

Vermont Item Bank Assessment

Suggestions & Guidelines for Use



Standards & Assessment
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The VT Item Bank assessments are housed at Riverdeep/Learning Village and titled using the format in the examples below:

- *Math Grade 08 Item Bank GE # Assessment*
- *Math Grade 08 Item Bank Progress Assessment #*
- *Reading Grade 10 Item Bank Literary Text Assessment #*
- *Reading Grade 10 Item Bank Progress Assessment #*

Scroll to the bottom of the specific assessment page to find the attachments with the assessments and the answer keys.

The assessments are also searchable on Learning Village by content area, strand, and/or Grade Expectation #.

Section 1: Introduction

The Vermont Item Bank Assessment is a tool designed to be used locally to address the gap in statewide NECAP assessment of student progress in reading and math between beginning grade 8 and beginning grade 11.

It is not a “practice test” for NECAP!

NECAP practice materials and released items are available at
http://education.vermont.gov/new/html/pgm_assessment/necap/resources.html

The Vermont Item Bank Assessment gives middle and high school educators diagnostic information aligned with VT Grade Expectations to inform their instruction and improve student learning.

Teachers may choose to use the assessments in a variety of ways:

- In their individual classrooms or other instructional settings
- As a common local assessment within a grade or school or department

NOTE: *For test security and accuracy of results -- all teachers must agree to designate a specific assessment for this -- and only this -- purpose. It is important that educators make these decisions before the assessments are widely used.*

The assessments include --

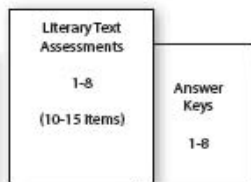
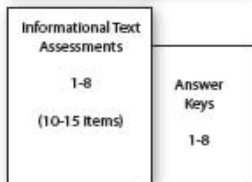
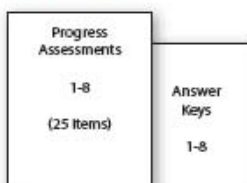
- ✓ Student-ready assessments;
- ✓ Wording of items designed to be accessible to the most number of students;
- ✓ A range of types of items (multiple choice, short answer, constructed response).

The answers keys provide --

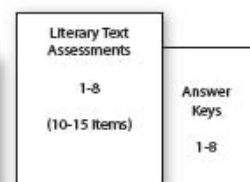
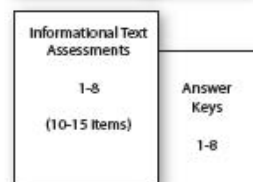
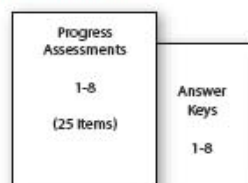
- ✓ VT Grade Expectations alignment;
- ✓ Depth of Knowledge identification;
- ✓ Rationales for incorrect responses (MC) that demonstrate misconceptions or misunderstandings
- ✓ Sample responses for short answer and constructed response items.

Vermont Item Bank Assessment

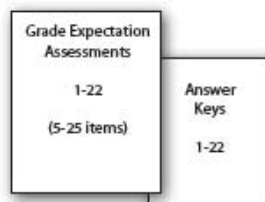
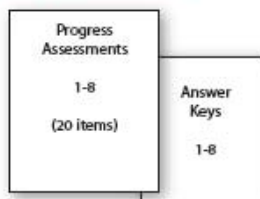
Grade 8 Reading



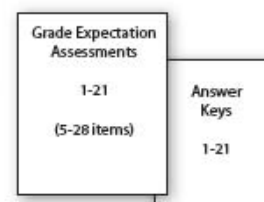
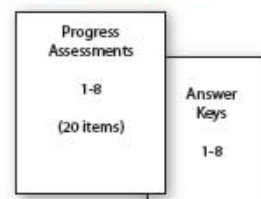
Grade 10 Reading



Grade 8 Mathematics



Grade 10 Mathematics



Progress assessments allow teachers to assess student performance on both literary and informational text (reading) and a mix of strands in math: Numbers + Operations; Geometry + Measurement; Functions + Algebra; and Data, Probability + Statistics.

Grade Expectation assessments enable teachers to delve deeper into student performance on specific Grade Expectations:

- **For each reading passage** -- vocabulary, initial understanding, analysis/interpretation
- **Example for math** -- *M8:20* or *MHS:17*

How you use the assessments depends on what information you are looking for and with whom you want to share that information!

Section 2:

Using the VT Item Bank to Assess Grade Expectations in *Mathematics*

As a teacher, what do I want to know?	What tool should I use + when?	How can we use the tool and how can the results be used?
Do my students understand a particular concept/GE?	GE assessments or parts of GE assessments can be used in various ways in the classroom during a unit.	GE-specific assessments can be used formatively in warm-ups or exit cards to inform the adjustment of instruction or provide evidence that the class is ready to move forward with the curriculum.
How well are my students progressing in a strand (e.g., algebra & functions)?	Questions from various GE assessments within a strand at any time during the course	Teachers can use a selection of questions from various GE's within a strand to construct a strand assessment. The results of the strand assessment would inform curriculum adjustments through the rest of the course.
How well are my students doing on constructed responses?	Constructed response items from any of the GEs at any point in the year could be used to assess student ability to solve constructed response items.	Constructed responses (CRs) can be started individually by a student and then elaborated on through a pair share or group problem activity. Group solutions could be modeled for the class. Students can write their own versions of the CRs based on concepts in their current unit to help them learn to respond to constructed response questions.
Are my students putting enough information on paper to explain their thinking?	Student responses to short answers and constructed responses from the GE assessments or the progress assessments can be used throughout the year.	Students could self-assess using a generic rubric or a teacher-developed, task-specific rubric to help them internalize the characteristics of a good response. Class discussion/evaluation of how well an unidentified student's work answered a question can help students internalize what they need to do to in order to fully explain their thinking.
Are my students ready for the high school material outlined by the GEs?	8 th grade GE assessments that are prerequisites to the new high school material	As part of a teacher's pre-assessment, problems from the 8 th grade can be used to set the stage for high school material.
Do my students understand how to determine the information needed to answer the problem?	GE assessments or progress assessments which reflect the current instructional unit can be used through out the year.	To determine if students understand what a problem is asking for, students can be asked to reword the problem, underline key information, draw a picture of the problem, etc.
As a teacher, what do I want to know?	What tool should I use + when?	How can we use the tool and how can the results be used?
Do my students perform differently on different depths of knowledge questions?	Questions from the same GE with different depths of knowledge can be used throughout the school year.	If the students consistently score lower on higher DoK levels, discuss with the students the differences in the complexities of the questions. Examine the materials used in class to see if they are helping students reach higher DoK levels. Students could learn to understand higher DoK questions by taking a DoK 1 question and increasing its complexity.
What misconceptions do my students have surrounding a specific GE?	Multiple choice problems could be used at any point in the unit to quickly assess a student's knowledge base.	The answer keys for the multiple choice problems give an idea about the misconceptions a student may have related to a problem. If the questions are used at the end of a lesson, the results could inform the next day's lesson.

Generic Scoring Guides for Mathematics

Scoring Guide for 1-point items

Score	Description
1	Student gives the correct answer _____.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Scoring Guide for 2-point items

Score	Description
2	Student gives the correct answer _____, and provides appropriate work or explanation.
1	Student gives the correct answer but does not provide appropriate work or explanation. OR Student's work or explanation shows correct strategy, but the answer is not correct.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Mathematics Scoring Guide for 4 points

Often these problems are scored based on one point per correct part. A three-part problem would have a strategy point in one of the parts. For example, in a three-part question parts A and B might be worth one point, while part C would be worth two points, since it allowed for a possible strategy point.

Score	Description
4	4 points
3	3 points
2	2 points
1	1 point for one part OR Student shows a minimal understanding of the problem
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Part A: 1 point for the correct answer _____

Part B: 1 point for the correct answer _____

Part C: 2 points for the correct answer _____ with appropriate explanation give or work shown.
OR

1 point for correct answer with incomplete or no work shown

OR

1 point for an appropriate strategy that could be used to solve the problem.

The points for parts can be broken down in other ways, including 5 points for a problem. Parts B and C could be worth 2 points each and a score of 4 could only be reached if 5 points were earned. A score of 3 would include both 4 and 3 points.

How you use the assessments depends on what information you are looking for and with whom you want to share that information!

Section 3:
Using the VT Item Bank to Assess Grade Expectations *in Reading*

As a teacher, what are the ways I can use the READING Item Bank in my classroom?	What tool should I use + when? What will I learn from the results?
<p><u>Diagnostically?</u></p> <ul style="list-style-type: none"> • Why are students not doing well on constructed response items (CRs)? • Are students struggling more with literary text or informational text? • Do students need more instruction or intervention with vocabulary, initial understanding, or analysis/interpretation? 	<ul style="list-style-type: none"> • A group of educators looks at student work resulting from the item bank collaboratively to discuss how students are doing in meeting the criteria for success. They compare student responses to short answers with those of the constructed response to see if students have more success with the short answer items. The supporting material in the item bank provides additional information about grade expectation and depth of knowledge that further support educators in making decisions about instructional adjustments to better meet students' learning needs. • Use a progress assessment to compare student performance on literary text and informational text. • Use the teacher Answer Keys to align student performance with specific Grade Expectations for vocabulary, initial understanding, and analysis/interpretation.
<p><u>Instructionally?</u></p>	<ul style="list-style-type: none"> • Embed a reading assessment passage with content connections before a unit; then use the resulting information to more intentionally instruct Grade Expectations within curriculum materials (See Reading Passage Annotations). • Students work on a reading passage and the questions individually for a specified period of time; then do a pair-share. • Use assessment results to create a "Strengths & Challenges" chart for use throughout the year.
<p><u>Formatively?</u> How do I know when my students are ready to move to questions that require deeper analysis?</p>	<ul style="list-style-type: none"> • Use items (vocabulary and/or initial understanding) and then have students respond with Audience Response System (classroom clickers). The ARS saves the data so student performance could be compared between classes. • Have students respond to individual items with ABCD cards, small white boards, exit cards; use the information to adjust instruction as necessary.
<p><u>Summatively?</u> How well has my course prepared students for future requirements?</p>	Use progress assessment at the end of the unit or course to determine which GEs students are proficient in and which need more emphasis in future course planning.
<p><u>Writing Assessment:</u> How can I use the reading CRs to assess writing?</p>	Inform students that <u>they will be assessed for writing criteria, as well as the content of their answer for reading</u> , on a particular assessment. You may choose to share the writing scoring guide or other criteria. Assess the content and the writing using the Writing Scoring Guide.

Suggested READING Scoring Guide:

Score	Score Description
4	Response thoroughly explains/describes ----- . Response includes relevant details from the passage
3	Response explains/describes ----- . Response includes some relevant details from the passage.
2	Response partially explains/describes ----- . Response uses details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.

-adapted from NECAP scoring materials

Suggested WRITING Scoring Guide:

Score	Score Description
4	Response provides a clear and complete response to the prompt. The paragraph maintains a focus/purpose throughout, includes relevant supporting details, and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response provides a general response to the prompt. The paragraph maintains the focus/purpose, but there may be minor lapses. The response includes some supporting details and is generally well-organized. The response includes some sentence variety and demonstrates general control of grade appropriate grammar, usage, and mechanics.
2	Response is an attempt at a paragraph that provides a response to the prompt. The response contains major lapses in focus/purpose and/or few relevant supporting details from the text. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response may be unclear and/or a minimal attempt to respond to the prompt. The response includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally unclear or irrelevant.

-adapted from NECAP scoring materials

Section 4: Using the VT Item Bank in a *School System*

When should *our school system* use the VT item bank?

Teacher collaboration would be required to fulfill the *maximum* potential of using the items in these ways.
-Frank Barnes (MAUHS)

What do we want to know?	What tool should we use + when?	What is the best use of the results?
How well does my school/district's 8 th grade program prepare students for 9 th grade?	Agreed-upon* 8 th grade Progress Assessment is administered to all students at the end of 8th grade.	Teams of educators at the middle school discuss the results. Information about Grade Expectations, depth of knowledge, and range of items is used to make adjustments to curriculum and instruction to better prepare future 8 th graders for the demands of high school.
To what extent have the incoming 9 th graders shown proficiency in their understanding of VT's Grade Expectations?	Agreed-upon* 8 th grade Progress Assessments are administered to students in ALL the sending schools at the end of 8th grade with results sent to the HS.	Teams of educators at the sending and receiving school discuss the results. Information about Grade Expectations, depth of knowledge, and range of items is used to make adjustments to curriculum and instruction to better meet the needs of incoming 9 th graders.
How well does the curriculum in grades 9 and 10 address the HS Grade Expectations?	Agreed-upon* 8 th and 10 th grade Progress Assessments are administered to students within a particular course.	The results are shared with and discussed by a collaborative group of educators including teachers who will receive the students in the next course/school/career center. The progress assessment results will give evidence of what students have learned and where omissions exist in curriculum. These data-based conversations inform the decisions about instructional content and course sequences.
How well prepared are my career center students in math and reading skills/Grade Expectations?	Appropriate, agreed-upon* 10 th grade reading and/or math assessments are administered to students in career center classes.	Teams of educators at the career center discuss the results. Information about Grade Expectations, depth of knowledge, and range of items is used to make adjustments to curriculum and instruction to better meet the needs of students in their courses of study.
How can teachers in disciplines other than English and math use the VT Item Bank to improve students' learning?	Science, social studies, FCS classes, career center courses of study...	The VT Item Bank gives information on Grade Expectations which span across content areas (GEs embedded in core content and/or career centers courses of study). Teams of teachers identify gaps in GEs and adapt their instruction to increase student learning.

**For test security and accuracy of results -- all teachers must agree to designate a specific assessment for this -- and only this -- purpose. It is important that educators make these decisions before the assessments are widely used.*