

Local, Formative Assessments: *Volusia Benchmark Assessments* (VBAs)

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Research, Evaluation, and Accountability

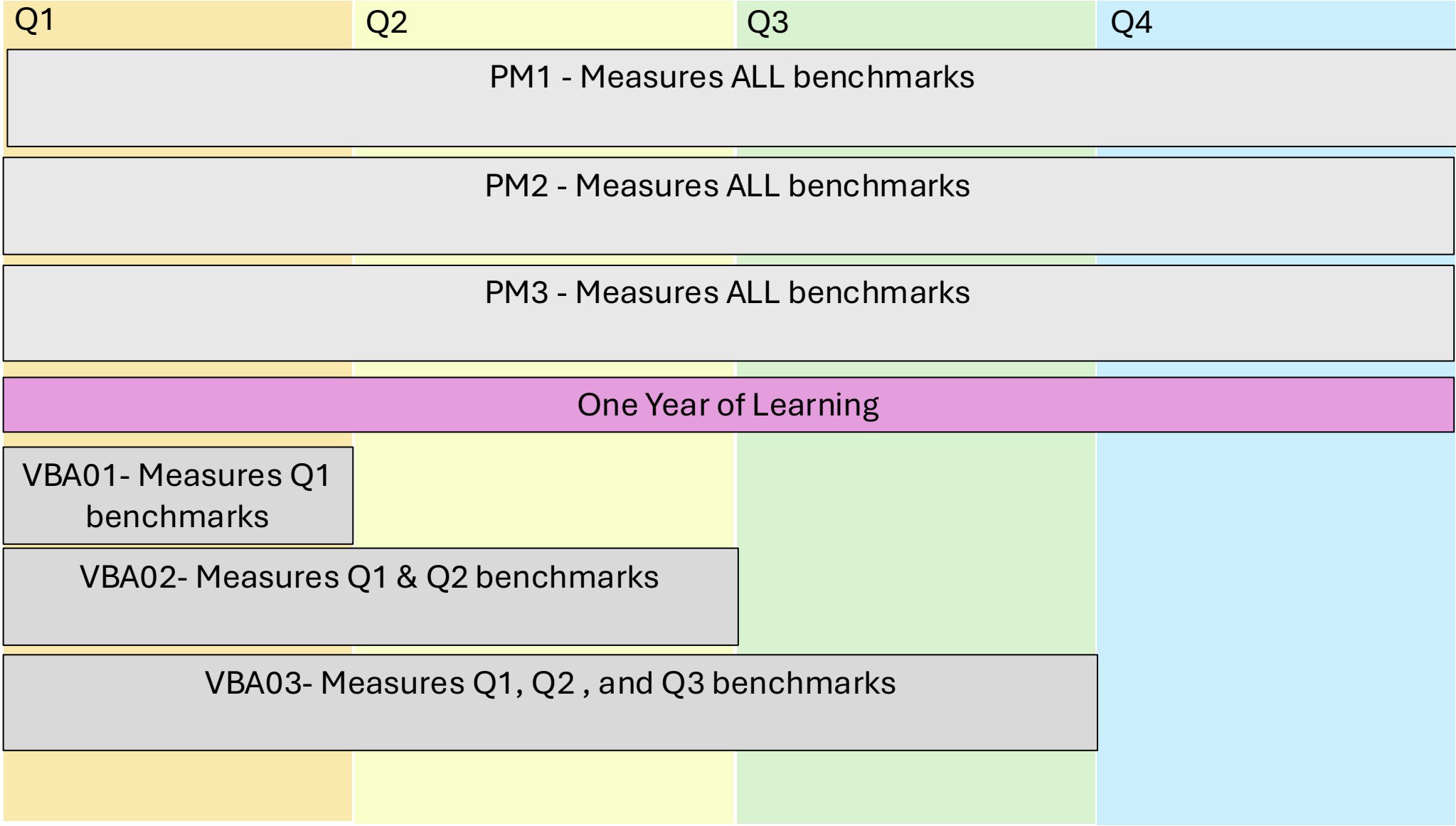




Why give a formative assessment (VBA)?

- The purpose of a formative assessment is to monitor student learning throughout a learning process, providing ongoing feedback to both the teacher and student to identify strengths and weaknesses, allowing for adjustments to instruction and targeted improvement in learning.
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Progress Monitoring (State)vs. VBA (District)



What data does the FLDOE provide for the PM?

1. Reading Prose and Poetry				
Item Numbers, Max Points and Points Earned				
7	8	9	33	36
RP ELA.4.R.1.1 	RP ELA.4.R.1.2 	RP ELA.4.R.1.3 	RP ELA.4.R.1.4 	RP ELA.4.R.1.4 
1 pt	1 pt	1 pt	1 pt	1 pt
1	0	0	0	1

The question number

The benchmark (standard)

If the student got the item correct (1) or incorrect (0)

What data does the FLDOE NOT provide for the PM?

1. Reading Prose and Poetry				
Item Numbers, Max Points and Points Earned				
7	8	9	33	36
RP ELA.4.R.1.1 	RP ELA.4.R.1.2 	RP ELA.4.R.1.3 	RP ELA.4.R.1.4 	RP ELA.4.R.1.4 
1 pt	1 pt	1 pt	1 pt	1 pt
1	0	0	0	1



What content in the benchmark is being tested?



Was the question an easy question or a difficult question?



What type (multiple choice, drop down) of question was asked?



How many “brain jumps” are needed to answer the question?

Why is it important to know the details?

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

Items may ask the student to use **explicit and implicit details** from the text to **describe** **character traits**, **feelings**, **motivations**, and/or **responses to situations** to demonstrate **character development**. Items should address how **setting**, **events**, **conflict**, and/or **character development** contribute significant meaning to the plot in a literary text

How can this benchmark be assessed?

- (Easier) Select an explanation ...
- (Medium) Select multiple details ...
- (Medium) Select an explanation and then select from the text explicit or implicit details ...
- (Hard) Select from text embedded in the item evidence ...
- (Hard) complete a table by matching statements ...
- (Hardest) Select text directly from the passage

Why is this important?

Educators need to be able to tailor remediation and intervention to specific student needs.



Multiple Choice - Easy (R.1.1)

Requires the student to select an explanation

- Difficulty (80% of students got this correct)
- Level 3 and above students got this item correct 96% of the time.

16. How does Reggie's character contribute to the plot at the beginning of the passage?

A. Reggie is excited, so he scares Boomer away.



B. Reggie is sure of himself, so he leads Boomer out of the yard.

C. Reggie is mean, so he visits Boomer's house for the first time.

D. Reggie is afraid, so Boomer runs out the gate and away from home.

Multiple Details - Medium (R.1.1)

Requires the student to select more than one

- Difficulty : (55% of students got this correct)
- Level 3 and above students got this item correct 81% of the time.

33. Which **two** details about the setting add to the problem in the poem?

A. "Then someone started snoring, I think that it was Jen," (line 27)



B. "Was it a chair or a bookshelf-or was someone in the room?" (line 32)



C. "Then I heard a creaking noise-was someone in the attic?" (line 35)

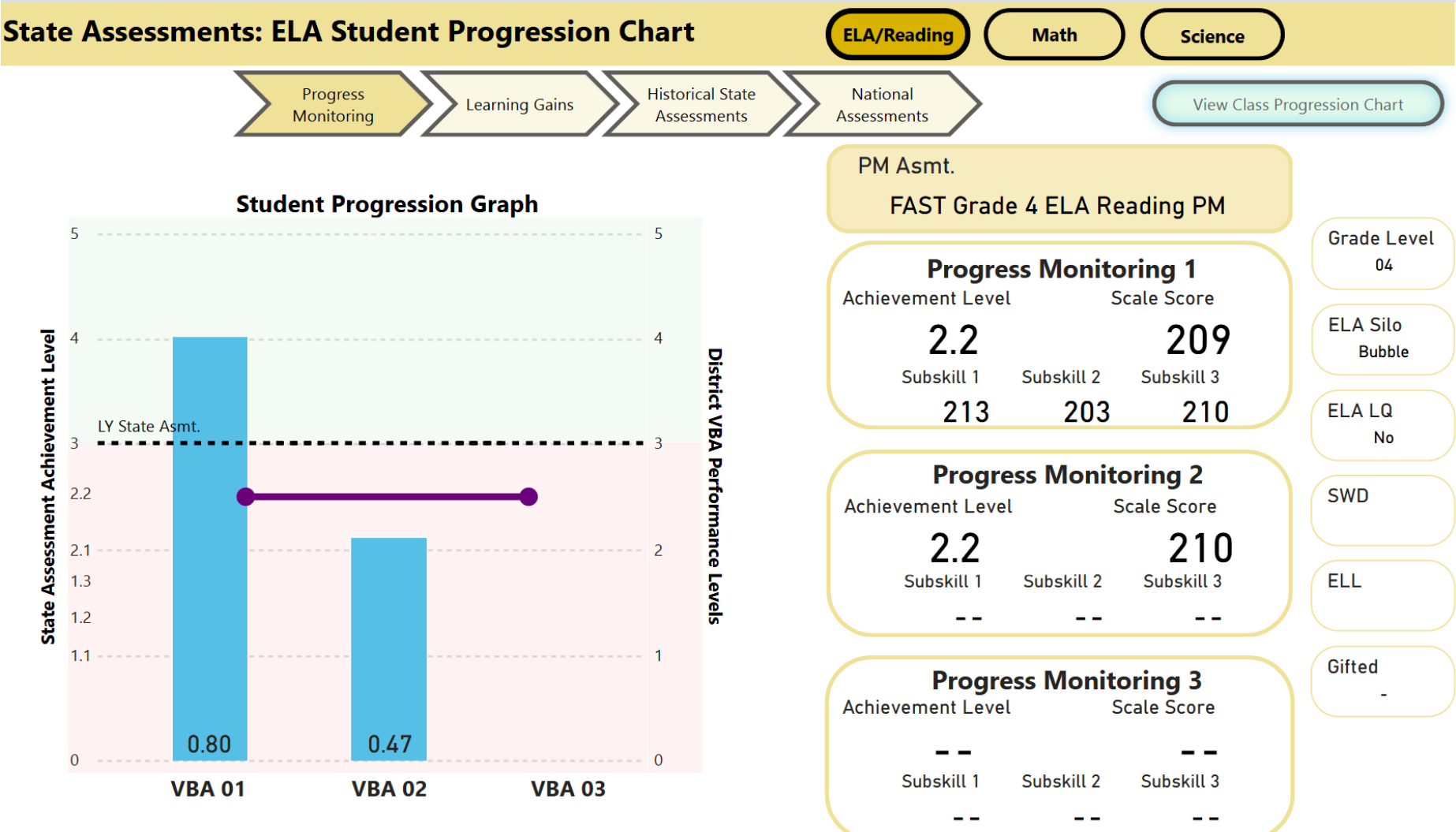
D. "And in the light of day all my fears began to fade." (line 40)

E. "I thought about the sleepover and how I had a blast." (line 43)

How does Volusia
County Schools
utilize these data
points to help
students meet their
goals?



This is a student right now at one of our elementary schools.



- Was a level 3 in third grade.
- Seeing a decrease in performance from VBA01 to VBA02
- PM (State) data constant

The state told us this student was “at or near the standard.”

1. Reading Prose and Poetry				
Item Numbers, Max Points and Points Earned				
7	8	9	33	36
RP ELA.4.R.1.1 ⓘ	RP ELA.4.R.1.2 ⓘ	RP ELA.4.R.1.3 ⓘ	RP ELA.4.R.1.4 ⓘ	RP ELA.4.R.1.4 ⓘ
1 pt	1 pt	1 pt	1 pt	1 pt
1	0	0	0	1

But what if I told you THIS student incorrectly answered both previously discussed items wrong on the VBA?

And was 0/4 on VBA02 on R.1.1 - (the benchmark we talked about earlier)

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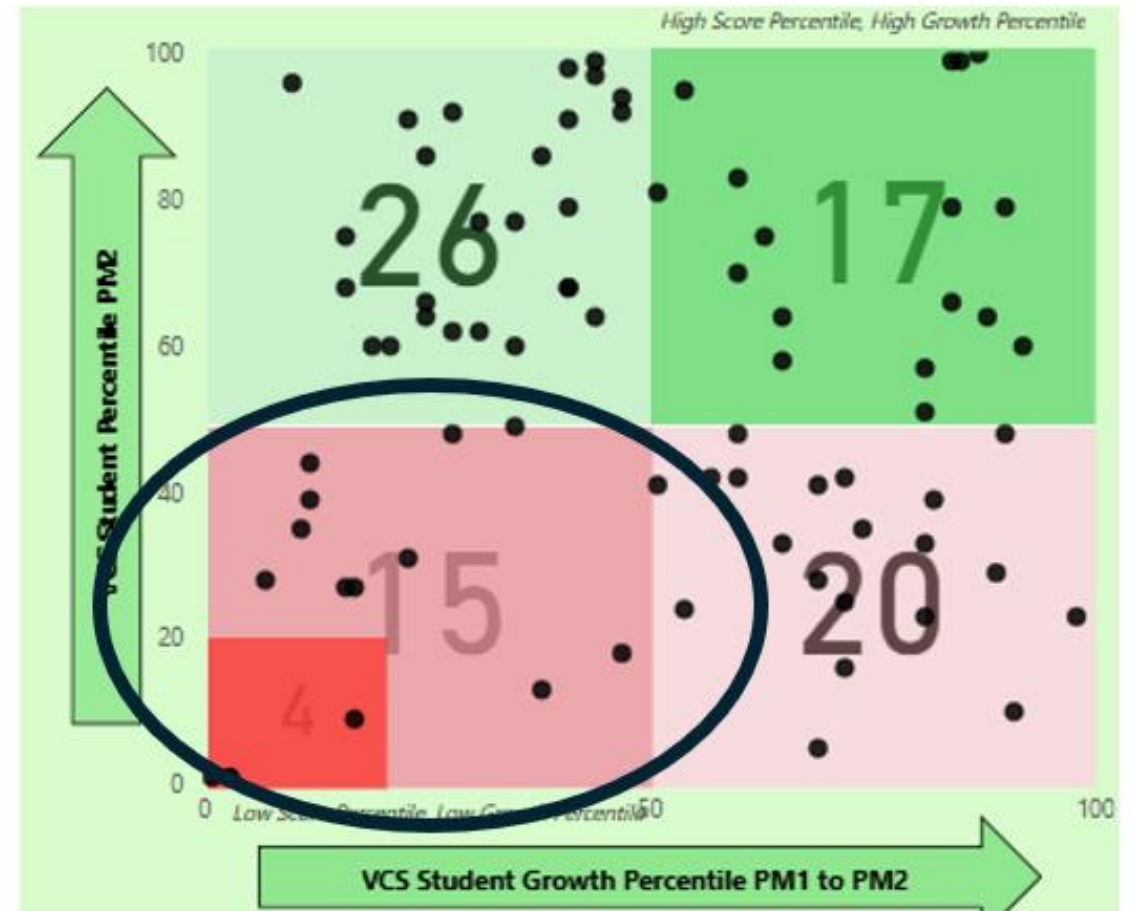
33. Which **two** details about the setting add to the problem in the poem?

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- B. "Was it a chair or a bookshelf-or was someone in the room?" (line 32)
- C. "Then I heard a creaking noise-was someone in the attic?" (line 35)
- D. "And in the light of day all my fears began to fade." (line 40)
- E. "I thought about the sleepover and how I had a blast." (line 43)

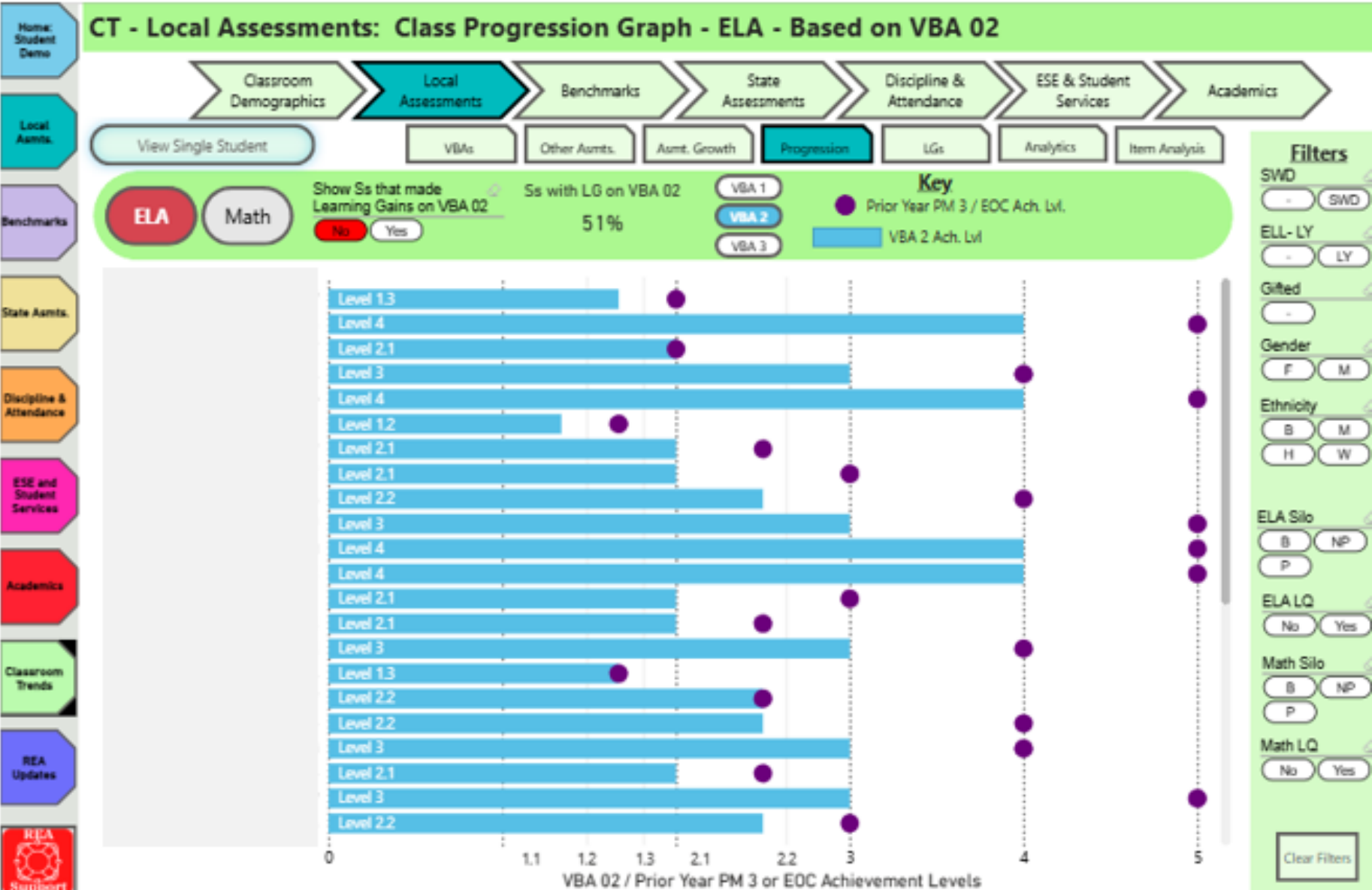
How can teacher teams identify these trends across groups of students?



Using our Student Data Dashboard, teachers can identify which students are struggling to grow and achieve on the State PM1 and PM2



Teachers can then cross reference the list of students struggling on the state test with performance on our VBAs.



Using this list of students, we can select these students in our “group builder” to see which benchmarks these students are struggling on.

Home Student Demo

Local Assmts.

Benchmarks

State Assmts.

Discipline & Attendance

ESE & Student Services

Academics

CT - Benchmarks: Custom Group Builder - Group by Students

Classroom Demographics

Local Assessments

Benchmarks

State Assessments

Discipline & Attendance

ESE & Student Services

Academics

Show Scores Between:

0.00

100.00

Reset Scores

Lowest 5

All Benchmarks

Overview

Remediation

My Strands

Bench. Growth

Feedback Card

Group Builder

Students

Benchmarks

Subject

ELA

Course

All

Assessment

All

Reporting Category

All

Clear

*Subject filter will bypass a blank course filter. This is primarily for teachers of a course without a district assessment, or teachers looking to support benchmarks of courses they do not assess.

Clear Student Selection(s)

Student Selector

Search

Self-Know District: 34302

Notation	Strand	Benchmark	Clarifications	Score	Qs
ELA.4.R.1.4	Reading	Explain how rhyme and structure create meaning in a poem.		15.63	6
ELA.4.R.1.2	Reading	Explain a stated or implied theme and how it develops, using details, in a literary text.	Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.	21.88	4
ELA.4.R.2.1	Reading	Explain an author's perspective toward a topic in an informational text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."	37.50	4
ELA.4.R.3.2	Reading	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text.	Clarification 1: Most grade-level texts are appropriate for this benchmark.	37.50	7
ELA.4.R.3.3	Reading	Compare and contrast accounts of the same event using primary and/or secondary sources.	Clarification 1: Introduce the terms "primary sources" and "secondary sources."	37.50	2
ELA.4.R.3.1	Reading	Explain how figurative language contributes to meaning in text(s).	Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idioms. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.	43.75	4
ELA.4.R.2.1	Reading	Explain how text features contribute to the meaning and identify the text		45.83	3

Filters

SWD

ELL- LY

Gifted

Gender

Ethnicity

ELA Silo

ELA LQ

Math Silo

Math LQ

Clear Filters

Teachers now dive into the specific items tied to the benchmarks to see what is causing student misconceptions.

Home: Student Demo

Local Asmts.

Benchmarks

State Asmts.

Discipline & Attendance

ESE & Student Services

Academics

Classroom Trends

REA Updates

REA

C.T. - Local Assessments: VBA Item Analysis

Classroom Demographics

Local Assessments

Benchmarks

State Assessments

Discipline & Attendance

ESE & Student Services

Academics

VBA's

Other Asmts.

Asmt. Growth

Progression

LGs

Analytics

Item Analysis

My Students' Item Analytics

Subject: ELA

Assessment: ELA 04 VBA 02 24-25

Item #: 16

Clear

Selection

Ct.

%

A

5

33.3%

B

8

53.3%

C

1

6.7%

D

1

6.7%

Item Reliability - Item Strength & Point Bi Serial

Exceptional Item - 0.55

Correct Answer

Item Type

Benchmark

B

Choice

ELA.4.R.1.1

% Correct

VCS L27 / U27

Median Time on Item

53.3%

0.33

0.96

0:03:02

Student Responses

Silo

LQ

Ach. Level:

Benchmark:

Yes

All

ELA.4.R.1.1

Clear

Student & Test Score

16

18

25

29

33

C

A.D

B

D

A.C

A

C.C

B

A

D.E

A

B.C

D

A

B.E

B

A.B

D

A

A.C

A

A.D

B

D

C.E

B

D.D

B

D

B.C

A

A.C

B

D

B.C

B

A.D

B

B

C.E

B

A.D

B

C

B.E

B

A.D

B

D

C.E

B

D.D

B

D

A.D

A

C.D

C

B

A.D

D

C.C

D

D

C.D

B

A.B

B

D

B.C

B

C.C

B

D

C

Assessment Booklet

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100% Reset zoom

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17. Read the sentence from paragraph 3 of the passage.

"On the counter, a tabby cat was standing on its hind legs, rummaging inside a cupboard for tasty treats to eat."

What does the word rummaging mean, as it is used in the paragraph?

A. searching through things

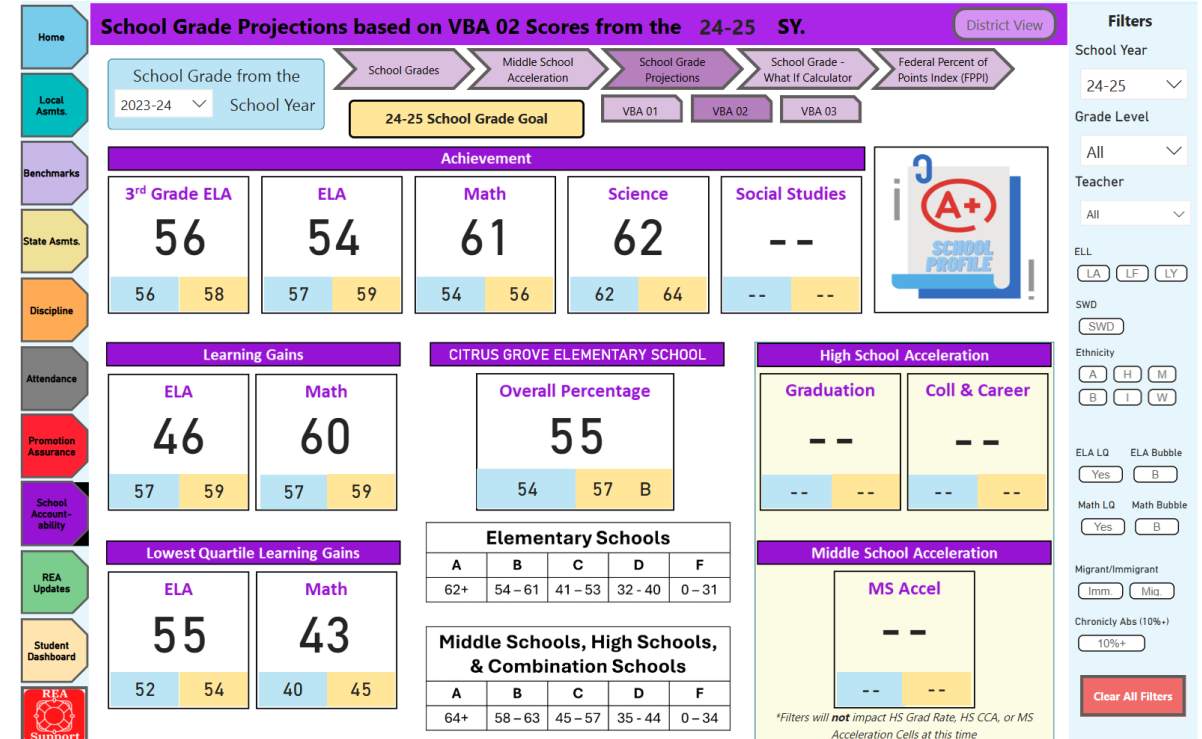
B. passing over things

C. removing things

D. stealing things

District Impact:

- Our district staff can view school level data to identify areas of concern.
- We can provide resources to schools tailored to their specific needs.





The Purpose of Our District Assessments

- The purpose of the VBAs is to monitor student learning throughout a learning process, providing ongoing feedback to both the teacher and student to identify strengths and weaknesses, allowing for adjustments to instruction and targeted improvement in learning.
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