

Classroom Diagnostic Tool Resources

The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information to guide instruction and remediation. A shorter, diagnostic category assessment focuses on subject-area content aligned to PA assessment reporting categories. Diagnostic Category CDT assists educators in identifying student academic strengths and areas in need of improvement by providing links to classroom resources in the Standards Aligned System (SAS). The Cycle of Assessment, Teaching and Learning is illuminated below with explanatory screencasts aligned to each phase of the cycle.

ASSESS the skills of every student from third grade through high school

This series of screencasts demonstrates how to set up users, student groups in the Classroom Diagnostic Tool as well as how to prepare students to take the assessment.

1. Video: [Access Resources and Technology Training Documents on DRC Portal](#)
2. Video: [Set Up and Manage CDT Test Administration](#)
3. Video: [CDT User Creation and Management](#)
4. Video: [Upload Teachers, Students and Groups](#)
5. Video: [Upload and Manage Students](#) in the CDT Interactive Reporting System
6. Video: [Create and Manage Student Groups in the CDT](#) Interactive Reporting System
7. Video: [Preparing Elementary Students](#) to take the CDT Assessment
8. Video: [Preparing Secondary Students to take the CDT](#) Assessment

ANALYZE detailed diagnostic reports to understand the strengths and needs of each student

This series of screencasts demonstrate how to navigate the Classroom Diagnostic Tool reports as well as provide one way to analyze the data in the CDT Group Map and CDT Individual Map. The Classroom Diagnostic Tool Range Score chart is explained in a screencast to provide context to CDT Scaled Scores used in data analysis and interpretation.

1. Video: [Navigating the CDT Interactive Reporting Platform](#)
2. Video: [Navigating the CDT Group Map](#) and [Basic Analysis of the Group Map](#)
3. Videos: [Navigating the CDT Individual Map](#) and [Basic Analysis of the Individual Map](#)
4. Video: [CDT Range Scores Explained](#)

INTERPRET results and group students by their diagnostic profiles to target instruction

CDT Reports such as the Group Map, Learning Progression Map and Growth and Focus Report can be used to group students by their strengths and areas to grow. This series of screencasts demonstrate how to interpret the reports to target instruction.

1. Videos: [Creating Flexible Groups with CDT Group Map](#) and [CDT Learning Progression](#)
2. Video: Using CDT Scaled Scores to [Create Instructional Groups](#) with the Group Map
3. Video: [Understanding Change in CDT Scores](#) through the Growth & Focus Report
4. Video: Connecting the [CDT Learning Progression](#) Map to High Focus Standards

SHARE easy to interpret reports with students, parents and administrators

Engaging students, parents, and administrators in discussions about student strengths as well as areas of needs, setting goals and creating a plan to reach the goal is an essential component in the Cycle of Assessment, Teaching and Learning. This series of screencasts demonstrate how to conduct 1-to-1 student conferences. Links to documents on the Standards Aligned System portal supporting the student conference experience and explaining the Classroom Diagnostic Tools to families are also provided.

1. Video: [Preparing Students for 1:1 Conference](#)
2. Video Examples of 1:1 Conferences for [Grade 3-5](#), [Middle School](#), and [High School](#)
3. [Student Metacognition Templates](#) are found on the Standards Aligned System under the Classroom Diagnostic Tool icon found within the Assessment Element.
4. Video: Sharing the [CDT Individual Report Data in a 1:1 Conference](#)
5. [CDT Information for Parents and Guardians](#) can be found on the SAS portal under the Classroom Diagnostic Tools icon found within the Assessment Element.

INSTRUCT based on individual needs, teach skills and focus/adjust practice

After interpreting the Classroom Diagnostic Tool data, planning instruction is the next step in the cycle of Assessment, Teaching and Learning. There are links in the CDT reports to units of instruction housed on the Standards Aligned System. Additional links to instructional resources found on SAS are listed below.

1. Online [Resources for Instruction in Math, ELA, Science have been compiled by PDE Content Advisors](#) and posted on the Standards Aligned System Portal.
2. [PA Learns](#) is collection of PK-12 modules in English Language Arts, Mathematics, and Science, aligned to PA Academic Standards
3. Video: [Intersection of Assessment and Instruction](#)

REFLECT AND MONITOR the progress of individual students and groups

Pausing to reflect and monitor the progress of instructional gains as a result of resources allocated to individual students and groups provides opportunity to adjust instructional pathways and determine next steps for data collection. The screencasts and documents provided support reflection as well as extend to professional practices of teachers and administrators.

1. Video: How to interpret the [CDT Growth and Focus Report](#) with two data points.
2. Video: This [Data Analysis Protocol](#) is designed to bring together assessment and instructional planning. The document is found on SAS as well as the PDE Roadmap for Creating Equity Schools under the Assessment icon
3. The CDT has direct connections to the [Framework for Teaching](#) in each domain and nearly every element. The Framework for Teaching can be found on SAS under the Teacher Effectiveness icon within the Instruction Element.
4. The work of school leaders in support implementation of the CDT has direct connections to the [Framework for Leadership](#). The Framework for Leadership can be found on SAS under the Principal Effectiveness icon within the Instruction Element.