New Mexico Measures of Student Success and Achievement: ELA and Math (NM-MSSA)

November 2019
Introductions

- Fred Bost
  - Vice President of State Services, Cognia
- Julie DiBona
  - Lead Program Manager, Cognia
- Dixie Knight
  - Vice President, eMetric
- William Kinnison
  - Project Manager, eMetric
- Trystan Moss
  - Project Manager, eMetric
- Kaelee Harper
  - Sr. Support Center Manager, eMetric
Agenda

• Who is Cognia?
• Program Information
• Platform Transition
• Online platform workflow and features
• Additional local offerings
Who is Cognia?
AdvancED and Measured Progress are now
100+ years experience

- 36,000+ schools & school systems
- 50 states, Navajo Nation, & Puerto Rico
- 80+ countries
- 20 million students
- 18,000 volunteers

Global Reach
Local Touch
Commitment

We stand by all of our commitments across our business and not just to execute against the contract and requirements.

Improve how we help you be successful.

Bring expertise to help New Mexico to be a flagship program.
“Farmington Municipal Schools (NM) embraced AdvancED/Measured Progress as the preferred partner in the development and rollout of short cycle assessment for ELA, math and science. As a school system interested in understanding students' abilities to demonstrate knowledge as part of their continuous improvement journey, Farmington welcomed the rapid data feedback loops to inform and drive instruction. School districts interested in learning and growing from a culture of data driven instruction should welcome this opportunity.”

Dr. Eugene Schmidt,
Farmington Municipal Schools' Superintendent
The Balanced Assessment System

measures at classroom & local district level

Formative Assessments (e.g., exit tickets, quick checks for understanding during classroom instruction)

Local Practices (e.g., interims, projects, performance-based tasks)

End of Year State Summative Assessment
<table>
<thead>
<tr>
<th>Year</th>
<th>Formative</th>
<th>Interim</th>
<th>Summative</th>
</tr>
</thead>
</table>
| **2019-20**| Science  
STEM Gauge PDFs grades 3-8  
3-8 Math/ELA: Math & ELA CCSS Cluster Item Sets available in PDFs | NM-MSSA: ELA & Math  
① Grades 3-8  
NM-ASR: Science  
① Grades 5, 8, & 11  
PSAT10: Math & Reading  
① Grade 10  
SAT: Math, Reading and Writing  
① Grade 11 | Local K-12 platform extension & supports  
Assessment Literacy |
| **2020-21**| Science  
STEM Gauge PDFs grades 3-8  
3-8 Math/ELA: Math & ELA CCSS Cluster Item Sets available online | Math & ELA  
3-11 Interim Assessments | NM-MSSA: ELA & Math  
① Grades 3-8  
NM-ASR: Science  
① Grades 5, 8, & 11  
PSAT 9: Math & Reading  
① Grade 9  
PSAT 10: Math & Reading  
① Grade 10  
SAT: Math, Reading and Writing  
① Grade 11 |
| **& Beyond**| Local K-12 platform extension & supports  
Assessment Literacy | | |
Continuous Improvement System

Data Collection and Diagnostic Tools, Classroom Observations, Climate and Culture Surveys, Student Engagement Surveys, Stakeholder Inventories, Student Assessments

eProve™ Web-based Platform

Training and Support Services

Professional Services

External Evaluation Accreditation Certification

Research-based Framework & Improvement Process
“Continuous improvement is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.”

Dr. Mark Elgart (2017)
What does this mean for this year?
Summative Assessment: Grade 3-8 ELA/Math

- Following the posted blueprints
  - ELA: The two sessions will each be slightly longer to facilitate program transition
- Online testing with paper for accommodations
- Manuals to be provided online and in paper
- Reporting will be on paper and online
  - Online reporting will have access for schools and families
Summative Assessment: Grade 9-10 ELA/Math

2019-2020
PSAT 10

2020-2021 And beyond
PSAT 9 & 10
Platform Transition
Online Test Administration & Delivery

- Overview
  - One Platform, Multiple Assessments

- Transition from previous platform
  - Transition Process
  - Key Differences

- New features and processes
  - District Roster Upload
  - Student Transfer
  - Online Reporting for schools, districts, and parents

Same testing platform that is used for New Mexico Science!
iTester Overview

New Mexico Summative Assessment Portal: Online Test Administration System

New Mexico Summative Assessment Kiosk: Student Test Delivery System
Test Preparation Process

1. New DTC accounts made, previous administration’s DTC accounts opened
2. DTCs create subordinate accounts for new users
3. New/current users confirm log-in

**ITC**
1. Review Kiosk Installation Guide
2. Download & install Kiosk on Test Devices
3. Conduct integrated Site Readiness Test
4. Certify site is Ready to Test

**DTC/STC**
1. Add/Edit/Transfer Students
2. Assign Accessibility Features & Accommodations
3. Create Classes
4. Assign Classes to Tests (Test Sessions)

**DTC/STC/TA**
1. Review Test Session Details (Classes & Accommodations)
2. Print Student Log-in Tickets

**Students**
1. Launch Kiosk
2. Log-in and Test

At end of test...
**DTC/STC/TA**
1. If needed, add test report codes and invalidate tests
One Platform, Multiple Assessments

No Change:
- URL
- User accounts
- Student test kiosk
- Student records
- Can use same classes
- Support and user training/guides
- Practice tests

Changes:
- Choose between additional assessment programs and subjects
- Reporting (year round access)

To access new assessments:
1. Program Name (Assessment of Science Readiness, Measures of Student Success and Achievement)
2. Subject (Science, Math, ELA)
3. Test Name (Grade, Subject, English/Spanish version)
Test Preparation Process

1. New DTC accounts made, previous administration’s DTC accounts opened
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3. New/current users confirm log-in

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At end of test...
1. If needed, add test report codes and invalidate tests
Transitioning to the iTester Platform

- A thoughtful approach
  - User training materials and training sessions
  - Readiness tools
  - Practice tests

- Intuitive tools flatten the learning curve
  - iTester Administration Portal
  - iTester Kiosks

- Minor differences in workflows between iTester and previous platform
  - Before, during, and after testing
Transitioning to the iTester Platform

• User Training Materials and Training Sessions
  • eMetric staff have thoroughly reviewed the prior vendor’s documentation and have cross-walked user workflows in these systems to the simple, intuitive workflows provided by iTester.

• We will draw on these efforts and exposure to design effective, customized training materials and support documentation for New Mexico users.
Transitioning to the iTester Platform

- Readiness Tools
  - iTester includes user-friendly web-based readiness tools for school districts to assess their readiness for the successful deployment of the delivery platform.

- While districts and schools are encouraged to conduct site-readiness testing before every test administration, these tools are especially valuable during the transitional year.

- We will emphasize these tools during training and via other communications.
Transitioning to the iTester Platform

- Practice Tests

  - Available all year (Science is currently available, Math and ELA will be added soon).
  
  - Practice tests ensure that all stakeholders (administrators, test coordinators, and students) have the opportunity to become comfortable with the testing interface and tools prior to operational testing.
  
  - Practice tests are designed to mirror the operational test in format, content, and structure, and to provide the same functionality that will be offered in the operational test, including accommodations and accessibility features.
## Workflow Differences

### Prior to Testing

<table>
<thead>
<tr>
<th>Practice Using the Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior platform</td>
</tr>
<tr>
<td>“Sandbox” available to practice (mirror site with brown banner across the top of the page)</td>
</tr>
<tr>
<td>iTester</td>
</tr>
<tr>
<td>Mock students are available in the operational portal for two weeks (21 Jan-30 Jan, 2020)</td>
</tr>
</tbody>
</table>
# Workflow Differences

<table>
<thead>
<tr>
<th></th>
<th>Before Testing</th>
<th>During Testing</th>
<th>After Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Site &amp; Device Setup: Caching Server</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior platform</td>
<td>Caching server was required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iTester</td>
<td>Caching solution available, but rarely necessary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Workflow Differences

<table>
<thead>
<tr>
<th>Prior platform</th>
<th>During Testing</th>
<th>After Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Testing</strong></td>
<td><strong>Accessibility Tools</strong></td>
<td><strong>Answer Masking</strong></td>
</tr>
<tr>
<td>Zoom</td>
<td>Students can zoom in and out on a test page using various key combinations depending on which Prior platform app they use to test.</td>
<td>When Answer Masking is selected, students see a mask covering multiple-choice distractors, with the option to click to expose each individually. They can turn answer masking on and off over each distractor or turn answer masking on or off on the entire question.</td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Students can choose a text and background color from a set of 7 pre-defined color combinations.</td>
<td></td>
</tr>
<tr>
<td>iTester</td>
<td>Students can magnify the entire screen in four increments: 100%, 150%, 200%, and 300%.</td>
<td>Students can choose a text and background color from a set of 12 pre-defined color combinations.</td>
</tr>
<tr>
<td></td>
<td>All answer choices are shown and students are able to “hide” possible answer choices (for multiple choice items only).</td>
<td></td>
</tr>
</tbody>
</table>
# Workflow Differences

## Before Testing | During Testing | After Testing

### Short breaks during testing and the ability to pause test session

**Prior platform**

During short breaks, visual blocks should be applied to students’ computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test.

**iTester**

Students are able to pause and restart the test. Student responses, markups made using the sketch or highlighter tools, as well as notes typed in the notepad, will persist after a test is paused. While a test is paused an overlay appears on the screen and test content cannot be viewed. The student password is required to resume.
## Workflow Differences

<table>
<thead>
<tr>
<th>Prior platform</th>
<th>During Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests that are started and not submitted should be marked complete by the Test Coordinator. Test sessions must be stopped in order to be submitted for scoring.</td>
<td></td>
</tr>
<tr>
<td>iTester</td>
<td>No action needed to submit tests for scoring.</td>
</tr>
</tbody>
</table>
Online Platform
New Features
Rostering

- District Level Rostering during two week window
  - Will be used to load students for Science, Math and ELA
- Student transfer requests within Portal
Roster Upload Interface

Select a file to be uploaded

Download Pre-ID Data Definitions file

Choose File | No file chosen

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Size (Bytes)</th>
<th>Upload Date</th>
<th>Uploaded By</th>
<th>Uploaded Records</th>
<th>Records with Error</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID STG 1-300 Initial.txt</td>
<td>39118</td>
<td>08/23/2019 11:33:34 AM</td>
<td>Admin eMetric</td>
<td>390</td>
<td>0</td>
<td>Processed</td>
</tr>
</tbody>
</table>

Showing 1 - 1 of 1
### Student Enrollment Transfer Interface

#### Approval Requests

<table>
<thead>
<tr>
<th>Request ID</th>
<th>State Student ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Requesting Organization</th>
<th>Assigned Organization</th>
<th>Request Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1000000038</td>
<td>Student</td>
<td>Thirtyeight</td>
<td>Cyber Valley Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 2:09:26 PM</td>
<td>Rejected</td>
</tr>
<tr>
<td>6</td>
<td>1000000037</td>
<td>Student</td>
<td>Thirtysix</td>
<td>Cyber Valley Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 2:08:52 PM</td>
<td>Approved</td>
</tr>
<tr>
<td>5</td>
<td>1000000044</td>
<td>Student</td>
<td>Fortyfour</td>
<td>Cyber City Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 1:57:07 PM</td>
<td>Cancelled</td>
</tr>
<tr>
<td>4</td>
<td>1000000034</td>
<td>Student</td>
<td>Thirtyfour</td>
<td>Cyber City Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 1:13:18 PM</td>
<td>Cancelled</td>
</tr>
<tr>
<td>3</td>
<td>1000000036</td>
<td>Student</td>
<td>Thirtysix</td>
<td>Cyber Valley Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 1:07:29 PM</td>
<td>Cancelled</td>
</tr>
<tr>
<td>2</td>
<td>1000000036</td>
<td>Student</td>
<td>Thirtyseven</td>
<td>Cyber Valley Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/27/2019 11:12:48 AM</td>
<td>Cancelled</td>
</tr>
<tr>
<td>1</td>
<td>1000000037</td>
<td>Student</td>
<td>Thirtyseven</td>
<td>Cyber Valley Sch1</td>
<td>Cyber Falls Sch1</td>
<td>09/26/2019 8:37:42 PM</td>
<td>Cancelled</td>
</tr>
</tbody>
</table>

Showing 1 - 7 of 7
Tentative Timeline

- Training with Demo Students
- User Account Audit
- Kiosk download/Site Readiness
- Jan 31: Portal closed to load
- State-wide Pre-ID
- Manual Student Data Clean-up
- Assessment of Science Readiness test window
- District Pre-ID Upload Window
- ASR Tests available to schedule
- MSSA Tests available to schedule
- Apr 6 – 8 May
- Measures of Student Success and Achievement test window
- May 11-13: Final Data Clean-up
Parent Portal

- The portal provides exclusive, on-demand access to individual student assessment performance data from throughout a student’s academic career.
- Parents, guardians, and students can access student assessment results as well as helpful resources and test information.
- The portal’s responsive design ensures that parents and students have an optimized view of this valuable data whether they are accessing from a desktop, laptop, tablet, or smartphone.
Educator Portal

Summary Reports
- Provides summary level data at the state, region, district, and school level for the subject/administration selected
- Can be viewed as a table or a graph
- Users can disaggregate the summary level data and can also drill to the roster report view

Roster Reports
- Provides dynamic access to individual student results, delivering powerful insight into the specific strengths and areas of need for each student
- Interactive data analysis features allow users to filter or search for students based on specific criteria
- Also displays student level data including student ID, demographics, and participation. Users control which fields they wish to display

Individual Student Reports
- Provides a student’s results from a single administration for all subjects
- Customizable based on State’s requirements
- Can also be accessed by drilling down from a summary or roster view, or by using the Student Search feature

Data Tools
- For users seeking more advanced data analysis
- Users can select data elements to generate frequency distributions, summary statistics, scatter plots, and cross tab reports
- Can also access Data Tools by interacting with Roster Report columns
Accessing Data Interaction

Welcome to the New Mexico Achievement Assessments Portal!

Administration
Organize students for testing, schedule tests, and monitor student progress.

Reporting
View summary and individual student results by test and content standards.
# Data Collection & Diagnostic Tools

## Surveys & Inventories
- Climate & Culture Surveys (Perceptions)
- Inventories (Experiences)
- Student Engagement Surveys
- Stakeholder Perception Surveys & Faith-based Identity Surveys
- School Improvement Monitoring & Process Survey

## Observations
- Effective Learning Environments Observation Tool™ (eleot™)

## Diagnostics
- School Quality Factors Diagnostic
- System Quality Factors Diagnostic

## School/System Quality Factors
- Clear Direction
- Healthy Culture
- High Expectations
- Impact of Instruction
- Resource Management
- Efficacy of Engagement
Web-based Platform

- Management system for your end-to-end Improvement Journey
- Meaningful insight and action
- Certified and Customized Content
- Secure access from the student to the statehouse
eProve Access and Modules

Login

Email Address

Password

Login

Request Password  Contact us for login help

or log in to
ASSIST™

eleot
surveys
diagnostics
Dashboard

- Streamlined access to tools
- Summary data at your fingertips
- Simplified activity monitoring
• Gathers observable evidence of student experience in the learning environment
• Provides structured approach to classroom walkthroughs
• Facilitates meaningful peer-to-peer observations and sharing
• Increases knowledge and ability to recognize and apply best practice
• Optimizes teaching and learning
• Gathers data to help elevate stakeholder voice
• Enables meaningful data collection and analysis
• Provides benchmarking capabilities
• Supports sharing and collaboration
• Optimizes survey creation, administration and data use
• Promotes honest dialogue and reflection
• Enables diagnostic and evidence-based needs analysis
• Supports collaboration and continuous improvement
• Provides benchmarking capabilities
• Streamlines data/document collection and management
### eProve Roadmap

**eProve surveys**
Certified content library, custom content library, multi-language support, survey sharing, content authoring, reporting queue

**Jan. 2015**

**eProve eleot**
Classroom observations across multiple learning environments, reporting, mobile app, hierarchical views

**Jan. 2016**

**eProve workspace**
Review process management, evidence management, team diagnostics, team observations, findings, IEQ, early learning

**Jan. 2017**

**eProve diagnostics**
Certified content library, custom content library, publish evidence to workspace, multi-language support

**Jul. 2017**

**eProve strategies**
Goals management, improvement plans management, strategy maps

**May 2018**

**myJourney**
Dashboard, application widgets, centralized access, single sign-on

**Aug. 2018**

**eProve analytics**
Synthesize, report and benchmark results. Provide insights from data across the platform.

**2019-20**

**eProve assessment**
Integration of high quality, meaningful assessments (formative, interim and benchmark).
Coming Soon!

New Formative Assessment Resources
Cognia Formative Resources

- Reading and Mathematics
- Grades 3-8
- Content Library/Inventory
- Teacher Guides
- Printable student forms-
  CCSS Cluster Item Sets

Formative Content Library Overview
Mathematics | Grades 3-8
Designed to...

- Clarify learning expectations
- Gauge students’ current understanding of key concepts and skills
- Provide real time evidence to inform instruction
- Promote student engagement and reflection
- Support data-driven improvement planning
Student Item Set

Part A: Multiple Choice items (MC)

Part B: Constructed Response Item (CR)

5-10 Questions per item set

Printable PDF
Reading

- Each grade level has options of Student Item Sets based on standards and learning targets
- Reading has a total of 36 options

<table>
<thead>
<tr>
<th># of Student Item Sets per Grade</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
Passage

Read the article about what:

1. It takes a full day to edge of the crater. They lake of lava crackles ar
2. The lava is melted ro jet plane taking of. The
3. Sims points down at

The Volcano

4. They call this volcano sits at the base of the scientists have come h
5. Beneath Goma is a pieces are called plate:

Moving Plates

6. Beneath Earth’s plate mantle is Earth’s inner
7. Earth’s plates float or into each other. Some pull apart. When the

Goma in Trouble

Part A
For each question, choose the best a

1. In “Lessons in Lava,” the author phrase like a jet plane takir describe the
   a. color of the lava.
   b. temperature of the lava.
   c. shape of the lava.
   d. movement of the lava.

2. Read this sentence from “Lessons in Lava.”
   The lava lake glows fiery hot them.
   What purpose does the word in the sentence?
   a. to describe how hot the
   b. to describe where the lava
   c. to describe how far the l
   d. to describe how long the

Part B
Write your answer in the box provided.

1. People on vacation sometimes visit volcanoes. Based on “Lessons in Lava,” explain how a scientist’s point of view about visiting a volcano may be different from the point of view of a person who visits a volcano while on vacation. Provide evidence from the article to support your answer.
Math

- Each grade level has options of Student Item Sets based on standards and learning targets
- Math has a total of 30 options

<table>
<thead>
<tr>
<th># of Student Item Sets per Grade</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Part A
For each question, choose the best answer. Then completely fill in the circle for the answer you choose.

1. Look at this square.
   - 1 cm
   What is the area of the square?
   - 1 centimeter
   - 4 centimeters
   - 1 square centimeter
   - 4 square centimeters

2. The floor of the hallway shown below is covered with tiles.
   - The area of each tile is 1 square foot.
   What is the area of the floor?

3. Look at Leroy’s garden.
   - 6 feet
   - 9 feet
   What is the area of Leroy’s garden?
   - 15 square feet
   - 30 square feet
   - 48 square feet
   - 54 square feet

Part B
For each part of the question, write your answer in the box provided.

1. This rectangle has a shaded part and a part that is not shaded.

   a. Write an equation that shows the area, in square units, of the shaded part of the rectangle.

   b. Write an equation with multiplication and addition that shows the area, in square units, of both parts of the rectangle.
Teacher Guide

Blueprint
- Focus standards
- Learning targets
- Item types
- Depth of Knowledge level
- Item position

Content Area, Domain, Cluster

Scoring Guide
- Item snapshot
- Alignment to learning target and focus standard
- Answer key
- Rubrics with sample response
Scoring Guide—Part B

Multiple-Choice Items

STANDARD: Determine the meaning of and domain-specific words and phrase a grade 3 topic or subject area. (RI.03.0)
LEARNING TARGET: I can determine the academic and domain-specific words a
DOK: 2

1. People on vacation sometimes visit volcanoes. Based on “Lessons in Lava,” explain how a scientist’s point of view about visiting a volcano may be different from the point of view of a person who visits a volcano while on vacation. Provide evidence from the article to support your answer.

Sample Response
Response may include but is not limited to:
- Scientists visit volcanoes for work, not fun.
- People on vacation see the volcano from a distance, but scientists get very close.
- Scientists take risks such as climbing into volcanoes, but people on vacation usually do not.
- Scientists bring special equipment when they visit a volcano, but people on vacation usually do not.
- Scientists may risk their lives to get lava samples, but people on vacation do not.
Testlets

Number of Testlets per Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>56</td>
</tr>
</tbody>
</table>

Purpose

Cognia mathematics Testlets are designed to help teachers quickly gauge students’ mastery of grade-level concepts. They are designed to assess student progress in mathematics across multiple grades.

Components

- **Test Blueprints:** Outline the test design for each form and include the following elements:
  - Math content and subcategories targeted
  - Suggested test blueprint
  - Suggested scoring guidelines
  - Suggested student materials
- **Formative Content Library Overview:**
  - Mathematics
  - Mathematics: Grade 1
  - Mathematics: Grade 2
  - Mathematics: Grade 3
  - Mathematics: Grade 4
  - Mathematics: Grade 5
  - Mathematics: Grade 6
  - Mathematics: Grade 7
  - Mathematics: Grade 8

Design Specifications

- **Items and Distribution:** Each mathematics Testlet consists of multiple-choice, short-answer, and constructed-response questions. Educators can easily administer a Testlet in a single class period, or administer one of approximately 10 minutes.
- **Sample Testlet Details:** Each Testlet within the Formative Content Library Overview is aligned to a single college readiness standard. Each Testlet consists of two parts: Part I and Part II. Part I contains eight machine-scored items, and Part II consists of an extended constructed-response question.

Item Details

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Number of Points</th>
<th>Administration Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>Multiple Select</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>Short Answer</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Constructed Response</td>
<td>4</td>
<td>5-10</td>
</tr>
</tbody>
</table>

The following table provides the approximate administration time for a test containing 7 items worth 10 points.

Sample Testlet Details

<table>
<thead>
<tr>
<th>Grades</th>
<th>Total Points</th>
<th>Estimated Administration Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>

Design Specifications

Each mathematics Testlet aligns to a mathematics domain and is focused on one specific cluster within that domain. Clusters are standards that are grouped together to represent key concepts and skills within a domain. The design of mathematics Testlets helps educators focus assessment and instruction.

Items in mathematics Testlets represent a range of cognitive complexity and encourage students to apply their understanding of key skills and concepts to specific situations.

The following tables provide the mathematics standards for each grade.
<table>
<thead>
<tr>
<th>Name</th>
<th>Domain</th>
<th>Cluster</th>
<th>Item Position</th>
<th>Item Type</th>
<th>DOK</th>
<th>Learning Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Area_1</td>
<td>Measurement and Data</td>
<td>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</td>
<td>1</td>
<td>MC</td>
<td>1</td>
<td>I can find the area of a unit square.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>MC</td>
<td>1</td>
<td>I can measure area by counting unit squares.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>MC</td>
<td>2</td>
<td>I can find the area of a rectangle by multiplying the two side lengths.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>MC</td>
<td>1</td>
<td>I can understand area by relating counting unit squares to multiplication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>MC</td>
<td>2</td>
<td>I can find the area of a shape by breaking it down into smaller rectangles and then adding those areas to find the total area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>MC</td>
<td>2</td>
<td>I can use models to show that the area of a rectangle can be found by using the distributive property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>CR</td>
<td>2</td>
<td>I can write equations to find the areas of rectangles.</td>
</tr>
</tbody>
</table>
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- Customized training – including train-the-trainer
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