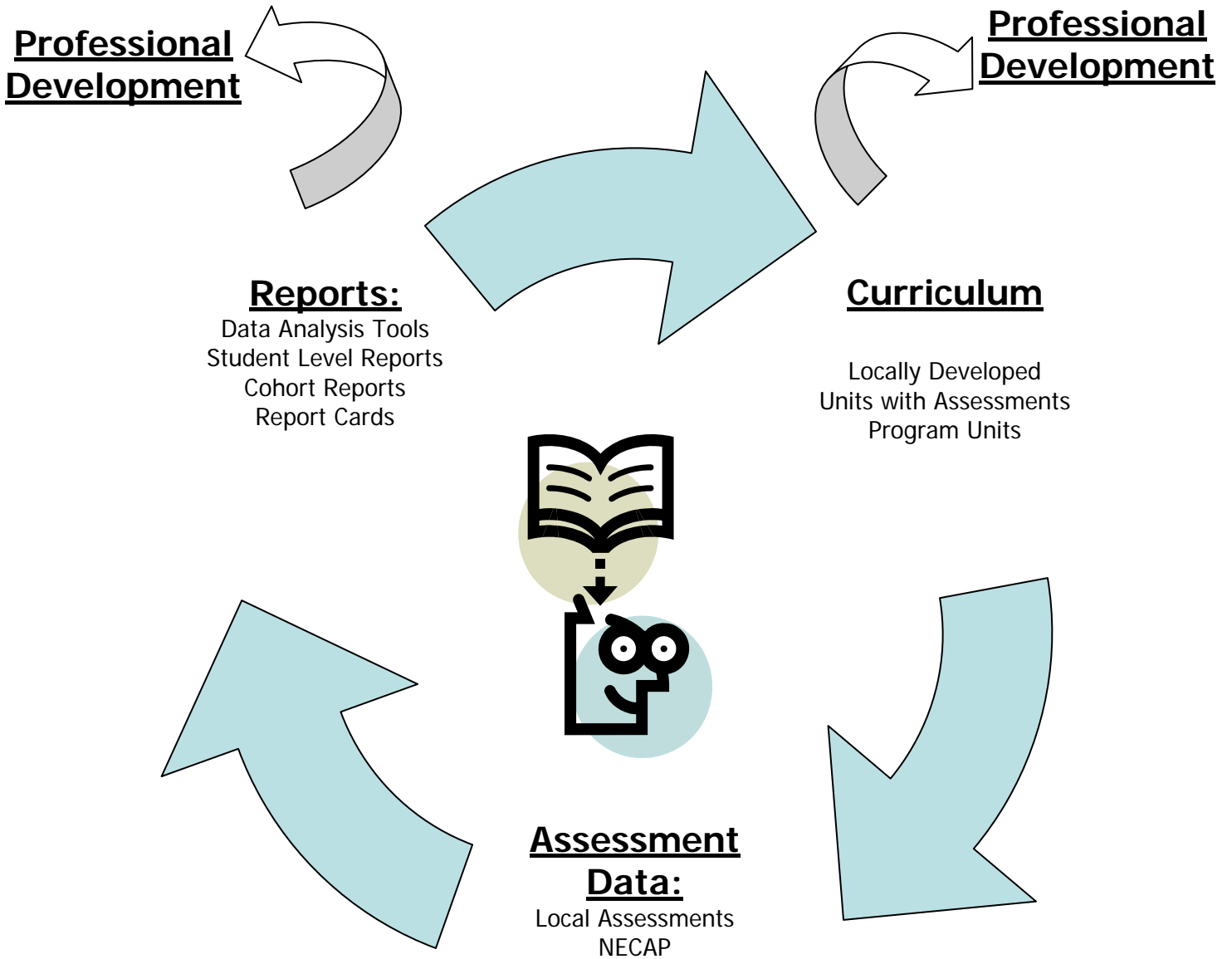


# VCAT System In WWSU



# The VCAT System

The Vermont Comprehensive Assessment Tool is a powerful web-based system which enables our teachers and administrators to plan, administer, and assess student learning based specifically on a district's curriculum and Vermont Standards. This easy to use and intuitive suite offers the tools necessary to support and enhance data-driven decision making.

Over the next several years, WWSU will work to completely transition to this web-based system of curriculum delivery and assessment accountability.

## FACTS ABOUT VCAT

- Developed in Vermont to meet the needs of Vermont schools.
- Allows us to deliver district curriculum to our teachers over the web.
- Teachers assess students using your rubrics. Results are stored directly in our database.
- Incorporates data from NECAP, and other standardized tests.
- Includes student demographic data like Gender, IEP, Race, and SES.
- Performance reports are available directly from the system.
- All Vermont Standards and Grade Expectations are included in the system.
- Access control system limits access to appropriate data.
- Highly secure system uses Unix, SQL, Java and other enterprise-level technology.
- Works with any web browser. No special software or hardware required.
- Standard web interface is quick and easy to learn.

## Curriculum Delivery

- Teachers have access to district curriculum.
- District development personnel can enter curriculum directly into the system.
- Scoring rubrics can be easily created and linked to our curriculum and Vermont Standards.
- Supports on-going development and modification of curriculum.

## Curriculum Information

- Teachers can view information about curriculum and assessment.

## Share Curriculum

- VCAT offers a state-wide database for sharing curriculum via the VCAT website.
- Visit the Shared Curriculum page here: [vt.vcat.us](http://vt.vcat.us)

## EXAMPLE CURRICULUM PAGES

Change Password Log Out

Curriculum Assessments Reports

Assessment/Curriculum/Writing/Writing Grade 4/Narrative/Curriculum Print Help

Assessments

- Assessments
- Enter/View Group
- Views
- Curriculum
- Assessment
- Rubric
- Version Control
- Information
- Versions
- Current
- Retired

**Unit: Narrative** **Course: Writing Grade 4** **Grade: 4**

**Grade Expectations:**

W4:1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

W4:2 In independent writing, students demonstrate command of appropriate English conventions by...

- Identifying grammatical errors when given examples
- EXAMPLES: "he don't"; "Him and me went"...
- Applying basic capitalization rules...
- Using commas correctly in dates and in a series (Note: Either form is correct—*x, y, and z* or *x, y, and z*...)
- Using end punctuation correctly in a variety of sentence structures...

W4:3 In independent writing, students demonstrate command of conventional English spelling by...

- Applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system
- EXAMPLES: consonant doubling, change *y* to *i*, drop silent *e*, spelling rules for affixes...
- Using within-word patterns and common syllable patterns to correct spelling (e.g., common and less frequent vowel teams (e.g., *igh*, *au*, *aw*, *ea* for short *e*, *r*-controlled syllables, consonant-*le* syllables, vowel-consonant-silent *e*, and open syllables with multisyllabic words)

W4:11 In written narratives, students organize and relate a story line plot/series of events by...

- Creating a clear, understandable story line with a beginning, middle, and end...
- Establishing a problem and solution...

W4:12 Students demonstrate use of narrative strategies by...

- Using relevant and descriptive details...
- Identifying characters...

**Essential Questions:**

1.\* In written narratives, how can students organize and relate a series of events, fictional or actual, into a coherent whole?

**Basic Concepts:**

## ASSESSMENT COLLECTION

- Teachers use rubrics to enter assessment scores for their students directly into the system. Rubrics are designed and entered directly in VCAT.
- Teachers enter assessments directly into the system
- All assessments include verifying information on the person entering the assessment to insure complete integrity of data.
- Web-based system allows access directly from any computer with internet access.

Change Password Log Out

Curriculum Assessments Reports

Assessment/Curriculum/Science/Science Grade 4/Electricity/Rubric Print Help

Assessments

- Assessments
- Enter/View Data
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**Unit: Electricity** **Course: Science Grade 4** **Grade: 4**

Criterion	Description	Standard	1 Substantially Below Proficient	2 Partly Proficient	3 Proficient	4 Proficient with Distinction
Design and construction		SI-4:24	Attempts circuit building	Creates a working series or parallel circuit	Creates a working series circuit or Parallel circuit that uses at least one switch with multiple batteries and/or bulbs	Creates a working circuit that incorporates both series and parallel concepts and uses multiple switches, batteries and bulbs.
Diagram The Project		SI-4:24 1.17a	Attempts diagram	Basic diagram	Accurately labeled circuit diagram Standard electrical symbols Key Current direction	Accurately labeled circuit diagram Standard electrical symbols Key Current direction
Oral Presentation		1.17d SI-4:24	Attempts explanation with teacher prompts	Explains current path in little detail	Explains current path with appropriate vocabulary	Explains current path with appropriate vocabulary and describes how electricity makes life easier.

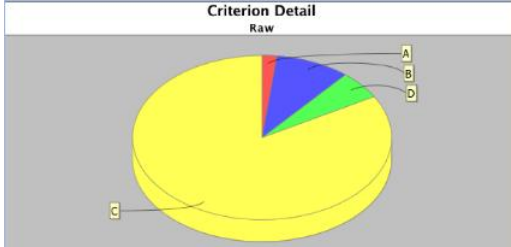
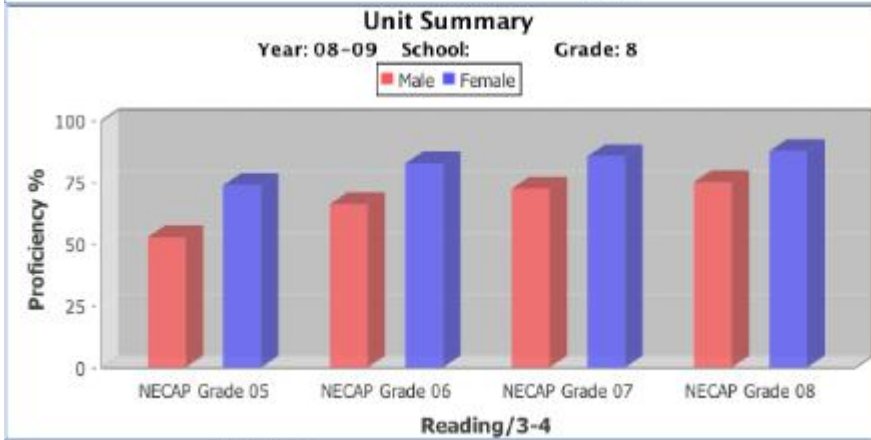
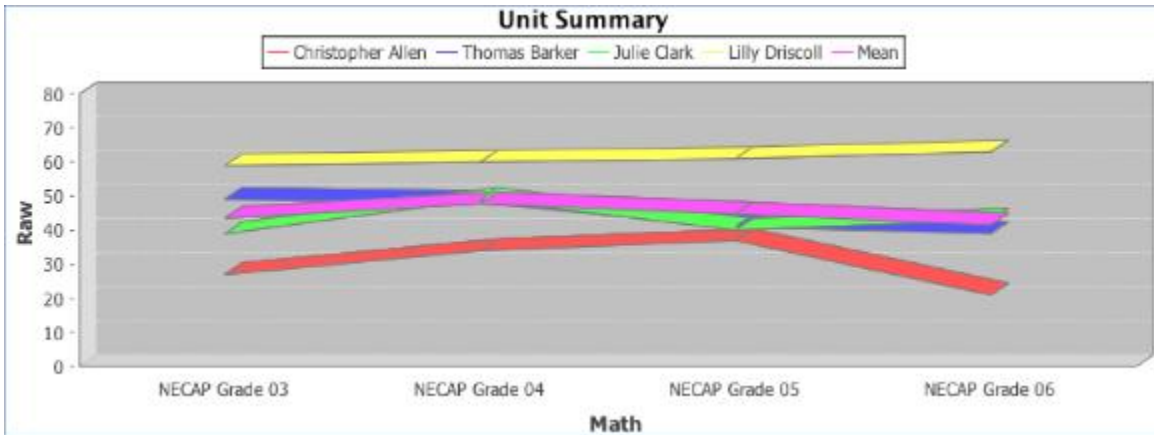


## REPORT GENERATION

- Performance reports are available directly from the system.
- Teachers and administrators can generate dynamic reports to support data-driven decision making.
- Report data is always up to date.
- Data may be exported for use in spreadsheets.

### Performance Report

Users may generate a variety of reports.



## VCAT Reports- the Basics

There are three kinds of reports that you will find most useful in the VCAT system. I will review each type below. Please note that over time- any assessment we would want to collect data on can be imported into the system and reported out on in this same way. We can also compare student results across different assessments. For today, we will focus on NECAP assessment results. Within NECAP we can report on students **overall scores**, and report on their performance on the **release tasks**. I will briefly review both.

### **Student Level Report #1- Individual Student Report**

Individual student assessment scores. Creates an individual report a student that can include just recent data- or data over time. You can get a broad overview or a very detailed report. Sample questions to be answered with these reports:

1. *How has this student performed on the NECAP math test for the last two years?*
2. *How has this student performed on the numbers and operations portion of the NECAP release task over the last five year?*

### **\*Student Level Report #2- Group Reports**

Individual student assessment scores for a group of students. Creates one report for a group of students either for one test or multiple tests- and/or for one year or multiple years. Within these reports you can sort groups into demographic groups such as IEP, SES, and Gender) You can also filter out certain student e.g. all the kids who were proficient so that you can see all the non-proficient students. Sample questions to be answered with these reports:

1. *How has grade X performed on the NECAP Test?*
2. *How did kids in Mrs. Smith's class do on the NECAP Test?*
3. *How did kids in Mrs. Smith's class do on the various subtests within the reading portion of the NECAP- e.g. Analysis, Word ID etc..?*
4. *How did kids in grade 5 do on the release items- sorted by each item?*
5. *How did grade 6 SES kids do on the NECAP over the last 5 years?*

### **Cohort Reports**

Performance of one or more cohort of students. Detail is limited to grade level. No individual student assessment scores are included. As with the other reports- you can specify certain content or leave it more open. Sample questions to be answered with these reports:

1. *How do 5th graders in one school in the SU compare to 5th graders in another school?  
(over)*

2. *Have we made progress toward closing the achievement gap between IEP students and non IEP students over the last 5 years?*
3. *How do the results compare between gender groups across schools?*
4. *Is there a difference between schools that use different reading programs?*

## Current Inventory of Items in VCAT Forms

### Support Plans

- Fayston-Math Booster Group Follow-up
- Fayston-Math Booster Group Initial Referral
- Kid Talk #1
- Kid Talk #2

## Literacy

### Word Study\_Kindergarten

#### Word Study\_Grade 1

- Developmental Spelling Assessment (Fall)
- Developmental Spelling Assessment (Mid-Year)
- Developmental Spelling Assessment (Spring)

#### Word Study\_Grade 2

- Developmental Spelling Assessment Grade 2 (Fall)
- Developmental Spelling Assessment Grade 2 (Mid-Year)
- Developmental Spelling Assessment Grade 2 (Spring)

#### Word Study\_Grade 3

- Developmental Spelling Assessment Grade 3 (Fall)
- Developmental Spelling Assessment Grade 3 (Mid-Year)
- Developmental Spelling Assessment Grade 3 (Spring)

#### Word Study\_Grade 4

- Developmental Spelling Assessment Grade 4 (Fall)
- Developmental Spelling Assessment Grade 4 (Mid-Year)
- Developmental Spelling Assessment Grade 4 (Spring)

#### Word Study\_Grade 5

#### Word Study\_Grade 6

### Thatcher Brook Reading Kindergarten

- TBPS K Reading September (Letter Names)
- TBPS K Reading November
- TBPS K Reading March
- TBPS K Reading May/June
- TBPS Phonological Awareness Assessment- Early K
- TBPS Phonological Awareness Assessment- Late K

### Thatcher Brook Reading Grade 1

- TBPS 1st Gr Reading Sept.
- TBPS 1st Gr Reading November
- TBPS 1st Gr Reading March
- TBPS 1st Gr Reading May/June
- TBPS Phonological Awareness Assessment-Early Gr\_1
- TBPS Phonological Awareness Assessment-Late Gr\_1

Thatcher Brook Reading Grade 2

TBPS 2nd Gr Reading Sept.

TBPS 2nd Gr Reading November

2. Grade 2 Winter Fountas and Pinnell (optional)

TBPS 2nd Gr Reading March

TBPS 2nd Gr Reading May/June

Thatcher Brook Reading Grade 3

Fall DRA\_Gr 3

Spring DRA \_ Gr 3

Gates-MacGinitie Fall

Gates-MacGinitie Spring

Thatcher Brook Reading Grade 4

Fall DRA\_Gr 4

Spring DRA\_Gr 4

Gates-MacGinitie Fall

WWSU Reading Kindergarten

WWSU Reading Grade 1

1. Grade 1 Fall Fountas and Pinnell

2. Grade 1 Late Fall/Early Winter Fountas and Pinnell (optional)

3. Grade 1 Spring Fountas and Pinnell

Gates-MacGinitie Spring Level 1, Grade 1

WWSU Reading Grade 2

1. Grade 2 Fall Fountas and Pinnell

2. Grade 2 Late Fall/Early Winter Fountas and Pinnell

3. Grade 2 Spring Fountas and Pinnell

Gates-MacGinitie Spring Level 2, Grade 2 ▼

WWSU Reading Grade 3

1. Grade 3 Fall Fountas and Pinnell

2. Grade 3 Winter Fountas and Pinnell (optional)

3. Grade 3 Spring Fountas and Pinnell

Gates-MacGinitie Fall copy

R1 Gates-MacGinitie Fall

WWSU Reading Grade 4

1. Grade 4 Fall Fountas and Pinnell

2. Grade 4 Winter Fountas and Pinnell (optional)

3. Grade 4 Spring Fountas and Pinnell

Gates-MacGinitie Fall

WWSU Reading Grade 5

1. Grade 5 Fall Fountas and Pinnell

2. Grade 5 Winter Fountas and Pinnell (optional)

3. Grade 5 Spring Fountas and Pinnell

Gates-MacGinitie Fall

WWSU Reading Grade 6

1. Grade 6 Fall Fountas and Pinnell

2. Grade 6 Winter Fountas and Pinnell (optional)

3. Grade 6 Spring Fountas and Pinnell  
Gates-MacGinitie Fall

## **Mathematics**

Math Kindergarten

Kindergarten PNOA

Kindergarten Power Standards

Math Grade 1

Grade 1 PNOA

Grade 1 Power Standards

Math Grade 2

Grade 2 PNOA

Grade 2 Power Standards

Math Grade 3

Grade 3 WWSU Power Standards

WWSU Grade 3 End Of Year Assessment

Math Grade 4

Grade 4 Power Standards

WWSU Grade 4 End of Year Assessment

Math Grade 5

WWSU End Of Year Assessment

Math Grade 6

CMP2: Bit and Pieces III

CMP2: Bits and Pieces I

CMP2: Bits and Pieces II

CMP2: Covering and Surrounding

CMP2: Data About Us

CMP2: How Likely Is It?

CMP2: Prime Time

CMP2: Shapes and Designs

WWSU End of Year Assessment

Math Grade 7

CMP2: Accentuate the Negative

CMP2: Comparing and Scaling

CMP2: Data Distributions

CMP2: Filling and Wrapping

CMP2: Moving Straight Ahead

CMP2: Stretching and Shrinking

CMP2: Variables and Patterns

CMP2: What do you Expect?

WWSU End Of Year Assessment

Math Grade 8

CMP2: Frogs, Fleas and Painted Cubes

CMP2: Growing, Growing, Growing  
CMP2: Kaleidoscopes, Hubcaps, and Mirrors  
CMP2: Looking for Pythagoras  
CMP2: Samples and Populations  
CMP2: Say It With Symbols  
CMP2: The Shapes of Algebra  
CMP2: Thinking with Mathematical Models  
WWSU End of Year Assessment

## **NECAP**

### **NECAP Released**

### **Physical Education**

### **Report Card- Waitsfield**

### **Report Card-TBPS**

### **Report Card-Warren**

### **Science**

#### Science Kindergarten

Classification: Plants and Animals  
Human Body Systems: Senses  
Sorting and Classifying: Properties of Matter/Rocks  
Weather/Characteristics of the Solar System

#### Science Grades 1 and 2

1\_2 Earth and Sky  
1\_2 Force and Motion  
1\_2 Human Body  
1\_2 Life Cycles  
1\_2 Magnets  
1\_2 Needs of Living Things  
1\_2 Properties of Solids and Liquids  
1\_2 Sound

#### Science Grades 3 and 4

3\_4 Earth and Sky: Solar System  
3\_4 Electricity and Magnetism  
3\_4 Geology  
3\_4 Human Body Systems  
3\_4 Interdependence  
3\_4 Life Cycle/Characteristics of Organisms  
3\_4 Properties/State of Matter

#### Science Grades 5 and 6

5\_6 Cells: Needs and Function  
5\_6 Ecosystems  
5\_6 Force and Motion

5\_6 Geology  
5\_6 Human Body  
5\_6 Light and Sound Energy  
5\_6 Matter/Physical and Chemical Change  
5\_6 Solar System  
Science Grades 7 and 8  
7\_8 Ecosystems  
7\_8 Forces and Motion  
7\_8 Properties of Matter/Physical and Chemical Change  
Cells: Needs and Functions  
Classification  
Electricity and Magnetism  
Genetics/Evolution  
Light  
Microbiology  
Natural Resources  
Weather