SPRING 2011

CSU/UC
MDTP
Mathematics Diagnostic Testing Project

NEWSLETTER

SPRING TESTING

Inside This Issue:

CSU
California State University

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Each spring there is a surge in MDTP testing activity during the last few weeks of the school year. This is a good time to recall when and how to order MDTP materials and to remember that there may be some brief delays in scoring tests during our busiest periods.

When to Test

Teachers should determine the appropriate time to test their classes. In the spring, MDTP testing ideally occurs late enough in the term that all the tested material has been covered in the course. On the other hand, testing also occurs early enough that there is time for the teacher to help the class address any weaknesses that are revealed by the results. Other ways teachers can use spring tests include helping structure review activities for students over the summer and looking back on courses to see what worked well and what improvements are needed when the same course is taught next year.

Some schools and districts use MDTP spring test results as one component of their placement process. MDTP recognizes this use but cautions that it may compromise the diagnostic quality of the testing. The test may be given earlier than it should be in order to facilitate enrollment planning. The students may try to get the highest possible score instead of the truest score, which is preferred for accurate formative assessment. In addition, MDTP insists that its tests are never used to direct students away from college preparatory programs; students should be counseled into courses where they have enough mathematical background to learn the material well, but it is quite damaging to deny students access to programs that will lead to developing enough mathematical background to succeed in college. Finally, MDTP test results should never be the sole factor in determining a student's enrollment in a course.

What to Order

Test Booklets

Any teacher may request review copies of test booklets of tests that he or she is considering using. MDTP recommends that teachers make sure the test they give is appropriate for their students.

If a teacher is administering MDTP tests online on Daskala, the teacher will not need copies of test booklets for his or her students. All other MDTP test administrations must be from MDTP test booklets.

Teachers and schools have been very cooperative in reusing MDTP test booklets; this has helped keep MDTP expenses low and enabled MDTP to fill all requests for its materials. If a teacher is teaching several sections of the same class, only as many tests as needed for the largest section should be ordered. MDTP will always send slightly more booklets than requested. If the same test was administered in the past and the booklets are still available, teachers should reuse those booklets and only order as many copies as needed to have

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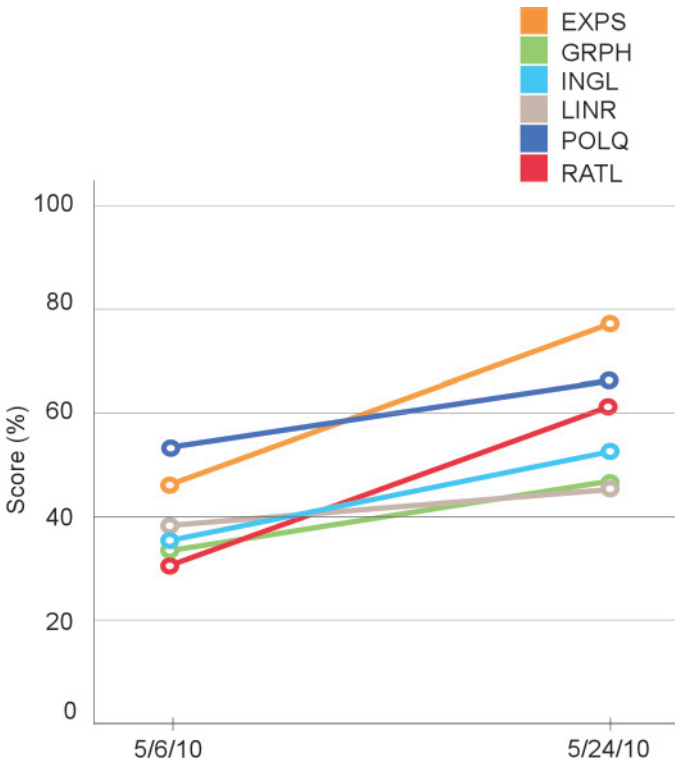
ONE HIGH SCHOOL'S USE OF MDTP DIAGNOSTIC TESTS

By Mark Spong

A quarter of the 9th graders at my school can correctly combine like terms. The sophomores are a bit better, at fifty percent. My juniors don't quite match the learning gains because only fifty-five percent of them avoid the pitfalls of adding unlike terms or forgetting to distribute a negative. One hundred percent of the department is now committed to addressing this need and teaching this topic at every level.

Daskala is a sleek online assessment tool with some powerful analysis capabilities that I started using last year in my Algebra and Integrated 1/2 courses as part of a pilot program with the MDTP diagnostic exams. Now, I am using it as part of a schoolwide push for data-driven instruction and as an integral part of the formative assessment cycle in my own classroom. I am currently in my third year of teaching and Daskala is addressing some specific needs that overwhelmed me in my first two years in a classroom. Pencil and paper grading is still an essential part of my assessment strategy, but by expanding my repertoire to include Daskala I am able to do my job better.

After using Daskala a few times, I have found that the first few moments sitting down at the end of the day to look at the results of an exam is an enlightening and powerful moment. Most recently, I gave the MDTP Geometry Readiness Test as a pre- and post-assessment and the first category my eyes were drawn to was the strong showing in exponents and then the lowest scoring section: linear equations. I jumped to the Item Answers with Average Timings graphical display. Seeing so much green for right answers is always a good thing, but I spent those moments keying into other information that I couldn't see from a normal paper assessment. Where did students spend the least and most amount of time? Was there a general trend in time spent on questions or questions answered correctly over time? Were there any questions that most people got right or wrong? I jumped around a few different questions and took mental notes about which questions to go back and look at later. Next, I selected the pre-assessment so I could see how my kids improved over time. I broke the overall score into averages and noticed that every single category had improved. I saw that the category of exponents that I keyed into earlier showed a jump from 48% correct to nearly 80% correct (Michael Jordan fist pump!).



After sitting for only a few minutes at my computer I have this information and I start to reflect on the last few weeks of instruction. I remember the urgency with which I taught my classes and how I kept the goals of the post-assessment firmly in my mind. Specifically, we did activities with individual whiteboards where I targeted my questions and review on problematic areas like exponents. The low-stress high-feedback structure mirrored my use of Daskala over the 4 weeks. Just as I could work with right and wrong individual problems on a minute-by-minute basis in a classroom, I could also print individualized MDTP reports from Daskala with strengths and weaknesses separated from actual problems to provide categorical feedback. In class, students voiced their preference to practice the problems on which they "needed substantial review" and we (teacher and students) worked collaboratively on these topics. I couldn't help but draw the connection to a sports team training for a big event because both the students and I had a fixed goal of achievement firmly in our minds. In my teaching preparation program at Stanford I learned about backwards planning and driving lessons based on clear goals. This was my second year teaching,

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ONE HIGH SCHOOL'S USE OF MDTP DIAGNOSTIC TESTS

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but it was my first experience following through and seeing the results of those lofty theories. I felt a sense of accomplishment. It was this sense of success that I realized I had been missing and was part of an emotional vacuum that almost drove me from the teaching profession altogether.

After reflecting on the weeks of review and the results of each class as a whole, I scrolled through individual students' results. I pulled up Marisa's (a pseudonym) results because as a case study for my BTSA program I was very familiar with her struggles. Marisa was a student with a documented IEP who failed my Algebra class the previous year and after summer school was placed in my Integrated Math class (targeted toward students who barely passed Algebra). Her phenomenal growth between pre- and post-assessments (58% to 91%) was undeniably a vast improvement and I could say with confidence that she was ready for the transition from Integrated Math to Geometry. She demonstrated mastery in all the MDTP subcategories for Geometry Readiness.

I believe her success can be attributed to several different factors. The feedback she received from a diagnostic exam enabled her to identify where she needed to study. The feedback identified both strengths and areas for review that were separated from actual problems that enabled a new kind of thinking for her. Instead of wanting to know how to solve a particular problem she wanted to learn how all the rules worked so she could solve all problems of that type. We developed a classroom structure that invited students' preferences. She was one of the students who voiced her preference during the whiteboard review. Lastly, I was not the only person aware of the destination and the instruction turned into collaboration with students like Marisa who actively sought out improvements for their own learning. We, both students and I, were holding ourselves accountable to the learning goals we set forth in the pre-assessment.

I chose to become a teacher because I feel a joy in the process of discovery and learning mathematics. My older brother is a math teacher as is my fiancée. It is a passion I surround myself with and think about constantly. Those first few years were very challenging for me because I had to shift my definition of what success meant. It used to be whether or not I could accomplish a task, and it became whether or not my students improved in their ability to do so. I floundered during that early time in my career because I felt like I did not have the experience to know when my students improved or which techniques I used in the classroom were effective. I gave plenty of written feedback, but I became frustrated when my students couldn't transfer their understanding. Before using MDTP tests with Daskala, I could certainly tell when Marisa scored well or poorly, but I had an incredibly difficult time documenting her growth or identifying consistent gaps in understanding. Neither average numeric score nor question specific feedback was what she or I needed. Instead we needed to identify and then address the underlying misunderstandings through re-teaching. MDTP and Daskala have helped me identify, analyze and chart my students' growth in mathematics and my own growth as a teacher.

Mark Spong formerly taught Algebra, Integrated 1/2, and Precalculus at Burlingame High School and currently is a Precalculus Teacher at Summit Prep Charter High School in Redwood City, CA. He graduated Harvard in 2007 with a degree in Mathematics and from Stanford in 2008 with a Masters in Education.

MDTP IN TRANSITION

Phil Knox retired on February 28 after 35 years of service to UC Davis. He served as the MDTP Site Director at UC Davis for many years, where he had sponsored a users' conference and a mathematics workshop annually that were highly valued by teachers. We wish Phil many years of happy retirement and good health!

Grant Acosta replaced Phil as the MDTP Site Director at UC Davis. Grant is the Math Specialist in the Student Academic Success Center at UC Davis. He teaches several workshops in Calculus and for students preparing for math placement exams. He is well respected for his teaching ability by students and colleagues alike. Additionally he coordinates tutoring for students by appointment, in small groups, and on a drop-in basis. Grant also helps in curriculum development, has completed a reader for UC Davis' intermediate algebra course, and is working on a new pre-calculus book. He previously taught mathematics at Saratoga High School. We are very excited to have Grant as the new MDTP Site Director at UC Davis.

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enough for the largest section being given that test. Test booklets should be stored in a secure location and should never be given to students to take home or to use as study materials.

Answer Sheets

Unless the tests will be scored directly on Daskala, Datawise, or Edusoft, each student must complete an MDTP Answer Sheet that the teacher submits to MDTP for scoring. Teachers or schools should order enough answer sheets to provide one to each student, but they should not order excessive quantities.

Class Information Sheets

Unless the tests will be scored directly on Daskala, Datawise, or Edusoft, an MDTP Class Information Sheet must be submitted to MDTP with the answer sheets for each class. The Class Information Sheets are machine-readable and must be ordered from MDTP. Teachers who wish to receive aggregated reports for all the sections given the same test may request them in addition to the individual class test results reports. Grouping multiple sections under a single class information sheet should be strictly avoided since teachers would lose the ability to analyze the results of each of their sections and teachers can receive aggregated reports that combine multiple sections.

How to Order

The best way to order MDTP materials is to use the online order form available on the MDTP web site (mdtp.ucsd.edu) by clicking on the Quick Link "Online Order Form", or by selecting California K-12 Users: Order Forms: Online Order Form from the menu in the left pane. If that is not convenient, there is a downloadable order form on the web site that can be printed and mailed to a regional MDTP site. Most sites will also accept telephone orders and faxed orders, but delays may occur in placing and filling these orders.

When to Order

While MDTP tries to fill all orders as quickly as possible, MDTP strongly recommends that orders be placed at least two weeks prior to the first expected test date. This is especially important for testing from April though June and from mid-August through mid-October. Orders may be submitted near the end of a school year or during the summer requesting materials be shipped at the beginning of the following year, to ensure teachers have materials for testing at the start of the school year.

COMMON CORE STANDARDS & MDTP

Last June, the MDTP Workgroup began reviewing the national Common Core Mathematics Standards to determine the degree of alignment between our current test items and the standards. We found an extremely high degree of alignment in the sense that nearly all of our test items address at least one of the Common Core standards and "vice versa" nearly all of the Common Core standards are addressed by at least one of our test items. We provided inputs to the Academic Content Standards Commission during their deliberations last year.

This June, a committee will review the California Common Core Standards (CCCS) for mathematics that were adopted last August by the SBE. This committee will develop a concordance relating MDTP test items to primary and secondary CCCS standards, and the workgroup will consider the possibility of releasing the concordance, in which case they will develop a formal policy to guide the manner and extent of this distribution.

As the California Common Core Mathematics Standards continue to evolve and discussions move forward about their implementation, MDTP will continue our work with the California Common Core Mathematics Standards to ensure that our tests accurately reflect the prerequisite mathematical knowledge and skills necessary for success in California's secondary mathematics courses.

UPCOMING EVENTS

Each year, MDTP holds regional conferences to discuss current issues in mathematics education in California and effective uses of MDTP. The conferences provide an opportunity for conversations among elementary, middle, and high school mathematics teachers and administrators as well as college and university mathematics faculty. MDTP also presents and hosts booths at regional California Mathematics Council conferences in Palm Springs and Asilomar. Please consider attending some of these events.

Tuesday 16 August 2011 from 9:45 a.m. to 1:30 p.m.: UC Berkeley Users' and CeMee Joint Conference at Lawrence Hall of Science

For more information and registration contact Emiliano Gomez at the Berkeley regional site or go to: http://mdtp.ucsd.edu/NewsEvents.shtml

MDTP REGIONAL SITE INFORMATION

Berkeley Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Sonoma, and Stanislaus counties.	**UC Berkeley** Director: Emiliano Gomez (510) 642-0752 Asst.: Jacqueline Bonds (510) 642-0846 Fax: (510) 642-8204 mdtp@math.berkeley.edu
Chico Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, Trinity, and Yuba counties.	**CSU Chico** Director: Ben Levitt (530) 898-5489 Asst.: (530) 898-4103 Fax: (530) 898-3097 mdtp@csuchico.edu
Davis Alpine, Amador, Calaveras, El Dorado, Placer, Sacramento, San Joaquin, Solano, Sutter, and Yolo counties.	**UC Davis** Director: Grant Acosta (530) 754-7743 Asst.: Trish Ramos (530) 754-9504 Fax: (530) 753-8420 plramos@ucdavis.edu
Fresno Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, southern San Benito, Tulare, and Tuolumne counties.	**CSU Fresno** Director: Maria Nogin (559) 278-4908 Asst.: Devonna Butler (559) 278-2992 Fax: (559) 278-2872 mnogin@csufresno.edu
Fullerton Orange county, and parts of Los Angeles and Riverside counties.	**CSU Fullerton** Director: David Pagni (657) 278-2671 Asst.: Crista Jansson (657) 278-2691 Fax :(657) 278-3972 mdtp@fullerton.edu
Los Angeles Los Angeles and Ventura counties except for schools near Fullerton.	**UC Los Angeles** Director: Mary Sirody (310) 825-9477 Fax: (310) 825-8914 mdtp@ucla.edu Shipping & Scoring Annex: Office Manager: Jana Hoover (310) 825-2495 Fax: (310) 206-7261
San Bernardino Inyo, Mono, and San Bernardino counties and part of Riverside county.	**CSU San Bernardino** Director: John Sarli (909) 537-5374 Asst.: Leeanne Richardson (909) 537-7670 Fax :(909) 537-7119 mdtp@csusb.edu
San Diego Imperial and San Diego counties and part of Riverside county.	**UC San Diego** Director: Bruce Arnold (858) 534-3298 Asst.: Monnie Barker (858) 534-3373 Fax :(858) 534-1011 mdtpsandiego@ucsd.edu
San Luis Obispo San Luis Obispo, Santa Barbara, and southern Monterey counties.	**Cal Poly San Luis Obispo** Director: Steve Agronsky (805) 756-1683 Asst.: Dale Wilbur (805) 756-2445 Fax: (805) 756-6537 dwilbur@calpoly.edu
Santa Cruz Northern Monterey, northern San Benito, Santa Clara, and Santa Cruz counties.	**UC Santa Cruz** Director: Bruce Cooperstein (831) 459-2150 Central Coast Coor. Ed Migliore (831) 459-1240 Asst.: Dana Mathers (831) 459-2400 Fax: (831) 459-3260 dmathers@ucsc.edu

AVAILABLE MDTP DIAGNOSTIC TESTS

Test Name	Description	Calculator Prohibited	Calculator Optional*	Calculator Required
PR Prealgebra Readiness	Assesses some concepts needed for success in a course immediately preceding a first-year algebra course and subsequent success in that first-year algebra course. This test is often given near the beginning of a course immediately preceding a first-year algebra course. Spanish version available.	PR40A04 0814004		
AR Algebra Readiness	Assesses some concepts needed for success in a first course in algebra. Calculator prohibited and calculator required versions available. 45 question and 50 question versions available. Spanish versions available. The AR50A10 test is a computer delivered form only available online via Daskala. [AR50/90 available while in stock.]	AR45A10 0714510 AR45A00 0714500 AR50/90 0715090 *AR50A10*		AR50X92 0775092
EA Elementary Algebra Diagnostic	Assesses some concepts needed for success in a second course in algebra. Appropriate when the second course follows immediately after a first-year algebra course and students have not studied a year of geometry. Spanish versions available.		EA50A90 0315090	*Scientific* EA45X91 0374591
GR Geometry Readiness	Assesses some concepts needed for success in geometry after completing Algebra I or II. Includes some informal geometry students should have encountered prior to and during algebra. Spanish versions available. [GR45A93 available while in stock.]		GR45A06 0414506 GR45A93 0414593	GR45X94 0474594
SR Second Year Algebra Readiness	Assesses some concepts needed from first-year algebra and geometry for success in intermediate algebra following a course in geometry. Spanish versions available. [SR45A93 available while in stock.]		SR45A06 0314506 SR45A93 0314593	*Scientific* SR45X94 0374594
IS Integrated Second Year Readiness	Assesses some concepts needed for success in the second year of an integrated mathematics curriculum. This test was based on the common content of two of the integrated curricula in use in California.		IS45A00 0414500	
IT Integrated Third Year Readiness	Assesses some concepts needed for success in the third year of an integrated mathematics curriculum. This test was based on the common content of two of the integrated curricula in use in California.		IT45A00 0314500	
MR Mathematical Analysis Readiness	Assesses some concepts needed for success in a course following two algebra courses and a geometry course. This course is often called trigonometry, precalculus, or mathematical analysis. [MR45A92 available while in stock.]		MR45A08 0214508 MR45A92 0214592	*Scientific* MR45X94 0274594
CR Calculus Readiness	Assesses some concepts needed for success in a first calculus course. 40 question and 55 question versions available, with suggested times of approximately 60 and 90 minutes respectively.		CR40A97 0114097 CR55A97 0115597	*Scientific* CR40X96 0174096 CR55X96 0175596
BC Beginning Calculus Readiness	Assesses some concepts and facility with graphing calculators needed for success in a first calculus course requiring graphing calculators. Some questions require the use of a graphing calculator.			*Graphing* BC30X97 0173097

*Calculators are not recommended on GR45A06, SR45A06, and MR45A08.
MDTP's Written Response Materials CD is available upon request and supplements most of MDTP's tests.

PROBLEM CORNER

The Quilt Problem

A company makes square quilts. Each quilt is made out of small congruent squares, where the squares on the main diagonals of the quilt are black and the rest of the squares are white. The cost of a quilt is calculated as follows:

Materials: $1.00 for each black square and $0.50 for each white square.

Labor: $0.25 for each square.

To order a quilt, one must specify the number of black squares, or the number of white squares, or the total number of squares on the following order form:

Number of Black Squares ___
Number of White Squares ___
Total Number of Squares ___

April, Bonnie, and Chad ordered three identical quilts. Each of the three filled out a different order form. April entered the number of black squares in the appropriate space on the order form. The other two entered the same number as April's, but Bonnie accidentally entered her number after the "Number of White Squares", and Chad entered his number after the "Total Number of Squares". April was charged $139.25. How much money were Bonnie and Chad charged?

(With permission from Professor Guershon Harel, UCSD Mathematics)

Submit your solution to Bruce Arnold, University of California, San Diego, Mathematics Department, 6311 AP&M, 9500 Gilman Drive #0112, La Jolla, CA 92093-0112 or barnold@ucsd.edu. Some solutions will be posted in the next newsletter.

ONLINE MR & CR Tests (Student Review)

MDTP provides a Mathematical Analysis Readiness Test (MR) and a Calculus Readiness Test (CR) online that are designed for student review. Anyone with Internet access may take these tests as often as desired. The tests include online scoring and a diagnostic report designed to help students review their responses and detemine where they are making errors. Go to: http://mdtp.ucsd.edu/OnlineTests.shtml

ONLINE MDTP TESTING (DASKALA)

In addition to its long-established service providing test booklets and printed test result reports at no cost to California teachers, MDTP began offering its tests in fall 2009 in a new format: online. Teachers, schools, and districts can now administer most MDTP tests online and immediately view student, class, and school results through the Daskala software platform at a nominal cost. Teachers throughout the state have warmly received the new online tests with more than 50,000 tests administered since implementation.

The online test delivery and reporting system is easy to use. The online reporting screens include all of the information in MDTP's printed reports in formats that are based on those reports. It is now easy to re-sort the data presented in many ways and to drill down to access information not available in MDTP's printed reports. These electronic reports facilitate individual and collaborative analysis of diagnostic test results to identify students' strengths and weaknesses. Electronic reporting both reduces the time to get test results back to teachers and schools and reduces the time teachers and administrators need to review the diagnostic reports.

Nearly all teachers who have experienced the online reporting of MDTP tests using Daskala have been impressed. The online presentation of MDTP's reports provides versatility both in the information provided and the ways to access that information. Daskala also provides some features not found in MDTP's printed results such as the average amount of time students looked at each question and "tags" for each incorrect answer choice that suggest possible errors made by or misunderstandings held by students. This added power has facilitated the diagnostic use of test results not only by teachers working individually but also by teachers collaborating together to help address the mathematical needs of their students. For a more detailed account of one teacher's experience, please read the article in this issue, "One High School's Use of Online MDTP Diagnostic Tests", by Mark Spong of Summit Preparatory High School in Redwood City.

MDTP site directors are looking forward to working with teachers to help them make effective use of this new tool. For more information about online MDTP testing using Daskala, please visit:
http://mdtp.ucsd.edu/daskala.shtml
or contact us at mdtp@ucsd.edu.

SCORING MDTP TESTS & IMPORTING DATA TO OTHER SYSTEMS

MDTP tests are registered copyrighted materials. Test booklets are provided to schools with the understanding that student responses will be scored by MDTP offices, Edusoft, or Datawise. Teachers, schools, and districts are not authorized to enter keys into Edusoft, Datawise, or other systems for scoring tests. Both Edusoft and Datawise have already created scoring keys that must be used for scoring MDTP tests.

Test booklets which are available at no charge to the school or teacher must be used with answer sheets printed by Edusoft and Datawise systems. When MDTP tests are scored using either system, a data file is automatically generated and sent to MDTP. The test results reports are then printed and sent to each teacher. If you do not receive your printed reports, please E-mail mdtp@ucsd.edu, include which system was used, the date the answer sheets were scored, the school name, teacher name, class period, and MDTP test form (e.g., AR45A10).

Datawise Measures (http:// www.datawise-ed.com)
Datawise MEASURES offers easy-to-use tools that access powerful views of assessment data. Datawise and MDTP have reached an agreement that allows teachers in districts that subscribe to Datawise to score MDTP tests and view MDTP test results reports through the Datawise MEASURES system. If your district already is a Datawise subscriber, you may request the MDTP answer keys from Datawise. You can then use MEASURES to score MDTP tests. MEASURES reports will be immediately available for your review.

Edusoft (http://www.edusoft.com)
Edusoft users must use the original MDTP folder in Edusoft to print Edusoft Answer Sheets or use MDTP Scantron forms and return the Scantron forms to a local MDTP site. To access the answer sheets, click on the "Benchmark Exams" tab, then on the "Assessments" button. The folder named "Mathematics Diagnostic Testing Project" is where answer sheets for MDTP tests are located. If the desired test is not found, then you may have a second "Mathematics Diagnostic Testing Project" folder or the test may not be available on Edusoft (please see the last paragraph of this article). Please search that folder for your test. If you are not able to find your desired test in either location, call the Edusoft help desk at 1-800-323-9540, select option 4, and ask the support representative to refresh the list for your district. Once the MDTP test answer sheets are scored using Edusoft's grading software, you will be able to view the results online.

Upon scoring MDTP tests using the original MDTP folder in Edusoft, an item response file should be automatically sent to MDTP so that MDTP can score, print, and send the tests results to teachers. If you do not receive your printed reports, you should notify MDTP and download the Item Analysis Report/Item Response Report for your class(es) and attach the spreadsheet to your message. If you need assistance in downloading the data you can use the Edusoft Library's Benchmark section for guidance, contact Edusoft Help, or email mdtp@ucsd.edu. MDTP will research all requests and score, print, and mail MDTP tests results directly to the teacher.

The current agreement with Riverside Publishing (parent company of Edusoft) doesn't allow newer MDTP tests to be added to Edusoft folders. To score newer MDTP tests (e.g., MR45A08 and AR45A10), you must use the green Scantron MDTP answer forms along with brown Class Information cover sheets and return those to a MDTP regional office for scoring.

MDTP Scoring
Except for tests scored directly on Daskala, Datawise, or Edusoft using information provided to those companies by MDTP, all MDTP tests administered to California secondary school students must be scored by MDTP. Teachers or schools must return class sets of answer sheets with a class information sheet for each class to their regional MDTP site for scoring. The MDTP site will usually be able to score the tests and send out the test result reports to the teachers within two working days.

Importing MDTP Data Into Other Systems
After MDTP answer sheets have been scored by a regional site office, you may request that office provide the test results and student response data in a text file that can be used to upload/import data into Excel, databases, or systems such as DataDirector that are used for recording and reporting student assessment data and results. MDTP electronic files are compatible with most data record systems.

TEST DEVELOPMENT AND REQUEST FOR FIELD-TESTING

CAHSEE Preparatory (CP) Diagnostic Test

The workgroup began working last summer on developing a CAHSEE Preparatory (CP) Diagnostic test. They emphasized that a CAHSEE diagnostic test would not be another form of "test prep" where students would practice on items similar to the actual test nor would it predict students' performances on the CAHSEE. Rather the CAHSEE diagnostic test would serve solely to identify students' misunderstandings to help teachers more effectively teach the concepts and skills that are tested on the CAHSEE. Understanding this focus, the workgroup found central conceptual ideas underlying the CAHSEE and constructed test items to assess these foundational concepts and developed a preliminary test version that is being field-tested this year.

To support math teachers in using this new test, a workgroup committee is developing several written-response items to supplement the CP test and enable teachers to enrich their curriculum through the use of student written work for diagnostic assessment.

This summer, the workgroup will analyze the results of this first field test to determine how well the new questions work and to show us how to refine them. The workgroup will prepare a second (and final) field test version for the CAHSEE Preparatory (CP) diagnostic test that will be field-tested next year so that an active version can be released in fall 2012.

Calculus Readiness (CR) Test

The MDTP workgroup has continued the development of a new Calculus Readiness (CR) Test that began four years ago with work on updating the set of specifications. Last summer, a second revised version of the CR test was developed and was field-tested this year. It included several new trigonometry items and logarithm items. This summer, the workgroup will analyze the results of this second field test to determine how well the new questions work and to help us refine them. The workgroup will prepare a third (and hopefully final) field test version for the Calculus Readiness test so a new version can be released in fall 2012 replacing the CR40A97 and CR55A97 tests with a single 45-item test.

Field-Testers Needed

As with all MDTP tests, the data collected from field tests is necessary for us to create tests and written response items meeting MDTP's high quality standards. Regional site directors are in the process of contacting local teachers to assist MDTP in field-testing the revised tests and/or new CP written response items.

Please contact your regional MDTP Site Director if you are interested in helping MDTP field-test the new tests or written response items.

We need and greatly appreciate the cooperation of teachers who administer field tests for us.

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MDTP
Mathematics Diagnostic Testing Project
http://mdtp.ucsd.edu

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Mathematics Diagnostic Testing Project

NEWSLETTER

HOW CAN MDTP MEET YOUR NEEDS?

SURVEY ANNOUNCEMENT

MDTP is asking both users and non-users to complete a brief online survey to help us better understand how MDTP tests and materials are used and to better respond to the needs of our users.

We also hope to understand why some secondary mathematics teachers do not use MDTP tests and materials, and how we might be able to serve these teachers.

You do not need to provide any identification to submit the survey. Since MDTP values your time and wants to show its appreciation by sending you a $10 gift card if you complete the survey, we will ask you for your name and address. If you provide them, we will keep them confidential and only use them to send you the gift card.

You can access the online survey 3 ways:
http://mdtp.ucsd.edu and click on the quick link,
http://mdtp.ucsd.edu/MDTP_survey.shtml
https://www.surveymonkey.com/s/MDTP_teachers