

CSU/UC Mathematics Diagnostic Testing Project

FALL
2022

Newsletter

MDTP
A Tool For Teachers

MDTP is provided with the support of the Trustees of the California State University, the Regents of the University of California, and the California Academic Partnership Program.



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Join us for the MDTP Fall 2022 Virtual Conference

"Why Use MDTP?"

Presented on upcoming Saturdays: September 10, 17, and 24, 2022

- **Keynote:** *Why Use MDTP?*
- **Breakout sessions:**
 - *Getting Started: The Nuts and Bolts of Using MDTP*
 - *What Do Students Need Now? Using MDTP with an Equity Mindset*
 - *You Have the Data; Now What?*

See the [conference website](#), read the [session abstracts](#) and [presenter bios](#), and [register to attend](#).

What's in this Issue?

- **The MDTP Assessment System ([p.2](#))**
 - *Components of the MDTP Assessment System*
 - *Framework of Best Practice*
- **What's New in 2022? ([p.3](#))**
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 - *Field Tests and Call to Help*
- **You Have the Data; Now What? ([p.4](#))**
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- **MDTP Diagnostic Tests ([p.6](#))**
- **Regional Contacts ([p.7](#))**
- **MDTP Director's Office Contacts ([p.8](#))**

MDTP Mission Statement

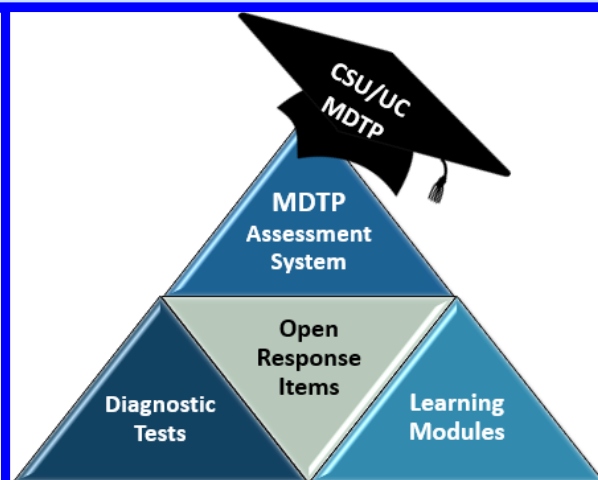
MDTP envisions that all California students will achieve mathematical preparedness for and success in college-level mathematics courses. MDTP achieves this vision by developing and providing diagnostic tools and training to support California mathematics educators in preparing students for success in current and subsequent mathematics courses.

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The MDTP Assessment System

MDTP is an intersegmental project funded by CAPP, CSU, and UC to provide the MDTP Assessment Systems **free of charge** to secondary math educators. MDTP assessments help educators to learn about their students' mathematical preparedness by course, topic, and skill development throughout their secondary coursework.

MDTP materials that are used in effective and appropriate ways support educators' efforts to purposefully plan instruction to build on students' current mathematical understandings and intervene on identified unfinished learning and gaps of content knowledge with the goal to promote students' readiness for college mathematics.



Components of the MDTP Assessment System

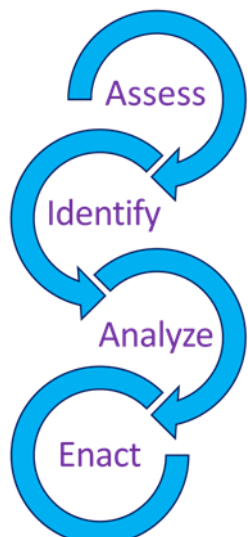
MDTP Diagnostic Tests

- [MDTP Assessments of Preparedness and Readiness Tests](#) are designed to assess students' preparedness in foundational topics of mathematics.
- [MDTP 9th Grade Assessments](#) are designed to be used as one of multiple measures to inform appropriate options for students' mathematical engagement in coursework towards college preparedness.

MDTP Open Response Items

- [MDTP Written Response Items \(WRI\)](#) are designed to elicit student thinking and quantitative reasoning around foundational mathematical topics and concepts.
- [MDTP Formative Constructed Response Items \(FCRI\)](#) are short and focused assessments designed to check students' understanding of a key mathematical topic or concept after students have taken a diagnostic test and an intervention or instruction has occurred.

[MDTP Learning Modules](#) were informed by diagnostic results from MDTP assessments and are designed to support students' independent practice in identified MDTP topics. These student-centered modules can be used to review content before or after an assessment, prior to entering a new course, or at the direction of their math instructor.



MDTP Framework of Best Practice

- ◆ **Assess:** Administer the appropriate MDTP grade-level assessment of preparedness or course-level readiness test.
- ◆ **Identify:** Identify students' current mathematical understandings, unfinished learning, and potential gaps in content knowledge.
- ◆ **Analyze:** Unpack the progressions of mathematics that students need to build the essential understandings needed for access to and mastery of the content.
- ◆ **Enact:** Adopt strategies and design learning experiences to support these learning goals.

Contact your [MDTP Regional Office](#) to schedule free workshops for support to enact the MDTP Framework of Best Practice

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What's New in 2022?

New paper-scoring processes, new tests, and new open-response items round out some of the exciting new resources and services for MDTP. See some highlights below and on following pages, and for full details, check out the MDTP [website](#).

Tired of MDTP Testing on the Computer?

MDTP is excited to **present a new paper scoring process** that allows instructors to test their students using MDTP paper-test booklets and **see their students' results online** exactly as if the test was administered online. Online results are available anytime and allow educators access to drill-down to the topic, question, and student level. Online access also allows educators to create combined reports and email students and parents MDTP results.

MDTP released versions (not field tests) are available in booklet form (English and Spanish) and can be scored. MDTP no longer scores older versions of paper tests; therefore, MDTP recommends for instructors to [order](#) current versions and destroy older stored versions. Contact your [MDTP Regional Office](#) to receive information on how to use MDTP administer MDTP paper tests and receive instant results online. For more information attend the ["Getting Started"](#) session at the MDTP Fall 2022 virtual conference sessions.

Please, Help! Administer MDTP Field Tests*

*Assessment of Preparedness for Grade 7 Mathematics Field Test (7M40D22)

The 7M field test is designed as the second test in a cohort of MDTP middle school diagnostic assessments. This field test revision aligns the content and topic progressions from the 6M through the 8M to the expectations of the California State Standards. Field testing should occur in a 7th grade math course aligned to the CA State Standards.

*Algebra 1/Integrated Math 1 Parallel Versions Field Tests

This is the second year to field test three test versions that are parallel to the current Algebra 1/Integrated Math 1 Readiness test released in 2019 (AMR45A19). These tests are designed to provide the same diagnostic assessment of students' readiness in foundational topics necessary for success in an Algebra 1 or Integrated Math 1 course aligned to the California State Standards. The goal is to release three versions of the same test once the tests are determined to be statistically similar.

Field testing should occur in an Algebra I or Integrated Math 1 course aligned to the CA State Standards. We request for teachers in Algebra 1 or Integrated Math 1 classrooms to assign all three versions to the same class and randomly assign each student to one of the three versions to obtain data from comparable samples.

*Quantitative Reasoning Diagnostic Field Test (QR45D22)

The QR diagnostic field test is the first test created by MDTP to support forth-course pathways in math other than precalculus and provide educators with information about student understanding in foundational topics of algebra, geometry, number sense, and quantitative reasoning. Field testing should occur in a non-precalculus/trig math course following Algebra 2 or Integrated Math 3.

We need your help in generating field-test data. Please contact your [MDTP Regional Office](#) if you have questions or would like to be a field-test participant.

*MDTP Field Tests are only available online. Request access to the [MDTP Online Platform](#) to assign MDTP field tests this fall.



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You Have the Data; Now What?

Do you wonder how MDTP can support educators after they have MDTP diagnostic data? Read about the MDTP free **open-response items** and **student-centered learning modules** to support engagement after receiving MDTP diagnostic results. Learn more at the upcoming [MDTP Conference sessions in September](#).

MDTP Formative Constructed Response Items

[MDTP Formative Constructed Response Items \(FCRIs\)](#) are short and focused assessments designed to provide a post-intervention check of students' understanding of a key mathematical topic or concept and should be administered after students have taken an [MDTP Assessment of Preparedness or Readiness Test](#) and an intervention has occurred. Current FCRIs are aligned to questions found on the Algebra 1/Integrated Math 1 Readiness Test and are in field-test* status.

- ◆ [Request access](#) to administer FCRIs to your students and participate in field testing.
- ◆ [Register to attend](#) the [MDTP Fall 2022 Math Teacher Conference](#) (also see page 3).

MDTP Written Response Items



MDTP Written Response Items (WRIs) are designed to elicit student thinking and quantitative reasoning around foundational mathematical topics and concepts. Each MDTP WRI aligns to MDTP topics on [MDTP diagnostic assessments](#), and many items can be used at a variety of levels of mathematics study. WRIs require adequate time to allow students to think and reason deeply about the problem and to clearly explain or justify their thinking. All WRIs are accompanied by a teacher-scoring rubric and problem essence statement and are available free online to California Math Educators. WRIs are organized around foundational topics of mathematics to provide teachers with a detailed view of each student's conceptual grasp in these topics.

- ◆ [Request access](#) to MDTP Written Response Items

For support on administering and using MDTP WRIs, view [MDTP Webinar Sessions](#).

MDTP Learning Modules

[The MDTP Learning Modules](#) are written by MDTP Workgroup members and informed by MDTP diagnostic results to bridge unfinished learning. The student-centered modules can be used to review content before or after an assessment, prior to entering a new course, and at the direction of their math instructor. MDTP Learning Modules are designed to support students' independent practice in the identified MDTP topics.

Each Module is divided into lessons and each lesson consists of **Learning Experiences** which include exploration (*Explore*), guided examples (*Try This!*), instructional videos (*Watch*), making connections (*Making Connections*) and practice (*Practice*).

Learn more at ["You Have the Data; Now What?"](#) at the upcoming [MDTP Fall 2022 Virtual Conference](#)

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MDTP Fall Conference 2022 “Why Use MDTP?”

Join us for the upcoming [MDTP Virtual Conference](#) sessions in September. MDTP presents three VIRTUAL days of the same Saturday workshop presentations which allows educators to attend the keynote and one breakout session on three different days.

The keynote will provide information about the reasons to use MDTP and introduce the MDTP Assessment System. The breakout sessions provide three different levels of using MDTP: getting started, using MDTP diagnostic data equitably, and post-testing uses of MDTP resources.

- ♦ View the [conference webpage](#) with [session abstracts](#), [presenter bios](#), and [registration](#).

The MDTP Virtual Conference and Webinar Series were created to support teachers using the MDTP Assessment System. [Previously recorded videos](#) are posted for just-in-time viewing and support.

MDTP Spring Conference 2022 “Mapping A New Normal”

View the sessions of the MDTP Spring 2022 Conference presented on March 12 and 26, 2022.

- * **Using the MDTP Assessment System to Inform Next-Course Readiness and Bridge Unfinished Learning** presented by Dr. Kimberly Samaniego (MDTP State Director) [Recording](#) and [Presentation](#)
- * **Use MDTP Diagnostic Data and Open Response Items to Assess and Bridge Unfinished Learning** presented by Carol Treglio and Pat King (Outreach Facilitators) [Recording](#) and [Presentation](#)
- * **Use MDTP to Inform and Implement an Equitable Course-enrollment Policy** presented by Dr. Kimberly Samaniego (MDTP State Director) and Dr. Emiliano Gomez (MDTP UCB Site Director) [Recording](#) and [Presentation](#)

The MDTP Webinars Series

MDTP Webinars support math educators to use the MDTP Assessment System during COVID-19. Each webinar features a 30-minute info-session on specified topics followed by a 15-minute Q&A session.



- ♦ [The MDTP Assessment System: Why Use it and When?](#)
- ♦ [Accessing, Interpreting and Using MDTP Results Formatively](#)
- ♦ [Using MDTP Results to Enact Re-engagement Strategies](#)
- ♦ [Strategies for Using MDTP Written Response Items](#)
- ♦ [Using MDTP Data and Written Response Items to Support Students' Unfinished Learning](#)
- ♦ [Informing and Implementing an Equitable Course-enrollment Policy](#)

View all previously recorded [MDTP Conferences](#) and [MDTP Webinars](#)

CSU/UC Mathematics Diagnostic Testing Project

MDTP Diagnostic Tests Aligned to California State Standards

| Test Name and Code | Description |
|--|--|
| <u>9th-Grade Assessments</u> | |
| 9th Grade Assessment (9A40A19) | A diagnostic assessment for students who are exiting 8 th grade math to assess students' readiness for success in Algebra I or Integrated Math 1 and inform options for next-course enrollment. |
| Geometry Assessment (GA40D19) | A diagnostic assessment for students who are exiting Algebra 1 to assess students' readiness for success in Geometry and inform options for next-course enrollment. |
| Integrated Second Year Assessment (ISA40A19) | A diagnostic assessment for students who are exiting Integrated Math 1 to assess students' readiness for success in Integrated Math 2 and inform options for next-course enrollment. |
| <u>Grade-level Assessments of Preparedness</u> | |
| Assessment of Preparedness for Grade 6 Mathematics (6M35A20) | Assessment of preparedness in foundational topics necessary for success in a Grade 6 mathematics course. |
| Assessment of Preparedness for Grade 7 Mathematics (7M40A15) Also available in field-test version* | Assessment of preparedness in foundational topics necessary for success in a Grade 7 mathematics course. |
| Assessment of Preparedness for Grade 8 Mathematics (8M40A15) | Assessment of preparedness in foundational topics necessary for success in a Grade 8 mathematics course. |
| <u>Course-level Readiness Tests</u> | |
| Algebra 1/Integrated Math 1 Readiness Test (AMR45A19) Also available in field-test versions* | Assessment of readiness in foundational topics necessary for success in an Algebra 1 or Integrated Math 1 course. |
| Geometry Readiness Test (GR45A19) | Assessment of readiness in foundational topics necessary for success in a Geometry course. |
| Integrated Second Year Readiness Test (ISR45A20) | Assessment of readiness in foundational topics necessary for success in an Integrated Math 2 course. |
| Second Year Algebra Readiness Test (SR45A19) | Assessment of readiness in foundational topics necessary for success in an Algebra 2 course. |
| Integrated Third Year Readiness Test (ITR45A20) | Assessment of readiness in foundational topics necessary for success in an Integrated Math 3 course. |
| Quantitative Reasoning Diagnostic Field Test (QR45D22)* | A diagnostic field test to provide information about student understanding in foundational topics of algebra, geometry, and number sense. Field testing should occur in a non-precalculus/trig math course following Algebra 2 or Integrated Math 3. |
| Precalculus Readiness Test (PR45A22) | Assessment of readiness in foundational topics necessary for success in a Precalculus course. |
| Calculus Readiness Test (CR45A12) | Assessment of readiness in foundational topics necessary for success in a first-year or entry-level calculus course. |

Learn information about MDTP diagnostic tests and request access:

- [Assessments of Preparedness and Readiness Tests](#) and [9th Grade Assessments](#)



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MDTP REGIONS

Supported Counties

MDTP Regional SITES

Outreach Faculty and Staff

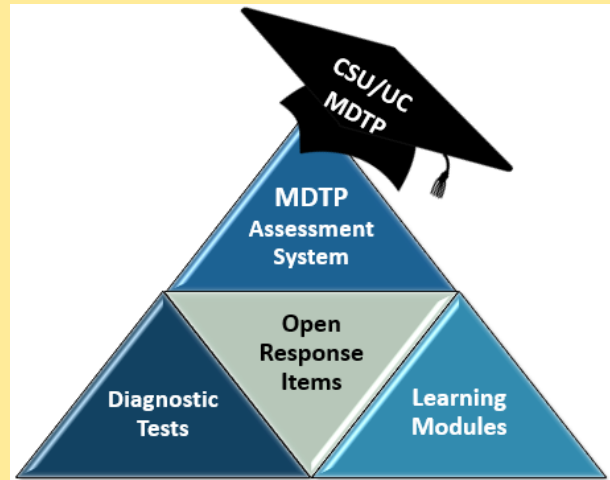
| | |
|--|--|
| UC Berkeley Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Sonoma, and Stanislaus counties | UC Berkeley Dr. Emiliano Gomez, Site Director (510) 642-0752 Jaqueline Frias, Coordinator (510) 642-0846 Email: mdtp@math.berkeley.edu |
| UC Davis Alpine, Amador, Calaveras, El Dorado, Placer, Sacramento, San Joaquin, Solano, Sutter, Yolo, Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, <i>Lassen</i> , Mendocino, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, Trinity, and Yuba | UC Davis Julie Mustard, Coordinator (530) 754-9504 Email: mdtp@ucdavis.edu Pat King, Outreach Facilitator Email: pking1816@gmail.com |
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| CSU San Bernardino San Bernardino and Riverside counties, except schools closer to Fullerton or San Diego | CSU San Bernardino Dr. Giovanna Llosent, Site Director (909) 537-3604 Deborah Solis, Coordinator Email: mdtp@csusb.edu |
| UC San Diego Imperial, Riverside, and San Diego counties, except schools closer to San Bernardino or Fullerton | UC San Diego Deanna Khan, Coordinator (858) 534-3373 Email: mdtpsandiego@ucsd.edu Carol Treglio, Outreach Facilitator Email: cetreglio@gmail.com |
| CSU San Luis Obispo San Luis Obispo, Santa Barbara, Monterey, northern San Benito, Santa Clara, and Santa Cruz | Cal Poly San Luis Obispo Dr. Kate Riley, Site Director (805) 756-2445 Dale Wilbur, Coordinator Email: kriley@calpoly.edu or dwilbur@calpoly.edu |

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Contact the Director's Office

Educators should contact the [MDTP Site Regional Office](#) that serves their region to access resources and arrange free outreach services designed to support effective and appropriate uses of MDTP.



MDTP Website: mdtp.ucsd.edu

Director's Office Staff

Joshua Cho, MDTP Project Officer

Email: mdtp@ucsd.edu or call: (858) 822-2590*

Karen Martinez, MDTP Administrative Assistant

Email: mdtp@ucsd.edu or call: (858) 534-3298*

Megan Ly, MDTP Fiscal Manager

Email: mely@ucsd.edu or call: (858) 534-2218*

MDTP Statewide Director

Dr. Kimberly Samaniego, Director

Email: ksamaniego@ucsd.edu

*All MDTP Director's Office staff work 80% remotely. Please leave a message as needed.

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The California State University



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UNIVERSITY OF CALIFORNIA