

**HOME BASE WEBINAR FOR TEACHERS
USING HOME BASE TO SUPPORT
FORMATIVE ASSESSMENTS
SEPTEMBER 12, 2013**

MR. URBANSKI: Hello everyone the line. Thank you for attending today. My name is Dan Urbanski.

I'll be your guest host for this afternoon's webinar.

Well, while we're getting started and settled in, I would just like to real quick do an audio check for those of you who are on the line. If you could please on your dashboard just raise your hand, let us know if you can hear my voice okay. Great, we're getting a couple hands. We're getting a lot of hands, okay. Thank you for that. If for some strange reason you cannot hear me right now, anything I'm about to ready to say will not be heard, but if you are having audio problems -- yes, thank you, that was humor -- if you are having audio problems, my best recommendation is that you sign out of this webinar and sign back in.

That usually clears most problems.

Okay. Today our formal webinar is about to begin. I would like to welcome you again and thank you for attending. Thank you again for the support of the Home Base system and product. Today we'll be focusing our webinar as one in a continuing series aimed directly for you in the person in the teacher-user role.

With us on the webinar today we have Ms. Carmella Fair. Carmella, hello.

MS. FAIR: Hello, everyone.

MR. URBANSKI: And she is with DPI and the NC Falcon Team. She'll be discussing our main topic with us today.

Also on the line from Pearson Learning is Jason McCormack. Jason.

MR. MCCORMACK: Hello. Good afternoon, everyone.

MR. URBANSKI: And also from DPI we have joined us here today, Director of the Learning Systems, we have Sarah McManus.

MS. MCMANUS: How are you all doing?

MR. URBANSKI: All right. Now, just some housekeeping items. For those of you that have an attendance today, we have a fairly good-size room. I will make sure that a copy of this reporting will be made available to you. A special little tip for those who are on the line with us, I'm reporting this and I will be able to send an email out to you either late on today or tomorrow with the actual recording. It usually takes several days to get posted up onto the Home Base website, so I'll -- you'll get your first so you can start using it and reviewing it and training in your own locations.

With that, I'd like to go ahead and turn control of this meeting over to Carmella Fair who will be leading us in the discussion with formative assessments and the express test tool. So I'm now changing the screen to Carmella. And I don't see that you're looking here. You want to bear with me one second folks. I'm trying to swap the screen. There we go. All right. Carmella, it's all yours.

MS. FAIR: Thank you, Dan. Okay, so the first part of the webinar today is going to be about formative assessment, and the second part will be about express test. And one of the things that we want to show you today is that the Home Base system can be used to support formative assessment as a process, and then the express test tool can be used for more summative tests.

So one of the things that we want to talk about is overview NC Falcon just as a reminder for those of you who maybe haven't been to NC Falcon or maybe it's been a while, we want to look at the meaning of a balanced assessment system and how that relates to formative assessment and then talk about using Home Base to support formative assessment again as it is a process.

So in NC Falcon, we talked about determining where students are in the learning process and basically understanding the data that comes out of that to inform instruction and learning. Formative assessment, as given in NC Falcon, is a process that teachers and students use while instruction is occurring. And from that particular process, feedback is used to adjust instruction and to adjust student learning. This is to help students improve their achievement of those goals that are outlined for them as far as their learning

is concerned, so this is our State-adopted definition of formative assessment. It's really important to just have you to understand that. As we speak of formative assessment, we talk about it as a process, not as a product, not as a paper and pencil, not as an item bank, but as a process that has many attributes that contribute to it.

So we want to talk about what is a balanced assessment system because formative assessment is clearly a part of North Carolina's balanced assessment system. So in our balanced assessment system, we do want to make sure that we're covering formative assessment, interim and benchmark assessment, and summative assessment.

The formative assessment, as you can see on this particular diagram, is the biggest part, and this is the part that occurs in the classroom. This is the part that teachers and students are involved in that are ongoing daily, minute by minute, used to adjust those instruction and learning.

The interim and benchmark assessments are important. They occur in the classroom as well, but they also occur as through the school, the district and the State, as well as the summative assessment.

Our focus today is going to be on formative assessment and understanding how formative assessment can be utilized in the classroom, but how it can also be used to support or integrated into the instructional system.

So this is another part of this visual that shows that formative assessment actually, again, is a key part to the daily classroom instruction routine. Formative assessment would be used throughout the classroom as the teacher is teaching day to day with students asking themselves the questions that you see here on the right, where am I going, where am I now, and how do I close the gap, and teachers asking, "What do we want the students learn? How do we know if they learned it? And what will we do if they have learned it? What do we do if they haven't learned it?" This is a visual that was developed by DPI's formative assessment committee to show here are some steps that we can follow basically to go through this process of ensuring that not only are we using formative assessment and students asking questions and teachers

asking questions, but that we also use the benchmarks and the summative at the point where it's time. When it's time at the end of, as you can see here, the unit test, so at the end of the unit it may be at the end of the chapter, maybe at the end of the school year.

But we want to talk today or primarily focus on what are those things that we can do as formative assessment is being used day by day in the classroom. So first of all, considering that we're using a balanced assessment system with formative benchmark and summative, also using data and feedback to align with the instruction mainly to fit individual student needs, and then preparing to implement formative assessment after using NC Falcon module. So if you have not been through the NC Falcon module, that would be a very good place to start to get a ground hold on the State's definition as well as the individual modules that support the attributes we'll talk about today.

So how does formative assessment look in the classroom? Well, the attributes of formative assessment that is effective includes providing learning goals and targets for students, having criteria for success so that students know how to meet those targets, an effective use of learning progressions for scaffolding, and then providing descriptive feedback and allowing self-assessment as well as peer assessment during the instructional process. Those are the things that we want to talk about how Home Base can support these particular attributes.

Now just to be clear, examples of collecting and documenting evidence of learning while formative assessment is occurring because you remember, formative assessment is a process. During that process, things like discussions, learning activities, descriptive feedback, conferences, interviews, reflections and journals and teacher observations may occur. These things would be ungraded as either classwork or homework and they would provide information about where students are in their learning. Teachers would use information from these particular strategies for collecting and documenting evidence to adjust instruction and then help guide students in their learning. Students may be self-reflected and they may also know where they can make adjustments as well, but these are the type of things that we think about

with formative assessment. We don't think about items and we don't think about looking at something on paper and pencil as far as grading. We think of things that are going to give us information about student knowledge aligned to the learning targets and to the criteria for success.

So this is pretty much our overview of formative assessment as it's presented in NC Falcon. So if you haven't been to NC Falcon, that link will be shown to you a little later on and that will be available in the materials that are available to this website, and you'll be able to go there and actually see each of these modules that support the different attributes that I talked about here today.

So now we want to talk about, well, how can we use the system like Home Base to support formative assessment because many of you may have been on some of the demos and some other webinars, and you may have seen a lot of the information that's more quantitative. You may have seen percentages. You may have seen graphs and things that indicate numerical grades or where a student stands as far as their performance or achievement based on levels.

We want to talk about what some other ways that we can get information using the same system, but using it in a different way where we're not grading and where we're not putting the grades in the grade book. So that's what I want to share with you using some specific tools that you have either already seen or you'll become aware of in the Home Base system.

So we talked about the formative assessment attributes. Those are on the left side of the screen. And then we also will talk about some Home Base tools that align to these particular things on the right side. We want to look at instructional materials, student performance, and creating items or questions in the Home Base system as a way to support these attributes.

So one of the things that we'll talk about is the student profile. This is a place where you can go and you can really begin here, if you don't have any other data to start with, or if you have specific data in the student profile that you know would help you get to understand where individual students are in their learning or where students are as a class in their learning. If you use the student profile, you're able to

help students consider where they are now in their learning and how they can possibly close the gap by looking at how the student has performed in the past as well as looking at things like enrollment, programs, discipline and overall performance.

When looking at this information, it's important to remember that you're not grading or evaluating students from this information, but you're actually using it to make decisions about what to do as far as instruction is concerned, what type of resources students need to have access to. So in the Home Base system, you would actually go in to the classroom tab and there you would see student performance.

When you click on student performance, then you would be able to actually go in and see a student profile after you select the student name, so if you remember from previous demos and training, when you see something that's in blue, you are able to drill down by clicking on that, so you would see a student name after you click on student performance and you would actually be able to click on a student. So in this case, I've clicked on Susie Ackerman, and this is what comes up. So notice the tabs across the top, student overview, standardized test, disciplinary incident, enrollment programs, benchmark tests, and classroom tests. I can go into any of these tabs and actually look at data or information that is there.

Some of that information, as you can see from the benchmark and the classroom test, there may be things in the standardized test tabs, maybe things that are more quantitative in nature; however, I can still look at that information and use it help me make some decisions about where I may be able to go in my instructions. So this would be the use of the student profile. You would just take the information to get an idea about where to go with this instruction to start. You could also use specific resources once you have identified where individual students are in their learning, and once you've done that, you can also decide, well, what types of things may help the student either continue to excel where they are or maybe the student needs additional information to strengthen in that particular area. So the information may be used to identify additional things from curricula, units, lesson plans, assessments, or resources. So what you would be able to do is within the Home Base system, you would be able to find resources that are

aligned to specific standards. You would also be able to go in and look at different things that are in the instructional materials section. So you would go to classrooms again, look in instructional materials or click on that, and in this case if you're trying to do something like a lesson plan, you would click on lesson plan, if it's not already selected, and then you would click go. This would also be a place within instructional materials where you could go and just search for materials or resources or curricula or any of those things that I mentioned earlier. So the benefit here is twofold in that you can look for several things in this particular area.

So the lesson planner would be an instructional material component that helps us be able to identify if there are any targets and criteria for success as well as the other attributes that you see listed here that we talked about earlier in the beginning of the webinar.

So once we select lesson plan, notice the tabs across the top. You have a Section 1, 2, 3, 4 and 5. Sections 1, 2, you're designing the properties that the particular lesson plan that you make create. Section 2, you're aligning with standards, so you would have the opportunity to actually select specific standards that you would want to include in the lesson plan, but I'm really interested in showing you Section 3 here because within this pre-defined lesson planner, Section 3 actually shows those critical attributes for formative assessment that you can select to be a part of your lesson plan. This is where you can explicitly plan to include the formative assessment process in your instruction.

So here you would click on those things again that you see in blue. You're able to drill down. So you would click on learning target criteria for success, and then you would be able to enter them into a textbox that comes up. The same thing would be true for let's say collecting and documenting evidence of learning or student's self-reflection and action steps. This is where you would actually enter in the plan for those particular things or those specific learning targets that have been identified from the State of standards or from the local objectives that you have. So this is an area where you can actually address all of the attributes, the formative assessment, in the lesson planner.

Also, Section 4 of the lesson planner would allow you to be able to select as an instructional resource type formative assessment. Therefore, if you put this in the system and it's available to other teachers at your school or if it becomes available in the district or at the State level, others would be able to search for formative assessment and your plan would come up and they would be able to see that these attributes are identified in this specific lesson plan aligned with some specific standard. So this would be something that others would be able to utilize to support the formative assessment process as well. So there are other areas that can be checked, but just wanting to highlight the use of the formative assessment one.

All right, so again, if we go into instructional materials, this is what it would look like if you're just going to search for specific resources. If you happen to know that maybe there's a certain standard that you need to cover, that you need to give it more coverage or that there's certain students in the class that need some more additional resources to support a particular standard, this is where you would go, back into instruction materials and you would actually use the search feature. You can search by standards. You can search by materials. All of that will come up at the top of this particular page.

Also notice you can search by the subject, by the grade. In this particular instance, you can see that Mathematics and sixth grade is checked, and so on the screen you can see over to the right-hand side on the colorful end that is basically showing how many resources support curricula, instructional units, learning plan, assessment and then additional resources. So this would be what this screen would look like to indicate, okay, yeah, there's some things that are available that can support this.

You can also drill down -- many of those terms were blue, so you can drill into one of those things that come up from the search and actually go in and see more detail. From here, you can see the specific standards that are addressed on this one particular sixth-grade component of ratios and proportional relationships, and you'd be able to go in where you see those blue numbers under each of those particular things. You could click on the number and it will bring those materials up, those resources, assessment, lesson plans and instruction units, it will bring those up and you'll be able to go to those and actually save

them. You can download them. You can include them in your planner. You can place them in many areas to be prepared or ready for you to utilize or to assign the students for use.

I also want to share with you that you can create questions. Now this is a big feature that will be so helpful with the formative assessment process. This will help students answer the question where am I now, how do I close the gap. It's important that you can understand to determine that students are where they are in their learning by creating open-ended questions. When you create these open-ended questions, what would happen is as the teacher, you would want to read and reflect on the question and then you would basically want to let the students respond, and once you read and reflect, you would provide the students with feedback so that the students can basically display where they are in their learning, so this would be a way of collecting and documenting evidence of student learning.

Also, when you provide students feedback, keep in mind you won't be providing grades, you won't be providing just simple comments, but you will be giving them some descriptive feedback about their learning as it connects to their learning targets and criteria for success, and this should, in turn, help provide the students some guidance about their learning.

So in the formative assessment process, once again we want to mention that evidence of learning is not graded. So what we would do to be able to create questions to support the formative assessment process is once again go into this particular site and we would go into the assessment administration part and click on "create." When we click "create," this next window comes up where we can create an item. This particular item that we're going to create is one to support formative assessment. So what we want to do is mainly create an open-ended item, and notice that we have these options. We have multiple choice, true-false, gridded, open response, in-line response, matching and task. So notice the one that's boxed off in red, that's the one that we're going to select for this particular example, but there may be instances where you select some of these other types of items, but the main point would be that it would be ungraded, okay. And we'll talk about how you can do that and still be able to provide the students with

feedback.

So here's a sample of a question, and this particular question is, "How do you know you solved the equation correctly?" This would be an open-ended type question. You'd be able to assign this to students. Students would be able to respond, and then you as the teacher would be able to go in and weed the responses and provide feedback.

One of the things that you would want to make sure that you do is set the maximum points to zero because remember, we're using this to support the formative assessment process so we would not want it to be graded or entered not the grade book. We would want feedback to be provided to the students so that they can take the feedback and use that to guide their learning to know where they are or where they need to go as it's indicated in the target and the criteria for success.

So here is just a simple quote about feedback indicating that it's important for students to have this feedback because when we give students feedback, that gives them hope of being able to succeed.

Learning is something that is worth the energy that it takes for them to get there, and it's worth for them to keep trying. It's worth it for them to keep trying. But if they think there's no hope it's not going to matter what anybody decides because they're going to stop the learning. So we want to provide students with feedback because we want them to know that here you have some strength, here you may have some things you need to work on, but regardless of which way it is, that there are some things that you can do to continue moving your learning forward. And that's a very positive message for students. It doesn't cause them to shut down or to stop, and so this would be something that could definitely help students, especially those who may sometimes really need a little additional work. It may help them actually see what work they need and be able to move forward without having to get a whole lot of assistance.

Student explanation is a feature that is also available that would help in terms of providing a reason that a response is correct and also helping to elaborate on possible misconceptions and error. Students will be able to view the student explanation, but it will only be after they complete the particular question that

you've assigned or the particular resource that you've assigned to them.

So what that looks like in the system is this, let's say, for example, is a multiple-choice item, and this was created just like we talked about creating a question. The only difference is multiple choice was selected.

When this particular thing comes up, this is what students would see after they've taken the assessment and/or the particular open-ended item. After they've taken that, they would be able to go back and see that the choice that they made was answer A. That particular answer was an incorrect answer. They can see by the coding here, but then if they look at the other answer choices, B, C and D, it's very apparent to them that choice B is the correct one, but then the explanation has been entered in by the teacher to tell the students why B is correct and then what it is about C and D that indicates that it may not be as correct as B or that they may not be correct answers at all. This would be a way for students to be able to reflect on their own work as well as to promote continuous discussions among students as peers and with the teacher about their learning.

This is where the student explanation tab actually lives or the link lives. When you create the item, this is going back to when we talked about creating the open-ended item, there's a place that has student explanation and with a green circle, teacher explanation. You would clean on this when you're developing the item and you would put in the explanations for the choices as you go. This would ensure that the explanations are there, that you may be able to address misconceptions, and that students are going to get this information when it becomes available to them without having to wait.

The teacher explanation that I mentioned is a feature that students won't be able to see, but other teachers whose assessments or items are shared with will be able to see. And the beauty of this is that teachers can collectively analyze their shared materials and observe successful practices. They can also participate as members of learning communities and focus on student learning gained through the insights that are entered in the teacher explanation. So for new teachers or for teachers who may be veteran teachers, this would be a way for them to communicate information about particular assessment items or about

particular things that they would like to include in assessment items in the future. This is a great way in terms of formative assessment of collaborating and reflecting as a teacher to determine the learnings that you want students to have as well.

So these are some things that actually support the use of formative assessment through Home Base, and I hope that this will be something that you'll be able to use in your classrooms as you're continuing to use formative assessment. And I'd also like to point out that we have some things that can support you using Home Base to support the formative assessment process.

Some of the things that I mentioned today, I did mention the NC Falcon website, this information is also going to be available on the Home Base site where we have NC Falcon information located as well, and then we have documents to support what you saw on the slides earlier. The balanced assessment system, there were two slides that showed the balance graphic, and then that particular balance graphic you were able to see where formative assessment lies on the system, which is in the classroom at the classroom level. That document is available as a two-page document. There's also a document that shows how to use Home Base to support formative assessment using the information on the slides that you just saw.

That information shows you the screenshot very similar to what was shown here, as well as information about how formative assessment is being supported. It gives some detailed information about the questions that are being supported that students can ask as well as information in terms of the attributes of formative assessment. This information will be made available to you so you will have access to this, so if you don't have a chance to get it copied down, you'll have it in a document.

So leading into the next part of the webinar, I do want to mention that in the balanced assessment system, we have the formative, the benchmark, and the summative. And the thing about formative assessment, which is the piece that I just covered, is that it occurs daily. It's not graded. It's a process. It involves using descriptive feedback. It continuously done in the classroom and it's an assessment for learning. It helps the students move forward in their learning.

The benchmark and the summative also have clear purposes in learning where they occur at specific times. They both are more product-based. They both provide some sort of feedback that may either be interim feedback or evaluative feedback. They're both periodic. And they're basically assessment of learning where students are going to learn something about their level of learning or they'll get a grade or they'll get a letter or something that just basically indicates a point where they are in their learning for that time.

Some of what you're going to hear in the express test presentation will cover this, so it will be more along a summative or benchmark level, whereas what I just discussed with you was on the formative side. So think about the differences between the two as you hear the presentation on the express test and keep in mind that this system can support both the formative and the summative side of assessment.

So next is Jason with express test.

MR. URBANSKI: All right, thanks, Carmella. This is Dan again. I'm going to go ahead and start --

MR. MCCORMACK: Thank you very much.

MR. URBANSKI: -- switch the control over to Jason. You should now have control of the meeting.

MR. MCCORMACK: Just before we start, did you want to open up for questions, Carmella, just to see if anybody had anything on the formative assessment?

MS. FAIR: Uh-huh. Does anyone have any questions on any of the formative assessment information?

As I mentioned before, we do have some documents that we do want to make available to you. We want you to get these documents. We want you to use them. I want you to contact me if you have any questions about them. And please, just keep going to NC Falcon. The information there is totally awesome. It's a great place to go.

So are there any questions that we can address now before we move into the express test?

(PAUSE)

MR. MCCORMACK: So just a reminder to anybody, if you do have questions, you can just type them

in the question box on the right-hand side of your screen. I know that a couple of people have already done it and we're doing our best to get in there and answer all of your questions. But while I'm doing the presentation on the express test feature, if you do have any questions for Carmella, she's sitting back and just waiting very patiently to get any of your questions that you might have. And I'll just wait for Carmella to give me the go-ahead and we'll begin with the express test.

MS. FAIR: Go ahead.

MR. MCCORMACK: All right, perfect. Well, welcome everyone, into Home Base IIS. I have logged into our North Carolina training site, and today I am logged in as a teacher.

When it comes to the express test feature, it is a real nice and easy tool to jump into and create an assessment for students especially when you know that you've got certain standards maybe that students are having a little bit of difficulty with or if you just want to check to see where students are when it comes to it.

So to create an express test, we'll just scroll over the top of assessment admin, and I'll go ahead and click on "create." When I click on "create," I'm going to be given three different options, and we did see this from Carmella's slide already. We looked over here on the right-hand side creating an item, but over on the left here, we've got two other options, creating an express test and then creating a test manually. The express test feature is a real nice one for more or less like a check for understanding as opposed to we would probably use the create a test manually for more unit tests.

So we're looking at creating an express test today, so I'm just going to go ahead and click on "start" now. And the first thing that I have to do when I click on create an express test is I actually have to go in and give my test a name. Whenever we're talking about giving our tests a name, the first thing that I would suggest is coming up with a simple and easy-naming convention for yourself. Naming conventions, the big thing to keep in mind when it comes to these tests is that anytime that you create an assessment, it is going to be available for you forever and ever, basically. So I'm just having some difficulty here getting a

slide over. There we go.

Here's just some of those suggestions that we actually give out when it comes to actually test planning.

So naming your test, you'll give it a subject, maybe a grade level, your test title, and then your school year. Down at the bottom you'll notice that we've got one in here for modified as well, so we'd just throw in an F or an M in there.

One of the other options that you may have if you were going to more or less follow along with creating open-ended questions like Carmella went through, you might want to add possibly an NC in there so that you would know that that is something that is more or less related to formative assessment. The nice thing about this is that later on when you do come up with a nice and easy naming convention, later on you'll be able to just search for this, so if you did have, you know, maybe NC, you could go in to your test, find a test, just type in NC and you'll be able to find any of those tests that you've created. I won't call them tests; I'll call them formative assessment pieces, all right. So come up with a real nice easy naming convention for yourself and then later on it's going to make your life easier to find your assessment.

So I'm going to go in and today I am going to be creating a math test and it's going to be Algebra. I'm going to put my initials in there. It's going to be -- actually, one second here. Grade 6, 2013, and then I'll throw my initials on the end of it. So the next thing I have to do, of course, is select the subject that goes with it, which is Mathematics, the grade level, which is going to be 6, and as I move down the screen, I can actually select the test category, and in this case it's going to be a My Classroom Test.

Keep in mind when you look at your test categories, you're going to have in most cases as teachers you'll see My Classroom. You may see Shared Classroom as well, but in this case I have super powers, of course, because I am on my training site. I'll scroll down the page just a little bit, the next I have to do is actually select my preferred standards documents, so I'll just use the drop-down and I'm going to select the Mathematics standards, which is the second one down here, and then as I move down the screen, I've

got a couple other things that go along with it.

The first option is answer-key only, and this is not an option that we'll be using. But the next one down is something that may actually come in handy with the formative assessment piece is you can actually enable student comments, so as a student finishes an assessment, they'll be able to add any comments or any feedback back to the teacher if you chose to enable that.

Moving down, you can hide item content from test results. That's basically allowing students to find out what mark or grade they got on the assessment or what grade they got on the assessment and you could actually go down all the way to what Carmella spoke to about with the student explanations.

And then the last, of course, is enable tools, and if I just click on yes here, basically what you're going to allow the system to do is you're turning on the tools that you want students to have access to if they are taking this particular assessment online.

MS. MCMANUS: Jason, just a point of clarification for the group just so they're not confused about what Carmella just went over and what you're going over, so it's a very similar process to what Carmella went over. When Carmella talks about doing formative assessment, there's no grading involved. When Jason is showing this, he's showing you option of using formative assessment where it's not graded or if you're going to use something in a more summative manner or using it for your benchmarks, then you would grade it. So I think -- I just wanted to make sure that clarification was while Jason's showing some of the similar things that Carmella showed, it can be used for both purposes. Thank you, Jason.

MR. MCCORMACK: Uh-huh. Ready to go?

MS. FAIR: Uh-huh.

MR. MCCORMACK: Perfect. Okay, so once I've selected the tools that I'm going to allow the students to use during the assessment then, I'll just go ahead and click on "select standards." When I click select standards then, as I scroll down the screen I'll see all of the common-core Math standards, the subject Mathematics for grade level 6 and, of course, I see all of the standards now that are aligned with that.

From there, I can see the items that are available on the left-hand side, so I can see just a real quick glance for geometry, there's 400 items available. Of course, I'm going to be using Geometry today as an example, so I'll just click the plus sign and I'm going to start drilling down to the substandard, so as I drill down, I'll select the standards that I'll be using for the assessment, and in this case I'm going to pick these three, and then, of course, scroll all the way down to the bottom.

When it comes to creating an express test, I would suggest always trying to drill down to the substandard or as far down in the standard as possible. Basically when it comes down to your reporting, it's going to give you a lot better idea of where your students are performing or how your students are performing.

I'll scroll down to the bottom again and I'll just go ahead and click on "add to test map."

When it comes to express test, one option that I will suggest that everyone should use is you'll click on the "advanced options" tab here and you'll exclude items with passages. So I'm just going to click on "exclude items with passages." That's going to re-filter my items here and then from there I can just go in and I can select how many items that I actually want for this assessment. What I would suggest is always bring in more items than you really want for this particular assessment, so if I only wanted this to be a ten-question assessment, I may actually bring in 15 questions and that will allow me to go through and customize the test to how I want it.

So I'll just say that there's going to be five questions on each one, scroll down, and then go ahead and click on "build express test." So the system has gone out and has built me a test, and I can actually see that there are 15 questions on this particular assessment. And keep in mind what the system does is it just goes out and grabs out of those 400 items that were available, it just grabs 15 questions or it grabs, you know, a number of questions that are aligned with the standard that you've selected. So it doesn't have any rhyme or reason for the questions that it brings in. It just knows to go out and grab the items that you asked for or the number of items that you asked for.

So at this point, because I brought in 15 questions, I do have the ability to go through and I can delete

questions by clicking on the "actions" tab. I can remove items from the test, and that's what I'll do to create this particular assessment the way that I want it or to bring it down to the number of questions that I actually want on this assessment.

Moving from there then, the next option -- and you really want to make sure that you follow the next option, and that is to go through and preview your online test. When you're in -- at the very beginning of your assessment, you'll notice that we're in the private-draft stage, and this is where you can make all of the modifications that you wanted to make to your assessment. So, in fact, you could go through, you could edit, you could replace this item, and you could even decide to turn the timer off if you chose to put a timer on this particular assessment. And it would just turn the timer off for this particular question.

You still have the ability to add an item as well and you can also add instructions for the overall assessment.

Keep in mind that all of these options are available to you at this point because you are in the private-draft stage. Once you move past the private-draft stage and into ready to schedule, you will not be able to customize the test anymore. It basically puts that test into a lockdown mode, so what I always suggest to anyone is to always go through and preview your online test before actually moving through your assessment into the next stage.

Now, we're going to say just for time's sake that we've gone through and we previewed our online assessment, so I'm going to take this test and I'm going to go through to the ready-to-schedule phase. It does give you a warning saying, "Are you sure you want to?" And, of course, you are smarter than the computer so you're going to say okay. And then from there, we're going to get to the ready-to-schedule phase, so if I just use this drop-down now, you'll notice that I cannot go through and edit. The only thing that I can actually do is modify the mark or the grade for each one of these tests. So if I wanted to, I could change it. Maybe this particular test item is only worth one point. I could go through and I could make it zero points or I could make it ten points if I wanted to.

Once I've done then, of course, I'm just going to go ahead and click on the schedule option, and when it comes to schedule, you'll notice that we do have a couple things on here that are mandatory, so we've got these little red asterisks to let us know that we have to do this, so we'll select the start date of the assessment and I'll just go ahead and click on the 12th today, and it automatically brings the end date to one week later. If you wanted to modify that, you could certainly do that. And then, of course, you'll put your score due date in. And the score due date really comes down to when do you expect to have all of your grades inside of the system.

Moving down the screen, one thing that is not on this particular training site is right underneath our prevent students from accessing the test results until after the end date, you will actually see a piece in here or another checkbox that says "share my grades with Power Teacher Gradebook." And if this box is checked, you'll actually be able to -- when the students are finished this assessment, will automatically move over to Power Teacher Gradebook.

Moving down the screen then, we do have the ability to administer this test with the Schoolnet browser test tunnel or, of course, the Schoolnet secure tester. Basically, the difference between the two is Schoolnet secure tester is a software application that must be loaded to every machine that the students will be using. Once that is loaded, then the students when they take the assessment, it will be in a lockdown feature and they will not be able to access any other website.

The next option is the online passcode and this is required for every student taking an assessment and every passcode, and you'll notice this one was actually created by the Home Base IIS. You can go through and modify it, but if you did modify it and you put in here, I don't know, Wolf Pack, you would not be able to use Wolf Pack again for that school year nor would anyone else in your school district or your LEA. So it is a one-time use passcode and, basically, it is linked back to the test.

So scrolling down the screen then there's a couple other options, show students' scores upon test submission, so if you want them to see their scores or not; display this test on a take-a-test list on the

student homepage. If you want the students to know that they have an upcoming assessment, then you could just certainly check this box.

Moving down the screen then we have prevent students from accessing the test results before the start date or after the end date. And this really goes back to when the students log in to their -- or when the students log in to Home Base IIS for the student portal, they'll be able to see how they performed on this particular assessment at any time after they finish the assessment.

One question that I noticed that did come up is, "Do we have to purchase Schoolnet secure tester?" and the quick answer is no, you do not. So there's your answer on that one.

Moving down the screen then, enforce test time, basically what this does is it locks the test down so that a student can only take the assessment or this assessment can only be taken on these particular dates of the week and within this timeframe. And I can certainly modify that if I wanted to as well.

Moving down the screen a little but further we have our time-test option, and under the time test we can certainly go through and we can change the test. If we wanted to make it a time test, we could do that at any time.

All of the features that you see on here can be altered at any time as well. I just noticed that question just popped in, so after -- maybe it's Monday morning and you had some students take the assessment and maybe you had a few students that missed it for whatever reason, you can always come back in and you can modify the schedule of the assessment for those students so they could go back in on Tuesday and take the test. And I hope that answers your question, Ken.

Moving down the scrambled question order, basically what it will do is it will allow you to -- every student that takes the assessment, they will see a different question in the system. Scramble answer choices, I think that's fairly obvious, so for any multiple choice, inline response, or matching item, students will actually see different answer choices as they go through.

Allow students to pause the test, basically when the students are in the assessment, they'll see a pause

symbol on the screen and they'll be able to click that maybe for restroom breaks or fire drills or whatever the case may be.

The next checkbox below that is allow only assigned students to take the test. If we only want students that are assigned to take the test, then we will check this. If we want to leave the test open for anybody, then, of course, we can go through and just leave this unchecked and that way everyone would have access to it.

And finally, the last option on here is limit student access to approved internet addresses. This is basically the ability -- you can actually set it up so that they are locked down by IP addresses, so only students working within certain IP addresses will be able to take the assessment.

So those are all of our options that we actually have when it comes to our online test options. One thing that I will touch on is for our scramble question orders, if you are scrambling question orders and you do have reading passages, it will scramble everything on the assessment, so that means that if you have a beautiful reading passage on North Carolina history, you may have possibly a geography question that comes in with that, so it scrambles everything on the question itself, so just keep that one in mind.

So I'm just going to scroll down the screen, and the last piece here is your assignment for students, and this is probably the most important piece of the entire assignment process. Basically, this is the piece that is missed by most teachers as well. If you forget to do this piece down here at the bottom, basically your students will not have access for the students to actually get in and take the assessment. So as a teacher, you'll see that you have two options. You can accept the quick assignment, and basically what that will do is it will allow you to assign this particular assessment to the sections that you teach, so we can see that I teach six sections in my high school. If I wanted to, though, I could click on "edit assignment," and when I click on the edit assignment, I can go through and I can actually select the specific standards that I wanted to.

So from there, I can go and select the sections that I want and go ahead and click on "save." The other

option, of course, that I have is I can go in and assign to individual students as well. So instead of selecting section by section, I could actually go in and select the assignment of the test student by student if I wanted to.

So I'm going to leave this at these four classes here and I'm just going to go ahead and click on "save."

And once I click save it brings me back to the main start screen and I'm just going to scroll down on the screen and I'm going to go ahead and click on "save." When I click on save, it takes me back to the main start screen, excuse me, and it takes me back to the test detail screen, and I see there's a couple questions coming in about how we can actually allow students to take these assessments. So the options that we just looked at as far as scrambling the question orders, adding the timer to the test, that is, of course, is an online testing or for online testing only. Students also have the ability to take these tests through clickers, and there's four different types of clickers that can be used. You can actually use eInstruction, Promethean, Turning Point Technologies, and SMART clickers, and so those are the four different types of clickers that you could use. Students can also take it using Scantron sheets or scan sheets, and the system actually will allow you to print your own answer sheets by clicking on answer sheets, and these can be scanned right back into the Home Base IIS.

And, of course, the final option would be to allow the students to take the test using a traditional paper-and-pencil test. You could actually just download the test into a Word document or you could download it into a PDF and then give it to the students that way.

Finally, the last piece would be after the students have finished -- when the students are prepared to take their assessment, you would go into the Proctor Dashboard and on the Proctor Dashboard, basically, you can actually see how the students are performing in real time on this particular assessment. So once they've been given their user name and password, you can see when they start, and when they do start the assessment, it will show a little monitor on the left-hand side of the screen to let you know that they are in there and they are taking the assessment, and you will see in real time how they're performing on each

one of the questions, whether they're getting them correct, incorrect, or partially correct, or if they're just skipping over questions.

The Proctor Dashboard is also used to enable our clickers, so if I just use the dropdown here, we can go through and we can turn on the clickers themselves as well. So at that point, I'm just going to go back there to the main start screen. We're going to touch on one more piece and then we'll open it up for questions. So after it -- say it's Monday morning, we've got out and we've scheduled our assessment, we're ready to go with the test, I can just scroll down to the bottom here, select the section that I'm working with, maybe my first-period class of the day, and I can click on "upcoming tests," and when I do that, I'll actually be able to see all of the tests that I have created that are actually in progress. So here's my Math Algebra test. Here's the passcode that the students will use to get online and take the test. And if I wanted to, I could just click on this little computer over here, which is the online test Proctor Dashboard, and it will take me directly to that. And then I can actually watch my students as they go through and take the assessment.

So from there, I'm just going to scroll back up to the top of the screen, go to the main start screen, and we'll open it up for questions.

MR. URBANSKI: Okay, thank you, Jason, and at this time we've got a few questions that we can start focusing on. I'd like to -- well, first of all, thank you, Jason, and thank you, Carmella, for both of your presentations. Ladies and gentlemen out in the audience, if you have any questions related to -- we're going to try and limit specifically to the presentations you've just heard. I know some people have other questions. We'll capture those and get back to you offline on this, but while we have Carmella with the NC Falcon and formative assessment and Jason specifically to the questions on creating an express test and scheduling out to students, why don't you go ahead and type those into your chat box or your question box at this time. You will probably hear some silence for a few moments. We're going to mute the phone and allow our panelists here to respond to those, and then as we have some answers, we'll come back

online and respond, so go ahead and type in those messages and we'll do our best to respond as quickly and efficiently as we can.

MR. MCCORMACK: And then, Dan, while you're pausing, I'm just going to -- I see a question here from Alison Pascotes (phonetic), "Is it one time per year for each school?" Actually, it's per LEA, Alison, so you know, if you used Tar Heels at your elementary school, you wouldn't be able to use it at the high school. The nice thing about it, though, is the system does tell you, "Hey, this has already been used. You'll have to find something else." I would actually suggest sticking with the Schoolnet produced or Schoolnet-created online passcode. It makes it nice and simple for everybody as they go through.

MR. URBANSKI: Jason, I remember hearing in one of the training sessions that possibly a naming convention might be used for passcodes as well if somebody does want to personalize them. Maybe you can touch on that.

MR. MCCORMACK: Sure. What we have seen some schools do is if they think that there's just going to be difficulty with students understanding the passcodes or using the passcodes, we've seen teachers go in, put their initials, their room number and the date of the assessment and that's what they've made just for a simple passcode for the students.

MR. URBANSKI: Excellent. Okay, thank you.

MR. MCCORMACK: Jeff's asked if we can see the online view and assessment, so what I'm going to do, Jeff, is I'm just going to jump in back to that Math Algebra test and we're going to go in and we are just going to click on "preview online test." And when I do that, even as the creator of the test, I'm going to see it exactly as a teacher would see it. And a yes to get into Schoolnet, you are going to use -- you're going to just jump right into Power School and then from Power School you'll click on the lessons, assessments, and dashboards link on the left-hand side on the navigation bar.

So as the test is rendering here, so we can see right off the bat it does welcome the student. It shows us the name of the test. I'll just go ahead and click on "start test now," and here's the first question. We can

see that it's a multiple-choice question. The student has the ability to hide if they know that's not the correct answer or they can just select "this is the correct answer." To give you an idea of some of the manipulatives, and these are the ones that we just decided to turn on, I can just click on the ruler here and it brings the ruler in, and then I can just grab it, left click, move it around. I can actually turn it if I want to as well, and then I can simply do my measuring.

One of the nice things about this is it is all iPad ready as well so students could certainly just go ahead and take this all using an iPad or any form of touch device.

MR. URBANSKI: Okay, great, Jason. I have a follow-up question, looks like from Kim regarding using an open-ended question or passages. She asked, "For LEA tests, if they scramble the question order, if that is checked, will it keep the questions from the same passages together?" I'm thinking that everything is pretty much scrambled.

MR. MCCORMACK: I think I touched on that a little bit. It is going to scramble everything, and it is something that Schoolnet is working on.

MR. URBANSKI: Kim, hopefully that answered your question.

MR. MCCORMACK: Yes, when students log in, they're actually going to use the URL, the same URL that they used to get into Power School. From Power School, then they'll click on the take-a-test option again on the left-hand side on the tool bar or on the navigation pan and that will take them into Schoolnet so they can take the assessment.

MR. URBANSKI: Is that referring to David's question?

MR. MCCORMACK: Jeff, I believe, "Do students use the parent public Home Base entry to get into their assessment?"

MR. URBANSKI: Excellent, thank you. I want to make sure we're going through the list for us here. Jeff had a question on seeing a student's online view, 422.

MR. MCCORMACK: Yeah, and we just went through it. Did you want me to show him more than

that?

MR. URBANSKI: I just want to make sure we can check that off. We got everybody -- getting everybody covered. Okay, thank you. There's so many fast and furious coming, I want to make sure I'm catching up on all of that. I believe there was one earlier, we discussed, I believe, David's about the URL. That's all single sign-on, correct?

MR. MCCORMACK: That is correct. They're always going to go into Power School first and then from there they can go right into the Home Base IIS.

MR. URBANSKI: Excellent. Alison had a question, "If there's going to be a way to scramble some of the questions and lock the questions that are hooked --," we pretty much covered that, but we want to just confirm again that once you selected, Alison, at that level, you're going to scramble everything, so there's really no way at this time, Jason, please correct me, at this time -- if you hit scramble, it's going to scramble everything.

MR. MCCORMACK: You are correct, Dan.

MR. URBANSKI: All right, thank you. So I guess one of the things that I've heard some of the people out in the field saying as a best practice if they do not choose the scramble option when they're having an open passage or an open-ended question on one of their assessments.

MR. MCCORMACK: That is correct.

MR. URBANSKI: Alison, if you can type into the message -- I see a question here, it says, "He can't --," you said, "He can't now, but is that a future improvement?" Could you maybe possibly type in a little bit more background on that? It sounds like a couple minutes ago we were referring to a -- .

MR. MCCORMACK: Schoolnet does understand that it does scramble everything and it is something that they're working on, if that answers your question. And I can't give you a date as to when the scramble feature is going to lock down passages, but I know it is something that Schoolnet is working on.

(PAUSE)

There is a question here from Sally, "How do we get teachers' shared classroom assessments under the category type?" So, Sally, what you're going to do is talk to your NC Wise coordinator and they can actually modify the teacher's role so they'll have the ability to go in and create common classroom assessments.

(PAUSE)

"So Elizabeth couldn't quite understand what Jason said about students logging in." They are going to be using the public portal to go into Home Base or to go into Power School, and then once they're inside of Power School, they're going to be able to click on the link and that will take them directly into Schoolnet or the Home Base IIS. Log-ins should be provided by your NC Wise coordinators to allow students access into the system.

MS. MCMANUS: There is a nice Power Point on our website that shows how students would access Schoolnet. It walks you through what the screen would look like when they go to the portal that Jason just mentioned. Once they log in, they'll be going over to Power School and then they'll click on the link that says Schoolnet and then go directly into their Schoolnet dashboard. On that dashboard if they had a test that they needed to take, they could enter in the code that Jason mentioned during his demonstration and then they'd be able to take that particular assessment.

I don't think we'll have time to show that today, but we can show that on another webinar. There's also if you are not getting our Home Base newsletter, make sure you sign up for that because there are links there that will show you other views, for example, the parent view, the teacher view which most of you already have, the administrator view and the district view, so there's lot of different feeds there that you'll be able to see.

I know there's some questions about folks maybe not having the correct access. Please talk to your data manager about the access that you do have. They have a way of logging a ticket here at the Department if there's some problem with your log-in, but for the most part, the districts are making the decision about

which folks have special permissions and which do not, but every teacher should have access to the assessment items so that you can build assessments. If you are teaching students and you are linked to your students in Power School, you should be seeing them when you go over to the Schoolnet component of Home Base, so you should see your students there as well.

With Scan It, we do have Scan It coming on board when we upgrade our system. We have a new version of Schoolnet that will be going into effect closer to the end of September, and once that goes into effect, there will be a button on the homepage where you'll be able to download Scan It and then you'll be able to scan your answer sheets for your students. It's a plain-paper scanner, can be used with that, and so you'll be able to use plain paper to scan your students' answers.

So it's not available right now. You've probably seen some information about Scan It through some of the training that you've had. Maybe some of you have used Schoolnet in a different state, but we don't have it currently. That is scheduled to be available at the end of September, first of October.

MR. URBANSKI: Elizabeth had a question about locking down the features to ensure only students are taking the assessments. Jason, I don't believe you picked up on that one. She had a question earlier; is that correct?

MR. MCCORMACK: "So we will need to utilize many of the lockdown features to ensure only students are taking the assessment." Go ahead, Dan.

MR. URBANSKI: I believe one of the features when you're setting up, Elizabeth, when you're actually setting up to assign the students, one of the options had a radio box signal, you're able to ensure that only the students assigned take this assessment. If you check that box, that will then -- there's an either/or. If you leave it open, anybody with the online passcode can theoretically log in using that passcode through their student portal and take the assessment. You want to make sure, for instance, if I'm a third-grade Math teacher and I only want the third-grade students that I'm assigned to to take this assessment, I would click that box and then that would ensure that only those students that I'm assigned to would be able to

take that assessment. So one way to find out if you've done that correctly or if you're unsure about, you know, which way to set it, I've set up an assessment myself on the test site and forgot to check that box and I couldn't figure out why my test student wasn't able to see that, and lo and behold, that radio box was not done. So it doesn't happen here in North Carolina, at least as far as I've been told but in other areas I heard some students like to pass these codes to their buddies. Some of them like to even use the big C word, "cheat." I'm not sure that happens here, but that would be a way of actually trying to prevent that in the online classroom, so hopefully, that helps to answer that question.

MS. MCMANUS: Ann, I thank you for letting us know that you can see Scan It. We will be getting more information to you about that. We were just in a meeting recently where they were working on getting that available, so we'll just go back to our Pearson folks and make sure they know that it is currently available, that folks are asking about it so that we can get information out to you as quickly as possible. We know that there were some issues they wanted to work out before they made it visible, so just bear with us with that.

Also, there's a question about students, "I was so excited, my daughters both got their log-ins to Power School, and so as a parent I was able to go in and look at their current grades that they have in their classes. The first few weeks I was a little concerned because I could not see that, but now I do have access to it." So I know students are getting access. The data managers are working as quickly as they can to make sure that access is available. It is a district decision as to when they are going to provide that access. Some are waiting a while because they have so many other things they need to worry about.

Depending on the staff size, students may get it sooner than others, but they are -- districts are working closely with their other district staff to determine when that access will be available.

I did notice when I went in as a mom using my daughter's log-in, when I first saw it it was like where's Home Base? It says Power School or parent portal rather than saying Home Base. Student portal, we are working with Pearson to make sure that we get that changed. Unfortunately, that's a low priority at this

time because there are some other fixes that they have to put in. They're working on transcripts. They're working on standard-base report cards, those kinds of things, and so they're a little bit, I wouldn't say behind schedule, but I would say that they're not as far as along as we might want them to be for them to address those other issues. So we are working with them to make sure that we can brand it as Home Base. We're working very hard on our branding, and so I was somewhat surprised to see it that way, and so we have communicated that to Pearson and they are working on it.

(PAUSE)

I understand your concern about the passcodes and the parents and students having the same place to log in. It is my understanding from Power School, and we've had this conversation a number of times, it is the same location, but once they put in their particular password, then it knows whether they're a parent or a student. So although I have access to my daughter's information to go in, I wouldn't have access to whatever that passcode is. A lot of times the teachers will assign an assessment during the school day for students to take, and so if that's the case, the students will be taking that assessment during the school day. They would have the passcode. They would go in. You can determine when they're able to go in and when they're not because I know some people might be concerned about security. We don't want parents taking tests for their students.

There were some questions about kindergarten and test items. We do not have items for kindergarten at this time for -- I don't think for any of our areas. That is something that you would have to create for yourselves or if districts were creating assessments and they wanted to share them statewide, we would provide those.

We did put an initial set of resources in the system that included test items and instructional materials. Unfortunately, we did not have something for every single grade level or for every single content area in both areas, so unfortunately, you're right, we don't have any test items available for kindergarten.

"Are there resources for Fine Arts and Music?" Yes, there will be resources for Fine Arts and Music.

They're in the process of loading those now to our test environment. We had Kenan Fellows who worked this summer to align those resources and to provide those, and so those are in the process of being loaded today and tomorrow our DCP site, which is our test site. Once they go and we can test them, make sure they load appropriately, we'll push those out. Look for those starting next week. Look for a note in our biweekly newsletter, and actually we're doing it weekly now, so next Friday we should be announcing the new content that we'll have available.

MR. URBANSKI: Okay, thank you, Sarah. Jason, again, thank you very much for your support and guidance as always. We love having Pearson Learning here as a partner as --

MR. MCCORMACK: Thanks very much.

MR. URBANSKI: -- a great opportunity. I'd like again to thank Carmella Fair for her presentation earlier in the afternoon.

All right, so ladies and gentlemen, this concludes our formal portion of our presentation. What I'd like to do now is for those of you on the line, many of you have hung out here, and I appreciate that, I'd like to get some feedback from you on how it is we're doing for you time-wise here today. I'm going to go ahead and launch a poll. If you can take a moment to respond. How do the times work? We know that you're very busy people. As educators, you have all the time in the world to sit on these webinars, how is this 3:30 start time for you? Should it be a little bit later? Start up maybe a little bit earlier? If you can take a moment to actually vote on that poll and we'll take that feedback to the powers at be so we can do the best to serve you.

And last but not least, while you're doing that, I would also like to mention that we're going to sending out -- I'm going to be sending out a link to you probably during the day tomorrow that will have a copy of this reporting for this webinar, any of the materials, for instance, it was asked earlier if Carmella's presentation can be shared. Of course, yes, that will be made available. I will have that sent out to you, as well as a survey, a link to the survey. We'd like to know how we're doing for you, so on this is part of our mission

to improve our services to you out in the field. I'd like to have you take a quick survey and answer some questions on what we can do to improve these future and what we did well and what maybe you'd like to see more of. So be on the lookout for that coming to you in an email close to you.

All right, I'm seeing some of the initial feedback from our poll that overwhelmingly, it looks like 3:30 is a good start time for folks. Okay, excellent, thank you for that.

All right, with that, we're going to go ahead and end the formal portion of this webinar. I thank you again for attending and we will see you next time. Bye-bye, everybody.

(CONCLUDED)