

# Recommendation by a Science Teacher at a District



**STELLA**  
MIDDLE CHARTER  
**ACADEMY**

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A BRIGHT STAR SCHOOL

Dear Science Educator:

My name is Michael Lance and I am writing to convey my extreme satisfaction with the Education4Equity science assessment program. The assessment helped to promote confidence and cultivate critical thinking faculties among my students and assisted in my preparations for the State of California's new assessment of the Next Generation Science Standards.

My school's engagement with Education4Equity came in the form of a grant opportunity that allowed us to help with the development and testing of the new assessment and the associated platform. From the beginning it was clear that the program staff were intensely interested in hearing all feedback - good and bad - so as to truly develop an optimal product to drive student learning and streamline the process of test preparation that can otherwise be very grueling and unappealing.

This past March my students had the opportunity to participate in the first administration of the practice assessment. Having been involved in the NGSS transition over the past five years and attended the State of California's information sessions about the structure of the new CAST assessment, it was clear that the program developers did their research. The questions were closely aligned to the released practice questions from the state and were presented in a platform that closely modeled many of the interactive features promised for the new assessment.

Beyond the actual composition of the test, perhaps the most valuable aspect of the E4E assessment program is the feedback they provided to me about my students' progress. Dedicated human graders are used to score student responses and I was provided with a nearly 30 page report that detailed not only each student's individual performance on each section of the assessment, but the aggregate trends and patterns with regard to specific performance expectations, grade levels, science domains, and dimensions of the NGSS. Moreover, I was provided with a list of strategic interventions and/or suggestions that might aid in preparing students for their end of year assessment. The aforementioned level of personalized feedback has become rare in an era of automated grading and provides a level of personalization that will surely aid students and teachers on their path towards mastering the new science standards.

If your district is looking for a valuable practice assessment opportunity in the absence of ICA and IAB style progress monitoring assessments like those available for math and English language arts, then you would do well to explore this tremendous option for science assessment offered by an organization that truly desires to advance the learning of all students.

Best,

Michael Lance

Science Instructor Stella Middle Charter Academy mlance@brightstarschools.org

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**5431 W. 98th Street Los Angeles, CA 90045**

**Phone: (424) 209-4262 Fax: (310) 649-5580**

**[www.brightstarschools.org](http://www.brightstarschools.org)**