

Learnia™

Learning power for the classroom.



Learnia.net

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Holmdel Township School District



Learnia:

A Powerful Online Formative Assessment System



Background Information

- Commissioned by NJ DOE as a formative assessment tool
- Based on the NJ state core curriculum content standards in Math and Language Arts
- Five year commitment by the state
- Free to all NJ school districts
- System began with grades 5-8
- Grades 3-4 added in Fall 2008



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Holmdel's Involvement

- Signed up in September 2007 as one of the 50 pilot districts in the state
- Received all training and Professional Development free (as part of pilot program)
- Learnia leaders (from Indian Hill and Satz) chosen and trained



Quality Content

- Benchmark Assessments (Grs 3-8) in Reading and Math/(ClassViews)
- Two pre-made assessments (A & B)



State Benchmark ClassViews™ Benchmark

Key Feature	Accountability Snapshot
Purpose	Reports proficiency on assessments aligned with NJCCCS
Content Areas	Reading & Mathematics
Grades	3-8
Number of Forms (tests)	2 Forms
Length of Form	Between 25-33 items per form About 2-6 open-ended (SCR & ER – in Math) items per form
Administration Time	Approximately 60 minutes

Powerful Reporting System

- Provides Valid and Reliable Reports including:
 - NCLB Disaggregation
 - Standards-Based Reports
 - District, Building, Teacher, Student, and Parent Reports



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Supports Your Instruction

- Integrates Data into the Instructional Process.
- Allows for Differentiated Instruction & Planning.
- Monitors Student Progress Toward Proficiency on NJ Standards.



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System Examples

- Student views
- Sample reports





Melissa Arnold

Nov 18, 2007

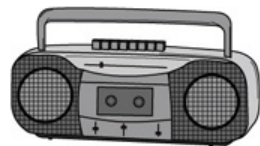
6:07 PM

New Jersey G05 Reading ClassViews A

Questions Answered: 2 of 23

DIRECTIONS: Read the passage. Then read each question about the passage. Click the button next to the best answer for each question. Remember that you can click on almost any piece of art or smaller passage and it will get bigger so that you can see it better.

Cesar's Radio



- 1 "Look at my radio," Cesar said, showing a small black radio to his friend Cody. "My dad bought it for me for helping him clean the garage."
- 2 "Wow," Cody said, looking it over closely. "I wish I had one."
- 3 "Well," Cesar asked, grabbing his basketball from the closet, "ready to play some hoops?"
- 4 "Sure," Cody answered. "Hey, let's take your radio outside and listen to music while we play."
- 5 "That's a great idea," Cesar said. They took the radio with them to the backyard, where Cesar carefully placed it on a nearby picnic table. "I don't want it too close," he explained.
- 6 "Ready to see how a professional plays?" Cody said, dribbling onto the court.
- 7 "Are you?" laughed Cesar. They spent the next hour shooting, dribbling, and boasting to each other while the sun grew hotter and hotter. "Let's get something to drink," Cesar suggested, when they finally decided to take a break.
- 8 A cupboard door banged shut and ice cubes clinked into glasses as the boys prepared their drinks. "Do you guys want a sandwich too?" Cesar's mother asked as she came to see what all the commotion was about.
- 9 "Sure," they answered. Before long, they were resting happily under the kitchen ceiling fan, enjoying sandwiches and iced tea.
- 10 "Let's wait until it cools off a little before we get back to our game," Cesar suggested.
- 11 "Good idea," Cody said, closing his eyes and leaning back under the fan's breeze, "but I'd better call to see if I can stay a little longer." Cody's mom gave her permission, and they spent the next hour watching television before returning outside to their game.

What is the main message of this selection?

- Take extra care when the weather is hot.
- It is important to work for what you want.
- A broken gift can easily be replaced.
- Friends take care of each other.



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Go to...



Flag Question for Review

Finish

Done



Assessment...

3 Microsoft...

2 Internet ...

District_Scho...

Presentation...



Search with Google

Internet

100%



6:07 PM

Proficiency By Test







([report results](#))

Group

Test

System Default Scale

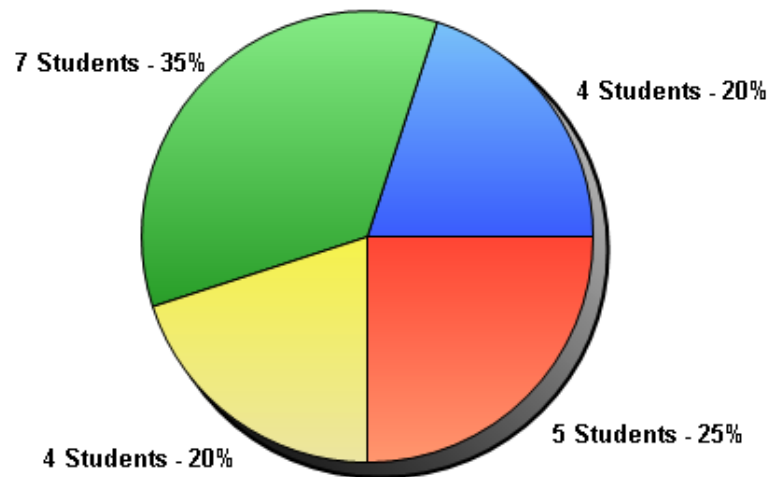
Proficiency Levels


-  Below Basic
-  Basic
-  Proficient
-  Advanced

Graph Size


New Jersey G05 Reading ClassViews A


Proficiency Groups



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Proficiency Group Below Basic for All Groups



(all proficiency groups)

Group **All Groups**

Test **New Jersey G05 Reading ClassViews A**

System Default Scale

Proficiency Levels

Below Basic

Basic

Proficient

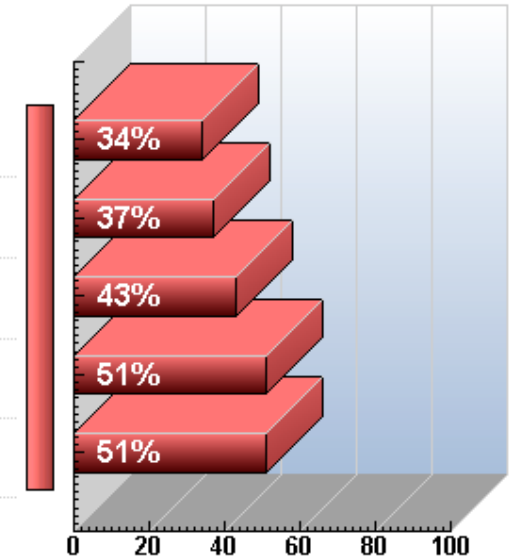
Advanced

Graph Size **Medium**

New Jersey G05 Reading ClassViews A

Students

- Fernando, Grace
- Pearson, Jennifer
- Oriente, Joe
- Ruetsch, Kathleen
- Krull, Derek



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Re Order

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Proficiency By Standard

(All Proficiency Groups)

Tag Group **All Groups**

Test **New Jersey G05 Reading ClassViews A**

Curriculum **Learnia New Jersey DOE Reading CLV** Filter Levels

New Jersey G05 Reading ClassViews A

System Default Scale

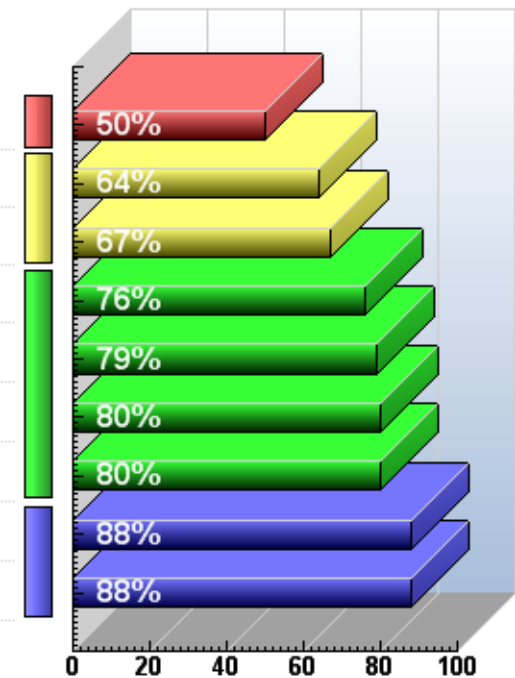
Proficiency Levels

- Below Basic
- Basic
- Proficient
- Advanced

Graph Size **Medium**

Standards

- Students will distinguish between major and minor details.
- Students will make inferences using textual information and prov...
- Students will recognize literary elements in stories, including ...
- Students will identify author's purpose, views, and beliefs.
- Students will interpret new words correctly in context.
- Students will understand that theme refers to the central idea o...
- Students will use cause and effect and sequence of events to gai...
- Students will recognize common organizational patterns in text t...
- Students will infer specific word meanings in the context of rea...



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Standard Details

Standard Name: **Students will make inferences using textual information and provide supporting evidence.**
 Standard Code: **3.1.5.G.9**
 Tag Group: **All Groups**
 Proficiency: **All Proficiency Groups**
 # of Students: **25**
 Average Score: **64%**

Student Details for Standard

Park, Seth - 5 of 17 : **29%**
 Rivera, Jorge - 6 of 17 : **35%**
 Nealon, Trent - 7 of 17 : **41%**
 Noel, Mitch - 8 of 17 : **47%**
 Karla, Tess - 8 of 17 : **47%**
 Mendoza, Pedro - 8 of 17 : **47%**

Print

Close

Item Order^	Item Code
2	3354220
4	3311788
8	3403138
10	3290255
14	3403175
16	3354223
17	3291549
18	3354224
19	3354225
21	3291554
22	3354227

Proficiency Level by Group

Teacher: [Fleming, Christine](#)
 Group: [Fleming-Grade 6](#)
 Tag Group: [All Students](#)

Date: [2/27/2008](#)
 Page: [6](#)

Report Option: [New Jersey G05 Reading ClassViews A](#)
 Curriculum Map: [Learnia New Jersey DOE Reading CLV](#)
 Proficiency Setting: [System Default Scale](#)

Legend: [0-54]=Below Basic [55-70]=Basic [71-85]=Proficient [86-100]=Advanced

Standard Code	Standard Description	Standard % Corr
	Mendoza, Pedro Noel, Mitch Reyes, Catherine York, Susan	Nealon, Trent Park, Seth Speegle, Joseph
3.1.5.G.9	Students will make inferences using textual information and provide supporting evidence.	62
	Students 'Below Basic': 10	46
	Park, Seth Nealon, Trent Mendoza, Pedro Keyes, Kelly Robeck, Frank	Rivera, Jorge Karia, Tess Noel, Mitch Reyes, Catherine Turner, Michael
	Students 'Basic': 3	63
	Medina, Julie Frantz, John	Emory, Maggie
	Students 'Proficient': 7	75
	Holbrook, Jeff Jenkins, Jaleesa York, Susan Elliot, Greg	Jarrell, Brian Stansbury, Lee Coign, Michelle
	Students 'Advanced': 3	88
	Bolton, Willie	Byron, Victor

Student Proficiency List



(view pie chart)

Group **All Groups**

Test **New Jersey G05 Reading ClassViews A**

System Default Scale

Proficiency Levels

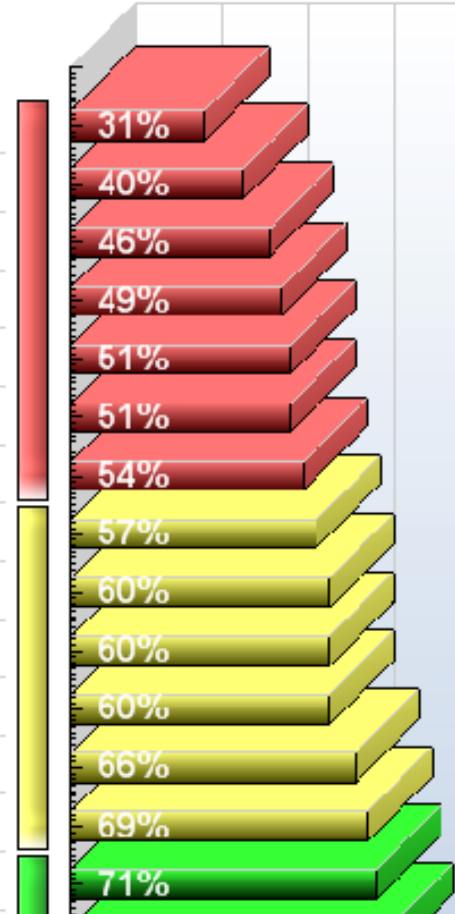
- Below Basic
- Basic
- Proficient
- Advanced

Graph Size **Medium**

New Jersey G05 Reading ClassViews A

Students

- Rivera, Jorge
- Reyes, Catherine
- Nealon, Trent
- Mendoza, Pedro
- Karla, Tess
- Park, Seth
- Noel, Mitch
- Keyes, Kelly
- Turner, Michael
- Stansbury, Lee
- Robeck, Frank
- Holbrook, Jeff
- Frantz, John
- Medina, Julie



What's next for Holmdel?

- Introduce system to Village School 3rd grade teachers
- Encourage usage through all included grade levels
- Learnia will be adding a science component for grades 4 and 8 in the future
- Holmdel will be hosting a training session in the spring



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