



# MAXIMIZING STUDENT PROGRESS WITH PROFICIENCY SCREENERS

White Paper

## **Purpose and Intended Use of Proficiency Screeners**

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# EXECUTIVE SUMMARY

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Current at-risk screening assessments have become a burden on classrooms and teachers, providing a way to assess broad knowledge but not giving insight on student and classroom learning gaps. This white paper explains how IAS proficiency screeners can provide districts with student growth measures that directly align with curriculum mapping while simultaneously providing clear data on standards-level proficiency to help teachers and students address student learning gaps in real time. Using proficiency screeners will improve student achievement in both the classroom and statewide assessments.



# ASSESSMENT SYSTEM CHALLENGES



## Sparse and Insufficient Data

The data collected through current assessment systems are too limited to inform meaningful interventions at the district and classroom level.



## Classroom Disconnection

Existing assessments lack coherence with classroom data, such as grades or teacher-created test scores, often providing conflicting and confusing insights.



## Testing Burden of Students and Teachers

Over-testing between benchmarks and classroom assessments happens when assessments don't align with curriculum or provide actionable insights that are needed.

Districts choose what is taught but not what is tested.  
What if districts have the autonomy to choose?



Tests can align with state learning standards at appropriate times.



Teachers have specific insight to help guide interventions, both on an individual and group level.



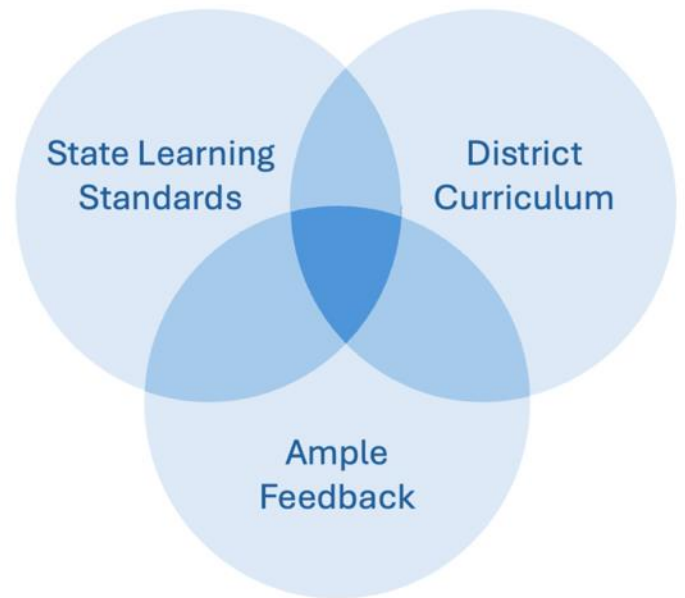
Districts can evaluate and modify curriculum mapping as needed.

# Introducing IAS Proficiency Screeners

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Innovate Assessment Solutions gives districts flexibility to create a customizable benchmark assessment...

Proficiency Screeners target proficiency in actively taught material, moving away from general screening tests. Unlike commercial screeners, proficiency screeners provide precise data on specific and current standards-level ability rather than using broad indicators. By focusing on what students are learning in real-time, the assessments reduce the burden of unnecessary testing, giving educators maximal instructional time.



CUSTOMIZABLE



EFFICIENT

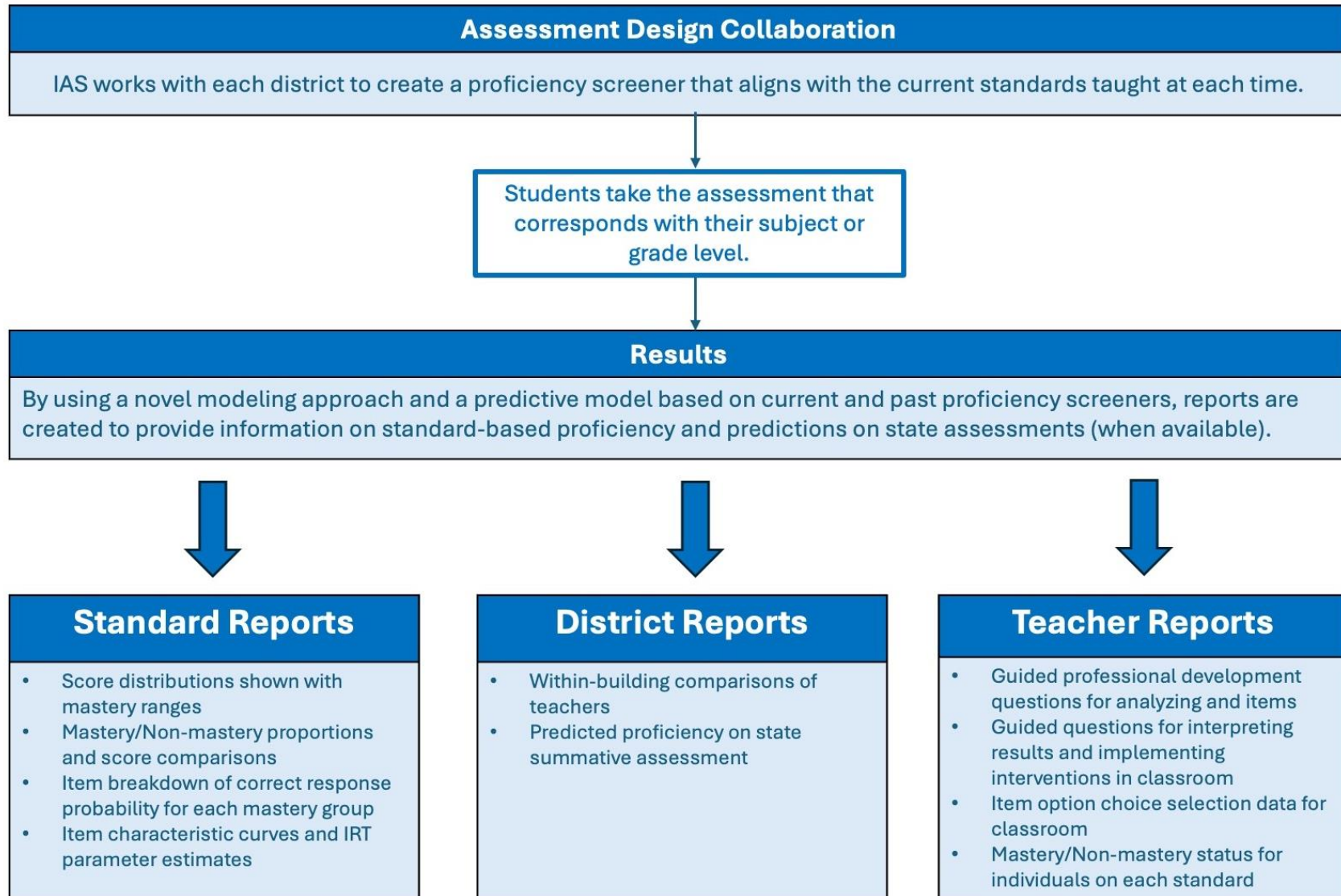


STANDARDS-LEVEL  
PROFICIENCY



HORIZONTAL &  
VERTICAL COHERENCE

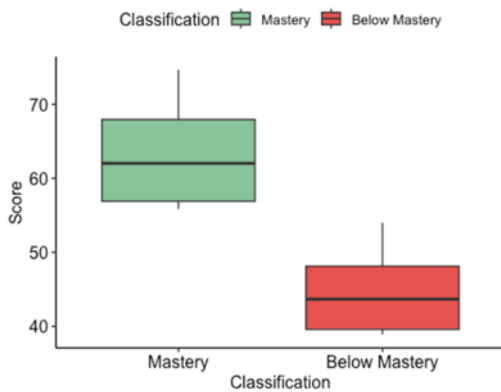
# Proficiency Screeners Plan of Action



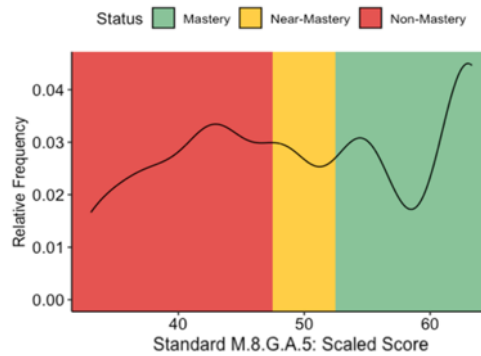
# Results by Standard

Proficiency Screeners provide a thorough report for each standard, making it easier to determine which standards needs more attention.

Mastery vs Near- and Non-Mastery Group Differences

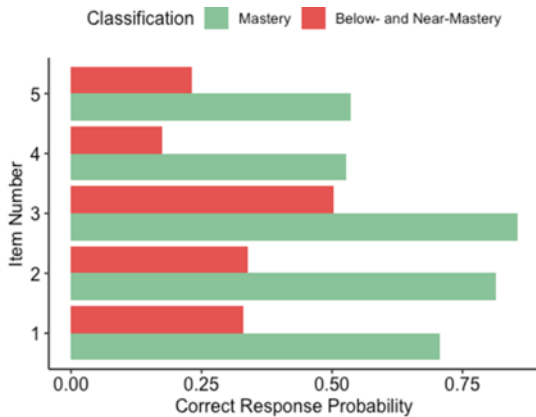


Score Distribution w/ Mastery Ranges

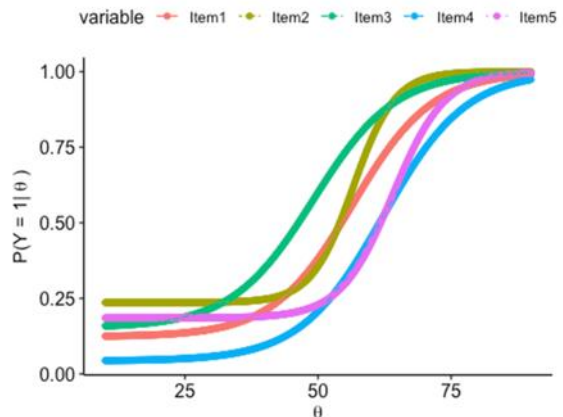


Proficiency Screeners also break down information by item within each standard to determine what knowledge in each standard is troublesome.

Item Statistics



Item Characteristic Curves



# Student Intervention and PD Opportunities

*Teachers can provide effective interventions based on individual results as well as create optimal student groups based on student standard mastery.*

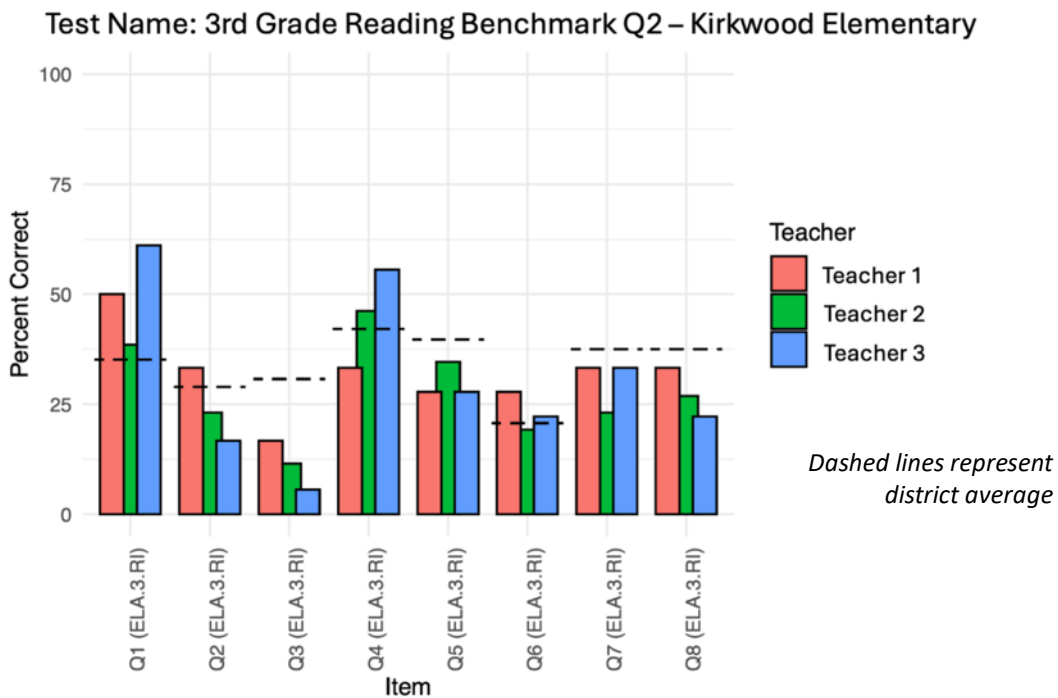


Student 1-26 for standards M.HS.A.CED.2 – M.HS.F.IF.2

Student	M.HS.A.CED.2	M.HS.A.REI.2	M.HS.F.IF.2
Danielle Crider	Below	Mastery	Mastery
Brandon Crumb	Near	Below	Below
Lara Dionisio	Below	Mastery	Below
Brett Encinias	Below	Below	Below
Samantha Garcia	Mastery	Below	Mastery

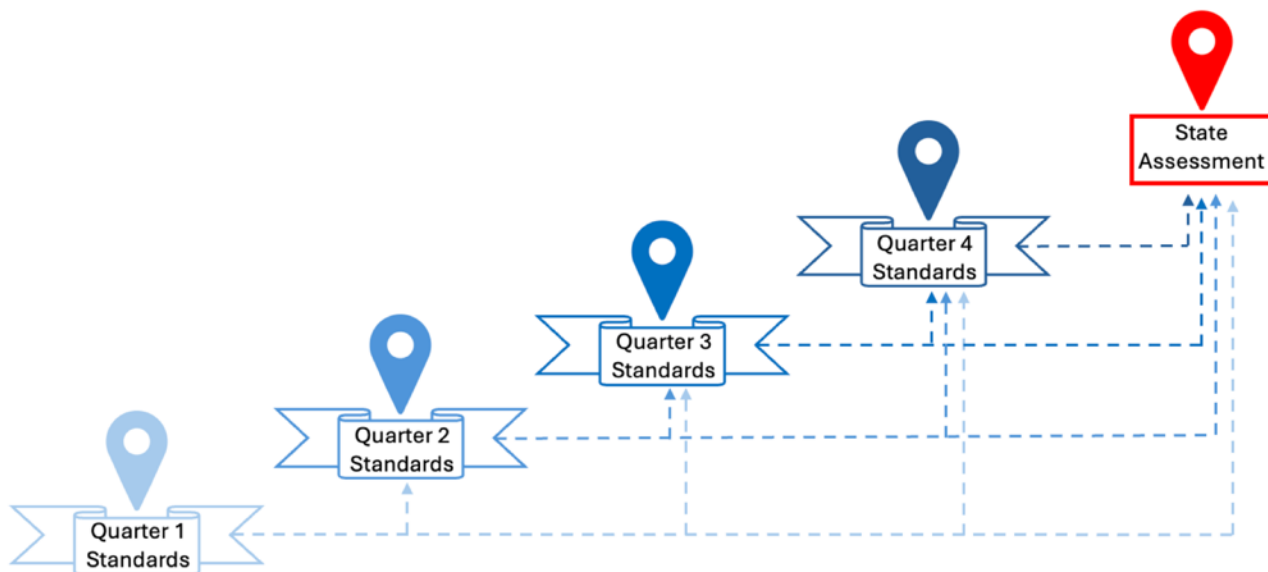
*In professional development, teachers can share successful teaching strategies for specific content within a standard or brainstorm on more effective pedagogical strategies.*

Within-School Comparison





# Predicting Upcoming Standard Success



*By using previous data (when possible), we have the ability to predict how individuals will perform on upcoming standards throughout the annual curriculum. This leads to understanding which standards effect the learning of subsequent standards.*

*EXAMPLE: Using data from an urban public school district’s 4<sup>th</sup> grade mathematics assessment, the table shows which standards from previous assessments had the biggest predictive impact on standard 4.NF.5, a standard assessed in quarter 4.*

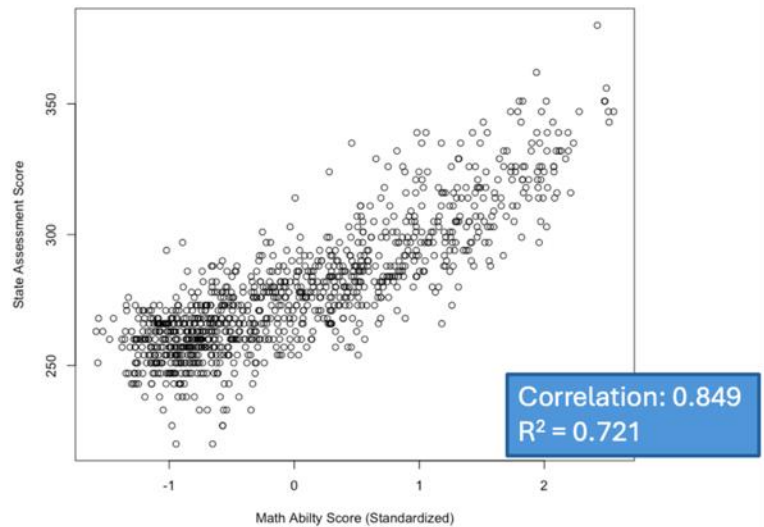
Standard	4.NF.5 SD Increase
4.NBT.2	0.147*
4.NBT.4 (Q1)	0.028
4.OA.3	0.004
4.NBT.5	0.157*
4.NBT.4 (Q2)	0.008
4.OA.3	0.030
4.NF.1	0.126*
4.NF.2	0.070*
4.NF.3	0.088*

*This table shows the increase in standard deviations in 4.NF.5 per one standard deviation increase in each assessed standard.*

## Predicting Future State Assessment Scores

*A higher order model is used to place standards onto an overall math ability continuum that can not only be used to track student growth throughout the year but also is highly predictive of state score assessments. These are results of from an urban school district's 4<sup>th</sup> grade math assessment.*

Urban School District Math Grade 4 vs State Assessment Scores



<b>Grade</b>	<b>State Score R<sup>2</sup></b>	<b>RMSEA (Model Fit)</b>	<b>Trait Reliability (Omega)</b>
3	0.848	0.049	0.886
4	0.830	0.057	0.889
5	0.783	0.047	0.905
6	0.784	0.064	0.861
7	0.747	0.032	0.859
8	0.742	0.070	0.846



*Transform Assessments to be Effective for Your District.*



*At Innovative Assessment Solutions, we strive to design evaluations that complement your curriculum. Let's work together to harmonize assessments with educational progress.*