 11/6/2015 11:40 AM |
| 11 | I don't think the DPAS measure B for music is very useful at all. It doesn't seem to measure growth in an effective way for MS level students. It's impractical and doesn't relate well to the skills students are learning in my classes. | 11/6/2015 11:16 AM |
| 12 | SBAC and DCAS scores are questionable as there is not accountability for students. SRI and SMI scores are questionable due to multiple technology issues that impact students' ability to complete the test without interruption. | 11/6/2015 9:43 AM |
| 13 | ones that do not match what we are teaching | 11/6/2015 9:12 AM |
| 14 | Anthology assessments- lower level and I do not find the data is representative of ability- no curve | 11/6/2015 9:08 AM |
| 15 | Smarter Balanced, its an unnecessary test. Junior students are completely over tested. | 11/6/2015 6:38 AM |
| 16 | Naep | 11/5/2015 9:55 PM |
| 17 | Standardized assessments | 11/5/2015 7:10 PM |
| 18 | Comp 5 assessments. Wastes time at the beginning of the year giving students tests that they don't know how to do. It makes them upset and frustrated. In addition they don't reveal much at the end of the year and don't really assess progress of teaching skills | 11/5/2015 7:07 PM |
| 19 | Scholastic Reading Inventory-it did not correlate with Scott Foresman findings or needs that I see in the classroom | 11/5/2015 6:45 PM |
| 20 | K Early Learning Survey Doesn't assist in driving instruction | 11/5/2015 4:45 PM |
| 21 | Early Learner Survey- I don't find the information useful, however; it would be very useful to provide preschools with the data collected. | 11/5/2015 4:44 PM |
| 22 | Smarter Balance - the test is too time consuming and students are unable to maintain their focus as the test takes several weeks. The test takes instructional time away from teachers and time for students to learn is deducted as a result. | 11/5/2015 4:41 PM |
| 23 | Smarter Balance. Not all students test well so the measure of their achievement is not accurate. Other factors can contribute to students not scoring well such as anxiety, hunger, poverty, home issues, etc. These factors are out of the educators control but do effect the students scores. | 11/5/2015 4:41 PM |

Assessment Inventory Uses

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| 24 | All Scott Foresman tests Questions are poorly written | 11/5/2015 4:41 PM |
| 25 | Mandatory Component 5 testing seems so contrived. | 11/5/2015 4:39 PM |
| 26 | Smarter Balanced because it gives us no useful feedback. All Scott Foresman reading assessments | 11/5/2015 4:39 PM |
| 27 | All Scott Foresman tests are very poorly written and are therefore not useful at all. | 11/5/2015 4:39 PM |
| 28 | Fresh reads: not matched to common core, don't use them as a grade, don't necessarily match the skill of the week or have a common focus SRI: we take it too early in the year so the baseline is not accurate, data is not as specific as MAP, | 11/5/2015 4:39 PM |
| 29 | All Scott Foresman assessments are useless because they are so poorly written. They are also far too frequent. | 11/5/2015 4:38 PM |
| 30 | see above | 11/5/2015 4:37 PM |
| 31 | SRI does not always align running records. SMI has not been explained at all. | 11/5/2015 4:37 PM |
| 32 | Fresh Reads do not connect with the common core and are not useful in any way but are required by the district to be given and entered into Progress Monitoring. | 11/5/2015 4:36 PM |
| 33 | Scott Foresman Fresh Reads These assessments do not provide enough information on a students reading ability. The questions are not at the same level of the common core and often do not match the weekly skills that you are teaching. Math Expressions Fluency Checks and Quick Quizes are not valuable. They are not has difficult as the lessons that are being taught and give a skewed appearance of a classes ability. | 11/5/2015 4:35 PM |
| 34 | Reading Street Benchmarks | 11/5/2015 4:35 PM |
| 35 | Scott Foresman Fresh Reads don't always have the best questions and don't assess using texts types that match the instruction of the week. For example, the students sequence a narrative all week, but were assessed on sequencing a recipe. These are 2 different skills. | 11/5/2015 4:33 PM |
| 36 | dibels: not indicative of student performance scott foresman baseline test | 11/5/2015 4:30 PM |
| 37 | Scott Foresman High frequency words- too easy for the kids. Fresh Read stories are low interest. | 11/5/2015 4:27 PM |
| 38 | Scott Foresman Assessment (Vocabulary and Fresh Read) Vocabulary is not grade level appropriate nor are they tier 2 words(Beck et al.). | 11/5/2015 3:59 PM |
| 39 | Smarter Balanced and NAEP are not at all useful. We don't get individual result within the same year they are taken, or as with NAEP, we don't get results. | 11/5/2015 3:10 PM |
| 40 | SRI computer based, kids click through it | 11/5/2015 3:04 PM |
| 41 |]Component five | 11/5/2015 2:51 PM |
| 42 | Component V - some of the tests are repetitive, they are not differentiated to meet diverse needs, and they are not reliable considering that teachers grade their own tests. | 11/5/2015 2:00 PM |
| 43 | smarter balanced was not scored in time to be useful It would have been helpful if it they were scored in beginning of year to help form groups and look at strengths and weaknesses | 11/5/2015 1:50 PM |
| 44 | SRI- total waste of time- torturous to students who wasted valuable learning time while the laptops spun out of control since they hadn't been updated all summer....poorly planned and executed and undermined critical time of setting up classroom management systems while encountering one computer glitch after another.... wasted two afternoons the first few days of school....why???? | 11/5/2015 12:30 PM |
| 45 | fitness gram and the Component V tests | 11/5/2015 12:22 PM |
| 46 | Smarter Balance--Common Core=Common Standards without Common Resources, supplies, or money | 11/5/2015 12:17 PM |
| 47 | Smarter Balance. Worst test used by far in this district. Too long | 11/5/2015 11:56 AM |
| 48 | The IABs....why are they necessary? The SBAC is an intensive assessment but the data is not provided until after the following school year - that makes it useless. | 11/5/2015 11:09 AM |
| 49 | Component V pre- and post test; they are a waste of time | 11/5/2015 10:42 AM |
| 50 | DPAS Component V-They are redundant | 11/5/2015 10:35 AM |
| 51 | SMARTER Balance - we never have the information until next year. We can never address issues with the same students. | 11/5/2015 9:46 AM |

Assessment Inventory Uses

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| 52 | Component V Pre and Post Tests- There are too many mistakes on the tests. Some have maps that are too small or too unclear to read. Some questions are not covered in the curriculum or aren't fully aligned to the standards. There have been Common Core questions added to the social studies post-test when we do not use the Common Core standards in social studies. | 11/5/2015 9:38 AM |
| 53 | DIBELS - if it wasn't timed it would be better. Some students need extra time to think. | 11/5/2015 9:15 AM |
| 54 | Component V student growth Performance Plus assessments because they seem to be the most decontextualized tools from the day in and day out measures that teachers are using to monitor students' learning. | 11/5/2015 8:05 AM |
| 55 | The Baseline for Scott Foresman. Even my low students can pass this test. It shows me nothing other than if the child knows how to read letters and sounds, which is obviously important but I need more which is why I use other assessments/evaluations. | 11/5/2015 6:53 AM |
| 56 | Smarter Balance. There's too much to say here. Poorly designed. No growth model. Barely field tested and thus not a valid, reliable measure of anything. | 11/4/2015 10:41 PM |
| 57 | SMARTER all test, DCAS Science and Social Studies, SMI, SRI All Smarter/DCAS test data were not release in a timely manner to drive instruction. The time taken from classroom instruction can not be justified. The SRI/SMI were difficult to administer. Students were kicked out of the test continuously--sometimes the whole class was kicked out of the test. Some students never got results. There is not enough band-width to support this test. Time invested in all the above test can not be justified. Students were frustrated with the computer problems. Time spent on testing has made student results in less class instruction and the test are not useful in the classroom. | 11/4/2015 10:20 PM |
| 58 | Standardized assessments like DIBELS provide useful data, however, sometimes students score well and still struggle significantly. But once they are core, supports are no longer available. | 11/4/2015 9:49 PM |
| 59 | It is important to realize that the types of assessment that make sense in a particular class situation have a lot to do with the learning goals for that class. So assessments that do not have learning goals included in the equation, are not CCSS aligned, and do not align with the pacing guides are not considered useful. Also those that do not have valid and realistic goals established. Lastly, those that are seen as a means to assign grades and not produce growth(which research has proven occurs daily) are not useful. | 11/4/2015 9:14 PM |
| 60 | SMARTER summative as it doesn't necessarily help guide my instruction | 11/4/2015 7:51 PM |
| 61 | Kindergarten Readiness assessment. It is extremely time consuming and is pointless. How is it supposed to be used? It's only a snap shot of when young students first arrive to school. It doesn't inform instruction. | 11/4/2015 5:54 PM |
| 62 | I think all of the assessments my students are measured by are useful. On-line assessments may not be the best practice for younger students(K-2). | 11/4/2015 4:54 PM |
| 63 | Pre and Post tests. They are not level specific, they are not available for all levels of CTE courses. | 11/4/2015 3:33 PM |
| 64 | Some Day 5 assessments are ineffective and not useful. | 11/4/2015 2:37 PM |
| 65 | Some of the day 5 assessments are ineffective. | 11/4/2015 2:37 PM |
| 66 | Some of the Scott Foresman weekly tests are not valuable because we have not taught the skills yet such as blending. The Early Learners survey is not useful to us because we do not receive any feedback from it and it is VERY time consuming with all the other tests in the beginning of the year. | 11/4/2015 2:36 PM |
| 67 | The Early Learning Survey assessment because we only look at it in the fall and nothing in the spring. | 11/4/2015 2:27 PM |
| 68 | Smarter Summative - students take only once, no growth is shown, student could have a bad day and score low | 11/4/2015 1:18 PM |
| 69 | Smarter Balance. There is no room for improvement, and students don't have the opportunity to see areas of growth or struggle/ | 11/4/2015 1:10 PM |
| 70 | Summative Assessment Coalition Units(Science)--I don't support my students directly in science. | 11/4/2015 12:08 PM |
| 71 | Scholastic Reading Inventory because it is hard to see student improvement if they remain below basic. | 11/4/2015 11:40 AM |
| 72 | Reading Series Benchmark is too long. The stories are often confusing and needlessly convoluting. The assessment includes grammar questions which are not based on the Common Core, nor are they phrased or assessed in the way they are taught. Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well. | 11/4/2015 11:12 AM |
| 73 | n/a | 11/4/2015 10:14 AM |
| 74 | Can't answer the question because I do nto use all but 1 assessment | 11/4/2015 10:11 AM |
| 75 | SBAC | 11/4/2015 9:57 AM |

Assessment Inventory Uses

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|-----|---|--------------------|
| 76 | I find Math fact assessments, SRI (for second grade at least) and DIBELS for most second graders (Tier 1) are useless. | 11/4/2015 8:57 AM |
| 77 | None | 11/4/2015 8:38 AM |
| 78 | Smarter Balance testing is the least useful as it is not designed for differences in academic ability and is difficult for most students with unique learning needs. | 11/3/2015 9:05 PM |
| 79 | Scott Foresman benchmark tests. They aren't a good indicator of the students strengths or weaknesses. They don't assess the skills well enough. | 11/3/2015 3:51 PM |
| 80 | SRI, SMI, Smarter Balanced: we don't have actionable reasons to keep these. We don't have useful feedback like we did when we had the MAP test. We get random numbers that have no direct correlation to what we teach. Smarter Balanced is the worst because the way it is written is way to difficult in academic language making it so children don't understand the questions. Also, accommodations that are made everyday are not allowed on any of these assessments, therefore voiding all IEPs and what the child really needs to have a FAIR, LEVEL playing field despite their disability. THIS IS NOT INCULSIVE!!! | 11/3/2015 2:53 PM |
| 81 | Component V Pre/Post Tests because they do not assess the content of my course and my students have taken the exact same tests 3 years in a row. (There is only a level 1 test and I teach level 3, but I'm still expected to use it.) | 11/3/2015 2:10 PM |
| 82 | Vendor assessments (Scott Foresman). The material is not assessing what it should be. | 11/3/2015 11:32 AM |
| 83 | Smarter Balance because I have yet to see any data for individual students or be taught how to use that data. | 11/3/2015 11:07 AM |
| 84 | End of year assessment in which scores are not available until the students have metriculated beyond my classrooms. | 11/3/2015 10:40 AM |
| 85 | Smarter seems to have too much of a lag time to find the data useful and it has no growth measure from Fall to Spring. | 11/3/2015 8:29 AM |
| 86 | Common Grade Level Assessment (ELA: Vocabulary, Reading Comprehension) They are not Common Core aligned | 11/3/2015 8:14 AM |
| 87 | This survey is too confusing, too broad in its questions. It should be obvious by now that there is too much focus on testing, and all the testing is having a negative impact on teacher and student moral and performance. | 11/3/2015 7:00 AM |
| 88 | N/A | 11/3/2015 5:21 AM |
| 89 | Scott Foresman Benchmarks and standardized tests. Smarter Balanced is not age appropriate for all of the learners in a classroom. | 11/2/2015 9:31 PM |
| 90 | Smarter Balanced - not useful - data not turned around fast enough to benefit students/teachers | 11/2/2015 9:24 PM |
| 91 | Smarter - any where the data doesn't come back prior to the end of the school to help form your instruction. | 11/2/2015 9:16 PM |
| 92 | DCAS, Smarter Balanced, District finals - written for an audience that is too broad and diverse | 11/2/2015 7:53 PM |
| 93 | BOY and EOY DIBELS don't measure the same thing. Math probes entry dates didn't match what was being taught last year. Reading series assessments can be passed by non English speaking students by looking at key words. | 11/2/2015 6:24 PM |
| 94 | The NAEP is one I don't understand. What happens to the data? How is this in relation to SBAC? SBAC is awfully long. To expect my 10yr olds to sit still and fully write a five paragraph essay in the time allotted is unfair. I know it's not a timed test but their stamina is only going to last so long. | 11/2/2015 4:31 PM |
| 95 | S-BAC by the time the data comes out it's too late | 11/2/2015 4:13 PM |
| 96 | Component V Pre and Post test. It has oly 25 questions and comes late in the beginning of the year and before we have finished learning at the end of the year. If you want to know what a student has learned about a subject with standards create a test that covers the standards and give it as a pre and post test of final. | 11/2/2015 3:27 PM |
| 97 | Smarter Balanced, DCAS testing | 11/2/2015 3:26 PM |
| 98 | Smarter Balance- it is only given once a year so you can not determine growth | 11/2/2015 2:24 PM |
| 99 | N/A | 11/2/2015 1:31 PM |
| 100 | DCAS tests are less useful to me as the information is already pre-printed and so does not take into account what a teacher may cover during the course of the school year. I often do not get through all the material on the test because my students need remediation. | 11/2/2015 12:07 PM |
| 101 | The standardized test because it gives you a one time snap shot of what the student may know. | 11/2/2015 11:41 AM |
| 102 | Smarter at this point in time is not useful as data is late, implementation difficulties so teachers, administrators, state have not truly had the opportunity to examine the results and figure out how to use that information. No immediate feedback means no change in instruction until too late. | 11/2/2015 11:31 AM |

Assessment Inventory Uses

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| 103 | SBAC and DCAS - I do not see children taking these exams seriously because there are no repercussions for lack of effort or seriousness | 11/2/2015 11:29 AM |
| 104 | Scott Foresman unit assessments | 11/2/2015 11:24 AM |
| 105 | The SF Reading assessments-curriculum doesn't fully align with common core standards | 11/2/2015 11:06 AM |
| 106 | SBAC Data comes too late, too many extraneous variables to contend with, including typing/word processing | 11/2/2015 10:50 AM |
| 107 | SMARTER- data not able to really be useful to inform instruction, it doesn't break it down enough | 11/2/2015 10:38 AM |
| 108 | Math BOY inventory | 11/2/2015 10:09 AM |
| 109 | Science DCAS: I never get to view items and the results do not give me enough information to guide and change my instruction | 11/2/2015 9:21 AM |
| 110 | Smarter Balanced- There is no feedback to change or adjust teaching strategies during the school year. | 11/2/2015 8:33 AM |
| 111 | Scott Foresman benchmark because it's not as personal to the student and what they can do. | 11/1/2015 8:02 PM |
| 112 | state tests are the least useful to me due to the large degree of progress needed to show progress. My students make progress on a smaller scale, so their progress is difficult to measure on a state test | 11/1/2015 2:33 PM |
| 113 | SRI has been not very reliable because the last 2 years there have been so many computer issues that I feel the data is not valid. Students at 2nd grade also have limited experience using a lap top for the assessment. | 10/31/2015 8:54 AM |
| 114 | Any test that are not used for helping children achieve, but are used to designate schools as being the "best" or "worst" in the district! | 10/31/2015 7:26 AM |
| 115 | NA - I only have one, so I can't choose the "least" | 10/30/2015 5:25 PM |
| 116 | Smarter because it is too long for the students and we don't get the results until the students are gone. Other assessments would be ok if there weren't so many of them. | 10/30/2015 4:40 PM |
| 117 | Smarter balance cause they take way to long | 10/30/2015 4:28 PM |
| 118 | SRI- scores are difficult to understand and there are no growth goals for 2nd grade. | 10/30/2015 3:57 PM |
| 119 | The component V pre and post is not useful--what is it's purpose? What is it supposed to measure? | 10/30/2015 3:46 PM |
| 120 | Smarter Balanced Summative and Interim- Results are not given in a timely manner, assessments take a long time for students to complete, and are strenuous to students. | 10/30/2015 3:38 PM |
| 121 | Smarter Balance Assessments are overwhelmingly stressful for the students. Plus, the testing results are not given in a timely manner. | 10/30/2015 3:38 PM |
| 122 | n/a | 10/30/2015 3:29 PM |
| 123 | Smarter Balanced- 3rd graders do not have the keyboarding skills to complete the test properly. | 10/30/2015 3:24 PM |
| 124 | DCAS Science, most times it is testing a student's ability to read and comprehend what a question is actually asking rather than their true ability to answer the question! The questions ARE NOT user friendly or at a level that many of our kids need to be on to be able to decode the question itself!! Curriculum is differentiated in the classroom in order to try to reach all levels of the diverse populations that we all teach however their final assessment is then written on a totally different level and we wonder why a large number of our students preform poorly, not to mention being tested on 3 years worth of curriculum all at once!!!! DUH!!!! | 10/30/2015 2:54 PM |
| 125 | Component V, Smarter Math, and SMI are practically useless. Pre-Tests very often don't even match the curriculum we teach (i.e. the Geometry Pre-Test is mostly Algebra and middle school geometry). We've YET to receive any results of the Smarter assessments, so we might as well have not even taken them; it's like the scores do not exist. And SMI is all over the board. Student scores are inconsistent in ways that make no sense as far as their actual learning/ability levels are concerned. | 10/30/2015 2:37 PM |
| 126 | The state standardized test is the least useful for a teacher, because some students standardized test well and some do not. The test is too long and students get extremely frustrated. | 10/30/2015 2:25 PM |
| 127 | I think the Common Grade Level Assessments are not useful at all because we don't use the pre-tests as a grade, so the students do horribly on them, and with 170 students, I don't have enough time to grade them right away because there is a lot of other work that needs to be graded and put into ESchool before I can grade assessments that aren't going to be used as actual grades. | 10/30/2015 2:03 PM |
| 128 | SRI- children don't have enough experience on the computer to make this valid. | 10/30/2015 2:00 PM |

Assessment Inventory Uses

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| 129 | Smarter Balanced are terrible tests. The format is confusing, lengthy, and I find the source creators untrustworthy. These appear to be tests designed to show us what's wrong and then sell us the texts that will "fix" it. Is it our intention to assess our students or to exhaust them? Have we not noticed the correlation from mental health issues in children and these overwhelming high stakes testing we've inflicted on them since the onset of NCLB?? | 10/30/2015 1:49 PM |
| 130 | State Pre and Post test. I feel the results are not useful and it takes away from my teaching time with my students | 10/30/2015 1:45 PM |
| 131 | Just use one. Least useful Smarter Balanced. Does not capture below grade level growth. | 10/30/2015 1:27 PM |
| 132 | I find the Scott Foresman Fresh Read/ Vocabulary and Unit Assessments the least useful. Many of the skills are tested by only one or two questions and then give skewed data as to the instructional needs of my students. For example,if they miss the one question about main idea, it appears as if the need improvement on this skill or is they miss the one question on possessive nouns, it appears they need improvement. Some questions are very ambiguous. The video clips and follow up questions are lacking in depth and rigor and again pick out recall of minute information. I also do not find Smarter Balanced useful. The data does not arrive in a timely basis for me to develop instructional materials or address the needs of any of my students. | 10/30/2015 1:21 PM |
| 133 | Smarter--little individual data provided for each student;individual skills in Reading are not explained due to the limited set of questions | 10/30/2015 1:01 PM |
| 134 | Smarter Balance - to much of our time is spent worrying about and teach to prepare for the test. We don't see the results so it is not a helpful tool to further any students education. | 10/30/2015 12:55 PM |
| 135 | Using the district's Writing rubric. I don't think it is developmentally appropriate | 10/30/2015 12:51 PM |
| 136 | Smarter IAB. So labor intensive and confusing that it severely detracts from any usefulness. | 10/30/2015 12:28 PM |
| 137 | smarter balance summative - still in early stages data provided given too late | 10/30/2015 12:04 PM |
| 138 | The SRI is not very useful as far as gauging reading level if it is truly just an electronic version of the Daze assessment (from DIBELS). Levels vary greatly and it is not necessarily a READING assessment, more of a maze assessment. | 10/30/2015 12:02 PM |
| 139 | Smarter Balanced because its difficult to understand and its a summative assessment that does not give a realistic picture of students ability because of different factors. | 10/30/2015 11:58 AM |
| 140 | I find the Reading Series tests not very useful because it doesn't give a true measure of student abilities. | 10/30/2015 11:41 AM |
| 141 | SMART and other mandated assessments. Because most of the time the students do not perform as well as they can and it is so time consuming. The timing of the assessments is before all the standards are taught. | 10/30/2015 11:13 AM |
| 142 | SMARTER Summative: It has no meaning to students and they don't always try their best - inaccurate data | 10/30/2015 11:06 AM |
| 143 | Smarter Balance and DCAS | 10/30/2015 10:44 AM |
| 144 | Smarter Balanced, DCAS - Too much testing. Students and families overwhelmed and the scores don't have any impact on their progress. | 10/30/2015 10:35 AM |
| 145 | DCAS - the performance level is vague in terms of specific strengths and weaknesses SMARTER - too long to wait to receive results | 10/30/2015 10:32 AM |
| 146 | scott foreman benchmark tests. They are long, frustrating for students, take a long time to administer and to grade and I can get similar information from other assessments. | 10/30/2015 10:30 AM |
| 147 | Scott Foresman Fresh Reads-These aren't the best indicators of student achievement because the questions are too tricky, and the answer choices are so subtle that it seems like the purpose of the test is to trick the students into messing up and not about showing mastery of comprehension skill. | 10/30/2015 10:27 AM |
| 148 | I find assessments that are myopic in focus as least useful because it is difficult to use the data to make broader implications regarding how to serve the student or a group of students. | 10/30/2015 10:15 AM |
| 149 | SATs...while we get the scores, we never see the test items. Also, my curriculum isn't represented in the standard SAT assessment. | 10/30/2015 10:03 AM |
| 150 | Scholastic Math Inventory- there always seem to be a problem with this test, and therefore it is extremely hard to use the results to make decisions | 10/30/2015 9:59 AM |

Assessment Inventory Uses

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| 151 | SMARTER Summative- all of my students are NOT proficient in English. When they take this test, they become incredibly frustrated and overwhelmed. This test is NOT APPROPRIATE for English language learners, even with the accommodations they receive. The results from this test are not useful in planning classroom instruction or in determining placement of ELLs. SMARTER Interim- This test does NOT improve classroom instruction, as its intended purpose states. Rather, it takes away from valuable instructional time where teachers are permitted to meet students at their levels and work to bring them up to grade-level proficiency. Component V tests- The ELL test only tests listening skills. It is not comprehensive and should include reading, writing, and speaking if it is to be a valid test. My ELL students are with me sometimes for four years. They have seen this same test for at least two years. It has not changed at all and it is not a true measure of my effectiveness as a classroom ELL teacher. Common Exam Initiative-District Finals- These exams are always designed for English Language Arts and are often completely inaccessible for my ELL students. Results are generally useless and do not demonstrate the growth made by my ELLs. | 10/30/2015 9:41 AM |
| 152 | N/A | 10/30/2015 9:40 AM |
| 153 | DPAS. Art n a writing response. I like the focus of a unit on a defined concept(symmetry, drawing skills) but find the time consumed out of the school day to grade rubrics and percent scores measures etc limits time to quality planning. Also BIGGEST complaint is the administration never comes to see me in action. 1x in 5 semesters! God awful and inaccurate assessment of all the strategies, literature contents connections that make me a successful art teacher! | 10/30/2015 9:36 AM |
| 154 | The standardized tests that are bias to different ethic groups. | 10/30/2015 9:31 AM |
| 155 | The yellow math probe book was not helpful. Last year, we were required to test the students with these math probes, and our school wasn't using Math Trailblazers, we were using NY engage. It was a waste of time because, we would have to teach our regular unit and then touch on (separately) what the test was asking. | 10/30/2015 9:28 AM |
| 156 | District common exams and state exams. Neither of these tell teachers or parents information they don't already know. Nor does it show any yearly progress. | 10/30/2015 9:21 AM |
| 157 | DCAS Alt 1 is a very insulting test to give to students who are incapable of taking these tests. There are SOME students who should by degree of impairment be entirely free of taking a test. I have two students who do not talk, for example. I have one student who cannot remember anything that happened more than 24 hours ago due to a brain injury. Time spent away from other students giving this test. | 10/30/2015 9:16 AM |
| 158 | Smarter Balanced is useless because the scores get reported too late and the information is too vague. Scholastic Reading Inventory and Scholastic Math Inventory have many technical glitches and errors. They both give limited information about student strengths and weaknesses. Groups cannot be formed using these tests. Additional assessments must be given to determine why the student struggles. Star Reading gives unreliable data. It doesn't always match the other assessments' data. | 10/30/2015 9:15 AM |
| 159 | Smarter Balanced - Results are not available until we no longer have those students. Previous year's scores came too late this year to be helpful in planning beginning instruction for this year. In many cases, students SB scores for last year are not indicative of what they have demonstrated in class. | 10/30/2015 9:06 AM |
| 160 | The Kindergarten Early Learner Survey from the state - it takes too long to administer and the information is either not pertinent or is information that can be obtained thru other tests such as DIBELS. | 10/30/2015 8:55 AM |
| 161 | Smarter Balanced is the least useful because it is too long and stresses out my students. The fact that we don't get data until the next school year is not so helpful because it is like comparing apples to oranges - each class has a different ability level. | 10/30/2015 8:54 AM |
| 162 | SRI and FRA - It just gives me a number and nothing else. S.F. benchmarks - if teachers and parents can't even get the answers right on these tests, how do we expect elementary children to answer them right!?!? Children are expected to do things that are above their level. Their brains don't fully developed until the age of 25 and we are asking them to do things at age 5, 6, 7, 8, etc. | 10/30/2015 8:51 AM |
| 163 | COMP 5 Pre and Post tests - I am desperately begging for my voice to be heard on these pre and post tests. They are flawed on so many many levels and are in no way an indicator to how I am as a teacher. My reasons are as follows: a. The test is confusing for students. All of the questions are multiple choice except for the two that were clearly thrown on at the last minute at the end. The students don't make the transition from multiple choice to select all that are correct. 2. The bubble sheets say "skip" on the short answer questions. So students skip those questions. 3. Many of the questions are decimal questions but the students are allowed to use calculators. What are we testing? 4. The final question, 14, is too overwhelming to look at and would intimidate 70% of adults. This is clearly a hastily put-together test by a group of non-teachers. If turned in to a college professor during an assessment class, it would not receive a passing grade. Yet my teaching credentials rest in the hands of this test. Please, I am begging, please help. | 10/30/2015 8:49 AM |
| 164 | DCAS-Alt-1 - this assessment works well for higher functioning students in the Meadowood Program but it is extremely time consuming for teachers. We have to prep and cut out tons of materials and it takes hours to asses 1 student. If the test were computer-based and students could use a touch screen it might reach more students in our program. | 10/30/2015 8:40 AM |

Assessment Inventory Uses

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| 165 | The music K Pre/Post from Performance Plus is useful for showing growth, but I don't think it is a true assessment of how musical the students are. | 10/30/2015 8:34 AM |
| 166 | Common Curriculum-Based Assessment: I do not have another 8th grade social studies teacher with whom I can create common assessments. | 10/30/2015 8:14 AM |
| 167 | Smarter Balanced assessments provide no current measures, are too difficult to measure anything and the scores do not arrive until well beyond planning to help students. | 10/30/2015 7:54 AM |
| 168 | component 5 questions not representative of the most important material | 10/30/2015 7:50 AM |
| 169 | SBAC - By the time I get it it is not useful Smarter Interim - Math Formative - this is not necessarily informative Reading Benchmark- this is not informative | 10/29/2015 8:44 PM |
| 170 | smarter balanced - results do not come in time | 10/29/2015 6:35 PM |
| 171 | Spelling, Words their way doesn't seem to be as challenging as it could be. | 10/29/2015 4:38 PM |
| 172 | SRI- has not been useful. The students scores often do not match how they are doing in the classroom. | 10/29/2015 3:53 PM |
| 173 | Component V Pre and Post Tests- One of the worse ways to measure students growth. Limited amount of questions that only touch on a few of the main objectives for the grade level. I do not like this test being attached to any accountability. It minimizes the tests that I create as a professional saying that my classroom results mean nothing in the world of accountability. I do not need this test nor the Smarter Balance to tell me what I could already tell you about students in my class based on my own classroom assessments and instruction. | 10/29/2015 3:47 PM |
| 174 | SMARTER BALANCE: Results are not available in timely manner. I cannot see and have no input on the questions asked or the ways they are asked. Students are home for the summer before results are available. | 10/29/2015 3:04 PM |
| 175 | SMARTER Summative/Interim- These tests do not provide any useful information. The special education students that I have are reading below grade level and are asked to take a test at grade level without appropriate accommodations such as reading the story to them. The test is too long and the student become frustrated . | 10/29/2015 1:41 PM |
| 176 | Nonsense Word section of Dibels in January - we are learning long vowels at this time and sometimes kids will read the short as long since we focus so much on it. | 10/29/2015 12:14 PM |
| 177 | SMARTER Summative and Scholastic Math Inventory because they do not accurately reflect student mastery of a topic/skill. | 10/29/2015 10:01 AM |
| 178 | The Scott Foresman assessments that were altered by the U of D to make more rigorous because the questions and answer choices were made to be "tricky" not rigorous. | 10/28/2015 6:45 PM |
| 179 | DIBELS- The children can segment words but not know how to blend. They can decode sounds of nonsense words but not be able to read CVC words. The results show benchmark when they have great difficulty reading. The Oral retelling is not an honest indicator of comprehension since the students are provided with the word when they don't know it. It is also very subjective when counting the number of words stated. | 10/28/2015 4:36 PM |
| 180 | DCAS SS, DCAS Science, SMARTER summative. DCAS are larger summatives given over multiple years. Do not use results to modify instruction as well as smaller more time relevant tests. SMARTER Summative claim data does not drill down into specifics as well as smaller, time relevant assessments. | 10/28/2015 2:59 PM |
| 181 | I find summative assessments the least useful. I feel that a poor score on a summative assessment may not accurately reflect the student's knowledge and abilities in that content. Some people do not test well and any screening measure that is given in a large, one day session does not hold a lot of validity for me. | 10/28/2015 2:50 PM |
| 182 | SBAC interim- It is not worth grading that test. It should grade it for you so you can worry about what curriculum items the students really need at that time. | 10/28/2015 2:46 PM |
| 183 | I am a CTE teacher so the only assessments that I look at are math and English. So all assessments that are NOT math or English are least useful. | 10/28/2015 2:23 PM |
| 184 | State-wide (or national) assessments; they usually assess things I find less valuable, doesn't heavily align with what I'm teaching (a test like the SAT might align somewhat to a class I am teaching, coupled with other math classes for example) | 10/28/2015 2:18 PM |
| 185 | Smarter Balanced.... we have absolutely no results on individual student performance. | 10/28/2015 2:11 PM |
| 186 | The Pre and Post Test Are can in no way judge an entire years worth of curriculum or student growth in 11 multiple choice questions and 5 short answers. Most of which are concentrated on economics, and there is a 2 week unit on economics. | 10/28/2015 2:11 PM |
| 187 | smarter balance does not apply to my content area | 10/28/2015 1:23 PM |
| 188 | Summative Smarter Balanced because we do not receive scores until after the school year has ended. | 10/28/2015 1:05 PM |

Assessment Inventory Uses

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| 189 | Smarter Balanced- its not realistic | 10/28/2015 9:49 AM |
| 190 | DPAS II pre and post tests are of inferior quality. Students don't try on the assessments. Many of our students opted out of Smarter Balanced tests; data is worthless. | 10/28/2015 9:29 AM |
| 191 | The Smarter Balanced Summative is not useful because we do not see the results until it is too late and the Scott Foresman benchmarks are not useful because they do not directly align with the curriculum and formative assessments. | 10/28/2015 8:18 AM |
| 192 | SMI and SRI are the least useful in that student keyboarding competency is required to complete test. High levels of anxiety are seen, resulting in inaccurate results. | 10/28/2015 7:57 AM |
| 193 | Smarter Interim because it offers some information but some students do not take the test seriously so some of the info is not accurate. | 10/28/2015 7:54 AM |
| 194 | Accelerated Math - without using STAR math in conjunction, it makes no sense to use AM. It is a worksheet creator with no specific student-centered level-set. SBAC - very little useful information for instruction. Performance Plus assessments - force teachers to teach to the test since they aren't overly aligned to the curriculum. | 10/28/2015 7:47 AM |
| 195 | Component 5 pretest and posttest to see growth in our students | 10/28/2015 7:46 AM |
| 196 | DCAS Alt-1, SMARTER because these high stakes test are not a true sample of what students can actually do and how far they have come throughout the course of the year. | 10/28/2015 7:19 AM |
| 197 | SBAC - we don't get results in time to use in anyway to inform or adjust our instruction to best support students | 10/27/2015 10:03 PM |
| 198 | Smarter balance, dibels, math expressions | 10/27/2015 5:15 PM |
| 199 | Why disrespect students who are talented in arts or trades or skills by forcing them to take the PSAT and the SAT when they don't need to take these tests. Why the one size fits all?? | 10/27/2015 3:37 PM |
| 200 | Nape, social studies DCAS | 10/27/2015 3:24 PM |
| 201 | SF Benchmark Tests, because a lot of my students are ESL and the tests are very wordy. | 10/27/2015 1:57 PM |
| 202 | Long assessments that are not level and do not allow for all of my childrens accommodations. | 10/27/2015 1:52 PM |
| 203 | SBAC, DCAS, NAEP-these tests measure nothing because there is no student accountability or interest in them. They do not measure student achievement as much as they measure the degree to which students will comply and give their best effort. | 10/27/2015 1:40 PM |
| 204 | Smarter Balanced. Creates anxiety at every level of education. Also, is not even used for educators feedback. It is only a way to compare schools and states against one another. Does not show everything the students have learned, or the growth they've made. | 10/27/2015 1:03 PM |
| 205 | Smarter Balanced. We don't even get the information until the fall and then nobody cares. | 10/27/2015 12:38 PM |
| 206 | n/a | 10/27/2015 12:12 PM |
| 207 | Smarterbalanced- I do not believe that it provides an accurate sample of data about student knowledge/understanding. | 10/27/2015 12:03 PM |
| 208 | Smarter- some students are bad test takers. | 10/27/2015 12:03 PM |
| 209 | Smarter. Our curriculum does not match the assessment. | 10/27/2015 11:27 AM |
| 210 | SRI - I don't have access to the scores unless I ask someone. | 10/27/2015 11:06 AM |
| 211 | Smarter Balance | 10/27/2015 10:55 AM |
| 212 | DCAS (DESSA) Social Studies - Responsible for 5th grade material in review that may or may not have been taught to students, testing window does not allow for my complete curriculum to be taught and then reviewed. | 10/27/2015 10:46 AM |
| 213 | I would like the SRI to break down information about why the student scored the way they did. This would allow me to know what they struggled on and what they were proficient at. | 10/27/2015 10:06 AM |
| 214 | Smarter Balance DCAS Alg II PreTest PostTest | 10/27/2015 10:00 AM |
| 215 | Any assessment that's from a kit or box. The Scott Foresman Reading assessments don't really test anything specific. I also feel like the math probes are effective. Neither assessment drives instruction because of the nature of the assessment and the need to move on to new materials. | 10/27/2015 9:59 AM |
| 216 | xxxxxxxxxxxxxxxxxxx | 10/27/2015 9:46 AM |

Assessment Inventory Uses

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| 217 | Smarter and Component 5 pre and post tests - students have no reason to buy into the Smarter assessment and thus do not try their best. The post test can be counted as a classroom assessment encouraging students to make a better effort however the test does not accurately measure the objectives taught in the course. | 10/27/2015 9:43 AM |
| 218 | pre and post tests | 10/27/2015 9:36 AM |
| 219 | Smarter Balance and SRI. | 10/27/2015 8:50 AM |
| 220 | Pre and Post Tests - they do not accurately assess the content I teach. They are poorly designed tests that waste class time. | 10/27/2015 8:00 AM |
| 221 | None | 10/27/2015 6:53 AM |
| 222 | Smarter balance Too lengthy and not a true measure of performance. It's not differentiated. | 10/27/2015 6:20 AM |
| 223 | SRI does not seem to give useful information for emergent readers. | 10/26/2015 10:39 PM |
| 224 | SBAC-it is not a true assessment of my students abilities. | 10/26/2015 9:07 PM |
| 225 | SRI is the least useful assessment for second grade. Students score very poorly in the beginning of the year even when their skills are not that poor but computer skills may be. SRI does have benchmarks for second grade. | 10/26/2015 8:44 PM |
| 226 | SRI- It is very difficult to know what the score of a "BR" means. | 10/26/2015 8:34 PM |
| 227 | Any assessment that is created by "for profit" companies I do not agree with, especially when they sell products to prepare you for the test. These tests are prepared by non educators that do not understand the classroom. It does not give me data that drives my instruction. | 10/26/2015 8:22 PM |
| 228 | Program, component V tests pre post, and Benchmarh tests | 10/26/2015 8:22 PM |
| 229 | Smarter Balance because the results are not connected to anything we do in the classroom. It also doesn't provide immediate feedback for any of the stakeholders | 10/26/2015 8:04 PM |
| 230 | N/a | 10/26/2015 8:02 PM |
| 231 | DIBELS is least useful in that the time limit of one minute does not always capture reading readiness skills. | 10/26/2015 7:48 PM |
| 232 | Smarter Balance It does not give information for the special education students I work with that are below grade level | 10/26/2015 6:07 PM |
| 233 | Smarter Balance for special education students it does not tell me anything that I don't know. I would rather have them tested on their instructional level | 10/26/2015 6:02 PM |
| 234 | State based because we do not see the results. | 10/26/2015 5:21 PM |
| 235 | SMI and comp v tests are absolutely invalid and HORRIBLE. | 10/26/2015 4:51 PM |
| 236 | SF Fresh Reads (2 per unit). | 10/26/2015 4:39 PM |
| 237 | SBAC tests are so hard that it only tells us that students are reading below level but not why and they do not tell us what skills need to be addressed. | 10/26/2015 4:31 PM |
| 238 | SRI and Smarter I am unsure of whether or not the SRI is even aligned with the CCSS. It does not tell me whether or not the student has an issue with vocabulary, reading fluency or with reading comprehension. The Smarter test doesn't help me at all, because it is not accessible to my students. It doesn't give me a good breakdown of the strength and weakness areas of my students. | 10/26/2015 4:30 PM |
| 239 | SRI as merely giving their lexile levels without showing their problem areas does not help address the concerns. | 10/26/2015 4:26 PM |
| 240 | Fresh reads, DIBELS composite scores and DORF | 10/26/2015 4:15 PM |
| 241 | na | 10/26/2015 4:10 PM |
| 242 | Early learning survey | 10/26/2015 4:09 PM |
| 243 | SRI for second grade because most of them can't read it so it doesn't give valuable information other than they aren't able to read the test. | 10/26/2015 4:09 PM |
| 244 | All of these assessments are useless | 10/26/2015 4:00 PM |
| 245 | Smarter Balanced - by the time we get the results, school is over and we are teaching a new class. It does not inform our instruction in a timely manner. | 10/26/2015 3:56 PM |
| 246 | Summative Assessment Coalition: I pick apart the assessments and choose to use some of the questions on my tests. I do this because some questions are poorly written, or I do not have enough time to cover the content of a particular question(s). | 10/26/2015 3:53 PM |
| 247 | Dibels-NWF- does not measure reading readiness for older first grade. | 10/26/2015 3:49 PM |

Assessment Inventory Uses

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| 248 | Assessments used to determine whether or not I am an effective teacher. The assessments used to determine whether or not I am teaching the state recommended curriculum. | 10/26/2015 3:35 PM |
| 249 | n/a | 10/26/2015 3:27 PM |
| 250 | The least useful assessment would be the DCAS Science and Social Studies. I am not sure the information is used in helping to guide instruction. | 10/26/2015 3:15 PM |
| 251 | Some of the science coalition end of unit assessments as they no longer align with NGSS | 10/26/2015 3:14 PM |
| 252 | DCAS science and social studies. Data comes after students leave and not used for anything. | 10/26/2015 3:05 PM |
| 253 | Smarter- the scores are not received in a recent manner that I can utilize with my current students. | 10/26/2015 3:05 PM |
| 254 | The ELS is the biggest waste of time. The test takes Kindergarten teachers an enormous amount of time to give and provides NO opportunity to change. The data never goes back to the preschools and if anyone should administer it, it should be the preschools. | 10/26/2015 3:05 PM |
| 255 | All Scott Foresman assessments. The success predictors are not developmentally appropriate. The unit assessments do not give any useful information. Even intensive students score an outstanding on these assessments. ELS Survey - A HUGE waste of time. Why is it my job to rate how well preschool teachers are at their job? | 10/26/2015 3:03 PM |
| 256 | ELS survey. Used for preschools not kindergarten teachers. | 10/26/2015 3:03 PM |
| 257 | Scott Foresman assessments - the benchmarks are too easy and the success predictors are too hard - they do not give consistent data. | 10/26/2015 2:59 PM |
| 258 | SRI has no growth goals for 2nd grade Reading Benchmark tests are not at the same level of rigor. Unit 4 Benchmark test is too difficult. | 10/26/2015 2:56 PM |
| 259 | DCAS 3 year summative 3 years different teachers volumes of information - wide not deep | 10/26/2015 2:55 PM |
| 260 | Smarter - no immediate feedback | 10/26/2015 2:55 PM |
| 261 | Algebra II EOC was the least useful because it came at a time when my students were already tested out from smarter balance and the post test that they did not perform their best. Teacher's were not given useful data from the test that could be used to drive instruction either. | 10/26/2015 1:31 PM |
| 262 | Smarter Balance-no results given in a way that helps students. | 10/26/2015 12:43 PM |
| 263 | Large assessments that require students to read unfamiliar material is difficult, many students can not read the material. Students do not take these assessments seriously because they know they are not graded. I could plan engaging an effective lessons to teach students these skills. When a student does not know how to read on grade level they will struggle with these large assessments. Especially when accommodations from IEPs are not met (text read aloud, extra time, separate testing environment, teacher assistance with writing, allowed to answer orally). | 10/26/2015 10:43 AM |
| 264 | Smarter Balanced - takes up too much time (@ 11 hours just for summatives), money, resources (computers, teacher instructional time, Library & computer lab space) particularly in grade 11. The results come back in @ 5 months. More than 2/3 of our 11th graders opted out. SAT and AP tests are more important to students and families. | 10/26/2015 9:49 AM |
| 265 | Parts of the DCAS science exam do not assess what the students have learned during the school year. Sophomores at Conrad are taught chemistry and the DCAS contains a lot of Biology and Earth Science. Thus teachers must take time away from our chemistry curriculum to review for the exam. The Biotechnology Pre and Post Tests are registered under Health Sciences in Performance Plus. At Conrad we follow the Technology Education standards not the Health Science Standards and yet we give a Pre and Post Test based off of these standards. I would much rather give a pre and post test based on the technology curriculum. | 10/26/2015 9:45 AM |
| 266 | DCAS science; it's not the test itself that I find not useful. I think taking a pretest and post test can be beneficial in all classes. I just think what a teacher has to fill out and make predictions on is ridiculous. obviously you want the scores to improve. that should be a given and that should be it. none of this "how much will they improve, what percentage will improve, what number will go above...." that part is tedious and pointless. it wastes a teachers time that could be spent on something else. | 10/26/2015 9:09 AM |
| 267 | Smarter Balanced does not provide the same type of details on student achievement that DCAS provided. | 10/26/2015 9:05 AM |
| 268 | Quarterly Exams, Smarter Balance | 10/26/2015 8:48 AM |
| 269 | Smarter Balance because it is very complicated and time consuming. The students become frustrated with it and give up. | 10/26/2015 8:47 AM |
| 270 | DIBELS - Inconsistent throughout the year, timed test not accurate for shy students (especially when administered by a stranger). | 10/26/2015 8:42 AM |

Assessment Inventory Uses

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| 271 | DCAS Social Studies- I have no control over what they learn in 5th and 6th grade, and end up reteaching all of that content over again, as those teachers have no accountability. Little of the content assessed is actually from the 7th grade curriculum. | 10/26/2015 8:38 AM |
| 272 | SMARTER summative and interim, This test is entirely too hard and over-whelming for students. Most students shut down or get tired of taking it and end up "guessing" by the end. I do not think it accurately depicts student scores and growth. | 10/26/2015 8:34 AM |
| 273 | Smarter Balance- Results are not useful for students of that year. | 10/26/2015 8:03 AM |
| 274 | Smarter Summative - no information is really available. Also, any information I would receive now is for students who have already moved on. | 10/26/2015 7:55 AM |
| 275 | Smarter Balanced, just seems like excessive testing | 10/26/2015 7:13 AM |
| 276 | SMARTER- The students don't know how to take the test because the directions and content are beyond their level of comprehension. | 10/25/2015 8:09 PM |
| 277 | Fresh Reads Scott Foresman - Our students cannot relate to many of the topics and I often find that the Advanced level is easier than the on-grade level assessment. To date, I have not been given directions to review SBAC results. I figured out how to get them without any guidance from my district. I feel that students that cannot keyboard are at a significant disadvantage and show much less effort completing the short response and writing components. They were so frustrated with keyboarding on laptops, that they did not try as hard as they would have with paper and pencil. | 10/25/2015 6:09 PM |
| 278 | DOE Pre/Post Test IM III. It does not reflect the curriculum we teach. It is too wide in breadth. Some of the questions are just, well, God-awful. | 10/25/2015 5:10 PM |
| 279 | I find the ELS (kindergarten readiness assessment), writing assessments, and fluency in reading assessments to be the least useful. The ELS includes more data than teachers have time to feasibly collect as many of the areas are subjective (behavior, social, etc.). The writing assessments are not useful because many of our students are still learning their letters and how to write and expecting many of them to be able to write sentences when they are learning letters is not developmentally appropriate. Those students that can write because they came into kindergarten knowing their letters and sounds are able to write, but many at [REDACTED] are not able to write until after January or later. The fluency assessments are not useful because we are generally able to gauge who can read/cannot read words in small reading groups and this assessment frustrates those who cannot read yet. | 10/25/2015 1:09 PM |
| 280 | Smarter Balanced tests, takes too much time away from teaching and too stressful for students with relation to the information obtained. | 10/25/2015 11:38 AM |
| 281 | Benchmark | 10/24/2015 12:37 AM |
| 282 | Smarter balanced | 10/23/2015 4:22 PM |
| 283 | I think they all have their place | 10/23/2015 3:11 PM |
| 284 | District EOC exams, Smarter Balance - practice and actual test | 10/23/2015 2:54 PM |
| 285 | SRI and FRA - does not give enough data OR we have not received training to know what it provides | 10/23/2015 2:37 PM |
| 286 | At this point in time the least useful assessment is our Smarter Balanced Assessment. We do not receive scores back in a timely manner and we cannot use the data to drive instruction. | 10/23/2015 2:13 PM |
| 287 | The pre/post tests and the SBAC are least useful. The pre/post tests and SBAC require specific teaching of the concepts and question wording that distracts from the whole picture learning. The SBAC results are meaningless to students as the results are mailed after student are no longer with that teacher. Also, the test is so long that the format of the test is not user friendly for the grade and it is hard to know whether the test measures the student's knowledge because the interface and language interferes with their understanding. | 10/23/2015 12:51 PM |
| 288 | smarter balance-test is not programmed on students lexile level | 10/23/2015 9:04 AM |
| 289 | DCAS.....outdated. | 10/23/2015 7:44 AM |
| 290 | n/a | 10/22/2015 4:59 PM |
| 291 | Kindergarten Readiness, Early Learning Survey, Diebels and BOY Reading | 10/22/2015 3:59 PM |
| 292 | State wide norm referenced test. | 10/22/2015 3:12 PM |
| 293 | N/a | 10/22/2015 2:57 PM |
| 294 | DCAS-(11thgrade)SMARTER_EOC Assess_does_not_effectively_measure_ability/support_unfair_to_students_and_families | 10/22/2015 2:30 PM |

Assessment Inventory Uses

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| 295 | DCAS EOC and any other DCAS. They are duplicative, not measurable against students in other states and not necessarily taken seriously by our students. | 10/22/2015 2:28 PM |
| 296 | Early Learners Survey- it is a readiness assessment and does not provide information for the current school year. | 10/22/2015 1:28 PM |
| 297 | DCAS, Smarter Balanced and NAEP. They are not useful because I can't see where students are having problems. I only know if they passed or not. My classroom tests tell me what areas they are having trouble with and I can use that as a lesson to reteach. | 10/22/2015 11:06 AM |
| 298 | SBAC Interim/Summative: not timely, hard to administer, takes too long, too punitive and confusing to students, too hard for them to maneuver around website, too many technical glitches, takes too much time away from authentic instruction. | 10/22/2015 10:00 AM |
| 299 | SBAC, SMI- they are leveled and administered at a rate and frequency where students "check out" they are not a clear indicator of accumulated knowledge over a whole school year, but a snapshot of a given student on one or two days at the end of the year. | 10/22/2015 9:40 AM |
| 300 | N/A | 10/22/2015 9:27 AM |
| 301 | Component V Pre and Post test. These tests assess skills and standards that are not required by my grade level to teach. The questions are also extremely poorly written and do not authentically assess growth. This test has turned assessments into a numbers game to ensure adequate growth for teachers. Common Formative Assessments (CFA) These assessments take up all of PLC time. These assessments, while addressing appropriate skills, do not offer any added value to traditional activities completed in class. The forms that are required to fill out in conjunction with these assessments are not used by anyone else but the teacher to assess growth so the act of providing it to administration is a pointless endeavor. | 10/22/2015 7:30 AM |
| 302 | Any assessment developed by non teachers contracted out like SMARTER BALANCE. These test questions are poorly written and are too general to accurately demonstrate all students knowledge. | 10/21/2015 9:46 PM |
| 303 | Smarter Balanced: Students are not required to pass this test and therefore it's a purposeless evaluative tool for students AND teachers. It seems illegal to evaluate teachers based on a test students don't have to even take yet alone pass. | 10/21/2015 7:53 PM |
| 304 | Smarter PSAT Common Grade Level Frustrates Spec Ed students. They are not at grade level. | 10/21/2015 1:05 PM |
| 305 | Pre -test and Post-test, since data can be manipulated to show growth many ways, it does not seem to be a true indication of knowledge. | 10/21/2015 11:28 AM |
| 306 | SBAC - the students take the test at the end of one school year, they go to a new grade, some schools use this test to level for Honors and such and this is one snapshot in time, There is no grouping or re-teaching of what individual children need. | 10/21/2015 9:28 AM |
| 307 | na | 10/21/2015 8:56 AM |
| 308 | Because I created it and it accesses the students knowledge of what I will be teaching before I teach. The data shows where my students are in terms of content knowledge. I know to focus my lesson around the data. | 10/21/2015 8:50 AM |
| 309 | SRI because the kids do not take it seriously for the most part. Hard to get an accurate reading | 10/20/2015 7:02 PM |
| 310 | State and National tests. Not all students need to learn the same things across the vast country. | 10/20/2015 5:17 PM |
| 311 | ALL except AP - tests are poorly constructed | 10/20/2015 4:58 PM |
| 312 | SMI- does not test what I teach | 10/20/2015 4:38 PM |
| 313 | scott foresman fresh reads assessments | 10/20/2015 4:08 PM |
| 314 | Dibels | 10/20/2015 3:54 PM |
| 315 | Curriculum benchmarks and baselines- tests are too long, don't always follow instruction, aren't useful reports after instruction has occurred. | 10/20/2015 2:48 PM |
| 316 | State mandated reading and math tests are not useful. They do not measure skill level and/or growth in regards to reliability and/or validity. | 10/20/2015 1:38 PM |
| 317 | Don't use others. | 10/20/2015 1:37 PM |
| 318 | Smarter Balanced test. . . causes great and unnecessary anxiety in students and teachers. The test is too reliant on technology working. | 10/20/2015 1:00 PM |
| 319 | Common Exam Initiatives (midterm and final). Overly difficult tests our students will fail anyway. Only used by district, if district is even using them for something. | 10/20/2015 12:57 PM |
| 320 | Pre or post tests with errors or ambiguity that do not apply to the students I teach. | 10/20/2015 12:14 PM |

Assessment Inventory Uses

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| 321 | State and district mandated tests - many of these are not designed to assess students but to assess teachers. Also, the objectives we have to teach to do not relate well to success in college, so they are of little or no value to my students. | 10/20/2015 12:04 PM |
| 322 | Smarter Balance is the least helpful because they don't take it seriously and it is a poorly conceived and constructed test. | 10/20/2015 11:28 AM |
| 323 | Component V Pre and Post Tests. They are poorly written and require only select skills from my students. They do not reflect what I teach all year by any means. | 10/20/2015 11:00 AM |
| 324 | Smarter Balanced, because scores don't come in until after the kids are already out of the class. SMI because we haven't had much training on how we can use the scores to inform our instruction. | 10/20/2015 10:46 AM |
| 325 | all--results come out way after school is over. Testing too much..not enough time for instruction. Tesing results don't generate resources needed for lower level students. | 10/20/2015 9:34 AM |
| 326 | I question how much stock we put into SRI and STAR data. They are good dipsticks, but cannot be the defining measure of a student's ability. It seems that a lot of decisions are based on these tests. I wonder if a more balanced, holistic approach to assessing reading comprehension would be better. I do not think the SF Fresh Reads, Vocab, or Baselines are as useful as other measures. Math Formative assessments need to be better aligned with CCS. | 10/20/2015 9:26 AM |
| 327 | Subject Pre/Post Tests, SBAC, EOC/DCAS because there is not accountability for the student. There is no incentive for the student to try or perform to their ability because there is not a negative consequence on the student for a poor performance. | 10/20/2015 8:39 AM |
| 328 | ALL OF THEM! | 10/20/2015 8:34 AM |
| 329 | Just about everything else, because they are either riddled with errors, or administered at inappropriate times | 10/20/2015 8:02 AM |
| 330 | Smarter Balanced - no immediate or applicable feedback | 10/19/2015 10:20 PM |
| 331 | ELA pre test....ineffective when the teacher has to grade the essays | 10/19/2015 2:35 PM |
| 332 | Not so much the type of assessment as mush as there are too many too often throughout the year that take up valuable teaching time. | 10/19/2015 2:24 PM |
| 333 | Personally, I do not think Dibels scores for 1st grade are the best gauge of my students' ability levels. The nonsense word test is extremely confusing for them now that they have learned at least the basics of reading and they know that these words do not make sense. Last year, one of my highest readers showed up in red due to the nonsense word test. | 10/19/2015 2:14 PM |
| 334 | Smarter Balance and Math Probes are the least useful. They provide no information because of the timing of the test or the lack of connection to what is being taught in the classroom. | 10/19/2015 8:33 AM |
| 335 | N/A | 10/19/2015 8:15 AM |
| 336 | Math probes, Reading Street Fresh reads, Smarter/DCAS- None of these provide useful and accurate information that can be used to provide better instruction for the student. The time spent giving these assessment (which are used for NOTHING) could be better used on instructing the student. | 10/18/2015 5:10 PM |
| 337 | SRI- we give this test 3x a year yet we have never had any training on how to use the data to guide instruction. Reading Series Benchmark Tests- we give these throughout the year, however the tests are entirely too long and there are not enough questions in one specific area. | 10/16/2015 4:19 PM |
| 338 | STAR, Unti Assessments, Inventories, Pre and Post test, Benchmarks | 10/16/2015 3:33 PM |
| 339 | Smarter Balance has not been useful yet. I do not get timely information about skills and fluency about individual students or my entire class. The assessment is not designed to help me as a teacher. | 10/16/2015 9:56 AM |
| 340 | Smarter Balance Question, SMARTER Summative, | 10/16/2015 9:36 AM |
| 341 | I do not assess students using any of the above tests. | 10/16/2015 7:30 AM |
| 342 | Smarter- the data doesn't give me any specific feedback and it comes too late (I preferred the MAP testing we used to take which broke down student needs and strengths by very specific strands so teachers could use them to guide instruction. These were taken 3 times a year to continue to monitor progress. | 10/15/2015 8:37 PM |
| 343 | SBAC reports don't give enough information to drive instruction. | 10/15/2015 8:34 PM |
| 344 | All assessments are helpful. | 10/15/2015 10:08 AM |

Assessment Inventory Uses

Q10 Explain why SMARTER SUMMATIVE is useful or not useful.

Answered: 180 Skipped: 425

| # | Responses | Date |
|----|---|--------------------|
| 1 | Not useful - Takes too long, is too intimidating to the students, adds to the students' testing fatigue that results in this and all the tests they must take no longer being taken seriously by students. | 11/8/2015 9:21 PM |
| 2 | Not useful. | 11/7/2015 8:54 PM |
| 3 | We don't see the results so we don't know where the students are successful or unsuccessful | 11/6/2015 1:16 PM |
| 4 | N/A | 11/6/2015 11:20 AM |
| 5 | There is no student accountability, so some students don't care how well they do, and just guess. | 11/6/2015 9:47 AM |
| 6 | results take too long. data is essentially useless. | 11/6/2015 8:54 AM |
| 7 | Its moderately useful. If we are going to continue to bog the juniors down with testing, there needs to be more incentive for them to do well. For example, college acceptance. | 11/6/2015 6:40 AM |
| 8 | It is not useful because it discriminates against students who do not have computers at home. | 11/5/2015 7:11 PM |
| 9 | I do not use it | 11/5/2015 6:48 PM |
| 10 | Data that it provides on students. | 11/5/2015 5:26 PM |
| 11 | Feedback took too long and it was not even received when those students were in my class anymore. | 11/5/2015 4:44 PM |
| 12 | Scores are not released until the summer, so instruction cannot be tailored to meet needs demonstrated by SMARTER. | 11/5/2015 4:42 PM |
| 13 | Not useful because data comes back so late. Students have moved on the following grade. | 11/5/2015 4:42 PM |
| 14 | Not useful because data is not given in a timely manor to effect my instruction to that group students. | 11/5/2015 4:42 PM |
| 15 | Not Useful! Not all students test well so the measure of their achievement is not accurate. Other factors can contribute to students not scoring well such as anxiety, hunger, poverty, home issues, etc. These factors are out of the educators control but do effect the students scores. | 11/5/2015 4:42 PM |
| 16 | Data about students can't help inform my instruction. It is not a good indicator of what students have accomplished during the school year. | 11/5/2015 4:41 PM |
| 17 | Not sure, because the information presented from the test results hasn't been made clear to teachers. We need training!!!! | 11/5/2015 4:39 PM |
| 18 | Not useful because we weren't able to access scores until much later in year. | 11/5/2015 4:38 PM |
| 19 | It is not useful because the feedback/results take so long to receive | 11/5/2015 4:33 PM |
| 20 | Have not received enough training on this assessment to make use of the data. | 11/5/2015 4:07 PM |
| 21 | n/a | 11/5/2015 3:58 PM |
| 22 | We don't get the results within the year they are taken. | 11/5/2015 3:14 PM |
| 23 | useful if it was scored in a timely manner | 11/5/2015 1:54 PM |
| 24 | N/A | 11/5/2015 1:03 PM |
| 25 | We are supposed to meet students where they are and take them to where they need to be. All students are not cookie cutters so having one test to test every student who are on different levels is not giving them what they need. | 11/5/2015 12:18 PM |
| 26 | it would be useful is the data was provided in a timely manner. | 11/5/2015 11:14 AM |
| 27 | We never get the scores until the following year. we are unable to make adjustments | 11/5/2015 9:48 AM |
| 28 | Na | 11/5/2015 9:16 AM |
| 29 | We do not take the SMARTER assessment in my school; however, this assessment is better aligned to the standards that are being implemented in the English and math classrooms. | 11/5/2015 8:15 AM |

Assessment Inventory Uses

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|----|---|--------------------|
| 30 | see previous answer | 11/4/2015 11:05 PM |
| 31 | Too much time is taken away from valuable instruction. Data was not available in a timely manner to drive instruction | 11/4/2015 11:03 PM |
| 32 | Currently, it is not useful as it does not align with the district required assessments and the data collected during the school year. The focus needs to be aligned. A common theme and expectation. (We need instant feedback in order to meet the needs of the students.) | 11/4/2015 9:14 PM |
| 33 | Its not useful in data driven instruction as the results are not provided for awhile after. | 11/4/2015 7:53 PM |
| 34 | Useful if it showed growth, but because students only take once this year, it doesn't show growth. Students that aren't on grade level, particularly ELL's and special education students will get a low score, won't meet standard, although they could be making progress. | 11/4/2015 1:21 PM |
| 35 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 36 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 37 | NOT usefull have opted my test aged children out of taking Smarter Balanced because I do not feel it is an effective standardized test and will not deliver the quality information that it claims it will provide. It is my right and duty as a parent to provide my children with the best possible educational outcomes, and from both my perspectives as a parent and as a school educator, I feel the Smarter Balanced is a poorly designed, unreliable measurement. I do not think it is properly aligned with grade level state standards, and I think the test questions are complicated and unclear. I am frustrated with the number of standardized tests, the pressure to perform on these tests and the lost learning time. Classroom time that spent instructing the children how to take/pass the tests is not time well-spent. One 3rd grade teacher noted that out of 20 days in school, 16 days were involved in practice testing or in preparing the children for the test. | 11/4/2015 11:38 AM |
| 38 | Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well. | 11/4/2015 11:12 AM |
| 39 | n/a | 11/4/2015 10:15 AM |
| 40 | Smarter Summative is not useful as it does not adhere to diversities in learning styles. | 11/3/2015 9:19 PM |
| 41 | Don't know how to access data. | 11/3/2015 3:07 PM |
| 42 | Not useful when I don't get results until the fall for a class I no longer teach! Also, how is it fair to ELL and Special Ed students when what we do for them everyday is ignored? I have IEPs that say I must read TEXT- yet that is NOT happening on these assessments. | 11/3/2015 2:58 PM |
| 43 | The scores do not measure growth while under the current teachers instruction. The data arrives after the child moves on to the next level. | 11/3/2015 10:44 AM |
| 44 | Smarter is not useful because as with any testing measure the results don't necessarily reflect student depth of knowledge. Because there is no tie in to their future goals many students feel as if the test is just a waste of time and they don't take the test with fidelity. | 11/3/2015 9:56 AM |
| 45 | The feedback is delayed and we don't know enough about the test. | 11/3/2015 9:47 AM |
| 46 | Too much of a delay - The immediate feedback of NWEA testing was most useful in the past. | 11/3/2015 8:47 AM |
| 47 | Why do I need last year's scores? | 11/3/2015 7:03 AM |
| 48 | N/A | 11/3/2015 5:28 AM |
| 49 | Results too long in receiving | 11/3/2015 5:12 AM |
| 50 | Not age appropriate | 11/2/2015 9:36 PM |
| 51 | data is not reflective of the work being done in our school for our students | 11/2/2015 7:58 PM |
| 52 | Too difficult and frustrating for my students | 11/2/2015 3:31 PM |
| 53 | See number 9 | 11/2/2015 11:38 AM |
| 54 | The scores come late and the tests are extremely difficult for students who are already significantly below grade level. | 11/2/2015 11:31 AM |
| 55 | Useful for getting an idea of where your students are, but data is received too late to aide in planning | 11/2/2015 10:52 AM |
| 56 | Right now it is not useful because the data comes back so late | 11/2/2015 10:41 AM |

Assessment Inventory Uses

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| 57 | See how students score among other students and where they do/do not accelerate. Not useful because scores come after school year starts. Takes too much time | 11/2/2015 10:11 AM |
| 58 | Somewhat useful: Gives detailed information on how students performed. The information is received too late to be meaningful. | 11/2/2015 9:24 AM |
| 59 | results are received too late | 11/2/2015 9:07 AM |
| 60 | No information to the teacher during the school year. | 11/2/2015 8:34 AM |
| 61 | The testing window is not enough time to allow students to do their best and complete the test. Many students felt rushed or did not finish. The test is too long. | 11/2/2015 6:51 AM |
| 62 | data comes too late | 11/1/2015 7:46 PM |
| 63 | Curriculum Maps for ELA directly connect to information on the Summative | 10/31/2015 9:16 PM |
| 64 | N/A | 10/31/2015 8:58 AM |
| 65 | Too long and no immediate feedback | 10/30/2015 4:42 PM |
| 66 | Not at all | 10/30/2015 4:31 PM |
| 67 | It is not useful because teachers already know which students are struggling and what they are struggling with. | 10/30/2015 3:52 PM |
| 68 | Not useful- Lengthy test, stressful to students, result aren't an accurate reading of student understanding. | 10/30/2015 3:43 PM |
| 69 | Smarter is not useful because it is stressful for the students and the results do not help drive instruction. | 10/30/2015 3:43 PM |
| 70 | No one has seen the scores. Useless. | 10/30/2015 2:39 PM |
| 71 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 72 | see question #9 | 10/30/2015 2:31 PM |
| 73 | Not enough feedback of scores available to teachers. | 10/30/2015 2:23 PM |
| 74 | Because the format is confusing and bulky. The questions are tricky and not age appropriate. No child should be getting this sort of test in elementary school. We are exhausting and demoralizing our children!! | 10/30/2015 1:55 PM |
| 75 | Not sure | 10/30/2015 1:47 PM |
| 76 | does not capture growth. | 10/30/2015 1:27 PM |
| 77 | limited information provided | 10/30/2015 1:05 PM |
| 78 | Not - we spend too much time teaching to the test and worry about how the students will do or if they will get stressed out. We don't see results until our students are no longer with us and we can not use it to further our students education for the good. | 10/30/2015 1:00 PM |
| 79 | It is useful, since it pushes students to learn | 10/30/2015 12:44 PM |
| 80 | Not useful. Can't see questions or how your students answer them. Results come out so far after the fact that you're onto the next class and their needs. | 10/30/2015 12:34 PM |
| 81 | The results come in so late, and really don't break down the assessment enough results. Plus they are in March before all of the standards are taughts. | 10/30/2015 11:19 AM |
| 82 | NOT USEFUL- all of my students are English language learners. It is absolutely illogical to administer a test at this level for students who are beginning or developing English language learners.They are unable to be successful with a test that is inaccessible. | 10/30/2015 10:51 AM |
| 83 | Not useful because it doesn't have any impact on the student. | 10/30/2015 10:37 AM |
| 84 | Useful - Gauge grade level mastery | 10/30/2015 10:34 AM |
| 85 | No information | 10/30/2015 10:22 AM |
| 86 | used to measure the school, hard to use with children because there is not enough information to explain to the students how to expect to improve | 10/30/2015 10:05 AM |
| 87 | Not useful as the SOLE predictor of placement levels. Teachers know more about individual students and should be making final decisions regarding placement levels. | 10/30/2015 9:35 AM |
| 88 | It is not useful because it is very bias and not getting the true knowledge of the different learners | 10/30/2015 9:33 AM |

Assessment Inventory Uses

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| 89 | This does not provide useful data for anyone. For the longest time the measure of success was your SAT score. If the SAT organization is making their test more common core friendly we should be helping students to score well on that test since it directly ties into their college experience. Smarter does not tell us whether a teacher is good at their job or not. | 10/30/2015 9:28 AM |
| 90 | The scores are reported too late. The scores do not give enough detail to use to inform instruction. The hours that students put into practicing and taking the test would be better used in actual instruction. | 10/30/2015 9:27 AM |
| 91 | For severe and many less severe special education students it is as if you are giving them one more way of saying 'here's something you can't do -now DO IT!'. I have a blind student. How can the test be accomodated for him? | 10/30/2015 9:18 AM |
| 92 | Not useful - For many students performance on SB does not match performance in class. | 10/30/2015 9:10 AM |
| 93 | I don't know anything about SMARTER SUMMATIVE yet. We received our scores so late, I was already focused on a new set of students. | 10/30/2015 8:54 AM |
| 94 | Not sure if students do not know the material or cannot understand how to manipulate/write answers. Written answers measure typing skills and is biased toward affluent students with access to technology at home. | 10/30/2015 8:00 AM |
| 95 | not - cart before the horse - you can't roll in a new k-12 curriculum all at once without gaps the only way to really change what is being taught and when is the roll it out in kindergarten, then 1st grade, then second.....and so on but that would mean we actually believe this will be around for the long haul | 10/30/2015 7:59 AM |
| 96 | We do not use this. | 10/29/2015 8:53 PM |
| 97 | It helps students to think more and challenges them to do better. | 10/29/2015 4:42 PM |
| 98 | This is not useful in that it imposes a great deal of stress on the students. Also, it is a one shot deal.....you must perform well on that day in order to do well. These tests do not do a good job of showing how a student learns over the course of the year. Also, the results do not come out until after the school year is done. How is that supposed to help me in planning lessons for instruction? | 10/29/2015 3:57 PM |
| 99 | NOT USEFUL. Places economically disadvantaged students at a greater disadvantage. It is difficult to use. Students treat it like a video game. Most students refuse to use pencil and paper while taking math assessments on the computer. Despite school- wide, district-wide and state-wide emphasis on the test's importance, students in "regular math" classes refuse to buy into it. Some read the problems and see them as ridiculous and not worth their time. Definitely not an accurate measure of students' abilities. | 10/29/2015 3:19 PM |
| 100 | The smarter summative is not useful because it does no supply any real information about where the students are and what they need to work on. | 10/29/2015 1:46 PM |
| 101 | Too long to get results, too long to administer. This tests assesses students' attention level and not knowledge | 10/29/2015 1:26 PM |
| 102 | No meaningful data because it's too new | 10/29/2015 11:29 AM |
| 103 | Not useful because the results are provided in an untimely manner. | 10/29/2015 10:04 AM |
| 104 | n/a | 10/28/2015 3:57 PM |
| 105 | Not useful. Too hard to find the data you are looking for. I used to get print outs of the data delivered to my mail box. Now I have to hunt and peck in a inherently hard to navigate webpage using the correct web browser. | 10/28/2015 2:59 PM |
| 106 | Not useful; I find what they assess to be not very valuable | 10/28/2015 2:27 PM |
| 107 | No individual student feedback | 10/28/2015 2:13 PM |
| 108 | If not enough students take the test, data is meaningless. Juniors have to take too many tests! | 10/28/2015 9:32 AM |
| 109 | We do not get the results until our students have moved on. | 10/28/2015 8:20 AM |
| 110 | very little data and comes back way too late to be useful for current students | 10/28/2015 7:53 AM |
| 111 | n/a | 10/28/2015 7:49 AM |
| 112 | Results are not received in time to be of any practical use to inform/adjust/improve instruction and support students. | 10/27/2015 10:03 PM |
| 113 | With full inclusion model this is an unnecessary torture device for our students with mild intellectual disability | 10/27/2015 3:48 PM |
| 114 | Too new to be able to compare or ascertain what students need. | 10/27/2015 3:34 PM |
| 115 | Not leveled, wording ridiculous. doesn't measure what it proports to measure. results untimely. | 10/27/2015 2:00 PM |
| 116 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 117 | It is not useful. It is only a way to compare schools and states against one another. | 10/27/2015 1:10 PM |

Assessment Inventory Uses

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| 118 | It is not useful because it does not score the students properly or provide an accurate picture of student knowledge. | 10/27/2015 12:06 PM |
| 119 | First year teacher- never done yet | 10/27/2015 12:05 PM |
| 120 | I have not used this data as of yet. | 10/27/2015 11:09 AM |
| 121 | The data is not provided till students are in the next grade level. | 10/27/2015 11:00 AM |
| 122 | It is simply redundant. It takes time away from teaching. No student accountability. | 10/27/2015 10:01 AM |
| 123 | It is not very useful because it only captures a glimpse of student performance at a given time. | 10/27/2015 8:52 AM |
| 124 | Did not received feedback until the start of the following school year and it was for students we no longer teach. Does not influence instruction the way it should. Need feedback about student performance when something could actually be done to improve instruction. | 10/27/2015 8:08 AM |
| 125 | N/a | 10/26/2015 8:04 PM |
| 126 | N/A | 10/26/2015 7:18 PM |
| 127 | We do not see what ares our students are struggling with. | 10/26/2015 6:14 PM |
| 128 | I just did- see previous question. | 10/26/2015 4:36 PM |
| 129 | SBAC tests are so hard that it only tells us that students are reading below level but not why and they do not tell us what skills need to be addressed. These tests are useful for identifying TAG students. | 10/26/2015 4:31 PM |
| 130 | na | 10/26/2015 4:12 PM |
| 131 | Results take too long to get back to the schools to be useful. | 10/26/2015 3:59 PM |
| 132 | Smarter Summative appears to be difficult to understand | 10/26/2015 3:31 PM |
| 133 | Not enough time to view. Too much test for kids to stay focused | 10/26/2015 3:29 PM |
| 134 | Not applicable | 10/26/2015 3:17 PM |
| 135 | See previous question. | 10/26/2015 3:07 PM |
| 136 | n/a | 10/26/2015 3:02 PM |
| 137 | Leveling the Classes | 10/26/2015 2:52 PM |
| 138 | not useful. Does not guide learning and a lot of the questions are tricky so the kids are tested on if they can understand the questions not the content. | 10/26/2015 12:47 PM |
| 139 | currently it is not useful as I no longer teach the students who took this exam. | 10/26/2015 10:47 AM |
| 140 | Smarter Balanced - takes up too much time (@ 11 hours just for summatives), money, resources (computers, teacher instructional time, Library & computer lab space) particularly in grade 11. The results come back in @ 5 months. More than 2/3 of our 11th graders opted out. SAT and AP tests are more important to students and families. | 10/26/2015 10:05 AM |
| 141 | The questions are very hard and our students do not understand how to take the test. The test is long and they get tired y the end and just click. | 10/26/2015 10:02 AM |
| 142 | The data is not delineated in a way such that it gives specifics about what the student is missing. | 10/26/2015 9:09 AM |
| 143 | I do not feel like this is useful. There are no consequences to the student if they do poorly so I don't believe the students take this seriously. It is also very long and tedious and many students become frustrated and give up. | 10/26/2015 8:51 AM |
| 144 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 145 | See previous answer. (9) | 10/26/2015 8:38 AM |
| 146 | See previous answer | 10/26/2015 8:00 AM |
| 147 | Excessive testing. | 10/26/2015 7:15 AM |
| 148 | My district has not provided me with results from last year. How useful was that? We have not talked about the results. | 10/25/2015 6:19 PM |
| 149 | We only get it at the end of the year so you can't help the students you had because they've moved on. It only helps to see what is being assessed so you can tackle this with your new students. | 10/23/2015 4:26 PM |
| 150 | not modified on reading level | 10/23/2015 9:11 AM |
| 151 | Not useful, questions are biased and confusing for students. | 10/23/2015 7:45 AM |

Assessment Inventory Uses

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| 152 | SMARTER SUMMATIVE is not useful because it is a standardized test and not also students are at that same proficiency level, nor are they able to demonstrate their knowledge through a standard assessment | 10/22/2015 5:05 PM |
| 153 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 154 | Too_long.... MAP_or_Terranova_would_give_comparable_info_and_get_more_buy-in_from_parents/Students And_my_guess_is_more_cost-effective | 10/22/2015 2:46 PM |
| 155 | No feedback on specific skill areas that we can use to help inform our instruction. Either they pass or fail. | 10/22/2015 11:13 AM |
| 156 | scores are pointless months after the children are out of your class | 10/22/2015 11:00 AM |
| 157 | Please see number 9 for more details. Smarter Summative is not useful | 10/22/2015 10:03 AM |
| 158 | The scores are so delayed they are not useful as a teaching tool | 10/22/2015 9:42 AM |
| 159 | It is not useful due to its poor design, the time it takes away from learning to administer and the delay in scores in no way drives instruction. The results do not at all reflect the students growth, potential or overall knowledge in the subject area. | 10/21/2015 9:53 PM |
| 160 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 161 | Not appropriate for students reading 3+ years below grade level. | 10/21/2015 1:10 PM |
| 162 | the following year teachers really don't use the data on these tests | 10/21/2015 9:39 AM |
| 163 | Not useful because data is not received until after the school year is over. | 10/21/2015 8:52 AM |
| 164 | It is not useful because it is solely used to judge the teacher not whether the material was learned | 10/20/2015 4:43 PM |
| 165 | I can only use these results to better my teaching as my students didn't take it last year | 10/20/2015 4:02 PM |
| 166 | Data is not specific to students. By the time data aggregated by class is received, students have been promoted a grade and are no longer in those classes. | 10/20/2015 2:59 PM |
| 167 | SMARTER SUMMATIVE not measure skill level and/or growth in regards to reliability and/or validity. | 10/20/2015 1:38 PM |
| 168 | It is poorly constructed from a brain-development point of view. It requires their brains to jump from one learning style to another; content comes second. | 10/20/2015 11:33 AM |
| 169 | Useful to see overall trends in grade level performance. Not useful in guiding instruction. | 10/20/2015 10:48 AM |
| 170 | data is not received in a timely manner. | 10/20/2015 10:23 AM |
| 171 | Not useful because zero student accountability | 10/20/2015 8:42 AM |
| 172 | Somewhat good, because it gives a general overview of the school progress as a whole | 10/20/2015 8:08 AM |
| 173 | no feedback in a timely manner | 10/19/2015 10:22 PM |
| 174 | Smarter Balance is too developmentally inappropriate. The expectations that students at my grade level to manipulate and type on a computer is unrealistic. Additionally the feedback comes too late to be of any use. Additionally, the expectation that all students can master grade level expectations is unfair to those students who will never be able to do so. It is time those outside of the classroom begin to realize that not all students are created equal. | 10/19/2015 9:13 AM |
| 175 | N/A | 10/19/2015 8:19 AM |
| 176 | The results come back so late, that there is no way to provide meaningful feedback or instruction for the child. We are not testing students on what they know, just how well they can take a test. The length of the test is completely NOT age appropriate, it covers far too much general topics, wastes too much time from actual instruction of students. | 10/18/2015 5:30 PM |
| 177 | Smarter Summative is not useful, because the data I get does not match any skill or fluency or comprehension skills for my students. There is no data that I can select on to determine where I need to focus teaching. The data is not timely for me to use as a preview for my current class. | 10/16/2015 4:05 PM |
| 178 | I do not assess students using any of the listed tests. - However, The time between the test and the results invalidates much of the potential diagnostics. | 10/16/2015 7:34 AM |
| 179 | NOT-Scores as sent too late. It gives no specific feedback as to strengths and areas of need for students. | 10/15/2015 8:52 PM |
| 180 | The strand report is useful for grouping in the classroom, but it would be nice if it had some more break down of explicit scores. | 10/15/2015 8:40 PM |

Assessment Inventory Uses

Q11 Explain why SMARTER INTERIM BLOCK is useful or not useful. (Note in 2015 the district gave performance tasks from SMARTER interim)

Answered: 136 Skipped: 469

| # | Responses | Date |
|----|--|--------------------|
| 1 | Not useful - Adds to testing fatigue, difficult to score. | 11/8/2015 9:21 PM |
| 2 | don't know. | 11/6/2015 1:16 PM |
| 3 | N/A | 11/6/2015 11:20 AM |
| 4 | There is no student accountability, so some students don't care how well they do, and just guess. | 11/6/2015 9:47 AM |
| 5 | Not useful because it is a waste of valuable class time. There are no grades and you cant find out whether the answers are right or wrong. How is that valuable? | 11/6/2015 6:40 AM |
| 6 | It is slightly useful because it allows the students to practice and alleviate anxiety. | 11/5/2015 7:11 PM |
| 7 | DO not use | 11/5/2015 6:48 PM |
| 8 | Teachers score which makes the assessment subjective | 11/5/2015 4:44 PM |
| 9 | It's given too closely to the summative. | 11/5/2015 4:42 PM |
| 10 | The interim block was given just weeks before the summative. We had no time to adapt instruction. | 11/5/2015 4:42 PM |
| 11 | Not useful.. | 11/5/2015 4:42 PM |
| 12 | Hand scoring takes so long that the results are not useful by the time they are available. | 11/5/2015 4:42 PM |
| 13 | It would be helpful if we didn't have to grade it without proper training and time to understand the results. | 11/5/2015 4:39 PM |
| 14 | There was not enough time given to make it useful to guide instruction | 11/5/2015 4:33 PM |
| 15 | Helps familiarize students with the testing format and rubric for which they are being assessed. Helps teachers guide instruction | 11/5/2015 4:07 PM |
| 16 | n/a | 11/5/2015 3:58 PM |
| 17 | need more performance tasks to make valid judgement | 11/5/2015 1:54 PM |
| 18 | we never received the scores | 11/5/2015 9:48 AM |
| 19 | Na | 11/5/2015 9:16 AM |
| 20 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 21 | It was another time away from instruction for no real gain. Kids become anxious with all the required test. | 11/4/2015 11:03 PM |
| 22 | Currently, it is not useful as it does not align with the district required assessments and the data collected during the school year. The focus needs to be aligned. A common theme and expectation. (We need instant feedback in order to meet the needs of the students.) Also, it is given so late that we can not truly inform our instruction. | 11/4/2015 9:14 PM |
| 23 | Smarter Interim would likely be helpful if it was done further ahead of the Summative, to help guide instruction | 11/4/2015 7:53 PM |
| 24 | Useful for students to practice, not useful for teachers | 11/4/2015 1:21 PM |
| 25 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 26 | I do not give this assessment. | 11/4/2015 11:46 AM |

Assessment Inventory Uses

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| 27 | I have opted my test aged children out of taking Smarter Balanced because I do not feel it is an effective standardized test and will not deliver the quality information that it claims it will provide. It is my right and duty as a parent to provide my children with the best possible educational outcomes, and from both my perspectives as a parent and as a school educator, I feel the Smarter Balanced is a poorly designed, unreliable measurement. I do not think it is properly aligned with grade level state standards, and I think the test questions are complicated and unclear. I am frustrated with the number of standardized tests, the pressure to perform on these tests and the lost learning time. Classroom time that spent instructing the children how to take/pass the tests is not time well-spent. One 3rd grade teacher noted that out of 20 days in school, 16 days were involved in practice testing or in preparing the children for the test. | 11/4/2015 11:38 AM |
| 28 | Smarter Balance Assessments (all) are a waste of time as we do not get any results until it is too late to help the children. The children also know they do not count towards anything (passing the grade, report cards, etc.) so they do not apply the effort necessary to do well. | 11/4/2015 11:12 AM |
| 29 | n/a | 11/4/2015 10:15 AM |
| 30 | N/A | 11/3/2015 9:19 PM |
| 31 | It was useful because it gave me a chance to see what it looked like. | 11/3/2015 3:07 PM |
| 32 | Not useful because it WASTES valuable teaching time! | 11/3/2015 2:58 PM |
| 33 | Interim lets instructors know the skill sets of students that need additional support. | 11/3/2015 10:44 AM |
| 34 | Smarter interim was useful because it allowed the students to preview the type of test they would be taking in the spring. | 11/3/2015 9:56 AM |
| 35 | it is helpful to expose students to the test however it does not even score the exam to give feedback. | 11/3/2015 9:47 AM |
| 36 | This was time-consuming and interfered with a lot of instructional time. | 11/3/2015 8:47 AM |
| 37 | It too way too much time. | 11/3/2015 7:03 AM |
| 38 | N/A | 11/3/2015 5:28 AM |
| 39 | The length of the time it took to score just a sampling of the responses speaks to the fact that the information would be slow in coming. | 11/3/2015 5:12 AM |
| 40 | Not age appropriate | 11/2/2015 9:36 PM |
| 41 | too much time to prepare students for a test that will not measure their growth adequately | 11/2/2015 7:58 PM |
| 42 | Too difficult and frustrating for my students | 11/2/2015 3:31 PM |
| 43 | Time consuming and again, no immediate feedback to use to change instruction. The practice test provides students time with the tool. | 11/2/2015 11:38 AM |
| 44 | don't use and don't feel the need to subject students to more testing | 11/2/2015 11:31 AM |
| 45 | No time to reteach based on skills, too much testing, not enough actual teaching/preview or review | 11/2/2015 10:52 AM |
| 46 | I thought this was very useful to allow the students to know what to expect. | 11/2/2015 10:41 AM |
| 47 | Too much time to grade, not enough information to use as a teaching tool | 11/2/2015 10:11 AM |
| 48 | There was no explanation how to administer or navigate the test. The performance task looked completely different than what students use in their curriculum books, and when they logged into the test and began the short responses, they thought that was the performance task. | 11/2/2015 6:51 AM |
| 49 | Practice for the Summative test is beneficial | 10/31/2015 9:16 PM |
| 50 | N/A | 10/31/2015 8:58 AM |
| 51 | Too long too stressful to much all in the same weeks | 10/30/2015 4:31 PM |
| 52 | The test was not executed with fidelity across the district, therefore the data is invalid. | 10/30/2015 3:52 PM |
| 53 | Not Useful- hand scoring takes a long time and is subjective. | 10/30/2015 3:43 PM |
| 54 | Not useful because the hand scoring takes a long time to score and the results are subjective. | 10/30/2015 3:43 PM |
| 55 | We gave them, but never did a thing with them. | 10/30/2015 2:39 PM |
| 56 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 57 | We used the interim last year (2014-2015). I think it is very confusing to the students. | 10/30/2015 2:31 PM |

Assessment Inventory Uses

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| 58 | Useless. Time waster. This does not prepare our children for the "actual" test. It just makes them more resistant to taking ANY tests! | 10/30/2015 1:55 PM |
| 59 | Can help both the students and teachers can a feel for the test. | 10/30/2015 1:00 PM |
| 60 | It is useful, since we can see students' progress | 10/30/2015 12:44 PM |
| 61 | The PT's were horrible. The kids were completely overwhelmed. The grading was over the top too much. Unable to gain useful knowledge. | 10/30/2015 12:34 PM |
| 62 | No results. They take too much time and not enough information. | 10/30/2015 11:19 AM |
| 63 | NOT USEFUL- English language learners do not benefit from instruction that is not comprehensible to them. They need performance tasks that are appropriate for their language ability levels. | 10/30/2015 10:51 AM |
| 64 | No information | 10/30/2015 10:22 AM |
| 65 | useful in getting the kids prepared for seeing smarter questions and what to expect on the summative | 10/30/2015 10:05 AM |
| 66 | It gives parents a voice to say enough is enough. | 10/30/2015 9:33 AM |
| 67 | The time it takes to administer it is ridiculous. If you are an 11th grade teacher you only teach from September to February. The rest of your year is testing. | 10/30/2015 9:28 AM |
| 68 | It's useful in that it gives students practice for Smarter Summative. | 10/30/2015 9:27 AM |
| 69 | Not useful - Very time consuming and difficult to grade. Time would be better spent on instruction of curriculum. | 10/30/2015 9:10 AM |
| 70 | I would like to use these after I finish a unit to see how my students are doing with the material. | 10/30/2015 8:54 AM |
| 71 | This may be more useful but without 1-1 computers in most of our classrooms schedule practice is difficult. | 10/30/2015 8:00 AM |
| 72 | This is not necessarily useful because the kids do not take it seriously. | 10/29/2015 8:53 PM |
| 73 | This test provided me no insight into student learning. In fact, I did not even get a chance to view the results as the test data was not provided or shared with staff. | 10/29/2015 3:57 PM |
| 74 | Too long to get results, too long to administer. This tests assesses students' attention level and not knowledge | 10/29/2015 1:26 PM |
| 75 | More time testing which is unnecessary, they could be learning | 10/29/2015 11:29 AM |
| 76 | n/a | 10/28/2015 3:57 PM |
| 77 | Not useful. Once you were done trying to grade it, it was already too late to identify, locate, and execute the curriculum that students needed the most. It would have been better if the interim was given at the very beginning of the school year. | 10/28/2015 2:59 PM |
| 78 | Not useful; I find what they assess to be not very valuable | 10/28/2015 2:27 PM |
| 79 | Not useful if my school doesn't use it. | 10/28/2015 9:32 AM |
| 80 | I have lost 10 minutes with each one of my classes that I don't like. | 10/28/2015 8:16 AM |
| 81 | Performance tasks are. Some parts of IAB are useful. IAB is useful for students with accommodations to see what they are before the main test. | 10/28/2015 7:53 AM |
| 82 | n/a | 10/28/2015 7:49 AM |
| 83 | Too much testing. If it isn't mandatory, why do it? | 10/27/2015 10:03 PM |
| 84 | This was useful in that it gave students a format and practice for the summative. | 10/27/2015 3:34 PM |
| 85 | same reason hand scoring options only? | 10/27/2015 2:00 PM |
| 86 | It is not useful because it does not measure growth, takes too much time to give/grade, and provides less timely and easily accessible information as tests such as NWEA MAP and SMI/SRI. | 10/27/2015 1:55 PM |
| 87 | It is not useful because it does not score the students properly or provide an accurate picture of student knowledge. | 10/27/2015 12:06 PM |
| 88 | First year teacher- never done yet | 10/27/2015 12:05 PM |
| 89 | n/a | 10/27/2015 11:09 AM |
| 90 | Waste of instructional time. Additionally, teachers had to spend their time to score these tests. | 10/27/2015 8:08 AM |
| 91 | It is useful because the students get an idea of what the test is like. However, it takes too long for the students complete. | 10/26/2015 8:06 PM |

Assessment Inventory Uses

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| 92 | N/a | 10/26/2015 8:04 PM |
| 93 | N/A | 10/26/2015 7:18 PM |
| 94 | It is to subjective. Grades can vary from teacher to teacher. | 10/26/2015 6:14 PM |
| 95 | More testing-less teaching. | 10/26/2015 4:36 PM |
| 96 | Interim block tests are useful because it gives teachers an opportunity to give students practice on a small portion of the SBAC test while during test conditions. It is also an opportunity to teach students how to answer specific types of questions since they are secure but not public. Teachers can talk about the questions with students but not send them home to parents. | 10/26/2015 4:31 PM |
| 97 | na | 10/26/2015 4:12 PM |
| 98 | Can see and use results in a timely fashion. | 10/26/2015 3:59 PM |
| 99 | Bad time of year | 10/26/2015 3:29 PM |
| 100 | Not applicable | 10/26/2015 3:17 PM |
| 101 | It is somewhat useful in that I can look at the scores to see what students understand during the school year, like DCAS. | 10/26/2015 3:07 PM |
| 102 | n/a | 10/26/2015 3:02 PM |
| 103 | Help gives an idea of students' needs. | 10/26/2015 2:52 PM |
| 104 | just practice for the spring test | 10/26/2015 12:47 PM |
| 105 | not useful, students took a similar test twice in a small time frame. | 10/26/2015 10:47 AM |
| 106 | While it might be good practice for the Summative, it takes too much time from student instruction and time for teachers to grade. | 10/26/2015 10:05 AM |
| 107 | It was time consuming and the questions were ambiguous. | 10/26/2015 9:09 AM |
| 108 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 109 | See previous answer. (9) | 10/26/2015 8:38 AM |
| 110 | It can be useful in seeing where students strengths and weaknesses lie with respect to standards. Can be time consuming to grade. | 10/26/2015 8:00 AM |
| 111 | Not sure... | 10/26/2015 7:15 AM |
| 112 | Wastes too much class time especially with block scheduling. Block scheduling decreases actual learning time by approximately 1500 minutes. | 10/23/2015 3:33 PM |
| 113 | never heard of this program | 10/23/2015 9:11 AM |
| 114 | Interim Block, could be useful if teachers were to get the valuable feedback, with enough time given to enhance those skills required/ as a result of that test | 10/22/2015 5:05 PM |
| 115 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 116 | Could be useful if teachers used it as a graded assignment and gave feedback to students regarding how to improve scores or if it was done as a class but to just have a student write a poor essay and not be given instruction how to improve it is a waste | 10/22/2015 2:46 PM |
| 117 | This is useful for teachers who want to give students experience taking SBAC tests. | 10/22/2015 2:30 PM |
| 118 | It is not useful because there is not specific feedback and it takes away from teaching time. And the students hate it because they are tested to death. | 10/22/2015 11:13 AM |
| 119 | subjective | 10/22/2015 11:00 AM |
| 120 | Please see number 9 for details. Smarter Interim is not useful. | 10/22/2015 10:03 AM |
| 121 | They are not useful...by the time they are hand scored, the information is irrelevant | 10/22/2015 9:42 AM |
| 122 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 123 | Not appropriate for students reading 3+ years below grade level. | 10/21/2015 1:10 PM |
| 124 | No one new what to do with the results | 10/21/2015 9:39 AM |
| 125 | Data is not given in a useful format. | 10/20/2015 2:59 PM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 126 | The students don't take it seriously. There is no time in the school year to prepare them for something as unimportant as this test when there is real learning to be done. | 10/20/2015 11:33 AM |
| 127 | Did not ever use these. I was not in the classroom last school year. | 10/20/2015 10:48 AM |
| 128 | takes too long but is good practice--last year, was given too close to summative, so not useful other than for practice taking this type of test. | 10/20/2015 10:23 AM |
| 129 | no feedback/results | 10/19/2015 10:22 PM |
| 130 | For the same reason as my answer in question 10. The test is developmentally inappropriate and unfair to students. | 10/19/2015 9:13 AM |
| 131 | N/A | 10/19/2015 8:19 AM |
| 132 | This is worse!! It is completely random, testing questions and tasks that have no value. Then we score them (and most teachers do not have a clue) and then we as teachers have no idea how to change our instruction to be meaningful and practice for the test. They are not compatible - teachers must choose between real instruction and teaching to pass the test. It is an awful choice | 10/18/2015 5:30 PM |
| 133 | The interim took a lot of time, but it did not provide me with useful data, even though I scored it myself. The writing data did provide me with information on how the class would perform on an outside prompt without my supervision. | 10/16/2015 4:05 PM |
| 134 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 135 | The performance tasks were not useful at all. The data was not shared and they were teacher scored so the data we did have was very subjective. | 10/15/2015 8:52 PM |
| 136 | It's a huge chunk of time out of the classroom to take it and it did not give enough information to alter or remediate | 10/15/2015 8:40 PM |

Assessment Inventory Uses

Q12 Explain why DCAS SOCIAL STUDIES is useful or not useful.

Answered: 96 Skipped: 509

| # | Responses | Date |
|----|--|--------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | There is no student accountability, so some students don't care how well they do, and just guess. | 11/6/2015 9:47 AM |
| 3 | We don't use the data for anything. | 11/5/2015 7:11 PM |
| 4 | Do not use | 11/5/2015 6:48 PM |
| 5 | It helps to guide my instruction | 11/5/2015 4:44 PM |
| 6 | Not administered in my grade level. | 11/5/2015 4:42 PM |
| 7 | N/A | 11/5/2015 4:39 PM |
| 8 | Not applicable | 11/5/2015 4:07 PM |
| 9 | n/a | 11/5/2015 3:58 PM |
| 10 | Helps to see what students need reteaching | 11/5/2015 1:54 PM |
| 11 | n/a | 11/5/2015 9:48 AM |
| 12 | NA | 11/5/2015 9:16 AM |
| 13 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 14 | We lose so many hours of instructional time with all the test. The school loses access to any meaningful uses of technology resources for months on end when computers are used for testing the last couple of months of school. Not counting the fall and winter assessments. | 11/4/2015 11:03 PM |
| 15 | It does not offer multiple data points to assist with identifying the strengths and weaknesses of our students. | 11/4/2015 9:14 PM |
| 16 | Not useful--It does not give me the information that I need to adequately address my students' stated IEP needs. | 11/4/2015 12:15 PM |
| 17 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 18 | Does not match the scope/sequence of the curriculum. Is given for multiple years of info and they have a hard time remembering. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for Science instruction. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for SS instruction. | 11/4/2015 11:12 AM |
| 19 | n/a | 11/4/2015 10:15 AM |
| 20 | N/A | 11/3/2015 9:19 PM |
| 21 | n/a | 11/3/2015 3:07 PM |
| 22 | The assessment is an end of year data point that does not allow for instructional shifts. | 11/3/2015 10:44 AM |
| 23 | If a student passes all graduation requirements but doesn't perform well on their 11th grade SS DCAS, then the test results provide very little meaningful data. Maybe it indicates that our courses are too easy for students or maybe it indicates that our students don't value the test. | 11/3/2015 8:47 AM |
| 24 | N/A | 11/3/2015 5:28 AM |
| 25 | Results more instantaneous; gives the teachers time to use the results to plan for instruction. | 11/3/2015 5:12 AM |
| 26 | data is not reflective of the work being done in our school for our students | 11/2/2015 7:58 PM |
| 27 | Too difficult for my students | 11/2/2015 3:31 PM |
| 28 | gives some basic info but is too broad to be useful | 11/2/2015 11:31 AM |
| 29 | Once units are done and tested, we do not revisit | 11/2/2015 10:52 AM |
| 30 | It assesses k-4 rather than just 4. | 11/2/2015 8:34 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 31 | It does not test alot of our curriculum | 11/1/2015 4:02 PM |
| 32 | N/A | 10/31/2015 8:58 AM |
| 33 | Quick and easy | 10/30/2015 4:31 PM |
| 34 | They are not as useful as can be because Social Studies is split in half between each marking period. | 10/30/2015 3:43 PM |
| 35 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 36 | N/A | 10/30/2015 2:31 PM |
| 37 | Data comes at end of the year which makes it less useful to 4th grade teachers. | 10/30/2015 2:23 PM |
| 38 | They tell if the students are being taught the standards. | 10/30/2015 11:19 AM |
| 39 | No information | 10/30/2015 10:22 AM |
| 40 | It is useful in looking for strengths and weaknesses in our social studies instruction. It informs us of who is retaining and applying the information taught over the years. | 10/30/2015 9:27 AM |
| 41 | It is nice that Social Studies is given a place so students can see the value of Social Studies, however, it is unrealistic because we only teach Social Studies for half of the year, and we only have 20 minutes to teach it. | 10/30/2015 8:56 AM |
| 42 | It is a random selection of 50 questions over 3 YEARS of content. A student could go to school in another state for 5th and 6th grade but still have to take a test on 5th-7th grade Delaware standards. | 10/30/2015 8:17 AM |
| 43 | No one cares about this test. | 10/29/2015 8:53 PM |
| 44 | It helps students to understand our society and the ways of government, etc, | 10/29/2015 4:42 PM |
| 45 | Good survey of content | 10/29/2015 1:26 PM |
| 46 | Results aren't even used and most teachers teach to the test | 10/29/2015 11:29 AM |
| 47 | n/a | 10/28/2015 3:57 PM |
| 48 | It is useful, but again we are giving this test in March. What good is it when there is 2.5 months left in the school year. The technology infrastructure in the school district and particularly at my school is limited. | 10/28/2015 2:59 PM |
| 49 | Not useful because it's not given every year. Hard to track student growth. | 10/28/2015 9:32 AM |
| 50 | not useful; this is tested only at 4th grade level, students are expected to retain all previous grades information and Social Studies may not have been taught regularly in the previous grades. | 10/28/2015 8:01 AM |
| 51 | assesses 3 years worth of learning for students who may or may not have been in Delaware or RC. Not all states are aligned so out-of-staters' results are skewed | 10/28/2015 7:53 AM |
| 52 | n/a | 10/28/2015 7:49 AM |
| 53 | N/a | 10/27/2015 10:03 PM |
| 54 | measure long length of learning time. I know it has been recently adjusted. | 10/27/2015 2:00 PM |
| 55 | It is not given at the high school level. I have never in my 20 year career referred back a student's 8th grade SS achievement test results. I am not sure why I ever would. | 10/27/2015 1:55 PM |
| 56 | It is useful because it provides data about grade level social studies understanding. | 10/27/2015 12:06 PM |
| 57 | First year teacher- never done yet | 10/27/2015 12:05 PM |
| 58 | n/a | 10/27/2015 11:09 AM |
| 59 | N/a | 10/26/2015 8:04 PM |
| 60 | N/A | 10/26/2015 7:18 PM |
| 61 | We are so stressed about the other assessment that SS is the least of our worries. | 10/26/2015 6:14 PM |
| 62 | The testing Windows do not align with semester courses. The first semester students have too much time between the end of course and taking the test. The second semester students are not taught all of the material before taking the test. | 10/26/2015 4:44 PM |
| 63 | N/A | 10/26/2015 4:36 PM |
| 64 | I believe this test basically tests whether students can read social studies material and is not useful in identifying whether or not they have mastered the curriculum. | 10/26/2015 4:31 PM |

Assessment Inventory Uses

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|----|--|---------------------|
| 65 | na | 10/26/2015 4:12 PM |
| 66 | Too much test for kids to stay focused | 10/26/2015 3:29 PM |
| 67 | Not applicable | 10/26/2015 3:17 PM |
| 68 | n/a | 10/26/2015 3:07 PM |
| 69 | n/a | 10/26/2015 3:02 PM |
| 70 | n/a | 10/26/2015 2:52 PM |
| 71 | not useful we don't get results to help guide learning | 10/26/2015 12:47 PM |
| 72 | Quickly administered and provides useful feedback to the school. | 10/26/2015 10:05 AM |
| 73 | The way that the information is delineated in terms of what students know and need to know. | 10/26/2015 9:09 AM |
| 74 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 75 | N/A | 10/26/2015 8:38 AM |
| 76 | Excessive Testing | 10/26/2015 7:15 AM |
| 77 | Again, it's only at the end of the year. No growth. | 10/23/2015 4:26 PM |
| 78 | n/a | 10/23/2015 9:11 AM |
| 79 | The DCAS social studies can be useful, in that it tests important key concepts. However, students also learn through hands-on experiences and demonstrate their knowledge in the same way. Therefore, taking a test doesn't always, accurately portay student knowledge. | 10/22/2015 5:05 PM |
| 80 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 81 | Needs_teacher_Incentive | 10/22/2015 2:46 PM |
| 82 | Not timely, as our students have moved on to upper grades. But it does show that our school has always prided itself on social studies instruction and that our students are performing well on the test. | 10/22/2015 10:03 AM |
| 83 | It encompasses too much information from a subject the district has basically deemed unimportant; the time allotted to teach this subject is increasingly cut year after year | 10/22/2015 9:42 AM |
| 84 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 85 | As a parent, I threw out these results because it means absolutely nothing to me or my daughter. Being a teacher in the district I know nothing is going to change with the curriculum because of how the students perform on these tests, there is no regrouping the following year to fill in gaps, kids just keep moving on. | 10/21/2015 9:39 AM |
| 86 | format needs to be changes ---should intersperse short answer questions with multiple choice question | 10/21/2015 8:59 AM |
| 87 | I think it is useful only for the grades tested. | 10/20/2015 4:43 PM |
| 88 | Not useful because it is constantly changing. There are not any good data results 5 years into giving it. The grade level is changing again. The student is not accountable. | 10/20/2015 8:42 AM |
| 89 | no break-down of knowledge as a result of the scores | 10/19/2015 10:22 PM |
| 90 | Because you can know what the students know and what teachers may have to teach and/or re-teach | 10/19/2015 12:51 PM |
| 91 | There is not enough time in schedules to teach social studies or science due to district mandated schedules. | 10/19/2015 9:13 AM |
| 92 | N/A | 10/19/2015 8:19 AM |
| 93 | Again, this test is testing skills over numerous years. Let's face it, students have a tough time remembering all of this general information. Again, leaving teachers to choose REAL instruction or instruction on how to PASS the test. Nothing about it is meaningful. Results are not back until the following year, so there is no way to change or improve your instruction. | 10/18/2015 5:30 PM |
| 94 | DCAS social studies provided an overview of how are students performed in the four areas of history, civics, geography and economics. Therefore, I could tweak the lessons for the next group. It is more suited for fifth grade. As well as we performed each year, our goals were set outlandishly high. The chance of success were slight. | 10/16/2015 4:05 PM |
| 95 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

| | | |
|----|--|--------------------|
| 96 | I am new to 3rd grade and have taught 4th for the last 6 years. The SSDCAS is useful to see what areas we are teaching successfully and where we need to improve as a teacher. Again, since we don't get the data until after the group of students are gone. It is impossible to use the data to improve the students who are actually tested. You can just use the data to alter your teaching for the next years group. | 10/15/2015 8:52 PM |
|----|--|--------------------|

Assessment Inventory Uses

Q13 Explain why DCAS EOC U.S. HISTORY is useful or not useful.

Answered: 58 Skipped: 547

| # | Responses | Date |
|----|---|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | There is no student accountability, so some students don't care how well they do, and just guess. | 11/6/2015 9:47 AM |
| 3 | Do not use | 11/5/2015 6:48 PM |
| 4 | Not administered in my grade level. | 11/5/2015 4:42 PM |
| 5 | n/a | 11/5/2015 4:39 PM |
| 6 | Not applicable | 11/5/2015 4:07 PM |
| 7 | n/a | 11/5/2015 3:58 PM |
| 8 | n/a | 11/5/2015 9:48 AM |
| 9 | NA | 11/5/2015 9:16 AM |
| 10 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 11 | useless - not well aligned, never used to data to inform instruction. it doesn't even really give data, just scores | 11/4/2015 11:05 PM |
| 12 | Not applicable | 11/4/2015 11:03 PM |
| 13 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 14 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 15 | n/a | 11/4/2015 10:15 AM |
| 16 | N/A | 11/3/2015 9:19 PM |
| 17 | n/a | 11/3/2015 3:07 PM |
| 18 | The US history EOC is not useful because there is no tie in with the everyday classroom. For many 11th grade students this is just another test that they are forced to take but have no bearing on their grades or future endeavors. | 11/3/2015 9:56 AM |
| 19 | Somewhat helpful to determine if students achieved mastery. However, teachers don't always use 100% of test in lieu of their final exam....so it is an extra test. | 11/3/2015 8:47 AM |
| 20 | N/A | 11/3/2015 5:28 AM |
| 21 | N/A | 11/3/2015 5:12 AM |
| 22 | data is not reflective of the work being done in our school for our students | 11/2/2015 7:58 PM |
| 23 | Too difficult for my students | 11/2/2015 3:31 PM |
| 24 | same as DCAS SS | 11/2/2015 11:31 AM |
| 25 | Once units are done and tested, we do not revisit | 11/2/2015 10:52 AM |
| 26 | N/A | 10/31/2015 8:58 AM |
| 27 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 28 | N/A | 10/30/2015 2:31 PM |
| 29 | No information | 10/30/2015 10:22 AM |
| 30 | We do not use this test. | 10/29/2015 8:53 PM |
| 31 | n/a | 10/28/2015 3:57 PM |
| 32 | ? | 10/28/2015 2:59 PM |
| 33 | N/A | 10/28/2015 9:32 AM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 34 | n/a | 10/28/2015 7:49 AM |
| 35 | N/a | 10/27/2015 10:03 PM |
| 36 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 37 | It is useful because it provides data about grade level social studies understanding. | 10/27/2015 12:06 PM |
| 38 | n/a | 10/27/2015 11:09 AM |
| 39 | N/a | 10/26/2015 8:04 PM |
| 40 | N/A | 10/26/2015 7:18 PM |
| 41 | N/A | 10/26/2015 4:36 PM |
| 42 | Too much test for kids to stay focused | 10/26/2015 3:29 PM |
| 43 | Not applicable | 10/26/2015 3:17 PM |
| 44 | n/a | 10/26/2015 3:07 PM |
| 45 | n/a | 10/26/2015 3:02 PM |
| 46 | n/a | 10/26/2015 2:52 PM |
| 47 | Quickly administered and provides useful feedback to the school. | 10/26/2015 10:05 AM |
| 48 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 49 | N/A | 10/26/2015 8:38 AM |
| 50 | Excessive testing... | 10/26/2015 7:15 AM |
| 51 | n/a | 10/23/2015 9:11 AM |
| 52 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 53 | repetive_if_teachers_are_also_giving_a_final | 10/22/2015 2:46 PM |
| 54 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 55 | Not useful because it is constantly changing. There are not any good data results 5 years into giving it. The grade level is changing again. The student is not accountable. | 10/20/2015 8:42 AM |
| 56 | Please see answer to question 12 | 10/19/2015 9:13 AM |
| 57 | N/A | 10/19/2015 8:19 AM |
| 58 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q14 Explain why DCAS SCIENCE is useful or not useful

Answered: 93 Skipped: 512

| # | Responses | Date |
|----|--|--------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | There is no student accountability, so some students don't care how well they do, and just guess. | 11/6/2015 9:47 AM |
| 3 | Do not use | 11/5/2015 6:48 PM |
| 4 | The phrasing of the questions prohibits children from demonstrating learning. | 11/5/2015 4:42 PM |
| 5 | Somewhat useful in that it measures student learning, but given too late to adapt instruction. | 11/5/2015 4:42 PM |
| 6 | n/a | 11/5/2015 4:39 PM |
| 7 | Not applicable | 11/5/2015 4:07 PM |
| 8 | n/a | 11/5/2015 3:58 PM |
| 9 | Helps to see what students need reteaching | 11/5/2015 1:54 PM |
| 10 | n/a | 11/5/2015 9:48 AM |
| 11 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 12 | Testing and more testing. Why? Students are becoming disinterested in school earlier than ever. Teaching is prescribed by the district when and where to increase test scores. | 11/4/2015 11:03 PM |
| 13 | It does not offer multiple data points to assist with identifying the strengths and weaknesses of our students. | 11/4/2015 9:14 PM |
| 14 | Not useful--It does not give me the information that I need to adequately address my students' stated IEP needs. | 11/4/2015 12:15 PM |
| 15 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 16 | I find it difficult to apply the results to individual children. The multiple grade configuration assumes all previous teachers use the curriculum with fidelity and have equal # of minutes allotted for Science instruction. | 11/4/2015 11:12 AM |
| 17 | n/a | 11/4/2015 10:15 AM |
| 18 | N/A | 11/3/2015 9:19 PM |
| 19 | DCAS is somewhat useful to gauge student's content knowledge and skills. | 11/3/2015 3:28 PM |
| 20 | n/a | 11/3/2015 3:07 PM |
| 21 | It is somewhat useful. The problem is the course is crunched and students do not receive a quality review and preparation for the exam. Last year, for example, we took the exam upon returning from Spring Break, which meant no review and little focus for the students taking the test. Further, it was an early time for the spring semester students to take the test. The had not yet received many important lessons that were tested. | 11/3/2015 10:55 AM |
| 22 | The assessment is an end of year data point that does not allow for instructional shifts. | 11/3/2015 10:44 AM |
| 23 | a summative of grades k-5 and students are not getting enough science to do well on this assessment. | 11/3/2015 9:47 AM |
| 24 | If a student passes all graduation requirements but doesn't perform well on their 11th grade Science DCAS, then the test results provide very little meaningful data. Maybe it indicates that our courses are too easy for students or maybe it indicates that our students don't value the test. | 11/3/2015 8:47 AM |
| 25 | N/A | 11/3/2015 5:28 AM |
| 26 | Results more instantaneous; gives the teachers time to use the results to plan for instruction. | 11/3/2015 5:12 AM |
| 27 | The content is not consistent with the district reviews. | 11/2/2015 9:36 PM |
| 28 | data is not reflective of the work being done in our school for our students | 11/2/2015 7:58 PM |
| 29 | Too difficult for my students | 11/2/2015 3:31 PM |
| 30 | Once units are done and tested, we do not revisit | 11/2/2015 10:52 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 31 | Not useful. Can not be used to change instruction. | 11/2/2015 9:24 AM |
| 32 | N/A | 10/31/2015 8:58 AM |
| 33 | Quick and easy | 10/30/2015 4:31 PM |
| 34 | Not as useful as previous years due to Science time being cut back because of Reading and Math required times. | 10/30/2015 3:43 PM |
| 35 | DCAS Science, most times it is testing a student's ability to read and comprehend what a question is actually asking rather than their true ability to answer the question! The questions ARE NOT user friendly or at a level that many of our kids need to be on to be able to decode the question itself!! Curriculum is differentiated in the classroom in order to try to reach all levels of the diverse populations that we all teach however their final assessment is then written on a totally different level and we wonder why a large number of our students preform poorly, not to mention being tested on 3 years worth of curriculum all at once!!!! DUH!!!! | 10/30/2015 3:04 PM |
| 36 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 37 | N/A | 10/30/2015 2:31 PM |
| 38 | They take the test after our grade level. Not useful. | 10/30/2015 2:23 PM |
| 39 | Not useful. Just a snapshot of what is done in class | 10/30/2015 11:44 AM |
| 40 | They tell if the students are being taught the standards | 10/30/2015 11:19 AM |
| 41 | No information | 10/30/2015 10:22 AM |
| 42 | It is sometimes useful to see where we stack up against other schools in the district and state. It helps when we have district PD and I can discuss with teachers at AI and McKeach to see what they are doing to improve results. Those scores help our collaborative process as professionals. | 10/30/2015 10:05 AM |
| 43 | See comments for social studies. | 10/30/2015 9:27 AM |
| 44 | not useful - Testing standards from grade K-5 is too broad. By the time they take the DCAS in grade 5 students are essentially done elementary school. No time to go back and reteach to better prepare them for middle school Science. | 10/30/2015 9:10 AM |
| 45 | It is a random selection of 50 questions over 3 YEARS of content. A student could go to school in another state for 5th and 6th grade but still have to take a test on 5th-7th grade Delaware standards. | 10/30/2015 8:17 AM |
| 46 | We do not use this test. | 10/29/2015 8:53 PM |
| 47 | n/a | 10/28/2015 3:57 PM |
| 48 | Really useful, but the students only take it in 8th grade, by that time 6th and 7th grade science is a year to two years old. When you do finally get the data the students are already in high school | 10/28/2015 2:59 PM |
| 49 | The test itself is biased. | 10/28/2015 2:43 PM |
| 50 | Same reason as in #12. Science only tested in 5th grade. | 10/28/2015 8:01 AM |
| 51 | same as social studies from above: assesses 3 years worth of learning for students who may or may not have been in Delaware or RC. Not all states are aligned so out-of-staters' results are skewed | 10/28/2015 7:53 AM |
| 52 | n/a | 10/28/2015 7:49 AM |
| 53 | N/a | 10/27/2015 10:03 PM |
| 54 | measure long length of learning time. I know it has been recently adjusted. | 10/27/2015 2:00 PM |
| 55 | This is a test we give after completion of Biology. It is not a Biology test. Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 56 | It is useful because it provides data about grade level science understanding. | 10/27/2015 12:06 PM |
| 57 | First year teacher- never done yet | 10/27/2015 12:05 PM |
| 58 | n/a | 10/27/2015 11:09 AM |
| 59 | N/a | 10/26/2015 8:04 PM |
| 60 | N/A | 10/26/2015 7:18 PM |
| 61 | We are so stressed about the other assessment that Sci is the least of our worries. | 10/26/2015 6:14 PM |
| 62 | N/A | 10/26/2015 4:36 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 63 | This test is somewhat useful in measuring what science concepts students have mastered. There are many types of questions that do not fully penalize or hinder weak readers. | 10/26/2015 4:31 PM |
| 64 | allows instructors to see possible weaknesses in content delivery | 10/26/2015 4:12 PM |
| 65 | It is not useful because it is based on the old standards, and we are currently in flux with creating and implementing new standards. | 10/26/2015 3:56 PM |
| 66 | It is not very useful because it is given until the end of the year and the students have moved on. Each year you get a new set of students who may know more or less. And the information provided pertains to your previous students. | 10/26/2015 3:31 PM |
| 67 | Too much test for kids to stay focused | 10/26/2015 3:29 PM |
| 68 | Not useful as I teach 6th and it is given at end of 8th | 10/26/2015 3:17 PM |
| 69 | n/a | 10/26/2015 3:07 PM |
| 70 | n/s | 10/26/2015 3:02 PM |
| 71 | too many years, too many teachers, too much information | 10/26/2015 2:56 PM |
| 72 | n/a | 10/26/2015 2:52 PM |
| 73 | Quickly administered and provides useful feedback to the school. | 10/26/2015 10:05 AM |
| 74 | Not useful due to fact it does not assess the students on material learned that year. Our students take chemistry in grade 10. | 10/26/2015 9:48 AM |
| 75 | I think it is not useful. How can students remember all the concepts from 6th and 7th grade test, then the last week of May as an 8th grader. Students are burned out from taking all the science, ss, math, ela and exploratory classes post test. A lot of students just click on anything and do not try their best. | 10/26/2015 9:41 AM |
| 76 | already did | 10/26/2015 9:10 AM |
| 77 | See #12. | 10/26/2015 9:09 AM |
| 78 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 79 | N/A | 10/26/2015 8:38 AM |
| 80 | N/a | 10/26/2015 7:15 AM |
| 81 | n/a | 10/23/2015 9:11 AM |
| 82 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 83 | Needs_teacher_incentive | 10/22/2015 2:46 PM |
| 84 | It encompasses too much information from a subject the district has basically deemed unimportant; the time allotted to teach this subject is increasingly cut year after year | 10/22/2015 9:42 AM |
| 85 | Not at all useful due to the fact that it assesses students knowledge on content well over a year since the students have had any interaction with the information. | 10/21/2015 9:53 PM |
| 86 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 87 | See reason under question 12 | 10/21/2015 9:39 AM |
| 88 | The questions on this test are prepared by grade level rather than by subject matter. This makes them kind of arbitrary to the students and makes the results meaningless to us. | 10/20/2015 12:11 PM |
| 89 | Not useful as it has historically been riddled with errors and administered too early | 10/20/2015 8:08 AM |
| 90 | no break-down of knowledge as a result of the scores | 10/19/2015 10:22 PM |
| 91 | Please see answer to question 12 | 10/19/2015 9:13 AM |
| 92 | N/A | 10/19/2015 8:19 AM |
| 93 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q15 Explain why DCAS EOC ALGEBRA II- INTEGRATED MATH III is useful or not useful.

Answered: 53 Skipped: 552

| # | Responses | Date |
|----|---|---------------------|
| 1 | Not useful - results do not mean anything to students so they do not put their best effort into this test. | 11/6/2015 12:27 PM |
| 2 | N/A | 11/6/2015 11:20 AM |
| 3 | Do not use | 11/5/2015 6:48 PM |
| 4 | Not administered in 3rd grade - yet!!! | 11/5/2015 4:42 PM |
| 5 | n/a | 11/5/2015 4:39 PM |
| 6 | Not applicable | 11/5/2015 4:07 PM |
| 7 | n/a | 11/5/2015 3:58 PM |
| 8 | n/a | 11/5/2015 9:48 AM |
| 9 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 10 | useless - not well aligned, never used to data to inform instruction. it doesn't even really give data, just scores | 11/4/2015 11:05 PM |
| 11 | N/A | 11/4/2015 11:03 PM |
| 12 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 13 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 14 | n/a | 11/4/2015 10:15 AM |
| 15 | N/A | 11/3/2015 9:19 PM |
| 16 | n/a | 11/3/2015 3:07 PM |
| 17 | This is typically given in addition to, not in place of the final exam for the course. | 11/3/2015 8:47 AM |
| 18 | N/A | 11/3/2015 5:28 AM |
| 19 | data is not reflective of the work being done in our school for our students | 11/2/2015 7:58 PM |
| 20 | N/A | 10/31/2015 8:58 AM |
| 21 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 22 | N/A | 10/30/2015 2:31 PM |
| 23 | No information | 10/30/2015 10:22 AM |
| 24 | We do not use this test. | 10/29/2015 8:53 PM |
| 25 | n/a | 10/28/2015 3:57 PM |
| 26 | ? | 10/28/2015 2:59 PM |
| 27 | Not useful; I find what they assess to be not very valuable. I never even look at this data. | 10/28/2015 2:27 PM |
| 28 | n/a | 10/28/2015 7:49 AM |
| 29 | N/a | 10/27/2015 10:03 PM |
| 30 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. These test is also aligned well to neither IMP or Core+. | 10/27/2015 1:55 PM |
| 31 | n/a | 10/27/2015 11:09 AM |
| 32 | I do not even know what this is for and I have spoken to the district math group about it. | 10/27/2015 10:01 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 33 | N/a | 10/26/2015 8:04 PM |
| 34 | N/A | 10/26/2015 7:18 PM |
| 35 | N/A | 10/26/2015 4:36 PM |
| 36 | na | 10/26/2015 4:12 PM |
| 37 | Not applicable | 10/26/2015 3:17 PM |
| 38 | n/a | 10/26/2015 3:07 PM |
| 39 | n/a | 10/26/2015 3:02 PM |
| 40 | n/a | 10/26/2015 2:52 PM |
| 41 | Quickly administered and provides useful feedback to the school. | 10/26/2015 10:05 AM |
| 42 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 43 | N/A | 10/26/2015 8:38 AM |
| 44 | N/a | 10/26/2015 7:15 AM |
| 45 | There is currently no accountability on teachers or students. There is no incentive for students to do well or for teachers to encourage the students to do well. It does not reflect our curriculum. | 10/25/2015 5:13 PM |
| 46 | Does not overlap in content between the two courses and does not focus on critical elements of the course. | 10/23/2015 3:33 PM |
| 47 | n/a | 10/23/2015 9:11 AM |
| 48 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 49 | I_am_not_aware_anyone_uses_it_a lot_of_time_without_much_payoff_and_students_are_taking_lots_of_other_exdams | 10/22/2015 2:46 PM |
| 50 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 51 | no comment | 10/19/2015 9:13 AM |
| 52 | N/A | 10/19/2015 8:19 AM |
| 53 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q16 Explain why SAT is useful or not useful.

Answered: 78 Skipped: 527

| # | Responses | Date |
|----|---|---------------------|
| 1 | Good for college acceptance. | 11/6/2015 12:27 PM |
| 2 | N/A | 11/6/2015 11:20 AM |
| 3 | The SAT is highly useful because that is a component of the college requirements. | 11/6/2015 6:40 AM |
| 4 | Do not use | 11/5/2015 6:48 PM |
| 5 | N/A | 11/5/2015 4:42 PM |
| 6 | It helps with college entrance. | 11/5/2015 4:39 PM |
| 7 | Not applicable | 11/5/2015 4:07 PM |
| 8 | n/a | 11/5/2015 3:58 PM |
| 9 | Students take this exam to get into universities so it is truly applicable to their lives. | 11/5/2015 2:05 PM |
| 10 | n/a | 11/5/2015 9:48 AM |
| 11 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 12 | Useful. Students need it for colleges - it allows schools to reach students that otherwise wouldn't take the test in a comprehensive way. It can be tracked year to year. | 11/4/2015 11:05 PM |
| 13 | N/A | 11/4/2015 11:03 PM |
| 14 | truly reviewed at a school level. We just hand them their reports and do nothing with the data. | 11/4/2015 3:33 PM |
| 15 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 16 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 17 | n/a | 11/4/2015 10:15 AM |
| 18 | These sort of assessments do not actually gage true knowledge as some students are simply not good test takers. | 11/3/2015 9:19 PM |
| 19 | n/a | 11/3/2015 3:07 PM |
| 20 | The SAT is useful because students know that the SAT score can help or hurt them with college entrance requirements. Students know and understand why the SAT is important and if they plan on going to college they take the test with fidelity. | 11/3/2015 9:56 AM |
| 21 | National Norm helps provide global feedback about our students in a particular grade level. | 11/3/2015 8:47 AM |
| 22 | N/A | 11/3/2015 5:28 AM |
| 23 | students have a particular and personalized reason to work hard, prepare, and perform well | 11/2/2015 7:58 PM |
| 24 | For students who want to go to college this is an opportunity to take an exam they need, but may not be able to afford. | 11/2/2015 3:31 PM |
| 25 | The SAT is simply a useful tool to help with college entrance. It is not useful at all at the school level. | 11/2/2015 11:38 AM |
| 26 | Connections to Smarter Summative and college preparation | 10/31/2015 9:16 PM |
| 27 | N/A | 10/31/2015 8:58 AM |
| 28 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 29 | N/A | 10/30/2015 2:31 PM |
| 30 | The SAT is useful because students need to have their scores in order to apply to college. | 10/30/2015 2:04 PM |
| 31 | Determines if you get into college. | 10/30/2015 11:44 AM |
| 32 | Useful - Important for students attending college. | 10/30/2015 10:37 AM |
| 33 | Useful - College and career readiness | 10/30/2015 10:34 AM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 34 | SAT is useful because it is a nationally normed assessment that can be used to make some predictions about future performance (however, I think sometimes the predictions made are not broad enough and, in those cases, may have a negative impact on students). | 10/30/2015 10:22 AM |
| 35 | We never see the test and I rarely see all my student's test scores. | 10/30/2015 10:05 AM |
| 36 | SAT is useful since it is one data point which colleges are using to judge students. | 10/30/2015 9:28 AM |
| 37 | useful college readiness | 10/30/2015 7:59 AM |
| 38 | We do not use this test. | 10/29/2015 8:53 PM |
| 39 | n/a | 10/28/2015 3:57 PM |
| 40 | Gets you into college | 10/28/2015 2:59 PM |
| 41 | Not useful; I find what they assess to be not very valuable | 10/28/2015 2:27 PM |
| 42 | As a parent of children who don't test well, it in no way is an indicator of ability or success in future learning. Ex: nephew scored upper 5% nationally, yet dropped out of college; my son didn't crack 1000.....working on Masters Degree... | 10/28/2015 11:38 AM |
| 43 | Definitely useful for college admissions, scholarship opportunities, and a strong indicator of student success in college. | 10/28/2015 9:32 AM |
| 44 | Helping students to go to college | 10/28/2015 7:49 AM |
| 45 | N/a | 10/27/2015 10:03 PM |
| 46 | Not necessary or useful for all, and quite frustrating for many. I am sure the College Board is happy making all that money. | 10/27/2015 3:48 PM |
| 47 | It can help a student get in to college. That makes it important by definition. | 10/27/2015 1:55 PM |
| 48 | n/a | 10/27/2015 11:09 AM |
| 49 | N/a | 10/26/2015 8:04 PM |
| 50 | Useful. It helps juniors know if they are ready for college. | 10/26/2015 7:18 PM |
| 51 | N/A | 10/26/2015 4:36 PM |
| 52 | na | 10/26/2015 4:12 PM |
| 53 | Not applicable | 10/26/2015 3:17 PM |
| 54 | n/a | 10/26/2015 3:07 PM |
| 55 | n/a | 10/26/2015 3:02 PM |
| 56 | n/a | 10/26/2015 2:52 PM |
| 57 | It is a test that is standardized, quickly administered, and supports the District's college and career readiness goal. It is required by most colleges. | 10/26/2015 10:05 AM |
| 58 | colleges want it | 10/26/2015 9:10 AM |
| 59 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 60 | N/A | 10/26/2015 8:38 AM |
| 61 | Good prediction of future academic success, aptitude test | 10/26/2015 7:15 AM |
| 62 | Students should not be forced to take the SATs. Counselors should determine what students should and should not take the SATs based on future goals (if students are uncertain, they should definitely still take it!). Having students take it that don't want to, or who are not interested in going to college, merely wastes their time, taxpayer dollars, and brings down the school average. | 10/25/2015 5:13 PM |
| 63 | Useful for college admission. All students should not be forced to take. | 10/23/2015 3:33 PM |
| 64 | each district has different curriculum/standards and test doesn't reflect that-also biased. | 10/23/2015 9:11 AM |
| 65 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 66 | College_readiness | 10/22/2015 2:46 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 67 | Students care about these results, so they take it more seriously. It is calibrated/normed with student data across the country. | 10/22/2015 2:30 PM |
| 68 | The SAT is useful as it helps students plan for their college education and gives the students an idea of where they fall on a national scaled exam. | 10/21/2015 9:53 PM |
| 69 | Students have no incentive to pass it. It's a huge waste of state funds. How about hiring more teachers? | 10/21/2015 7:55 PM |
| 70 | College acceptance | 10/21/2015 9:39 AM |
| 71 | Not useful because some students do not test well and acceptance to a college should not depend on one test | 10/20/2015 4:43 PM |
| 72 | Data is not applicable to our students. SAT itself is useful for students but not for teachers. | 10/20/2015 2:59 PM |
| 73 | Useful as it relates to getting into college | 10/20/2015 12:11 PM |
| 74 | It helps them jump through a hoop needed for college admissions. | 10/20/2015 11:33 AM |
| 75 | Useful for students who get to take it free of cost that would not normally. NOT useful because there is not any strong or useful data distributed to teachers by it. | 10/20/2015 8:42 AM |
| 76 | no comment | 10/19/2015 9:13 AM |
| 77 | N/A | 10/19/2015 8:19 AM |
| 78 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q17 Explain why PSAT is useful or not useful.

Answered: 82 Skipped: 523

| # | Responses | Date |
|----|--|--------------------|
| 1 | Not - Many students do not take it seriously. | 11/6/2015 12:27 PM |
| 2 | N/A | 11/6/2015 11:20 AM |
| 3 | Not useful. many do not take advantage of the opportunity, wasted resources. | 11/6/2015 8:51 AM |
| 4 | Do not use | 11/5/2015 6:48 PM |
| 5 | N/a | 11/5/2015 4:42 PM |
| 6 | It prepares them for the SAT. | 11/5/2015 4:39 PM |
| 7 | Not applicable | 11/5/2015 4:07 PM |
| 8 | n/a | 11/5/2015 3:58 PM |
| 9 | The exam is a good indicator of how they will perform on the SAT. However, the PSAT Pre-class taught in schools is a joke. It is not taught by anyone with true understanding or knowledge of the exam. It is done only on the computer by students who don't see the value in the exam and who don't take it seriously. | 11/5/2015 2:05 PM |
| 10 | n/a | 11/5/2015 9:48 AM |
| 11 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 12 | It helps prepare students for the SAT. Data can be broken up into smaller pieces to help teachers if they are interested in it | 11/4/2015 11:05 PM |
| 13 | N/A | 11/4/2015 11:03 PM |
| 14 | It provides the students the opportunity to exposure and offers them the opportunity to identify strengths and weaknesses. | 11/4/2015 9:14 PM |
| 15 | truly reviewed at a school level. We just hand them their reports and do nothing with the data. | 11/4/2015 3:33 PM |
| 16 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 17 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 18 | PSAT is not useful because the students do not make any attempts at being successful. They regularly sleep through the time period and just put any answers down. This is an extremely wasteful use of funding and classroom time | 11/4/2015 10:35 AM |
| 19 | n/a | 11/4/2015 10:15 AM |
| 20 | Not familiar with assessment. | 11/3/2015 9:19 PM |
| 21 | n/a | 11/3/2015 3:07 PM |
| 22 | PSAT is useful because it gives students the opportunity to practice before taking the SAT. | 11/3/2015 2:12 PM |
| 23 | National Norms are helpful to show us if a particular grade level group is behind or on-track. The AP Potential Reports helps in scheduling students in more rigorous courses. | 11/3/2015 8:47 AM |
| 24 | N/A | 11/3/2015 5:28 AM |
| 25 | preparation for the most important test in their lives | 11/2/2015 7:58 PM |
| 26 | I think students need this test at least once in order to realize just what they need to learn before taking the SAT. | 11/2/2015 3:31 PM |
| 27 | Practice for SAT. | 11/2/2015 11:38 AM |
| 28 | Connection to SAT | 10/31/2015 9:16 PM |
| 29 | N/A | 10/31/2015 8:58 AM |
| 30 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 31 | N/A | 10/30/2015 2:31 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 32 | The PSA is useful because the students need to see the language of the SAT exam early on so that they can prepare. | 10/30/2015 2:04 PM |
| 33 | Good practice for the real thing. | 10/30/2015 11:44 AM |
| 34 | Useful - Prepares students to do better on SAT's | 10/30/2015 10:37 AM |
| 35 | Somewhat useful - Experience for SAT | 10/30/2015 10:34 AM |
| 36 | The PSAT is useful because it provides an opportunity for students to gain experience in taking an assessment similar to the SAT. | 10/30/2015 10:22 AM |
| 37 | Students in 10th grade are not buying in to it so it takes a whole day away from instruction time. | 10/30/2015 9:28 AM |
| 38 | useful college readiness | 10/30/2015 7:59 AM |
| 39 | We do not use this test. | 10/29/2015 8:53 PM |
| 40 | n/a | 10/28/2015 3:57 PM |
| 41 | Could get students scholarships, and I would wish that not only 10th graders are required to take this but all the middle school grades could be able to take this too. If you take the test and are not happy with the scores you can have them deleted from your record if you have taken the PSAT in your 8th grade year or below. It could really set a tone in the middle school years how important college preparations are. Most students who drop out at the legal age of 16 can be predicted starting in their 8th grade year. Nice to show those students that college is a possibility, and those students that need extra help could be identified going into highschool | 10/28/2015 2:59 PM |
| 42 | PSAT is useful to prepare students for the SATs | 10/28/2015 2:43 PM |
| 43 | Not useful; I find what they assess to be not very valuable. I never even look at this data. | 10/28/2015 2:27 PM |
| 44 | Helps identify AP potential students. | 10/28/2015 9:32 AM |
| 45 | To help students prepare for the SAT | 10/28/2015 7:49 AM |
| 46 | N/a | 10/27/2015 10:03 PM |
| 47 | Why bother. If you really want to go to a college that requires it, then study hard, really a lot, and just wait and take the real deal. | 10/27/2015 3:48 PM |
| 48 | It is the NMSQT and can earn a student a scholarship to college. That makes it important by definition. | 10/27/2015 1:55 PM |
| 49 | n/a | 10/27/2015 11:09 AM |
| 50 | N/a | 10/26/2015 8:04 PM |
| 51 | N/A | 10/26/2015 7:18 PM |
| 52 | N/A | 10/26/2015 4:36 PM |
| 53 | na | 10/26/2015 4:12 PM |
| 54 | Not applicable | 10/26/2015 3:17 PM |
| 55 | n/a | 10/26/2015 3:07 PM |
| 56 | n/a | 10/26/2015 3:02 PM |
| 57 | n/a | 10/26/2015 2:52 PM |
| 58 | its good for the students to get an idea of the SAT | 10/26/2015 2:36 PM |
| 59 | It is a test that is standardized, quickly administered, and supports the District's college and career readiness goal. It is required by most colleges. It helps students prepare for the SAT. Merit Scholarships use the results. | 10/26/2015 10:05 AM |
| 60 | helps for SATs for colleges | 10/26/2015 9:10 AM |
| 61 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 62 | N/A | 10/26/2015 8:38 AM |
| 63 | Same as 16 | 10/26/2015 7:15 AM |
| 64 | Students should not be forced to take the PSATs. Counselors should determine what students should and should not take the SATs based on future goals (if students are uncertain, they should definitely still take it!). Having students take it that don't want to, or who are not interested in going to college, merely wastes their time, taxpayer dollars, and brings down the school average. | 10/25/2015 5:13 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 65 | Useful for students to understand what the college expectations are---however, all students should NOT be forced to take it---just those that are truly interested. | 10/23/2015 3:33 PM |
| 66 | each district has different curriculum/standards and test doesn't reflect that-also biased. | 10/23/2015 9:11 AM |
| 67 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 68 | prepare_for_SAT | 10/22/2015 2:46 PM |
| 69 | The SAT is useful as it helps students plan for their college education and gives the students an idea of where they fall on a national scaled exam. It also provides students the opportunity for a national merit scholarship. | 10/21/2015 9:53 PM |
| 70 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 71 | Not appropriate for students reading 3+ years below grade level. | 10/21/2015 1:10 PM |
| 72 | prepares for SAT | 10/21/2015 9:39 AM |
| 73 | It gives them much needed practice | 10/20/2015 7:03 PM |
| 74 | Data is not applicable to our students. SAT itself is useful for students but not for teachers. | 10/20/2015 2:59 PM |
| 75 | I believe the PSAT is useful because it gives students an opportunity to take a practice run of the SAT. I think it should be optional, and therefore the students who have no interest in taking it, for a variety of reasons, are not being disruptive to those who wish to take it. | 10/20/2015 2:07 PM |
| 76 | PSAT is useful as a training tool for the SAT but the results don't always correlate to the ACT or SAT. | 10/20/2015 12:11 PM |
| 77 | Taking it once as a junior makes sense because scholarship money is attached to it. | 10/20/2015 11:33 AM |
| 78 | Many of the students do not take it seriously. I do not think we should spend the money at the state level for EVERY students to take the test. | 10/20/2015 8:45 AM |
| 79 | Useful for students who get to take it free of cost that would not normally. NOT useful because there is not any strong or useful data distributed to teachers by it. | 10/20/2015 8:42 AM |
| 80 | no comment | 10/19/2015 9:13 AM |
| 81 | N/A | 10/19/2015 8:19 AM |
| 82 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q18 Explain why PSSS (Grade 9 2015) is useful or not useful.

Answered: 57 Skipped: 548

| # | Responses | Date |
|----|---|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Wasted resources. Not taken seriously by freshmen. Over burden by scheduled testing already. | 11/6/2015 8:51 AM |
| 3 | Do not use | 11/5/2015 6:48 PM |
| 4 | N/A | 11/5/2015 4:42 PM |
| 5 | Not applicable | 11/5/2015 4:07 PM |
| 6 | n/a | 11/5/2015 3:58 PM |
| 7 | n/a | 11/5/2015 9:48 AM |
| 8 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 9 | I thought it was helpful to get students ready and thinking about the SAT - but not when it's one of many tests they're already taking. They were too tired by the time they took this. | 11/4/2015 11:05 PM |
| 10 | N/A | 11/4/2015 11:03 PM |
| 11 | Students do not take it seriously and their results are never truly reviewed at a school level. We just hand them their reports and do nothing with the data. | 11/4/2015 3:33 PM |
| 12 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 13 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 14 | n/a | 11/4/2015 10:15 AM |
| 15 | Not familiar with assessment. | 11/3/2015 9:19 PM |
| 16 | n/a | 11/3/2015 3:07 PM |
| 17 | Data is new this year, so we haven't been able to process it yet and determine its usefulness. | 11/3/2015 8:47 AM |
| 18 | N/A | 11/3/2015 5:28 AM |
| 19 | don't know | 11/2/2015 7:58 PM |
| 20 | This is a waste of time. These students are not in any way ready to sit for a 5 hour test. | 11/2/2015 3:31 PM |
| 21 | Could help just getting students use to taking the PSAT but if given followed by two years of PSAT students are not necessarily interested in taking it multiple times. | 11/2/2015 11:38 AM |
| 22 | N/A | 10/31/2015 8:58 AM |
| 23 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 24 | N/A | 10/30/2015 2:31 PM |
| 25 | Extra practice for the real thing. | 10/30/2015 11:44 AM |
| 26 | Not useful - Too early | 10/30/2015 10:34 AM |
| 27 | Students have no buy in and are too immature to take a test that long. | 10/30/2015 9:28 AM |
| 28 | We do not use this test. | 10/29/2015 8:53 PM |
| 29 | n/a | 10/28/2015 3:57 PM |
| 30 | NA | 10/28/2015 2:59 PM |
| 31 | Not useful; I find what they assess to be not very valuable. I never even look at this data. | 10/28/2015 2:27 PM |
| 32 | n/a | 10/28/2015 7:49 AM |
| 33 | N/a | 10/27/2015 10:03 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 34 | It is not. Kids at the 9th grade level are not yet aware of how important the PSAT/SAT will be for them. | 10/27/2015 1:55 PM |
| 35 | n/a | 10/27/2015 11:09 AM |
| 36 | N/a | 10/26/2015 8:04 PM |
| 37 | N/A | 10/26/2015 7:18 PM |
| 38 | N/A | 10/26/2015 4:36 PM |
| 39 | na | 10/26/2015 4:12 PM |
| 40 | Not applicable | 10/26/2015 3:17 PM |
| 41 | n/a | 10/26/2015 3:07 PM |
| 42 | n/a | 10/26/2015 3:02 PM |
| 43 | n/a | 10/26/2015 2:52 PM |
| 44 | It helps students prepare for the SAT. | 10/26/2015 10:05 AM |
| 45 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 46 | N/A | 10/26/2015 8:38 AM |
| 47 | N/A | 10/26/2015 7:15 AM |
| 48 | n/a | 10/23/2015 9:11 AM |
| 49 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 50 | No_longer_exists | 10/22/2015 2:46 PM |
| 51 | Too new to really give a fair answer. | 10/21/2015 9:53 PM |
| 52 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 53 | The students see no value in it whatsoever, and do not even try to do well. | 10/21/2015 8:52 AM |
| 54 | It opens their eyes to college board testing procedures | 10/20/2015 7:03 PM |
| 55 | no comment | 10/19/2015 9:13 AM |
| 56 | N/A | 10/19/2015 8:19 AM |
| 57 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q19 Explain why NAEP- National Assessment of Educational Progress is useful or not useful.

Answered: 69 Skipped: 536

| # | Responses | Date |
|----|---|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | N/A | 11/5/2015 4:42 PM |
| 4 | Not applicable | 11/5/2015 4:07 PM |
| 5 | n/a | 11/5/2015 3:58 PM |
| 6 | You have got to be kidding. This test is totally useless to any classroom teacher. | 11/5/2015 3:14 PM |
| 7 | n/a | 11/5/2015 9:48 AM |
| 8 | N/A-this assessment is not given in my school. | 11/5/2015 8:15 AM |
| 9 | I haven't seen it used at Dickinson. But I believe it is a well-designed assessment. | 11/4/2015 11:05 PM |
| 10 | This is not for individual schools but for the Govt. More time away from instruction. | 11/4/2015 11:03 PM |
| 11 | Not useful--It does not give me the information that I need to adequately address my students' needs. | 11/4/2015 12:15 PM |
| 12 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 13 | It returns no results to teachers, students or administrator except in the broadest terms. Horrible representation of what students can do. | 11/4/2015 11:12 AM |
| 14 | n/a | 11/4/2015 10:15 AM |
| 15 | Not familiar with assessment, | 11/3/2015 9:19 PM |
| 16 | n/a | 11/3/2015 3:07 PM |
| 17 | NA | 11/3/2015 8:47 AM |
| 18 | N/A | 11/3/2015 5:28 AM |
| 19 | don't know | 11/2/2015 7:58 PM |
| 20 | We never really look at the results | 11/2/2015 2:27 PM |
| 21 | This is not useful as it provides nothing teachers can use to inform instruction in their rooms. | 11/2/2015 10:41 AM |
| 22 | No connection to instruction. | 11/2/2015 9:24 AM |
| 23 | lack of good feedback for teachers | 11/2/2015 9:07 AM |
| 24 | N/A | 10/31/2015 8:58 AM |
| 25 | This assessment is useful because it compares students across regions, but again, it should be a surprise to no one that schools with high percentages of ELLs, special ed, and poor students are struggling. DUH! | 10/30/2015 3:52 PM |
| 26 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 27 | N/A | 10/30/2015 2:31 PM |
| 28 | It is a non pressure assessment that gives us some useful data to help in curriculum planning. | 10/30/2015 1:55 PM |
| 29 | No useful. They take time away from teaching. We don't even get how we compare or any results. | 10/30/2015 11:19 AM |
| 30 | useful for showing how Delaware 8th graders are compared to the rest of the nation | 10/30/2015 10:05 AM |
| 31 | Our educational system in the US is different from other countries in that we try to educate everyone. Other countries often weed out students not suited to continue on in the main education system so the media will report that our scores are lower than other developed countries who do not test their lowest performing students. | 10/30/2015 9:27 AM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 32 | The students do not take this test seriously. | 10/29/2015 8:53 PM |
| 33 | It helps to identify our users and make accommodations and anlysis based on the data received. | 10/29/2015 4:42 PM |
| 34 | n/a | 10/28/2015 3:57 PM |
| 35 | Great test that has a lab skills section to it. Great to see these results. | 10/28/2015 2:59 PM |
| 36 | n/a | 10/28/2015 7:49 AM |
| 37 | N/a | 10/27/2015 10:03 PM |
| 38 | Results never really examined by staff to my recollection though like it becuae it is a brief, random, occassional measure. | 10/27/2015 2:00 PM |
| 39 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 40 | n/a | 10/27/2015 11:09 AM |
| 41 | N/a | 10/26/2015 8:04 PM |
| 42 | N/A | 10/26/2015 7:18 PM |
| 43 | N/A | 10/26/2015 4:36 PM |
| 44 | NAEP is useful because students from all over the country take the same test under the same conditions. Demographics are important in this test. Also, teacher experience and education levels are noted to see if this affects student achievement. | 10/26/2015 4:31 PM |
| 45 | Not applicable | 10/26/2015 3:17 PM |
| 46 | n/a | 10/26/2015 3:07 PM |
| 47 | n/a | 10/26/2015 3:02 PM |
| 48 | compare to national norms - somewhat useful | 10/26/2015 2:56 PM |
| 49 | n/a | 10/26/2015 2:52 PM |
| 50 | It is a standardized test that allows comparisons across the country. | 10/26/2015 10:05 AM |
| 51 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 52 | N/A | 10/26/2015 8:38 AM |
| 53 | Never see results | 10/26/2015 7:56 AM |
| 54 | Good measure of performance | 10/26/2015 7:15 AM |
| 55 | waste of time | 10/23/2015 9:11 AM |
| 56 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 57 | No_results_another_tests_that_burns_students_out_and_makes_them_not_take_any_test_seriously_ | 10/22/2015 2:46 PM |
| 58 | These results are not reported to the school and we can't make any use of them. | 10/22/2015 2:30 PM |
| 59 | This is a total waste of time. Classroom teachers get absolutely no feedback about student performance and it doesn't count for anything so students don't even try. | 10/22/2015 11:13 AM |
| 60 | Gives us a snapshot of how our school is doing based on nationwide data, and our school has always done very well. Even before SBAC | 10/22/2015 10:03 AM |
| 61 | Our grade level does not use this | 10/22/2015 9:42 AM |
| 62 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 63 | Not useful - results are never seen by anyone but the federal government so schools have no idea. | 10/21/2015 9:39 AM |
| 64 | no comment | 10/19/2015 9:13 AM |
| 65 | N/A | 10/19/2015 8:19 AM |
| 66 | I suppose it gives a general understanding of how our Country is doing, but really? The time we waste on this test, could be better used on instruction for the student-once again. | 10/18/2015 5:30 PM |
| 67 | We never discuss the data in school, so it is an inconvenience that brings us no information. | 10/16/2015 4:05 PM |

Assessment Inventory Uses

| | | |
|----|--|--------------------|
| 68 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 69 | Not particularly useful to teachers. We don't get assessment data. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q20 Explain why COMPONENT V PRE and POST TESTS are useful or not useful. Name the specific assessment before your explanation.

Answered: 161 Skipped: 444

| # | Responses | Date |
|----|---|--------------------|
| 1 | Geometry : not. One question was so tough that my students earned 0/44 points on the post-test. The state is too cheap to re-do that question so this year's kids will see the same question. | 11/6/2015 1:16 PM |
| 2 | The writing ELA test for first grade is horrible. Give them something they are interested in writing about! | 11/6/2015 11:42 AM |
| 3 | Music - Novice 1 doesn't assess or relate directly to what the students are learning to do in class. | 11/6/2015 11:20 AM |
| 4 | At least with this assessment, teachers can tie it directly to the curriculum they are teaching. It is an authentic assessment that carries some accountability for the students as well (if the teacher uses the post-test as a grade). | 11/6/2015 9:47 AM |
| 5 | show growth. somewhat useful. | 11/6/2015 8:54 AM |
| 6 | Waste of time, unnecessary, redundant exercise. | 11/6/2015 8:51 AM |
| 7 | They are useful in showing my students' progress over time | 11/5/2015 6:48 PM |
| 8 | They allow me to tailor instruction to demonstrated needs. | 11/5/2015 4:42 PM |
| 9 | Poorly written and teacher graded. | 11/5/2015 4:42 PM |
| 10 | I work with mainly Tier 3 RTI students (most of which have IEP's) and sometimes these students do not show great gains. This makes both the educator and the student look unsuccessful. However, the data might not show all of the successes that these students have achieved. Some of my students' data shows them growing by leaps and bounds and others might not look as though they are achieving in the same way when looking at just the data. It is discouraging for the teacher when the data doesn't reflect all of the learning that has gone on throughout the school year. | 11/5/2015 4:41 PM |
| 11 | It provides me with a focus for reflecting on artwork and the direction and needs for students. The post-test assessment is a great measuring tool for my effectiveness for the school year. | 11/5/2015 4:39 PM |
| 12 | Useful in that data is evidence of student growth. | 11/5/2015 4:38 PM |
| 13 | Now that I am using measurement C I can find it more useful as I see growth in my students. | 11/5/2015 4:38 PM |
| 14 | The pre and post tests provide us the data required to measure student growth. | 11/5/2015 4:37 PM |
| 15 | It is redundant and too much for the students with all of the other baseline assessments in the beginning of the year and with SMARTER at the end of the year | 11/5/2015 4:33 PM |
| 16 | DIBELS- we do not administer the tests (a stranger pulls our children out in the hallway to assess) and it does not always measure true growth | 11/5/2015 4:29 PM |
| 17 | Provides an indicator of where students are at the beginning and the end of the year | 11/5/2015 4:07 PM |
| 18 | good info | 11/5/2015 3:58 PM |
| 19 | They do allow you to see where your students fall before class...to an extent. However, how can they be reliable when teachers grade their own exams? How can you judge a student's performance on 10 multiple choice questions? Why do we not judge their speaking or listening skills in the World Language classroom? | 11/5/2015 2:05 PM |
| 20 | To see how far students grow. | 11/5/2015 1:03 PM |
| 21 | Performance plus Physical Education - allows you to know what info. on the test the students know/do not know | 11/5/2015 12:41 PM |
| 22 | Fitness gram You can teach the components of fitness but for them to be assessed you need to see the students more than once a week in order for them to excel at it. Comp V the state test does not allow for any accommodations such as Spanish. When it was developed they did not take into account that Physical Education teachers across the state teach different topics and many do not have the same equipment to teach what is being taught down state. We are all on a different page. | 11/5/2015 12:28 PM |

Assessment Inventory Uses

| | | |
|----|---|--------------------|
| 23 | 7th Grade Math - We use STAR in place of this test. | 11/5/2015 9:48 AM |
| 24 | N/A | 11/5/2015 8:15 AM |
| 25 | Because they measure absolutely nothing in relation to what I do as a counselor | 11/4/2015 11:05 PM |
| 26 | This does not make teachers a better teacher. Assessments should be authentic and for the students. This is really non-sense to have to make pre and post test and select targets for teacher assessments. This has not made me a better teacher and it takes time from administrators to manage all this rather than having authentic student an teacher connections. It is a lot of paperwork for all and not useful. | 11/4/2015 11:03 PM |
| 27 | The pre and post test provide you a glimpse of what the students should be able to do by the end of the year. However, it does not allow you ta assess growth towards specific CCSS. | 11/4/2015 9:14 PM |
| 28 | Career Tech Ed Component Pre and Post tests are completely not useful. For biotechnology and horticulture there is only a level 1 test and this level 1 test covers concepts that students will not see until upper level courses. Questions are confusing, not detailed and give very little useful data. | 11/4/2015 3:33 PM |
| 29 | This allows teacher and students to highlight areas of understanding and focus in on the areas of need. | 11/4/2015 1:12 PM |
| 30 | Useful in a previous assignment--Gave me a baseline for comparison. | 11/4/2015 12:15 PM |
| 31 | Component V Pre and Post tests in my opinion are mostly useful in assessing teacher performance. I do not see the big benefit in it for the student. | 11/4/2015 11:46 AM |
| 32 | Component V pre and Post tests are not useful to determine any teacher's ability to teach. There are too many variables that cannot be controlled ie: student effort, student SES, if the student has eaten, if the student is abused or if the student had enough sleep the night before, etc., ad nausea. | 11/4/2015 11:12 AM |
| 33 | n/a | 11/4/2015 10:15 AM |
| 34 | It shows me how my students did at the beginning of the year and at the end of the year. It tells me how much I "grew" my students. | 11/4/2015 10:00 AM |
| 35 | It can be useful as it could gage what the student has learned, However, the outcomes of these test can be the result of the testing environment as opposed to what knowledge the student has actually gained. Often students do not take these assessments seriously. | 11/3/2015 9:19 PM |
| 36 | It's useful for growth but some of the questions could be written better. I don't even understand the very last question. | 11/3/2015 3:07 PM |
| 37 | Physical Therapy pre and post tests are not useful for the second and third level courses because the only existing test is for level 1 so it is given for all 3 levels, despite not being relevant. | 11/3/2015 2:12 PM |
| 38 | They are useful- to set a goal and try to achieve that goal seems like what every teacher should be doing :) | 11/3/2015 11:33 AM |
| 39 | These are helpful in terms of Fall to Spring Growth. This is the only true Fall to Spring Measure that we currently have in our building. The approved Measure B Math Tests are not assessments that my math teachers support or prefer. They are considering drafting an alternative measure to be considered. | 11/3/2015 8:47 AM |
| 40 | How many more tests do we need to give the students? It is the second marking period and I know my students well. | 11/3/2015 7:03 AM |
| 41 | N/A | 11/3/2015 5:28 AM |
| 42 | The tests in Performance Plus (math) were created with teacher input into the design; this helps teachers feel more comfortable when they use the results for their year-end evaluation (summative), | 11/3/2015 5:12 AM |
| 43 | The Performance Plus Assessments aren't valuable because they give a slim sense of what the child knows. | 11/2/2015 9:36 PM |
| 44 | These assesments are the least valid for what they are attempting to predict. Tests do not measure teacher ability - they measure student performance on objectives that may not be related to the actual accomplishments of the students | 11/2/2015 7:58 PM |
| 45 | tests specific goals for my students | 11/2/2015 3:31 PM |
| 46 | Early Childhood Levels I, II, and III are not useful because they are to simple and not given at opportune times. | 11/2/2015 3:31 PM |
| 47 | To see the students growth | 11/2/2015 1:53 PM |
| 48 | Pre and post can be useful if teachers view the use as instructional. When viewed as an evaluative tool, I believe teachers just do what they can to get by. As a pre and post the post is to late for immediate feedback, therefore little instructional change occurs | 11/2/2015 11:38 AM |
| 49 | See growth | 11/2/2015 10:11 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 50 | Somewhat useful. Too much time collecting data. Would rather give mini assessments throughout the year to gauge understanding. | 11/2/2015 9:24 AM |
| 51 | You can see the improvement. | 11/2/2015 8:34 AM |
| 52 | I feel the star test is helpful because it gives you a reading range to help gage the reading level of your students. | 10/31/2015 8:58 AM |
| 53 | The Component V pre and post tests are only useful as a single tool of many tools to help administration evaluate a teacher. | 10/30/2015 5:26 PM |
| 54 | They can be useful but they are not consistent or fair between educators. Some educators create their won assessments while others must use Smarter. | 10/30/2015 4:42 PM |
| 55 | THese tests have no clear purpose and are easily manipulated by teachers to get the results they desire. Completely invalid data. | 10/30/2015 3:52 PM |
| 56 | Questions are inaccurate and above many reading comprehension levels within our classrooms. Students in general do not take the tests seriously since Science and SS are not taken seriously by our schools in general and no importance is put on either subject anymore!! At risk & struggling students (Spec Ed and ELL, etc...) are routinely dumped into Science & SS classes with no supports what so ever and then people wonder why they are not successful when thrown into a 30-1 ratio with difficult material and content specific vocab and concepts, etc... Very often the wording of the questions also pose the same difficulties in students not being able to adequately read and comprehend the questions themselves therefore not being able to answer them correctly even though they may actually understand the material if asked or discussed!! | 10/30/2015 3:04 PM |
| 57 | Algebra I pre and post tests are hardly a representation of Algebra I. The answer keys are often incorrect, and the rubrics are inconsistent. The Geometry pre and post tests assess mostly Algebra. | 10/30/2015 2:39 PM |
| 58 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 59 | Comp 5 Pre and Post test are useful because it allows students to make inferences and use the text to support their answers. As a 6th grade teacher, this prepares them for research papers they will have to write in the future. | 10/30/2015 2:31 PM |
| 60 | Math EOY- covers a strong sense of number sense. | 10/30/2015 2:06 PM |
| 61 | Useful to give us a starting point for the school year as far as our students' needs. Not useful b/c post-test tells us student growth, but doesn't drive our instruction b/c it's the end of the school year. | 10/30/2015 2:01 PM |
| 62 | I feel the teacher scoring the results to the rubric can end up differing from other teachers scoring the test | 10/30/2015 1:58 PM |
| 63 | I feel fairly neutral about these. | 10/30/2015 1:55 PM |
| 64 | Takes time away from my students without giving me new insights to the students comprehension of the concepts. | 10/30/2015 1:47 PM |
| 65 | Scholastic is useful if the students understand they need to take it slow and be serious. Then we can get a good feel for how they are Reading. However if the students rush through and play on the computer we do not get an accurate measurement and students are placed into the wrong RTI groups. Words their way is a helpful tool to understand what level of phonics our students are at. Helps us place students in correct reading groups by level. | 10/30/2015 1:00 PM |
| 66 | Component V is becoming outdated and needs to be revised to assess the content for the specific grade level. (1st) | 10/30/2015 12:58 PM |
| 67 | Performance Plus was separate from Trailblazers content. Needed to look at it as a standalone entity as opposed to an integral part of teaching math. | 10/30/2015 12:34 PM |
| 68 | They are ok, but they often don't test enough of the standards and can be graded subjectively. | 10/30/2015 11:19 AM |
| 69 | Not useful most test question are either inaccurate or not part of Level 1 | 10/30/2015 11:01 AM |
| 70 | ELL Listening test is NOT USEFUL because it only tests one aspect of English language proficiency (listening). It is used to measure teacher effectiveness, but does not measure all other aspects of English language proficiency, which would impact teacher ratings. It should assess at least reading and writing as well. | 10/30/2015 10:51 AM |
| 71 | Not useful - technology content is too broad | 10/30/2015 10:34 AM |
| 72 | not useful, they do not measure what is expected of students during that academic year. Questions are written incorrectly or there are mistakes on the test. Or questions cover a standard from a different grade Useful- for evaluation purposes only | 10/30/2015 10:05 AM |
| 73 | I've already listed it on the previous page, but I rely on that info to tell me exactly where my students are and how I can scaffold instruction to help my students find success throughout the year. | 10/30/2015 10:05 AM |
| 74 | The students are not required to pass it, nor are they accountable for their learning. | 10/30/2015 9:28 AM |
| 75 | At least with this, you have a pre and post and it can show growth of your CURRENT STUDENTS. | 10/30/2015 9:01 AM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 76 | Please see prior rant. I have not seen a more poorly produced test and the fact that DOE is not embarrassed about this test is unnerving. | 10/30/2015 8:54 AM |
| 77 | It guides me to focus on certain areas of instruction throughout the year. However, it is useless if the post-test is not the same as the pre-test. | 10/30/2015 8:17 AM |
| 78 | not - bad questions not focused on the core ideas | 10/30/2015 7:59 AM |
| 79 | We use these tests to pass the component V only. This is not a valid tst. | 10/29/2015 8:53 PM |
| 80 | Both tests in my mind are one of the worse decisions made by the state to implement. Let's be honest this test is more for accountability than to be used to help instruction. This test should have no say in how effective a teacher I am. | 10/29/2015 3:57 PM |
| 81 | I use DIBELS and that is useful as I mentioned on the last page. | 10/29/2015 12:19 PM |
| 82 | Can be an extra burden for teachers teaching certain topics with the number of short answer vs multiple choice questions that we have to grade. Really not equitable among different topics taught. It should all be Multiple choice. | 10/28/2015 2:59 PM |
| 83 | These tests are so poorly designed/written (as are their rubrics). It is embarrassing that I have to subject my students to them. | 10/28/2015 2:27 PM |
| 84 | Not useful because students don't try on short answer responses. The test questions created by teachers are of an inferior quality. | 10/28/2015 9:32 AM |
| 85 | They're the only assessments provided to unified arts teachers that actually apply to our content and that we don't have to create by ourselves. | 10/28/2015 9:03 AM |
| 86 | It is not geared toward my curriculum that I mostly teach and it is so not thorough enough based on the goals and objectives for the Red Clay School District. | 10/28/2015 8:16 AM |
| 87 | It's a false reading of student knowledge to show teacher growth. | 10/28/2015 7:53 AM |
| 88 | To see the growth in students during the year. | 10/28/2015 7:49 AM |
| 89 | N/a | 10/27/2015 10:03 PM |
| 90 | I usually like these. It helps me set writing goals in the fall and work towards them all year. The prompts are usually pretty good. (not the 12th grade one on designer babies this year) | 10/27/2015 3:48 PM |
| 91 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 92 | somewhat useful. This is somewhat useful because it shows students growth throughout the year in certain content areas. Can be distracting since some teachers feel they may have to teach to the component 5 assessment instead of teaching the students everything else they need to know. | 10/27/2015 1:10 PM |
| 93 | I don't think it is fair that we do not get a choice in what assessments we use for our measures. We are being told that a certain assessment must be done for both math classes and the second assessment must be used for our cohort of 20. I should be able to chose the assessment and which measure I want it to be. | 10/27/2015 1:07 PM |
| 94 | The Spanish pre and post tests are NOT good indicators of student proficiency. Students can answer the questions by using the pictures without speaking much spanish. | 10/27/2015 12:05 PM |
| 95 | These are useful because they track students progress on a specific area/ skill. | 10/27/2015 11:09 AM |
| 96 | They are useful in gauging the measure or growth we would like to see our students make in the school year. They also make you analyze your data more closely. | 10/27/2015 11:00 AM |
| 97 | students do not learn all the material in one year. the pre tests is 10th grade and the post test is 12th grade but I have to give it to all 10th. they do not learn all the material in 1 year | 10/27/2015 9:37 AM |
| 98 | Geometry Pre-and Post Test - dreadful test. Only 11 questions and 3 of these questions were not even based on the curriculum. Poorly designed test that did not accurately assess students' geometric knowledge. The Pre- and Post Tests give an extremely limited view of a teacher's performance and should not be used to evaluate teachers. | 10/27/2015 8:08 AM |
| 99 | Visual Arts is not that useful because in middle school is hard to truly measure how much better the students have gotten. Some days in art class are better than other. The students are very unpredictable. | 10/27/2015 6:55 AM |
| 100 | You're just teaching to a test. They are all word problems and do not match to the new math program | 10/26/2015 8:28 PM |
| 101 | N/a | 10/26/2015 8:04 PM |
| 102 | Exploring Business. I believe this test can be useful for a handful of students who take the test seriously. Some students won't take it seriously and therefore do not reflect the instruction they received in class. Bottom line, teachers should not have to set unrealistically high goals | 10/26/2015 7:18 PM |

Assessment Inventory Uses

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|-----|--|---------------------|
| 103 | I think the SRI is not useful in terms of that portion of Component V. | 10/26/2015 4:36 PM |
| 104 | These tests do measure growth so there is some degree of usefulness. However, they do not really indicate the quality of the teacher. | 10/26/2015 4:31 PM |
| 105 | It is useful because it give me learning objectives based on each question. It is not useful because it is a test that is written at a high level. I teach inclusion classes, which require me to differentiate for a wide variety of levels. This test is NOT differentiated to meet the needs of all students. For example, I have students who are in resource rooms part of the day. They are not able to read the questions, yet this test is used to assess my effectiveness as a teacher. | 10/26/2015 3:56 PM |
| 106 | Component assessments are useful because they help identify specific areas that I may need to focus on during the semester. Furthermore, they help me justify growth. | 10/26/2015 3:37 PM |
| 107 | They are useful because the pre-tests give me a base line and the post-tests give me a section of my final exam. They are not useful because many of the questions address information that I do not normally cover in my class or they use different vocabulary than I like to use in my lessons. | 10/26/2015 3:33 PM |
| 108 | They are useful because it measures the same skills in the same way to measure student growth. | 10/26/2015 3:27 PM |
| 109 | pre-test drives instruction, post test helps measure student progress | 10/26/2015 3:17 PM |
| 110 | These assessments are useful in determining student growth on teacher chosen skills that are developmentally appropriate. | 10/26/2015 3:09 PM |
| 111 | STAR Reading and Accelerated Reader Book tests are very useful to determine current reading comprehension and IRL. | 10/26/2015 3:07 PM |
| 112 | Dibels-helpful. Allows you to see growth throughout school year. math facts-useful. allows you to see growth throughout year. | 10/26/2015 3:06 PM |
| 113 | Star Math and Star Reading are useful to show the growth | 10/26/2015 3:02 PM |
| 114 | It is useful to see the growth of your students from beginning of the year to the end of the year. | 10/26/2015 2:56 PM |
| 115 | shows student growth | 10/26/2015 2:52 PM |
| 116 | its useful but question answers are wrong | 10/26/2015 2:36 PM |
| 117 | many students can not read this material and accommodations such as text read aloud are not allowed per test instructions. Students will struggle no matter what. | 10/26/2015 10:47 AM |
| 118 | Many of the non-ELA/Math pre and post tests appear to be weak measures. | 10/26/2015 10:05 AM |
| 119 | Biotechnology Pre and Post Test- not useful because it is based off the health sciences curriculum and we teach based on the Technology curriculum. Chemistry Pre and Post Test- useful Good test that gives a nice summary of concepts learned. | 10/26/2015 9:48 AM |
| 120 | Nice that we are able to have some say in what we use to assess. Kindergarten only has one Measure B to use (DIBELS). | 10/26/2015 8:49 AM |
| 121 | This assessment allows me to see the knowledge base my students begin the term and how much growth there is at the end of the term. | 10/26/2015 8:46 AM |
| 122 | I think Component 5 pre-tests are not useful at this point because the stories are hard and boring for students. They have very little background knowledge on the topic, which makes it hard for them to make connections and write about the topics. They could be useful if the stories were more relevant and/or aligned to the topics we teach in class. | 10/26/2015 8:38 AM |
| 123 | SRI and SMI are useful to drive instruction and are given 3 times during the year. | 10/26/2015 8:08 AM |
| 124 | The ELA pre/post test for 8th grade can be useful. The text is often difficult for students to understand which effects their performance on the writing prompt. | 10/26/2015 8:00 AM |
| 125 | Kids test so much, they don't care. | 10/26/2015 7:56 AM |
| 126 | excessive testing | 10/26/2015 7:15 AM |
| 127 | We are using SRI and SMI - see notes on 24 and 25. | 10/25/2015 6:19 PM |
| 128 | These are useful, but are not well-constructed. Teachers should be able to select from a test-bank a list of questions that better reflects their individual school's curriculum. | 10/25/2015 5:13 PM |
| 129 | 3rd graded visual art assessment is useful because the pre test shows what they know before they have learned about a skill and the post test shows the students growth. | 10/25/2015 8:47 AM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 130 | State assessments are very poorly written and do not cover the real important content of the courses. They are written to cover the hardest problems that students could even think about encountering. Besides, the pre and posttests are different which does not reflect accuracy in student scores. | 10/23/2015 3:33 PM |
| 131 | Good goals to use to guide instruction | 10/23/2015 3:14 PM |
| 132 | teacher shouldn't be penalized for lack of parental involvement and discipline issues causing some students to fail. | 10/23/2015 9:11 AM |
| 133 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 134 | With the scheduling, it is hard to see extreme improvement in health and physical education with only having each class every other day for one marking period. | 10/22/2015 3:07 PM |
| 135 | it is useful To compare data I use DIBLES and STAR | 10/22/2015 2:58 PM |
| 136 | Look_at_PsychoEd_eval_of_a_student_that_mastered_ASSES_and_compare_results_of_comparable_tests_the_comparison_will_speak_for_itself_unethical_screening_measure | 10/22/2015 2:46 PM |
| 137 | Not useful to classroom teachers. We feel it is only a punitive tool admin and politicians use to try to control us. | 10/22/2015 11:13 AM |
| 138 | I don't think Component V pre and post tests are useful because they are very contrived - the students are obviously going to improve their knowledge if they take a pre-test without having information about the topic, and then take the post-test after the lesson is taught over a period of time. | 10/22/2015 9:29 AM |
| 139 | Component V Pre and Post test are not useful. These tests assess skills and standards that are not required by my grade level to teach. The questions are also extremely poorly written and do not authentically assess growth. This test has turned assessments into a numbers game to ensure adequate growth for teachers. | 10/22/2015 7:40 AM |
| 140 | The component tests help show student growth, they can be analyzed for which questions are problematic for students so that the teachers can plan to address these issues in future planning. | 10/21/2015 9:53 PM |
| 141 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 142 | The social studies test questions do not match the curriculum. | 10/21/2015 4:52 PM |
| 143 | Not valid. Rubric open to interpretation(" is essay appropriate length?") what's appropriate not only for each grade level but for Spec Ed | 10/21/2015 1:10 PM |
| 144 | don't use | 10/21/2015 9:39 AM |
| 145 | pre ---give an indication of material that has not been shared with students | 10/21/2015 8:59 AM |
| 146 | Pre and post tests are useful because they have seen the type of questions before and shows what is taught and learned | 10/20/2015 4:43 PM |
| 147 | Students often do not try on pre-tests. Post-tests are given too late to use for instruction. | 10/20/2015 2:59 PM |
| 148 | These are not so bad in design, but they take a long time to grade and we micro analyze them because of DPAS more than the data can support. The system for getting the tests and results is extremely difficult to use and there are so many steps in different systems that you forget how to do them every year. So they take a lot more resources than they should. These tests could be moved to schoology or something that works and it would improve the process greatly. | 10/20/2015 12:11 PM |
| 149 | It is practice writing and thinking. | 10/20/2015 11:33 AM |
| 150 | Helpful to see student growth over the course of the year | 10/20/2015 10:48 AM |
| 151 | 10 questions does not assess well enough! | 10/20/2015 8:45 AM |
| 152 | World History...not useful because of a lack of student accountability. The test is used for Component V but there is not a student level of accountability. | 10/20/2015 8:42 AM |
| 153 | It is a tool to measure growth from the Fall to the Spring. | 10/19/2015 3:28 PM |
| 154 | Component V in general is unfair for the reason that not all students are created equal. Not all schools serve the same types of populations therefore it is unfair to have the same expectations for all. | 10/19/2015 9:13 AM |
| 155 | N/A | 10/19/2015 8:19 AM |

Assessment Inventory Uses

| | | |
|-----|--|--------------------|
| 156 | <p>WORST- Teachers create or use random tests to try to show an accurate "picture" of the students' success. All this tests shows is if we chose an ending score that we were lucky enough to meet, despite all of the REAL successes that kids have had. The growth goals that are set are completely ridiculous. A student can improve by HUNDREDS of points, yet still not meet their goal. How is this instilling hard work and feeling successful? All this shows kids is that if you work real hard you still wont be good enough. The special education component is even more ridiculous. It does not celebrate their achievements, only serves as a reminder that the student is performing below their peers. TEACHERS of these students are then penalized because their spec ed students didn't meet a random computer generated growth goal? Yeah- real accurate!</p> | 10/18/2015 5:30 PM |
| 157 | <p>The performance plus was extremely useful. I graded it and saw how the students thought and the beginning of the year and the end of the year. It helped me evaluate my effectiveness. SRI is helpful in a general sense, but it does not divide by skill. Therefore, I can onle see if my students made the expected growth. Too many varibles are present in an elementary child to see if the expected growth was reasonable in a particular year. SMI did not give me enough data to work with at the beginning of the year. STAR reading has too many outliers to be helpful.</p> | 10/16/2015 4:05 PM |
| 158 | Not valid | 10/16/2015 2:36 PM |
| 159 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 160 | <p>They are useful in evaluating if you have taught the content and I feel the 4th grade math test was pretty well aligned with the CCSS.</p> | 10/15/2015 8:52 PM |
| 161 | <p>POst Test ELA because it is a writing prompt I like having it at the start of the year, but the text on which the students are required to base their answer is terrible. It has no deeper meaning and is impossible to write an interesting response for.</p> | 10/15/2015 8:40 PM |

Assessment Inventory Uses

Q21 Explain why ACCESS and/or W-APT is/are useful or not useful.

Answered: 56 Skipped: 549

| # | Responses | Date |
|----|--|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | DO not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | n/a | 11/5/2015 9:48 AM |
| 6 | It is a useful assessment, but the downfall is that you have to wait until the next school year to get the results. | 11/5/2015 8:15 AM |
| 7 | d | 11/4/2015 11:05 PM |
| 8 | NA | 11/4/2015 11:03 PM |
| 9 | Useful--To assess ELL status and change in status. | 11/4/2015 12:15 PM |
| 10 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 11 | n/a | 11/4/2015 10:15 AM |
| 12 | I don't like that it is the only way to determine if a student could be exited from an ELL setting. It should not be the be all and end all for ELLs. | 11/4/2015 10:00 AM |
| 13 | Not familiar with assessment. | 11/3/2015 9:19 PM |
| 14 | n/a | 11/3/2015 3:07 PM |
| 15 | This helps with ELL placements and scheduling in our building. | 11/3/2015 8:47 AM |
| 16 | Access is useful because it allows the teacher to know where the Students are at in their language abilities | 11/3/2015 5:28 AM |
| 17 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 18 | to see progress | 11/2/2015 1:53 PM |
| 19 | ACCESS is useful to allow ELL teachers the ability to know the English Proficiency levels and use the Can Do descriptors | 11/2/2015 10:41 AM |
| 20 | N/A | 10/31/2015 8:58 AM |
| 21 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 22 | N/A | 10/30/2015 2:31 PM |
| 23 | helpful to have categories of abilities | 10/30/2015 1:05 PM |
| 24 | ACCESS is useful because scores are used to determine students who need English language services. It is also useful because results are broken down into strengths and weaknesses in student language development. It is NOT USEFUL because we don't get the scores for students until the following school year. | 10/30/2015 10:51 AM |
| 25 | Access is useful up to a certain extent. While regular Ed students are able to complete all sections of the test, special education students may or may not, which can prevent them from exiting the program for a reason that is not necessarily language. | 10/30/2015 10:01 AM |
| 26 | Provides information to use with children of varying Eng. proficiency levels | 10/30/2015 9:57 AM |
| 27 | It does not accurately assess student learning in an English-speaking classroom. | 10/30/2015 8:17 AM |
| 28 | ACCESS is useful to determine needs of English language learners; however, receiving scores mid-summer does not provide for timely measurements. Quicker receipt of scores would be more helpful. | 10/30/2015 8:00 AM |
| 29 | We do not use this test. | 10/29/2015 8:53 PM |
| 30 | n/a | 10/28/2015 3:57 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 31 | n/a | 10/28/2015 7:49 AM |
| 32 | This gives teachers a general idea student level of English proficiency | 10/27/2015 10:03 PM |
| 33 | It allows ust to access data onthe ability of students in multiple domains of their native language. We often hear speaking and listening, and assume proficiency in all areas. This is frequently not true. | 10/27/2015 1:55 PM |
| 34 | n/a | 10/27/2015 11:09 AM |
| 35 | No, because we do not get data back until almost end of summer. | 10/26/2015 8:28 PM |
| 36 | N/- | 10/26/2015 8:04 PM |
| 37 | N/A | 10/26/2015 7:18 PM |
| 38 | It is useful but need the scores quicker. | 10/26/2015 6:36 PM |
| 39 | It helps with instructional practices, however, like most of the assessments we give, we as teachers are unable to give the same supports on tests that we are able to give to our students in class in order to access the curricular materials. | 10/26/2015 4:36 PM |
| 40 | Access testing lets us know the English proficiency of students. It is helpful to know what stage students are in so we can better support them during all areas of instruction. Students at entering, beginning, and developing levels are likely to need more time to complete work and answer oral questions because they often translate the questions into their native language, think about the answer, and then translate the answer into English. | 10/26/2015 4:31 PM |
| 41 | Not applicable | 10/26/2015 3:17 PM |
| 42 | n/a | 10/26/2015 3:07 PM |
| 43 | n/a | 10/26/2015 3:02 PM |
| 44 | It is useful to see what the ELL students really need: reading, writing, speaking or listening. | 10/26/2015 2:56 PM |
| 45 | n/a | 10/26/2015 2:52 PM |
| 46 | Access testing determines ELL status and is useful for that program. | 10/26/2015 10:05 AM |
| 47 | Useful in knowing where the students are in terms of their English language comprehension. Little we can do with so few resources. | 10/26/2015 8:49 AM |
| 48 | N/A | 10/26/2015 8:38 AM |
| 49 | Good idea of where students start | 10/23/2015 3:14 PM |
| 50 | n/a | 10/23/2015 9:11 AM |
| 51 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 52 | Students have no incentive to pass it. | 10/21/2015 7:55 PM |
| 53 | no comment | 10/19/2015 9:13 AM |
| 54 | It is a good for screening students' language skills. | 10/19/2015 8:19 AM |
| 55 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 56 | Useless! One test does not define whether a student should receive services. I have 3 students this year that would be best served by remaining in the regular classroom instead of pulled out. In the past, I have had students that needed much more support than the time they were allotted. There should be other indicators besides this test that decide placement for services. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q22 Explain why DCAS ALT-1 is useful or not useful.

Answered: 46 Skipped: 559

| # | Responses | Date |
|----|---|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | n/a | 11/5/2015 9:48 AM |
| 6 | N/A | 11/5/2015 8:15 AM |
| 7 | NA | 11/4/2015 11:03 PM |
| 8 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 9 | n/a | 11/4/2015 10:15 AM |
| 10 | Not familiar with assessment. | 11/3/2015 9:19 PM |
| 11 | n/a | 11/3/2015 3:07 PM |
| 12 | NA | 11/3/2015 8:47 AM |
| 13 | N/A | 11/3/2015 5:28 AM |
| 14 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 15 | The alt test is useful in measuring growth, but then when a student gets 4s on the test, there is no guidance about whether to move the student to the state test then? | 11/1/2015 2:34 PM |
| 16 | N/A | 10/31/2015 8:58 AM |
| 17 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 18 | N/A | 10/30/2015 2:31 PM |
| 19 | students are promoted regardless of outcome | 10/30/2015 1:16 PM |
| 20 | My experiences with the Alternative Assessments is that the amount of disruption caused by the large time requirement to complete the assignments is actually very disruptive to the students' academic progress when compared to keeping the students' in class moving forward in their curriculum. | 10/30/2015 10:22 AM |
| 21 | It is yet another way to take severely impacted students and tell them again that they are severely disabled. | 10/30/2015 9:18 AM |
| 22 | DCAS-Alt-1 - this assessment works well for higher functioning students in the Meadowood Program and it is great to see progress from year to year. It is extremely time consuming for teachers. We have to prep and cut out tons of materials and it takes hours to asses 1 student. It took me over 40 hours one year to assess all of the students in my classroom. If the test were computer-based and students could use a touch screen it might reach more students in our program. | 10/30/2015 8:41 AM |
| 23 | We do not use this test. | 10/29/2015 8:53 PM |
| 24 | n/a | 10/28/2015 3:57 PM |
| 25 | n/a | 10/28/2015 7:49 AM |
| 26 | N/a | 10/27/2015 10:03 PM |
| 27 | Students can hit random buttons and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 28 | Some students just eye gaze/touch random answers/ answers that appeal to them | 10/27/2015 12:05 PM |
| 29 | n/a | 10/27/2015 11:09 AM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 30 | My students are given the DCAS alt ...many are unable to process the information and comprehend the test . The results are used for Teacher evaluations so they teach kids how to take test all year instead of teaching them appropriate material . What a useless and dysfunctional system | 10/26/2015 8:19 PM |
| 31 | N/a | 10/26/2015 8:04 PM |
| 32 | N/A | 10/26/2015 7:18 PM |
| 33 | N/A | 10/26/2015 4:36 PM |
| 34 | Not applicable | 10/26/2015 3:17 PM |
| 35 | n/a | 10/26/2015 3:07 PM |
| 36 | n/a | 10/26/2015 3:02 PM |
| 37 | n/a | 10/26/2015 2:52 PM |
| 38 | I have not given it but have been trained in it and it is useful because it is more on the student's instructional level. It allows the teacher to see strengths and weaknesses easier than the regular tests. | 10/26/2015 12:04 PM |
| 39 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 40 | N/A | 10/26/2015 8:38 AM |
| 41 | n/a | 10/23/2015 9:11 AM |
| 42 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 43 | Useful for those students who have this need to show they are making progress in school | 10/21/2015 9:39 AM |
| 44 | no comment | 10/19/2015 9:13 AM |
| 45 | N/A | 10/19/2015 8:19 AM |
| 46 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q23 Explain why STATE KINDERGARTEN READINESS is useful or not useful.

Answered: 54 Skipped: 551

| # | Responses | Date |
|----|--|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | n/a | 11/5/2015 9:48 AM |
| 6 | This assessment is helpful in determining students' readiness skills. | 11/5/2015 8:15 AM |
| 7 | It helps the children begin learning the required material quicker. Depending on the population, i.e. students at my school, many have not gone to preschool and the parents have not done anything at home for their literacy. This makes the child far behind academically and as a result cannot catch up. I used to teach Kindergarten and I knew immediately without asking parents who attended preschool or which parents worked on their child's literacy. These children if they make it to first grade, they still are far below grade level. It's like dominoes because some of these children still are below when they reach 3rd grade. So basically there SHOULD NOT be blame on the Kindergarten teacher! | 11/5/2015 7:06 AM |
| 8 | All it does it tell us if they are ready for kindergarten. It doesn't differentiate abilities like other districts (Brandywine) does. I really think the district should reconsider it's Kindergarten testing. | 11/4/2015 11:05 PM |
| 9 | It should help find out if children are ready for K or not. | 11/4/2015 11:03 PM |
| 10 | It is very time consuming and we do not get any of the feedback from this assessment. | 11/4/2015 2:37 PM |
| 11 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 12 | n/a | 11/4/2015 10:15 AM |
| 13 | Not familiar with this assessment. | 11/3/2015 9:19 PM |
| 14 | n/a | 11/3/2015 3:07 PM |
| 15 | NA | 11/3/2015 8:47 AM |
| 16 | N/A | 11/3/2015 5:28 AM |
| 17 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 18 | It is not useful because we already know students who attend preschool are ready and those who do not, are not as ready. | 11/2/2015 11:25 AM |
| 19 | N/A | 10/31/2015 8:58 AM |
| 20 | Allows for assessment before student enters K and helps to alert the teacher so that accommodations can be made for the student's success. | 10/31/2015 7:33 AM |
| 21 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 22 | N/A | 10/30/2015 2:31 PM |
| 23 | identifies weaknesses | 10/30/2015 1:05 PM |
| 24 | We do not use this test. | 10/29/2015 8:53 PM |
| 25 | n/a | 10/28/2015 3:57 PM |
| 26 | n/a | 10/28/2015 7:49 AM |
| 27 | N/a | 10/27/2015 10:03 PM |
| 28 | Those poor little kids. They should still be playing and pretending at this age. Finland doesn't start school until 7 ! | 10/27/2015 3:48 PM |
| 29 | n/a | 10/27/2015 11:09 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 30 | N/a | 10/26/2015 8:04 PM |
| 31 | N/A | 10/26/2015 7:18 PM |
| 32 | N/A | 10/26/2015 4:36 PM |
| 33 | It is helpful to know whether students the skills needed for success in kindergarten. | 10/26/2015 4:31 PM |
| 34 | We don't have the support for children that some in without previous school experiences | 10/26/2015 4:10 PM |
| 35 | Informs where students are in their development - very useful in planning activities. | 10/26/2015 3:59 PM |
| 36 | Not applicable | 10/26/2015 3:17 PM |
| 37 | NOT AT ALL USEFUL! A COMPLETE WASTE OF TIME AND IT MAKES THE BEGINNING OF THE SCHOOL YEAR HECTIC AND UNENJOYABLE. THE INFORMATION IN NO WAY HELPS WITH OUR TEACHING AND IT DOESN'T EVEN GET BACK TO SPECIFIC PRESCHOOLS TO INCREASE THEIR ACCOUNTABILITY. | 10/26/2015 3:09 PM |
| 38 | n/a | 10/26/2015 3:07 PM |
| 39 | Please see my comments prior. Please get rid of this test or have Wilmington University students give it prior to the children leaving Pre-K. | 10/26/2015 3:07 PM |
| 40 | Not useful-used for preschool not kindergarten teachers. | 10/26/2015 3:06 PM |
| 41 | n/a | 10/26/2015 3:02 PM |
| 42 | NOT useful - this information goes to pre-schools and is not relavent for kindergarten at all | 10/26/2015 3:01 PM |
| 43 | n/a | 10/26/2015 2:52 PM |
| 44 | It is too much information. | 10/26/2015 12:04 PM |
| 45 | Takes way too much time away from meaningful planning. | 10/26/2015 8:49 AM |
| 46 | N/A | 10/26/2015 8:38 AM |
| 47 | Though certain aspects of the state kindergarten readiness assessment (ELS) are useful, the results are not shared with kindergarten teachers which generally makes it not useful. In addition, the behavior and social ratings are subjective. | 10/25/2015 1:14 PM |
| 48 | more baseline data | 10/23/2015 3:14 PM |
| 49 | n/a | 10/23/2015 9:11 AM |
| 50 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 51 | Helps K teachers teach individual students | 10/21/2015 9:39 AM |
| 52 | no comment | 10/19/2015 9:13 AM |
| 53 | N/A | 10/19/2015 8:19 AM |
| 54 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q24 Explain why SCHOLASTIC READING INVENTORY is useful or not useful.

Answered: 139 Skipped: 466

| # | Responses | Date |
|----|--|--------------------|
| 1 | Scores do not correlate to results of other tests. | 11/8/2015 9:21 PM |
| 2 | N/A | 11/6/2015 11:20 AM |
| 3 | Multiple problems with technology make the scores suspect. | 11/6/2015 9:47 AM |
| 4 | At the beginning of the year all students get br which does not help place students in appropriate groups. By end of the year it is somewhat useful but there has been no training on reading scores/reports or detailed analysis of results. | 11/5/2015 7:10 PM |
| 5 | Does not correlate to what Scott Foresman results show | 11/5/2015 6:48 PM |
| 6 | Data that it provides on students. Helpful for benchmarking. | 11/5/2015 5:26 PM |
| 7 | Gives me a Lexile level, however it is a short assessment, so I do not know exactly what it is measuring | 11/5/2015 4:44 PM |
| 8 | limited data provided | 11/5/2015 4:43 PM |
| 9 | Useful for students individual lexile levels so that they are reading books on their level. Teachers can also use this as another tool to formulate groups. | 11/5/2015 4:43 PM |
| 10 | Does not always align with more researched methods of assessing reading, such as QRIs. | 11/5/2015 4:42 PM |
| 11 | It doesn't offer enough data to be useful in differentiating instruction. | 11/5/2015 4:40 PM |
| 12 | It gives me a lexile level and helps with grouping for instruction. | 11/5/2015 4:39 PM |
| 13 | This assessment does not provide me with enough information on my students ability. It gives me a Lexile level and not much else. | 11/5/2015 4:38 PM |
| 14 | I like the fact that it is taken 3 times a year. I am able to measure growth. | 11/5/2015 4:38 PM |
| 15 | Yes, because there are markers- it is done in the beginning, middle, and the end of the year. It is nice to have the students' lexile levels and have more information to share with the parents | 11/5/2015 4:33 PM |
| 16 | Provides Lexile level | 11/5/2015 4:07 PM |
| 17 | It gives you a basis for the students' reading levels and gives you the ability to assign them into groups. It also gives you the tool to monitor progress. | 11/5/2015 4:07 PM |
| 18 | n/a | 11/5/2015 3:58 PM |
| 19 | This gives us a lexile level and a target. On the other hand, some students don't take it seriously, so the results are inaccurate. | 11/5/2015 3:14 PM |
| 20 | Helps to see what skill students need the most focus on and what they don't | 11/5/2015 1:54 PM |
| 21 | Too many technical glitches and the 410 lexicon score is an end of the year score....so many students are misidentified early on....I prefer Star Reading and those below the 25th percentile or even MAP was better and yielded better information to plan instruction. The SRI test yielded none of this for me. | 11/5/2015 12:34 PM |
| 22 | n/a | 11/5/2015 9:48 AM |
| 23 | This assessment is a helpful tool in determining students' current reading ability as well as providing strategies and resources to support their reading growth. | 11/5/2015 8:15 AM |
| 24 | I think it's a great growth inventory. I also think that since it is something the kids take over different grades, it is really useful for parents. | 11/4/2015 11:05 PM |
| 25 | There is no access to the materials that will promote growth that is expected by the end of the year. Growth goals may not always be realistic. | 11/4/2015 9:14 PM |
| 26 | Provides Lexile levels for students to help with small group instruction. | 11/4/2015 7:53 PM |
| 27 | Useful - Shows growth | 11/4/2015 1:21 PM |
| 28 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 29 | SRI does not make it easy to see student improvement if students happen to stay "Below Basic" | 11/4/2015 11:46 AM |
| 30 | SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly. | 11/4/2015 11:12 AM |
| 31 | n/a | 11/4/2015 10:15 AM |
| 32 | I wish the questions were numbered. | 11/4/2015 10:00 AM |
| 33 | Scholastic Reading Inventory could assist in gaging a student's reading and comprehension skills. | 11/3/2015 9:19 PM |
| 34 | n/a | 11/3/2015 3:07 PM |
| 35 | Not useful because there has not been PD to explain how to use the results to help children improve. Also, any child with an IEP is not being given accommidations. | 11/3/2015 2:58 PM |
| 36 | Useful due to setting growth goals and providing information about academic needs. | 11/3/2015 10:44 AM |
| 37 | Limited use in our building. More broad-range use would provide us with better baseline data. | 11/3/2015 8:47 AM |
| 38 | N/A | 11/3/2015 5:28 AM |
| 39 | Helpful because it gives students exposure to taking assessments on the computer (especially the third grade students). | 11/3/2015 5:12 AM |
| 40 | Gives us decent baseline data, but certainly not enough to judge a teacher's performance by. | 11/2/2015 9:36 PM |
| 41 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 42 | Its not great only tests for inference and context clues | 11/2/2015 4:15 PM |
| 43 | usually know the outcome before they even take the test | 11/2/2015 3:31 PM |
| 44 | Phonics Inventory for 2nd grade does not give any information for teachers to use. Should be given before the SRI to determine if students are reading enough to take SRI. | 11/2/2015 2:27 PM |
| 45 | MAP told/showed us more, even though it was harder for the students | 11/2/2015 1:53 PM |
| 46 | A useful tool if implemented and followed with resources. Not easily done at secondary level. | 11/2/2015 11:38 AM |
| 47 | universal tool, get a valid lexile level, no accomodations | 11/2/2015 10:11 AM |
| 48 | It helps guide reading levels and monitor progress throughout the year. | 11/2/2015 6:51 AM |
| 49 | I explained earlier | 10/31/2015 8:58 AM |
| 50 | Computerized, measures growth, observed student comfort with taking test, students are asked to pick three categories of the types of stories they prefer to read. | 10/31/2015 7:33 AM |
| 51 | Quick and immediate | 10/30/2015 4:42 PM |
| 52 | Quick and gives reading Lucile | 10/30/2015 4:31 PM |
| 53 | SRI is useful to measure student Lexile range. If teachers bother to look at it, it shows the level of text that is ideal for each student for instructional purposes. | 10/30/2015 3:52 PM |
| 54 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 55 | Scholastic Reading Inventory is useful for placing students in different sections for RTI. It is a good benchmark assessment for RTI. | 10/30/2015 2:31 PM |
| 56 | This is useful because it gives us our student's lexile levels. | 10/30/2015 2:23 PM |
| 57 | I feel children don't have enough computer access to complete this correctly. | 10/30/2015 2:06 PM |
| 58 | The SRI is useful because you can get a gauge of students' reading ability before reading texts with them, and having their scores allows the teacher to determine how difficult a text may be for the students and plan accordingly. | 10/30/2015 2:04 PM |
| 59 | Excellent. Useful format. The students are happy to take them and don't feel like failures. | 10/30/2015 1:55 PM |
| 60 | does provide comprehension feedback | 10/30/2015 1:05 PM |
| 61 | see above | 10/30/2015 1:00 PM |
| 62 | Other than a lexile level, no other tangible information is available. | 10/30/2015 12:34 PM |
| 63 | They are ok. They give a general lexile rating, but that's about it. | 10/30/2015 11:19 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 64 | USEFUL because it gives a Lexile level for each student, which allows me to develop appropriate instructional plans for each of my English language learners. | 10/30/2015 10:51 AM |
| 65 | Not useful as the SOLE tool for forming RTI groups. Teachers know more about students on an individual basis and should be determining placement in those groups. | 10/30/2015 9:35 AM |
| 66 | Useful; as a 9th grade teacher it allows me to have an understanding of a student's reading level when they are new to the school. | 10/30/2015 9:28 AM |
| 67 | The are problems with the system which makes a student take the test more than once in some instances in order to get a score on the report. It won't let students in to take the SPI or FRA. Test administrators spend hours trying to fix these problems. Students are frustrated. Sometimes the questions overlap the answers so it is unreadable and cannot be answered. The system will sometimes lock a student out suddenly. | 10/30/2015 9:27 AM |
| 68 | It doesn't give us any information of what exactly we need to work on beside a lexile level. | 10/30/2015 9:01 AM |
| 69 | I like being able to see my students' Lexile Level - I use this information in conferences with parents. I also like that the test is shorter so students are not as stressed out taking i. | 10/30/2015 8:56 AM |
| 70 | This measure highlights areas needing review; however, I am concerned with the lack of accommodations provided. | 10/30/2015 8:00 AM |
| 71 | I do not know much about this test. I know it is associated with a reading program that we do not use. | 10/29/2015 8:53 PM |
| 72 | Helps students to practice their reading in a variety of ways. | 10/29/2015 4:42 PM |
| 73 | The scholastic reading inventory assessment is not useful because the scores do not match the students performance in the classroom or on other assessments. Furthermore, we are required to use the information other than for instructional purposes. Since the scores are not valid in my opinion, I barely use the results to inform my decisions. | 10/29/2015 3:56 PM |
| 74 | SRI is useful because it shows growth. The only problem with SRI is that if a student scores a "BR" then we do not have a number and they can stay at that level all year and we do not know if they have shown any growth or not. | 10/29/2015 1:46 PM |
| 75 | Helps us understand their Lexile but growth goals for spec. ed students are unreasonable | 10/29/2015 11:29 AM |
| 76 | very non-correlating data compared to other data collection | 10/28/2015 6:48 PM |
| 77 | n/a | 10/28/2015 3:57 PM |
| 78 | This test gives you an idea of the student's overall ability level, but no specific information about their strengths and weaknesses. | 10/28/2015 2:13 PM |
| 79 | It is useful because it shows yearly progress and growth. | 10/28/2015 8:20 AM |
| 80 | Gives some good data | 10/28/2015 7:53 AM |
| 81 | n/a | 10/28/2015 7:49 AM |
| 82 | Assigned Lexile and is one piece that aides in forming groups | 10/27/2015 10:03 PM |
| 83 | Why limit it to 9th grade? Do you know how low the Lexiles are in classes at McKean? I can use Achieve but the SRI is better. | 10/27/2015 3:48 PM |
| 84 | This only targets vocabulary for lexile placement and is not an accurate assessment to use solely for RTI. | 10/27/2015 3:34 PM |
| 85 | like its brevity | 10/27/2015 2:00 PM |
| 86 | It is not useful for most of my students because English is their second language and they cannot understand most of the test. | 10/27/2015 1:59 PM |
| 87 | It serves as a growth measure for all 9th grade students in reading. Without it, we lack a valid growth measure. | 10/27/2015 1:55 PM |
| 88 | Somewhat useful. Shows where some students are with their reading comprehension level. But, some students don't even take their time on the test, and others may not know how to use the computer correctly or efficiently. | 10/27/2015 1:10 PM |
| 89 | It shows their current Lexile. | 10/27/2015 12:05 PM |
| 90 | I don't really understand what the scores are telling me. | 10/27/2015 11:09 AM |
| 91 | Scholastic reading inventory gives you feedback as far as your students score immediately. | 10/27/2015 11:00 AM |
| 92 | No, because there has been no REAL training regarding this test, what it is all about, what scores mean, and how to apply it. | 10/26/2015 8:28 PM |
| 93 | Useful! It gives us a starting point and gives a realistic growth goal. | 10/26/2015 8:23 PM |
| 94 | N/a | 10/26/2015 8:04 PM |

Assessment Inventory Uses

| | | |
|-----|--|---------------------|
| 95 | N/A | 10/26/2015 7:18 PM |
| 96 | The scores do not show enough helpful detail for second grade | 10/26/2015 6:36 PM |
| 97 | It was implemented quickly with no training. | 10/26/2015 6:14 PM |
| 98 | It doesn't really tell me what the student needs in terms of instructional support and/or how to gear my instruction. Does the kid have an issue with vocabulary? With reading fluency/decoding? With comprehension? What kind of comprehension support does the student need? I could go on and on.....is it even aligned with CCSS? | 10/26/2015 4:36 PM |
| 99 | SRI is helpful in measuring comprehension, especially for advanced and proficient readers. However, many ELL students and those with IEPs score at the Basic Reader level with a percentile of 1. This tell us that they cannot understand the material but not why. We also give the phonics component which indicates whether students have decoding/word recognition problems but gives little or no information about what the problems are. | 10/26/2015 4:31 PM |
| 100 | Immediate results - | 10/26/2015 3:59 PM |
| 101 | Not applicable | 10/26/2015 3:17 PM |
| 102 | I use SRI for the lexile and I pay close attention to the intented growth score throughout the year. I find this test very useful. | 10/26/2015 3:07 PM |
| 103 | Useful for a general lexile level. But no number shows up for BR. There are no growth goals. Not impressed. | 10/26/2015 3:02 PM |
| 104 | n/a | 10/26/2015 2:52 PM |
| 105 | useful-we get the feedback immediately to help with grouping. | 10/26/2015 12:47 PM |
| 106 | useful information, that is updated thought out the year not just beginning and end, students can track progress. | 10/26/2015 10:47 AM |
| 107 | It provides a good starting point for teachers to begin the school year. | 10/26/2015 9:09 AM |
| 108 | This can be useful if the students try their best. Many times they rush through this test. | 10/26/2015 8:51 AM |
| 109 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 110 | See #8 | 10/26/2015 8:38 AM |
| 111 | Drives instruction during the year. | 10/26/2015 8:08 AM |
| 112 | SRI provides immediate lexile levels to help group students. | 10/26/2015 8:00 AM |
| 113 | This was easy to administer and was low pressure for our younger students. I think this is a good measure of growth over time. It is not a useful for students that somehow score several grade levels above on the first test, and then their scores slide throughout the year. | 10/25/2015 6:19 PM |
| 114 | It gives a number that doesn't seem to have much meaning. Most kids came out Below Grade Level. | 10/24/2015 8:10 PM |
| 115 | Sometimes I think this measure is faulty | 10/23/2015 4:26 PM |
| 116 | good for ranking when making RTI groups | 10/23/2015 3:14 PM |
| 117 | If there were more detailed reports to target deficits | 10/23/2015 2:41 PM |
| 118 | measures students true reading ability | 10/23/2015 9:11 AM |
| 119 | Useful I just wish we had better explanations of the data | 10/22/2015 9:07 PM |
| 120 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 121 | It_is_fine....MAP_is_better | 10/22/2015 2:46 PM |
| 122 | useful - immediate score and feedback and growth goals set | 10/22/2015 11:00 AM |
| 123 | They can be useful as one gauge, but are not a total picture of the student | 10/22/2015 9:42 AM |
| 124 | Somewhat useful if Read 180 is used throughout the year. That is not happening. How can a student be assessed by a tool that is meant to be part of a reading program that not all students participate in? | 10/21/2015 1:10 PM |
| 125 | NOT - it is not administered the same way in all buildings so scores are not valid | 10/21/2015 9:39 AM |
| 126 | It is useful only for kids progress | 10/20/2015 4:43 PM |
| 127 | Specific feedback | 10/20/2015 4:02 PM |
| 128 | Helps identify students lexile, which can be useful in forming reading groups | 10/20/2015 10:48 AM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 129 | It is a good piece of data, but should not be used as the only way to assess reading comprehension. Some students may have trouble showing what they know on a computer. | 10/20/2015 10:23 AM |
| 130 | not enough teaching data | 10/19/2015 10:22 PM |
| 131 | This test provides information throughout the year that teachers can use to monitor student progress. | 10/19/2015 9:13 AM |
| 132 | It is a good inventory of student's skills. | 10/19/2015 8:19 AM |
| 133 | Somewhat useful predictor of reading level, but not totally accurate. | 10/18/2015 5:30 PM |
| 134 | This is not useful because we do nothing with the data! | 10/16/2015 4:21 PM |
| 135 | SRI is helpful in a general sense, but it does not divide by skill. Therefore, I can only see if my students made the expected growth. Too many variables are present in an elementary child to see if the expected growth was reasonable in a particular year. | 10/16/2015 4:05 PM |
| 136 | Useful - clearly identifies students not reading below grade level Not Useful - not clear enough in identifying weaknesses/areas of needed instruction | 10/16/2015 12:16 PM |
| 137 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 138 | It is a good screening tool, but offers very little real data. | 10/15/2015 8:52 PM |
| 139 | Again having it at the start of the year helps figure out which students may need extra scaffolding of skills, but because it does not tie to the rest of the curriculum (CCSS) it doesn't do much more than give a Lexile that you can use. | 10/15/2015 8:40 PM |

Assessment Inventory Uses

Q25 Explain why SCHOLASTIC MATH INVENTORY is useful or not useful.

Answered: 112 Skipped: 493

| # | Responses | Date |
|----|--|--------------------|
| 1 | Scores do not correlate to results of other tests. | 11/8/2015 9:21 PM |
| 2 | Not useful and students aren't going to meet growth goals set. The beginning year SMI test was set to the end of the previous (grade) year. Since this is the first year of SMI, it's hard to tell how accurate the growth target that is set as the goal for students to meet is achievable. If in the spring the whole district has a significantly low rate of growth this year and then the district has said they will not hold us to the growth rate. However, this could affect some schools and not others - should the rest of the district do well, this could be a concern on an individual basis for Component V - which could have very serious implications. Is there an alternative? If there is this much concern, inconsistency, unknown, etc. with SMI then it seems like a situation where we should be proactive and come up with a working alternative? | 11/7/2015 8:54 PM |
| 3 | Not enough information is provided to identify specific strengths and needs | 11/7/2015 5:56 AM |
| 4 | A 30 minute test that tells me what my students know? I don't buy it. | 11/6/2015 1:16 PM |
| 5 | N/A | 11/6/2015 11:20 AM |
| 6 | Multiple problems with technology make the scores suspect. | 11/6/2015 9:47 AM |
| 7 | Do not use | 11/5/2015 6:48 PM |
| 8 | Never explained. | 11/5/2015 4:42 PM |
| 9 | It gives me a level and helps with grouping. | 11/5/2015 4:39 PM |
| 10 | We have not been trained at all on its use and how to make it useful | 11/5/2015 4:33 PM |
| 11 | Not trained on this assessment | 11/5/2015 4:07 PM |
| 12 | Same as 24 above. | 11/5/2015 4:07 PM |
| 13 | n/a | 11/5/2015 3:58 PM |
| 14 | same as above | 11/5/2015 1:54 PM |
| 15 | Useful, we use it diagnostically | 11/5/2015 9:48 AM |
| 16 | N/A | 11/5/2015 8:15 AM |
| 17 | I think it's a great growth inventory. I also think that since it is something the kids take over different grades, it is really useful for parents. | 11/4/2015 11:05 PM |
| 18 | Test administration was very problematic. Servers and net work could not support all the testers in the district. Some students never received scores. | 11/4/2015 11:03 PM |
| 19 | There is no access to the materials that will promote growth that is expected by the end of the year. Growth goals may not always be realistic. | 11/4/2015 9:14 PM |
| 20 | Useful - Shows growth | 11/4/2015 1:21 PM |
| 21 | This gives all teachers an idea of where the student is coming from in order to help identify areas for improvement. | 11/4/2015 1:12 PM |
| 22 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |
| 23 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 24 | SRI and SMI. I like them because they provide immediate results. They are given in the middle of the year as an interim so I can adjust my lessons accordingly. | 11/4/2015 11:12 AM |
| 25 | n/a | 11/4/2015 10:15 AM |
| 26 | Not familiar with assessment. | 11/3/2015 9:19 PM |
| 27 | na | 11/3/2015 3:07 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 28 | Not useful because there has not been PD to explain how to use the results to help children improve. Also, any child with an IEP is not being given accommodations. | 11/3/2015 2:58 PM |
| 29 | Useful due to setting growth goals and providing information about academic needs | 11/3/2015 10:44 AM |
| 30 | Too many computer glitches.. technology is not able to keep up with this assessment. | 11/3/2015 9:47 AM |
| 31 | Limited use in our building. Having a universal math screener would be helpful to our team. | 11/3/2015 8:47 AM |
| 32 | N/A | 11/3/2015 5:28 AM |
| 33 | Helpful because it gives students exposure to taking assessments on the computer (especially the third grade students). | 11/3/2015 5:12 AM |
| 34 | Gives us a decent picture of where the students begin. Many of the questions are not age appropriate. | 11/2/2015 9:36 PM |
| 35 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 36 | usually know the outcome before they even take the test | 11/2/2015 3:31 PM |
| 37 | Once the scale ratings are formalized over a few years this could also be a useful tool, however not sure if the resources are there yet and not easily implemented at secondary level. | 11/2/2015 11:38 AM |
| 38 | Reports are not specific like SRI | 11/2/2015 10:11 AM |
| 39 | N/A | 10/31/2015 8:58 AM |
| 40 | Computerized, measures growth | 10/31/2015 7:33 AM |
| 41 | Quick and immediate | 10/30/2015 4:42 PM |
| 42 | Quick | 10/30/2015 4:31 PM |
| 43 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 44 | N/A | 10/30/2015 2:31 PM |
| 45 | Not sure about this one yet. | 10/30/2015 2:23 PM |
| 46 | Same as above | 10/30/2015 12:34 PM |
| 47 | both- a good measure of where kids are performing when the test is valid and working correctly | 10/30/2015 10:05 AM |
| 48 | Not useful as the SOLE tool for forming RTI groups. Teachers know more about students on an individual basis and should be determining placement in those groups. | 10/30/2015 9:35 AM |
| 49 | See above | 10/30/2015 9:27 AM |
| 50 | SMI is useful because it is shorter than Smarter Balanced and doesn't stress the students out as much. | 10/30/2015 8:56 AM |
| 51 | It was deemed invalid last year. That means every teacher that used that as their Comp 5 could not be considered an exceptional teacher - regardless of how good their teaching was. | 10/30/2015 8:54 AM |
| 52 | I do not know much about this test. I know it is associated with scholastic. I do not know much about it. I know that they changed the cut scores after the kids took the test. | 10/29/2015 8:53 PM |
| 53 | This is beneficial because it helps students to be exposed to various concepts in math which require deeper thinking in order to fully answer. | 10/29/2015 4:42 PM |
| 54 | Not Useful: Numbers tell me nothing. Think back to NWEA. Students results were used to pinpoint specific weaknesses in student knowledge. I could use that to tailor classroom instruction to strengthen weaknesses as we moved through the curriculum. The problem with SMI is that taken in the beginning of the year, students are assigned a level. What does that tell me? Nothing. Taken again in January (immediately following 2 week winter break) another score. Still tells me nothing. Did the score go up? Did it go down? Maybe they spent their entire winter break STARVING because the only meals they get are the ones at school! | 10/29/2015 3:19 PM |
| 55 | SMI is useful because it shows growth and is taken at multiple times during the school year. The test is also an appropriate length for elementary age students. | 10/29/2015 1:46 PM |
| 56 | Just started using and don't understand how to use the data | 10/29/2015 11:29 AM |
| 57 | n/a | 10/28/2015 3:57 PM |
| 58 | I like it to simply see what level my students are coming to me at and to use it to place into honors, etc. | 10/28/2015 2:27 PM |
| 59 | It is useful because it shows yearly progress and growth. | 10/28/2015 8:20 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 60 | now that we are learning how to get data for each student, it is seeming better. | 10/28/2015 7:53 AM |
| 61 | n/a | 10/28/2015 7:49 AM |
| 62 | Student test error analysis is informative | 10/27/2015 10:03 PM |
| 63 | Scholastic Math Inventory is not useful because of the errors present when taking the test. Technological difficulties (not having enough access points, wrong versions of internet explorer) frustrated our students which affected their performance. | 10/27/2015 3:12 PM |
| 64 | like its brevity | 10/27/2015 2:00 PM |
| 65 | It serves as a growth measure for all 9th grade students in math. Without it, we lack a valid growth measure. | 10/27/2015 1:55 PM |
| 66 | Useful. Shows where the students stand with their math proficiency, and is graded quickly on the computer. | 10/27/2015 1:10 PM |
| 67 | There are many problems with the assessment. I have a problem with giving my kids accommodations in the classroom using materials that come with the curriculum or teacher created manipulatives to help my students learn better and then they cannot use it during the assessment. Also there have been times where I have had to call during the test or after because there was an error with the program. Either a score did not pop up or it says a student was not tested when they were so I have to retest them which takes them away from instructional time. | 10/27/2015 1:07 PM |
| 68 | It provides immediate data about student understanding including patterns of strengths and weaknesses. | 10/27/2015 12:06 PM |
| 69 | It shows their current quantile. However some students are good guessers. | 10/27/2015 12:05 PM |
| 70 | Teachers can find out what skills are needed to learn grade level skills. | 10/27/2015 11:29 AM |
| 71 | n/a | 10/27/2015 11:09 AM |
| 72 | Not sure of the target growth and most students at Heritage in grade 3, did not come close to meeting the "target" in the beginning of the year. | 10/27/2015 11:00 AM |
| 73 | Good - Gives a snapshot of student ability. Is useful for planning because teachers get useful information that can be used to improve instruction. Bad - students do not take it seriously. Testing environment is not conducive to good test-taking (students in close proximity to one another; computer issues take up lots of time). | 10/27/2015 8:08 AM |
| 74 | It's useful to track student achievement | 10/26/2015 8:18 PM |
| 75 | N/a | 10/26/2015 8:04 PM |
| 76 | N/A | 10/26/2015 7:18 PM |
| 77 | It was implemented quickly with no training. | 10/26/2015 6:14 PM |
| 78 | NOT USEFUL because there are no set directions. The test scores vary way too much to be valid and the logistics of this test have been awful. The test logs students out. There r missing questions there are also sections of the test that offer no directions for the questions. Students log I. And then are logged off. Students scores seem to go down significantly if they do well the first time because the second time around the questions are extremely harder and thus they do more poorly. | 10/26/2015 4:54 PM |
| 79 | N/A | 10/26/2015 4:36 PM |
| 80 | Teachers tell me that SMI is more useful than SRI because is gives more information about specific math skills. | 10/26/2015 4:31 PM |
| 81 | Immediate results- | 10/26/2015 3:59 PM |
| 82 | Not applicable | 10/26/2015 3:17 PM |
| 83 | n/a | 10/26/2015 3:07 PM |
| 84 | n/a | 10/26/2015 3:02 PM |
| 85 | Shows student growth and area of needs | 10/26/2015 2:52 PM |
| 86 | useful-same as above | 10/26/2015 12:47 PM |
| 87 | useful information, that is updated thought out the year not just beginning and end, students can track progress. | 10/26/2015 10:47 AM |
| 88 | See #24. | 10/26/2015 9:09 AM |
| 89 | This can be useful if the students try their best. Many times they rush through this test. | 10/26/2015 8:51 AM |
| 90 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 91 | N/A | 10/26/2015 8:38 AM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 92 | Drives instruction during the year and provides areas where students need improvement. | 10/26/2015 8:08 AM |
| 93 | Kids do not take it seriously. Teachers tell kids to do poorly the first time to help their DPAS rating.. | 10/26/2015 7:56 AM |
| 94 | We have given only once and have very little exposure to results/growth targets. We had a some difficulty with graphics loading during the test. | 10/25/2015 6:19 PM |
| 95 | Same as above | 10/24/2015 8:10 PM |
| 96 | Another faulty measure | 10/23/2015 4:26 PM |
| 97 | good baseline | 10/23/2015 3:14 PM |
| 98 | n/a | 10/23/2015 9:11 AM |
| 99 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 100 | It_is_fine....MAP_is_better | 10/22/2015 2:46 PM |
| 101 | somewhat useful - immediate score and feedback - need growth goals for each child not a general goal | 10/22/2015 11:00 AM |
| 102 | They can be useful as one gauge, but are not a total picture of the student | 10/22/2015 9:42 AM |
| 103 | NOT - the inventory is never working properly | 10/21/2015 9:39 AM |
| 104 | Useful to show growth | 10/20/2015 4:43 PM |
| 105 | Specific feedback | 10/20/2015 4:02 PM |
| 106 | No teaching data | 10/19/2015 10:22 PM |
| 107 | Although the idea of SMI is a good one in that it can be used multiple times throughout the year to monitor student progress. However, the program was so riddled with errors that the validity of the data is unreliable. | 10/19/2015 9:13 AM |
| 108 | It is a good inventory of student's skills. | 10/19/2015 8:19 AM |
| 109 | This test assesses students on how well they know grade level math. Well, since they have not been taught it all by August, of course they do poorly. Then at the end of the year the scores go up- because they have been instructed on the material. How is this an accurate picture of growth? Seems kind of like a waste of time. | 10/18/2015 5:30 PM |
| 110 | SMI did not give me enough data to work with at the beginning of the year. | 10/16/2015 4:05 PM |
| 111 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 112 | Again, good screening tool but offers very real useful information for intervention or to focus reteaching. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q26 Explain why DIBELS is useful or not useful.

Answered: 132 Skipped: 473

| # | Responses | Date |
|----|--|--------------------|
| 1 | Inconsistent. Some stories are appropriate and assess students for fluency and comprehension while context of others are difficult for students therefore scores are inconsistent. | 11/7/2015 8:54 PM |
| 2 | The fluency portion is great, but the nonsense word fluency doesn't seem to lead to success. | 11/6/2015 8:49 PM |
| 3 | Because it allows the teacher to place students in tiered reading groups according to their needs. | 11/6/2015 3:11 PM |
| 4 | I find dibels to be useful in all grades, except the NWF in first grade, where the kids should be able to read real words. | 11/6/2015 11:42 AM |
| 5 | N/A | 11/6/2015 11:20 AM |
| 6 | Accurately and quickly assesses specific early literacy skills in kindergarten and first grade. | 11/6/2015 9:47 AM |
| 7 | kids can perform either poorly or well, depending on how well they understand the directions the test | 11/6/2015 9:14 AM |
| 8 | It is useful because it gives teachers an idea of where the students are with fluency | 11/6/2015 7:50 AM |
| 9 | Not useful. Students get use to style of test and can get high scores even if they can't read fluently | 11/5/2015 7:10 PM |
| 10 | Very useful for fluency | 11/5/2015 6:48 PM |
| 11 | gives limited information about fluency and retelling, but doesn't necessarily address comprehension. we end up having to do QRIs or other running records | 11/5/2015 4:43 PM |
| 12 | Useful - see above. | 11/5/2015 4:42 PM |
| 13 | It's a quick assessment that gives a lot of helpful information. | 11/5/2015 4:39 PM |
| 14 | Dibels is a quick and easy assessment to implement. The fluency passages provide me with valuable input into a students fluency ability. The nonsense words also give me valuable information on sounds that students confuse or are missing. | 11/5/2015 4:38 PM |
| 15 | Provides an accurate measure of reading level. | 11/5/2015 4:38 PM |
| 16 | somewhat useful screener | 11/5/2015 4:38 PM |
| 17 | It is a quick measure to progress monitor student fluency | 11/5/2015 4:33 PM |
| 18 | Does not always capture reading difficulties- not given by the homeroom teacher so most students perform lower | 11/5/2015 4:29 PM |
| 19 | Provides oral reading fluency | 11/5/2015 4:07 PM |
| 20 | very helpful for reading readiness | 11/5/2015 3:58 PM |
| 21 | Good for fluency checks | 11/5/2015 1:54 PM |
| 22 | To show student growth. | 11/5/2015 1:03 PM |
| 23 | OK- but over reliance on fluency and not enough on comprehension- word count on retelling is not always valid..... | 11/5/2015 12:34 PM |
| 24 | n/a | 11/5/2015 9:48 AM |
| 25 | Yes-because this assessment is helpful in identifying students' early literacy abilities. | 11/5/2015 8:15 AM |
| 26 | It helps with understanding some about the student but the test can result in a negative score for the child, especially if they are shy and don't feel comfortable with the test administrator, had a bad day, etc. I have had some students take that test and get a low score but their classroom performance is totally different. | 11/5/2015 7:06 AM |
| 27 | It doesn't assess enough at that level. It is really too easy. Again, all you're capturing is kids who are behind grade level. | 11/4/2015 11:05 PM |
| 28 | Test administration was very problematic. Servers and net work could not support all the testers in the district. Some students never received scores. | 11/4/2015 11:03 PM |
| 29 | It is not valid or reliable, and depends on perception and judgment of the person who is going to administer the assessment. | 11/4/2015 9:14 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 30 | I have like and and do not like DIBELS. I like because it is another form of assessment to consider. I am not a fan of NWF WWW portion after they start reading because not matter how many times I tell them they are nonsense words as a reader they still want it to make sense and be a real word. | 11/4/2015 8:51 PM |
| 31 | Progress monitoring helps show student progress | 11/4/2015 7:53 PM |
| 32 | The Dibels can sometime be misleading as a bright yet slow paced child can look as if they don't have skills when in fact they may just work at a slower pace. | 11/4/2015 2:38 PM |
| 33 | Useful- shows what students need to work on. Data drives teacher's instruction | 11/4/2015 1:21 PM |
| 34 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |
| 35 | DIBELS is very useful in helping to assess student reading fluency. | 11/4/2015 11:46 AM |
| 36 | n/a | 11/4/2015 10:15 AM |
| 37 | can isolate which skill needs to be worked on | 11/4/2015 8:47 AM |
| 38 | These assessment assist in gaging student reading fluency which ultimately affects comprehension. | 11/3/2015 9:19 PM |
| 39 | na | 11/3/2015 3:07 PM |
| 40 | DIBELS DORF has stories that children have no context in such as The English Channel! Our ELL students always think it is something on TV! | 11/3/2015 2:58 PM |
| 41 | The DIBELS test is fine, but it doesn't signify learning holes. | 11/3/2015 11:33 AM |
| 42 | Useful due to setting growth goals and providing information about academic needs | 11/3/2015 10:44 AM |
| 43 | too many discrepancies in consistency of scoring. | 11/3/2015 9:47 AM |
| 44 | NA | 11/3/2015 8:47 AM |
| 45 | The data helps teachers know where the students struggle the most. | 11/3/2015 5:28 AM |
| 46 | Breaks down the results into areas where Rtl stuedents could dfjefinite | 11/3/2015 5:12 AM |
| 47 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 48 | good to see progress only if given at their instructional level, not grade level because it is too hard | 11/2/2015 3:31 PM |
| 49 | Can see growth | 11/2/2015 2:27 PM |
| 50 | DIBELS is not useful because in first grade, once a child becomes a fluent reader they often do not do well on the NWF portion of the test, which brings their score down and claims they are not core, but in fact they are reading fluently. Also, the retell does not give an accurate idea of whether or not a student can comprehend. | 11/2/2015 2:02 PM |
| 51 | time consuming, but useful data | 11/2/2015 1:53 PM |
| 52 | It is useful because it gives us student data, but it is a timed test, which is stressful for K students. | 11/2/2015 11:25 AM |
| 53 | It is used for more than it's intended for. As a diagnostic tool, it is great for grouping and Rtl. Although, we use it for progress monitoring due to the layout and access. | 11/2/2015 10:52 AM |
| 54 | DIBELS is mostly useful, but overall it's not as telling as an individualized untimed assessment of what letters, sounds, and other phonemic awareness skills the students have. | 11/1/2015 8:03 PM |
| 55 | This test depends on the format that is given. The retelling portion for comprehension is not reliable. | 10/31/2015 8:58 AM |
| 56 | Quick and immediate but doesn't always show true comprehension | 10/30/2015 4:42 PM |
| 57 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 58 | N/A | 10/30/2015 2:31 PM |
| 59 | evaluates narrow skills necessary for success in reading but the frustration is that the skills assessed in the beginning of K and 1st do not match the subtests at the end of the school year | 10/30/2015 1:05 PM |
| 60 | Because of the time limit. Some students are very accurate and fluent but just don't read as fast. In my eyes as a teacher, I don't care how fast you have read, I only care if you can read and if you understood what you have read. the retelling part is a useful tool | 10/30/2015 1:00 PM |
| 61 | DIBELS is useful because it provides pertinent information about where the students developmentally. | 10/30/2015 12:58 PM |
| 62 | Often times they are not testing the student's intervention needs. | 10/30/2015 11:19 AM |

Assessment Inventory Uses

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|----|--|---------------------|
| 63 | Provides information and data to be used in Components 5. Allows teacher to collect data on specific skill the students need to work on. | 10/30/2015 11:10 AM |
| 64 | Dibels is useful in measuring fluency, but not really for comprehension. I think students learn to read quickly without really monitoring their own comprehension from the test. | 10/30/2015 10:31 AM |
| 65 | It is a good screener/progress monitoring tool | 10/30/2015 9:57 AM |
| 66 | DIBELS is a useful screening tool. It is given individually so it is time consuming to administer but reliable results are received most of the time. It is useful in giving diagnostic information. | 10/30/2015 9:27 AM |
| 67 | It is useful at the beginning of kindergarten as an initial screening tool and helps me in forming my small groups. The end of the year is useful for showing growth. What is needed is a more periodic testing to assess reading ability that can be given in a group setting or very short individual testing. | 10/30/2015 8:58 AM |
| 68 | I do not think this test is accurate. I believe that the students' background knowledge has a lot to do with it. I don't think reading as fast as you can and then telling what you remember is an accurate measure. I have kids who say whatever - it has nothing to do with the passage. | 10/29/2015 8:53 PM |
| 69 | DIBELS is useful because there are multiple tests and the tests are taken at different parts of the year. The tests indicate what the student needs to focus on. | 10/29/2015 1:46 PM |
| 70 | Useful - the results help me determine fluency and (a little) comprehension | 10/29/2015 12:19 PM |
| 71 | Doesn't give the best picture of where the student is performing | 10/29/2015 11:29 AM |
| 72 | useful as an indicator of reading success but I find most children benchmark despite great difficulty in reading. Then it is hard to provide a case for rti. Too much weight is put on DIBELS. | 10/28/2015 4:37 PM |
| 73 | useful as a screener | 10/28/2015 3:57 PM |
| 74 | gives good growth measures | 10/28/2015 7:53 AM |
| 75 | n/a | 10/28/2015 7:49 AM |
| 76 | Identifies oral reading fluency, common errors, and retell quality | 10/27/2015 10:03 PM |
| 77 | Dibels--very useful--gives specific data for grouping students to meet their needs | 10/27/2015 4:08 PM |
| 78 | doesn't fully address comprehension | 10/27/2015 2:00 PM |
| 79 | I feel DIBELS is useful because I can see the growth easily. | 10/27/2015 1:59 PM |
| 80 | Useful. Gives you up to date feedback on how students are performing in reading fluency. | 10/27/2015 1:10 PM |
| 81 | The DIBELS are mostly useful because it provides with an accurate look at fluency but not always for comprehension. | 10/27/2015 12:06 PM |
| 82 | Allows you to see fluency growth. | 10/27/2015 12:05 PM |
| 83 | DIBELS is useful because it breaks down specific skills - decoding, fluency, comprehension, etc. | 10/27/2015 11:09 AM |
| 84 | DIBELS is useful to students who are performing below grade level. It assesses their fundamental skills and allows you to progress monitor throughout the school year. | 10/27/2015 11:00 AM |
| 85 | Yes | 10/26/2015 8:28 PM |
| 86 | Great way to track student fluency | 10/26/2015 8:18 PM |
| 87 | N/a | 10/26/2015 8:04 PM |
| 88 | N/A | 10/26/2015 7:18 PM |
| 89 | I am able to see first hand how my students read aloud. But is very suggestive and should not be the only assessment used. | 10/26/2015 6:36 PM |
| 90 | Dibels gives us immediate snapshot of a child's reading fluency. | 10/26/2015 6:14 PM |
| 91 | N/A | 10/26/2015 4:36 PM |
| 92 | DIBELS is wonderful. It is given one on one so it is an authentic reading/phonics/phonemic awareness assessment. During the oral reading portion, student errors are noted and can be analyzed later. | 10/26/2015 4:31 PM |
| 93 | Looks at the most basic skills for reading acquisition. | 10/26/2015 3:59 PM |
| 94 | measure fluency with the fluency section | 10/26/2015 3:49 PM |

Assessment Inventory Uses

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|-----|--|---------------------|
| 95 | It is useful because it is a research based assessment that reduces bias and gives an accurate assessment of student skills. | 10/26/2015 3:27 PM |
| 96 | Not applicable | 10/26/2015 3:17 PM |
| 97 | I find that dibels is not helpful because it really only assess fluency. Students may know the skills, but if they do not complete it within the 1-minute time frame, they score below grade level. I also do not like having strangers come assess the students. It changes how the students perform. | 10/26/2015 3:09 PM |
| 98 | n/a | 10/26/2015 3:07 PM |
| 99 | useful-shows growth throughout year. | 10/26/2015 3:06 PM |
| 100 | Useful for reading fluency as long as you keep in mind is based on the 50th %ile. Retell part assesses limited comprehension | 10/26/2015 3:02 PM |
| 101 | Useful - gives good info about fluency. | 10/26/2015 3:01 PM |
| 102 | The data shows their strengths and weaknesses. I use this assessment along with others to group my students into small groups. | 10/26/2015 2:56 PM |
| 103 | n/a | 10/26/2015 2:52 PM |
| 104 | not useful-Does not judge comprehension | 10/26/2015 12:47 PM |
| 105 | For students that are very low functioning it is not useful because they may only increase their scores by a couple points each testing period. | 10/26/2015 12:04 PM |
| 106 | Dibels is useful because it is consistently given and the sections are short and do not take a long time for the students to complete. | 10/26/2015 8:51 AM |
| 107 | See previous question. | 10/26/2015 8:49 AM |
| 108 | N/A | 10/26/2015 8:38 AM |
| 109 | Certain aspects of DIBELS are useful for data purposes and as a focus for RTI. However, students who do not know English or who cannot interpret the directions have difficulty when they may be able to do the skill if asked in a different way. | 10/25/2015 1:14 PM |
| 110 | It gives meaningful data | 10/24/2015 8:10 PM |
| 111 | Shows student growth. Don't often and quick. | 10/23/2015 4:26 PM |
| 112 | shows where students need phonics/reading instruction and give progress monitoring probes to asses growth | 10/23/2015 3:14 PM |
| 113 | with the exception of DAZE the sub-test are very helpful in targeting the needs of studnets | 10/23/2015 2:41 PM |
| 114 | n/a | 10/23/2015 9:11 AM |
| 115 | DIBELS is a great tool for helping teachers with information for help guiding instruction. It should be used solely for teaching purposes only, not an evaluative tool for students. | 10/22/2015 5:05 PM |
| 116 | Diebles is a timed assessment and is often given to early when students aren't comfortable. So the boy is not useful and it doesn't measure all letters, fsf and decoding correctly. | 10/22/2015 4:00 PM |
| 117 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 118 | it is useful to use when finding out what skills a child needs to work on | 10/22/2015 2:58 PM |
| 119 | Useful - again helps teachers drive their instruction for individual students | 10/21/2015 9:39 AM |
| 120 | Useful to place kids in RTI | 10/20/2015 4:43 PM |
| 121 | a child can read 100wpm but then tell me 50 words on the wrong story I can only indicate it in the retell quality | 10/20/2015 4:02 PM |
| 122 | Helps identify phonics and fluency strengths and weaknesses | 10/20/2015 10:48 AM |
| 123 | DIBELS is useful for finding out if a student is on grade level regarding fluency. It does not tell about comprehension. It is not useful for advanced students. | 10/20/2015 10:23 AM |
| 124 | Although I'm not using DIBELS this year thankfully I did use it last year. This assessment gave no data that I could use to monitor student progress other than word fluency. | 10/19/2015 9:13 AM |
| 125 | N/A | 10/19/2015 8:19 AM |
| 126 | This data is useful.. However, it was more useful when we gave the assessment ourselves and could see the errors firsthand. | 10/18/2015 8:31 PM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 127 | It may be good for lower grades, but the upper elementary grades it is pointless. Who cares how fast a student can read if the do not comprehend anything they read so quickly. | 10/18/2015 5:30 PM |
| 128 | DIBELs is useful because it is a quick screener that provides information related to reading fluency. | 10/16/2015 4:21 PM |
| 129 | Dibels charts fluency and gives an indication as to strength in reading. The recall does not give me much useful data. I have had children who stutter, so are low on dibels, but they were excellent readers. I have a student this year who can read the words, but he doesn't understand English. Therefore he is a fluent reader, but he has no recall. Putting that data in dsc doesn't help much. | 10/16/2015 4:05 PM |
| 130 | Useful - quick, accurate, predictor, familiar, | 10/16/2015 12:16 PM |
| 131 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 132 | Another good screener for seeing if a student is on grade level, and it is great to listen to our students read and record data on a regular basis, but the comprehension (retelling) tool is very weak. It does not give a good indicator of comprehension skills especially those at the rigor we are requiring these days. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q27 Explain why AP or IB exams are useful or not useful. Name the specific AP exam before your explanation.

Answered: 50 Skipped: 555

| # | Responses | Date |
|----|--|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | IB exams test students on what they truly learn in class and prepares them for college style exams. They also allow them to earn credit for college. | 11/5/2015 2:05 PM |
| 6 | n/a | 11/5/2015 9:48 AM |
| 7 | N/A | 11/5/2015 8:15 AM |
| 8 | NAna | 11/4/2015 11:03 PM |
| 9 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 10 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 11 | n/a | 11/4/2015 10:15 AM |
| 12 | N/A | 11/3/2015 9:19 PM |
| 13 | na | 11/3/2015 3:07 PM |
| 14 | This helps determine how our students perform compared to national norms. It allows teachers to reflect on their instruction the previous year to determine if they covered enough material or stressed the right information or just had a challenging group of students. This data would be more useful if teachers could view it at the item level (error analysis, etc). | 11/3/2015 8:47 AM |
| 15 | N/A | 11/3/2015 5:28 AM |
| 16 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 17 | N/A | 10/31/2015 8:58 AM |
| 18 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 19 | N/A | 10/30/2015 2:31 PM |
| 20 | We do not use this test. | 10/29/2015 8:53 PM |
| 21 | n/a | 10/28/2015 3:57 PM |
| 22 | AP Calculus, somewhat useful. I am fully aware how well my students know calculus before this exam as well as how well they will do on this exam (not the same as knowing calculus). But it is a somewhat useful question bank in the class. | 10/28/2015 2:27 PM |
| 23 | Incredibly useful and one of the only trusted and reliable pieces of data. | 10/28/2015 9:32 AM |
| 24 | n/a | 10/28/2015 7:49 AM |
| 25 | N/a | 10/27/2015 10:03 PM |
| 26 | They are all useful because they can earn students college credit. | 10/27/2015 1:55 PM |
| 27 | n/a | 10/27/2015 11:09 AM |
| 28 | N/a | 10/26/2015 8:04 PM |
| 29 | N/A | 10/26/2015 7:18 PM |
| 30 | N/A | 10/26/2015 4:36 PM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 31 | Not applicable | 10/26/2015 3:17 PM |
| 32 | n/a | 10/26/2015 3:07 PM |
| 33 | n/a | 10/26/2015 3:02 PM |
| 34 | n/a | 10/26/2015 2:52 PM |
| 35 | AP tests are useful as they measure student standard attainment and scores of 3 or above may result in earning college credit. These tests are standardized and highly meaningful to students, parents, teachers, and administrators. They support the District's College and Career readiness goals. | 10/26/2015 10:05 AM |
| 36 | AP exams require students to think objectively and critically to respond to the questions. The correct answer is not as important as how the student got to that answer. | 10/26/2015 9:09 AM |
| 37 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 38 | N/A | 10/26/2015 8:38 AM |
| 39 | AP examinations are extremely important. These courses are in depth college accredited programs and students can earn college credit for these course. This helps families reduce the cost of college tuition when a student achieves success. This test should NEVER be removed from testing. | 10/23/2015 3:33 PM |
| 40 | n/a | 10/23/2015 9:11 AM |
| 41 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 42 | Colleges_accept_them | 10/22/2015 2:46 PM |
| 43 | Now that I have a daughter that has graduated high school with AP credits, I would say not useful because many of the colleges still don't accept these and the kids have to take the college course anyway. | 10/21/2015 9:39 AM |
| 44 | AP Chemistry helps my students advance in college and save money. | 10/20/2015 12:11 PM |
| 45 | I have taught them for years, but I wish we did not offer them. They allow students to work at a higher level but they are not a real substitute for college. | 10/20/2015 11:33 AM |
| 46 | Useful. AP Psychology and AP US History. Hold students accountable. | 10/20/2015 8:42 AM |
| 47 | AP Physics 1 is useful because it is administered at a set time once the students have been able to be properly prepared. | 10/20/2015 8:08 AM |
| 48 | Developmentally inappropriate. | 10/19/2015 9:13 AM |
| 49 | N/A | 10/19/2015 8:19 AM |
| 50 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

Assessment Inventory Uses

Q28 Explain why AAPPL is useful or not useful. (ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL))

Answered: 43 Skipped: 562

| # | Responses | Date |
|----|---|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | The AAPPL test accurately judges a student's ability to produce language and perform with it. The test changes according to the level of the student. Students are given the chance to measure their proficiency and earn high school credit based on their performances. Great idea! | 11/5/2015 2:05 PM |
| 6 | n/a | 11/5/2015 9:48 AM |
| 7 | N/A | 11/5/2015 8:15 AM |
| 8 | very useful in identifying student's placement - especially for native speakers. | 11/4/2015 11:05 PM |
| 9 | na | 11/4/2015 11:03 PM |
| 10 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 11 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 12 | N/A | 11/3/2015 9:19 PM |
| 13 | na | 11/3/2015 3:07 PM |
| 14 | Very helpful to offer course credit when appropriate. This helps in the secondary credit chase. | 11/3/2015 8:47 AM |
| 15 | N/A | 11/3/2015 5:28 AM |
| 16 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 17 | N/A | 10/31/2015 8:58 AM |
| 18 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 19 | N/A | 10/30/2015 2:31 PM |
| 20 | We do not use this test. | 10/29/2015 8:53 PM |
| 21 | n/a | 10/28/2015 3:57 PM |
| 22 | To have students earn a language credit in a low level to speed up the requirements in HS | 10/28/2015 7:49 AM |
| 23 | N/a | 10/27/2015 10:03 PM |
| 24 | It is somewhat useful because students are awarded credit for proficiency and this lowers class size in our world language classes. | 10/27/2015 1:55 PM |
| 25 | An ACTFL approved assessment of proficiency would be much more helpful in targeting struggling students (and teachers) | 10/27/2015 12:05 PM |
| 26 | n/a | 10/27/2015 11:09 AM |
| 27 | N/a | 10/26/2015 8:04 PM |
| 28 | N/A | 10/26/2015 7:18 PM |
| 29 | N/A | 10/26/2015 4:36 PM |
| 30 | Not applicable | 10/26/2015 3:17 PM |
| 31 | n/a | 10/26/2015 3:07 PM |

Assessment Inventory Uses

| | | |
|----|--|--------------------|
| 32 | n/a | 10/26/2015 3:02 PM |
| 33 | n/a | 10/26/2015 2:52 PM |
| 34 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 35 | N/A | 10/26/2015 8:38 AM |
| 36 | n/a | 10/23/2015 9:11 AM |
| 37 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 38 | unknown | 10/21/2015 9:39 AM |
| 39 | The AAPPL test is useful to teachers and students alike. Students do not have to spend time in a class beneath their ability and teachers are frustrated by students who are bored and acting out. | 10/20/2015 1:54 PM |
| 40 | AAPPL is useful if given and schedules are changed to get students the credits they deserve for a language. | 10/20/2015 8:45 AM |
| 41 | no comment | 10/19/2015 9:13 AM |
| 42 | N/A | 10/19/2015 8:19 AM |
| 43 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |

**Q29 Explain why Common Exam Initiative-
District Finals are useful or are not
useful.Name the assessment before your
explanation.**

Answered: 49 Skipped: 556

| # | Responses | Date |
|----|--|---------------------|
| 1 | N/A | 11/6/2015 11:20 AM |
| 2 | Do not use | 11/5/2015 6:48 PM |
| 3 | Not applicable | 11/5/2015 4:07 PM |
| 4 | n/a | 11/5/2015 3:58 PM |
| 5 | n/a | 11/5/2015 9:48 AM |
| 6 | N/A | 11/5/2015 8:15 AM |
| 7 | NA | 11/4/2015 11:03 PM |
| 8 | Not useful--Not grade level appropriate. | 11/4/2015 12:15 PM |
| 9 | I do not give this assessment. | 11/4/2015 11:46 AM |
| 10 | N/A | 11/3/2015 9:19 PM |
| 11 | na | 11/3/2015 3:07 PM |
| 12 | This was created by representatives from our school that no longer work at the school and may not reflect the current philosophies and beliefs of our team. | 11/3/2015 8:47 AM |
| 13 | N/A | 11/3/2015 5:28 AM |
| 14 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 15 | Connections to the Curriculum Maps | 10/31/2015 9:16 PM |
| 16 | N/A | 10/31/2015 8:58 AM |
| 17 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 18 | N/A | 10/30/2015 2:31 PM |
| 19 | Neutral feelings. | 10/30/2015 1:55 PM |
| 20 | ELA district finals are not useful for me as they are not assessments of what I am teaching my ELLs. If we could have a district ELL test, this would be more appropriate and beneficial for our students. | 10/30/2015 10:51 AM |
| 21 | it depends on who wrote them | 10/30/2015 7:59 AM |
| 22 | We do not use this test. | 10/29/2015 8:53 PM |
| 23 | n/a | 10/28/2015 3:57 PM |
| 24 | n/a | 10/28/2015 7:49 AM |
| 25 | N/a | 10/27/2015 10:03 PM |
| 26 | If we put some different diploma tracks in place it would make sense. As it is, it isn't really a good assessment of SWD's because they just click or guess or shut down. | 10/27/2015 3:48 PM |
| 27 | Students can submit random answers and fail the test without any ramification or consequence. I question why any students puts the effort into taking it. There is nothing in the process for them. | 10/27/2015 1:55 PM |
| 28 | n/a | 10/27/2015 11:09 AM |
| 29 | N/a | 10/26/2015 8:04 PM |
| 30 | N/A | 10/26/2015 7:18 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 31 | N/A | 10/26/2015 4:36 PM |
| 32 | Not applicable | 10/26/2015 3:17 PM |
| 33 | n/a | 10/26/2015 3:07 PM |
| 34 | n/a | 10/26/2015 3:02 PM |
| 35 | n/a | 10/26/2015 2:52 PM |
| 36 | Not applicable in Kindergarten | 10/26/2015 8:49 AM |
| 37 | N/A | 10/26/2015 8:38 AM |
| 38 | They are poorly written. Not enough time has ever been devoted to writing good examinations. Also, you cannot write a common exam involving two different courses which the district feels overlaps. | 10/23/2015 3:33 PM |
| 39 | n/a | 10/23/2015 9:11 AM |
| 40 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 41 | Dumbed_down_to_lowest_common_denominator_but_everyone_has_to_take_it_even_high_level_performers | 10/22/2015 2:46 PM |
| 42 | This is useful in helping compare student progress with other school in the district. | 10/21/2015 9:53 PM |
| 43 | Our students consistently fail these tests. Like, <40%. The curriculum the district chose is not effective for our students, so the included exams are obviously not useful. | 10/20/2015 2:59 PM |
| 44 | It is another comparison game. Is that what we want to teach our children about our values as a society. Life is a comparison on paper. | 10/20/2015 11:33 AM |
| 45 | Specificity to vocab. and different methods of teaching throw off students, and errors are plentiful | 10/20/2015 8:08 AM |
| 46 | no comment | 10/19/2015 9:13 AM |
| 47 | N/A | 10/19/2015 8:19 AM |
| 48 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 49 | We are just starting these back up in ELA. I reserve judgement until I see the report out and how the scores are used. | 10/15/2015 8:40 PM |

Assessment Inventory Uses

Q30 Explain why READING SERIES BENCHMARK ASSESSMENTS are useful or not useful.

Answered: 113 Skipped: 492

| # | Responses | Date |
|----|---|--------------------|
| 1 | Passages students must read are not authentic or meaningful to students. | 11/8/2015 9:21 PM |
| 2 | While the rewritten assessments are written to reflect questions aligned to questioning on SBAC, they don't always relate to the unit and do not make sense. | 11/7/2015 8:54 PM |
| 3 | The beginning of the year benchmark is too easy. | 11/6/2015 8:49 PM |
| 4 | N/A | 11/6/2015 11:20 AM |
| 5 | these show skills needed to improve upon, and also ones that have been mastered. These directly match what we are teaching. | 11/6/2015 9:14 AM |
| 6 | Like benchmarks and fresh reads but not selection tests | 11/5/2015 7:10 PM |
| 7 | Love it- gives me specific information | 11/5/2015 6:48 PM |
| 8 | Too long to receive data back, questions are poorly written | 11/5/2015 4:44 PM |
| 9 | Somewhat useful as teachers can see strengths and deficits across the different reading skills. | 11/5/2015 4:43 PM |
| 10 | Scott Foresman materials are so poorly written that they serve no useful purpose. Teachers are required to enter data that is not used in any way. | 11/5/2015 4:42 PM |
| 11 | They take a lot of time! And the revised skills assessed match CCSS, but not all the instruction that is SF. | 11/5/2015 4:39 PM |
| 12 | The benchmark assessments for second grade that are required have been rewritten to better align with the Common Core. The reading comprehension questions provide me with useful information on a students independent ability. | 11/5/2015 4:38 PM |
| 13 | Not useful because there is only a minimal number of questions assessing too many skills | 11/5/2015 4:38 PM |
| 14 | It isn't useful to be able to say the students definitely do or don't understand a particular skill because there may only be one or two questions for that skill (and that is even if the question truly measures the skill it says it measures) | 11/5/2015 4:33 PM |
| 15 | Would love for there to be a way to streamline grading for 1st grade- very time consuming to grade by hand then enter in all the data | 11/5/2015 4:29 PM |
| 16 | Only provides one or two questions per skill to determine if a student has mastered the skill. | 11/5/2015 4:07 PM |
| 17 | yes because it helps us see needs in our grade across the grade | 11/5/2015 3:58 PM |
| 18 | no helpful at all. they don't focus on the reading skill | 11/5/2015 1:54 PM |
| 19 | The comprehension questions are so poorly written and confusing....to me, it does not seem to be developmentally appropriate.... | 11/5/2015 12:34 PM |
| 20 | n/a | 11/5/2015 9:48 AM |
| 21 | This is helpful in measuring and monitoring students' ability to master curriculum standards. | 11/5/2015 8:15 AM |
| 22 | They are all useful but the not the First grade entry test which is the Kindergarten baseline. As stated earlier, I have had really low students pass this test. | 11/5/2015 7:06 AM |
| 23 | Many times skills are on the test before they have been presented according to the scope and sequence. | 11/4/2015 11:03 PM |
| 24 | They provide data that can be discussed and analyzed during PLC's. The benchmarks assist with informing instruction. | 11/4/2015 9:14 PM |
| 25 | Benchmark assessment are a good indication of comprehension and text base writing. | 11/4/2015 8:51 PM |
| 26 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |
| 27 | It helps teachers to easily see what comprehension skills students need improvement with or have improved. | 11/4/2015 11:46 AM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 28 | Reading Series Benchmark is too long. The stories are often confusing and needlessly convoluting. The assessment includes grammar questions which are not based on the Common Core, nor are they phrased or assessed in the way they are taught. | 11/4/2015 11:12 AM |
| 29 | can determine if weekly skill has been learned | 11/4/2015 8:47 AM |
| 30 | They are useful as they provide target goal's for student learning. | 11/3/2015 9:19 PM |
| 31 | na | 11/3/2015 3:07 PM |
| 32 | They are poorly written so not useful. | 11/3/2015 2:58 PM |
| 33 | Useful due to setting growth goals and providing information about academic needs | 11/3/2015 10:44 AM |
| 34 | These seem to be new this year....so I can't comment on them yet. | 11/3/2015 8:47 AM |
| 35 | I found them useful because the data it helps me know what the students learn during the time I was teaching the unit and what areas they are struggling. | 11/3/2015 5:28 AM |
| 36 | Gives the teacher more targerted data to show skills deficits. | 11/3/2015 5:12 AM |
| 37 | Poorly worded questions, not necessarily good quality information in the results/ | 11/2/2015 9:36 PM |
| 38 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 39 | They include grammar which mess up scores | 11/2/2015 4:15 PM |
| 40 | The stories and tests are read to my students because the level is too difficult. These tests only test listening skill/comprehension. The vocabulary tests are appropriate. | 11/2/2015 3:31 PM |
| 41 | Can look at the test and determine how to proceed with instruction-strengths and weaknesses | 11/2/2015 2:27 PM |
| 42 | Vocabulary in the questions very tricky for the students | 11/2/2015 1:53 PM |
| 43 | Not fully aligned to CCSS | 11/2/2015 11:10 AM |
| 44 | It is useful to get a general idea for how your students are doing. However, there are a few questions that are not correct and I don't think the corrections are ever made from one year to the next. | 10/31/2015 8:58 AM |
| 45 | Good but difficult | 10/30/2015 4:42 PM |
| 46 | Useful because you can see student score and areas of need. | 10/30/2015 3:43 PM |
| 47 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 48 | N/A | 10/30/2015 2:31 PM |
| 49 | clear evaluation of vocabulary and reading comprehension | 10/30/2015 1:05 PM |
| 50 | We can use this data to help drive our instruction. | 10/30/2015 1:00 PM |
| 51 | Fresh Reads are useful it allows the educator to focus on areas of weakness ie. response to open ended questions. | 10/30/2015 12:58 PM |
| 52 | Somewhat useful, however, they are made on a much higher level than most of the students, so there wasn't a lot of take aways. | 10/30/2015 12:34 PM |
| 53 | They take time and the tests are poorly written. They are not up to current standards and rigor. | 10/30/2015 11:19 AM |
| 54 | If parents and teachers can't answer some of the questions, then something is wrong with this picture. (And these parents are educated too). There isn't a pre and a post of the SAME standards. IT also takes 2 hours to take. | 10/30/2015 9:01 AM |
| 55 | They are useful because they are evaulating what is taught in the curriculum. However, since the pacing guide for kindergarten has been changed the benchmarks no longer accurately assess what we are teaching. | 10/30/2015 8:58 AM |
| 56 | These measures are not always aligned with Common Core. The district has chosen fresh reads at random so some skills are over tested and others not tested enough. | 10/30/2015 8:00 AM |
| 57 | These tests are long and they cover a lot of things that the kids are not using. The grammar is the worst! Sometimes there is one question that assesses a topic! | 10/29/2015 8:53 PM |
| 58 | These assessments are not useful. As a district, the average score is usually below 70%. The assessments are too long and too wordy for my students. Furthermore, I do not understand why we are giving an assessment that is not working based on the district scores year after year. | 10/29/2015 3:56 PM |
| 59 | I find it useful. The comprehension sections are useful in determining reading comprehension and if a student knows and can apply the reading strategies/skills. The phonics section is useful as another way to determine if a student knows the skills. I mostly use Informal Phonics Inventory for phonics and rearranging small groups though. | 10/29/2015 12:19 PM |

Assessment Inventory Uses

| | | |
|----|--|---------------------|
| 60 | Test questions are ok but somewhat confusing | 10/29/2015 11:29 AM |
| 61 | The ones that were unaltered are more helpful than the ones that were altered by the u of d. When you send those home corrected, parents don't agree with the correct answer. | 10/28/2015 6:48 PM |
| 62 | Some of them are useful, The benchmark tests vary in difficulty... | 10/28/2015 3:57 PM |
| 63 | It is not useful because it is not directly aligned with curriculum . | 10/28/2015 8:20 AM |
| 64 | n/a | 10/28/2015 7:49 AM |
| 65 | Test format is similar to common core so exposed students to this format | 10/27/2015 10:03 PM |
| 66 | many dont use series. ridiculous to measure. questions are often poor and inconsistent in levels of difficulty from test to test. all levels different number of test questions (bl-4, ol5-a-5) | 10/27/2015 2:00 PM |
| 67 | They are too wordy. | 10/27/2015 1:59 PM |
| 68 | I like them because now that they have been re-written, they reflect the common core standards. | 10/27/2015 11:09 AM |
| 69 | Scott Foresman reading series assessments are useful because they cover skills and strategies learned in the classroom. Students need to assimilate information when reading the comprehension part, which is helpful when taking the SB. | 10/27/2015 11:00 AM |
| 70 | Overall, the questions are good ones but sometimes they through in some very difficult ones for the students to answer. Some of the answers are tricky and confuse the students. | 10/26/2015 8:35 PM |
| 71 | No because there is NO consistency of how to administer these tests. At our school we do not read ANYTHING to our students. It is known that is definitely not the case with other schools. If this is a READING test then why would you read the test to the students? You are not getting true data. | 10/26/2015 8:28 PM |
| 72 | N/a | 10/26/2015 8:04 PM |
| 73 | N/A | 10/26/2015 7:18 PM |
| 74 | These are not always updated and if they are, the whole updated series needs to be purchased. They are useful when online and easy to track progress with detail | 10/26/2015 6:36 PM |
| 75 | Not common core aligned | 10/26/2015 6:14 PM |
| 76 | N/A | 10/26/2015 4:36 PM |
| 77 | Almost everyone in our school fails the Benchmark unit tests. I got an A in statistics in grad school so this tells me that the assessments must be flawed. Even our on grade level students do poorly. | 10/26/2015 4:31 PM |
| 78 | It is useful because it is a research based assessment that reduces bias and gives an accurate assessment of student skills. | 10/26/2015 3:27 PM |
| 79 | Not applicable | 10/26/2015 3:17 PM |
| 80 | not at all useful or age appropriate. | 10/26/2015 3:09 PM |
| 81 | n/a | 10/26/2015 3:07 PM |
| 82 | somewhat useful-assesses some good skills but difficult to administer in beginning of year in whole group for kindergarten students. | 10/26/2015 3:06 PM |
| 83 | Some unit benchmark tests have more rigor than others. Unit 4 is too difficult | 10/26/2015 3:02 PM |
| 84 | not useful! Benchmarks are too easy | 10/26/2015 3:01 PM |
| 85 | n/a | 10/26/2015 2:52 PM |
| 86 | useful-breaks up the test with results that can guide teaching. | 10/26/2015 12:47 PM |
| 87 | currently not useful, students get frustrated that it is unfamiliar material. | 10/26/2015 10:47 AM |
| 88 | These are useful because they correspond with the curriculum that we are using to teach. | 10/26/2015 8:51 AM |
| 89 | Some questions are useful. Some are just chance guesses (1 of 3 in choosing sight words, for example). | 10/26/2015 8:49 AM |
| 90 | These help teachers see if students are mastering a concept being taught in a unit or if re-teaching is needed. | 10/26/2015 8:38 AM |
| 91 | Reading benchmark assessments are useful because they give information on who needs help and drives instruction. | 10/26/2015 8:08 AM |
| 92 | Reading Series benchmarks are useful since all students in the district take them. Also, it provides information on what standards students have mastered and which ones they still struggle with. | 10/26/2015 8:00 AM |

Assessment Inventory Uses

| | | |
|-----|---|---------------------|
| 93 | This is useful to the point that it shows if my entire class needs reteaching on certain topics. I do not feel that the self-scored writing portion serves a useful purpose. I already have a handle on where my students' strengths and weaknesses are in writing. | 10/25/2015 6:19 PM |
| 94 | The reading series benchmark assessments are useful because they provide information on students' performance based on the skills taught. Kindergarten's assessment will need to be revised because it no longer follows the pacing guide. | 10/25/2015 1:14 PM |
| 95 | Good for some, but way to long and skills that are taught don't necessarily align with the unit the students have just completed | 10/23/2015 3:14 PM |
| 96 | The updated questions which reflect more "Smarter Balanced" like questions are helpful in preparing students for SB as well as helping teachers identify areas in need of reteaching | 10/23/2015 2:41 PM |
| 97 | n/a | 10/23/2015 9:11 AM |
| 98 | It identifies if the students mastered skills taught. | 10/22/2015 4:00 PM |
| 99 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 100 | They give good data on how the students are progressing. | 10/22/2015 2:58 PM |
| 101 | they are too long....and the language used in the test can be confusing for students | 10/22/2015 9:42 AM |
| 102 | NOT- poorly written, many typos, horrible questions | 10/21/2015 9:39 AM |
| 103 | Specific feedback to skills taught | 10/20/2015 4:02 PM |
| 104 | Useful in helping students to prepare for the types of questions on SBAC | 10/20/2015 10:48 AM |
| 105 | Confusing questions. Does not look anything like SBAC. Too long. | 10/20/2015 10:23 AM |
| 106 | helpful but not CCSS | 10/19/2015 10:22 PM |
| 107 | These assessments offer some useful information but the curriculum progress monitoring tools don't really show how well students comprehended the story they worked on that week. | 10/19/2015 9:13 AM |
| 108 | N/A | 10/19/2015 8:19 AM |
| 109 | This is OK. Although many of the questions are asked in confusing ways and some questions do not align with the skills from the unit. | 10/18/2015 5:30 PM |
| 110 | These are too long!! The baseline test in grade 2 was 16 pages long and is expected to be given the first week of school. Developmentally inappropriate!! | 10/16/2015 4:21 PM |
| 111 | They are not useful, because the questions are not that well written. I see very little validity in the questions based on an analysis of what level student gets it right. | 10/16/2015 4:05 PM |
| 112 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 113 | Not very useful because they do not assess students on the skills they have been learning throughout the unit to a depth that is helpful. They will have one question for a particular skill, so it is impossible to say a student has/has not mastered a skill. They are too long and many questions are poorly written. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q31 Explain why **FORMATIVE ASSESSMENT PROBES (MATHEMATICS)** are useful or not useful.

Answered: 67 Skipped: 538

| # | Responses | Date |
|----|--|---------------------|
| 1 | They are useful in determining student needs. | 11/6/2015 3:11 PM |
| 2 | N/A | 11/6/2015 11:20 AM |
| 3 | these have not been matched to the math series | 11/6/2015 9:14 AM |
| 4 | Love it- gives me specific information | 11/5/2015 6:48 PM |
| 5 | they are not common core aligned, not in order in which we have taught | 11/5/2015 4:43 PM |
| 6 | The new probes are very useful! They truly assess the content that is being taught and applied in the classroom. | 11/5/2015 4:43 PM |
| 7 | They directly correlate with classroom instruction and are helpful. | 11/5/2015 4:39 PM |
| 8 | Gives insight into skill deficits and successes. | 11/5/2015 4:07 PM |
| 9 | n/a | 11/5/2015 3:58 PM |
| 10 | need more experience with them | 11/5/2015 1:54 PM |
| 11 | To see student growth | 11/5/2015 1:03 PM |
| 12 | good but I spent so much time scoring on a 2-3 point rubric that I prefer MAP Math assessments instead....but apparently, they are too costly. | 11/5/2015 12:34 PM |
| 13 | n/a | 11/5/2015 9:48 AM |
| 14 | N/A | 11/5/2015 8:15 AM |
| 15 | We have math program and often to much time passes and too much is covered | 11/4/2015 11:03 PM |
| 16 | They are not necessarily aligned to the CCSS and pacing guide. | 11/4/2015 9:14 PM |
| 17 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |
| 18 | Easy to see growth. | 11/4/2015 11:46 AM |
| 19 | N/A | 11/3/2015 9:19 PM |
| 20 | na | 11/3/2015 3:07 PM |
| 21 | Useful due to setting growth goals and providing information about academic needs | 11/3/2015 10:44 AM |
| 22 | Our curriculum doesn't afford these regular common probes. | 11/3/2015 8:47 AM |
| 23 | N/A | 11/3/2015 5:28 AM |
| 24 | Gives teachers data to begin setting up groups for math Rtl. | 11/3/2015 5:12 AM |
| 25 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 26 | Too difficult | 11/2/2015 3:31 PM |
| 27 | N/A | 10/31/2015 8:58 AM |
| 28 | Feels like busy work | 10/30/2015 4:42 PM |
| 29 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 30 | N/A | 10/30/2015 2:31 PM |
| 31 | Useful if we pick and choose the essential probes to use. | 10/30/2015 12:58 PM |
| 32 | Once again, they were not what was being taught in the classroom | 10/30/2015 12:34 PM |
| 33 | If we are talking about TB probes, they didn't give us much information. One question on one standard?..? | 10/30/2015 9:01 AM |

Assessment Inventory Uses

| | | |
|----|---|---------------------|
| 34 | I don't totally agree with all the formative assessments- it is a waste of time for the teacher to inpu. | 10/29/2015 8:53 PM |
| 35 | NOT USEFUL- we do them together. | 10/29/2015 12:19 PM |
| 36 | We don't do probes anymore because of new Math Expressions curriculum. | 10/28/2015 6:48 PM |
| 37 | They are useful because they are easy quick checks for understanding and reteaching purposes. | 10/28/2015 8:20 AM |
| 38 | n/a | 10/28/2015 7:49 AM |
| 39 | N/a | 10/27/2015 10:03 PM |
| 40 | not useful for special population in that difficult to show their individual growth. | 10/27/2015 2:00 PM |
| 41 | n/a | 10/27/2015 11:09 AM |
| 42 | Formative assessment probes were aligned with trailblazers. They were not aligned with the Common Core. | 10/27/2015 11:00 AM |
| 43 | N/a | 10/26/2015 8:04 PM |
| 44 | N/A | 10/26/2015 7:18 PM |
| 45 | The new probes this year are very helpful to see where students are struggling. | 10/26/2015 6:14 PM |
| 46 | N/A | 10/26/2015 4:36 PM |
| 47 | Formative assessments are useful to show growth. They should not be weighted the same way as summative assessments. Students should be able to make mistakes as they learn. Their report card grade should reflect their overall success. Students should not lose points for a skill they did not know but mastered over time. | 10/26/2015 3:27 PM |
| 48 | Not applicable | 10/26/2015 3:17 PM |
| 49 | n/a | 10/26/2015 3:07 PM |
| 50 | useful-good-good for report cards | 10/26/2015 3:06 PM |
| 51 | fluency and mid unit quick quizzes are helpful to gage student understanding and to base small group reteaching off of. | 10/26/2015 3:02 PM |
| 52 | Useful - gives a good glimpse of student progress | 10/26/2015 3:01 PM |
| 53 | Useful. Measures if they comprehend the lessons taught and what needs to be re-taught. | 10/26/2015 8:49 AM |
| 54 | N/A | 10/26/2015 8:38 AM |
| 55 | Useful and needed to help drive instruction and see the needs of the students. | 10/26/2015 8:08 AM |
| 56 | Some of the probes are well-chosen,while others do not give me much information as a formative assessment. I wish I could choose which assessments to give. | 10/25/2015 6:19 PM |
| 57 | n/a | 10/23/2015 9:11 AM |
| 58 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 59 | NOT - sit in cumulative folders and are never looked at by anyone and then thrown out the next time the folder is cleaned out | 10/21/2015 9:39 AM |
| 60 | Not aligned well to CCS | 10/20/2015 10:23 AM |
| 61 | helpful but not CCSS | 10/19/2015 10:22 PM |
| 62 | There is no connection between what is being taught in the classroom and what the assessments test. | 10/19/2015 9:13 AM |
| 63 | N/A | 10/19/2015 8:19 AM |
| 64 | This is just busy work. A random selection of questions that need to be given on random dates whether the students have had instruction on them or not??? | 10/18/2015 5:30 PM |
| 65 | We are just now assessing formative assessments for the new curriculum. They have been good indicators of student understanding. | 10/16/2015 4:05 PM |
| 66 | I do not assess students using any of the listed tests. | 10/16/2015 7:34 AM |
| 67 | The old probes were USELESS!!!!!! We are only on unit 1 of the Math Expressions, but so far I like them. They are showing me on a very regular basis what my students know, where misconceptions are and what needs to be retaught. | 10/15/2015 8:52 PM |

Assessment Inventory Uses

Q32 Explain why your school level assessments are useful or not useful. Name the assessment before your explanation.

Answered: 74 Skipped: 531

| # | Responses | Date |
|----|---|--------------------|
| 1 | Words their Way is useful in determining students phonics/spelling levels. | 11/6/2015 3:11 PM |
| 2 | Yes. They assess whether or not my students learned what I taught them. | 11/6/2015 1:16 PM |
| 3 | Generally speaking, I think excessive testing wastes valuable time that would be better spent on instructional activities in the classroom. | 11/6/2015 11:20 AM |
| 4 | Useful for collecting data and sharing results | 11/5/2015 6:48 PM |
| 5 | None available | 11/5/2015 4:07 PM |
| 6 | useful for looking at data across the school to see areas of needs and strengths | 11/5/2015 3:58 PM |
| 7 | Eighth grade English common assessments are useful because we get immediate feedback and can address issues. | 11/5/2015 3:14 PM |
| 8 | Too many assessments | 11/5/2015 1:54 PM |
| 9 | n/a | 11/5/2015 9:48 AM |
| 10 | These assessments are very useful because they are helpful in monitoring students' learning on unit standards and concepts. | 11/5/2015 8:15 AM |
| 11 | Many times district created assessments are not necessarily coordinated with text or series. Scott Forseman is not a challenging program for more able students. Teachers are required to teach that series to fidelity or will be written up even if it is not appropriate for all students. | 11/4/2015 11:03 PM |
| 12 | Useful--Indicates students' abilities and areas needing scaffolding. | 11/4/2015 12:15 PM |
| 13 | n/a | 11/4/2015 11:46 AM |
| 14 | The give real time data - to date so I can change my course if necessary | 11/3/2015 3:07 PM |
| 15 | Any assessment I give in my class is directly related to what the children are learning. If it is teacher/team/ school created, it is something that we have ACTUALLY TAUGHT!!! | 11/3/2015 2:58 PM |
| 16 | The teachers have the highest buy-in at this level, since they are charged with creating the assessments and preparing students for the assessments. This was the format we used prior to state and district mandates around common assessments. | 11/3/2015 8:47 AM |
| 17 | Look at the list of assessments. The amount of tests that are given should speak volumes enough. | 11/3/2015 7:03 AM |
| 18 | School level assessments are helpful because we are able to assess what we taught and the data will help teachers know where students are still struggling and where teachers need to review. | 11/3/2015 5:28 AM |
| 19 | Teacher/Team created materials ensures that all teachers are teaching similar concepts. They are often the best way to assess the children because they are the most age appropriate and can be modified/accommodated easily. | 11/2/2015 9:36 PM |
| 20 | This survey is ridiculously redundant. Similar to the entire assessment process. | 11/2/2015 7:58 PM |
| 21 | When we create an assessment we know it will test what we are teaching | 10/30/2015 4:42 PM |
| 22 | They are only useful if the teacher uses data but out students are not usually placed based on data... So our class levels are all over the place. And a teacher can tell the students to fail in the begining and try in the spring | 10/30/2015 4:31 PM |
| 23 | School data, lesson planning, curriculum updating. | 10/30/2015 2:34 PM |
| 24 | N/A | 10/30/2015 2:31 PM |
| 25 | SF (reading comp.) and new math program assessments (thus far)- meet the CCSS. The SF phonics unit assessment portion is not useful...too easy. | 10/30/2015 2:06 PM |
| 26 | Neutral. | 10/30/2015 1:55 PM |

Assessment Inventory Uses

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|----|--|---------------------|
| 27 | School level assessments are useful because I can choose what I need to assess for my students. This allows for development of appropriate instruction for each of my students and to check who still needs instruction in a certain skill. | 10/30/2015 10:51 AM |
| 28 | Useful - gauge state and common core standard attainment | 10/30/2015 10:34 AM |
| 29 | Useful- show what the students understand and retain about the different standards | 10/30/2015 10:05 AM |
| 30 | This lists of assessments says it all!,,,,,!!!! | 10/30/2015 9:36 AM |
| 31 | Unique Learning Systems Benchmarks and Monthly Checkpoints. The assessments are computer-based and all data is recorded electronically. Teachers can pick benchmarks that would benefit individual students. Data from these benchmarks can be used to update IEPs. progr | 10/30/2015 8:41 AM |
| 32 | useful on topic | 10/30/2015 7:59 AM |
| 33 | We do not use these assessments. | 10/29/2015 8:53 PM |
| 34 | Common Teacher Made Assessments and Common Formative Assessments play an integral part of my classroom instruction. They test students on material that is fresh in their minds and I get results almost instantly. I can see their mistakes and know exactly how to assist them in their thinking. Their is no trying to remember back 6 months ago about a particular lesson or skill. | 10/29/2015 3:57 PM |
| 35 | Teacher created assessments that are timely and connected to what they are learning are, at this time, the only USEFUL information available to me. Standardized tests do what they have always done; Identify the high achievers from affluent backgrounds whose parents take an active role in their child's education. | 10/29/2015 3:19 PM |
| 36 | Common Assessments are useful because they reflect the understanding of the student on material that is taught in the classroom. | 10/29/2015 10:04 AM |
| 37 | To assess the students | 10/28/2015 7:49 AM |
| 38 | N/a | 10/27/2015 10:03 PM |
| 39 | the sheer length of time in test prep and test taking out weighs benefits of combined testing as currently administered. | 10/27/2015 2:00 PM |
| 40 | Common exams between classes in core content areas-useful because they apply uniform, consistent grading practices to our courses and force teachers to be aligned with one another (and district curriculum) for common classes. | 10/27/2015 1:55 PM |
| 41 | SRI SPI SMI DIBELS Scott Foresman reading assessments Component 5 assessments Smarter Balanced Words Their Way Some of the assessments are useful, and others are not. There is still a lot of assessments that need to be done, which take away from students instructional time. | 10/27/2015 1:10 PM |
| 42 | State testing is not a fair chance to judge students learning. Because of testing, students learning doesn't seem to be enjoyable as much any more. The state requires everything to be based off of test scores verses the student actually being hands on and interactive learning. Also, the test are always shutting down, computers not working, logging students off during testing. How is that reliable when there are constant interruptions? | 10/27/2015 12:30 PM |
| 43 | School level assessments are useful because they coincide with the curriculum that the students are responsible for learning daily, | 10/27/2015 12:06 PM |
| 44 | n/a | 10/27/2015 11:09 AM |
| 45 | School assessments are useful when teachers make them valid and reliable. They are tools that can help with reteaching and gauging instruction for the class. | 10/27/2015 11:00 AM |
| 46 | N/a | 10/26/2015 8:04 PM |
| 47 | N/A | 10/26/2015 7:18 PM |
| 48 | School level assessments give us immediate feedback. We can wait weeks or in the case of smarter balance months, to see results. | 10/26/2015 6:14 PM |
| 49 | The assessments are aligned to the grade level core materials and with the CCSS. | 10/26/2015 4:36 PM |
| 50 | We use Words Their Way for all students above kindergarten. This assessment pinpoints letter/sound correspondence that has or has not been mastered at each grade level. We are able to use this test to fairly accurately determine where to start RTI intervention in the fall. Then we give the test again to determine growth and refocus skill needs in RTI. | 10/26/2015 4:31 PM |
| 51 | They are useful to assess the effectiveness of lesson presentation. They are useful to discuss in PLC and collaborate to improve our teaching practices. | 10/26/2015 3:27 PM |
| 52 | Assessments we create more closely align with our instruction which is being modified to meet NGSS | 10/26/2015 3:17 PM |

Assessment Inventory Uses

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|----|---|---------------------|
| 53 | n/a | 10/26/2015 3:07 PM |
| 54 | Exploring Business Level 2 Pre-Test is not useful because I have to hold back information in seventh grade. I believe there should only be a Post-Test for content knowledge in business. | 10/26/2015 1:31 PM |
| 55 | These are more useful because they are tailored to the population and can be created in the format that works best for the children we serve. | 10/26/2015 12:04 PM |
| 56 | Teacher created assessments (formative & summative) are highly useful in assessing student standard attainment and generating the grades that determine GPA and thus college admittance. | 10/26/2015 10:05 AM |
| 57 | Assessments are a learning tool for both students and teachers so that there is some idea of what the student has absorbed. | 10/26/2015 9:09 AM |
| 58 | See #8 | 10/26/2015 8:38 AM |
| 59 | School level assessments such as teacher-created assessments for letter and number recognition, sight word recognition, counting, etc. are useful because they provide information on what students have learned which directly relates to what is taught. | 10/25/2015 1:14 PM |
| 60 | School level assessments reflect continuity of curriculum within the department. | 10/23/2015 3:33 PM |
| 61 | All good data | 10/23/2015 3:14 PM |
| 62 | Not a homeroom teacher | 10/22/2015 3:13 PM |
| 63 | Useful -they are directly related to what we are teaching and we can give students specific feedback and use it as a teaching tool. | 10/22/2015 11:13 AM |
| 64 | Common Formative Assessments (CFA) are not useful. These assessments take up all of PLC time. These assessments, while addressing appropriate skills, do not offer any added value to traditional activities completed in class. The forms that are required to fill out in conjunction with these assessments are not used by anyone else but the teacher to assess growth so the act of providing it to administration is a pointless endeavor. | 10/22/2015 7:40 AM |
| 65 | used in conjunction with skill being taught | 10/20/2015 4:02 PM |
| 66 | They are useful because they are designed to measure student ability on a scale that works within our building. Lumping McKean in with charter schools and asking us to use the same assessments (preferred by the charters) forces us to fail so thoroughly the data isn't helpful. Our school assessments (rejected by district) give us actionable data. | 10/20/2015 2:59 PM |
| 67 | PLC assessments are another assessment in areas we don't normally teach so it dilutes our efforts and consumes more time we don't have. | 10/20/2015 12:11 PM |
| 68 | I am not in favor of them. They take too much time away from real learning. | 10/20/2015 11:33 AM |
| 69 | These are developmentally appropriate and test what students are learning. | 10/19/2015 9:13 AM |
| 70 | N/A | 10/19/2015 8:19 AM |
| 71 | If created correctly, these pre- and post tests can be useful towards instruction. | 10/18/2015 5:30 PM |
| 72 | We assess what has been taught. | 10/16/2015 4:05 PM |
| 73 | I do not assess students using any of the listed tests. - However, looking at the amazingly long list of assessments, its a wonder we can teach at all! An actual non-testing day must seem like such a change of pace for both students and teachers. | 10/16/2015 7:34 AM |
| 74 | I have just moved to a new grade level. Overall, I think having common assessments in a grade level is important to gauge how my students are doing in comparison to all students in that grade level. | 10/15/2015 8:52 PM |