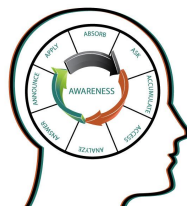


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Develop Your Data Mindset

Module 7 - Student Level Goal Setting Part 3A - Analyze

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

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Learning Goals

- Analyze data to identify baseline, expected, potential goal, highest, and lowest values
- 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

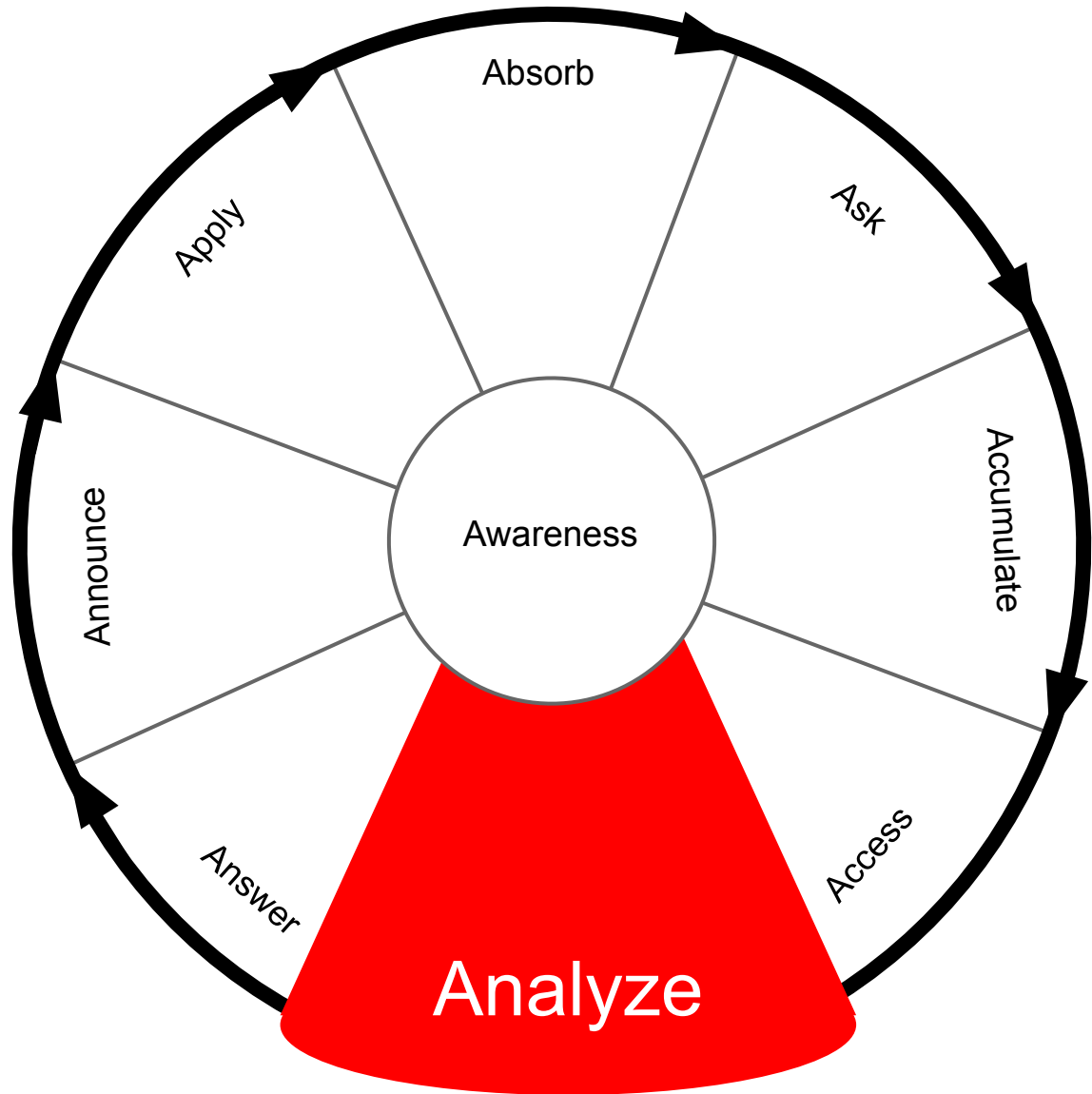
Ryan:

Now you will have individual work time to dive in and analyze your student data. I know that some of you have been eagerly awaiting the opportunity to dive into the fall assessment data on each of your students, so I'm sure you will be excited to take advantage of this time. Then, we will have conversations around the data to conclude our Data Team meeting.

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your [Goal Setting Data Planner](#) and your [flyer](#) in case you need to reference our district's protocols for goal setting or be reminded of key vocabulary and concepts.



Introduction

Ryan:

You used the Goal Setting Data Planner to stay organized during the Ask, Accumulate, and Access stages. Now, it's time to use the Goal Setting, Monitoring, and Evaluating Organizer for an individual student. You'll notice the organizer is set up for you to enter scale score and percentile values. Stephanie's name and the access point for the data have already been added. A portion of the organizer has been shaded gray because you will not need to enter values in that particular area. Please print the organizer and place it in your data binder to use as we work through the Analyze, Answer, Announce, and Apply stages.

Link to blank Goal Setting, Monitoring, and Evaluating Organizer:

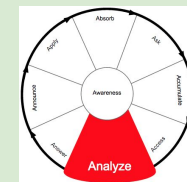
<https://goo.gl/BboNmM>

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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						
Expected after beg			___check if met		___check if met	
Expected after mid					___check if met	
Original Goal					___check if met	
Revised Goal					___check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Activity - 07.3A.01



Link to image: <https://goo.gl/2e4B9J>

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 baseline performance. On the current year's fall assessment in the area of reading, Stephanie achieved a scale score of _____ and a percentile of _____.

- 212, 52
- 215, 52
- 216, 52
- 215, 61

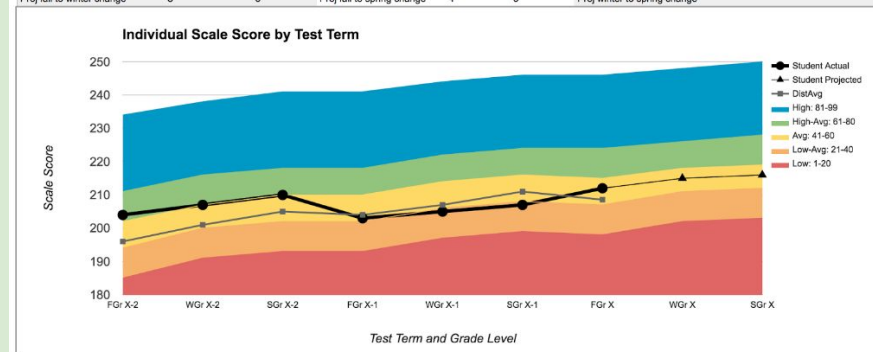
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

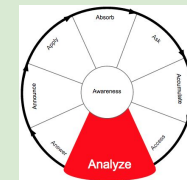
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.02



Link to image: <https://goo.gl/2e4B9J>

Go to the Projected 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 middle-of-year expected performance based on her beginning-of-year performance. Based on Stephanie's beginning-of-year performance on the district's interim reading assessment, her expected performance in the winter represents a scale score of ____ and a percentile of ____.

- 212, 52
- 215, 52
- 216, 52
- 209, 45

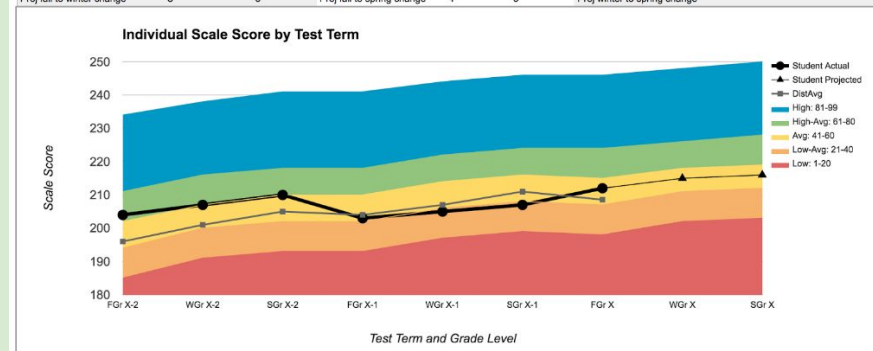
Standard: S.4.C Aligned Analysis

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	Fall
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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

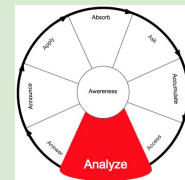
Projected Performance (Current Year)							
Fall to Winter Projection		Score	%ile	Fall to Spring Projection		Score	%ile
Proj winter value		215	52	Proj spring value		216	52
Proj fall to winter change		3	0	Proj fall to spring change		4	0
Winter to Spring Projection		Score	%ile				
Proj winter to spring 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.03



Link to image: <https://goo.gl/2e4B9J>

Go to the Projected 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 expected performance based on her beginning-of-year performance. Based on Stephanie's beginning-of-year performance on the district's interim reading assessment, her expected performance in the spring represents a scale score of ____ and a percentile of ____.

- 212, 52
- 215, 52
- 216, 52
- 209, 45

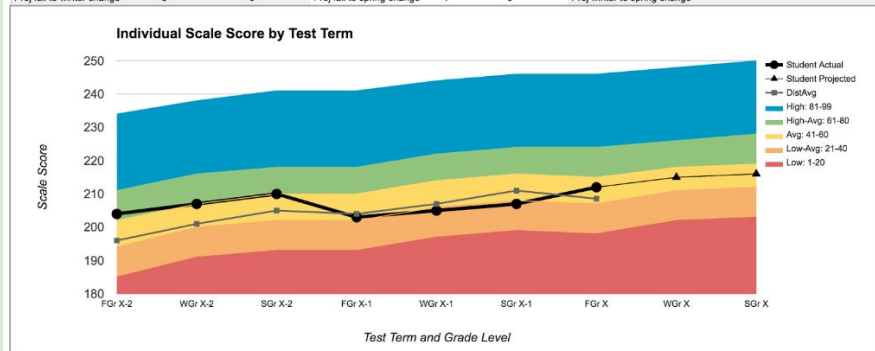
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

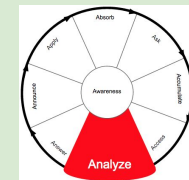
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.04



Link to image: <https://goo.gl/2e4B9J>

Go to the Individual Scale Score by Test Term chart and table and the Grade X Score Ranges by Percentile Category and Test Term sections to analyze data that will help you answer the question relevant to Stephanie's potential goal value. In order to identify a potential goal value, you need to identify Stephanie's current category of achievement, the next category above her current level of achievement, and the minimum spring scale score and percentile required to demonstrate performance in the next level of achievement. To begin, identify the category of achievement representing Stephanie's most recent fall (F) assessment performance.

- High: 81st-99th percentile
- High-Average: 61st-80th percentile
- Average: 41st-60th percentile
- Low-Average: 21st-40th percentile

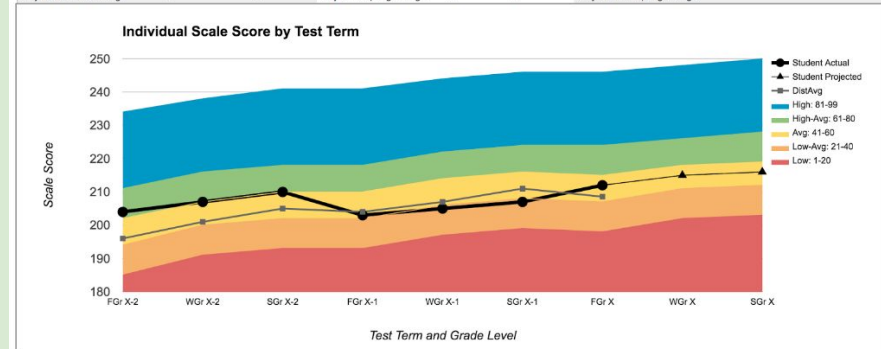
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

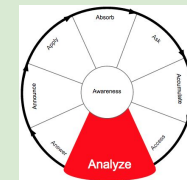
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.05



Link to image: <https://goo.gl/2e4B9J>

What is the next category of achievement above the category of achievement representing Stephanie's most recent fall (F) assessment performance?

- High: 81st-99th percentile
- High-Average: 61st-80th percentile
- Average: 41st-60th percentile
- Low-Average: 21st-40th percentile

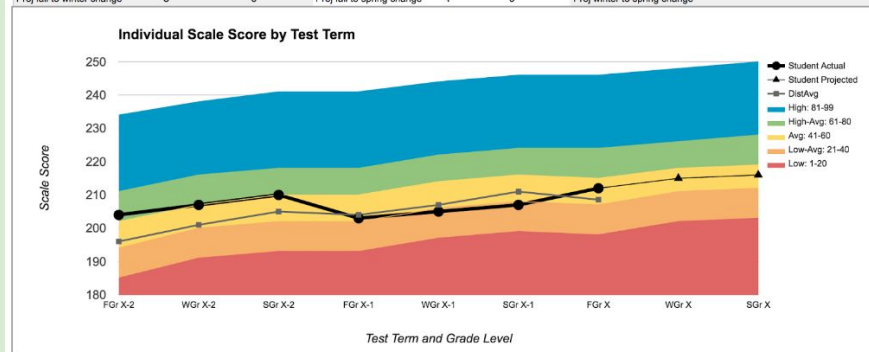
Standard: S.4.C Aligned Analysis

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	Fall
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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

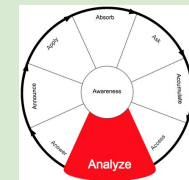
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.06



Link to image: <https://goo.gl/2e4B9J>

What is the minimum scale score in the spring required for Stephanie to perform in the High-Average (61st-80th percentile) category? In other words, what is the minimum scale score required for Stephanie to perform at the 61st percentile in the spring?

- 216
- 219
- 220
- 213

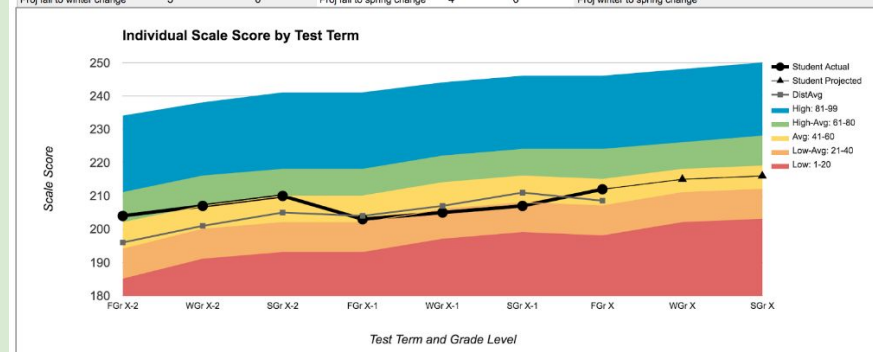
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

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		
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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

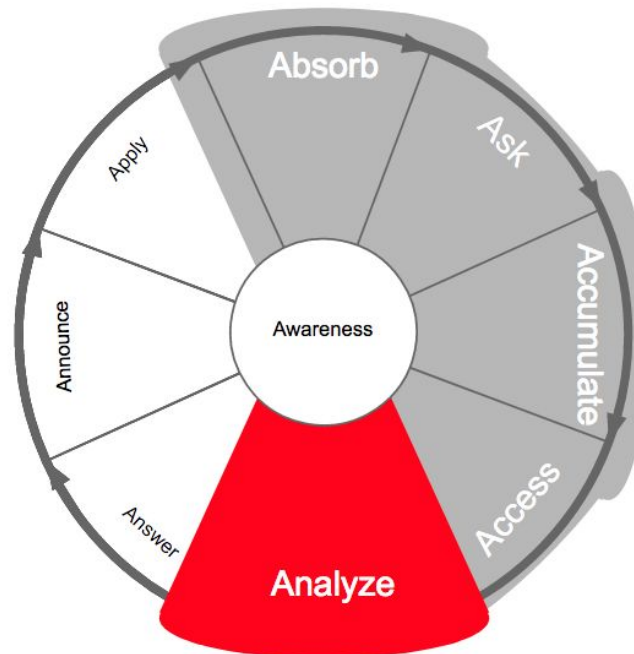
Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40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

Tutorial

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 will help you stay organized during the Analyze stage and the remaining stages of the inquiry cycle. Stephanie's name, as well as the location where the required data may be retrieved, have already been entered into the organizer because you know you're working with Stephanie and you previously identified where you could retrieve the data in the Access stage.

Link to organizer:

<https://goo.gl/BboNmM>



Tutorial

As indicated in the Access stage, the data required for analysis are available in the “Individual Student Multi-Year, Multi-Term” report. There are a few different sections in the report, which together address subject and subcategory performance, projected performance, scale score by test term, and score ranges by percentile category and test term.

Link to pdf of complete report: <https://goo.gl/2e4B9J>

Tutorial

The data required for analysis relevant to Stephanie's baseline performance are available in the "Subject and Subcategory" section of the report. Direct your attention to the "Reading" row, which includes performance values representing the overall subject of "Reading." From there, go to the "Fall Scale Score" and "Fall %ile" columns. You'll notice that Stephanie's fall (i.e., baseline) scale score and percentile are 212 and 52, respectively.

Subject area
of reading
row

Fall
percentile
column

Fall scale
score
column

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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

The scale score of 212 and percentile of 52 have been added to the organizer as Stephanie's beginning of year (i.e., baseline) values.

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			___check if met		___check if met	
Expected after mid					___check if met	
Original Goal					___check if met	
Revised Goal					___check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Tutorial

The data required for analysis relevant to Stephanie's middle-of-year expected performance based on her beginning-of-year performance are available in the "Projected Performance" section of the report.

Direct your attention to the "Fall to Winter Projection" area, which includes Stephanie's projected winter scale score and percentile based on her fall performance, as well as the fall to winter projected change relevant to each metric. Go to the "proj winter value" row and identify the values in the the "Score" and "%ile" columns. You'll notice Stephanie's projected scale score is 215, which is 3 points above her fall scale score; her projected percentile is 52, which is the same as her fall percentile. Remember, the projected values are automatically calculated by the vendor. They are based on the average growth of students in the vendor's norm study with the same fall score and at the same grade level as Stephanie.

Projected performance section
Fall to winter projection area
Proj winter value row
Score column
%ile column

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						
Literature	45	209							
Informational Text		212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

The scale score of 215 and percentile of 52 have been added as expected middle-of-year values based on Stephanie's fall performance.

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	__check if met	
Expected after mid					__check if met	
Original Goal					__check if met	
Revised Goal					__check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Tutorial

In order to analyze data relevant to Stephanie's end-of-year expected performance based on her beginning-of-year performance, take a look at the "Fall to Spring Projection" area, which includes Stephanie's projected spring scale score and percentile based on her fall performance, as well as the fall to spring projected change relevant to each metric.

Go to the "proj spring value" row and identify the values in the the "Score" and "%ile" columns. You'll notice Stephanie's projected scale score is 216, which is 4 points above her fall scale score; her projected percentile is 52, which is the same as her fall percentile. Spring projections are automatically calculated by the vendor with the same method utilized to calculate the winter projections.

Projected performance section
Fall to spring projection area
Proj spring value row
Score column
%ile column

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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

The scale score of 216 and percentile of 52 have been added as expected end-of-year values based on Stephanie's fall performance.

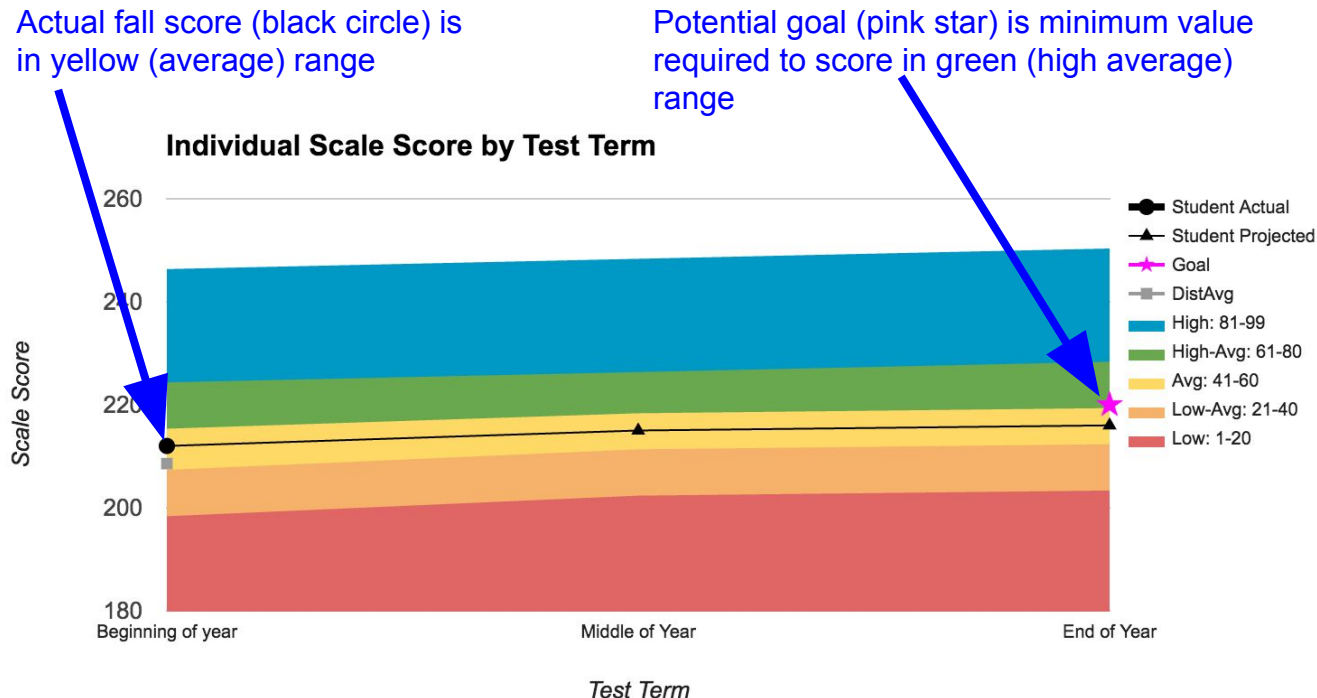
Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					__check if met	
Revised Goal					__check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Tutorial

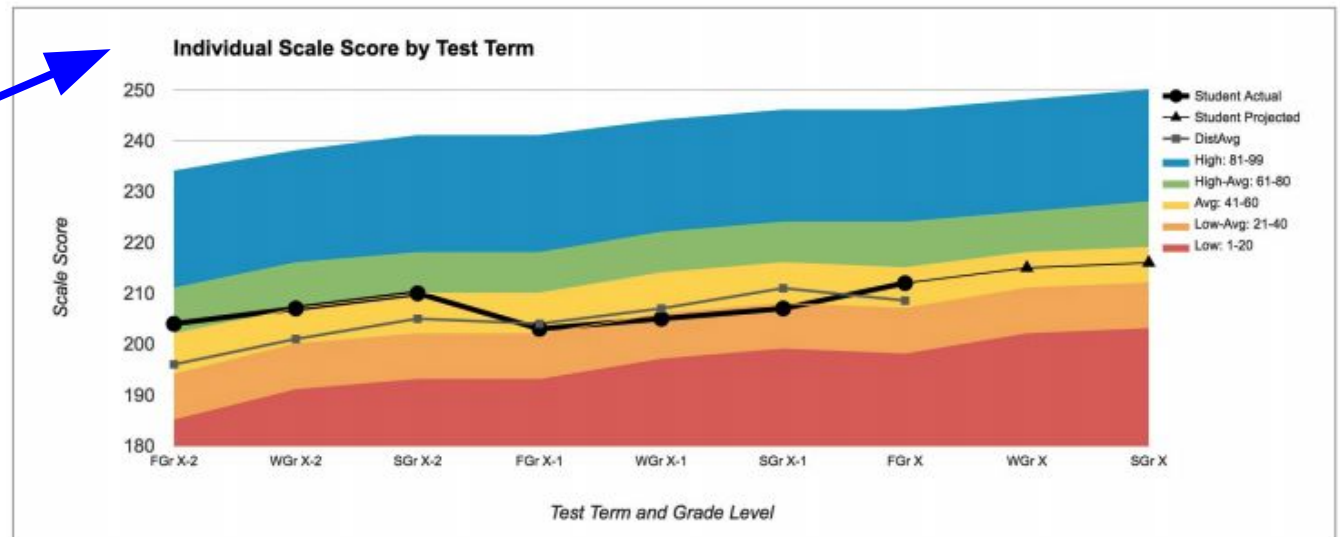
Let's move on to analysis of data relevant to a potential goal value for Stephanie. Here, at Great Plains, we define *potential goal value* as the scale score on the district's spring interim assessment that represents the minimum scale score required to advance into the next achievement category (e.g., moving from low to low-average or moving from average to high-average). If a student is already in the "High" achieving category, the potential goal value is the scale score representing a score on the spring assessment that is 5 percentile points above the beginning value. If a student is at the 94th percentile or above at the beginning, the potential goal value is the scale score on the spring assessment that represents the 99th percentile.



Tutorial

We'll identify a potential goal value for Stephanie by analyzing data in the "Individual Scale Score by Test Term" chart and table, as well as data in the "Grade X Score Ranges by Percentile Category and Test Term" section.

Individual
Scale Score
by Test Term
Chart and
Table



	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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

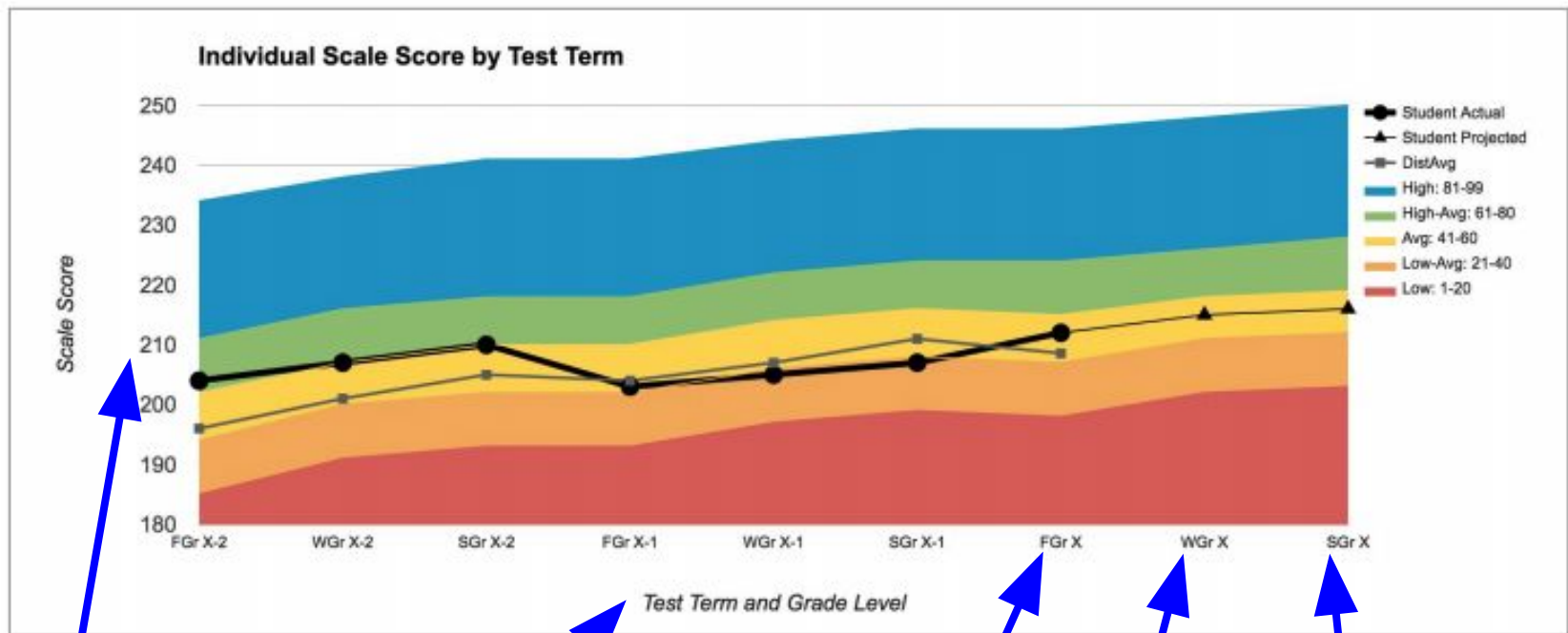
Grade X Score Ranges by Percentile Category and Test Term

Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

Grade X
Score
Ranges by
Percentile
Category and
Test Term
section

Tutorial

The vertical axis on the chart represents Stephanie's scale score. The horizontal axis on the chart represents the test term when Stephanie was assessed and her grade level at the time of the assessment. The test term is indicated by an F, W, or S (i.e., fall, winter or spring).



Vertical axis
represents
scale score

Horizontal axis
represents test term
and grade level

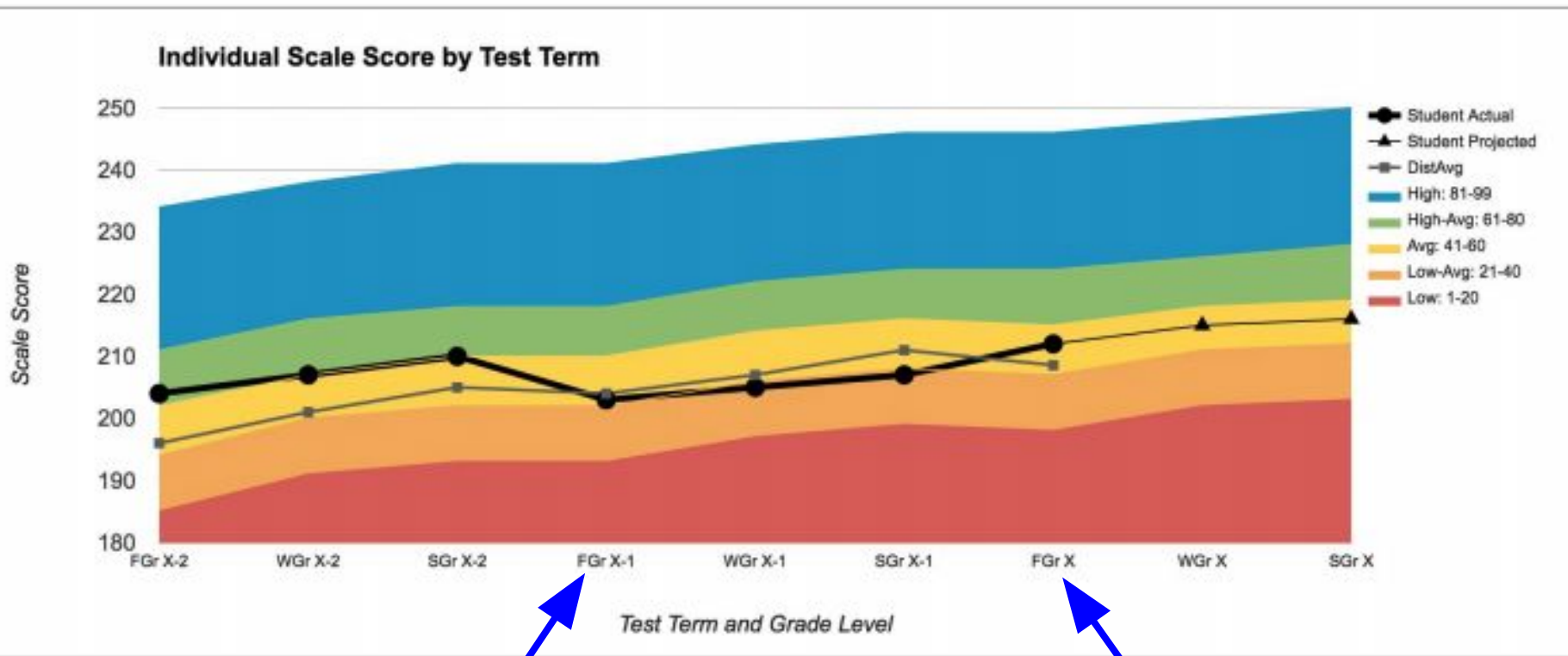
F = fall

W = winter

S = spring

Tutorial

The grade level is labeled with Gr (i.e., grade) and the grade level relative to a generic grade level, X. GrX represents Stephanie's current grade level; Gr X-1 represents Stephanie's grade level the prior year.

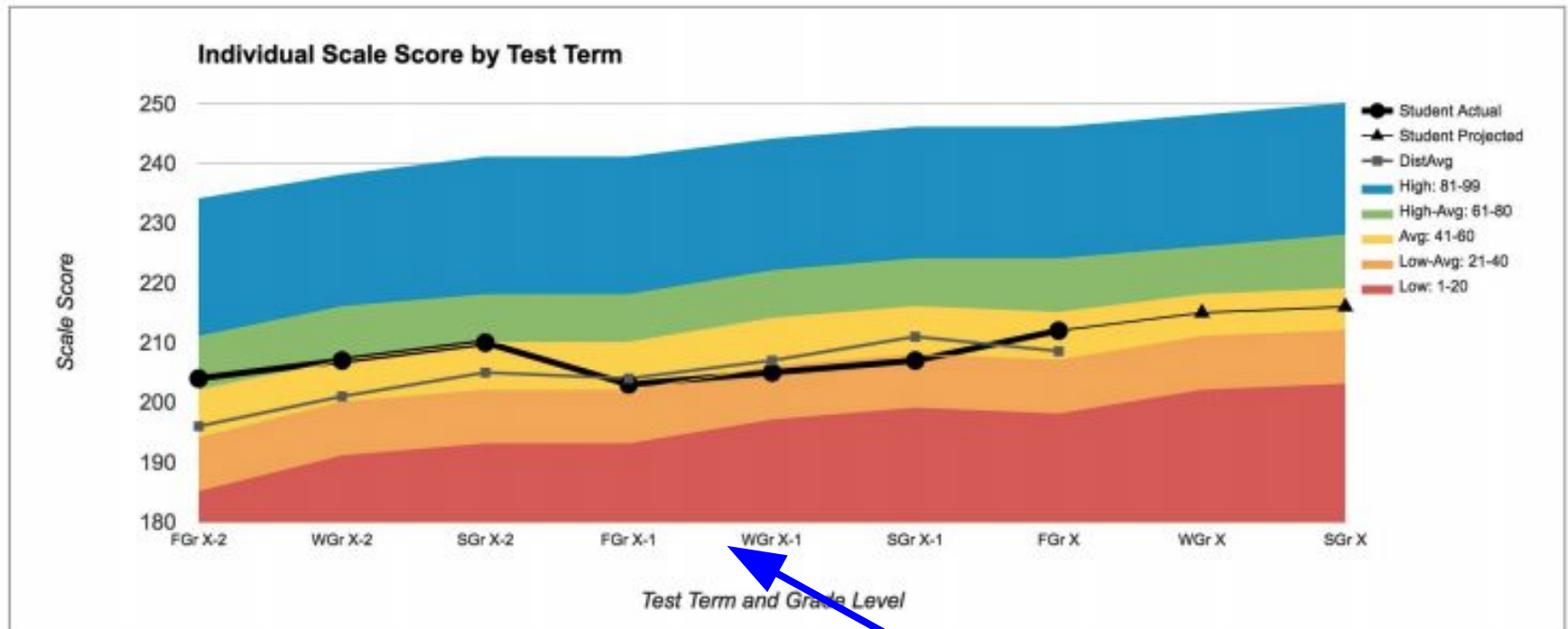


GrX-1 = prior year grade level

GrX = current grade level

Tutorial

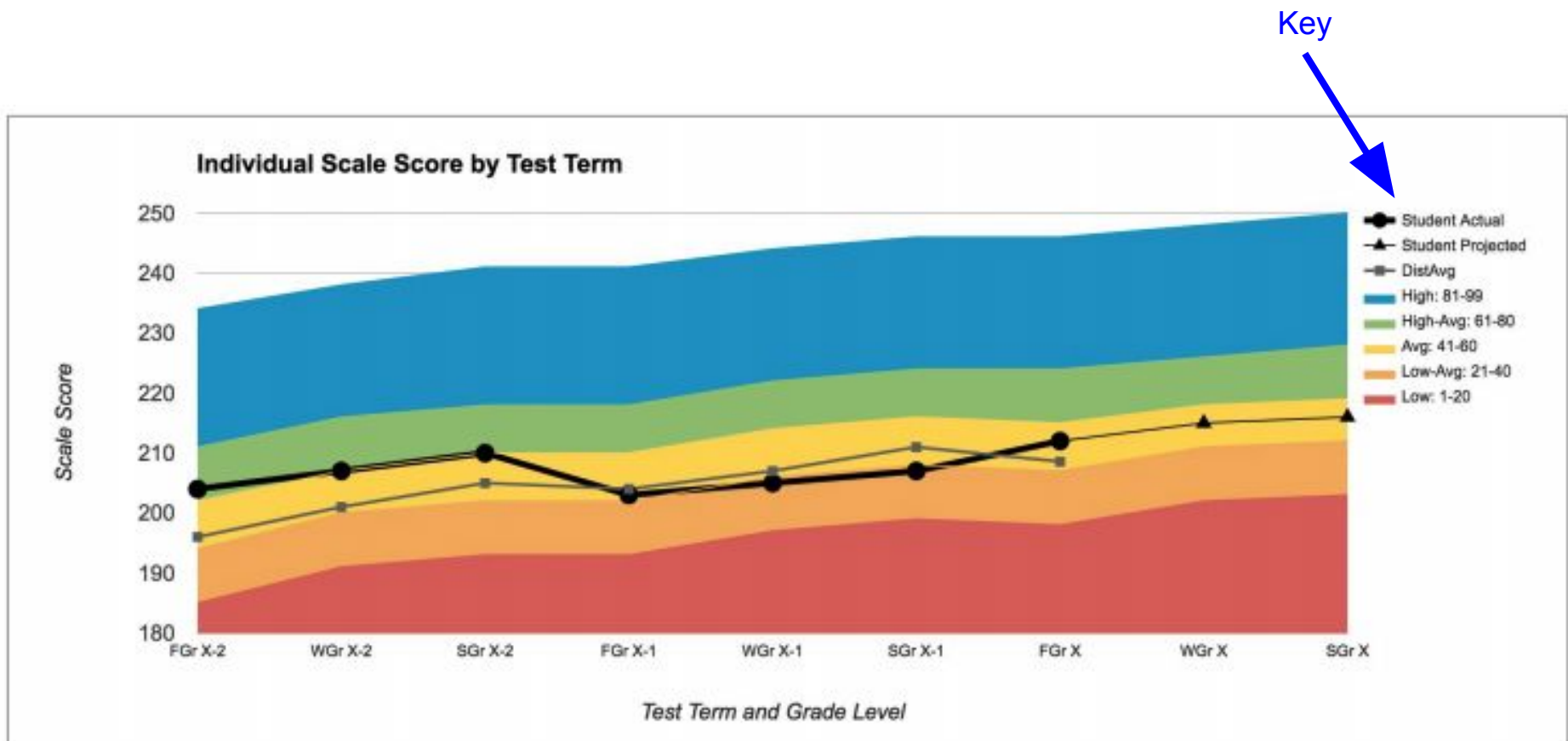
Taken together, if the report is run for the current year, FGr X would represent the fall term of Stephanie's current grade level; WGr X-1 would represent the winter term of Stephanie's previous grade level. (Note: this report would normally display an actual number as the grade level. For the purpose of this curriculum, because teachers and other participants may interpret the data utilization scenarios through different grade level lenses, "X" is used as a general grade level.



WGr X-1 = winter of prior year grade level

Tutorial

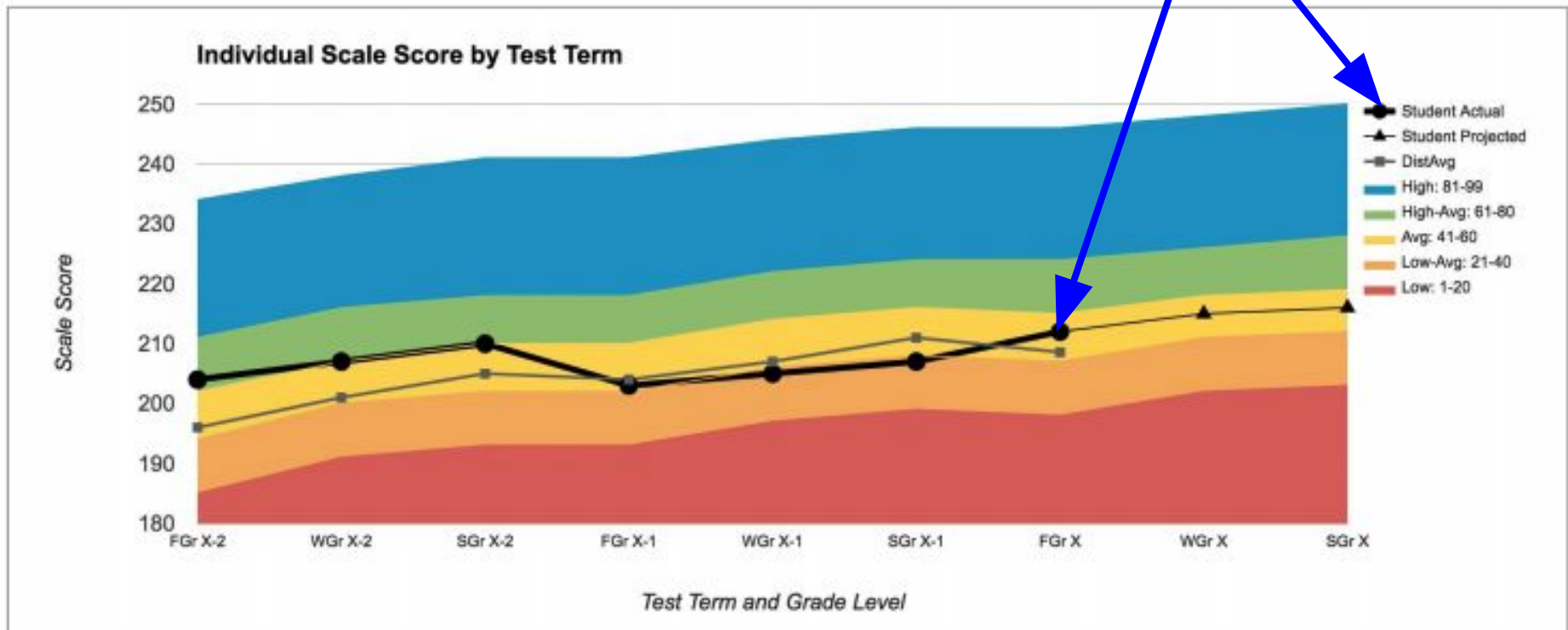
Now, let's shift our attention toward the chart key to review the meaning of the symbols and colors in the graph.



Tutorial

A black circle represents the student's actual score during the test term and grade level on the horizontal axis below the black circle.

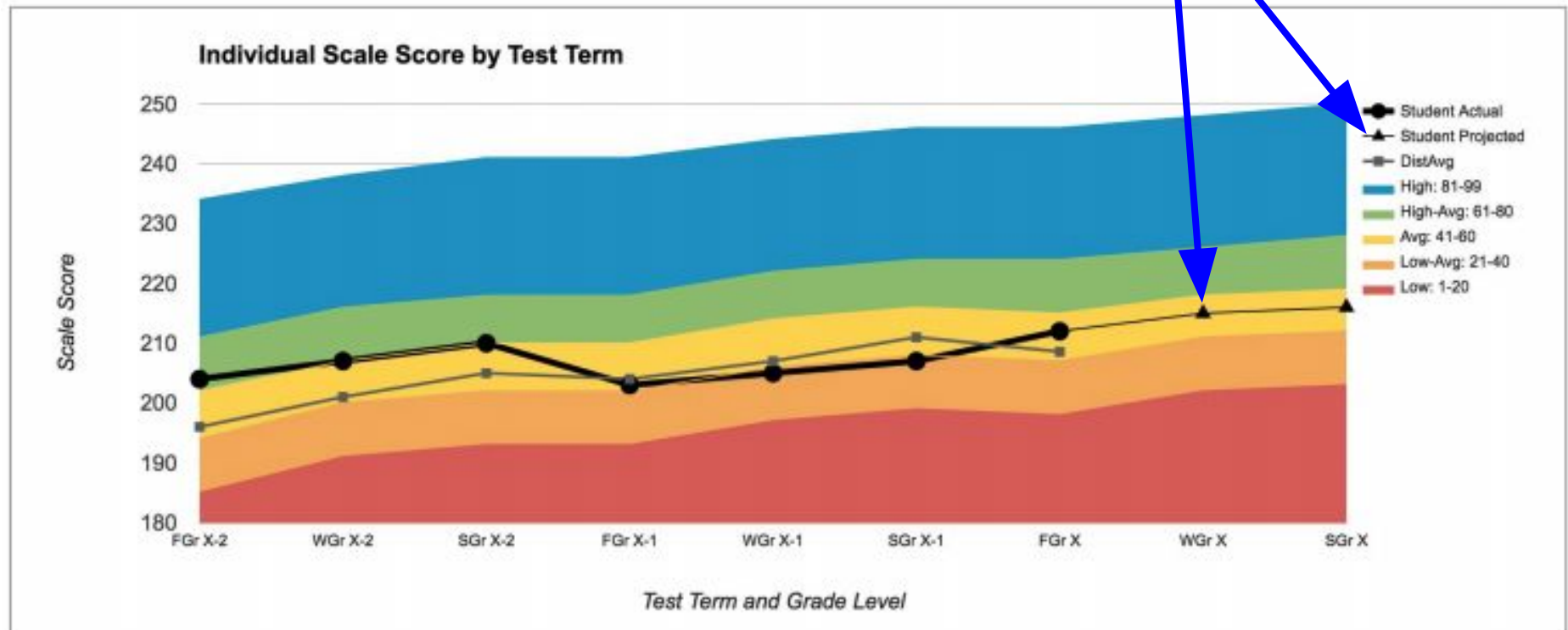
Black circle = student's actual score



Tutorial

A black triangle represents the student's projected score for the test term and grade level on the horizontal axis below the black triangle based on the student's most recent actual score displayed on the chart.

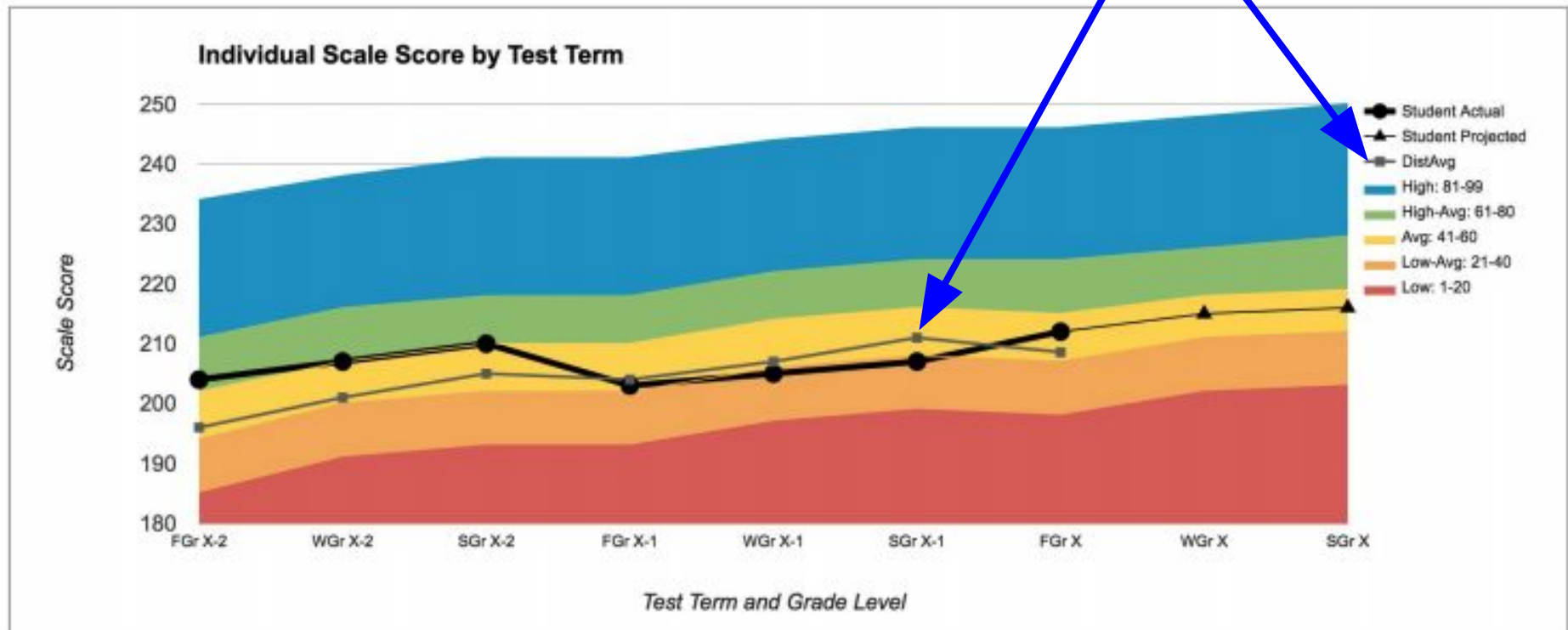
Black triangle = student's projected score



Tutorial

A grey square represents the school district's average score for the test term and grade level on the horizontal axis below the grey square.

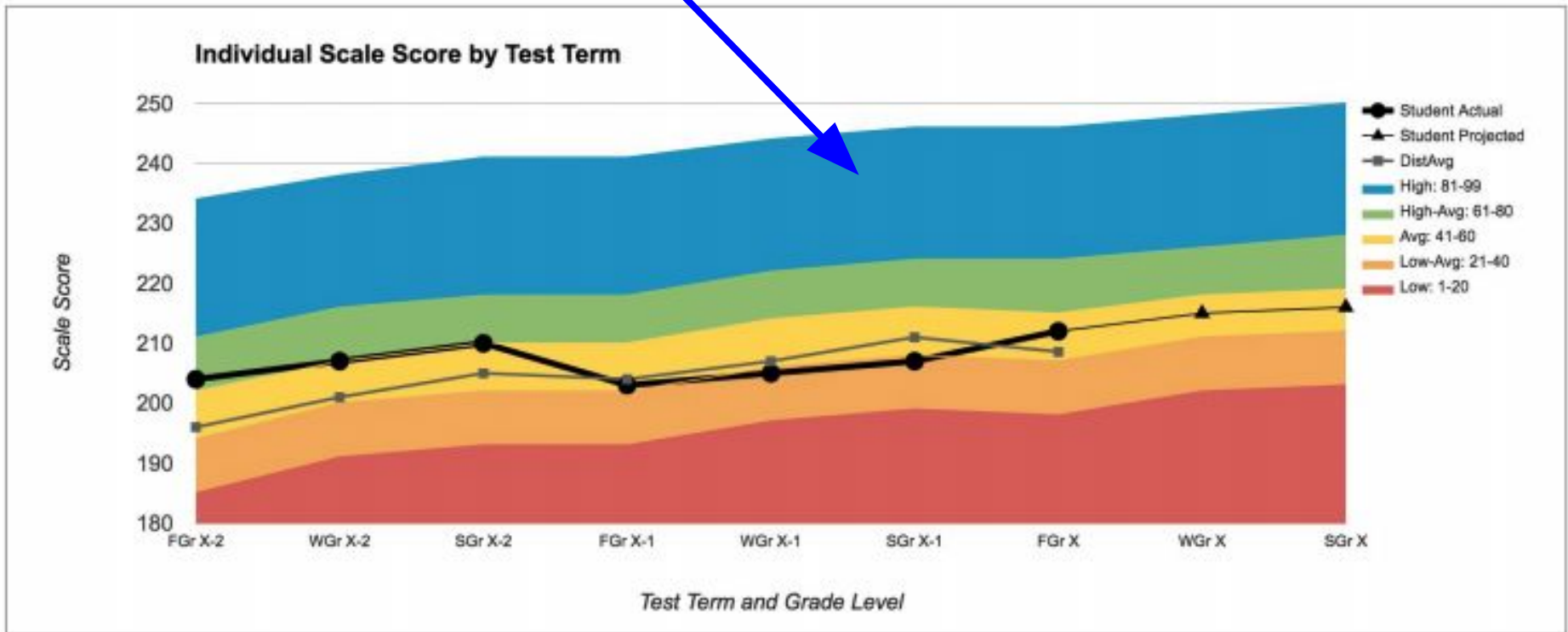
Grey square = school district's average score



Tutorial

The shaded blue area represents scores between the 81st and 99th percentile. A student achieving a score within this range would be considered a high performing student.

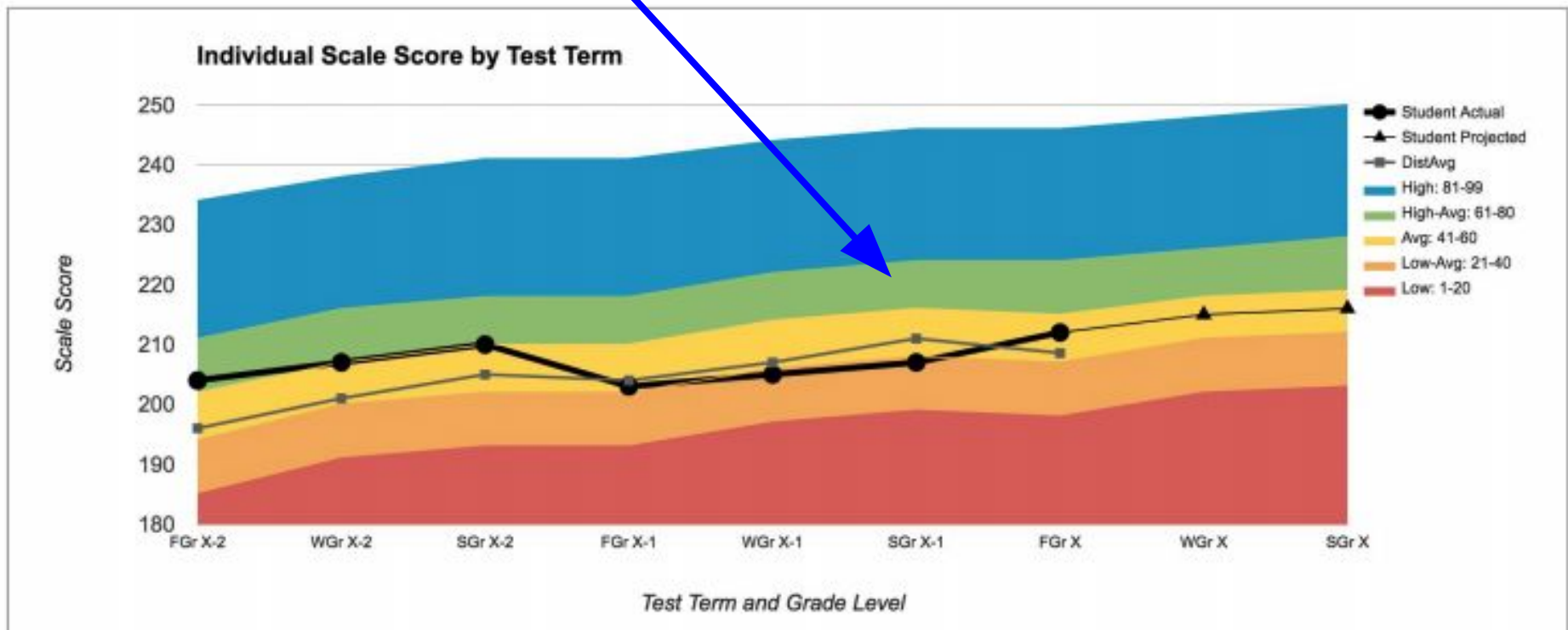
Shaded blue area = high performance between the 81st and 99th percentile



Tutorial

The shaded green area represents scores between the 61st and 80 percentile. A student achieving a score within this range would be considered a high-average performing student.

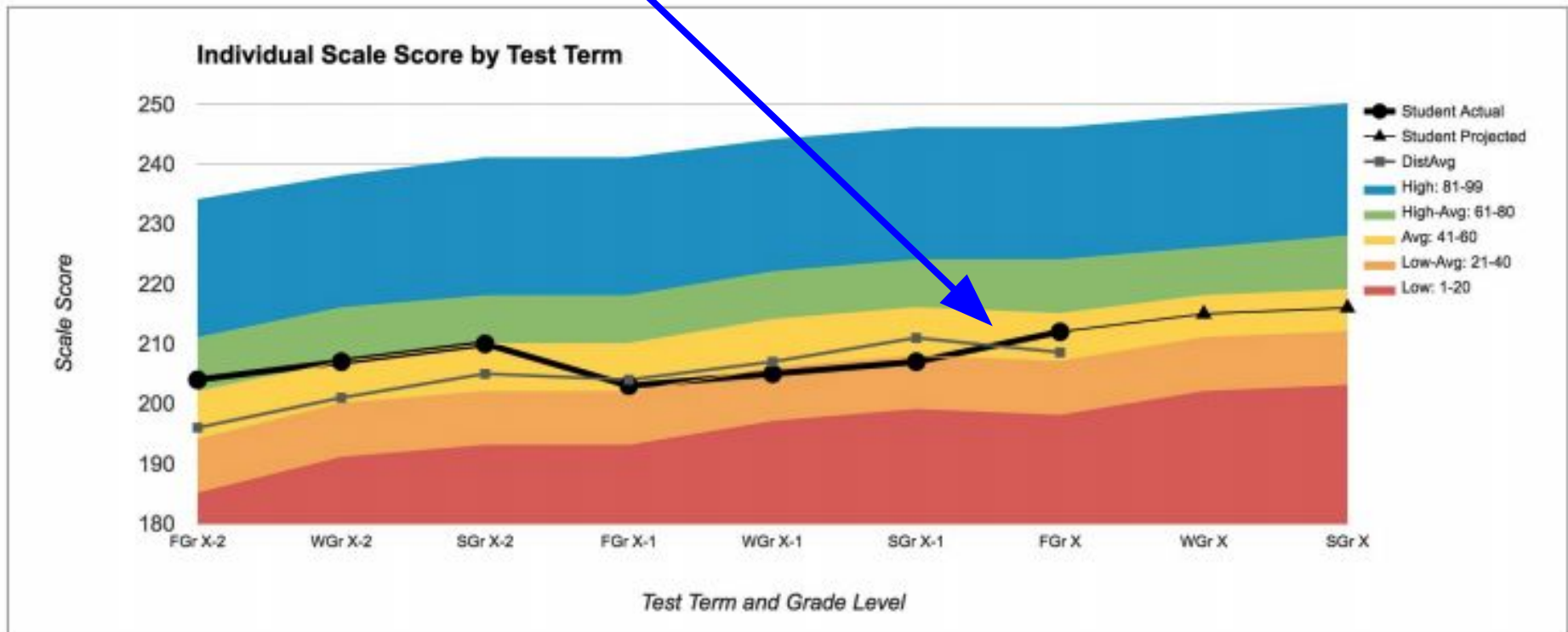
Shaded green area = high-average performance between the 61st and 80th percentile



Tutorial

The shaded yellow area represents scores between the 41st and 60 percentile. A student achieving a score within this range would be considered an average performing student.

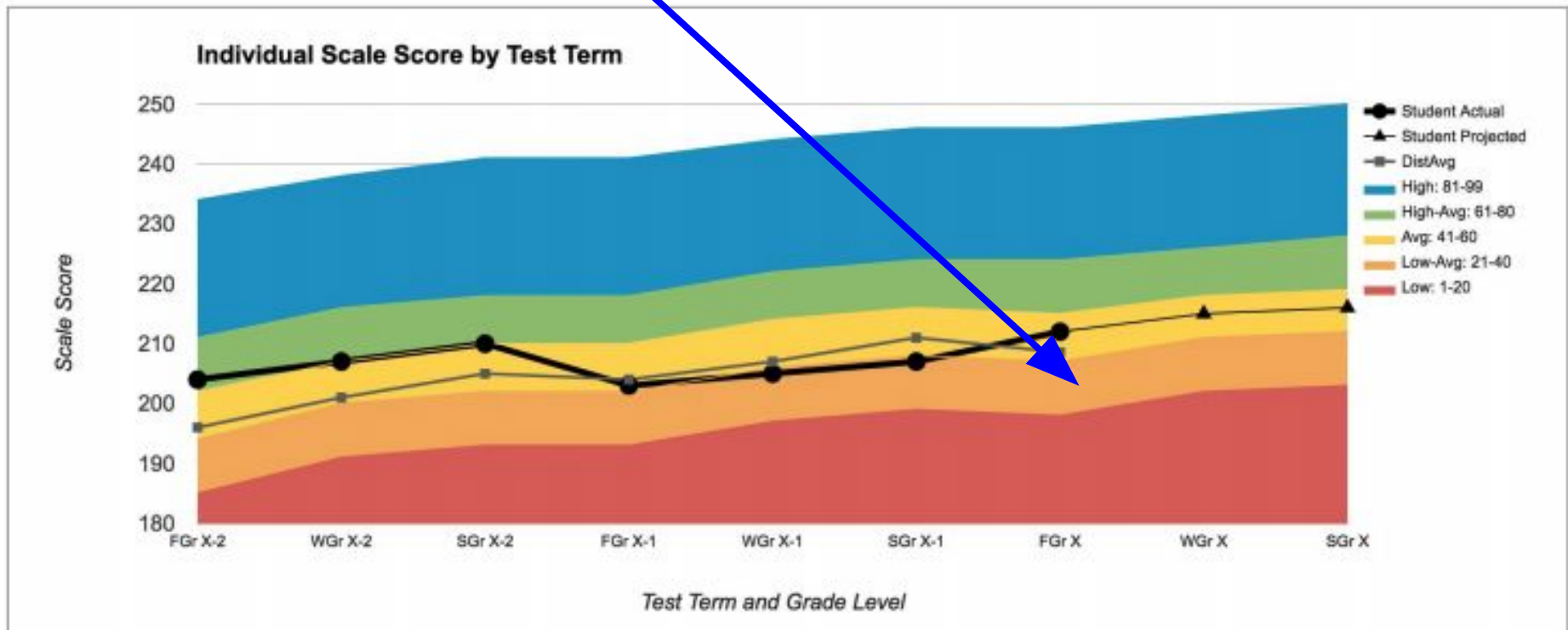
Shaded yellow area = average performance between the 41st and 60th percentile



Tutorial

The shaded orange area represents scores between the 21st and 40 percentile. A student achieving a score within this range would be considered a low-average performing student.

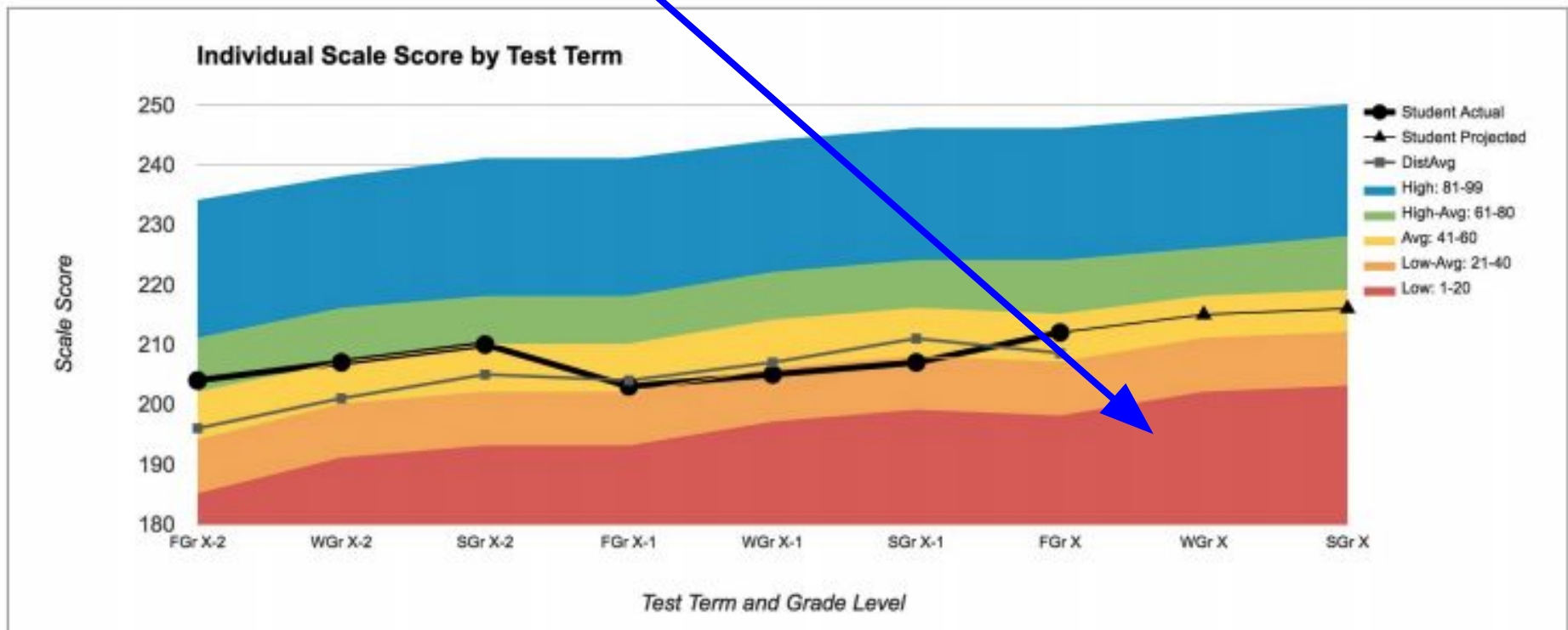
Shaded orange area = low-average performance between the 21st and 40th percentile



Tutorial

The shaded red area represents scores between the 1st and 20th percentile. A student achieving a score within this range would be considered a low performing student.

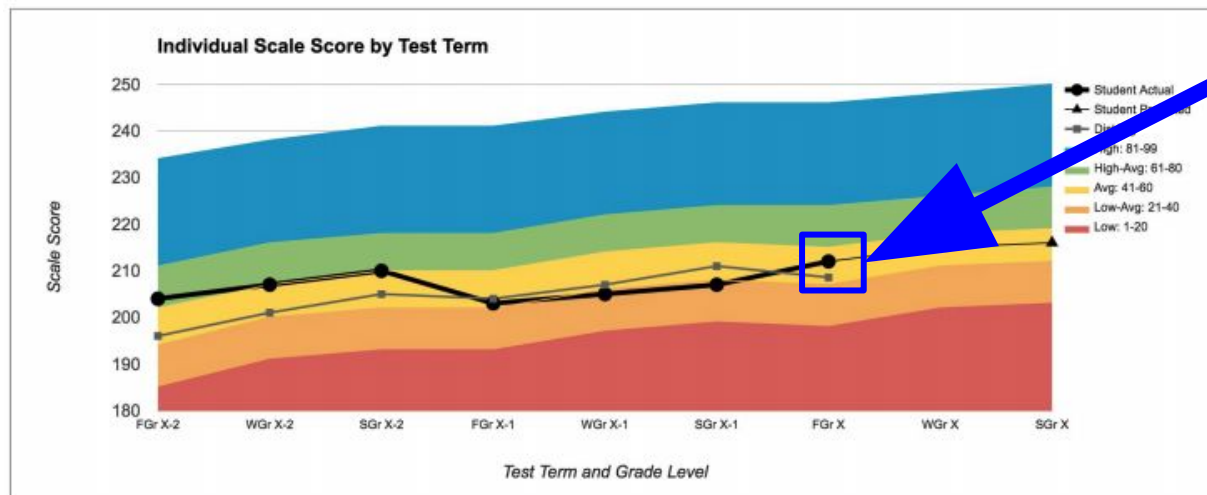
Shaded red area = low performance between the 1st and 20th percentile



Tutorial

Now that we have an understanding of the chart axes, symbols, and colors, the following steps will help you identify a potential goal value for Stephanie.

- Identify Stephanie's baseline value on the chart by locating the black circle above the FGr X label on the horizontal axis. This represents her actual value at the beginning of the current year.



Current year
fall
achievement
level

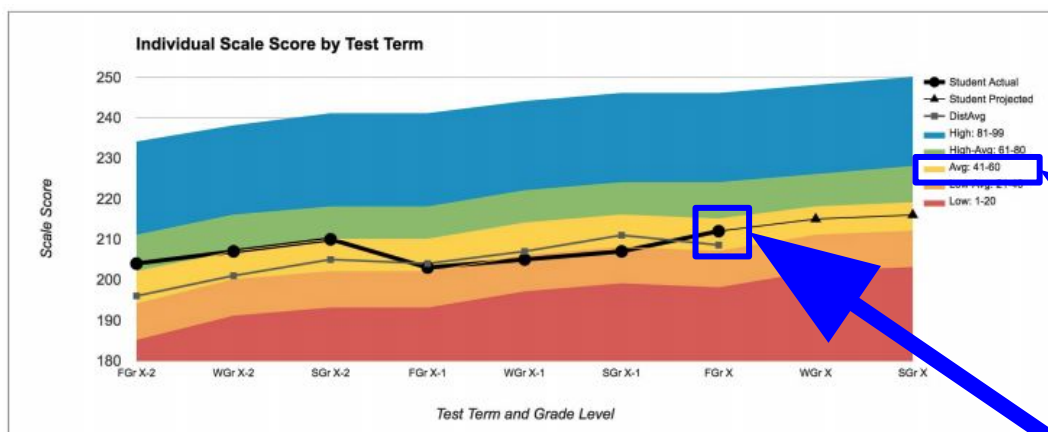
	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term

Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

- Identify the colored area of the chart where the data point is placed. The data point is placed in the yellow area. Here, at Great Plains, we define potential goal value as the scale score on the district's spring interim assessment that represents the minimum scale score required to advance into the next achievement category (e.g., moving from low to low-average or moving from average to high-average).
- Identify the achievement category in the legend representing the colored area within which the data point exists (i.e., the yellow area). The achievement category is "Avg: 41-60" which means Stephanie performed between the 41st and 60th percentile or, in other words, at an average level.

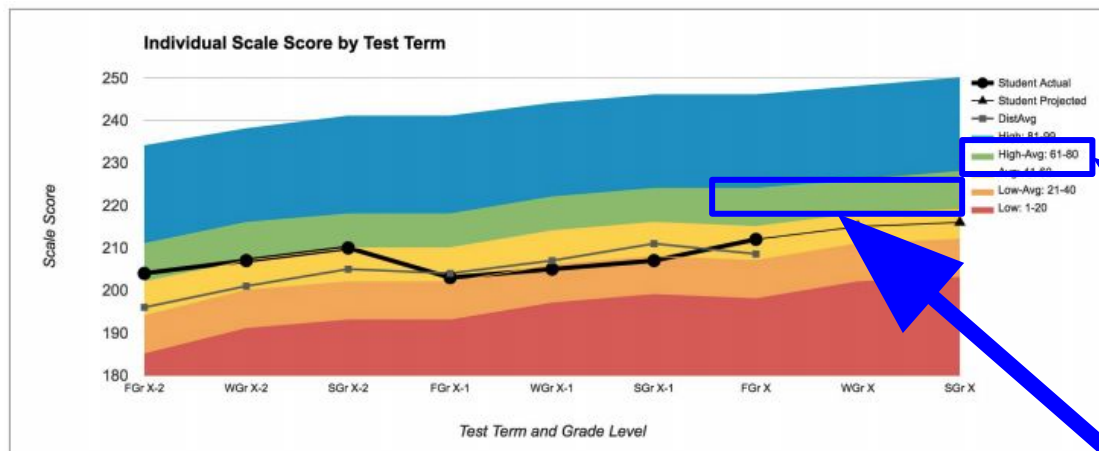


	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

- Identify the color of the area above Stephanie's current performance level, which is green (High-Avg.).
- Identify the achievement category in the legend representing the colored area above Stephanie's current level of achievement (i.e., the green area). The achievement category above her current level of performance is "High-Avg: 61-80" which means if Stephanie performs at a level that would place her data point in the green area, she would be performing between the 61st and 80th percentile or, in other words, at a high-average level.



	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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

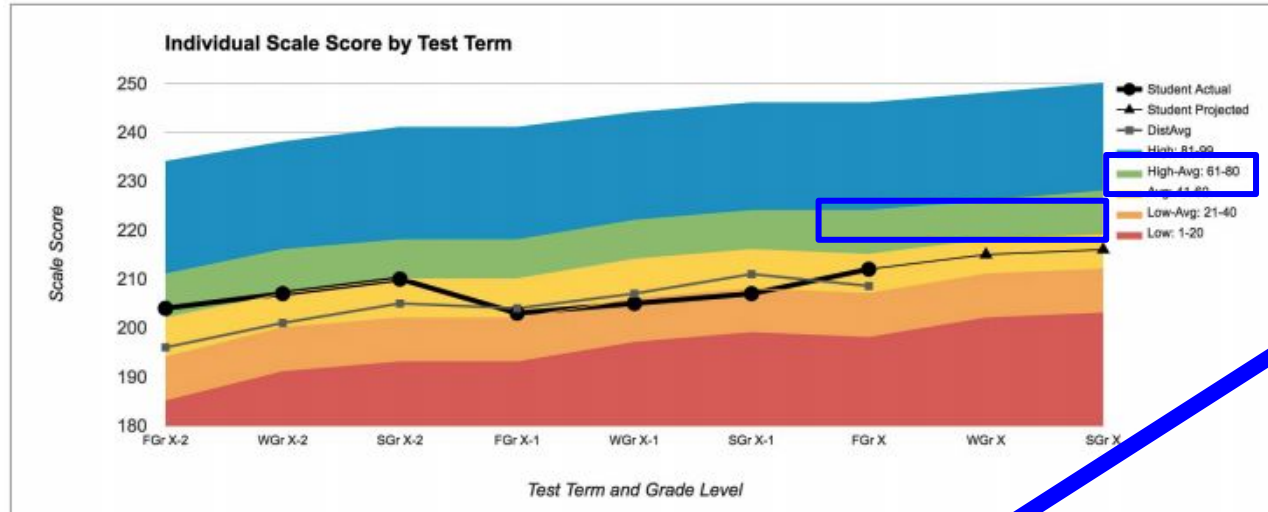
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203

High-Avg:
61-80
achievement
level

Green colored
area

Tutorial

- Go to the “Grade X Score Ranges by Percentile Category and Test Term” table. This table represents minimum and maximum scale scores for each achievement category at Stephanie’s current grade level by assessment term. The values are based on results of the assessment vendor’s norm study.



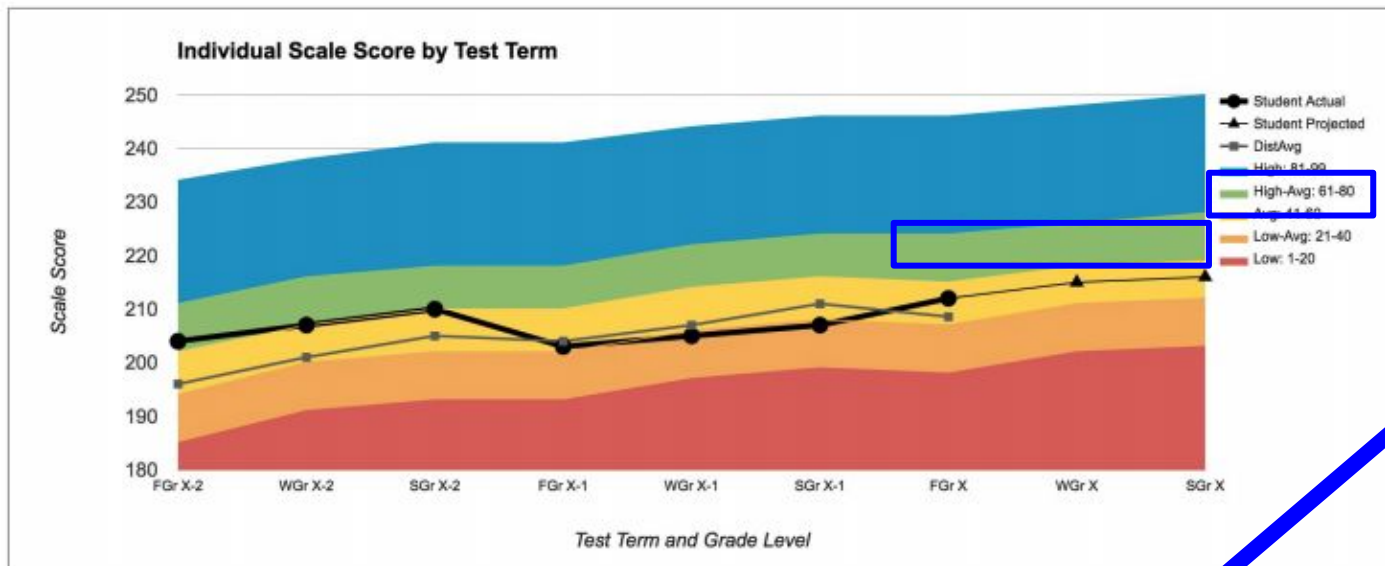
“Grade X
Score Ranges
by Percentile
and Test Term”
table

	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	212	215	216	
Student Projected									
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

- Go to the “High-Avg: 61-80” row of the “Spring Grade X Scores” section.



	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	215	216
Student Projected									
DistAvg	196	201	205	204	207	211	219	215	216

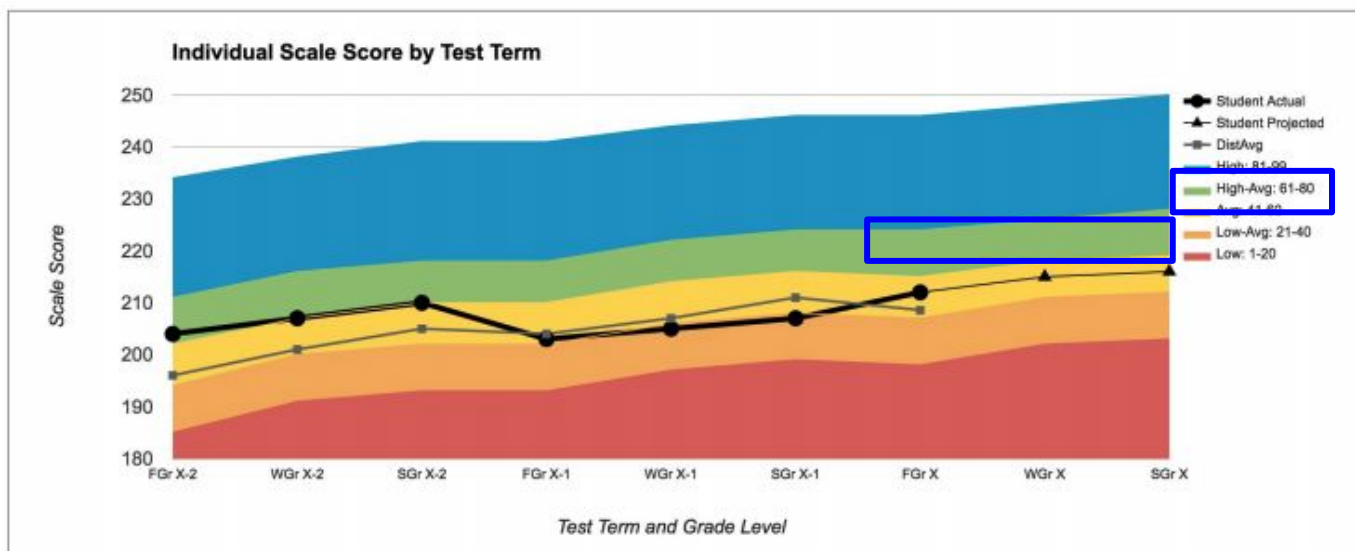
Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40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

Spring Grade X
Scores area

High-Avg: 61-80
row

Tutorial

- Identify the value in the min column, 220, which is the scale score Stephanie would need on the spring assessment to achieve the 61st percentile. In other words, 220 is the minimum scale score Stephanie would need on the spring assessment to perform at a high-average level.



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

Grade X Score Ranges by Percentile Category and Test Term

Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

Value in the
“Spring Grade X
Scores” min
column of the
“High-Avg:
61-80” row
= 220

Tutorial

The scale score of 220 and the percentile of 61 have been tentatively added to the “Original Goal” row in the “End of year” section of the Goal Setting, Monitoring and Evaluating Organizer. These original goal values may be confirmed or modified in the Apply stage based on your discussion with Stephanie in the Announce stage regarding the Answers to your questions that were posed in the Ask stage.



Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Activity Conclusion

Ryan:

Well done! The values you indicated have been added to the top section of your organizer. The scale score of 212 and percentile of 52 have been added as beginning-of-year actual values. The scale score of 215 and percentile of 52 have been added as middle-of-year expected values. The scale score of 216 and percentile of 52 have been added as end-of-year expected values. The scale score of 220 and corresponding percentile of 61 have been added in the Original Goal row as potential goal values for you and Stephanie to consider when making a decision about the goal that would be appropriate for her to officially set; these potential goal values, which are based on Great Plains School District's protocol for identifying a potential goal, may be changed in the Apply stage when you and Stephanie officially set her goal if the two of you decide it would make sense for her goal to be either higher or lower.

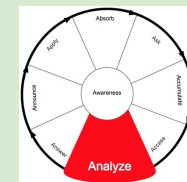


Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	
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						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning of year):				Action plan (middle of year):		

Activity - 07.3A.07



Link to image: <https://goo.gl/2e4B9J>

As you indicated in the Access stage, the Individual Student Multi-Year, Multi-Term report from the current year's fall assessment can be analyzed to answer questions relevant to supporting evidence that will inform the development of an action plan to help Stephanie achieve her goal. You'll need to identify her performance level in each subcategory and then identify her highest and lowest performance levels. First, identify Stephanie's performance level in the area of Literature. On the current year's fall assessment in the area of Literature, she achieved a scale score of _____, representing a percentile of _____

- 209, 45
- 212, 52
- 215, 61
- 216, 52

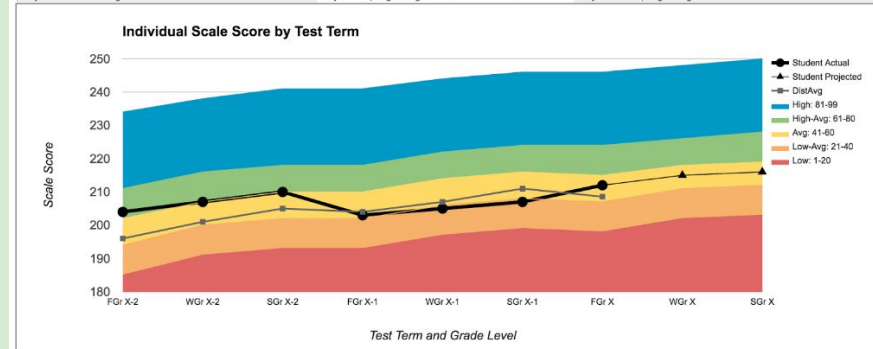
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

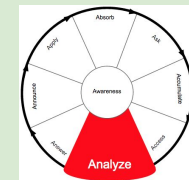
Projected Performance (Current Year)								
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.08



Link to image: <https://goo.gl/2e4B9J>

Next, identify Stephanie's performance level in the area of Informational Text. On the current year's fall assessment in the area of Informational Text, she achieved a scale score of _____, representing a percentile of _____

- 209, 45
- 212, 52
- 215, 61
- 216, 52

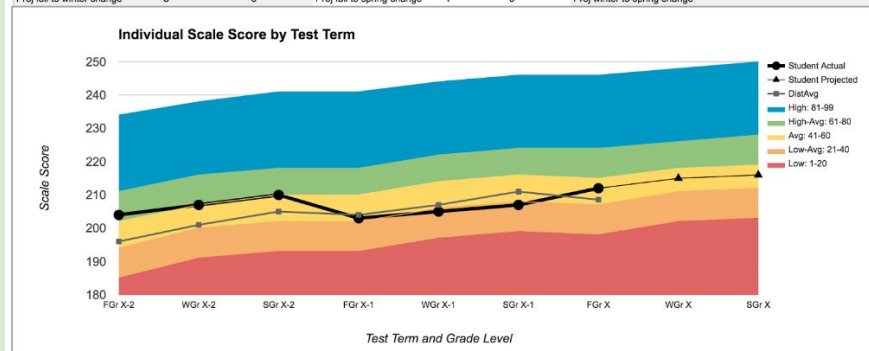
Standard: S.4.C Aligned Analysis

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	Fall
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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

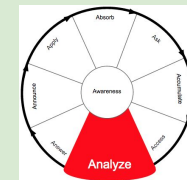
Projected Performance (Current Year)							
Fall to Winter Projection		Fall to Spring Projection		Winter to Spring Projection			
Score	%ile	Score	%ile	Score	%ile		
Proj winter value	215	52	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	



	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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.09



Link to image: <https://goo.gl/2e4B9J>

Next, identify Stephanie's performance level in the area of Vocabulary Acquisition and Use. On the current year's fall assessment in the area of Vocabulary Acquisition and Use, she achieved a scale score of _____, representing a percentile of _____

- 209, 45
- 212, 52
- 215, 61
- 216, 52

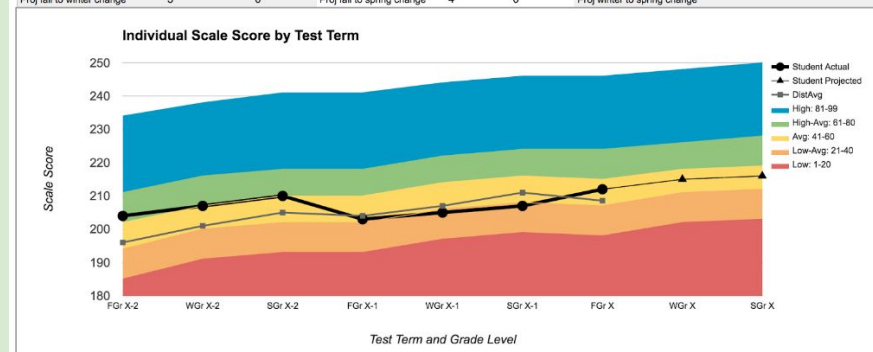
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

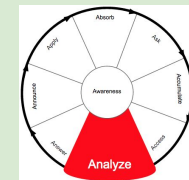
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.10



Link to image: <https://goo.gl/2e4B9J>

_____ is the subcategory representing Stephanie's highest scale score and percentile.

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

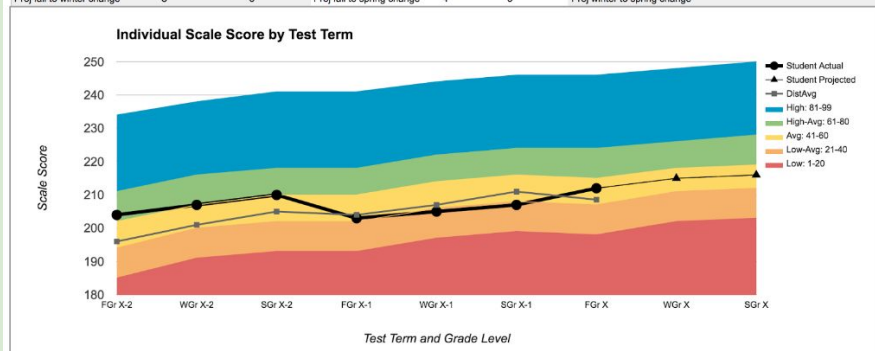
Standard: S.4.C Aligned Analysis

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	Fall
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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

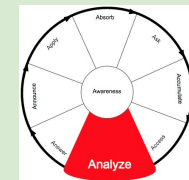
Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
Score	%ile		Score	%ile		Score	%ile	
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj 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		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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 - 07.3A.11



Link to image: <https://goo.gl/2e4B9J>

_____ is the subcategory representing Stephanie's lowest scale score and percentile.

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

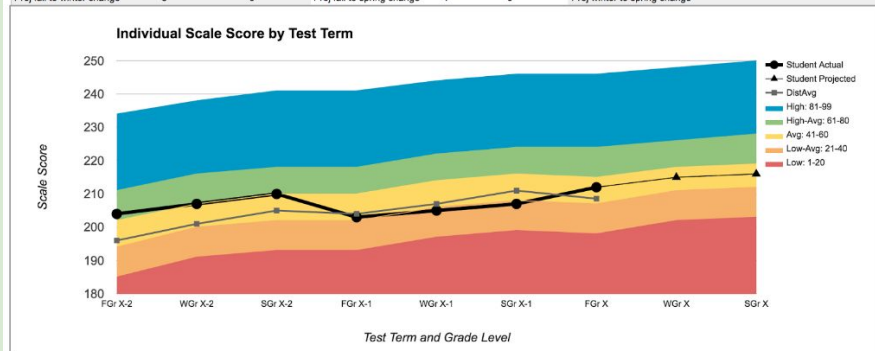
Standard: S.4.C Aligned Analysis

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	Fall
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
Reading	52	212	867					
Literature	45	209						
Informational Text	52	212						
Vocabulary Acquisition and Use	61	215						

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		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		



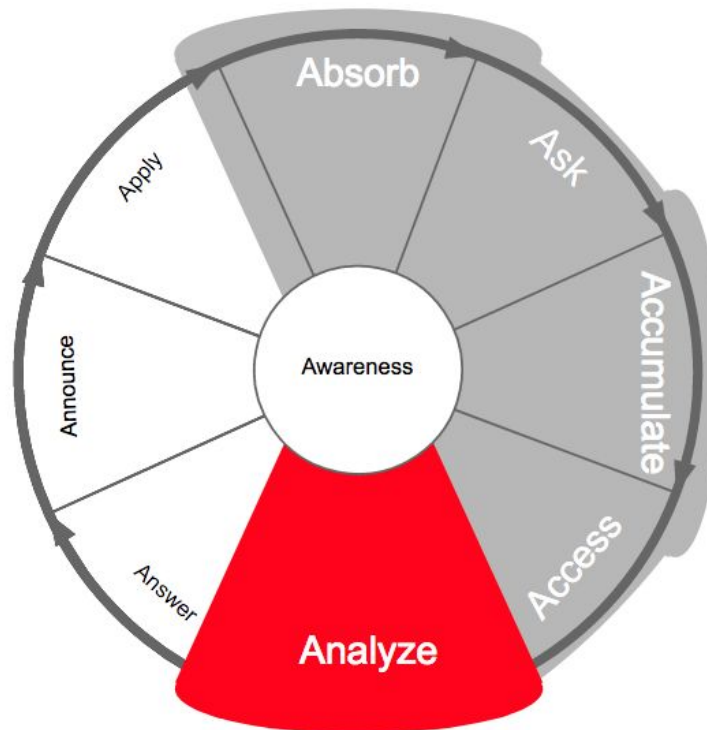
	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	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

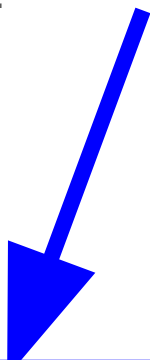
Now we'll analyze data in the "Individual Student Multi-Year, Multi-Term" report, which will help you respond to questions regarding evidence for action planning.

Link to report: <https://goo.gl/2e4B9J>



Tutorial

Given the scope of your questions, direct your attention toward the “[Subject and Subcategory](#)” section. You will be able to use this section of the report to identify Stephanie’s *highest and lowest levels of performance* within the subject of reading.



Subject and Subcategory Performance (Current Year)

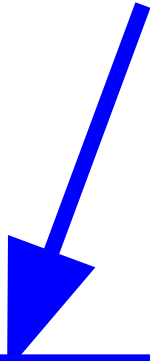
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

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		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

Tutorial

Begin by identifying Stephanie's scale score and corresponding percentile in each reading subcategory (i.e., Literature, informational text, and vocabulary acquisition and use).



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						
<i>Literature</i>	45	209							
<i>Informational Text</i>	52	212							
<i>Vocabulary Acquisition and Use</i>	61	215							

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		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

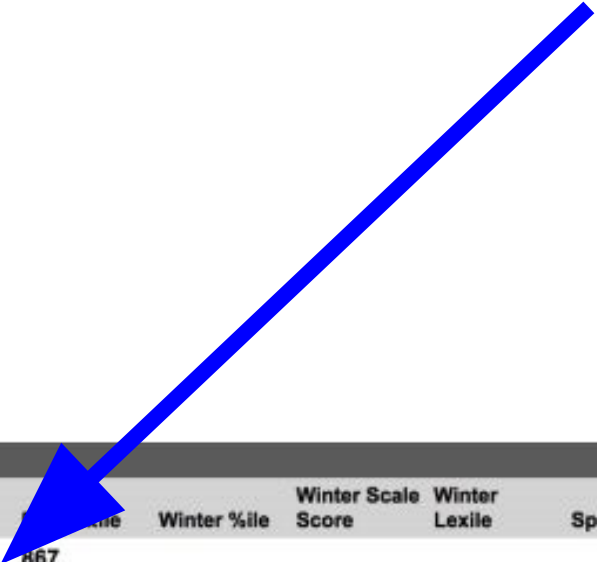
Tutorial

Stephanie's scale score and percentile in the area of Literature are 209 and 45, respectively.

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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

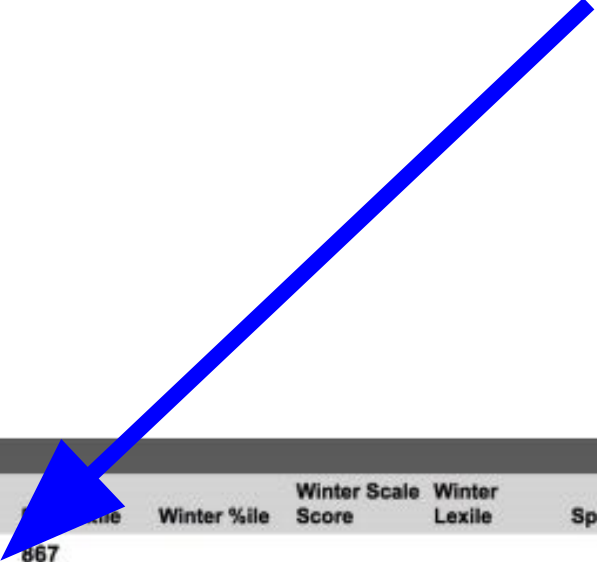
Stephanie's scale score and percentile in the area of Informational Text are 212 and 52, respectively.



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	667						
Literature	45	200							
Informational Text	52	212							
Vocabulary Acquisition and Use	52	212							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

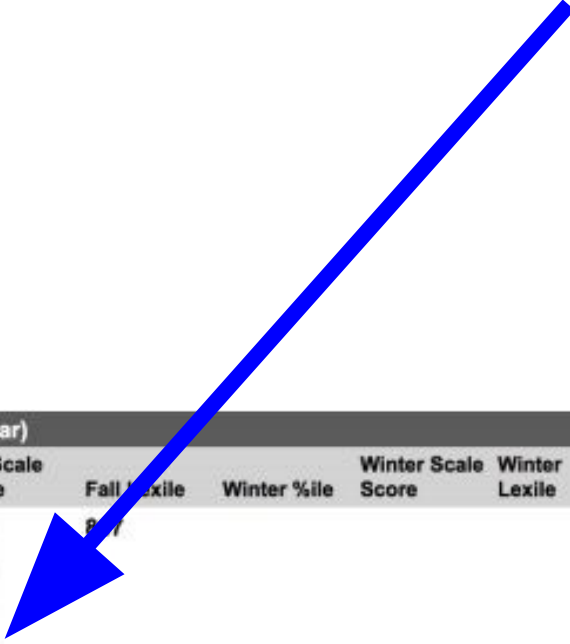
Stephanie's scale score and percentile in the area of Vocabulary Acquisition and Use are 215 and 61, respectively.



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						
Literature	45	209							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

Now, identify the subcategory represented by the highest scale score, 215, and percentile, 61. These values represent the subcategory of Vocabulary Acquisition and Use.



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	87						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

Next, identify the subcategory represented by the lowest scale score, 209, and percentile, 45. These values represent the subcategory of Literature.

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						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							
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			
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change			

Tutorial

The reading subcategories and their respective scale scores and percentiles have been added to the organizer as beginning-of-year values in the supporting evidence section.

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	
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				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):				Action plan (middle of year):		

Activity Conclusion

Ryan:

Excellent work! The reading subcategories and their respective scale scores and percentiles have been added to the organizer as beginning-of-year values in the supporting evidence section.

Goal Setting, Monitoring, and Evaluating Organizer

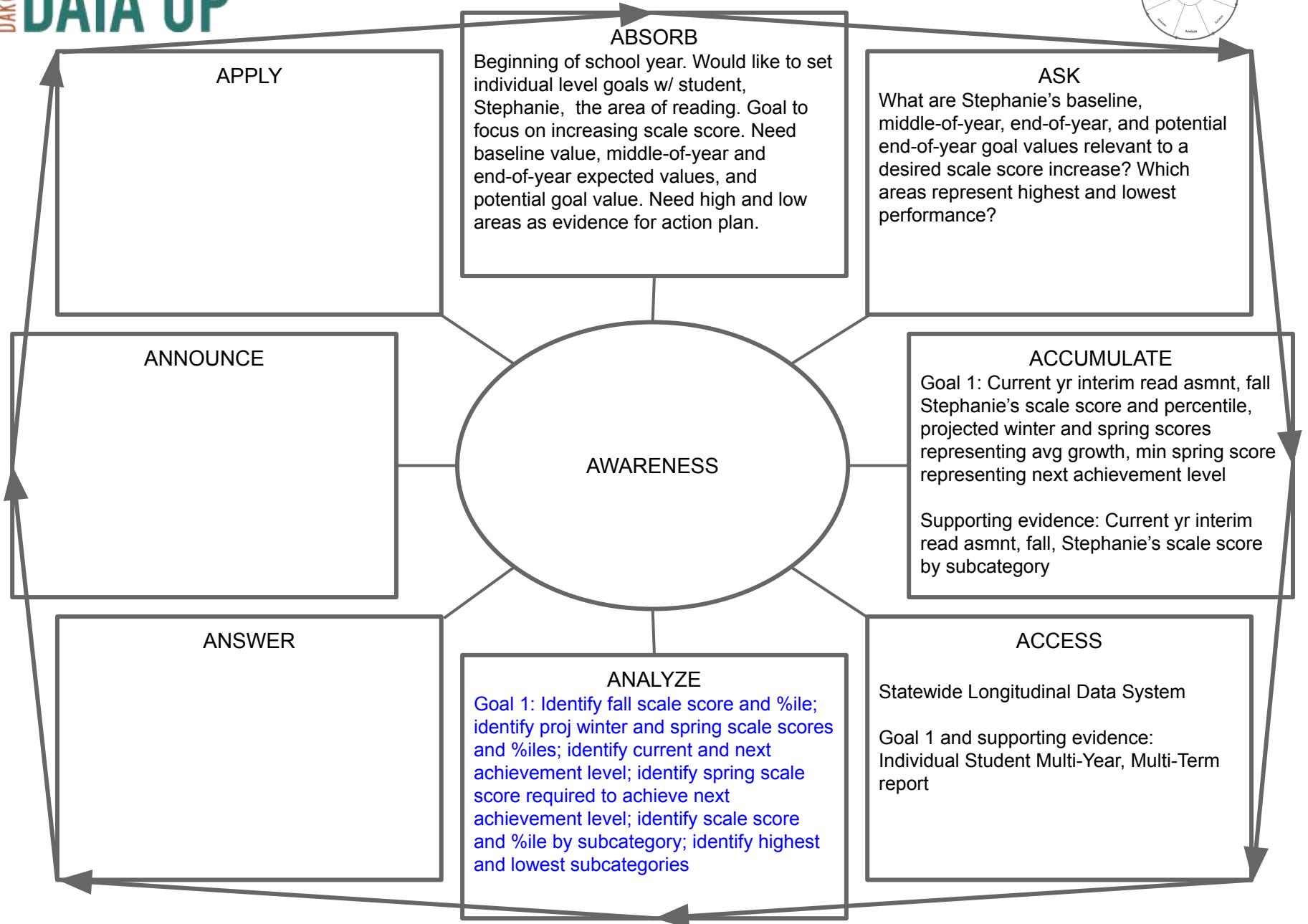
Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
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				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	
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				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):				Action plan (middle of year):		

A+ Inquiry Framework

The Analyze stage has been completed.

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Setting



Activity Answers

07.03A.01	212, 52
07.03A.02	215, 52
07.03A.03	216, 52
07.03A.04	Average: 41st-60th percentile
07.03A.05	High-Average: 61st-80th percentile
07.03A.06	213
07.03A.07	209, 45
07.03A.08	212, 52
07.03A.09	215, 61
07.03A.10	Vocabulary Acquisition and Use
07.03A.11	Literature

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 a baseline value relevant to student-level goal setting				
This module part increased my skill in analyzing data to identify expected values relevant to student-level goal setting				
This module part increased my skill in analyzing data to identify low performance areas relevant to student-level goal setting				

Well Done

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