* Please complete #18.
* No other specific changes are needed at this time. Please refer to the *General Suggestions* listed in the email sent by Heather Gage on March 3.



**TN Growth Measures Planning Document**

DEVELOPMENT TEAM: **PK-Grade 3**  DATE: February 18, 2011

INSTRUMENT SUGGESTION (include only one per document): **Children’s Progress Academic Assessment (CPAA)**

Each Development Team should consider and answer the following questions for EACH instrument they recommend to the TN Department of Education. Completed planning documents and evidence documentation should be emailed to [heather@educationfirstconsulting.com](mailto:heather@educationfirstconsulting.com).

***\*\*If the team is recommending a composite value-added score and/or a school-wide value-added measure, please go directly to number 19.***

**QUESTIONS FOR ALL DEVELOPMENT TEAMS:**

1. **Does the instrument provide a valid and reliable academic score that would measure student growth? Provide documentation as evidence. (e.g. score achievement definition/level(s), scale score scale definition and example, technical manual, technical research studies, etc…)**

*Yes, the reporting metrics used by the Children’s Progress Academic Assessment (CPAA) are built upon a growth model that allows teachers to examine student progress towards end of year content expectations. CPAA reports provide data that track each child’s acquisition of skill and concept level knowledge, pinpointing what specific skills require attention so that expectations can be met.*

*The CPAA assesses early literacy concepts (listening, phonemic awareness, phonics, writing mechanics, reading mechanics, reading comprehension) and mathematics concepts (numeracy, operations, patterns, functions, and measurement). Item content was developed in line with the rigorous standards set by the National Council of Teachers of Mathematics (NCTM) and the National Council of Teachers of English (NCTE) and is aligned with the Common Core State Standards (CCSS). CPAA reports reflect how student performance compares to state standard learning expectations (see Figure 1).*

*The CPAA contains discrete item banks for each of three testing windows, fall, winter and spring. Scoring metrics are built upon a growth model that places skill and item difficulty in relation to end-of-year expectations, and as such, content difficulty increases with each pass.  Thus, the performance level required to receive a score of “At Expectation” increases* *from fall to winter to spring.  Based on the growth model and scoring conventions of the CPAA, typical and adequate growth is reflected by constant concept scores across seasons and grade levels.  For example, a child who scores “At Expectation” in the three different administration periods is making adequate progress throughout the school year. In addition to rubric scores, the CPAA provides detailed “narrative reports” that describe performance in each skill area with respect to independent understanding, scaffolded understanding, and lack of understanding even with instructional scaffolding (see Figure 1).*

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|  | **Figure 1.** The CPAA reports state what the student was able to do during the assessment and compare that performance to what the student should be able to do, based on the Common Core State Standards (CCSS) for that students’ grade. This narrative detail, in combination with the rubric score designation, indicates if the student is adequately progressing towards meeting the end-of-year learning expectations. |

*The content and the expectations of the CPAA across grade levels (PK-3) follow a similar growth model and align with grade level expectations set forth in the CCSS. The CPAA reporting interface tracks average scores in the broad domains of literacy and mathematics, and in each concept area across multiple academic years (see Figure 2). The CPAA has demonstrated validity and reliability through a multi-state research study funded by the National Institutes of Health (NIH - no. R44 HD 048134). For further details, see the Children’s Progress Technical Report, attached as Appendix A.*

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|  | **Figure 2.** This progress graph shows student progress across multiple assessments throughout the year. Teachers can toggle to see progress throughout the current school year or across multiple school years for aggregate literacy and mathematics domains to achieve as overall sense of student growth towards end-of-year expectations or can choose to drill-down to review progress on specific concepts within each broader content domain. |

1. **Is the instrument valid and reliable? Provide documentation as evidence for each. (e.g. technical manual, technical research studies, face validity evidence, etc…)**

*Yes, the CPAA is a valid and reliable assessment instrument. Children’s Progress was awarded a research grant from the National Institutes of Health (NIH - no. R44 HD 048134) to examine the reliability and validity of the CPAA. The complete results of this study, which established the CPAA as a reliable and valid instrument for grades Pre-Kindergarten, Kindergarten, Grade 1, Grade 2 and Grade 3, are discussed in the Children’s Progress Technical Report attached as Appendix A.*

*Further, research shows that CPAA is a valid predictor of student performance on state tests. In a large-scale study completed in Mississippi involving 5,833 K-3 students, the CPAA demonstrated correlation coefficients of .80 for ELA and.78 for Math when compared with the Mississippi Curriculum Test, Second Edition (MCT2). Additionally, 90% of students who scored in the lowest range (i.e., “minimal”) on the ELA MCT2 and 95% of students in the same classification for the Math MCT2 score significantly below their peers on the CPAA. For more details, please see the 2010 annual report submitted to the Mississippi State Legislature [Appendix B].*

1. **Could the instrument be used for a statewide standardized administration? Provide documentation as evidence. (e.g. administration manual, administration criteria, effective standardized practices for administration, etc…)**

*Yes, the CPAA has been demonstrated as an effective tool for statewide standardized administration. In the State of Mississippi, since spring of the 2008-09 school year, the CPAA has been administered regularly to K-3 students in schools across the state. It is administered three times per year during Mississippi Department of Education (MDE) designated testing windows as a universal screening assessment in the fall and as a benchmarking assessment for tracking student progress towards end-of-year learning standards in the winter and spring. Assessment completion during each designated testing window across the participating statewide K-3 population (~98,000 students) has consistently been over 90%. Please refer to the Annual Report on the Effectiveness of the Literacy and Numeracy Screening Assessment Instruments released by the MDE in December 2009 [Appendix C] and December 2010 [Appendix B] for more detailed discussion of the statewide implementation of the CPAA in Mississippi.*

*The CPAA is delivered via computer (utilizing existing school technology) and is typically administered to an entire class of students at one time in a school computer lab setting. However, assessments can also be administered using classroom computers. Please refer to the CPAA User Manual provided as Appendix D for full instructions pertaining to the standardized administration of the CPAA.*

1. **Could the instrument be implemented in all classrooms statewide? If yes, what resources would be required? Provide documentation as evidence. (e.g. technology required or not, costs per student for administration, scoring, and reporting, time considerations for administration, collection, and reporting)**

*Yes, the CPAA can be implemented in all classrooms statewide, as evidenced by its statewide implementation in the State of Mississippi. The CPAA is delivered via computer and runs on existing school hardware (see CPAA Technical Requirements attached as Appendix E). The CPAA assessment software is distributed via a download link or provided on a CD. It can also be downloaded from our website (at* [*www.childrensprogress.com*](http://www.childrensprogress.com)*) once an educator has logged in with his or her assigned username and password.*

*CPAA administration requires the following materials for each student being assessed:*

* + ***Computer****, including basic* ***monitor****,* ***keyboard*** *and* ***mouse****. (Note, typing is only required during the adult login procedure. Children will only need to use the mouse to respond.)*
  + ***Headphones***
  + *Scratch* ***paper*** *and* ***pencil*** *(in case students would like to work out their calculations for mathematics questions).*

*Since the CPAA is computer-based, there are no booklets, sign-in sheets or any other items to be distributed or collected. After completing a 15-30 minute CPAA administration (assessment time depending on the grade level of the student), web-based reports are immediately available online. Assessment results are calculated and updated instantaneously as a student responds to each assessment item. Teachers can even view partial assessment data, if, for example a student completes only a portion of the assessment[[1]](#footnote-1). This provides maximum flexibility for educators and ensures that results can be analyzed right away – when they are most pertinent to instructional next steps. During the course of an assessment, item responses are continually sent over a secure channel to the Children's Progress network for processing.*

*To ensure maximum flexibility, reports can be viewed on any computer with internet access. Educators simply open an internet browser, go to* [*www.childrensprogress.com*](http://www.childrensprogress.com)*, type in their username and password and click “Go” (see Figure 3).*

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|  | ***Figure 3.*** *To access reports, educators launch any web browser (e.g., Internet Explorer, Firefox, Safari), go to the Children’s Progress home page:* [*www.childrensprogress.com*](http://www.childrensprogress.com) *and enter their username and password.* |

*Please refer to the User Manual provided as Appendix D for additional detail on administration procedures.*

1. **Does the instrument measure content that represents essential instructional objectives? Provide documentation as evidence. (e.g. instrument to TN curriculum comparison and alignment, depth of knowledge reporting and alignment, etc…)**

*Yes, CPAA content corresponds to the specific skills outlined in Tennessee state standards (i.e., Tennessee Early Childhood Developmental Standards, Tennessee Curriculum Standards for English/Language Arts and Mathematics). The CPAA is also aligned to the Common Core State Standards (CCSS). Children’s Progress provides support to educators as they use the CPAA to assess student achievement and progress against these new standards.*

*All content contained in the CPAA was developed in line with the rigorous standards set by national organizations, including the National Assessment for Educational Progress (NAEP), the International Reading Association (IRA), and the National Councils of Teachers of English and Mathematics (NCTE and NCTM). These standards reflect concepts students should know and comprise a comprehensive and coherent set of learning goals to guide curriculum development. By assessing the foundational skills outlined by national and state standards, the CPAA functions as a tool to monitor student academic progress.*

*Within CPAA reports, students’ performance is compared to relevant state standards (see Figure 1). For additional information, see Appendix F which demonstrates how the CPAA directly aligns to Tennessee state standards, and Appendix G, which shows CPAA alignment to Common Core State Standards (CCSS).*

1. **What scoring metrics are used for this instrument? Provide documentation as evidence. (e.g. scale score, scale, raw score, rubric score, etc…)**

*The CPAA provides both a quantitative rubric score on a 4-point scale and a detailed qualitative narrative description for each student. The CPAA rubric scores are:*

*(4) Above Expectation*

*The student was able to answer practically all the grade-level questions independently (and may have moved to questions above grade level).*

*(3) At Expectation*

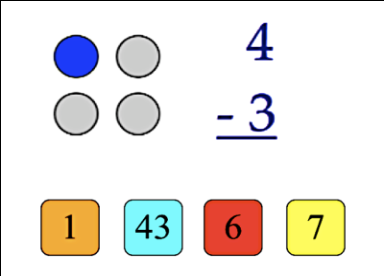
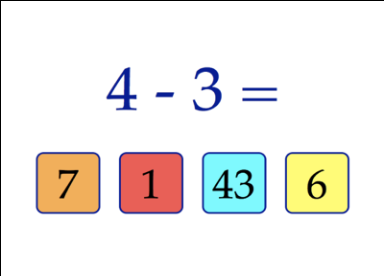
*The student was able to answer many grade-level questions independently; however, the child required scaffolding (assistance) on some questions.*

*(2) At Expectation*

*The student was able to answer many grade-level questions with scaffolding, but answered very few, if any, questions independently.*

*(1) Below Expectation*

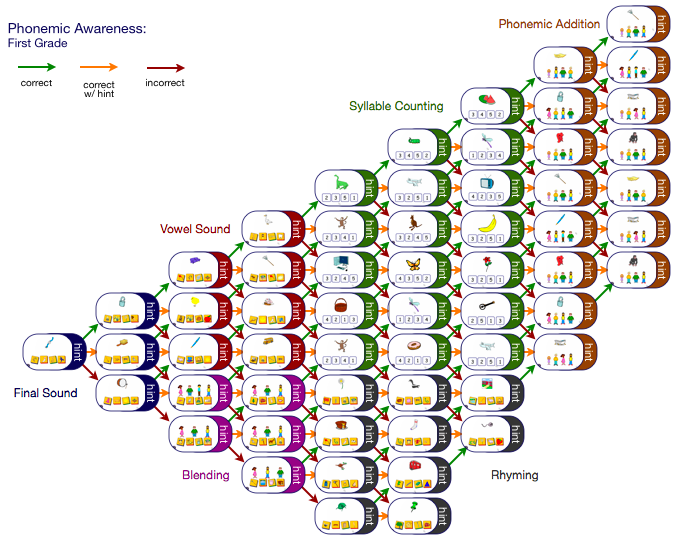
*The student was not able to answer most of the grade-level questions, even when given scaffolding.*



**Figure 4a (top).** A formal subtraction question. The child is asked to find the solution to the subtraction problem. If the child responds incorrectly, the child proceeds to the scaffolded question.

**Figure 4b (bottom).** The scaffolded question appears only if a child answers the question incorrectly. In this example, the number sentence is changed from a horizontal to a vertical presentation and the chil is also presented with a concrete example. [From this approach, a teacher is able to see what the child is able to do on his/her own and what the child can do with scaffolding.

*The CPAA is a formative assessment aimed at helping teachers deliver effective instruction so that students stay on track toward proficiency and consistently demonstrate yearly growth. Utilizing an assessment approach whereby incorrect responses are followed with scaffolded questions, children demonstrating mastery of a particular concept move to more advanced content, while those having difficulty are immediately presented with instructional scaffolding. The scaffolding is designed to quickly converge on the precise level of a student’s conceptual understanding. This process is designed to identify a child’s zone of proximal development (where instruction will be most effective) across a range of concepts[[2]](#footnote-2). Figures 4a and 4b feature an example of the targeted scaffolding procedures that are used in the CPAA.*



**Figure 5.** A sample of the structure of the assessment for phonemic awareness in first grade. The skills (e.g., final sound, vowel sound, etc) are arranged in a developmental manner, with more difficult questions placed on top

*Differing from traditional, norm-referenced testing, the Children’s Progress’ patented (Patent No. 6,511,326) dynamic approach to assessment adapts to children’s responses across items, not simply within them. That is, depending on whether a child answers a question correctly on the first try, correct with scaffolding, or incorrect with scaffolding, the child moves onto questions that are more difficult, of similar difficulty, or less difficult, respectively (see Figure 5). Through this approach, each response directs a child’s unique path through the adaptive assessment to identify a child’s zone of proximal development (where instruction will be most effective) across a range of concepts.. This method also identifies concepts that require foundational skills to be built up before direct instruction will be beneficial in order to achieve the goal of the assessment is to not merely determine which concepts have been mastered, but to identify which concepts are under development and therefore most likely to be mastered with appropriate instruction.*

*CPAA rubric scores are therefore calculated by comparing the relative difficulty and complexity of questions the child answered independently, with scaffolding, and incorrect after scaffolding. In other words, rubric scores reflect students’ response types (i.e. initial correct item responses, correct answers provided in a second response attempt, and incorrect responses provided in a second response attempt) in addition to the difficulty of each item presented. The four point scale is anchored by the end-of-year learning expectations set by each state, with a score of “3 - At Expectation” corresponding successfully meeting those standards.*

1. **Does the scoring take into consideration all cognitive levels? Provide documentation as evidence. (e.g. Blooms Taxonomy, learning domains, knowledge dimensions, etc…)**

*Yes, the unique adaptive and scaffolded approach of the CPAA is designed specifically to distinguish shades of conceptual understanding so that instruction can be targeted to areas within each student’s zone of proximal development, regardless of whether that student is performing at, above or below grade level. Full narrative reports make this detailed information available to teachers, while the rubric scores summarize it. From a Depth of Knowledge perspective, CPAA rubric scores can be conceptualized as:*

*(4) Above Expectation*

*The student demonstrates some depth of knowledge, in addition to basic fact recall for above grade-level content.*

*(3) At Expectation*

*The student demonstrates depth of knowledge, in addition to basic fact recall for grade-level content.*

*(2) At Expectation*

*The student demonstrates basic fact recall, but limited depth of knowledge for grade-level content.*

*(1) Below Expectation*

*The student demonstrates limited basic fact recall for grade-level content*

1. **What performance (achievement) levels have been determined for the instrument? Provide documentation as evidence. (e.g. advanced, proficient, basic, below basic, below proficient, mastery, etc…)**

*The CPAA produce rubric scores ranging from 1 to 4 for each concept assessed. Scoring metrics are built upon a growth model that places skill and item difficulty in relation to end-of-year expectations, and as such, assessment difficulty increases with each pass. Thus, the performance level required to receive a score of “3 - At Expectation” increases from fall to winter to spring. In addition to rubric scores, the CPAA provides detailed narrative reports that describe performance in each skill area with respect to independent understanding, scaffolded understanding, and lack of understanding even with instructional scaffolding.*

*The CPAA scoring rubric was established based on student response data from several thousand individuals across the country. See the CPAA Technical Report, attached as Appendix A, for further details.*

1. **Could an individual student growth score be calculated from the instrument’s score? Provide documentation as evidence. (e.g. scale score, gain score, rubric score, etc…)**

*Based on the growth model and scoring conventions of the CPAA, typical and adequate growth is reflected by constant concept scores across seasons and grade levels. Downward deviations from this trend are a sign that growth is inadequate and instructional intervention is needed. CPAA narrative reports pinpoint the deficient areas that need to be addressed. However, because the CPAA is a criterion-referenced assessment, it is appropriate to consider concept scores of “2” and particularly “1”, as indicative of inadequate growth over the student’s educational history. The goal of the CPAA is to provide detailed information to correct learning deficits and accelerate growth until the individual student or group of students meets expectations for the current grade and season. Nevertheless, steady concept scores (i.e. scoring a “2 – Approaching Expectation” for the fall, winter and spring CPAA passes), though below the desirable “3 – At Expectation” and “4 – Above Expectation” performance levels, nonetheless correspond to continual growth on an absolute scale.*

1. **What measure of growth could be used based on the instrument? Provide documentation as evidence. (e.g. growth score, TVAAS, norm population, etc…)**

*Growth measurement according to the CPAA model considers net change in season-to-season concept scores. In this model, neutral values (i.e., no change in score independent of standard measurement error) reflect typical and adequate growth. Positive changes in rubric score values across multiple administrations of the same assessment or between administrations of assessments of increasing difficulty (e.g., fall to winter) reflect superior results (e.g. intervention success) while negative change in rubric score values indicate that a child is falling behind. See Figure 2 for an example of the historical reporting and growth tracking features of the CPAA.*

1. **Could data be collected at more than one point in time? Provide documentation as evidence. (e.g. pre-post test design, prior year administration, multiple administrations, etc…)**

*Yes, data can be collected multiple times throughout the year. The CPAA is typically administered three times per year, in a universal screening and benchmark follow-up model. Because the assessment is adaptive, it may also be administered on a more frequent basis for progress monitoring each season without practice effects or excessive item exposure rates. It is also possible to administer only the literacy or mathematics component of the CPAA to focus these more frequent progress monitoring sessions.*

*As a universal screener, the CPAA is administered to all students three times per year, corresponding roughly to the following timeline: September [fall administration], December/January [winter administration], and March/April [spring administration]. Administration takes approximately 15 - 30 minutes (depending on grade level, with older students sitting for a longer administration time). The fall, winter, and spring CPAA assessments reflect advancing curriculular content towards end-of-year standards and increasing item difficulty. Using these screenings, a teacher can identify children who may need instructional interventions and closer progress monitoring to better ensure proficiency by year’s end.*

*As a progress monitoring tool, the CPAA is administered on a customized, high frequency schedule to track growth among children who initially perform below grade level expectations on the screening. For example, students who earn scores of “1 - Below Expectation” or “2 - Approaching Expectation” in any concept area can be instructed in the areas of difficulty and re-assessed on a monthly basis. Figure 6 shows a general timeline of typical CPAA administration as a screening and progress monitoring tool.*

*Please refer to the User Manual provided as Appendix D for additional detail on administration procedures.*

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| *::graphics from Nikkie:CPAA usage timeline smaller heading:Slide2.jpg* | ***Figure 6 (left).*** *General timeline for the standardized administration of the CPAA as a screener and/or progress-monitoring tool.* |

1. **Is the instrument designed for secure administrations? Provide documentation as evidence. (e.g. secure design, secure delivery, etc…)**

*Yes, the CPAA is specifically designed for secure administrations. Access to the software used for assessment administration is restricted to proctors with valid login credentials and SSL (secure sockets layer) utilizes a high-grade encryption (256 bit) to secure all communications with the back end servers, including logins and responses. Viewing CPAA web reports also requires valid login credentials and employs the same SSL encryption. Users with access to CPAA reports are limited to viewing only the subset of data that is available to them based on their access rights.*

*Student information and response data are stored on database servers dedicated to CPAA data storage. Likewise, the assessment and reporting functions are provided by servers dedicated to those functions. All database and assessment/reporting servers are on dedicated DMZ networks behind a firewall at a hosting provider where physical access to the servers is granted only to authorized personnel.  Login to the servers is restricted to employees who require access to support the operation of the CPAA, and all communication with the servers is done on an encrypted channel. Please refer to Children’s Progress’ Security Policy provided as Appendix H.*

1. **How are students with disabilities provided equal access through the instrument? Provide documentation as evidence. (e.g. accommodations, modifications, etc…)**

*The Children’s Progress Academic Assessment (CPAA) has been carefully designed to account for various accommodation conditions in order to provide educators and students with an optimal teaching and learning environment. By utilizing the inherent attributes and advantages of computer technology, the CPAA accommodates for setting, timing, presentation, and response conditions. The CPAA adheres to universal design principles and a great deal of research and testing has gone into the development of its content. All accommodations are available for students with and without disabilities.*

*The CPAA uses a “point and click” mode of response - only a mouse is needed to answer any question. The vast majority of items are basic multiple-choice questions, with the number of options ranging from three to nine. In addition, there are some ordering questions (e.g., alphabetic order, numeric order) that require a sequence of responses. Both item types have been demonstrated to be accessible and understandable to the majority of children. Care has been taken to design an interface that accommodates inexperienced computer users, using, for example, an oversized cursor and large mousing targets. In some cases, standardized administration procedures may need to be modified to accommodate children with special needs.*

*When assessing children with significant attention or behavioral difficulties, clinical expertise is required to determine the appropriate accommodations necessary for the child to participate. It may be necessary to have an aide or proctor present to observe the child and intervene if necessary. Assessment administration for children with attention and behavioral difficulties may be most successful in a one-on-one setting and quiet room free from distractions. Attempts should be made to remove objects and minimize distractions from the environment. Providing breaks during the assessment may also be helpful when the child appears to be fidgety or less attentive. The CPAA software makes it possible to easily stop and resume an assessment in progress.*

*Children with hearing impairments may also require accommodation to use the CPAA. First, the child’s primary mode of communication (e.g., American Sign Language, Signed English, written or auditory devices used for responding) should be considered to determine whether the child could reasonably understand and respond to the items. A specialist should be consulted to determine the most appropriate mode of communication for a child who wears hearing aids (e.g., headphones, speakers, or an amplification system). The child’s hearing aid should be tested immediately before taking the assessment to ensure that it is working properly. The assessment should be administered in a quiet room with no background noise and few visual distractions.*

*Because nature and degree of visual impairments vary significantly across individuals, appropriate use of the CPAA for children with visual impairments should be determined on a case-by-case basis. Consultation with a visual specialist who is familiar with the educational accommodations and needs of the child should be provided to determine whether optical devices (e.g., glasses, magnifiers) should be used and whether the child is proficient in the correct use of the device. One advantage of the computer administration is that the visual content is presented on a well lit computer screen and all text is in a large font, which is advantageous for children with slight visual impairments who might typically require large print test materials to complete visual tasks successfully. All items on the assessment provide verbal instructions and text is only used in items specifically assessing text-based skills.*

*When assessing children with physical impairments, several accommodations are appropriate including altering the seating arrangement, allowing modified response modes, providing breaks, and use of special equipment or assistive technology. Modified response modes may include enabling a child to provide responses orally, by signing, or by pointing depending on the child’s degree of motor control. Physical breaks or brief periods of rest between sections may be appropriate when a child is subject to fatigue in order to maintain his/her optimal level of concentration and focus.*

*For further information on appropriate accommodations for the CPAA, please refer to the CPAA Accommodations Report provided as Appendix I.*

1. **How are students exposed to the format of the instrument prior to the administration? Provide documentation as evidence. (e.g. practice assessments, item samples, similar instrument integrated into instructional measurement, etc…)**

*Prior to administering the assessment, teachers are given guidelines regarding how to introduce the computer activities and ensure that all children understand the mouse-computer interface. At the beginning of the assessment, young children (i.e., PK and K) are presented with a computer readiness assessment. This computer readiness screening begins with a “teacher” who gives general information to the child about the interactive task and some directed instruction on how to use the mouse. The computer readiness screener then asks children to follow simple verbal instructions and use the interface to click on different objects (e.g., “click on the balloon to make it pop!”). If the child successfully passes the computer readiness screener, he/she will begin the assessment. However, if the child has some difficulty with the screener, there is additional directed instruction from the teacher avatar. If unable to demonstrate proficiency with the computer interface after this additional instruction, the teacher is notified and given specific activities that he/she can work with the child on to build up the child’s computer skills and try the assessment at a later date.*

*Though motor skills development in the earlier grades is a generally held concern for the entire young student population, according to CPAA data from the 2007-2008 school year, only 0.81% of the 2,587 Pre-Kindergarten and Kindergarten students assessed had difficulty completing the computer readiness screening that precedes the assessment. In other words, for every 1 student unable to use the mouse without assistance, 123 were able to demonstrate sufficient control and understanding of the mouse and interface.*

1. **Are there any noted unintended consequences? Provide documentation as evidence. (e.g. bias, misinterpretation of results, restricting curriculum, fairness, etc…)**

*There have been no unintended consequences as a result of CPAA use noted among any of our users. As a formative assessment, the CPAA seeks to impact instruction positively for all students by directing teachers to specific areas that require instruction. In addition, because the CPAA is a computer-delivered assessment, all students are exposed to the same testing conditions, which creates an environment of fairness that exceeds other types of assessment procedures, such as one-on-one testing.*

1. **How does the instrument impact instruction? Provide documentation as evidence. (e.g. differentiate instruction, improve student achievement, direct student interventions, etc…)**

*The primary purpose of the CPAA is to positively impact instruction for all students, whether high or low performing. Unlike traditional assessments, which determine the presence or absence of skills or knowledge, the adaptive, scaffolded approach of the CPAA provides detailed information about the support necessary for skills and knowledge to be accessed and expressed. This approach is particularly well suited to young learners acquiring foundational skills. Teachers of young students recognize that skills do not simply emerge fully formed after a relevant lesson, but rather gradually become expressed in more independent ways. For instance, a child who can produce a rhyming word when given an example is at a different level of phonological development than one who does not benefit from the example, or one who is successful without the example. Thus, including scaffolding within a formative assessment provides richer information for driving differentiated instruction for each student. Knowledge about these gradations is crucial for effective instruction and intervention.*

*The structure and format of the CPAA is based on Lev Vygotsky’s socio-cultural theory of cognitive development. Vygotsky theorized that learning is based on the interaction between an expert and a novice, and that learning is accelerated when adults are able to identify a child’s “zone of proximal development” (ZPD). ZPD refers to the gap between what students can do independently and what they can do with assistance. ZPD can be operationally defined as the difference between a child’s actual developmental level, as measured by individual problem-solving, and potential developmental level, as measured by problem-solving when guided or instructed by an adult or more capable peer. The CPAA presents content in a patented dynamic format, which offers instructional scaffolding in response to any error a child commits, and then evaluates the response to this scaffolding. In this way, the assessment itself functions as the “more capable peer” and enables the discovery of the child’s ZPD for each tested concept. Using this innovative procedure, CPAA results offer rich and nuanced information about each student’s level of development across a range of skills and concepts.*

*Comprehensive narrative reports are automatically generated based on each child’s path through the assessment to communicate this nuanced information to teachers so that it can be used immediately to differentiate instruction. In addition to full narrative information and rubric scores, the CPAA provides targeted instructional activities linked to each possible developmental level for each skill. As Figure 1 shows, each sub-concept reported in the narrative report has an associated instructional recommendation linked to it. These recommendations align to the principles of scaffolded instruction and provide children with necessary material, whether “supportive,” “instructional,” or “challenging.” A number of user-friendly views enable classroom teachers to group children by their instructional needs in each content area.*

*Please refer to Appendix J, which contains a series of client case studies that describe how educators across the country use the CPAA to impact their instruction.*

1. **What are the barriers to using the instrument (statutorily, regulatory, etc.)?**

*There are no identified statutory or regulatory barriers to using the CPAA.*

1. **How has the team reached out to other educators in its representative category (grade/subject) for ideas? Please explain the result of that outreach.**

**IF THE DEVELOPMENT TEAM RECOMMENDS either a composite value-added measure (claiming of specific tested students) or a SCHOOL-WIDE VALUE-ADDED MEASURE FOR THE EDUCATOR CATEGORY, THE TEAM MUST PROVIDE THE FOLLOWING INFORMATION (instead of the questions above):**

1. **Please provide a brief description of the process the development team took that led to the decision to recommend using either a composite value-added measure and/or a school-wide value-added measure for evaluation purposes. Be sure to include:**
   1. **The rationale for this choice and why other instruments are not being recommended.**
   2. **How the team reached out to other educators in its representative category (grade/subject) for ideas? Please explain the result of that outreach.**

*NOT APPLICABLE*

1. Reports clearly note which students have completed the assessment and which students have only partially completed the assessment, so that the data is accurately analyzed. [↑](#footnote-ref-1)
2. The zone of proximal development is the difference between what the child can do independently versus what a child can do when provided with assistance. [↑](#footnote-ref-2)