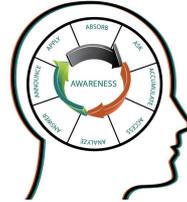


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Develop Your Data Mindset

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

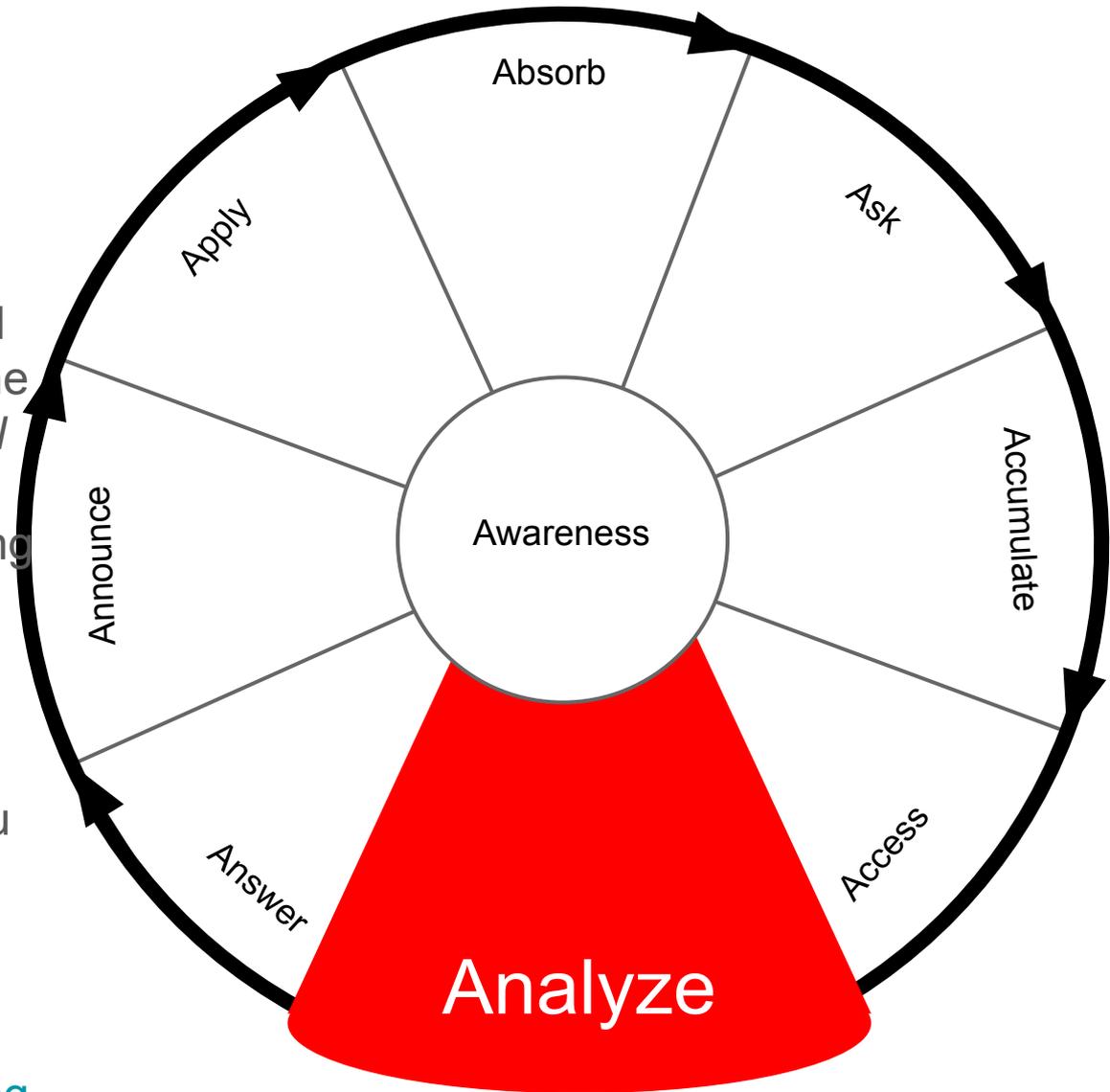
SLDS Data Use Standards

- 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 [goal setting](#), [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: <http://bit.ly/2ktdcls>

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

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 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		
Expected after beg			215 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61
Action Planning w/ Supporting Evidence						
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		
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 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.		



Activity - 13.3A.01

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/2IW4Kvn>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

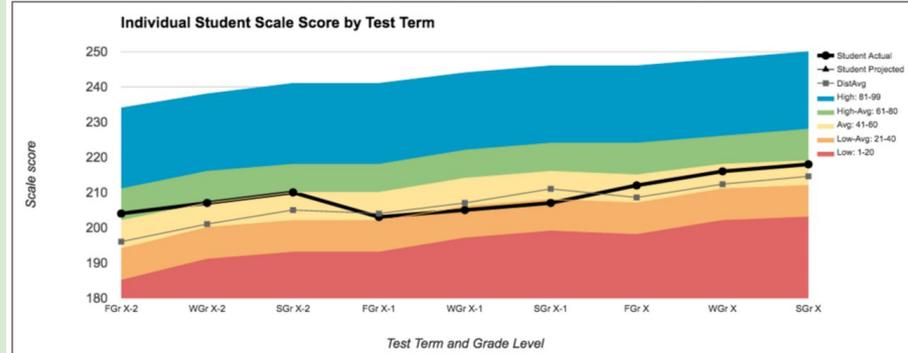
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection			
Score	%ile		Score	%ile		Score	%ile		
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.02

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	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 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 ✓check if met	52	216 __check if met	52
Expected after mid					217 __check if met	54
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61



Activity - 13.3A.03

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 spring on the 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 ✓check if met	52	216 __check if met	52
Expected after mid					217 __check if met	54
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61



Activity - 13.3A.04

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/2IW4Kvn>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

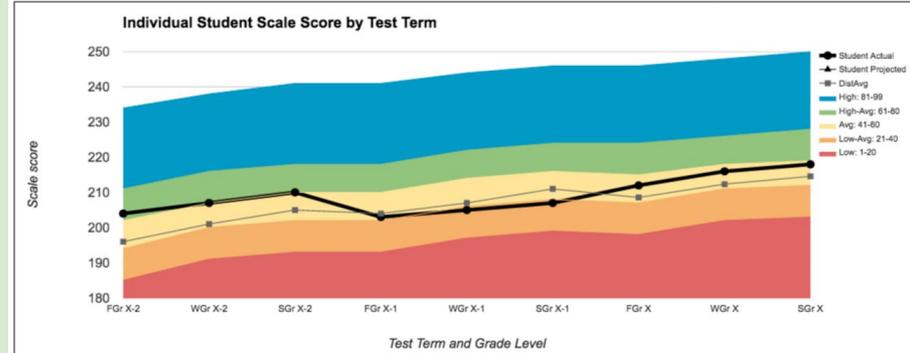
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection			
	Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.05

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>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

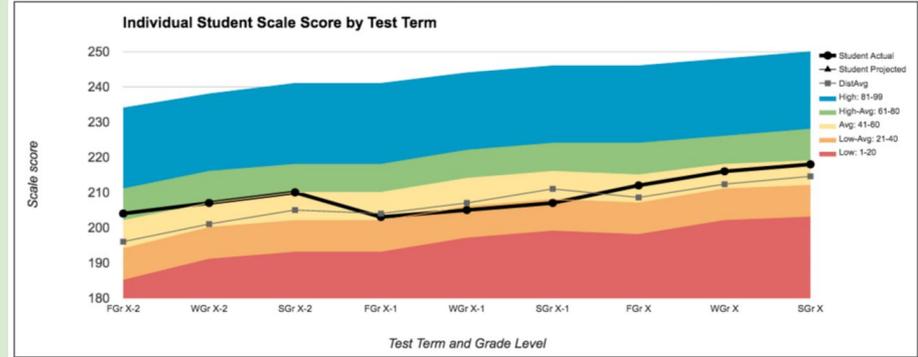
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection		Fall to Spring Projection		Winter to Spring Projection					
Score	%ile	Score	%ile	Score	%ile				
Proj winter value	215	52	Proj spring value	216	52				
Proj fall to winter change	3	0	Proj fall to spring change	4	0				
				Proj winter to spring change	1				
				Proj spring value	217				
				Proj spring value	54				



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.06

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 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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

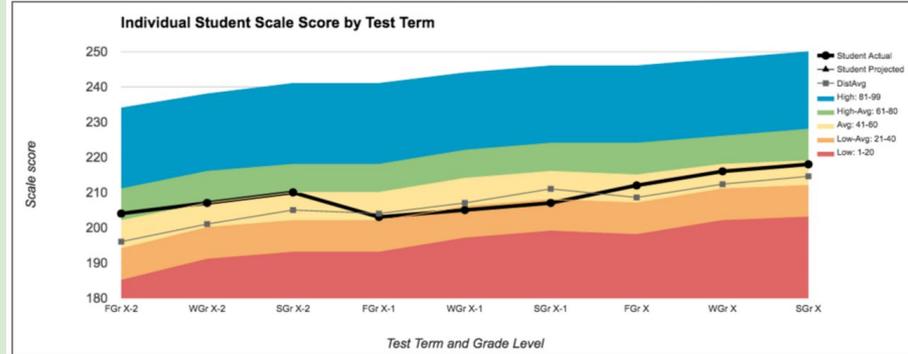
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection		Fall to Spring Projection		Winter to Spring Projection					
Score	%ile	Score	%ile	Score	%ile				
Proj winter value	215	52	216	52	217				
Proj spring value		54	218	57	221				
Proj fall to winter change	3	0	Proj fall to spring change	4	0				
			Proj winter to spring change	1	0				



	FGr X-2	WGr X-2	SGr X-2	FG X-1	WGr X-1	SGr X-1	FG X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.07

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/2IW4Kvn>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

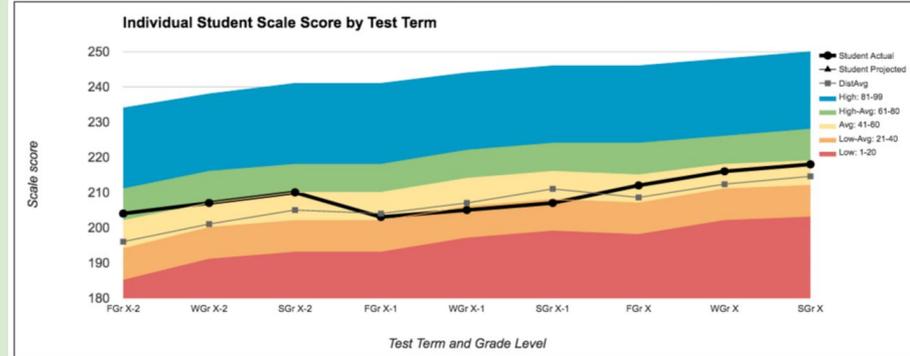
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection		Fall to Spring Projection		Winter to Spring Projection					
Score	%ile	Score	%ile	Score	%ile				
Proj winter value	215	52	216	52	217				
Proj fall to winter change	3	0	Proj fall to spring change	4	0				
			Proj winter to spring change	1	0				



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.08

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/2IW4Kvn>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

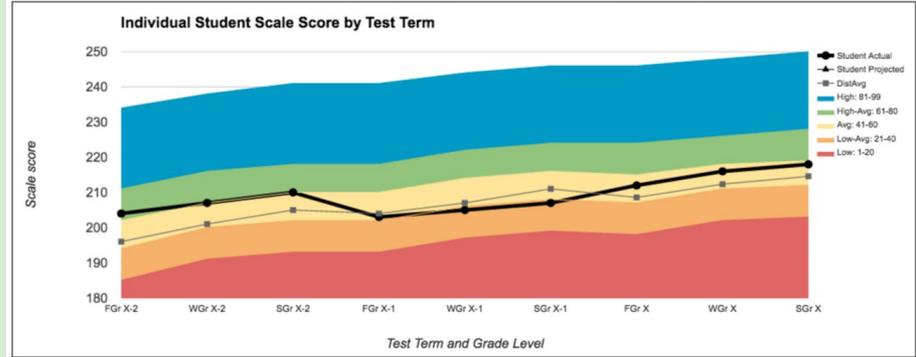
Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)											
Fall to Winter Projection		Score	%ile	Fall to Spring Projection		Score	%ile	Winter to Spring Projection		Score	%ile
Proj winter value		215	52	Proj spring value		216	52	Proj spring value		217	54
Proj fall to winter change		3	0	Proj fall to spring change		4	0	Proj winter to spring change		1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203



Activity - 13.3A.09

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

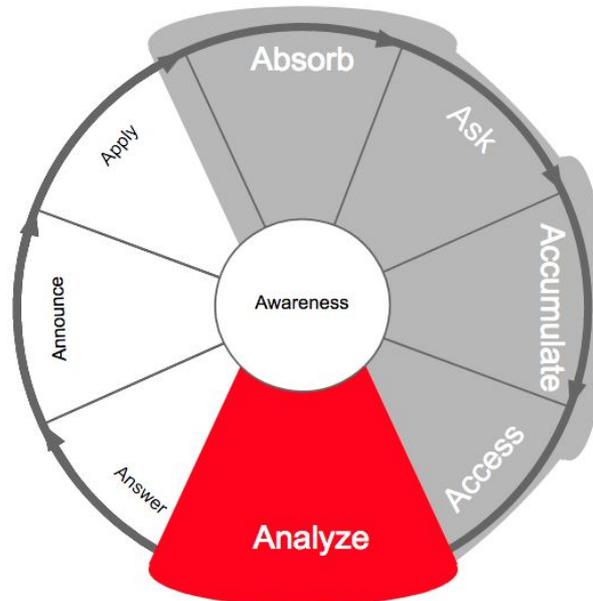
Standard: S.4.C Aligned Analysis

Where to access: SLDS Individual Student 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.			

Tutorial

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: <http://bit.ly/2ktdcls>



Tutorial

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/2IW4Kvn>

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) What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?

Potential Use(s) Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

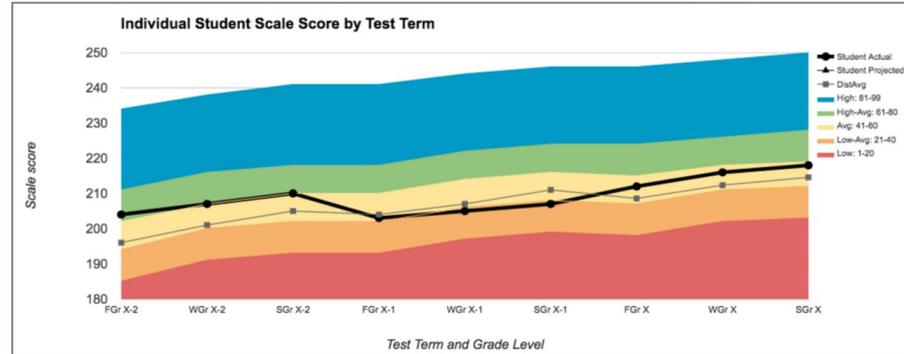
Subject Reading

Year Current year

Test Term Spring

Student Name Stephanie Sanders

Subject and Subcategory Performance (Current 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		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	
Projected Performance (Current Year)									
Fall to Winter Projection		Score	%ile	Fall to Spring Projection		Score	%ile	Winter to Spring Projection	
Proj winter value		215	52	Proj spring value		216	52	Proj spring value	
Proj fall to winter change		3	0	Proj fall to spring change		4	0	Proj winter to spring change	



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	218
Student Projected									
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
Percentile category	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203

Tutorial

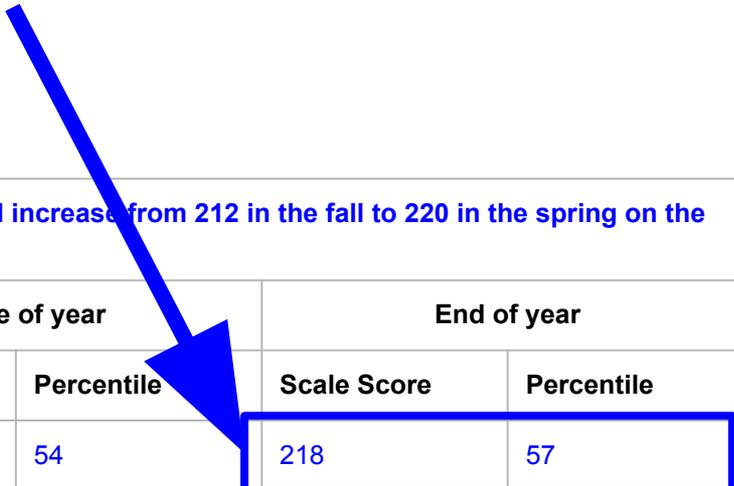
There are multiple sections in this report. Given the scope of your questions, the information you need is in the “Subject and Subcategory” section. In this area, you will be able to identify Stephanie’s end-of-year value, which will be compared to her baseline value and end-of-year goal value.

Subject and Subcategory Performance (Current 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
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	
Projected Performance (Current Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	

Tutorial

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: 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 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 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61



Tutorial

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 Student Data 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 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61

Tutorial

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	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 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 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61

Tutorial

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	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 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 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61

Tutorial

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 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 ✓check if met	52	216 ✓check if met	52
Expected after mid					217 ✓check if met	54
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61



Tutorial

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 Subcategory Performance (Current 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
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	
Projected Performance (Current Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	

Tutorial

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.

Spring percentile

Spring scale score

Subject and Subcategory Performance (Current 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		57	218	950
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	
Projected Performance (Current Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	

Tutorial

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 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		
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.		

Tutorial

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.

Spring percentile

Spring scale score

Subject and Subcategory Performance (Current 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	900
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	
Projected Performance (Current Year)									
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection			
	Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	

Tutorial

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 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 Acq / 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.

Tutorial

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.

Spring percentile

Spring scale score

Subject and Subcategory Performance (Current 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
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	

Projected Performance (Current Year)									
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection			
	Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0	

Tutorial

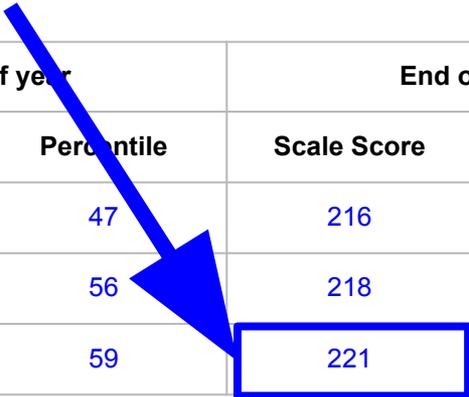
The scale score of 221 and percentile of 64 have been added to the end-of-year vocabulary acquisition and use area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student 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.			

Tutorial

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 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.		



Tutorial

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.

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.		

Tutorial

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.			

Tutorial

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 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):

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).

Goal Setting, Monitoring, and Evaluating Organizer

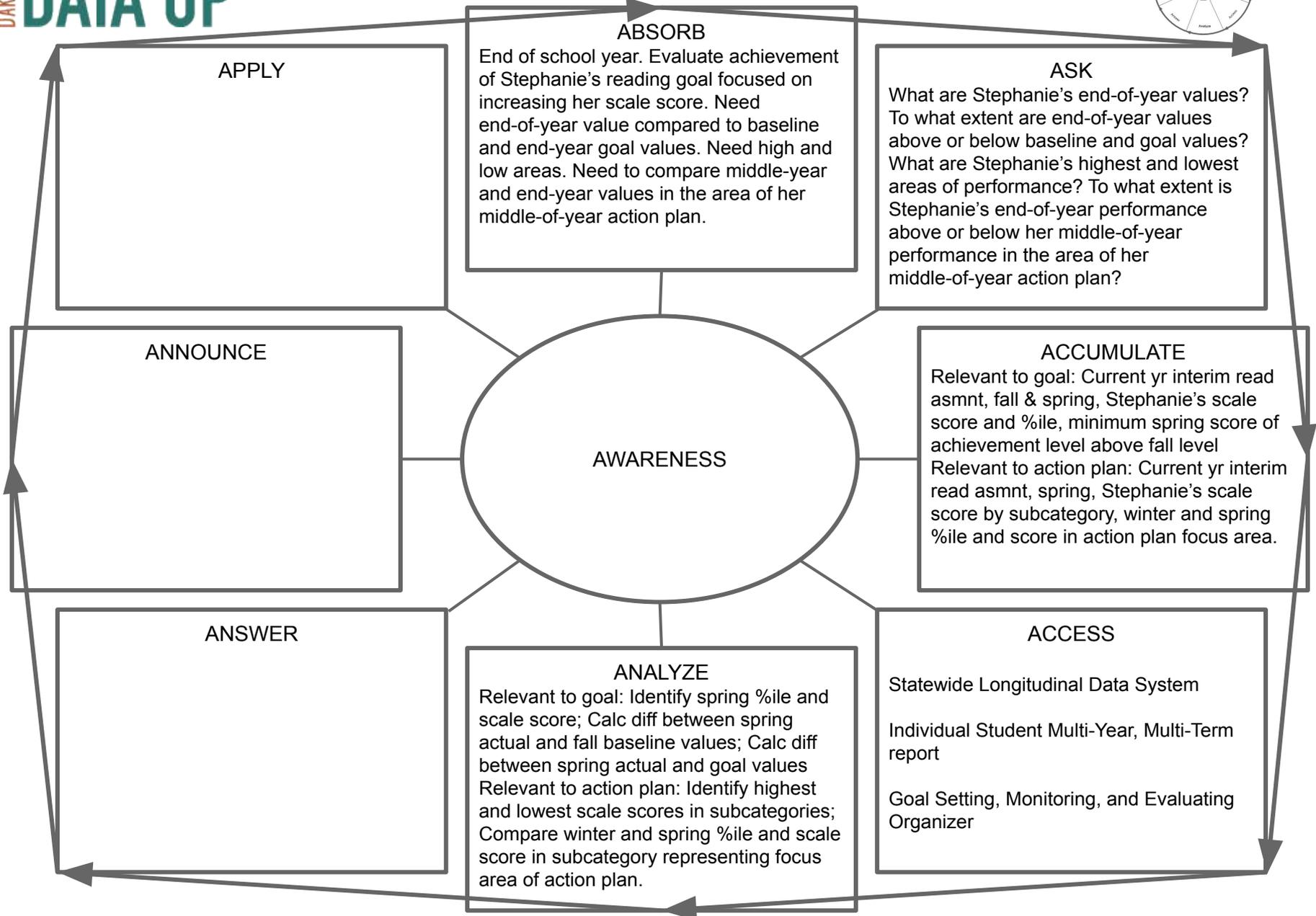
Individual Student

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 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 ✓check if met	52	216 ✓check if met	52
Expected after mid					217 ✓check if met	54
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61
Action Planning w/ Supporting Evidence						
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.		

A+ Inquiry Framework

The Analyze stage has been completed.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Evaluating



ABSORB

End of school year. Evaluate achievement of Stephanie's reading goal focused on increasing her scale score. Need end-of-year value compared to baseline and end-year goal values. Need high and low areas. Need to compare middle-year and end-year values in the area of her middle-of-year action plan.

ASK

What are Stephanie's end-of-year values? To what extent are end-of-year values above or below baseline and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's end-of-year performance above or below her middle-of-year performance in the area of her middle-of-year action plan?

ACCUMULATE

Relevant to goal: Current yr interim read asmnt, fall & spring, Stephanie's scale score and %ile, minimum spring score of achievement level above fall level
 Relevant to action plan: Current yr interim read asmnt, spring, Stephanie's scale score by subcategory, winter and spring %ile and score in action plan focus area.

ACCESS

Statewide Longitudinal Data System
 Individual Student Multi-Year, Multi-Term report
 Goal Setting, Monitoring, and Evaluating Organizer

ANALYZE

Relevant to goal: Identify spring %ile and scale score; Calc diff between spring actual and fall baseline values; Calc diff between spring actual and goal values
 Relevant to action plan: Identify highest and lowest scale scores in subcategories; Compare winter and spring %ile and scale score in subcategory representing focus area of action plan.

ANSWER

ANNOUNCE

APPLY

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.