

Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	Individual Student Multi-Year, Multi-Term; Goal organizer
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	Individual Student Multi-Year, Multi-Term; Goal organizer
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	Individual Student Multi-Year, Multi-Term; Goal organizer