

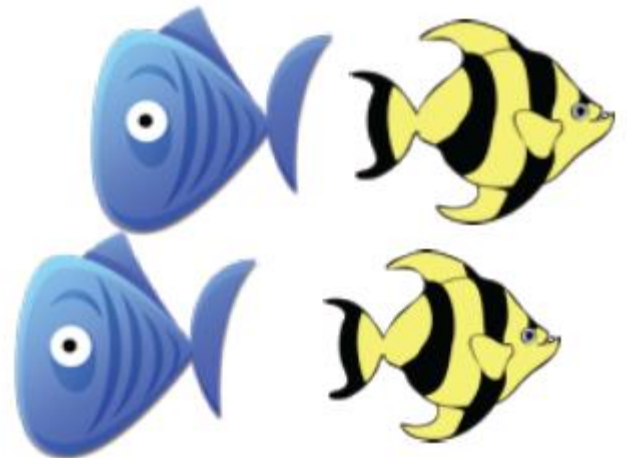


stop counting fish
teach learn assess

cwra+

CML9+

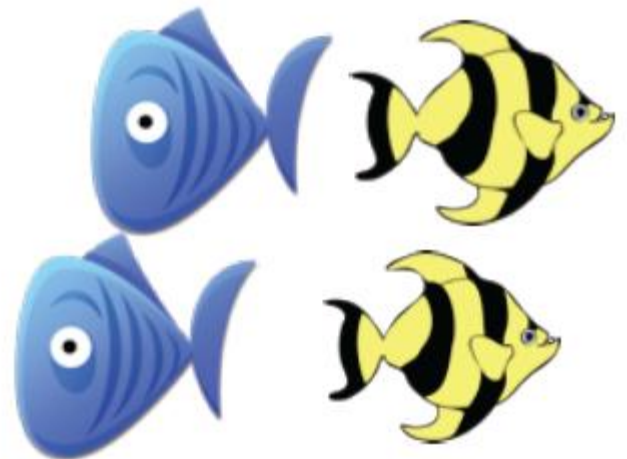






“Bad...”







**We ask our
students, quite
simply, to count
fish.**

john austin

“creating an academy of learners.”

the need for a different assessment

teach learn assess

cwra+

**institutions are equipped to
improve 21st century skills
when they connect teaching,
learning, and assessment
through authentic,
performance-based practices**

**The provision of
transferrable skills is
as important as the
provision of content**

What is Authentic Assessment?

“Assessment is authentic when we directly examine student performance on worthy intellectual tasks...” – Grant Wiggins

Authentic Assessment

- Requires students to effectively perform using acquired knowledge
- Presents students with an array of tasks that reflect best instructional activities: writing, doing research, engaging in oral analysis, collaborating with others
- Challenges students to create complete and justifiable performance, answers or products, in response to a meaningful prompt
- Achieves validity when the task stimulates larger world “tests” of ability
- Includes tasks that are intentionally ambiguous, presenting challenges and roles that help students rehearse for situations they will face
- Gains validity and reliability through appropriate scoring criteria for the product-multiple approaches

Authentic assessments, like the CWRA+, are a great way to look at your students' "Approaches to Learning"

- organizational skills and attitudes towards work
- collaborative skills
- communication
- information literacy
- reflection
- problem-solving and thinking skills

Crime Reduction



Tanisha Harris, Private Investigator
Civil and Criminal Cases
A Professional Agency, Since 1987

MEMORANDUM

To: Mayor Pat Stone
From: Tanisha Harris, PI
Date: October 2, 2001
Subject: Strive Drug Education

At your request we conducted a discreet investigation of possible connections between Jamie Eager and the Strive Drug Education program. During the course of this investigation we conducted a thorough review of public records and we interviewed a small number of Strive employees. Our investigation yielded two major findings.

First, we could find no financial connections between Dr. Eager and the program. Strive is a not-for-profit corporation, and its records are publicly disclosed. Neither Eager nor any close relatives have any financial stake in the corporation. They do not serve on the Board of Directors, and they have not been employed by Strive.

Second, there is at least one indirect personal connection between Dr. Eager and Strive. For about three years (from 1996 to 1999), Ms. Ann Kaplan was employed as a Community Liaison on Dr. Eager's staff. Prior to that time, Ms. Kaplan was enrolled in the Strive treatment program after being arrested on a drug possession charge. Ms. Kaplan completed the program and was subsequently hired by Dr. Eager's office. She apparently performed well in that job, but left to take a higher paying position in advertising. The Strive staff consider her to be one of their success stories.



Jefferson Daily Press

Evening Edition

TUESDAY, September 21, 2001

\$1.50

Smart-Shop Robbery Suspect Caught Drug-Related Crime on the Rise in Jefferson

By PETRA SURIC

JEFFERSON TOWNSHIP — On Monday police arrested a man suspected of robbing the Smart-Shop grocery store of \$125. The arrest came less than six hours after Esther Hong, the owner of the Smart-Shop store, reported the robbery.

The suspect, Chris Jackson, was found just a few blocks from the store and he put up no resistance when police arrested him. He was apparently high on drugs he had purchased with some of the money taken from the store.

Ms. Hong told reporters that Mr. Jackson came into the store just after it opened and demanded all the money from the cash register. He threatened the owner with a knife, and Ms. Hong gave him all the cash she had. The suspect fled, and Ms. Hong called the police.

A few hours later police responded to a telephone complaint and found Mr. Jackson in an alley a few blocks from the store. The arresting officer said he appeared to be stoned and did not attempt to evade arrest. The officers found a syringe and other drug paraphernalia in Jackson's pocket. He was charged with armed robbery and possession of drugs.

This is the fifteenth drug-related arrest in Jefferson this month, and the police are calling it an epidemic. Sergeant Heather Kugelmass said "Drugs are now the number one law enforcement problem in Jefferson. Half of our arrests involve drugs."

Mayor Stone has called for more money to hire more police officers to reduce the growing crime rate in Jefferson. But the Council is divided on what to do.

City Council members Alex Nemeth and LeighAnn Rodd called a press conference to demand that the rest of the council support an increase in the police budget. "If we put more cops on the street," they said, "we will show that criminals are not welcome in Jefferson."

Mayoral candidate Dr. Jamie Eager called for a different approach. "More police won't make a difference, we need more drug treatment programs," Eager said. "The problem is not crime, per se, but crimes committed by drug users to feed their habits. Treat the drug use, and the crime will go away."

The Council is slated to debate the proposed budget increase for police at its next meeting.



cwra+



Serving and protecting the citizens of Jefferson for over 100 years

CRIME AND DRUG USE IN JEFFERSON

The two tables below present data about the city's five ZIP Code areas. The percentage of drug users in the population was obtained from a survey. The middle column of Table 1 shows the number of robberies and burglaries that were reported to the Jefferson Police Department in 2000. The number of residents (i.e., homeowners and renters) and the percentage who are college graduates are based on 2000 US Census Bureau counts. The percentage of offenders living in a Jefferson ZIP Code area who are drug users is based on drug tests of those arrested in 2000.

TABLE 1: CRIME STATISTICS

ZIP Code	Percentage of adults who are drug users	Number of robberies and burglaries	Number of residents	Number of robberies and burglaries per 1,000 residents
11510	1	172	20,018	8.59
11511	3	210	25,043	8.39
11512	5	271	29,978	9.04
11520	8	304	35,811	8.49
11522	10	322	37,501	8.59

TABLE 2: DEMOGRAPHIC CHARACTERISTICS

ZIP Code	Percentage of offenders in Jefferson who are drug users	Percentage of residents who are college graduates
11510	60	22
11511	50	16
11512	40	11
11520	35	9
11522	45	3



cwra+

Strive drug treatment program works in Clarendon

Clarendon is a typical small city in which a very atypical event has occurred. An aggressive drug treatment effort is working to reduce the incidence of drug use.

Three years ago the city expanded its drug treatment program, nearly tripling the number of spaces available for drug users. Rather than continuing with the home-grown program operated by the health department, they contracted with the Strive drug treatment to launch a new effort. A recent survey has indicated that most everyone in Clarendon is happy with the new program.

Reported incidence of drug use has dropped by 34% since the program began. The program has had its greatest impact on the use of crack cocaine, which surveys show has dropped 41% in three years. Furthermore, the crime rate has come down. During the past three years there have been fewer robberies, burglaries and assaults. These are crimes that are often associated with drug use. The drop in the rates for these crimes is as great as 25%.

Strive was founded by researchers from the University of Plymouth and Northside

University. It began operations in Plymouth in 1990 focusing on a single neighborhood near one of the university campuses. The program was so successful in this neighborhood that it was expanded to cover the whole city.

The program uses a combination of approaches but focuses on social networks and their influence on drug use. Participants engage in group therapy, individual consultation, and outreach to their own peer group. James Padilla, the founder of the program, says that research demonstrates that a high proportion of drug use is a social phenomenon, growing out of peer pressure and negative group norms. By attacking those features directly, Strive helps the drug user address the factors that are likely to lead back into drug use.

The results in Clarendon confirm the wisdom of this approach. Not only is overall drug use down in the city, but repeat use is down even further. Those who complete the treatment stay off drugs longer than the national average, and many of the original participants appear to be drug-free two years later.





CRIME STATISTICS BY COUNTY: 2000

The figure below shows the relationship between the number of police officers per 1,000 residents in a county and the incidence of robberies and burglaries in that county.

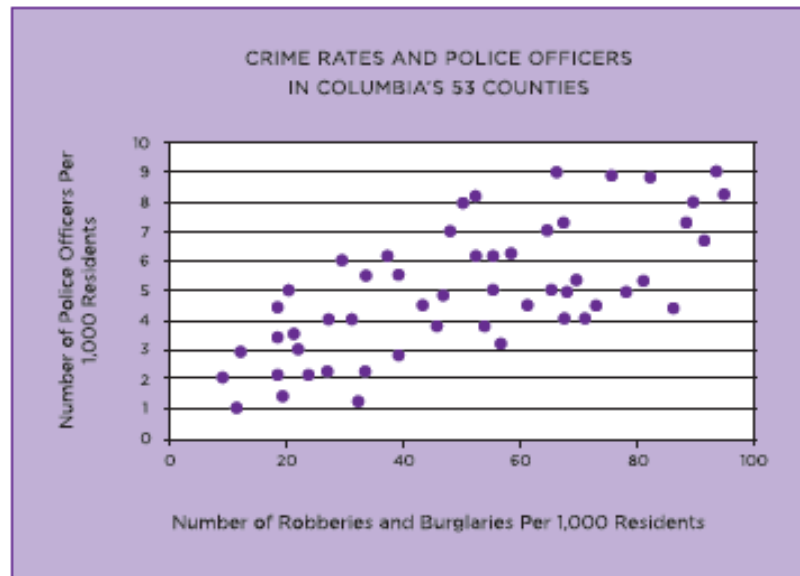
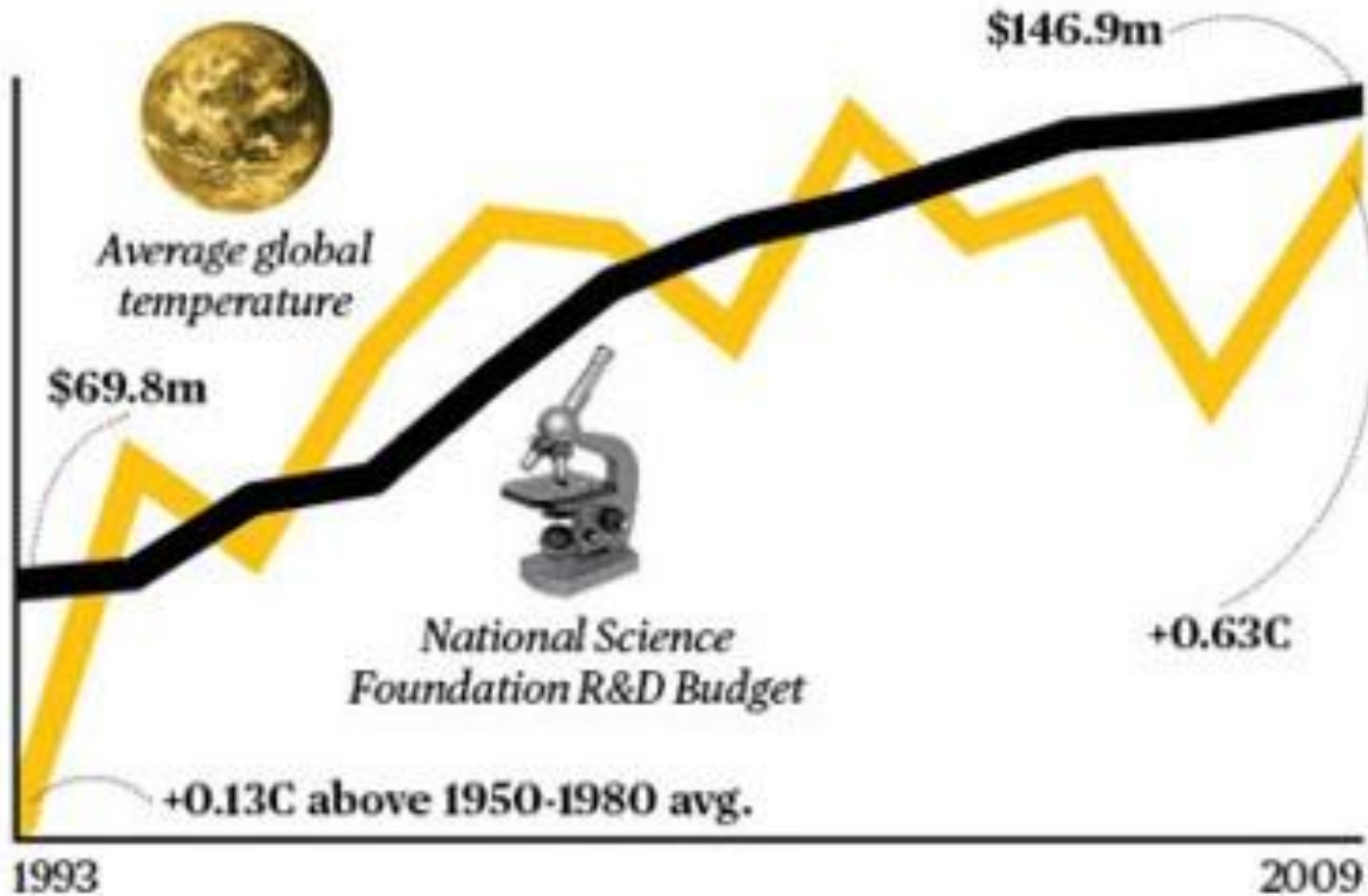
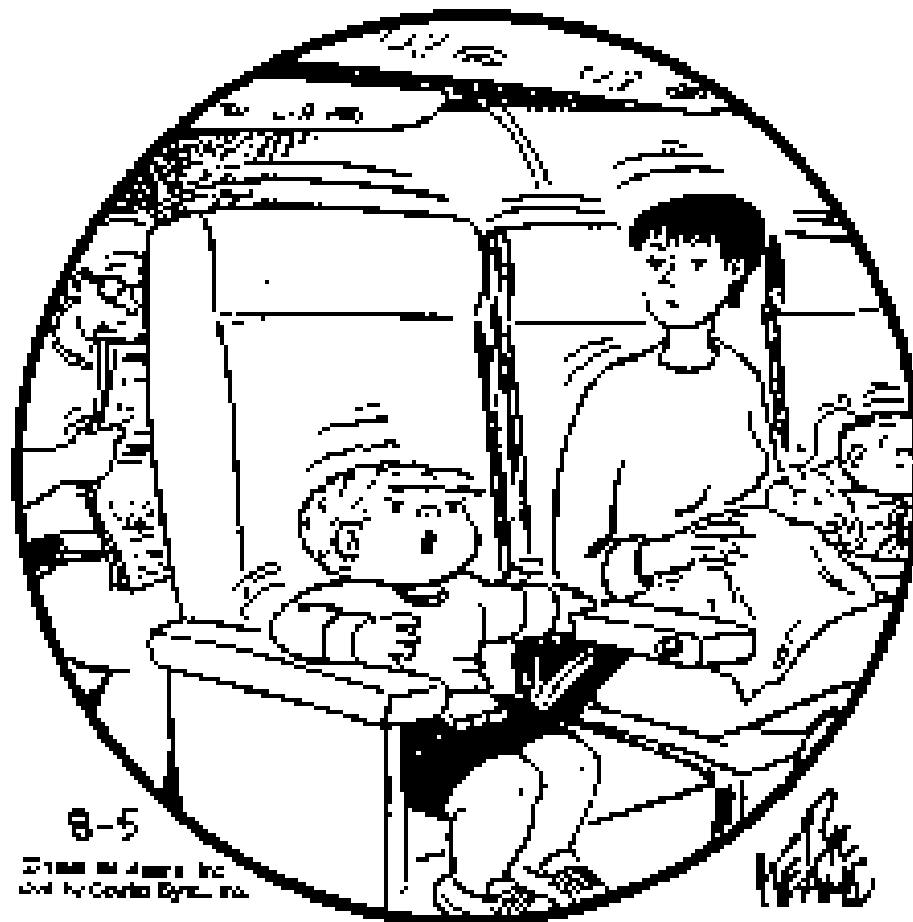


Fig. 2
**IS GLOBAL WARMING A HOAX
PROPAGATED BY SCIENTISTS?**



THE FAMILY CIRCUS



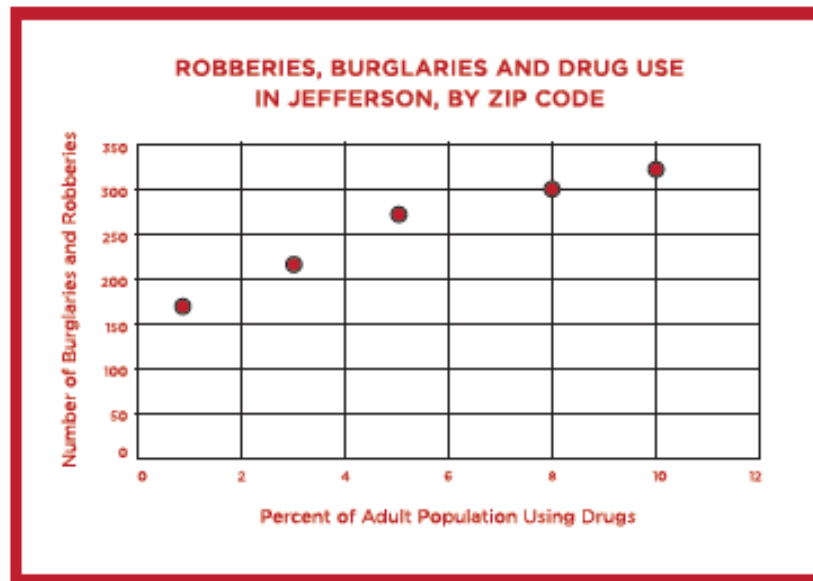
8-5
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and by Corbis EYE, Inc.

Walt Disney

"I wish they didn't turn on that seatbelt sign so much! Every time they do, it gets bumpy."

DR. EAGER'S CHART

Dr. Eager used the chart below during the TV interview to show the relationship between the number of crimes committed and drug use in Jefferson. This chart is based on data that were provided to Dr. Eager by the Jefferson City Police Department.



SEARCH THE WEB

UNIVERSITY RESEARCH ABSTRACTS: CATMAX ONLINE SEARCH

Search ID: C-HU/N12Jan02
Search Date: February 05, 2002
Terms: Drug Prevention, Success, Strive Drug Treatment Program
Refinements: All terms

3 Items found

Author(s): Hersh, R.

Locator: 2001, Jan, J. An Psy Stud 35(3), 115-128.

Abstract: Drug users who entered a Methadone treatment center in a small Midwestern city were given the option of participating in the regular program or a program operated by Strive. 112 participants who successfully completed the Strive program were compared to 120 participants who chose to participate in the regular program during the same time period. Arrest records were compared for 18 months following enrollment. Researchers found significantly fewer arrests in all categories for those completing the Strive program. Authors discuss differences between programs that might be related to post-program criminal behavior.

Author(s): Benjamin, R. & Hundley, J.

Locator: 2000, Nov, Am Psy Assn Rev 112(2), 34-51.

Abstract: Subjects were 150 adults who were arrested for possession of drugs and had no prior adult arrests or convictions. Subjects who agreed to participate in the study were randomly assigned to one of two drug treatment programs or to no treatment. Phoenix used group and family counseling. Strive used a social influence model. Subjects reported to researchers every three months for one year, and their arrest and hospitalization records were obtained. Offenders who completed their assigned treatment program had fewer arrests per person than the no treatment group. There were no significant differences between the Phoenix and Strive participants on any of the post-treatment measures. Total costs for the two treatment programs were almost equal, but more offenders completed the Phoenix program than completed the Strive program.

Author(s): Shelby, K., Narine, L. & Schwerdt, E.

Locator: 1999, May, J Psy Meth 12(1), 15-18.

Abstract: Research was conducted in the student health center of a large community college. Students with drug problems were randomly assigned to Strive or to the Recover Now treatment program. Subjects were followed for six months after referral and data were obtained about drug use, college grades, and arrests. Over a three-year period, 74 students were referred to Strive and 78 to Recover Now. Approximately 20% of the students assigned to either program never reported for a single session. Of those who did report, over a quarter dropped out before completing the program. The dropout percentages were 27% for Strive and 30% for Recover Now. After six months there were no differences between the two programs on any of the outcome measures studied.

End of search



Rise of the “flipped classroom” concept (e.g. Ted Ed, Khan Academy)

Introduction of Race to the Top and Common Core

Unrelenting focus on 21st Century Skills

Quicker adoption of problem-based approach to education in K-12 than higher ed

Belief in the employment and higher ed communities that students aren’t graduating with these skills

Proportion of employers
who say **MORE** emphasis
should be paid to specific
selected learning
outcomes

89%



**the ability to effectively communicate
orally and in writing**

81

**critical thinking and
analytic reasoning skills**

teach learn assess

cwra+

79

**application of knowledge and
skills to real world settings**

teach learn assess

cwra+

75

the ability to analyze
teach learn assess
and solve complex problems



***We know you value...**

- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills

***You'd like to see that your students can...**

- analyze and present information
- evaluate and construct arguments
- solve problems creatively

How?

teach learn assess

cwra+

CML9+

New subscores and data points

Fewer restrictions on when students can test

More flexibility to assess unique programs or populations

Criterion-based scoring to complement norm-based scoring

Student-level reliability

Alignment with the common core

Testing (for the first time) at the 8th grade level



The instrument

The reports (institutional and student)

The uses (for the institution and the student)

Administration logistics

Question and Answer

the instrument
teach learn assess
performance task

cwra+

CML9+



The city of Springfield is deciding whether to implement a tax on junk food. Some citizens of Springfield believe that junk food is the cause of the obesity epidemic in their city. Others believe that individuals have the right to consume whatever foods they choose and citizens should not be taxed for purchasing foods that are high in fat, sugar, or sodium. The representatives in Springfield's senate are deciding whether to implement this tax.

As an intern for one of the senators, you have been asked to write a memo that addresses whether the Springfield senate should implement a tax on junk food. Draw evidence from the following documents:

- An abstract from a study reporting a relationship between obesity and junk food consumption
- A political cartoon depicting how taxing junk food affects the underprivileged
- A blog posting for people that support healthy eating
- A letter to the editor of the Springfield tribune discussing the rights of its citizens related to taxes.





Analysis and problem solving

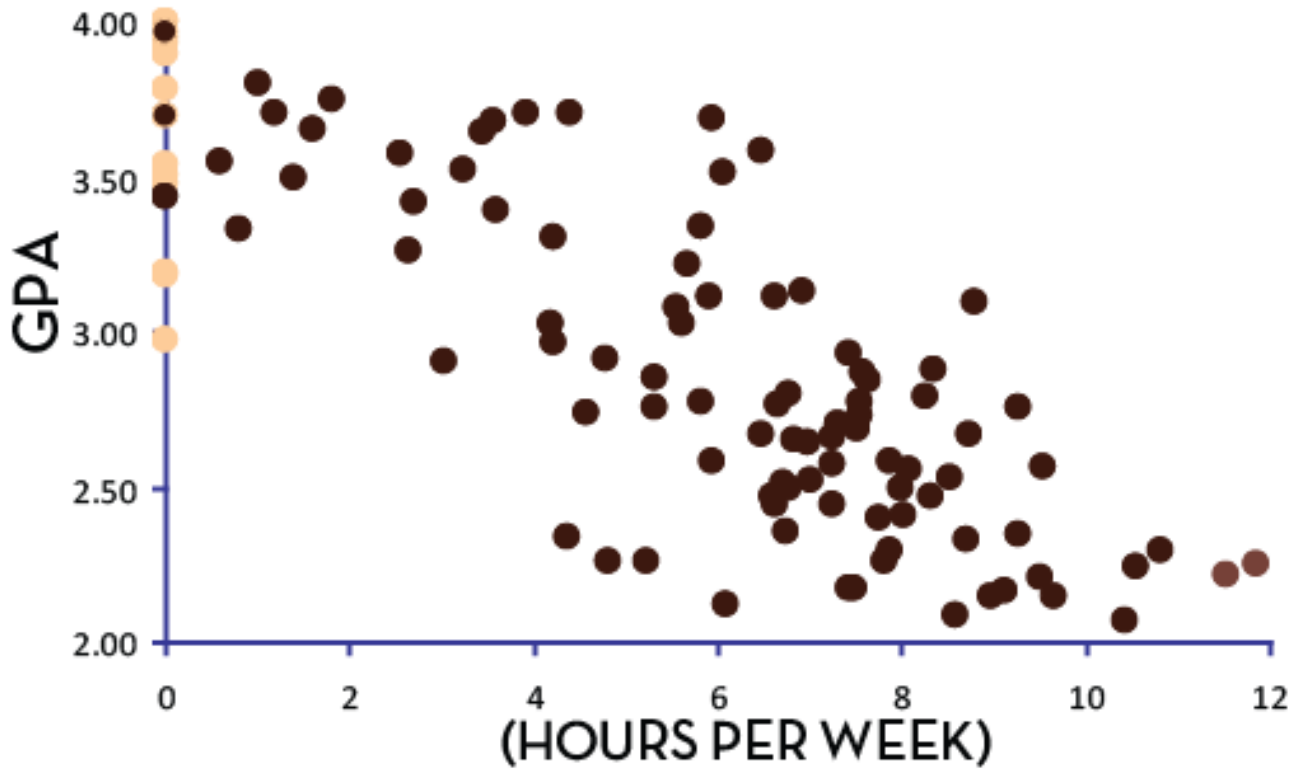
Writing Effectiveness

Writing Mechanics

the instrument
teach learn assess
selected response

cwra+

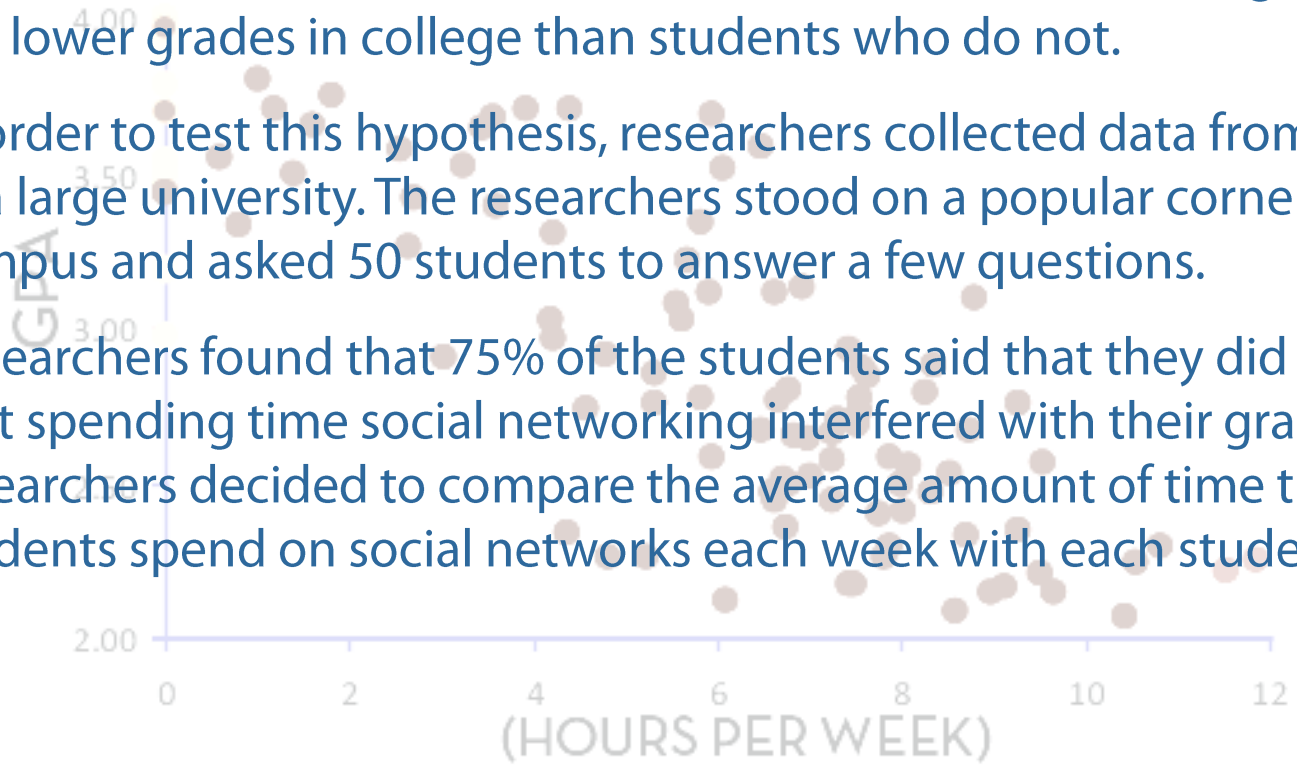
CML9+



Are grades in college and overall productivity in college negatively affected by a student's use of social networks? A group of researchers hypothesized that students who use social networks on a regular basis get lower grades in college than students who do not.

In order to test this hypothesis, researchers collected data from students at a large university. The researchers stood on a popular corner of campus and asked 50 students to answer a few questions.

Researchers found that 75% of the students said that they did not think that spending time social networking interfered with their grades. The researchers decided to compare the average amount of time that students spend on social networks each week with each student's GPA.



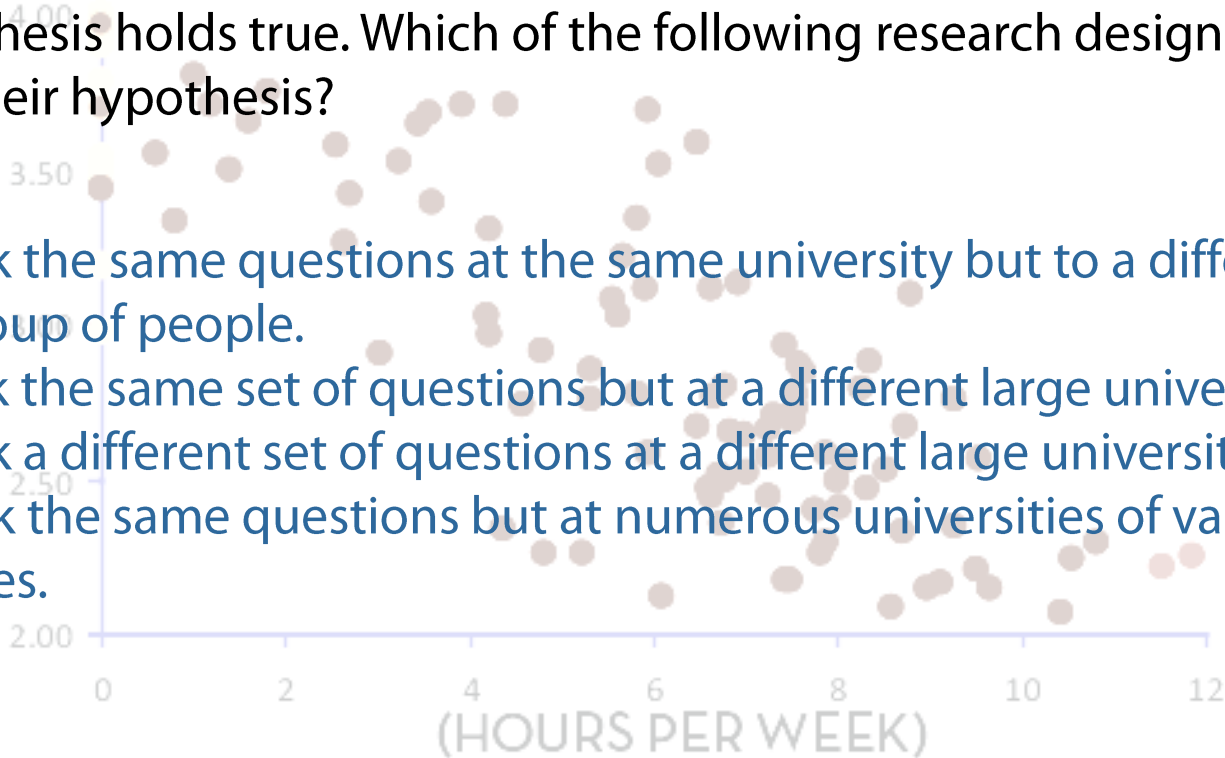
Are grades in college and overall productivity in college negatively affected by a student's use of social networks? A group of researchers hypothesized that students who use social networks on a regular basis get lower grades in college than students who do not.

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Researchers found that 75% of the students said that they did not think that spending time social networking interfered with their grades. The researchers decided to compare the average amount of time that students spend on social networks each week with each student's GPA.

Based on the results, researchers concluded that their hypothesis is correct: students who use social networks on a regular basis do worse in college than students who do not.

The researchers would like to conduct another study to see if their hypothesis holds true. Which of the following research designs will best test their hypothesis?



- (A) Ask the same questions at the same university but to a different group of people.
- (B) Ask the same set of questions but at a different large university.
- (C) Ask a different set of questions at a different large university.
- (D) Ask the same questions but at numerous universities of varying sizes.

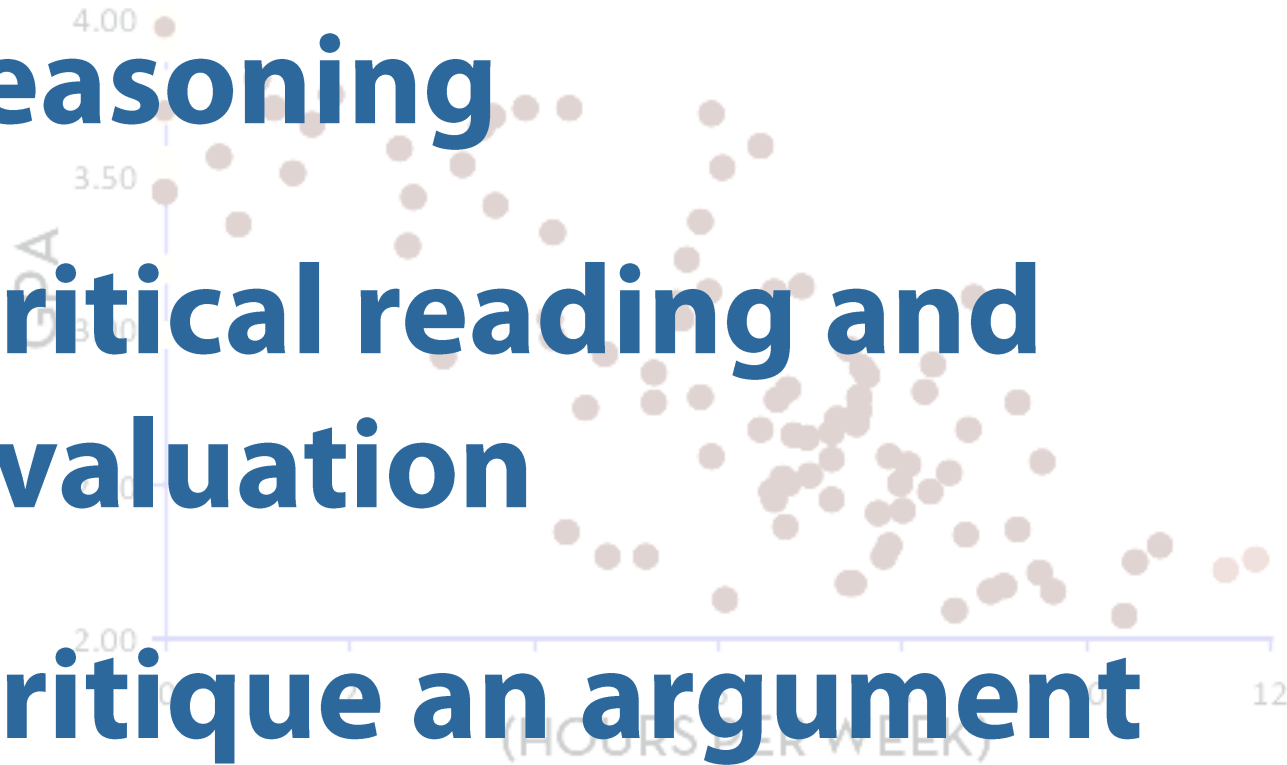
Using results from a different and unrelated study, researchers concluded that the GPA for students who use Twitter on a regular basis is not statistically different from the GPA for students who did not use Twitter on a regular basis. What relevance does this observation have to the original hypothesis?

- (A) It suggests that college students have a specific preference for which social network platform to use.
- (B) It confirms that college grades are not affected by the amount of time students spend on social media sites.
- (C) It allows one to speculate whether social media is the true reason for the differences in GPA in this study.
- (D) It implies that students who use Twitter do better in college than students who use other social networks.

Scientific and quantitative reasoning

Critical reading and evaluation

Critique an argument



the reports
teach learn assess

cwra+

CML9+

the reports
teach learn assess
institution level

cwra+

CML9+

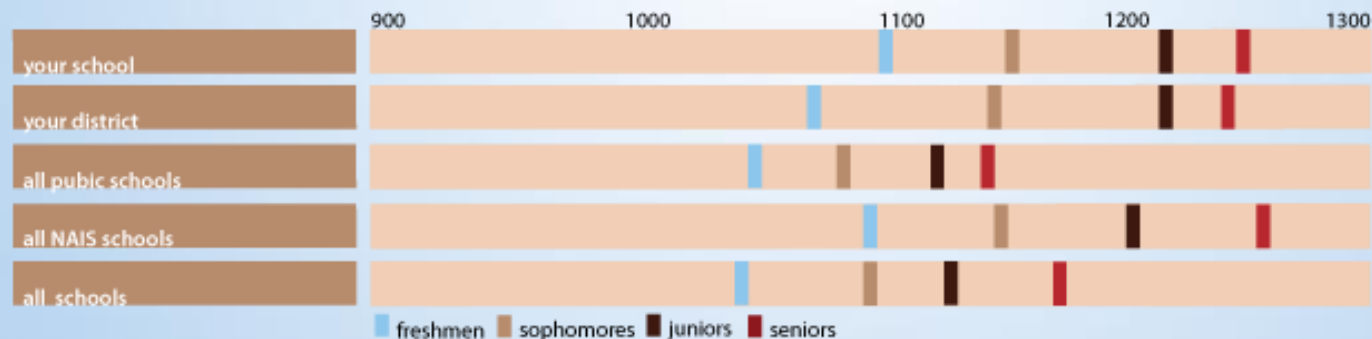
your overall performance

cwra+

national performance

	freshmen	sophomores	juniors	seniors	total possible	freshmen	sophomores	juniors	seniors
total cwra+	1100	1184	1214	1245		1047	1088	1125	1170
effect size vs. freshmen		0.25	0.54	0.89			0.19	0.49	0.77
performance task	1102	1178	1216	1254		1052	1089	1124	1173
analysis & problem solving	2.6	3.1	3.6	3.9	6	2.4	2.9	3.3	3.5
writing effectiveness	2.5	3.2	3.6	4.1	6	2.5	2.7	3.4	3.7
writing mechanics	2.7	3.3	3.8	4.3	6	2.4	2.9	3.3	3.5
selected response	1096	1190	1213	1236		1043	1085	1126	1168
scientific/quantitative reasoning	3.2	4.0	5.1	6.8	10	3.1	4.0	4.8	6.3
critical reading & evaluation	3.4	4.2	5.4	6.5	10	3.2	4.3	5.1	6.4
critique an argument	1.9	2.3	3.6	3.9	5	1.4	2.2	2.9	3.2

other norms



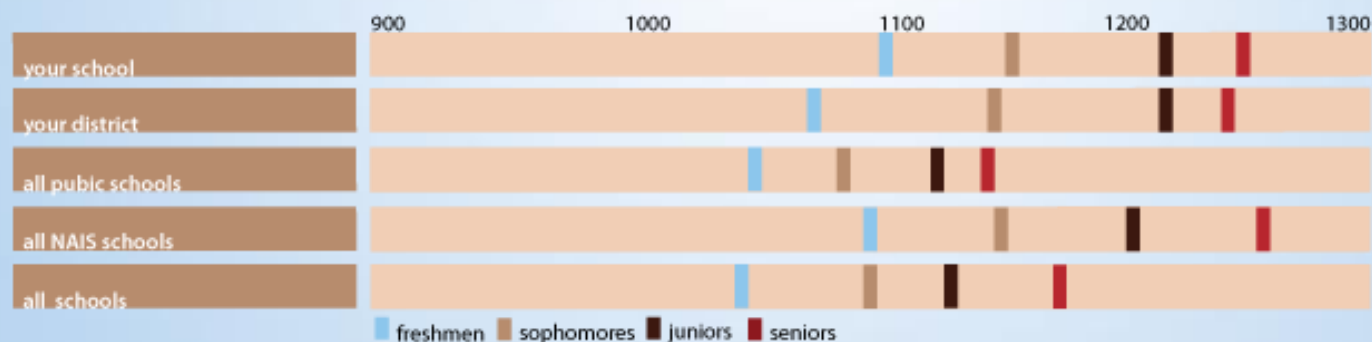
your overall performance

cwra+

national performance

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critique an argument	1.9	2.3	3.6	3.9	5	1.4	2.2	2.9	3.2

other norms



your overall performance

cwra+

national performance

total cwra+

effect size vs. freshmen

	freshmen	sophomores	juniors	seniors	total possible
total cwra+	1100	1184	1214	1245	
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freshmen	sophomores	juniors	seniors
1047	1088	1125	1170
	0.19	0.49	0.77

performance task

analysis & problem solving

writing effectiveness

writing mechanics

selected response

scientific/quantitative reasoning

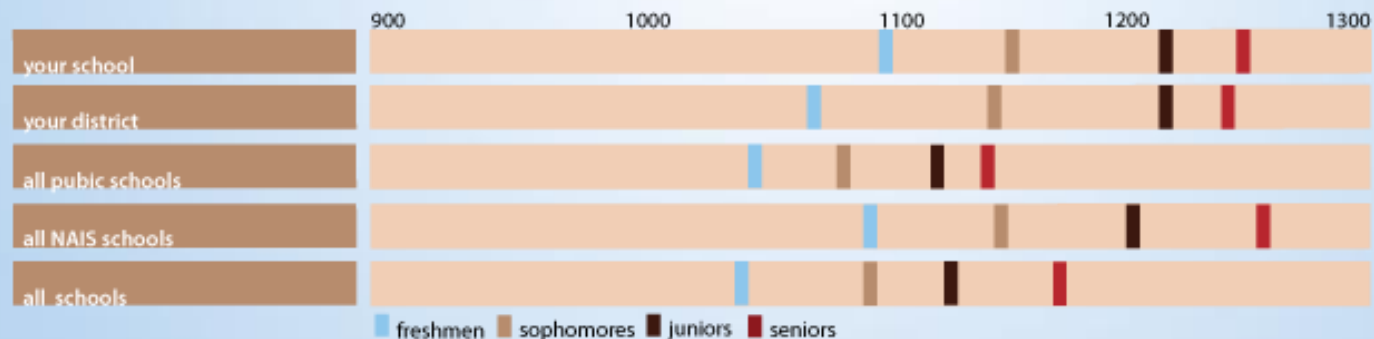
critical reading & evaluation

critique an argument

	freshmen	sophomores	juniors	seniors	total possible
performance task	1102	1178	1216	1254	
analysis & problem solving	2.6	3.1	3.6	3.9	6
writing effectiveness	2.5	3.2	3.6	4.1	6
writing mechanics	2.7	3.3	3.8	4.3	6
selected response	1096	1190	1213	1236	
scientific/quantitative reasoning	3.2	4.0	5.1	6.8	10
critical reading & evaluation	3.4	4.2	5.4	6.5	10
critique an argument	1.9	2.3	3.6	3.9	5

freshmen	sophomores	juniors	seniors
1052	1089	1124	1173
2.4	2.9	3.3	3.5
2.5	2.7	3.4	3.7
2.4	2.9	3.3	3.5
1043	1085	1126	1168
3.1	4.0	4.8	6.3
3.2	4.3	5.1	6.4
1.4	2.2	2.9	3.2

other norms



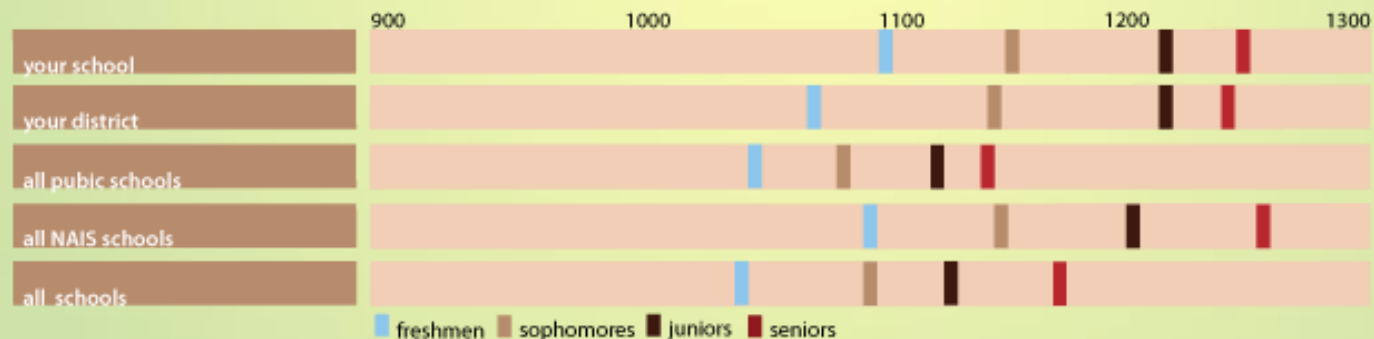
your overall performance

cwra+

national performance

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writing mechanics	2.7	3.3	3.8	4.3	6	2.4	2.9	3.3	3.5
selected response	1096	1190	1213	1236		1043	1085	1126	1168
scientific/quantitative reasoning	3.2	4.0	5.1	6.8	10	3.1	4.0	4.8	6.3
critical reading & evaluation	3.4	4.2	5.4	6.5	10	3.2	4.3	5.1	6.4
critique an argument	1.9	2.3	3.6	3.9	5	1.4	2.2	2.9	3.2

other norms



the reports
teach learn assess
student level

cwra+

CML9+



jane doe

elite high school
senior

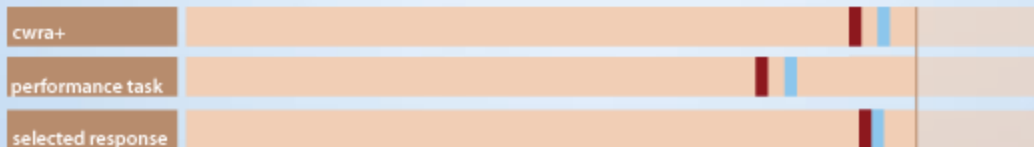
total cwra+: 1381
performance task: 1343
selected response: 1418

your overall performance

cwra+

percentile ranks

	your score	average at your institution (other seniors)	average at all institutions (other seniors)	out of possible	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	1381	1245	1170		99	95
performance task	1343	1254	1173		85	83
analysis & problem solving	4	3.9	3.5	6		
writing effectiveness	5	4.1	3.7	6		
writing mechanics	4	4.3	3.9	6		
selected response	1418	1236	1168		98	97
scientific/quantitative reasoning	9	6.8	6.3	10		
critical reading & evaluation	8	6.5	6.4	10		
critique an argument	4	3.9	3.2	5		



■ percentile rank among students at your institution
■ percentile rank among students at all institutions





jane doe

elite high school
senior

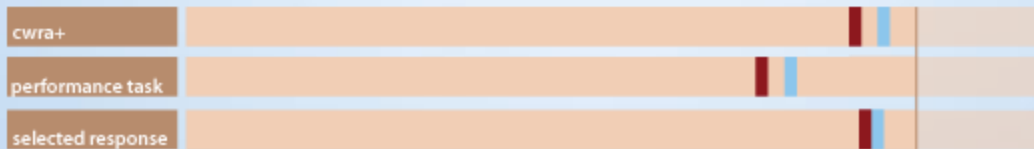
total cwra+: 1381
performance task: 1343
selected response: 1418

your overall performance

cwra+

percentile ranks

	your score	average at your institution (other seniors)	average at all institutions (other seniors)	out of possible	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	1381	1245	1170		99	95
performance task	1343	1254	1173		85	83
analysis & problem solving	4	3.9	3.5	6		
writing effectiveness	5	4.1	3.7	6		
writing mechanics	4	4.3	3.9	6		
selected response	1418	1236	1168		98	97
scientific/quantitative reasoning	9	6.8	6.3	10		
critical reading & evaluation	8	6.5	6.4	10		
critique an argument	4	3.9	3.2	5		



■ percentile rank among students at your institution
■ percentile rank among students at all institutions





jane doe

elite high school
senior

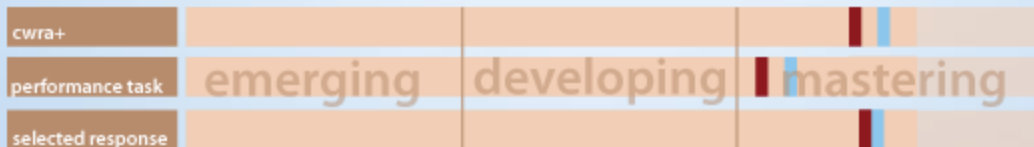
total cwra+: 1381
performance task: 1343
selected response: 1418

your overall performance

cwra+

percentile ranks

	your score	average at your institution (other seniors)	average at all institutions (other seniors)	out of possible	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	1381	1245	1170		99	95
performance task	1343	1254	1173		85	83
analysis & problem solving	4	3.9	3.5	6		
writing effectiveness	5	4.1	3.7	6		
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selected response	1418	1236	1168		98	97
scientific/quantitative reasoning	9	6.8	6.3	10		
critical reading & evaluation	8	6.5	6.4	10		
critique an argument	4	3.9	3.2	5		



■ percentile rank among students at your institution
■ percentile rank among students at all institutions





jane doe

elite high school
senior

total cwra+: 1381
performance task: 1343
selected response: 1418

**reliable at
the student
level**

your performance	cwra+			percentile ranks	
	your score	average at your institution (other seniors)	average at all institutions (other seniors)	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	1381	1245	1170	99	95
performance task	1343	1254	1170	95	93
analysis & problem solving	4.1	3.9	3.5	6	6
writing fluency	4.7	4.7	4.7	6	6
writing fluency	4.5	4.5	3.9	6	6
selected response	1418	1236	1168	98	97
scientific/quantitative reasoning	9	6.8	6.3	10	10
critical reading & evaluation	8	6.5	6.4	10	10
critique an argument	4	3.9	3.2	6	6



■ percentile rank among students at your institution
■ percentile rank among students at all institutions

brand spanning new

student report



the uses

teach learn assess

institution level

cwra+

CML9+

by grade level

teach learn assess

targeting areas for institutional improvement

cwra+

**entering
academic
ability**

targeting improvements-by class
institution level

**entering
academic
ability**



targeting improvements-by class
institution level

**entering
academic
ability**



**student
learning
outcomes**

targeting improvements-by class
institution level

**entering
academic
ability**



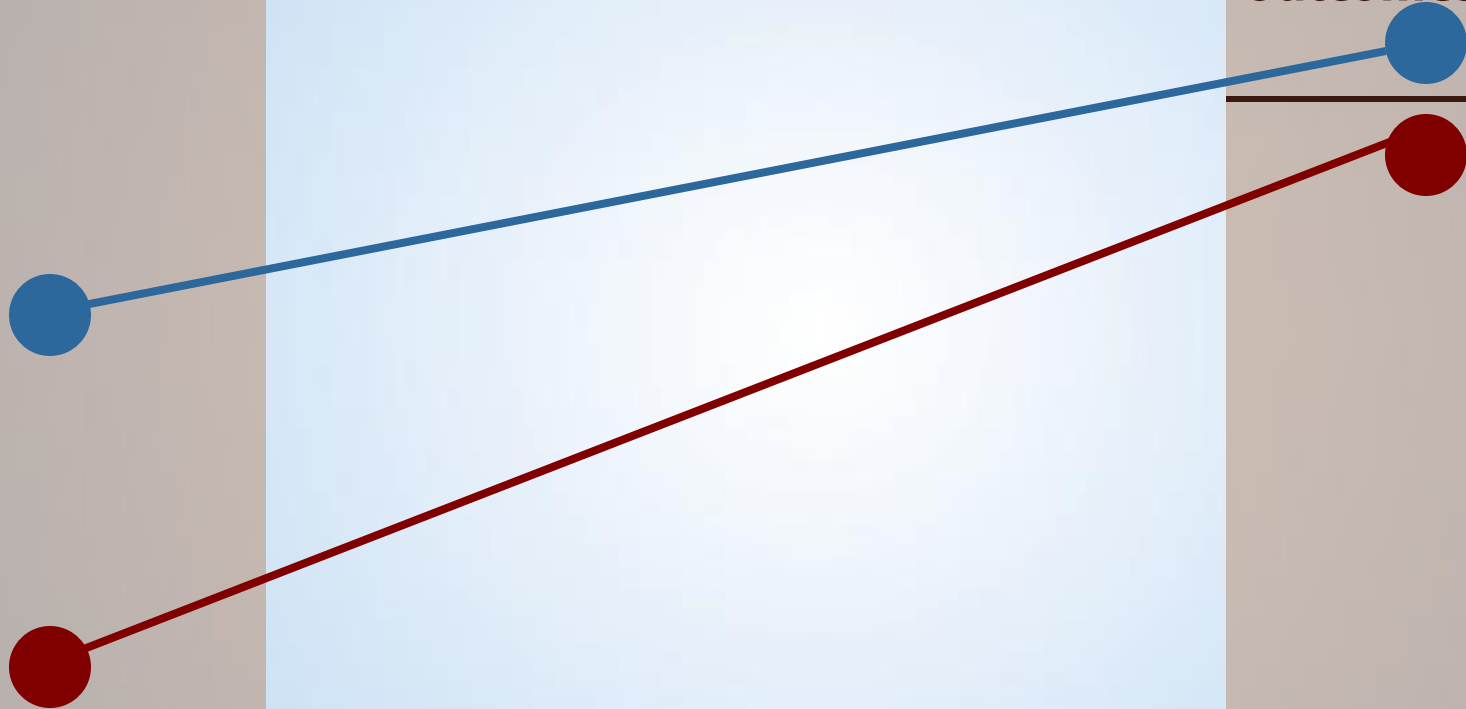
**student
learning
outcomes**



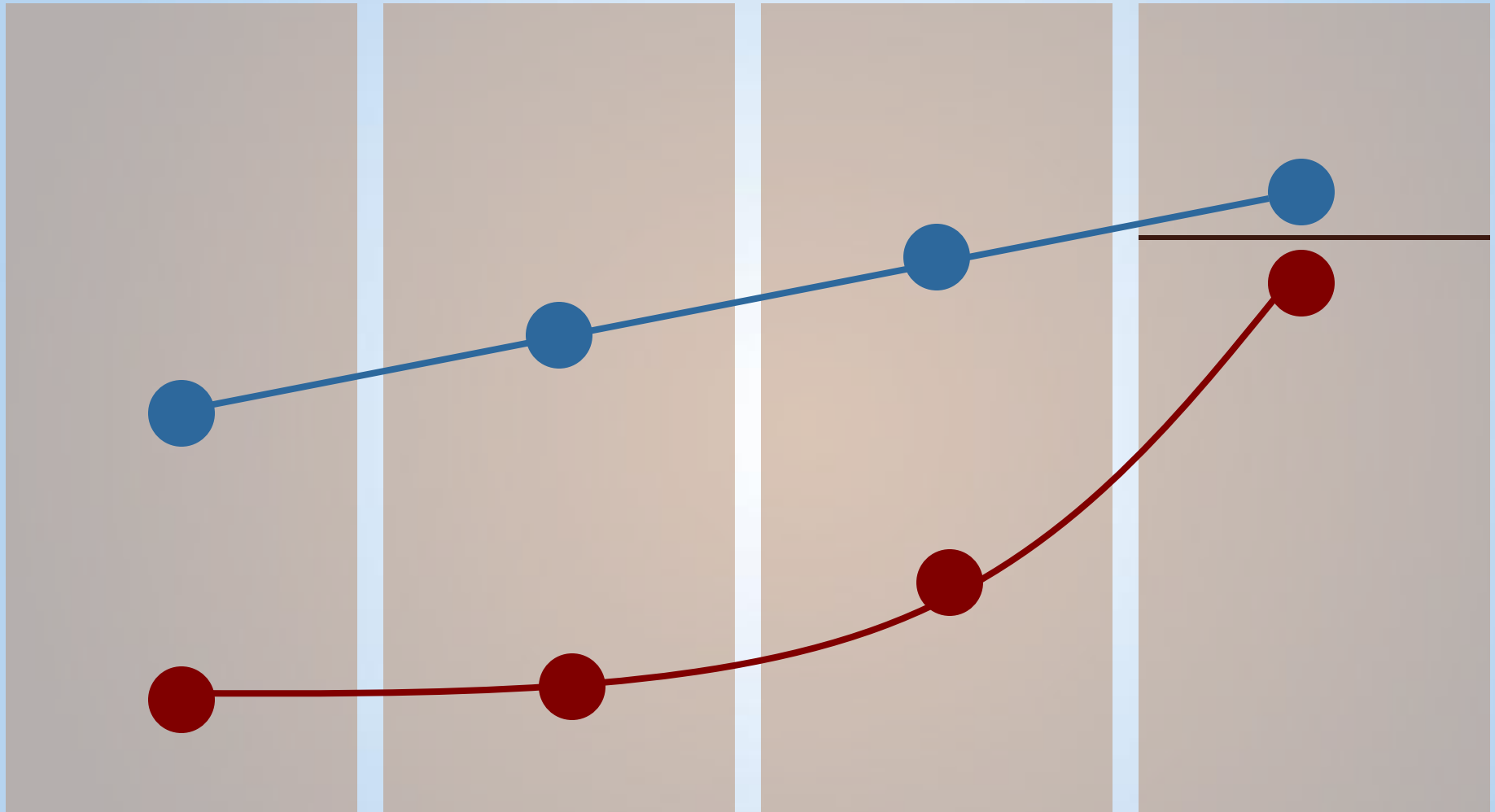
targeting improvements-by class
institution level

**entering
academic
ability**

**student
learning
outcomes**



targeting improvements-by class
institution level



targeting improvements-by class
institution level

by self-study

teach learn assess

targeting areas for institutional improvement

cwra+

Self-Reported Data

- Name (first, middle initial, last)
- Student ID
- Email address
- Date of birth
- Gender
- Race/ethnicity
- Parent education
- Primary and secondary academic major (36 categories)
- Field of study (six categories; based on primary academic major)
- English as primary language
- Attended school as freshman, sophomore, junior, senior
- Local survey responses (if applicable)

CLA Scores and Identifiers

- Performance Task scores
- Performance Level categories (i.e., well below expected, below expected, near expected, above expected, well above expected)*
- Percentile rank across schools and within your school (among students in the same class year, based on score)
- Subscores in Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving
- SLE score (1-50)
- Entering Academic Ability (EAA) score (if applicable)
- Unique CWRA numeric identifiers
- Year, test window (fall or spring), date of test, and time spent on test

Registrar Data

- Class standing
- Transfer student status
- Program code and name (for classification of students into different course tracks, programs, etc., if applicable)
- SAT Total (Math + Critical Reading)
- SAT I Math
- SAT I Critical Reading (Verbal)
- SAT I Writing
- ACT Composite
- GPA

by characteristic

teach learn assess

targeting areas for institutional improvement

cwra+

- ☰ CWRA Academy
- 📁 Home
- 📁 Students
- 📁 **Test Administrations**
- 📁 Test Delivery
- 📁 Users
- 📁 Help
- 📁 My Profile
- 📁 Logout

Test Administrations -> Configure
Back

Configure Custom Questions

Fall 2020 CWRA

[Save](#) | [Cancel](#)

This section may be used to add additional profile questions to collect local survey data for your institution. You may enter up to 9 survey questions, and each question may have up to 6 response options (separate each response option with the "|" character; on U.S. keyboards, this character is entered by holding Shift and the Backslash "\" key simultaneously). Your local survey questions will be presented at the bottom of the Student Profile. These questions and options cannot be modified once students begin testing in the administration.

Questions		
#	Question	Response Options
1	<input type="text" value="Daily hours spent on schoolwork outside of class"/>	<input style="width: 100%;" type="text" value="0 to 1 1 to 2 2 to 3 4+"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>

by characteristic

teach learn assess

targeting areas for institutional improvement



your overall performance

cwra+

	freshmen	sophomores	juniors	seniors	total possible
total cwra+	1100	1120	1125	1160	
effect size vs. freshmen		0.25	0.49	0.73	
analysis & problem solving	2.6	2.9	3.2	3.4	6
writing effectiveness	2.5	3.2	3.6	4.1	6
writing mechanics	2.7	3.3	3.8	4.3	6
scientific/quantitative reasoning	3.2	4.0	5.1	6.8	10
critical reading & evaluation	3.4	4.4	4.9	6.2	10
critique an argument	1.3	2.1	2.9	3.2	5

national performance

	freshmen	sophomores	juniors	seniors
	1047	1088	1125	1170
		0.19	0.49	0.77
	2.4	2.9	3.3	3.5
	2.5	2.7	3.4	3.7
	2.4	2.9	3.3	3.5
	3.1	4.0	4.8	6.3
	3.2	4.3	5.1	6.4
	1.4	2.2	2.9	3.2

by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

national performance

	freshmen	sophomores	juniors	seniors	total possible	freshmen	sophomores	juniors	seniors
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critique an argument	1.3	2.1	2.9	3.2	5	1.4	2.2	2.9	3.2

by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

national performance

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by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

national performance

	freshmen	sophomores	juniors	seniors	total possible	freshmen	sophomores	juniors	seniors
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by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

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by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

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by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

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by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

your overall performance

cwra+

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critique an argument	1.4	2.2	2.9	3.2

by **subscore**

teach learn assess

targeting areas for institutional improvement

cwra+

the uses
teach learn assess
student level

cwra+

CML9+



jane doe

elite high school
senior

total cwra+: 1381
performance task: 1343
selected response: 1418

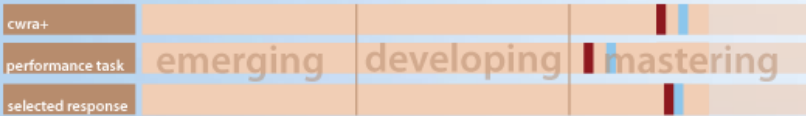
Advisory, formative, or diagnostic one-on-one conversations with students

your overall performance

cwra+

percentile ranks

	your score	average at your institution (other seniors)	average at all institutions (other seniors)	out of possible	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	1381	1245	1170		99	95
performance task	1343	1254	1173		85	83
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selected response	1418	1236	1168		98	97
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■ percentile rank among students at your institution
■ percentile rank among students at all institutions

new uses of the student report for the institution



jane doe

elite high school
senior

total cwra+: 1381
performance task: 1343
selected response: 1418

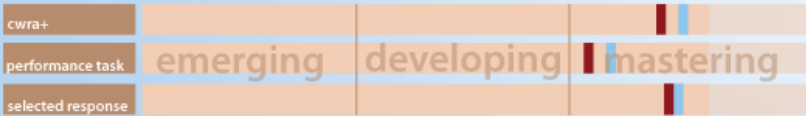
your overall performance

cwra+

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percentile ranks

	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	99	95
performance task	85	83
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Higher stakes uses:

- Grades
- Scholarships
- Placement
- Admissions



new uses of the student report for the institution





jane doe

elite high school
senior

total cwra+: 1381
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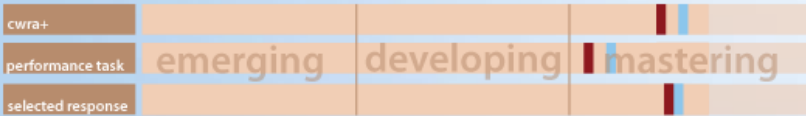
your overall performance

cwra+

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percentile ranks

	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	99	95
performance task	85	83
selected response	98	97



Higher stakes uses:

- Grades
 - Scholarships
 - Placement
 - Admissions
- High school
College



new uses of the student report for the institution





jane doe

elite high school
senior

total cwra+: 1381
performance task: 1343
selected response: 1418

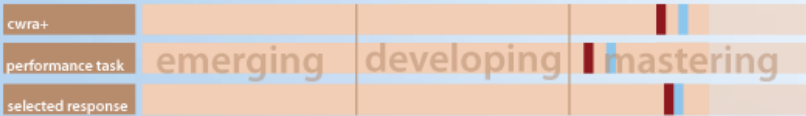
your overall performance

cwra+

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percentile ranks

	within your institution (other seniors)	across all institutions (other seniors)
total cwra+	99	95
performance task	85	83
selected response	98	97



■ percentile rank among students at your institution
■ percentile rank among students at all institutions

Knowledge and confidence regarding the skills they developed in high school – at the end or along the way



new uses of the student report for the student





jane doe

elite high school
senior

total cwra+: 1381
performance task: 1343
selected response: 1418

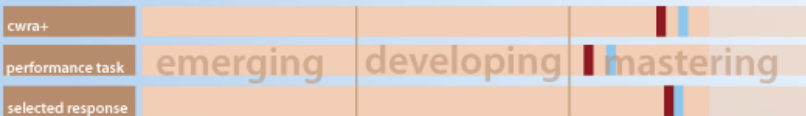
Evidence to provide to colleges regarding their preparation for success

your overall performance

cwra+

percentile ranks

	your score	average at your institution (other seniors)	average at all institutions (other seniors)	out of possible	within your institution (other seniors)	across all institutions (other seniors)
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new uses of the student report for the student



logistics

teach learn assess

cwra+

CML9+

90 minutes long

- 60 minute performance task
- 30 minute selected response section

25 items

Testing Options

- Criterion testing can occur for any grade level any time within established testing windows
- Norm-referenced or value-added uses must still adhere to standard fall/spring administration

CWRA+ will begin in Fall 2013

Opening doors to the assessment of 8th graders



why?

**Because it was time:
Common core, RTTT, and
the rise of technology
inside and outside of the
classroom have only
increased focus on
importance of these skills.**



why?

Because the world demands it: Students need to exhibit these skills (to colleges and employers beyond that); institutions need to prove that they're attuned to this.

**institutions are equipped to
improve 21st century skills
when they connect teaching,
learning, and assessment
through authentic,
performance-based practices**

faculty development

[cla]ssroom performance *task* **academy**

An opportunity for faculty to learn more about, and create their own performance tasks while incorporating their classroom content.

2013-14 Workshop Dates

San Francisco, CA – September 21-22

Minneapolis, MN – October 5-6

Washington, D.C. – January 4-5, 2014

Los Angeles, CA – March 15-16, 2014

Boston, MA – May 2014

Contact Ashley Brailsford at abrailsford@cae.org to register

or

Visit <http://cae.org/performance-assessment/category/training-workshops/>

Ashley Brailsford
212.217.0850
abrailsford@cae.org

