The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths, and areas in need of improvement, by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system. The CDT is available to districts at no cost.

The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content. The CDT goes beyond focusing only on What students should know and be able to do at a particular grade and/or course. It also provides a snapshot of How and Why students may still be struggling or extending beyond the grade and/or course Eligible Content. This valuable information is typically not identified through other types of assessments. Teachers, through the use of CDT reports, may access additional information through the Learning Progression Map. The Learning Progression Map allows teachers to pinpoint where students are struggling along or extending beyond the learning continuum. The CDT helps identify, and provides suggestions, for “next steps” in student academic development.

- The CDT provides an instructional tool for teachers.
- The CDT provides one piece of the puzzle.
- The CDT provides a profile of a student.
- The CDT can help accelerate learning.
- The CDT provides data for school improvement planning.
- The CDT provides data for grade-level team meetings
- The CDT provides specific and timely feedback designed to support student learning.
- The CDT promotes goal-setting by involving students in the learning process.
- The CDT ensures that follow-up instruction is meaningful and aligns with student learning expectations.
- The CDT provides immediate access to data about student strengths and areas of need.
- The CDT allows monitoring of student achievement to guide ongoing planning and instruction.
- The CDT guides individual as flexible grouping of students to target instruction.
- The CDT provides immediate access to SAS resources to support whole and small group and individual instruction.
- The CDT provides opportunities for teachers to reflect, collaborate, and match instruction to student need.
- The CDT provides feedback in real time.

Mathematics, Algebra I, Geometry, Algebra II, Science, Biology, Chemistry, Reading/Literature
1. **PA eDIRECT webThe CDT**
   
   https://pa.drcedirect.com

2. **Log On Credentials**
   
   Email = demoteacher2@drc-mn.com
   
   Password = Simulation1

3. Click **Reporting Tools** on the left menu, once logged-in, to expand the list of available reports.

4. Click **Interactive Reports** to get started.

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## REPORT SETUP FOR SIMULATIONS

Administration: CDT Training Demo

District: PA DEMO DISTRICT 55555555

School: PA DEMO SCHOOL 1

Grade: 07 (Reading), 10 or 11 (Literature)

Teacher: Teacher, DemoTwo 2222222

Student Group:

1. DRC Simulation Reading G7B Test Event 1
   
   DRC Simulation Reading G7B

2. DRC Simulation Literature Test Event 1
   
   DRC Simulation Literature

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1. Click the **Continue** button.

2. Choose **Literacy** under Content Area.

3. Choose Reading Grade 7 under Map Configuration for the first demo. Choose Literature under Map Configuration for the second demo.

4. Use the tabs along the top to navigate through the different reports.

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## GROUP MAP

1. Make sure the **Group Map** tab is selected.

2. The Group Diagnostic Map will appear.


   a. The map represents the scale continuum. The upper part of the map, represented by green and blue, depicts **Student Strengths to Build On**. The lower part of the map, represented by red, depicts Student Areas of Need.

   b. Dots represent students.

   c. **Hover over a dot** to display student identifying information as well as score.

   d. There is a total score column and columns for each diagnostic category.

   e. **Click on a dot** to show that student’s performance across all the diagnostic categories. (A black line will appear.)

   f. **Select one or more** students by using you mouse to draw a box around them.

4. Once the students are selected, **click the Show Eligible Content** button to display information along right side of report under Instructional Enrichment.

   a. Eligible Content (EC) will display. These are areas in which the selected students would benefit from further enrichment.

   b. The EC numbers themselves are hyperlinks to Materials and Resources within the SAS system.

5. Scroll down below the map.
6. The grid at the bottom of the map shows students in the group along with their scores in a tabular format.
   a. Click on a column to re-sort the data.
7. Click the Export All to CSV button to export the data in the grid to a CSV file, which can be easily opened in Excel.
8. Click the Export to PDF button to export the image of the map, along with the grid, and any eligible content that is displayed to a PDF file.
9. Scroll back up to the map.
10. Click on Show Maps to reset the view. This enables you to un-select the students.
11. Zooming
   a. The default view for the map is zoomed into the area of the scale where the students are located. (The student with the highest score will appear towards the top; the student with the lowest score will appear towards the bottom.)
   b. Use the slider bar along the left side to adjust the view.
      1. Expand the slider bar to the full view (square buttons at top and bottom are pushed apart as far as they go), the full scale will display.
      2. You can adjust both top and bottom buttons to display only students within a given range.
      3. The range of the CDT goes from 400 to 2000, regardless of grade and HS course.
12. Changing the map configuration:
   a. You can see how the students in the group performed compared to the benchmark at a different grade.
   b. In the filter area, go to Map Configuration.
   c. Select a different grade.
   d. Click the Show Maps button.
13. Selecting only one Diagnostic Category
   a. At the top of the map, you can choose to see a single diagnostic category.
   b. The diagnostic categories for Reading and Literature are: Comprehension, Vocabulary, Interpretation/Analysis of Literary Elements and Devices, Interpretation/Analysis Persuasive Techniques, and Interpretation/Analysis Text Organizational Skills. There is only one pathway for Reading and Literature. The Assessment Anchors and Eligible Content for Literature, Keystone, are similar to those of the PSSA.
   c. You can choose to view a single diagnostic category by dropping down the list.
   d. Select (ALL) from the Categories drop-down box to go back to the full map.

**INDIVIDUAL MAP**

1. Select a student in the Group Map to display that student in the Individual Map.
   a. A black line will display, depicting his scores across the different diagnostic categories.
2. Using the navigation tabs along the top of the map, click on Individual Map.
3. Use the student drop-down menu to change to another student.
4. Vertical lines with a white dot in the center of each line are displayed. The dot represents the actual score.
5. The lines represent error bands. The error bands show the variation in CDT scores if the same student were to take the CDT multiple times. If the lines overlap, there is most likely not a statistically significant difference between the two scores. However, instructionally, you still need to look at the entire profile to help inform instructional decisions. Note: The error bands may be closer together for the Total Score. This indicates that there were more items contributing to the Total Score compared to the number of items contributing to a diagnostic category score.
6. Click on one of the most recent scores on the map to display Eligible Content associated with that score.
a. Eligible content associated with this diagnostic category will display. If the student is in the red area of the scale, the map points to EC below grade level. If the student is in the blue area of the scale, the map points to EC above grade level. This shows where further work with foundational skills or content may be needed or enrichment activities would be beneficial.

7. While ECCs is displayed click the Export to PDF button. Note that all the ECCs are included as hyperlinks in the PDF document for the student and could be used as an aid for one to one conferences and parent meetings. *If the document emailed electronically the hyperlink will be active and link into the SAS website.

**LEARNING PROGRESSION MAP**

Learning Progressions show the developmental sequences or building blocks of content/skills students need to master as they progress toward career and college readiness. The progressions are tied to the Assessment Anchors and Eligible Content. Assessment Anchors and Eligible Content provide information about what students should know and be able to do at a given grade/course. Learning Progressions show how learning within a diagnostic category, based upon the Assessment Anchors and Eligible Content, develops across grades, not just within a given grade/course.

“When information about what students should know and be able to do is combined with information about how students learn what they are to know and be able to do, instruction may be targeted more appropriately.” -Kristen LeWald

Learning Progressions are also tied to the Voluntary Model Curriculum Units and Lesson Plans and are posted on the SAS website.

The Learning Progression Map provides detailed information about a student’s actual performance on items at the Eligible Content level. It includes information as to whether the student is still struggling to master foundational content and/or moving forward with more advanced content.

1. Using the navigation tabs along the top of the map, click on **Learning Progression Map**.
2. Use the student drop-down menu to change the student.
3. The parts of the Learning Progression Map:
   a. Grades are displayed along the top (column headings)
   b. Diagnostic categories and Assessment Anchors are displayed along the left side.
   c. Dots will appear on the map.
      1. Dots represent Eligible Content within the Assessment Anchor.
      2. Colored dots represent Eligible Content in which the student took items. Green indicates student strength. Red indicates a student area of need.
      3. Gray dots represent Eligible Content in which the student took no items.
      4. A description of the Eligible Content will be shown.
      5. Click on **Materials and Resources** to link directly to SAS.
      6. Click on **Sample item** to view a sample item written to that Eligible Content.
   d. Click on a Diagnostic Category to show or hide Assessment Anchors.
   e. Click on an Assessment Anchor to show or hide the Eligible Content dots.

**SELECTING STUDENTS IN A GRID**

Users can see a Group Map only for the students selected.
1. Put a check mark next to the name of each student.
2. Click on the Show Selected Students button.
3. The Group Map will redraw showing only the selected students.
Students enter our classes with many skills, abilities, competencies, educational goals, and future plans. We continually try to unearth and understand the complexity of students’ experiences and development.

*Having clarity about our students’ strengths allows us to make thoughtful decisions about what we need to teach in a given year and keeps us focused on specific goals. It also helps students to find value in what we are doing, as they are able to see how our teaching is aimed at developing their abilities in an explicit way.*