

# Creating an Assessment

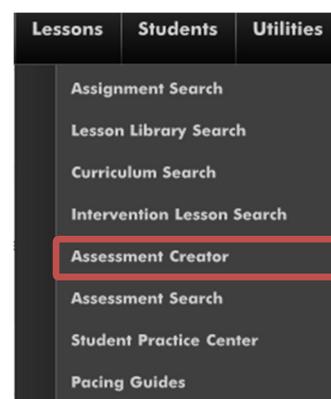
The Assessment Creator is a tool that allows teachers to create customized formative assessments using an item bank of questions that are aligned to both state and Common Core standards. In addition, teachers are provided with valuable data based on the assessment that can be used to drive instruction.

## Accessing the Assessment Creator

To access the Assessment Creator, the teacher has two options:

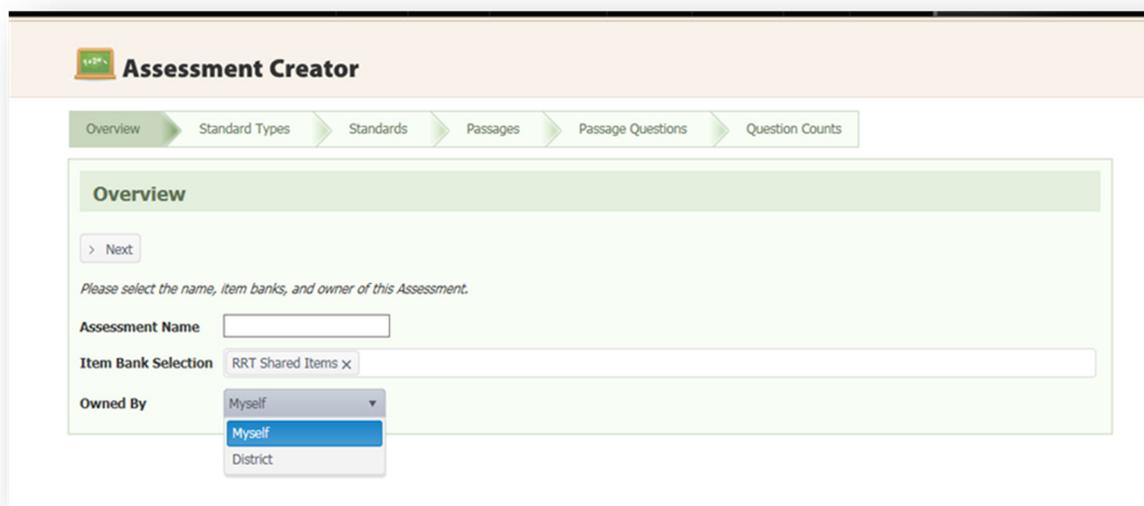
1. Click on the **'Assessment Creator'** button on the RightPath™ homepage.
2. Hover over the **Lessons** header and select **'Assessment Creator'**.

### Choose your Path...



## Overview

Once inside the Assessment Creator, the teacher must first name the assessment, choose the item bank, as well as the owner of the assessment. \*Note- "Myself" as the owner will not allow anyone else to edit the



assessment, but they can view it. “District” as the owner will allow anyone in the district to assign and copy the assessment.

## Standard Types

Next, the teacher must choose New York or Common Core, the content area, and grade to be assessed. The Assessment Creator currently houses an item bank of questions for grades K-8 in ELA and Math, as well as a Regents Item bank, with questions from content areas that end in a NYS Regents Exam. A teacher may choose standards from more than one subject area, as well as multiple grade levels. Once the first is chosen, click the dropdown again and select another. Click “Next” to choose the specific standards to be assessed.

**Assessment Creator**

Overview > Standard Types > Standards

### Standard Types

< Prev > Next

Please select the standard type, subject, and grade level of this assessment.

**State** Select a State ▼

**Subjects** Select a State

**Grades** Common Core  
New York

**Assessment Creator**

Overview > Standard Types > Standards > Pa

### Standard Types

< Prev > Next

Please select the standard type, subject, and grade level of this assessment.

**State** Common Core ▼

**Subjects**

**Grades** Literacy in Soc. Studies/History and Science/Tech.  
Math  
Reading

**Assessment Creator**

Overview > Standard Types > Standards

### Standard Types

< Prev > Next

Please select the standard type, subject, and grade level of this assessment.

**State** Common Core ▼

**Subjects** Math x

**Grades**

- Math - Grade 1
- Math - Grade 2
- Math - Grade 3
- Math - Grade 4
- Math - Grade 5
- Math - Grade 6
- Math - Grade 7
- Math - Grade 8

\*Note- New York Science and Social Studies item bank questions are mapped to both the NYS Standards, as well as Regents Topics. Common Core Algebra is broken down by strand as well, so a teacher must include all strands in the “Grades” dropdown if he or she wishes to have all items available to choose from.

# Math and Regents based Assessments

## Standards

If the teacher chose to create a math assessment, he or she must next choose the individual standards to be included on this math assessment. To do so, the teacher should click the checkbox next to each standard he or she would like to choose.

The screenshot shows the 'Assessment Creator' interface. At the top, there is a navigation bar with five steps: Overview, Standard Types, Standards (highlighted), Passages, Passage Questions, and Question Counts. Below this is a 'Standards' section with a green header and navigation buttons for '< Prev' and '> Next'. A paragraph of instructions reads: 'Below are the performance indicators that are available for your assessment. Questions are chosen based on the lowest level (performance indicators). Place a check in the checkbox next to each standard you would like to include in this assessment.' The standards are listed in a tree view under 'Grade 6':

- Grade 6
  - Geometry
    - Solve real-world and mathematical problems involving area, surface area, and volume.
      - 6.G.1 - Find the area of right triangles
      - 6.G.2 - Find the volume of a right rectangular prism
      - 6.G.3 - Draw polygons in the coordinate plane
      - 6.G.4 - Represent three-dimensional figures using nets
  - Ratios and Proportional Relationships
    - Understand ratio concepts and use ratio reasoning to solve problems.
      - 6.RP.1 - Understand the concept of a ratio
      - 6.RP.2 - A ratio is a comparison of two quantities
      - 6.RP.3 - Use ratio and rate reasoning
  - Number System
    - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
    - 6.NS.1 - Interpret and compute quotients of fractions
    - Compute fluently with multi-digit numbers and find common factors and multiples.
      - 6.NS.2 - Fluently divide multi-digit numbers

Live Chat Support

## Question Counts

The next step is to choose the number of questions that should appear for each standard.

The number of questions can either be:

- Typed into the textbox next to each standard
- Raised/lowered using the up/down arrows to the right of the textbox.

**Assessment Creator**

Overview > Standard Types > Standards > Passages > Passage Questions > Question Counts

### Question Counts

< Prev   ✓ Finish

*For each of the standards you have chosen, please specify how many questions you would like to include. You may choose up to 25 questions per standard.*

#### Multiple Choice & Extended Response Questions

| Standard   | MC Questions | ER Questions |
|--|--------------|--------------|
| Set Question Counts  | 0            | 0            |
| 6.G.1 - Find the area of right triangles                                   | 0            | 0            |
| 6.G.4 - Represent three-dimensional figures using nets                     | 0            | 0            |
| 6.RP.1 - Understand the concept of a ratio                                 | 0            | 0            |
| 6.RP.2 - A ratio is a comparison of two quantities                         | 0            | 0            |
| 6.RP.3 - Use ratio and rate reasoning                                      | 0            | 0            |
| 6.NS.2 - Fluently divide multi-digit numbers                               | 0            | 0            |
| 6.NS.3 - Fluently add, subtract, multiply, and divide multi-digit decimals | 0            | 0            |
| 6.NS.4 - Find the greatest common factor                                   | 0            | 0            |
| 6.EE.5 - Understand solving an equation                                    | 0            | 0            |
| 6.EE.7 - Solve real-world and mathematical problems                        | 0            | 0            |

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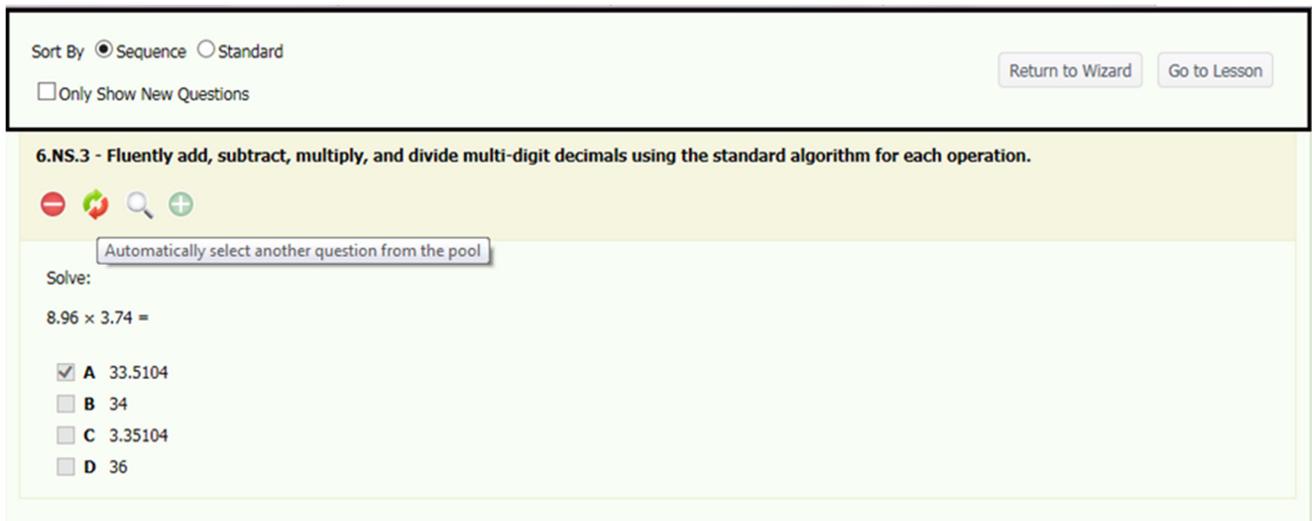
**Note:** The teacher may choose up to 25 questions per standard.

## Question Review

In the Question Review step, the teacher will be able to review the actual questions chosen based on the standards and question counts. In addition to showing the entire question and correct answer, the standard that each question meets is also listed below the question. A teacher can sort the questions by Sequence, or by Standard, Review the Questions, Return to the Wizard for further Editing, and/or Go to the Lesson (Assessment) to be assigned or printed.

The teacher has a few options for each question:

- Remove the Question (  )
- Automatically Select Another Question from the Pool (  )
- Browse for a New Question (  )
- Add another Question like this (  )



Sort By  Sequence  Standard

Only Show New Questions

Return to Wizard Go to Lesson

**6.NS.3 - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**

Automatically select another question from the pool

Solve:

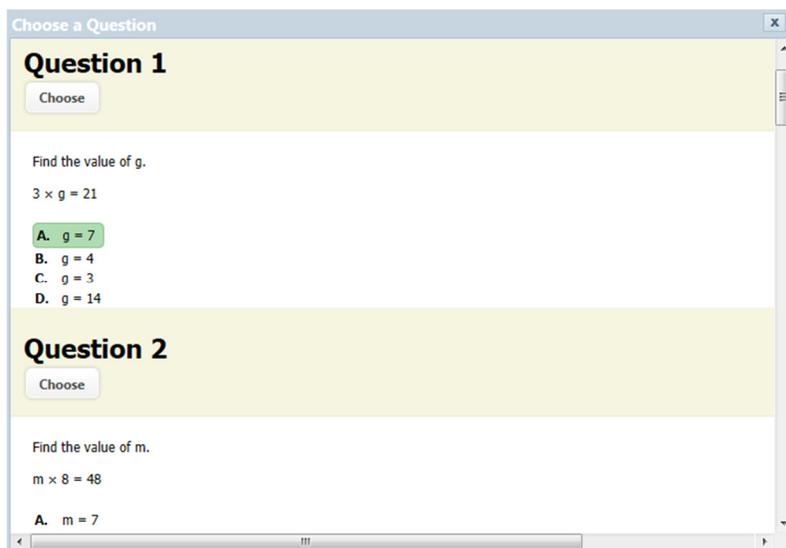
$8.96 \times 3.74 =$

A 33.5104

B 34

C 3.35104

D 36



Choose a Question

**Question 1**

Choose

Find the value of  $g$ .

$3 \times g = 21$

A.  $g = 7$

B.  $g = 4$

C.  $g = 3$

D.  $g = 14$

**Question 2**

Choose

Find the value of  $m$ .

$m \times 8 = 48$

A.  $m = 7$

### Browse for a New Question

When the teacher browses for a new question, he or she has the ability to choose a specific question to replace the current question in the assessment. A pop-up window will appear with a list of the questions. To choose a question, the teacher can simply click '**Choose**'.

*Note: The teacher will be made aware of any questions that he or she previously skipped.*

# ELA Assessments

## Standards

When creating an ELA assessment, the teacher first has the option of choosing the standards he or she would like to assess by clicking the checkbox next to the Performance Indicator. Note\*- ELA non-passage questions are chosen through the same process as Math and Regents based Assessments.

The screenshot shows the 'Assessment Creator' interface. At the top, there is a navigation bar with five steps: Overview, Standard Types, Standards (highlighted), Passages, Passage Questions, and Question Counts. Below this is a 'Standards' section with a title bar and navigation buttons for 'Prev' and 'Next'. A paragraph of instructions reads: 'Below are the performance indicators that are available for your assessment. Questions are chosen based on the lowest level (performance indicators). Place a check in the checkbox next to each standard you would like to include in this assessment.' The main content area displays a tree view of standards for Grade 6. Under 'Grade 6', 'Literature' is expanded and checked. It includes 'Key Ideas and Details' (checked) with sub-items 6.RL.1, 6.RL.2, and 6.RL.3 (all checked); 'Craft and Structure' (checked) with sub-items 6.RL.4, 6.RL.5, and 6.RL.6 (all checked); and 'Integration of Knowledge and Ideas' (checked) with sub-item 6.RL.9 (checked). 'Informational Text' is also expanded and checked, including 'Key Ideas and Details' (checked) with sub-items 6.RI.1 and 6.RI.2 (both checked). A 'Live Chat Support' button is visible in the bottom right corner.

## Passages

If the teacher chooses to include questions based on passages, he or she has the ability to preview and choose the passages that should be included on the assessment.



## Assessment Creator

Overview

Standard Types

Standards

Passages

Passage Questions

Question Counts

### Passages

< Prev > Next

Below are the available passages for the selected PIs. Place a check in the checkbox next to each passage you wish to use. You may also click the Preview button to preview the passage first.

- Fiction  Non-Fiction
- 10,000 Pounds of Pistachios (13 Questions) - (Non-Fiction) [Preview](#)
- Bees Role (9 Questions) - (Non-Fiction) [Preview](#)
- Bolts in the Sky (12 Questions) - (Non-Fiction) [Preview](#)
- Boston Tea Party (7 Questions) - (Non-Fiction) [Preview](#)
- Creating a Water Prism (10 Questions) - (Non-Fiction) [Preview](#)

### Passage Preview

To preview a passage, the teacher can click the **'Preview'** link. The passage as well as standards met by the passage will appear.

### Select Passages

Once the teacher has previewed the passages, he or she can click the checkbox next to the passage(s) that should be included on the assessment..

#### A Recipe for Storms

A Recipe for Storms

By Conrad Storad

Chain Reaction Magazine- Arizona State University

Thunderstorms are like pots of boiling water. Combine water with heat in exactly the right proportions. Add something to stir the mixture. The result is a thunderstorm.

When water and heat are present in large enough quantities, wind can stir the pot to form a thunderstorm. Hot air rises. Certain structures can make normally gentle air rise fast enough to "stir" the thunder pot. Mountains are one such structure. Rocks and mountains store heat. As a result, mountains and the air around them are usually much hotter than non-rocky areas.

Air glides across these non-rocky areas until it bumps into hot mountains. That bump starts the stirring process. Hot mountain air pushes cooler air upward at rapid rates.

#### Standards Met

- 4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.11 - Distinguish fact from opinion in expository text.
- 4.RI.12 - Determine author's main purpose (e.g., to inform,
- 4.RC.7 - Collect and interpret data, facts, and ideas from
- 4.RC.12 - Read grade-level texts and answer literal, inferen

## Passage Questions

Next, the teacher will be able to view the passage(s) he or she selected, associated questions, answers, and the standards met by each question. To choose a question, the teacher should click the checkbox next to each question.

### Choose Questions for Passages

**Instructions:** Below are each of the passages you chose and the questions available for each passage. Please choose the questions you would like to include in the assessment by placing a check in the checkbox next to the question number.

## A Recipe for Storms

### A Recipe for Storms

*By Conrad Storad*

Chain Reaction Magazine- Arizona State University

Thunderstorms are like pots of boiling water. Combine water with heat in exactly the right proportions. Add something to stir the mixture. The result is a thunderstorm.

When water and heat are present in large enough quantities, wind can stir the pot to form a thunderstorm. Hot air rises. Certain structures can make normally gentle air rise fast enough to "stir" the thunder pot. Mountains are one such structure. Rocks and mountains store heat. As a result, mountains and the air around them are usually much hotter than non-rocky areas.

Air glides across these non-rocky areas until it bumps into hot mountains. That bump starts the stirring process. Hot mountain air pushes cooler air upward at rapid rates.

### Question 1

Why did the author **most likely** write "A Recipe for Storms"?

- A . to tell someone how to make a storm at home
- B . to explain how thunderstorms are created**
- C . to show that wind is not needed to create a thunderstorm
- D . to explain how a snow storm is created

Meets 4.RI.12 - Determine author's main purpose (e.g., to inform,

### Question 2

What do mountains and rocky areas store better than non-rocky areas?

## Question Counts

Now that the teacher has selected which standards he or she would like to include, the next step is to choose the number of questions that should appear for each standard.

The number of questions can either be:

- Typed into the textbox next to each standard
- Raised/lowered using the up/down arrows to the right of the textbox.

**Assessment Creator**

Overview > Standard Types > Standards > Passages > Passage Questions > **Question Counts**

### Question Counts

< Prev   ✓ Finish

*For each of the standards you have chosen, please specify how many questions you would like to include. You may choose up to 25 questions per standard.*

#### Multiple Choice & Extended Response Questions

| Standard   | MC Questions | MC Questions on Exam | ER Questions | ER Questions on Exam |
|--|--------------|----------------------|--------------|----------------------|
| Set Question Counts  | 0            |                      | 0            |                      |
| 6.RL.9 - Compare and contrast texts in different forms or genres                     | 0            |                      | 0            | 0                    |
| 6.RI.1 - Cite textual evidence to support analysis of what text says explicitly      | 0            | 0                    | 0            | 0                    |
| 6.RI.4 - Determine the meaning of words and phrases                                  | 0            | 0                    | 0            | 0                    |
| 6.RI.7 - Integrate information presented in different media or formats               | 0            | 3                    | 0            | 0                    |
| 6.L.1 - Demonstrate command of the conventions of standard English grammar and usage | 0            | 2                    | 0            | 0                    |

#### Passage Questions on Assessment

| Standard  | Question Count |
|---|----------------|
| 6.RI.1 - Cite textual evidence to support analysis of what text says explicitly | 1              |
| 6.RI.4 - Determine the meaning of words and phrases                             | 2              |

**Note:** The teacher may choose up to 25 questions per standard.

## Question Review

In the Question Review step, the teacher will be able to review the actual questions chosen based on the standards and question counts. In addition to showing the entire question and correct answer, the standard that each question meets is also listed below the question. A teacher can sort the questions by Sequence, or by Standard, Review the Questions, Return to the Wizard for further Editing, and/or Go to the Lesson (Assessment) to be assigned or printed.

The teacher has a few options for each question:

- Remove the Question (⊖)
- Automatically Select Another Question from the Pool (🔄)
- Browse for a New Question (🔍)
- Add another Question like this (+)

Sort By  Sequence  Standard

Only Show New Questions

Return to Wizard Go to Lesson

**3**

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**6.RL.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

⊖ 🔄 🔍 +

Add another question like this

Read the following statement.

*The new basketball shoes Anthony ordered took forever to arrive in the mail.*

The statement above is an example of which of the following?

A hyperbole

B simile

C metaphor

D personification

### Browse for a New Question

When the teacher browses for a new question, he or she has the ability to choose a specific question to replace the current question in the assessment. A pop-up window will appear with a list of the questions. To choose a question, the teacher can simply click **'Choose'**.

Choose a Question

**Question 1**

Choose

Which statement is a fact?

A. Skateboarding is scary.

B. Skateboarding is hard to learn.

C. A skateboard has four wheels.

D. The blue skateboard is the best.

**Question 2**

Choose

Buy the new Superclean Sparkle bathroom cleaner. It'll leave your bathroom sparkling clean! Superclean Sparkle uses a mixture of soap and bleach which attacks dust and grime. You won't be able to believe your eyes when you see what Superclean Sparkle can do for you and your home. Everyone thinks this is the best household cleaner you can buy. Only \$1.99 a bottle.

Which sentence based on the passage above is an OPINION?

A. Superclean Sparkle is only \$1.99.

B. Everyone thinks this is the best household cleaner you can buy.

C. It'll leave your bathroom sparkling clean!

D. Superclean Sparkle uses a mixture of soap and bleach.

**Note:** The teacher will be made aware of any questions that he or she previously skipped.

# Assigning an Assessment

Whether a teacher creates an ELA, Math or Regents based assessment, he or she will assign the assessment in the same manner after clicking “Go to Lesson”.

The screenshot shows the 'Assessment Edit' interface. At the top, there are buttons for 'Copy as Template', 'Assign Assessment', 'Copy Assessment', and 'Preview'. Below this, the 'Assessment' section is titled 'Owned by Myself'. There are tabs for 'Contents', 'Standards', and 'Advanced'. The main area is titled 'Lesson Questions, Discussions & Uploads' and contains a table of questions. The table has columns for 'Name', 'Question Type', 'Points', and 'Keep w/ Previous'. The questions are numbered 1 through 5, all of which are 'Multiple Choice' and worth 1 point each. There are also buttons for 'Delete Selected', 'Copy Selected', 'Return to Wizard', and 'Question Review Mode'.

|                          | Name         | Question Type   | Points | Keep w/ Previous         |
|--------------------------|--------------|-----------------|--------|--------------------------|
|                          | Introduction | Fact            | 0      |                          |
| <input type="checkbox"/> | 1            | Multiple Choice | 1      | <input type="checkbox"/> |
| <input type="checkbox"/> | 2            | Multiple Choice | 1      | <input type="checkbox"/> |
| <input type="checkbox"/> | 3            | Multiple Choice | 1      | <input type="checkbox"/> |
| <input type="checkbox"/> | 4            | Multiple Choice | 1      | <input type="checkbox"/> |
| <input type="checkbox"/> | 5            | Multiple Choice | 1      | <input type="checkbox"/> |

1. Choose whether to deliver the assessment online or on paper.
  - **Online:** This assessment will be given to the students online using the RightPath™ system.
  - **On Paper:** This assessment will be given to the students on paper. In addition to the assessment, student answer sheets will also be provided. \*Note- An assessment must be assigned to a class online to create student answer sheets, whether the students will complete it online or not.

## Assign Assessment

By clicking , the teacher is able to assign the assessment just created to his or her classes, multiple classes, or individual students within classes by clicking the arrow to expand the class, then selecting the students to be assigned by clicking the checkbox next to his or her name or the class, to be assigned to everyone, and clicking .

Assignment dates default to a week, but can be edited by clicking the calendar next to the date, or by typing in a new date.\

The screenshot shows the 'Lesson Assign' interface. It has a section for 'Assignment Details' with 'Assigning Lesson' set to 'Reading Assessment'. Below that, 'Assignment Dates' are set from '10/30/2015' to '11/6/2015'. The 'Choose Classes & Students' section shows a list of classes and students. 'Class 1' is expanded, and 'Math Demo' is selected. Under 'Math Demo', '101: Living Environment - Section: 1 - Period: 2' is selected, and several students are listed with checkboxes: Kevin Abshire, Kathleen Agnello, Giovanni Allen (checked), Randall Allen, Allan Alston, Mary Anderson (checked), Minnie Anderson, and Marian Andrews.

# Viewing Student Results & Data

Once students have completed the assessment, the teacher has the ability to view their work and to run data based on their results.

## Accessing Completed Assessments

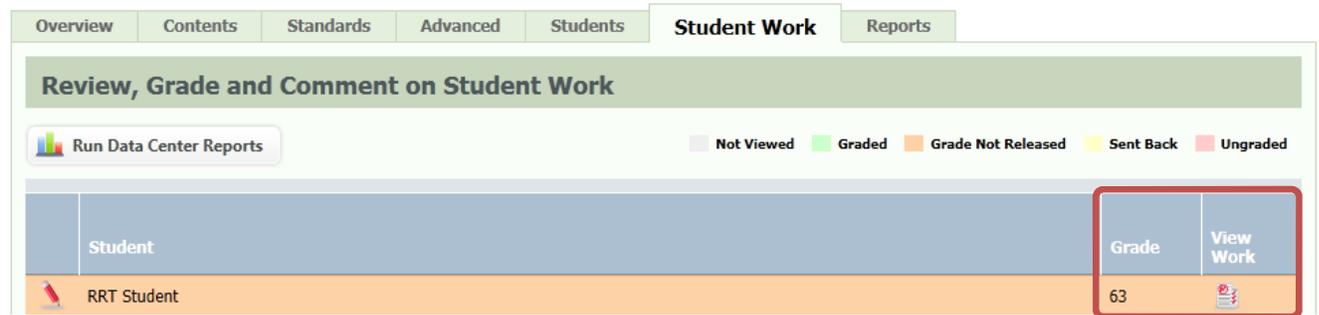
To access the completed assessment, the teacher can hover over the **Lessons** header and click on **'Assignment Search,'** making sure to click the Include Completed Assignments checkbox.

## Viewing Student Work

To view each individual student's results, click on the **Student Work** tab within the assessment. The teacher will then be able to see each student's grade and have the ability to view his or her answers. To view these answers, the teacher can click on the  icon.

### Third Grade ELA Formative

Owned by District



Overview Contents Standards Advanced Students **Student Work** Reports

Review, Grade and Comment on Student Work

Run Data Center Reports

Not Viewed Graded Grade Not Released Sent Back Ungraded

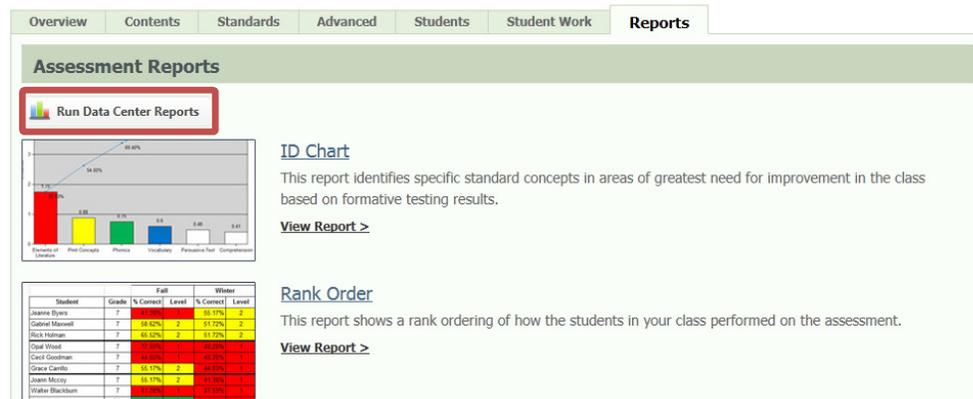
| Student     | Grade | View Work   |
|-------------|-------|---|
| RRT Student | 63    |  |

## Viewing Reports

To view Data Center reports based on this assessment, click on the **Reports** tab. If this is the first time that the teacher has viewed the results of the assessment, he or she must click the **'Run Data Center Reports'** button. Once the teacher is notified that the reports have been run with the latest data, he or she can click on the reports to access the Data Center.

### Third Grade ELA Formative

Owned by District



Overview Contents Standards Advanced Students Student Work **Reports**

Assessment Reports

Run Data Center Reports

**ID Chart**  
This report identifies specific standard concepts in areas of greatest need for improvement in the class based on formative testing results.  
[View Report >](#)

**Rank Order**  
This report shows a rank ordering of how the students in your class performed on the assessment.  
[View Report >](#)

| Student            | Grade | Fall      |       | Winter    |       |
|--------------------|-------|-----------|-------|-----------|-------|
|                    |       | % Correct | Level | % Correct | Level |
| Jessie Evans       | 2     | 88.89%    | 3     | 88.89%    | 3     |
| Gabriel Maxwell    | 2     | 88.89%    | 2     | 51.52%    | 2     |
| Rock Holman        | 2     | 88.89%    | 2     | 51.52%    | 2     |
| Olivia Wood        | 2     | 51.52%    | 2     | 23.08%    | 2     |
| Casey Goodman      | 2     | 44.44%    | 2     | 44.44%    | 2     |
| Grace Cardillo     | 2     | 51.52%    | 2     | 44.44%    | 2     |
| Joann McCoy        | 2     | 51.52%    | 2     | 44.44%    | 2     |
| Walker Blankenship | 2     | 88.89%    | 2     | 51.52%    | 2     |
| Frank Boone        | 2     | 88.89%    | 2     | 51.52%    | 2     |