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Develop Your Data Mindset

Module 13 - Student Level Goal Evaluating Part 3A - Analyze

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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Learning Goals

- Analyze data to identify a student's end-of-period performance value
- Analyze data to compare a student's end-of-period actual performance and baseline values
- Analyze data to compare a student's end-of-period actual performance and end-of-year goal values
- Analyze data to identify a student's highest and lowest areas of performance
- Analyze data to compare the change in values relevant to the action plan focus area

Identify limitations and implications of analysis findings

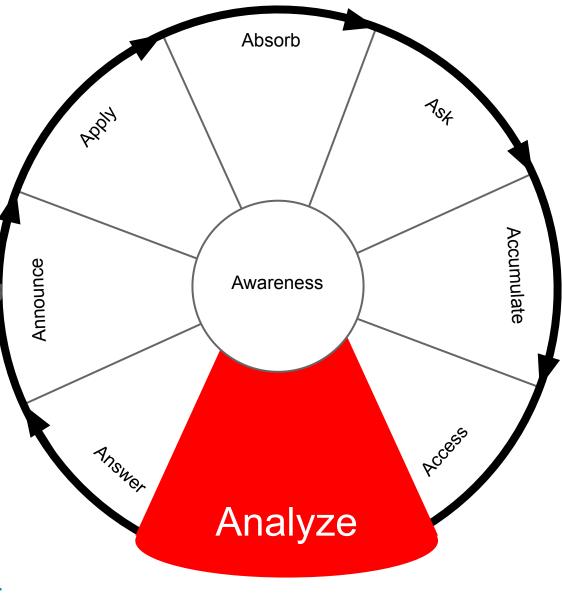
SLDS Data Use Standards

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS and your *individual* student Goal Setting, Monitoring, and Evaluating Organizer, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your flyers in case you need to reference our district's protocols for <u>goal setting</u>, monitoring, and evaluating or be reminded of key vocabulary and concepts.



Introduction

Ryan:

Make sure you have your Goal Setting, Monitoring, and Evaluating Organizer ready as we work through the Analyze, Answer, Announce, and Apply stages. The organizer already includes quite a bit of information, which you added during the goal setting process at the beginning of the year and goal monitoring process during the middle of the year. Now, during the goal evaluating process, we'll be adding end-of-year values.

Link to PDF of organizer complete through monitoring: <u>http://bit.ly/2ktdcls</u>



Student Name: Stephanie Sanders		e scale score of Ste reading assessme		increase from 212	in the fall to 220 in t	he spring on the
Where to access: SLDS Individual Student	Beginning of	year (baseline)	Middle	of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215 <u>√</u> check if met	52	216check if met	52
Expected after mid					217check if met	54
Original Goal					220check if met	61
Revised Goal					220check if met	61
		Action Plan	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ng of year	Middle	of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Llterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.



Go to the Subject and Subcategory Performance section of the Individual Student Multi-Year, Multi-Term report to analyze data that will help you answer the question relevant to Stephanie's end-of-year performance. On the current year's spring assessment in the area of reading, Stephanie achieved a scale score of

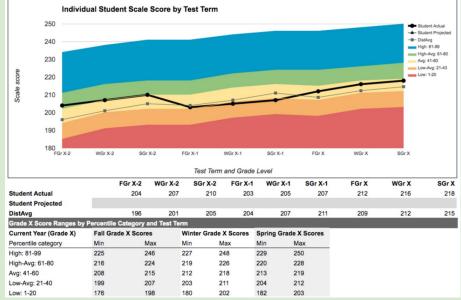
and a percentile of _____.

- 216, 52
- 218, 57
- 217, 47
- 221, 54

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2lW4Kvn

Individual Student N	luiti-Ye	<u>ear, Multi-Ter</u>	m							
Description		Percentile and Percentile and includes fall to	scale score	of a single :	student by	subcateg	ory for multip	ole terms acr		year
Guiding Question(s)		What is a stud Which subcate What is a stud Did a student	egories repres ents projecte	sent a stude d performa	ent's highes nce level?	st and lo	west level of		?	
Potential Use(s)		Set goal, write	action plan,	monitor inte	rim progre	ss towar	d goal, evalua	ate extent to	which goal	was
Assessment Name		Interim / Bencl	nmark Assess	sment (e.g.	aimsweb,	NWEA,	Star)			
Subject		Reading								
Year		Current year								
Year Test Term		Current year Spring								
			ders							
Test Term	erformar	Spring Stephanie Sar	iders	_	_			_	_	
Test Term Student Name	erformar Fall %ild	Spring Stephanie Sar (Current Year) Fall Scal		Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Test Term Student Name		Spring Stephanie Sar ce (Current Year) Fall Scal	9	Winter %ile			Spring %ile 57		Spring Lexile 950	
Test Term Student Name Subject and Subcateogry P	Fall %ile	Spring Stephanie Sar (Ce (Current Year) Fall Scal Score	e Fall Lexile		Score	Lexile		Score		
Test Term Student Name Subject and Subcateogry Pi Reading	Fall %ile 52	Spring Stephanie Sar (Current Year) Fall Scal Score 212	e Fall Lexile	54	Score 216	Lexile	57	Score 218		
Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Spring Stephanie Sar (Current Year) Fall Scal Score 212 209	e Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Test Term Student Name Stubject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Spring Stephanie Sar (ce (Current Year) Fall Scal Score 212 209 212 215	e Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	Fall %ile 52 45 52 61	Spring Stephanie Sar (ce (Current Year) Fall Scal Score 212 209 212 215	e Fall Lexile 867	54 47 56	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Test Term Student Name Subject and Subcateogry Pl Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (Cut	Fall %ild 52 45 52 61 rrent Yea	Spring Stephanie Sar (ce (Current Year) Fall Scal Score 212 209 212 215 r)	e Fall Lexile 867	54 47 56 59 g Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 ing Projection	950	%ile 54





Stephanie's spring assessment scale score is ______ her fall baseline scale score. Her spring assessment percentile is ______ her fall baseline percentile.

- six points above, five points above
- two points above, three points above
- one point above, three points above
- two points below, four points below

Standard: S.4.C Aligned Analysis

Student Name: Stephanie Sanders		ne scale score of Ste n reading assessme	2 in the fall to 220 in t	he spring on the		
Where to access: SLDS Individual Student	Beginning c	of year (baseline)	Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54	218	57
Expected after beg			215 <u>√</u> check if met	52	216check if met	52
Expected after mid					217check if met	54
Original Goal					220check if met	61
Revised Goal					220check if met	61



Stephanie's spring assessment scale score is ______ the scale score set as her end-of-year goal. Her spring assessment percentile is ______ the percentile representing her end-of-year goal

- six points above, five points above
- two points above, three points above
- one point above, three points above
- two points below, four points below

Standard: S.4.C Aligned Analysis

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the district's interim reading assessment							
Where to access: SLDS Individual Student	Beginning o	f year (baseline)	Middle	e of year	End	of year		
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile		
Actual	212	52	216	54	218	57		
Expected after beg			215 <u>✓</u> check if met	52	216check if met	52		
Expected after mid					217check if met	54		
Original Goal					220check if met	61		
Revised Goal					220check if met	61		



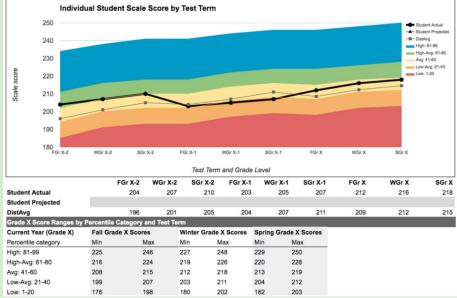
As you indicated in the Access stage, the Individual Student Multi-Year, Multi-Term report representing Stephanie's current year spring assessment may be analyzed to answer questions relevant to action plan and her highest and lowest levels of performance. Let's begin by identifying her scale score and percentile in each reading subcategory. Stephanie achieved a scale score of _____ and a percentile of _____ in the area of Literature on the spring assessment.

- 216, 52
- 213, 47
- 209, 45
- 218, 57

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2lW4Kvn

Description		Percentile and s			student bu	aubiost f	or multiple to	me and mul	tiple vegres	
Description		Percentile and s								Voor
		ncludes fall to w							USS a single	year
Guiding Question(s)	١	What is a studer	nt's perform	ance level	in a subjec	t and sub	ocategories?			
		Which subcateg				st and low	west level of	performance	?	
		What is a studer						10		
		Did a student pe								
Potential Use(s)		Set goal, write a	ction plan,	monitor inte	erim progre	ss towar	d goal, evalu	ate extent to	which goal v	vası
Assessment Name	1	nterim / Benchn	nark Assess	sment (e.g.	aimsweb,	NWEA, S	Star)			
Subject	F	Reading								
Year	(Current year								
Test Term	5	Spring								
Test Term Student Name			ers							
Student Name		Spring Stephanie Sand	ers		_					
Student Name		Spring Stephanie Sand	ers Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Student Name Subject and Subcateogry P	erformanc	Spring Stephanie Sand e (Current Year) Fall Scale		Winter %ile			Spring %ile 57		Spring Lexile 950	
Student Name Subject and Subcateogry P Reading	erformanc Fall %ile	Spring Stephanie Sand e (Current Year) Fall Scale Score	Fall Lexile		Score	Lexile		Score		
	erformanc Fall %ile 52	Spring Stephanie Sand e (Current Year) Fall Scale Score 212	Fall Lexile	54	Score 216	Lexile	57	Score 218		
Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	erformanc Fall %ile 52 52 61	Spring Stephanie Sand e (Current Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	erformanc Fall %ile 52 52 61	Spring Stephanie Sand e (Current Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Student Name Subject and Subcateogry P Reading Literature Informational Text	erformanc Fall %ile 52 52 61	Spring Stephanie Sand e (Current Year) Fall Scale Score 212 209 212	Fall Lexile 867	54 47 56	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Student Name Subject and Subcateogry P Reading Literature Informational Text Vocebulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 rrent Year)	Spring Stephanie Sand e (Current Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59 g Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 ing Projection	950	%ile 54





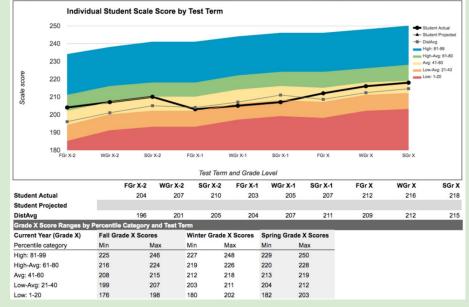
Stephanie achieved a scale score of _____ and a percentile of _____ in the area of Informational Text on the spring assessment.

- 216, 56
- 221, 64
- 209, 45
- 218, 57

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2IW4Kvn

		ar. Mult	ti-Term								
Individual Student N	luiti-Ye	and it is an									
Description		Percentile	le and sc	ale score o	of a single s	student by s	subcateg			tiple years; oss a single	year;
Guiding Question(s)		Which su What is a	ubcatego a student	ries repres s projected	ent a stude performa	ent's highes nce level?	and low	categories? rest level of p formance lev	performance vel?	?	
Potential Use(s)		Set goal,	, write ac	tion plan, r	nonitor inte	rim progres	ss toward	goal, evalua	ate extent to	which goal w	vas m
Assessment Name		Interim /	Benchma	ark Assess	ment (e.g.	aimsweb, I	NWEA, S	tar)			
Subject		Deedler									
Subject		Reading									
		Current y									
Year											
Year Test Term Student Name		Current y	year	rs							
Year Test Term	erforman	Current y Spring Stephanie	year ie Sande	rs				_	_	_	
Year Test Term Student Name	erforman Fall %ile	Current y Spring Stephanie Ince (Current	year ie Sande	rs Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	
Year Test Term Student Name		Current y Spring Stephania Ice (Current	year ie Sander t Year) fall Scale		Winter %ile			Spring %ile		Spring Lexile 950	
Year Test Term Student Name Subject and Subcateogry P Reading	Fall %ile	Current y Spring Stephanin ce (Current Fa	year ie Sander t Year) ^{call Scale} score	Fall Lexile		Score	Lexile		Score		
Year Test Term Student Name Subject and Subcateogry P	Fall %ile 52	Current y Spring Stephani ce (Current 5 21 20	year ie Sander t Year) all Scale icore	Fall Lexile	54	Score 216	Lexile	57	Score 218		
Year Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Current y Spring Stephanin ce (Current 5 20 20 21	ie Sander t Year) fall Scale score 112 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Current y Spring Stephania ce (Current Step 20 20 21 20 21 21 21 21 21 21 21 21 21 21 21 21 21	ie Sander t Year) fall Scale fore f12 109	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	Fall %ile 52 45 52 61	Current y Spring Stephani ce (Current Stephani ce (Current 20 21 21 21	ie Sander t Year) fall Scale fore f12 109	Fall Lexile	54 47 56 59	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (Cu	Fall %ile 52 45 52 61 rrent Yea	Current y Spring Stephani ce (Current Stephani ce (Current 20 21 21 21	year ie Sander t Year) iall Scale icore 12 12 12 15	Fall Lexile 867	54 47 56 59 Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 221 ing Projection	950	%ile 54





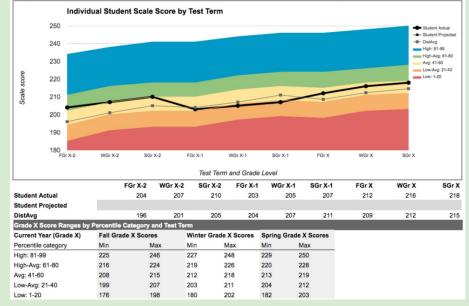
Stephanie achieved a scale score of _____ and a percentile of _____ in the area of Vocabulary Acquisition and Use on the spring assessment.

- 216, 56
- 221, 64
- 218, 59
- 218, 57

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2IW4Kvn

Individual Student N	Aulti-Ye	ear, Mul	<u>lti-Term</u>								
Description		Percenti	ile and so	ale score o	of a single s	student by	subcateg	or multiple ter ory for multip ojected score	ole terms acr	tiple years; ross a single	year;
Guiding Question(s)		Which so What is	a studen	ories repres ts projected	ent a stude performa	ent's highes nce level?	and lov	categories? vest level of p rformance le		?	
Potential Use(s)		Set goal	I, write ad	tion plan, r	nonitor inte	rim progre	ss toward	d goal, evalua	ate extent to	which goal v	vas m
Assessment Name		Interim /	Benchm	ark Assess	ment (e.g.	aimsweb,	NWEA, S	star)			
Subject		Reading	9								
Year		Current	year								
Year Test Term		Current Spring	year								
		Spring	year nie Sande	ers							
Test Term	erforman	Spring Stephan	nie Sande	ers	_	_		_	_	_	
Test Term Student Name	Performan Fall %ile	Spring Stephan nce (Curren	nie Sande	Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	
Test Term Student Name		Spring Stephan nce (Curren e S	nie Sande nt Year) Fall Scale		Winter %ile			Spring %ile		Spring Lexile 950	
Test Term Student Name Subject and Subcateogry P	Fall %ile	Spring Stephan nce (Curren e S	nie Sande nt Year) Fall Scale Score	Fall Lexile		Score	Lexile		Score		
Test Term Student Name Subject and Subcateogry P Reading	Fall %ile	Spring Stephan nce (Curren e S 2 2	nie Sande nt Year) Fall Scale Score 212	Fall Lexile	54	Score 216	Lexile	57	Score 218		
Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Spring Stephan nce (Curren e S 2 2 2 2	nie Sande nt Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Spring Stephan nce (Curren e S 2 2 2 2 2 2 2	nie Sande nt Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquisiton and Use	Fall %ile 52 45 52 61	Spring Stephan nce (Curren e 5 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	nie Sande nt Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56 59	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 Frent Yea	Spring Stephan nce (Curren e S 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	nie Sande nt Yoar) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59 Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 221 ring Projection	950	%ile 54





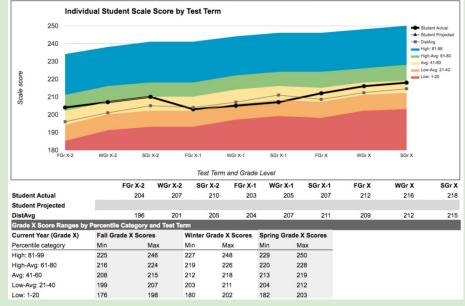
Identify the reading subcategory representing Stephanie's HIGHEST level of performance on the spring assessment.

- Reading
- Literature
- Informational Text
- Vocabulary Acquisition and Use

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2lW4Kvn

B											
Description		Percentile	le and sc	ale score o	of a single s	student by s	subcateg	or multiple ter ory for multip ojected score	ole terms acr	tiple years; ross a single	year
Guiding Question(s)		Which su What is a	ubcatego a student	ries repres s projected	ent a stude performa	ent's highes nce level?	st and lov	categories? vest level of p		?	
Potential Use(s)		Set goal,	write act	tion plan, r	nonitor inte	rim progres	ss towar	d goal, evalua	ate extent to	which goal v	vas
Assessment Name		Interim / I	Benchma	ark Assess	ment (e.g.	aimsweb, I	NWEA, S	Star)			
Subject		Reading									
Year		Current y	year								
		Current y Spring	year								
Year Test Term Student Name				rs							
Test Term	erforman	Spring Stephanie	ie Sande	rs	_	_		_	_	_	
Test Term Student Name	erforman Fall %ile	Spring Stephanie Ice (Current Fa	ie Sande	rs Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	
Test Term Student Name Subject and Subcateogry P		Spring Stephanic Ince (Current Fa	ie Sande t Year) all Scale		Winter %ile			Spring %ile		Spring Lexile 950	
Test Term Student Name Subject and Subcateogry P Reading	Fall %ile	Spring Stephanie ice (Current Fa Sc 21	ie Sande t Year) all Scale icore	Fall Lexile		Score	Lexile		Score		
Test Term Student Name	Fall %ile 52	Spring Stephania Ince (Current Fa	ie Sande t Year) all Scale core 12	Fall Lexile	54	Score 216	Lexile	57	Score 218		
Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Spring Stephania ce (Current Fa Sc 21 20 21	ie Sander t Year) all Scale core 12 09	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Spring Stephania ce (Current 5 20 21 20 21 21 21	ie Sander Year) all Scale icore 12 09 12	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquisition and Use	Fall %ile 52 45 52 61	Spring Stephania ce (Current 20 21 21 21 21 21	ie Sander Year) all Scale icore 12 09 12	Fall Lexile	54 47 56 59	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 rrent Yea	Spring Stephania ce (Current 20 21 21 21 21 21	ie Sander t Year) all Scale icore 12 09 12 15 56le	Fall Lexile 867	54 47 56 59 Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 221 ring Projection	950	%ile 54





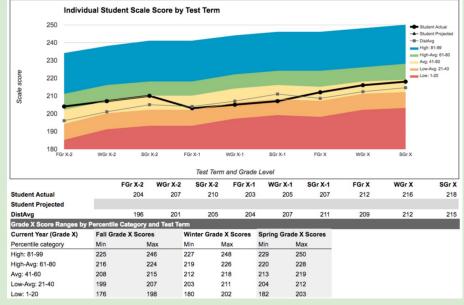
Identify the reading subcategory representing Stephanie's LOWEST level of performance on the spring assessment.

- Reading
- Literature
- Informational Text
- Vocabulary Acquisition and Use

Standard: S.4.C Aligned Analysis

Link to image of report: http://bit.ly/2lW4Kvn

Description		Doroont	ilo and ac			student bu	subject f	or multiple to	me and mul	tiple vegre:	
Description								or multiple ter		ross a single	
								ojected score		ross a single	yea
									35		
Guiding Question(s)								categories?			
							st and lov	vest level of	performance	12	
				ts projected			acted po	rformance le	1012		
Potential Use(s)		Set goal	I, write ac	ction plan, r	nonitor inte	erim progre	ss towar	d goal, evalua	ate extent to	which goal v	vas
Assessment Name		Interim /	Benchm	ark Assess	ment (e.g.	aimsweb,	NWEA, S	Star)			
Subject		Reading									
		Reading									
		Current									
Year Test Term											
Year		Current Spring		ers							
Year Test Term	erforman	Current Spring Stephan	year nie Sande	ers				_	_	_	
Year Test Term Student Name		Current Spring Stephan	year nie Sande nt Year) Fall Scale			Winter Scale		Carden Mills	Spring Scale	Control I with	
Year Test Term Student Name Subject and Subcateogry P	Fall %ile	Current Spring Stephan Ice (Curren	year nie Sande nt Year) Fall Scale Score	Fall Lexile	Winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Year Test Term Student Name Subject and Subcateogry P Reading	Fall %ile 52	Current Spring Stephan ice (Curren	year nie Sande nt Year) Fall Scale Score 212		54	Score 216		57	Score 218	Spring Lexile 950	
Year Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Current Spring Stephan Ice (Curren	year nie Sande nt Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52	Current Spring Stephan Ice (Curren	year nie Sande nt Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	Fall %ile 52 45 52 61	Current Spring Stephan Ice (Curren	year nie Sande nt Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 rrent Yea	Current Spring Stephan ce (Curren	year nie Sande nt Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221	950	
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (GU Fall to Winter Projection	Fall %ile 52 45 52 61 rrent Yea Score	Current Spring Stephan nce (Curren	year nie Sande nt Year) Fall Scale Score 212 209 212 215 215	Fall Lexile 867 Fall to Spring	54 47 56 59 Projection	Score 216 213 216 218 Score	Lexile 900 %ile	57 52 55 64 Winter to Spr	Score 218 216 218 221 221 ing Projection	950 Score	
Year Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 rrent Yea	Current Spring Stephan nce (Curren	year nie Sande nt Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59 Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 221 ing Projection	950	%ile 54





Stephanie's scale score in the spring is ______ her scale score in the winter in the focus area identified in her middle-of-year action plan (i.e., Literature). Stephanie's percentile in the spring is ______ her percentile in the winter in the area of Literature.

- 3 points above, 5 points above
- 7 points above, 7 points above
- 2 points above, 5 points below
- equal to, equal to

Standard: S.4.C Aligned Analysis

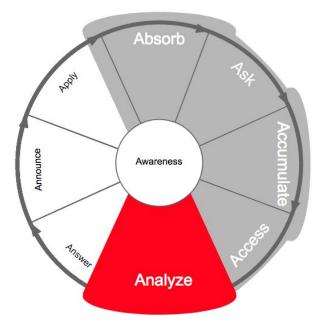
Where to access: SLDS Individual Student	Beginnin	g of year	Middle	of year	End of year		
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Literature	209	45	213	47	216	52	
Informational Text	212	52	216	56	218	57	
Vocab Acqu / Use	215	61	218	59	221	64	

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

In the Analyze stage, you analyze the data you accessed in a way that will reveal answers to your questions. The individual student-level Goal Setting, Monitoring, and Evaluating Organizer you partially completed when setting and monitoring Stephanie's goal will help you stay organized during the analysis stage.

Link to pdf of organizer complete through monitoring: <u>http://bit.ly/2ktdcls</u>

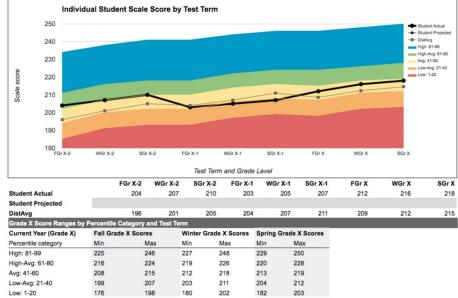


Let's begin by analyzing data in the "Individual Student Multi-Year, Multi-Term" report. This report includes data that will help you respond to questions regarding the goal you are evaluating, which focuses on an increase in Stephanie's scale score.

Link to complete report: http://bit.ly/2lW4Kvn

Individual Student Multi-Year, Multi-Term

Description		Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year includes fall to winter, fall to spring, and winter to spring projected scores									
Guiding Question(s)		Which What is	subcatego a studen	ories repres	sent a stude d performa	ent's highes nce level?	st and low	ocategories? west level of performance le		?	
Potential Use(s)		Set goa	al, write a	ction plan,	monitor inte	erim progre	ss towar	d goal, evalua	ate extent to	which goal w	was n
Assessment Name		Interim	/ Benchm	nark Assess	sment (e.g.	aimsweb,	NWEA, S	Star)			
Subject		Readin	g								
Year		Curren	t year								
Year Test Term		Curren									
		Spring		ers							
Test Term	erforman	Spring Stepha	nie Sande	ers		_					
Test Term Student Name	erforman Fall %ile	Spring Stepha ce (Curre	nie Sande	ers Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Test Term Student Name		Spring Stepha ce (Curre	nie Sande ont Year) Fall Scale		Winter %ile			Spring %ile 57		Spring Lexile 950	
Test Term Student Name Subject and Subcateogry P	Fall %ile	Spring Stepha ce (Curre	nie Sande ont Year) Fall Scale Score	Fall Lexile		Score	Lexile		Score		
Test Term Student Name Subject and Subcateogry P Reading	Fall %ile 52	Spring Stepha ce (Curre	nie Sande ent Year) Fall Scale Score 212	Fall Lexile	54	Score 216	Lexile	57	Score 218		
Test Term Student Name Subject and Subcateogry P Reading Literature	Fall %ile 52 45	Spring Stepha ce (Curre	nie Sande ont Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	57 52	Score 218 216		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Spring Stepha ce (Curre	nie Sande ont Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56	Score 216 213 216	Lexile	57 52 55	Score 218 216 218		
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquisiton and Use	Fall %ile 52 45 52 61	Spring Stepha ce (Curre	nie Sande ont Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56 59	Score 216 213 216	Lexile	57 52 55 64	Score 218 216 218		%ile
Test Term Student Name Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use Projected Performance (CU	Fall %ile 52 45 52 61 rrent Yea	Spring Stepha ce (Curre	nie Sando ont Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59 g Projection	Score 216 213 216 218	Lexile 900	57 52 55 64	Score 218 216 218 221 ing Projection	950	%ile 54



There are multiple sections in this report. Given the scope of your questions, the information you need is in the "Subject and Subcategory" section. In this area, you will be able to identify Stephanie's end-of-year value, which will be compared to her baseline value and end-of-year goal value.

Subject and Subcateogry P	erformance (Curr	ent Year)								
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading	52	212	867	54	216	900	57	218	950	
Literature	45	209		47	213		52	216		
Informational Text	52	212		56	216		57	218		
Vocabulary Acquistion and Use	61	215		59	218		64	221		
Projected Performance (Cur	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring	g Projection	Score	%ile	Winter to Spri	ng Projection	Score	%ile
Proj winter value	215	52	Proj spring va	lue	216	52	Proj spring val	e	217	54
Proj fall to winter change	3	0	Proj fall to spr	ing change	4	0	Proj winter to s	pring change	1	0

Go to the intersection of the "Spring %ile" column and the "Reading" row to identify Stephanie's end-of-year percentile and to the intersection of the "Spring Scale Score" column and the "Reading" row to identify her end-of-year scale score. Stephanie's end-of-year percentile and scale score are 57 and 218, respectively.

Spring scale score

		- - - -	· · · · ອ r							
Subject and Subcateogry P	erformance (Cur									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Y .	Spring %ile	Spring Scale Score	pring Lexile	
Reading	52	212	867	54	216	900	57	218	950	
Literature	45	209		47	213		52	216		
Informational Text	52	212		56	216		57	218		
Vocabulary Acquistion and Use	61	215		59	218		64	221		
Projected Performance (Cu	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Sprin	g Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	alue	216	52	Proj spring va	lue	217	54
Proj fall to winter change	3	0	Proj fall to sp	ring change	4	0	Proj winter to	spring change	1	0

Spring percentile

The scale score of 218 and percentile of 57 have been added to the appropriate spaces in the actual end-of-year area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Student Name: Stephanie Sanders	Annual Goal: TI district's interin	2 in the fall to 220 in t	he spring on tl					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle	e of year	End	End of year		
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile		
Actual	212	52	216	54	218	57		
Expected after beg			215 <u>✓</u> check if met	52	216check if met	52		
Expected after mid					217check if met	54		
Original Goal					220check if met	61		
Revised Goal					220check if met	61		

Now it's time to compare Stephanie's end-of-year actual scale score with her baseline scale score.

- Step 1: Identify the actual end-of-year scale score, 218
- Step 2: Identify the baseline (i.e., beginning-of-year) scale score, 212
- Step 3: Subtract the baseline score from the actual score (218 212 = 6)

Stephanie's actual end-of-year scale score is six points above her baseline scale score.

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment									
Where to access SLDS Individual Stur Multi-Year, Multi-Te	Beginning of year (baseline)		Middle of year		End of year					
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile				
Actual	212	52	216	54	218	57				
Expected after beg			215 <u>√</u> check if met	52	216check if met	52				
Expected after mid					217check if met	54				
Original Goal					220check if met	61				
Revised Goal					220check if met	61				

Next, compare Stephanie's end-of-year actual percentile with her baseline percentile

- Step 1: Identify the actual end-of-year percentile, 57
- Step 2: Identify the baseline (i.e., beginning-of-year) percentile, 52
- Step 3: Subtract the baseline percentile from the actual percentile (57 52 = 5)

Stephanie's actual percentile is five points above her baseline percentile.

Student Name: Stephanie Sanders		ne scale score of Ste n reading assessme		increase from 212 in the fall to 220 in the spring on			
Where to access: SLDS Individual Student	Beginning c	of year (baseline)	Middle	e of year	Erle	Er l of year	
Multi-Year, Multi-Term	Scale Score	Percentile	cale Score	Percentile	Scale Score	Percentile	
Actual	212	52	216	54	218	57	
Expected after beg			215 <u>✓</u> check if met	52	216check if met	52	
Expected after mid					217check if met	54	
Original Goal					220check if met	61	
Revised Goal					220check if met	61	

Next, compare Stephanie's end-of-year actual score with the score set as her end-of-year goal

- Step 1: Identify the actual end-of-year score, 218
- Step 2: Identify the end-of-year goal score, 220
- Step 3: Subtract the goal score from the actual score (218 220 = -2) Stephanie's actual end-of-year score is 2 points below her end-of-year goal score. Because her actual value is below her goal value, do not place a checkmark on the "check if met" line.

Student Name: Stephanie Sanders		ne scale score of Step n reading assessmen	in the fall to 220 in t	he spring on the		
Where to access: SLDS Individual Student	Beginning o	of year (baseline)	Middle	e of y er	End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Suple Score	Percenti	Scale Score	Percentile
Actual	212	52	216	54	218	57
Expected after beg			215 <u>√</u> check if met	52	216check if met	52
Expected after mid					217check if met	54
Original Goal					220check if met	61
Revised Goal					220check if met	61

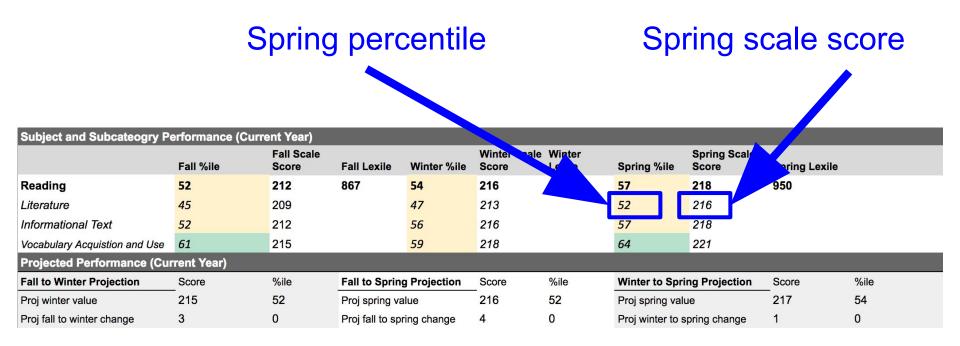
Although your initial questions did not focus on comparing Stephanie's actual end-of-year performance with the values she was expected to achieve based on her beginning-of-year and middle-of-year performance, it's easy to see that her actual end-of-year performance is higher than her expected levels. The actual value of 218 is above both expected values of 216 and 217. Therefore, a checkmark could be placed on each "check if met" line in the spaces relevant to her expected end-of-year performance.

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment									
Where to access: SLDS Individual Student	Beginning o	of year (baseline)	Middle	e cî year	End	of year				
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Perc ntile	Scale Score	Percentile				
Actual	212	52	216	54	218	57				
Expected after beg			215 <u>√</u> check if met	52	216 <u>√</u> check if met	52				
Expected after mid					217 <u>✓</u> check if met	54				
Original Goal					220check if met	61				
Revised Goal					220check if met	61				

The "Subject and Subcategory" section of the "Individual Student Multi-Year, Multi-Term" report also includes data that may be analyzed to answer questions relevant to Stephanie's action plan.

Subject and Subcateogry Po	erformance (Curr	ent Year)								
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading	52	212	867	54	216	900	57	218	950	
Literature	45	209		47	213		52	216		
Informational Text	52	212		56	216		57	218		
Vocabulary Acquistion and Use	61	215		59	218		64	221		
Projected Performance (Cur	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring	g Projection	Score	%ile	Winter to Spri	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	lue	216	52	Proj spring val	ue	217	54
Proj fall to winter change	3	0	Proj fall to spr	ing change	4	0	Proj winter to s	pring change	1	0

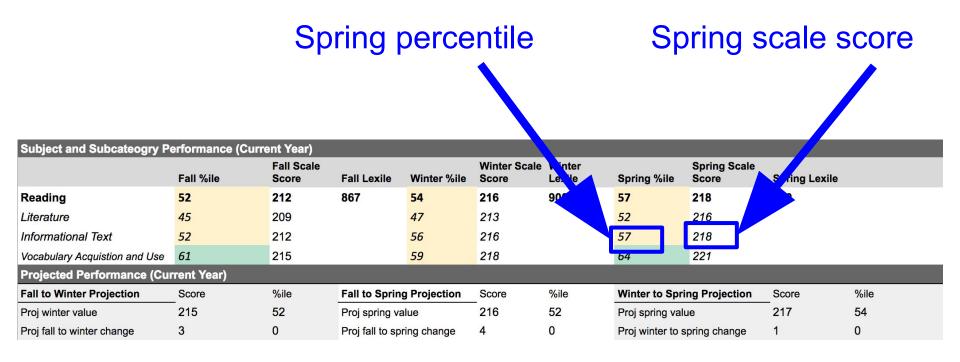
Identify Stephanie's percentile and scale score in the subcategory of literature by directing your attention toward the intersection of the "Spring %ile" column and the "Literature" row and the intersection of the "Spring Scale Score" column and the "Literature" row. Stephanie's end-of-year percentile and scale score in the area of literature are 47 and 213, respectively.



The scale score of 216 and percentile of 52 have been added to the end-of-year literature area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student	Beginnin	g of year	Middle of year		End of year		
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Literature	209	45	213	47	216	52	
Informational Text	212	52	216	56			
Vocab Acqu / Use	215	61	218	59			
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				serve as evidence that Stephanie is making progress toward the			

Identify Stephanie's percentile and scale score in the subcategory of informational text by going to the intersection of the "Spring %ile" column and the "Informational Text" row and the intersection of the "Spring Scale Score" column and the "Informational Text" row. Stephanie's end-of-year percentile and scale score in the area of informational text are 57 and 218, respectively.



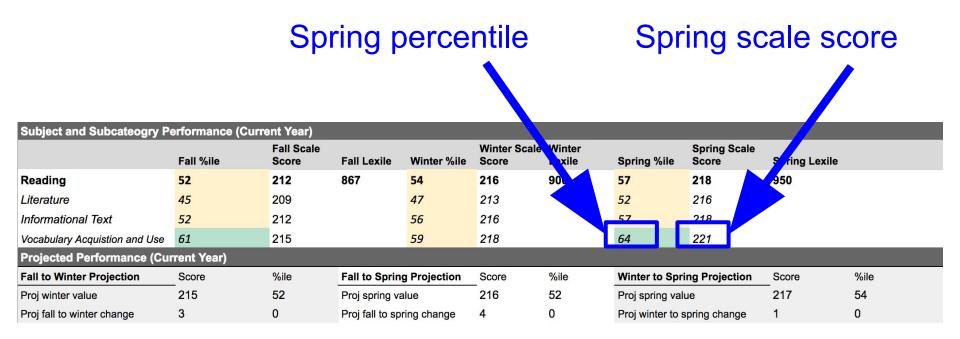
The scale score of 218 and percentile of 57 have been added to the end-of-year informational text area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student	Beginning of year		Middle of year		End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentil	Scale Score	Percentile
Literature	209	45	213	47	216	52
Informational Text	212	52	216	56	218	57
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Identify Stephanie's percentile and scale score in the subcategory of vocabulary acquisition and use by looking at the intersection of the "Spring %ile" column and the "Vocabulary Acquisition and Use" row and the intersection of the "Spring Scale Score" column and the "Vocabulary Acquisition and Use" row. Stephanie's end-of-year percentile and scale score in the area of vocabulary acquisition and use are 64 and 221, respectively.



The scale score of 221 and percentile of 64 have been added to the end-of-year vocabulary acquisition and use area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student	Beginning of year		Middle	f year	End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	, X	216	52
Informational Text	212	52	216	56	218	57
Vocab Acqu / Use	215	61	218	59	221	64

specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Identify the subcategory representing Stephanie's highest level of performance by locating the subcategory with the highest scale score in the end-of-year area of the organizer. The highest scale score, 221, represents the subcategory of Vocabulary Acquisition and Use.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year		Middle	of yet r	End of year					
	Scale Score	Percentile	Scale Score	Percontile	Scale Score	Percentile				
Literature	209	45	213	47	216	52				
Informational Text	212	52	216	56	218	57				
Vocab Acqu / Use	215	61	218	59	221	64				

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Identify the subcategory representing Stephanie's lowest level of performance by locating the subcategory with the lowest scale score in the end-of-year area of the organizer. The lowest scale score, 216, represents the subcategory of Literature.

Beginning of year		Middle	of year	End of year		
Scale Score	Percentile	Scale Score	Percer	Scale Score	Percentile	
209	45	213	47	216	52	
212	52	216	56	218	57	
215	61	218	59	221	64	
-	Scale Score209212	Scale ScorePercentile2094521252	Scale ScorePercentileScale Score2094521321252216	Scale ScorePercentileScale ScorePercentile20945213472125221656	Scale ScorePercentileScale ScorePercerScale Score20945213472162125221656218	

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Now compare Stephanie's end-of-year scale score with her middle-of-year scale score in the focus area of her middle-of-year action plan (i.e., Literature).

- Step 1: Identify the end-of-year scale score, 216
- Step 2: Identify the middle-of-year scale score, 213
- Step 3: Subtract the middle-of-year score from the end-of-year score (216 213 = 3)

Stephanie's end-of-year scale score is three points above her middle-of-year scale score in the area of Literature.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	47	216	52
Informational Text	212	52	216	56	218	57
Vocab Acqu / Use	215	61	218	59	221	64

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Now compare Stephanie's end-of-year percentile with her middle-of-year percentile in the focus area of her middle-of-year action plan (i.e., Literature).

- Step 1: Identify the end-of-year percentile, 52
- Step 2: Identify the middle-of-year percentile, 47
- Step 3: Subtract the middle-of-year percentile from the end-of-year percentile (52-47 = 5)

Stephanie's end-of-year percentile is five points above her middle-of-year percentile in the area of Literature.

Where to access: SLDS Individual Student	Beginning of year		Middle of year		End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale S	Percentile	Scale St	Percentile
Literature	209	45	213	47	216	52
Informational Text	212	52	216	56	218	57
Vocab Acqu / Use	215	61	218	59	221	64

Action plan (beginning of year): I will focus my skill strategy teaching in the area of interature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Activity Conclusion

Excellent work! Stephanie's end-of-year scale scores and percentiles have been added to her Goal Setting, Monitoring, and Evaluating Organizer. You compared her end-of-year actual values in the subject of reading with her baseline values and end-of-year goal values. You identified her highest and lowest performing subcategories, as well as compared her end-of-year values with her middle-of-year values in the subcategory representing the focus area of her middle-of-year action plan (i.e., Literature).



Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on t district's interim reading assessment						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year		
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Actual	212	52	216	54	218	57	
Expected after beg			215 <u>√</u> check if met	52	216 <u>√</u> check if met	52	
Expected after mid					217 <u>√</u> check if met	54	
Original Goal					220check if met	61	
Revised Goal					220check if met	61	
		Action Plan	ning w/ Supporting	Evidence			
Where to access: SLDS Individual Student	Beginning of year		Middle of year		End of year		
Multi-Year, Multi-Term		Scale Score	Percentile				
Literature	209	45	213	47	216	52	
Informational Text	212	52	216	56	218	57	
Vocab Acqu / Use	215	61	218	59	221	64	

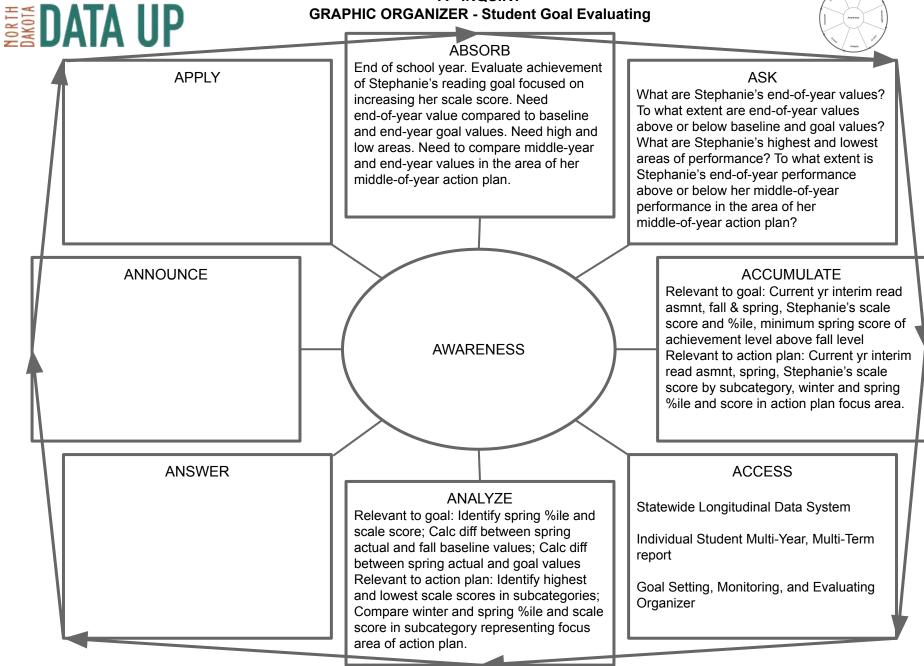
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

A+ Inquiry Framework

The Analyze stage has been completed.

A+ INQUIRY



Activity Answers

13.03A.01	218, 57
13.03A.02	six points above, five points above
13.03A.03	two points below, four points below
13.03A.04	216, 52
13.03A.05	218, 57
13.03A.06	221, 64
13.03A.07	Vocabulary Acquisition and Use
13.03A.08	Literature
13.03A.09	3 points above, 5 points above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify end-of-period values relevant to student-level goal evaluating				
This module part increased my skill in analyzing data to compare end-of-period actual values with baseline values relevant to student-level goal evaluating				
This module part increased my skill in analyzing data to compare end-of-period actual values with end-of-year goal values relevant to student-level goal evaluating				
This module part increased my skill in analyzing data to identify highest and lowest areas of performance relevant to student-level goal evaluating				
This module part increased my skill in analyzing data to compare the change in values in the action plan focus areas relevant to student-level goal evaluating				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.