



Using South Dakota Assessment Portal (SDAP) for Student Learning Objectives (SLO)

SDAP Overview

- Create standard-specific, online assessments (Classroom and Summative)
- Students uploaded in SDAP
- Item Banks (Math, ELA, Sci, SS, Health)
- Items aligned to Math and ELA standards
- Pre-made Forms (Math, ELA, and Health)
- Released NAEP items (Math and ELA)

SDAP Overview cont.

- User Groups (school, district, SLO)
- EOC state tests, Benchmark
- Data includes DSTEP, EOC, SDAP Benchmark, SDAP Classroom Assessments
- District-created tests and items
- Instant feedback
- Instant data

Using SDAP for SLO

- All users have contributor access to the SLO Groups
- All trainers should be set up as the group's manager
- If a user shares an item in the group, everyone in the group has access to it
- Customizable marks to easily view if students met objective

SLO Elementary Groups

(SLO)_Elem_1st_Grade-admin

(SLO)_Elem_2nd_Grade -admin

(SLO)_Elem_3rd_Grade-admin

(SLO)_Elem_4th_Grade-admin

(SLO)_Elem_5th_Grade-admin

(SLO)_Elem_6th_Grade-admin

(SLO)_Elem_Art-admin

(SLO)_Elem_Computers-admin

(SLO)_Elem_Kindergarten-admin

(SLO)_Elem_Music-admin

(SLO)_Elem_PE/Health-admin

(SLO)_Elem_SPED-admin

(SLO)_Elem_Title_Math-admin

(SLO)_Elem_Title_Reading-admin



SLO MS/HS Groups

(SLO)_MSHS_Ag_Education-admin

(SLO)_MSHS_Art-admin

(SLO)_MSHS_Computers_and_Business-admin

(SLO)_MSHS_English_Lang_Arts-admin

(SLO)_MSHS_FACS-admin

(SLO)_MSHS_Math-admin

(SLO)_MSHS_Music/Band-admin

(SLO)_MSHS_PE/Health-admin

(SLO)_MSHS_Science-admin

(SLO)_MSHS_Social_Studies-admin

(SLO)_MSHS_SPED-admin

(SLO)_MSHS_TechEd/Build_Trade/Manufacturing-admin

(SLO)_MSHS_World_Language-admin



		Raw Score	Max Score	% Correct	
9-12.A.1.1.	9-12.A.1.1. (Comprehension) Write equivalent forms of algebraic expressions using properties of the set of real numbers.	4	6	66.7%	✗
9-12.A.2.1.	9-12.A.2.1. (Comprehension) Use algebraic properties to transform multi-step, single variable, and first-degree equations.	6	6	100.0%	✓
9-12.A.2.2.	9-12.A.2.2. (Application) Use algebraic properties to transform multi-step, single variable, and first-degree inequalities and represent solutions using a number line.	4	5	80.0%	✓
9-12.A.3.1.	9-12.A.3.1. (Application) Create linear models to represent problem situations.	4	8	50.0%	✗
9-12.A.3.2.	9-12.A.3.2. (Comprehension) Distinguish between linear and nonlinear models.	2	2	100.0%	✓
9-12.A.4.1	9-12.A.4.1. (Application) Use graphs, tables, and equations to represent linear functions.	3	3	100.0%	✓
9-12.N.1.1.	9-12.N.1.1. (Comprehension) Identify multiple representations of a real number.	3	3	100.0%	✓
9-12.N.1.2.	9-12.N.1.2. (Comprehension) Apply the concept of place value, magnitude, and relative magnitude of real numbers.	2	2	100.0%	✓
9-12.N.2.1.	9-12.N.2.1. (Comprehension) Add, subtract, multiply, and divide real numbers including integral exponents.	4	5	80.0%	✓
9-12.N.3.1.	9-12.N.3.1. (Analysis) Use estimation strategies in problem situations to predict results and to check the reasonableness of results.	2	3	66.7%	✗

Item Types

- Multiple Choice
- Constructed Response (Open Ended)
- Technology Enhanced (TEI)

Ways to Use SDAP

- Classroom Program
- SDAP Benchmark (Math & ELA)
 - <http://doe.sd.gov/oats/SDBA.aspx>
- District Secure Benchmark

Contact Information

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DOE SDAP Website

<http://doe.sd.gov/oats/SDAP.aspx>

How it's used around the state

- Elementary teachers create grade-specific groups in their district in order to use each other's forms.
- Middle School and High School teachers create content-specific groups in their school to work collaboratively.

How it's used around the state

- I am planning to use it after Christmas during my ratio and proportion unit. I have developed a quiz that all the students will take. My vision is to use it throughout the year to assess the students. I would like to develop at least one assessment using SDAP for each unit that I teach. I have broken my year up into the following units: Factors and Multiples, Fractions, Decimals, Integers, Geometry, Ratios and Proportions, Percents, Expressions, Equations and Inequalities, and Statistics.

- 6th Grade Math Teacher

How it's used around the state

Our district uses the SDAP:

a) **School Improvement Advisory (Representatives from each grade level and curriculum area)**

1. Groups scores and Proficiency by curriculum area
2. Drill down to specific standards and disaggregate by special populations
3. Each curriculum representative collaborates with different grade levels for strategies for improvement.
4. Data Goals are set from SDAP data

b) **Pre and Post assessment for curriculum areas and standards designated for improvement.**

1. Middle is using for math, reading, technology (are piloting science)
2. Elementary is using for reading; developing math
3. High School is using for math and language arts (9th and 10th grade)

– Counselor

How it's used around the state

- We will likely provide a directive that teachers will need to formatively assess a certain amount of times per semester, or by certain dates and then write a narrative of how the assessments guided their instruction.

– K-12 Principal

How it's used around the state

- The HS has set two academic goals; one for math and one for ELA. The two goals are reflections of concerns we have based on DStep scores and where we know the state standards will take us.
- We are using SDAP to help us establish a baseline. A math person is creating the math test but, for example, I have (finally) created 2 tests for ELA. One is for 9/10 and the other for 11/12; the 2 tests have between 18-21 items. We have cross-worked the SD standards with CC and our ELA goal focuses on RI.1-5. All students will take the pretest and all teachers will develop lessons, etc. which target those standards. In the spring we will post test and hopefully see growth.
- Although DSTEP only applies to 11th grade, we want to see growth in all students whether they take DSTEP or not.
- The HS has never done a school wide goal that could be measured. We usually decide on a goal and then just assume it was accomplished.

– Curriculum Director

How it's used around the state

- I give the students a weekly test on a topic that we have already covered in class (either this year or last). I let them know a week ahead of time what it will be (such as number properties). They have the week to prepare for the quiz. (we have ixl an online site that lets them practice this skill all week long) I create a 15 question "quiz" that they take. They get the immediate feedback once they submit the test. Then the next day, we go through the questions that they did poorly on. I project the question and we discuss how to get the correct answer.

– Middle School Math Teacher

How it's used around the state

- I continue to use it [SDAP] with my junior high students and my test scores were way better than the year before.
 - The Same Middle School Math Teacher

How it's used around the state

- I use SDAP for our pre-test and post-test of our students. We try to take a pre-test at least a week or two before we plan to start that topic, then use the data to help guide our instruction for that upcoming unit/standard...

– 6th Grade Math Teacher

How it's used around the state

- I recently started using SDAP for some assessments in my Intro to Algebra and Algebra 1 classes. The SDAP has a variety of questions that require the students to use a higher order thought process. The SDAP is a great way to receive instant feedback on how students are doing with the new Standards.
- With the new Smarter Balance Assessment fast approaching, I thought it was crucial to introduce my students to online testing. The SDAP allowed me to do just that. After the first online test many students were frustrated with the technology and asked if we could do more "paper/pencil" type tests. This only strengthened my argument that students needed more practice with taking tests online, using the online calculators, and getting familiar with the other online tools. After giving a few assessments using the SDAP, the students know what to expect and have no issues with the "new" testing format.

– 8th Grade Math Teacher

How it's used around the state

We are using SDAP in a variety of ways:

- State standards tests in math and reading to be given three times a year to assess students' progress
- Some teachers are using some of the premade forms for formative assessments
- Teachers are creating their own tests for formative and summative assessments
- Reports for parents, progress reporting, and for recommendations for TAT or for referrals
- I have given a lot of trainings using your help guides as well as a few that I created. After the trainings, more teachers have utilized the system.

– Reading and Assessment Coordinator



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How it's used around the state

- Sioux Falls uses SDAP for their 2-day semester tests in the middle schools and high schools. They created their own questions in SDAP
- Sioux Falls is beginning to use the Classroom Program in their classes using Chromebooks

How it's used around the state

- They [teachers] are using it [SDAP] ... as part of semester testing, but will use it to check specific standards for formative assessments. The semester testing is a cumulative check of what they have learned 1st semester.
 - A Rapid City High School

How it's used around the state

- I have used SDAP in a variety of ways:
 - daily assignments
 - tests
 - RTI
 - Review for Testing at the end of the year

–4th Grade Teacher

How it's used around the state

- I created a math problem solving test over standards NBT 1,2,3,4,5. This year our school is a pilot school for working with Student Learning Objectives (SLO's). Our 4th grade objective is to increase our scores in math problem-solving. Therefore, I am making the problem solving tests in order to use as benchmarks in our progress. In the beginning of the year we were told to show as much documentation as possible of our progress throughout the year. I thought creating problem-solving tests would not only give the students practice in problem solving, but also print out the reports needed for documentation.

– 4th Grade Teacher

How it's used around the state

- We will use this tool for a **step review** this year and next year we'll create **semester/course long tests** and proctor them at the beginning of the year, middle and end.

7-12 Principal

How it's used around the state

- We use assessment portal for our beginning, middle, and end of the year tests to gauge growth and also to help guide our instruction throughout the year. I hope to use it for some of my chapter assessments next year to gauge students level of understanding of the new state standards. A lot of that will be based on the level of rigor the test questions have but that is what I hope to use it for. I know some other people in our district use it for the same things.

– 4th grade teacher

How it's used around the state

- I used it last year to help prepare for the state test. I also like to use it to review in my room. I want to know exactly what standards my kids are struggling with overall and individually. It really guides my teaching.
– 4th Grade Teacher

How it's used around the state

- I had kids take the tests independently in computer lab. When test was completed, I called them up to my computer to review the items they missed. If the whole class did poorly on an item, I would project that item on Promethean Board and discuss. I tried to have brief testing windows so I could have access to scores/ Item Analysis and see exactly which items students missed within 2-3 days of the test. We worked for about 5 weeks prior to testing week, doing about 2-4 tests per week. Another option is to let the kids use marker boards and just use the test as a practice session. But I like using them as assessments- kids put more individual effort into the items. They are also accountable for each item on their own. It is great practice getting accustomed to online testing - which is fast approaching.

Also, I printed a list of all the 4th grade CC Math & Rdg tests and recorded dates the test was "open" and closed & Test Passwords to keep track of which tests I had completed. Students each had a worksheet with their username and many blank lines. The students would record date and the Test ID / Password on that sheet before we went into the lab and they also recorded their score. They kept that sheet in a folder so whenever we went to the lab, they recorded the Test Password so they could log in correctly.

– 4th grade teacher

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