





This work is licensed under a Creative Commons

Attribution-NonCommercial-ShareAlike 4.0 International License.



Develop Your Data Mindset

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

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

This material is based upon work supported by the National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, through Grant R372A150042 to North Dakota Department of Public Instruction. The opinions expressed are those of the authors and do not represent the views of the National Center, Institute, or the U.S. Department of Education.

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

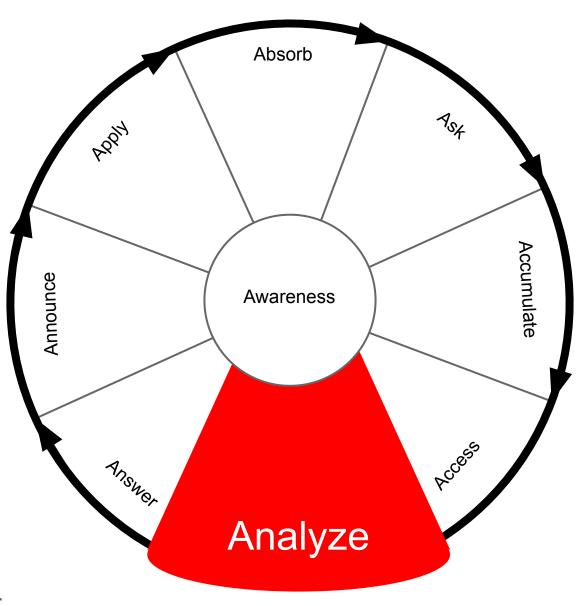
Ryan:

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 <u>flyer</u> 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	Beginning of	year (baseline)	Middle	of year	End o	of year
Multi-Year, Multi-Term	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 Plan	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginn	ing of year	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning	g of year):			Action plan (mide	lle of year):	



Go to the Subject and Subcategory
Performance section of the Individual Student
Multi-Year, Multi-Term report to analyze data that
will help you answer the question relevant to
Stephanie's 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

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

Student A Student F			204	207	210	203	205	207	212	215	5 2
·			FGr X-2	WGr X-2	Test Term a	rnd Grade Lei	vel WGr X-1	SGr X-1	FGr X	WGr X	x sg
	180 FGr X-2	WGr X	-2 SGr)	C-2 FGr	X-1 W	/Gr X-1	SGr X-1	FGr X	WGr X	SGr X	
	190										
								The same of			
Š	200	_		\rightarrow		-	•				
Scale Score	210		_				_	_	_		
Scor	220										Low: 1-20
0	230										Avg: 41-60 Low-Avg: 21-40
	230										High: 81-99 High-Avg: 61-80
	240									-	DistAvg
	250										Student Actual Student Projecter
	Indivi	dual Sca	ale Score by	Test Term							
roj tali to w	miller change	J	U	Proj rali to	spring change	4	U	Proj winter to	spring change		
Proj winter v	value rinter change	215	52 0	Proj spring		216 4	52	Proj spring va			
Fall to Wint	er Projection	Score	%ile		ring Projection		%ile	-	ing Projection	Score	%ile
	Performance (Cu							- 17			
Information Vocabulary	nai Text Acquistion and Use	52 61	212 215								
Literature		45	209								
Reading		Fall %ile	Score 212	Fall Lexile 867	e Winter %ile	e Score	Lexile	Spring %ile	Score	Spring Lexile	
Subject ar	nd Subcateogry P		Fall Sc	ale		Winter Scale			Spring Scale		
Student			Stephanie								
Test Ter			Fall								
Year			Current year	ar							
Subject			Reading								
	ment Name			enchmark A	ssessment	(e.g. aimsv	veb, NVVE	A, Star)			
	al Use(s)						-		evaluate exte	ent to which	goal was i
Datastia	al llas/a\		What is a s Did a stude	tudents pro ent perform	jected perfo at, above, o	ormance le	vel? e expected	d performar			and was
Guiding	Question(s)		What is a s	Il to winter, f	formance I	evel in a su	bject and	subcatego	ries?		
Descrip	tion		Percentile	and scale so	core of a si	ngle studen	t by subca	ategory for	ole terms and multiple term		
Descrip	tion										

228

219

212

213

211

High-Avg: 61-80

Low-Avg: 21-40

Low: 1-20

216

208

224

215

207



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

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

Individu	al Student I	Multi-Ye	ear, Multi-Te	rm							
Descript	tion			nd scale sc	ore of a sin	gle studer	nt by subc	ategory for	multiple tern	d multiple years ns across a sing	
Guiding	Question(s)		What is a stu Which subca What is a stu Did a studen	tegories re idents proje	present a sected perfo	student's h ormance le	ighest and vel?	d lowest lev	el of perforn	nance?	
Potentia	Use(s)		Set goal, wri	te action pl	an, monito	r interim p	rogress to	ward goal,	evaluate ext	ent to which goa	al was met
Assessr	ment Name		Interim / Ben	chmark As	sessment ((e.g. aims	web, NWE	A, Star)			
Subject			Reading								
Year			Current year								
Test Ter	m		Fall								
Student			Stephanie Sa	andore							
	d Subcateogry Pe	ania um an a		anders							
Subject an	d Subcateogry F		Fall Scale		2000 - 1000	Winter Scal	e Winter		Spring Scale	70 22 20 W	
		Fall %ile	Score	Fall Lexile 867	Winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Reading Literature		52 45	212 209	867							
Information	al Text	52	212								
	Acquistion and Use	61	215								
	Performance (Cui	rrent Year)									
Fall to Winte	er Projection	Score	%ile	Fall to Spri	ing Projection	Score	%ile	Winter to Spr	ing Projection	Score %ile	1
Proj winter va		215	52	Proj spring		216	52	Proj spring va			
Proj fall to wi	inter change	3	0	Proj fall to s	pring change	4	0	Proj winter to	spring change		
Scale Score	250 240 230 220 210 200 190 180 FGr X-2	WGr X	ale Score by T	FGr2	c1 wo	Gr X-1	SGr X-1	FGrX	WGrX	-≜- Stude -≡- DistAv High:	81-99 Avg: 61-80 41-60 Avg: 21-40
Student A	etual		FGr X-2 204	WGr X-2 207	SGr X-2 210	FGr X-1 203	WGr X-1 205	SGr X-1 207	FGr X 212	WGr X	SGr X
Student A			204	207	210	203	205	207	212	215	216
DistAvg	Tojoolea		196	201	205	204	207	211	209	213	210
_	core Ranges by	v Percent			200	204	207	211	209		
	To o ranges by	The same of the sa	Grade X Scores	NAME OF TAXABLE PARTY.	nter Grade X	(C		V 0			
							spring Grad	e X Scores			

219

212

213

211

High-Avg: 61-80

Low-Avg: 21-40

Avg: 41-60

Low: 1-20

216

208

224



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

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

Individu	al Student I	Multi-Ye	ear, Multi-Te	rm							
Descript	tion			nd scale sc	ore of a sin	gle studer	nt by subc	ategory for	multiple tern	d multiple years ns across a sing	
Guiding	Question(s)		What is a stu Which subca What is a stu Did a studen	tegories re idents proje	present a sected perfo	student's h ormance le	ighest and vel?	d lowest lev	el of perforn	nance?	
Potentia	Use(s)		Set goal, wri	te action pl	an, monito	r interim p	rogress to	ward goal,	evaluate ext	ent to which goa	al was met
Assessr	ment Name		Interim / Ben	chmark As	sessment ((e.g. aims	web, NWE	A, Star)			
Subject			Reading								
Year			Current year								
Test Ter	m		Fall								
Student			Stephanie Sa	andore							
	d Subcateogry Pe	ania um an a		anders							
Subject an	d Subcateogry F		Fall Scale		2000 - 1000	Winter Scal	e Winter		Spring Scale	70 22 20 W	
		Fall %ile	Score	Fall Lexile 867	Winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Reading Literature		52 45	212 209	867							
Information	al Text	52	212								
	Acquistion and Use	61	215								
	Performance (Cui	rrent Year)									
Fall to Winte	er Projection	Score	%ile	Fall to Spri	ing Projection	Score	%ile	Winter to Spr	ing Projection	Score %ile	1
Proj winter va		215	52	Proj spring		216	52	Proj spring va			
Proj fall to wi	inter change	3	0	Proj fall to s	pring change	4	0	Proj winter to	spring change		
Scale Score	250 240 230 220 210 200 190 180 FGr X-2	WGr X	ale Score by T	FGr2	c1 wo	Gr X-1	SGr X-1	FGrX	WGrX	-≜- Stude -≡- DistAv High:	81-99 Avg: 61-80 41-60 Avg: 21-40
Student A	etual		FGr X-2 204	WGr X-2 207	SGr X-2 210	FGr X-1 203	WGr X-1 205	SGr X-1 207	FGr X 212	WGr X	SGr X
Student A			204	207	210	203	205	207	212	215	216
DistAvg	Tojoolea		196	201	205	204	207	211	209	213	210
_	core Ranges by	v Percent			200	204	207	211	209		
	To o ranges by	The same of the sa	Grade X Scores	NAME OF TAXABLE PARTY.	nter Grade X	(C		V 0			
							spring Grad	e X Scores			

219

212

213

211

High-Avg: 61-80

Low-Avg: 21-40

Avg: 41-60

Low: 1-20

216

208

224



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

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

Individe.	I Student	Mudel, W.	one Maulel T	a reso							
		Multi-Y	ear, Multi-To								
Descripti	on			nd scale sc	ore of a si	ngle stude	nt by subca	ategory for i	multiple tern	d multiple years ns across a sing	
Guiding (Question(s)		What is a stu Which subca What is a stu	ategories re udents proj	epresent a ected perfo	student's l	nighest and	lowest leve	el of perforn	nance?	
Potential	Hea/e)		Did a studer					State of the latest		ent to which go	al was me
	ent Name		Interim / Ber	and the second					evaluate ext	ent to which go	ai was iiie
Subject	ent Name			Chimark As	sessment	(e.g. aims	Web, NVVE	A, Star)			
			Reading								
Year			Current year								
Test Tern			Fall								
Student I			Stephanie S	anders							
Subject and	Subcateogry F	erformanc	e (Current Year) Fall Scale Score	Fall Lexile	Winter %ile	Winter Sca	le Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	_
Reading		52	212	867							
Literature		45	209								
Informationa		52	212								
-	equistion and Use erformance (Cu	61	215								
Fall to Winter		Score	%ile	Fall to Spr	ing Projection	Score	%ile	Winter to Spri	ing Projection	Score %ile	0
Proj winter val		215	52	Proj spring		216	52	Proj spring val	-		
Proj fall to win	ter change	3	0	Proj fall to	spring change	4	0	Proj winter to s	spring change		
Scale Score	250 240 230 220 210 200 190 180 FGrX2	WGrX	-2 SGr X-2	e FGr.		rgr x-1	SGr X-1	FGrX	WGrX	→ Stude → DistA → High: → High: Avg:	81-99 Avg: 61-80 41-60 Avg: 21-40
			FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr
Student Ac	tual		204	207	210	203	205	207	212	X	201
Student Pro	ojected									215	2
DistAvg	101		196	201	205	204	207	211	209		
Grade X Sc	ore Ranges b	The state of the s	ile Category ar	NAME OF TAXABLE PARTY.							
		Fall C	Grade X Scores	W	inter Grade	X Scores	Spring Grade	e X Scores			
Percentile c	ategory	Min 225	Ma 24					Max 250			

212

High-Avg: 61-80

Low-Avg: 21-40



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

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

		-								
Individual Student	Multi-Ye									
Description			d scale so	ore of a sin	gle stude	nt by subca	ategory for	multiple tern	d multiple years ns across a sing	
Guiding Question(s)		What is a stu Which subca What is a stu Did a studen	tegories re dents proj	epresent a sected perfo	tudent's l	highest and evel?	l lowest lev	el of perforn	nance?	
Potential Use(s)		Set goal, writ	e action p	lan, monitor	interim p	rogress to	ward goal,	evaluate ext	ent to which goa	l was met
Assessment Name		Interim / Ben	chmark As	sessment (e.g. aims	web, NWE	A, Star)			
Subject		Reading								
Year		Current year								
Test Term		Fall								
Student Name		Stephanie Sa	anders							
Subject and Subcateogry P	erformance		aridoro							
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Sca Score	le Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading	52	212	867	winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Literature	45	209								
Informational Text	52	212								
Vocabulary Acquistion and Use	61	215								
Projected Performance (Cu										
Fall to Winter Projection	Score	%ile		ring Projection	Score	%ile		ing Projection	Score %ile	•
Proj winter value Proj fall to winter change	215	52 0	Proj spring	value spring change	216	52	Proj spring va Proj winter to			
250 240 230 220 220 210 200 190 180 FOLK2	WGr X-	lle Score by T	FGr.	x-1 wo	SrX-1	SGr X-1	FGrX	WGrX	- Stude - DistAv - High: - High-/ - Avg: 4	81-99 Avg: 61-80 11-60 wg: 21-40
<u> </u>		FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr)
Student Actual		204	207	210	203	205	207	212		2317
Student Projected									215	216
DistAvg		196	201	205	204	207	211	209		
Grade X Score Ranges b	v Percent	ile Category an	d Test Term							
Grade A GCOTE Ranges b		no outogory un	4 100t 101111		_					
Percentile category	-	rade X Scores	W	inter Grade X		Spring Grad	e X Scores Max			

219

212

High-Avg: 61-80

Low-Avg: 21-40

Avg: 41-60

Low: 1-20



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

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

				.90.	1100	0111	100.	117 = 0	1000		
Individ	ual Student I	Multi-Y	ear, Multi-Te	rm							
Descrip	otion			d scale sco	ore of a si	ngle stude	nt by subca	ategory for	multiple term	d multiple years	
Guiding	g Question(s)		What is a stu Which subca What is a stu Did a student	tegories re dents proje	present a ected perf	student's l	highest and evel?	l lowest lev	el of perform	nance?	
Potentia	al Use(s)		Set goal, writ	e action pla	an, monito	or interim p	rogress to	ward goal,	evaluate exte	ent to which go	al was met
Assess	ment Name		Interim / Ben	chmark As	sessment	(e.g. aims	web, NWE	A, Star)			
Subject			Reading								
Year			Current year								
Test Ter	rm		Fall								
Student	t Name		Stephanie Sa	anders							
Subject ar	nd Subcateogry P	erformano									
		Fall %ile	Fall Scale Score	Fall Lexile	Winter %il	Winter Sca e Score	le Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading		52	212	867							
Literature		45	209								
Information		52	212								
	Acquistlon and Use	61	215	_	_	_	_	_			
	Performance (Cu ter Projection	Score	%ile	Fall to Spri	ng Projection	Score	%ile	Winter to Spr	ing Projection	Score %il	0
Proj winter v		215	52	Proj spring		216	52	Proj spring va			~
	vinter change	3	0		pring change	4	0	Proj winter to			
Scale Score	250 240 230 220 210 200 190 180 FGFX2	wgr)	ale Score by T	FGYX		VGr X-1	SGrX-1	FGrX	WGrX	Stud	: 81-99 -Avg: 61-80 41-60 Avg: 21-40
						and Grade Le					
Student A	Actual		FGr X-2	WGr X-2 207	SGr X-2 210	FGr X-1 203	WGr X-1 205	SGr X-1 207	FGr X 212	WGr X	SGr X
Student F			204	207	210	203	205	207	212	215	216
DistAvg	Tojecteu		196	201	205	204	207	211	209	215	210
_	Score Ranges b	v Percen	tile Category and		200	2.54	207	-11	200		
		The Real Property lies, the Re	Grade X Scores	Annual Control of the last of	nter Grade	X Scores	Spring Grad	e X Scores			
Percentile	category	Min	Max					Max			
-		1000000				P/#1	22222	100000 V			

High-Avg: 61-80

Low-Avg: 21-40

Low: 1-20

216

208

224

215

207

212

211

250

228

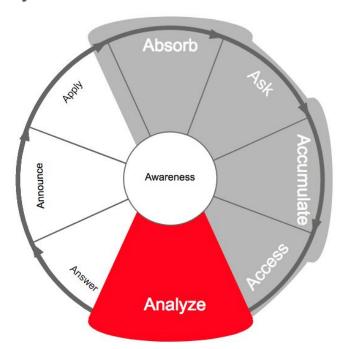
219

212

213

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.

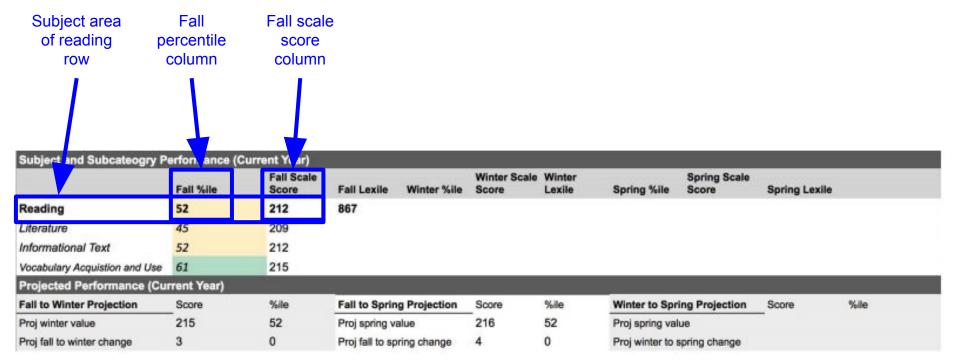
Link to organizer: https://goo.gl/BboNmM



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

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.



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	Beginning o	f year (baseline)	Middle	of year	End	of year
Multi-Year, Multi-Term	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 Plar	nning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginn	ing of year	Middle	of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning	g of year):			Action plan (mic	Idle of year):	

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 Subcateogry P	erformance /	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 Acquistion and Use	<i>o</i> 1	215	1						
Projected Performance (Cu	rrent Year)								
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spri	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring val	ue		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to s	spring change		

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	Beginning of	year (baseline)	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215check if met	52	check if met	
Expected after mid					check if met	
Original Goal					check if met	
Revised Goal					check if met	
		Action Plani	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ing of year	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
700ab710qu7 000						
Action plan (beginning	g of year):			Action plan (midd	le of year):	
-	g of year):			Action plan (midd	lle of year):	

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

	Fall %ile	Fall Scale Score	Fall Lexile Winter %ile	Vinter Scale	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading	52	212	867						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquistion and Use	61	215							
Projected Performance (Cu	rrent Year)								
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spri	ng Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring val	ne	-	
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to s	neina abanan		

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

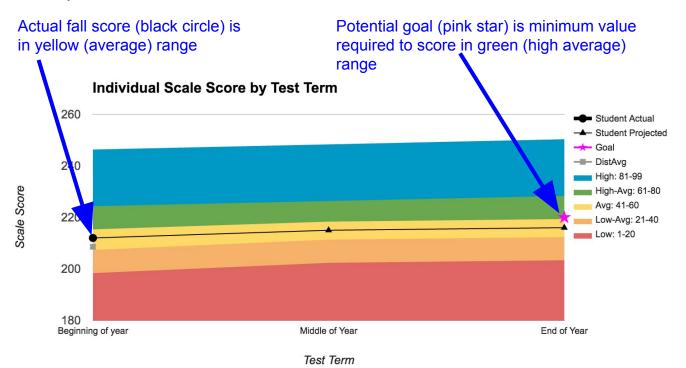


Goal Setting, Monitoring, and Evaluating Organizer

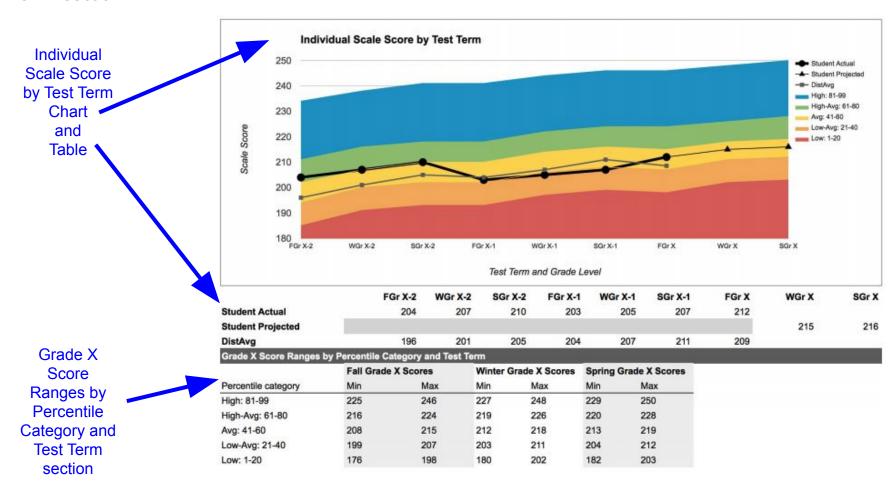
Individual Student

Student Name: Stephanie Sanders	Annual Goal:					
Where to access: SLDS Individual Student	Beginning of	year (baseline)	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					check if met	
Revised Goal					check if met	
		Action Plani	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ng of year	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
Action plan (beginning	g of year):			Action plan (midd	le of year):	

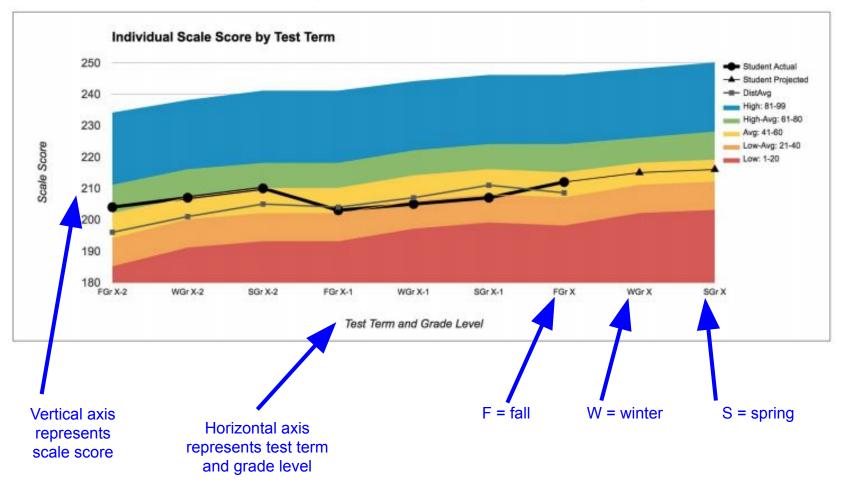
Let's move on to analysis of data relevant to a potential goal value for Stephanie. Here, at Great Plains, we define *potential goal value* as the scale score on the district's spring interim assessment that represents the minimum scale score required to advance into the next achievement category (e.g., 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.



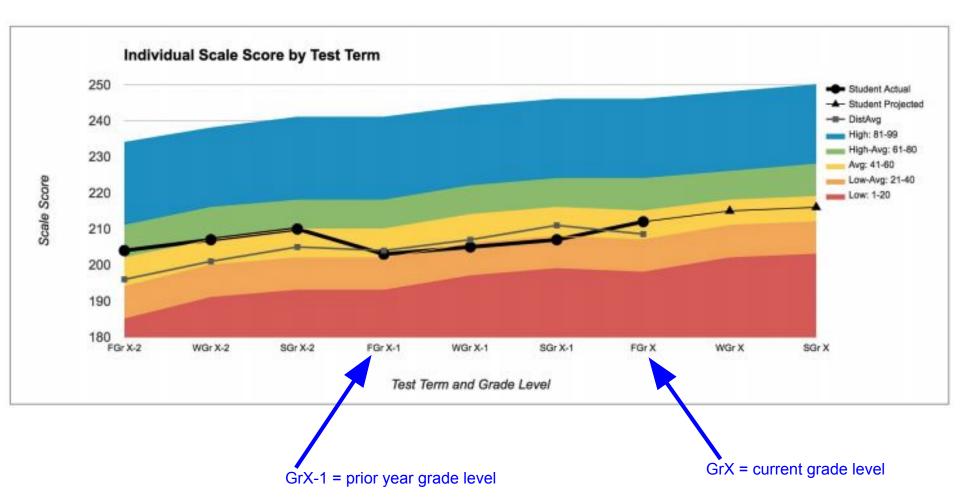
We'll identify a potential goal value for Stephanie by analyzing data in the "Individual Scale Score by Test Term" chart and table, as well as data in the "Grade X Score Ranges by Percentile Category and Test Term" section.



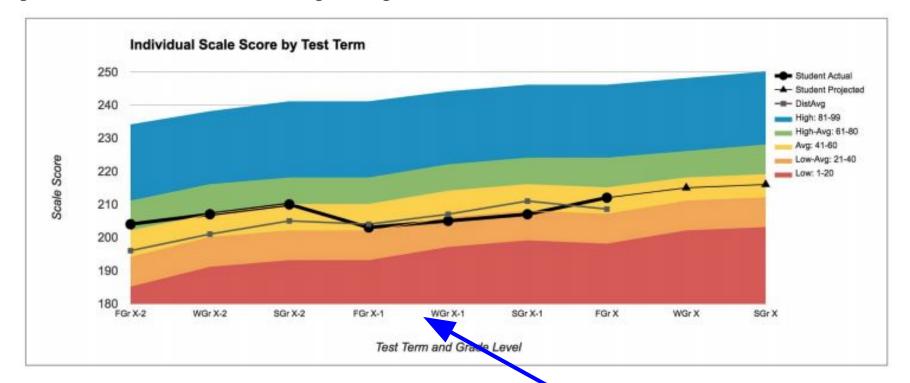
The vertical axis on the chart represents Stephanie's scale score. The horizontal axis on the chart represents the test term when Stephanie was assessed and her grade level at the time of the assessment. The test term is indicated by an F, W, or S (i.e., fall, winter or spring).



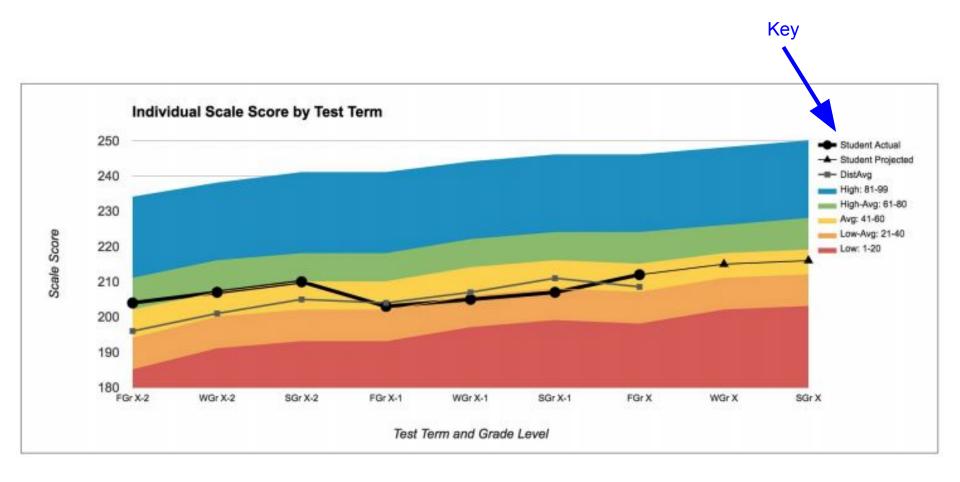
The grade level is labeled with Gr (i.e., grade) and the grade level relative to a generic grade level, X. GrX represents Stephanie's current grade level; Gr X-1 represents Stephanie's grade level the prior year.



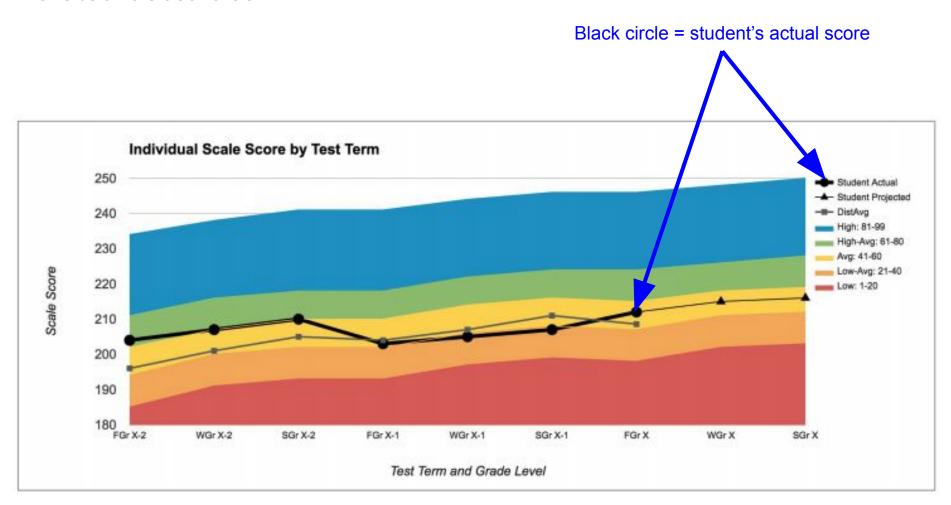
Taken together, if the report is run for the current year, FGr X would represent the fall term of Stephanie's current grade level; WGr X-1 would represent the winter term of Stephanie's previous grade level. (Note: this report would normally display an actual number as the grade level. For the purpose 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.



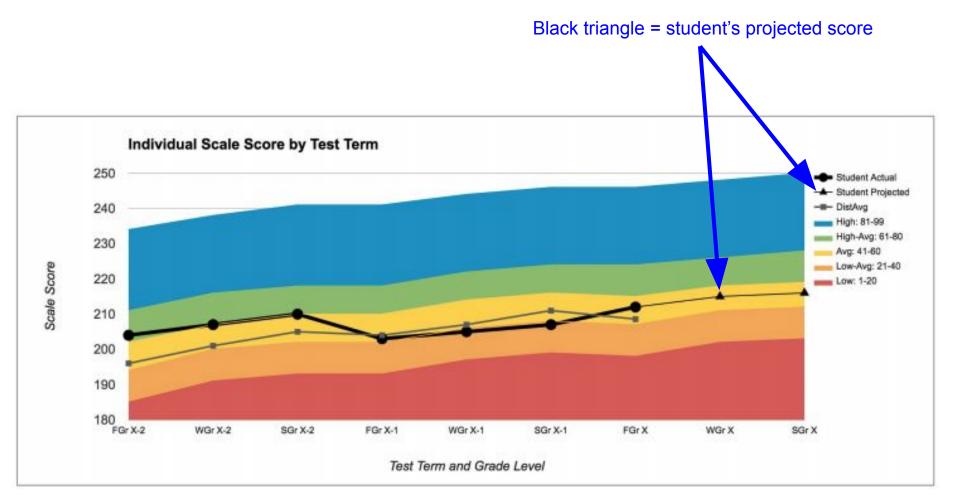
Now, let's shift our attention toward the chart key to review the meaning of the symbols and colors in the graph.



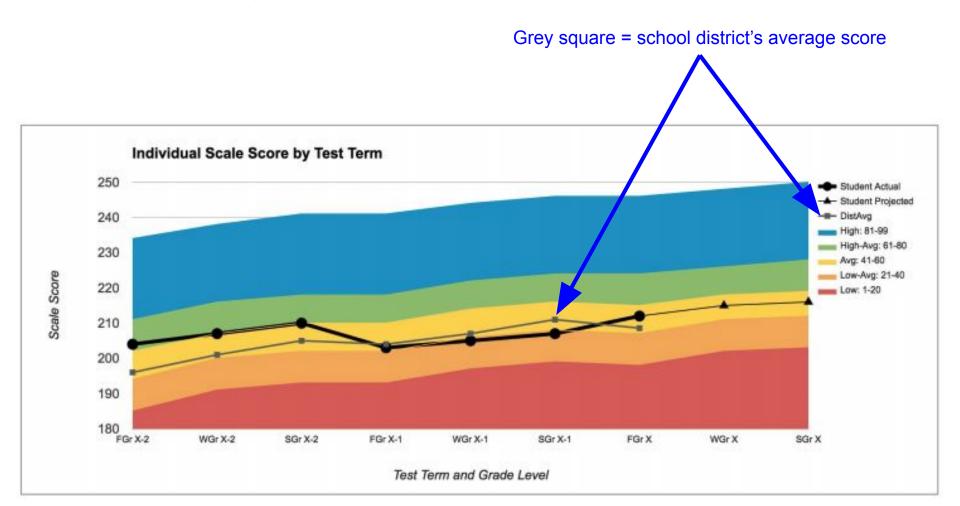
A black circle represents the student's actual score during the test term and grade level on the horizontal axis below the black circle.



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.

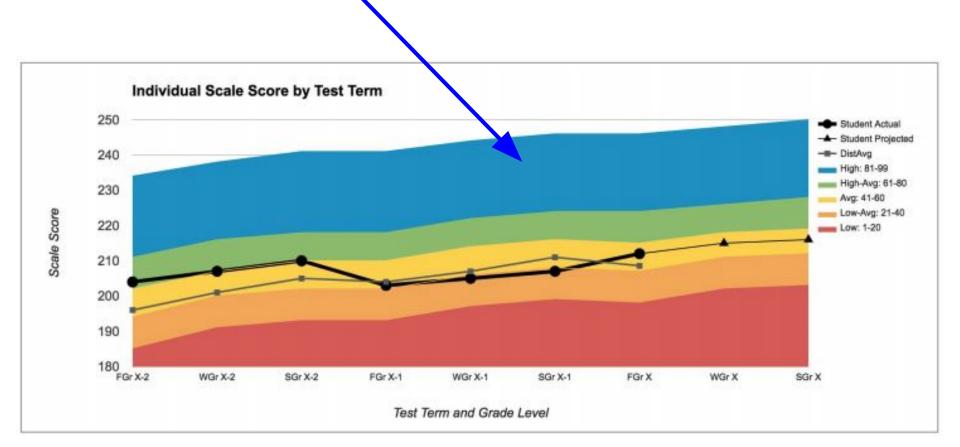


A grey square represents the school district's average score for the test term and grade level on the horizontal axis below the grey square.



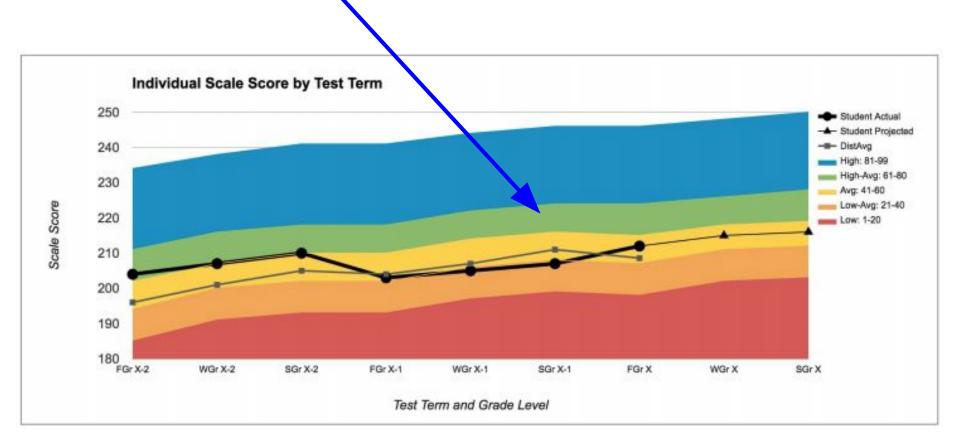
The shaded blue area represents scores between the 81st and 99th percentile. A student achieving a score within this range would be considered a high performing student.

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



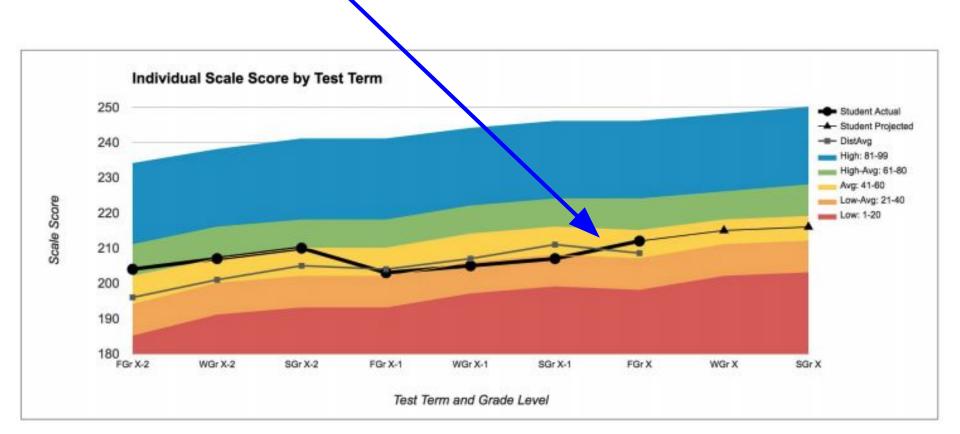
The shaded green area represents scores between the 61st and 80 percentile. A student achieving a score within this range would be considered a high-average performing student.

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



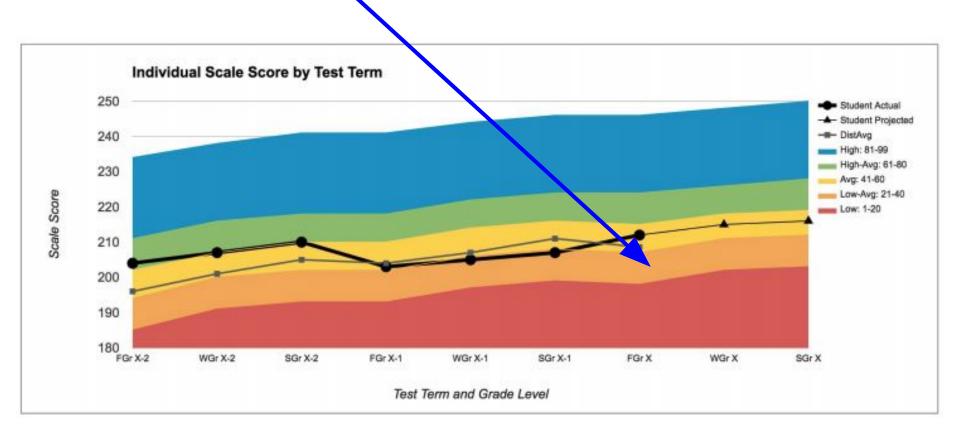
The shaded yellow area represents scores between the 41st and 60 percentile. A student achieving a score within this range would be considered an average performing student.

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



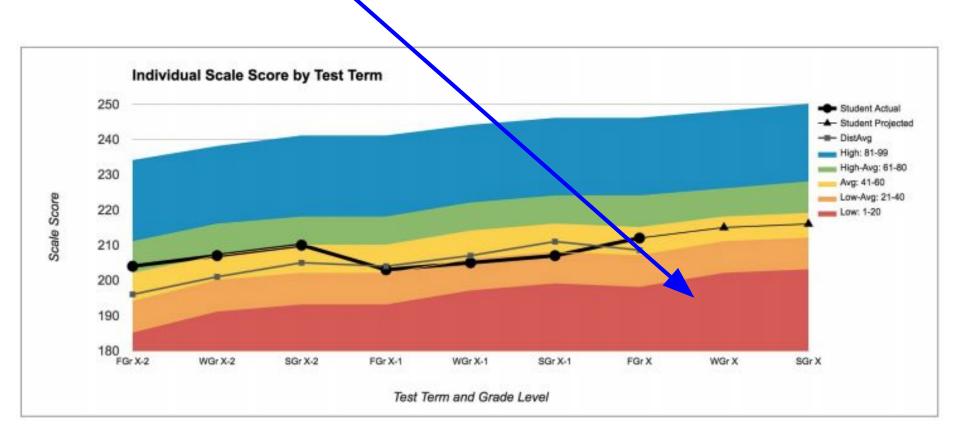
The shaded orange area represents scores between the 21st and 40 percentile. A student achieving a score within this range would be considered a low-average performing student.

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



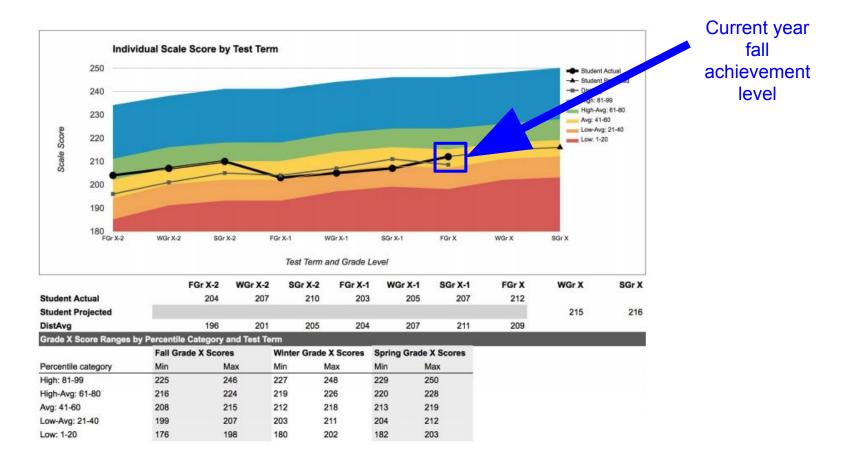
The shaded red area represents scores between the 1st and 20 percentile. A student achieving a score within this range would be considered a low performing student.

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

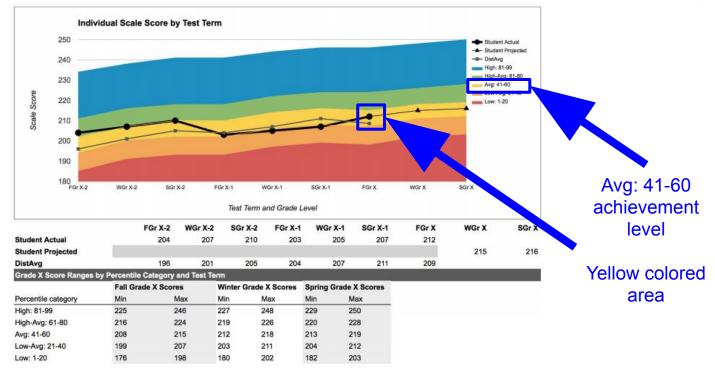


Now that we have an understanding of the chart axes, symbols, and colors, the following steps will help you identify a potential goal value for Stephanie.

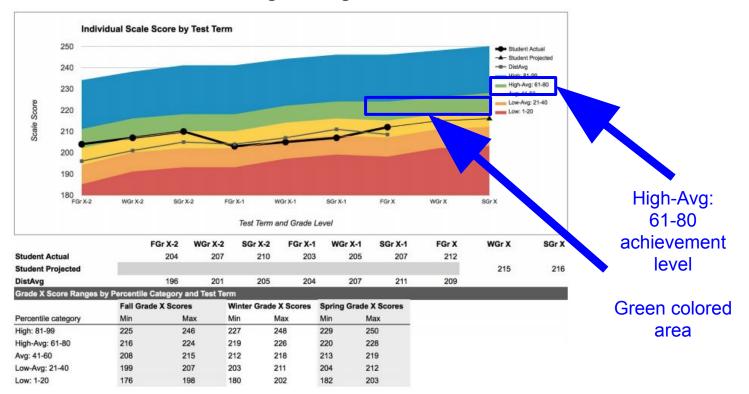
• Identify Stephanie's baseline value on the chart by locating the black circle above the FGr X label on the horizontal axis. This represents her actual value at the beginning of the current year.



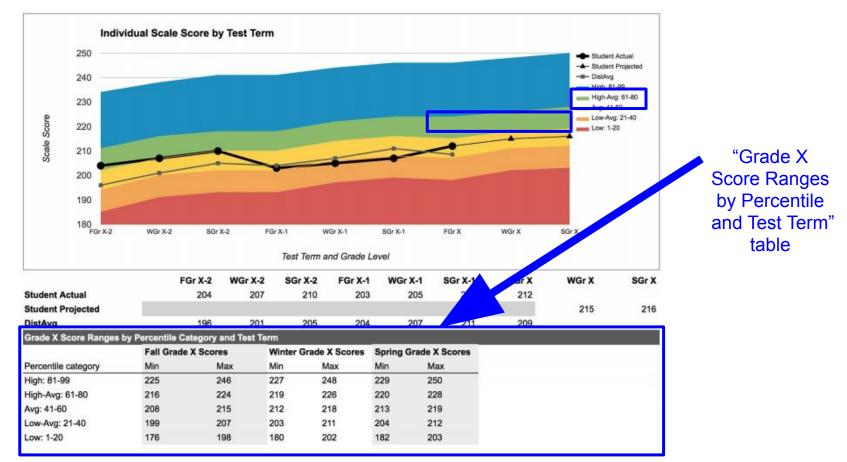
- Identify the colored area of the chart where the data point is placed. The data point is placed in the
 yellow area. Here, at Great Plains, we define potential goal value as the scale score on the district's
 spring interim assessment that represents the minimum scale score required to advance into 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.



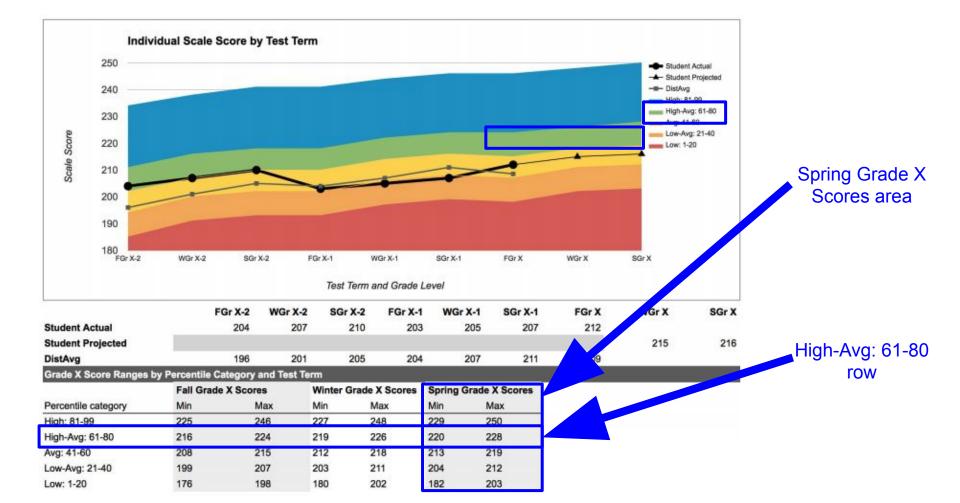
- Identify the color of the area above Stephanie's current performance level, which is green (High-Avg.).
- Identify the achievement category in the legend representing the colored area above Stephanie's current level of achievement (i.e., the green area). The achievement category above her current level 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.



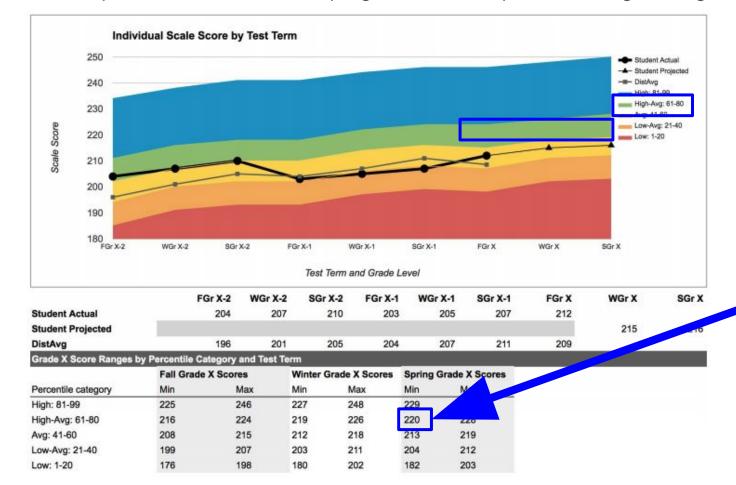
Go to the "Grade X Score Ranges by Percentile Category and Test Term" table. This table
represents minimum and maximum scale scores for each achievement category at Stephanie's
current grade level by assessment term. The values are based on results of the assessment
vendor's norm study.



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



• 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.



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

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	Beginning of	year (baseline)	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61
Revised Goal					check if met	
		Action Planr	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ng of year	Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
	g of year):	<u> </u>		Action plan (mid	dle of vear):	·

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	Beginning of	year (baseline)	Middle	of year	End o	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61
Revised Goal					check if met	
		Action Planr	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ng of year	Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature						
Informational Text						
Vocab Acqu / Use						
	ı of year):	·		Action plan (mid	dle of vear):	



Activity - 07.3A.07

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

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

Individual S Description	tuuciit i	viaiti-16			ore of a cir	ale stude	nt by subje	et for multir	ole terms an	d multiple	veare.	
Description				and scale so	core of a sir	gle studer	nt by subc	ategory for	multiple tern			year;
Guiding Que	estion(s)		What is a st Which subd What is a st Did a stude	ategories re tudents proj	epresent a sected perfo	student's h ormance le	nighest and vel?	d lowest lev	el of perforn	nance?		
Potential Us	e(s)		Set goal, w	rite action p	lan, monito	r interim p	rogress to	ward goal,	evaluate ext	ent to which	ch goal	was me
Assessment	Name		Interim / Be	nchmark As	ssessment	(e.g. aims	web, NWE	A, Star)				
Subject			Reading									
Year			Current year	ır								
Test Term			Fall									
Student Nan	ne		Stephanie S	Sanders								
Subject and Sub		erformanc										
		Fall %ile	Fall Sca Score		Winter %ile	Winter Scal	e Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexil		
Reading		52	212	867	e willter zone	acore	Lexile	apring wife	acore	opring Lexii		
Literature		45	209									
Informational Tex	t	52	212									
Vocabulary Acquist	on and Use	61	215									
Projected Perfor	mance (Cu	rrent Year)		-								
Fall to Winter Proj	ection	Score	%ile		ring Projection	Score	%ile		ing Projection	Score	%ile	
Proj winter value Proj fall to winter ch		215	52 0	Proj spring		216 4	52	Proj spring val Proj winter to				
r toj lali to wiliter ci	iango	0	0	r roj iali to	spring change	-	•	r roj winter to	apring change			
	Indivi	dual Sca	le Score by	Test Term								
25	0										► Student	Actual
											▲- Student I	
24	0										■ DistAvg High: 81-	-99
23	0										High-Avg	g: 61-80
											Avg: 41-l	
00 22	.0										Low: 1-2	
Scale Score	0							-				
SS	U	_					_					
20	0	_										
19	0											
18	O FGr X-2	WGr X	-2 SGr X	-2 FGr		Gr X-1	SGr X-1	FGr X	WGrX	SGr X		
	FGF X-2	WGr X	-2 SGFX	-2 FGF	X-1 W	Of X-1	SGr X-1	FGFX	WGrX	SULX		
					Test Term a	nd Grade Le	vel					
			FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WG	r X	SGr)
Student Actual			204	207	210	203	205	207	212			200
Student Projec	ted		400	004	205	001	007	644	000	1	215	21
DistAvg Grade X Score	Danasa b	v Boroont	196	201	205	204	207	211	209			
Stade A Score	ranges b	The same of the sa	rade X Score	The second named in column 2 is not a se	inter Grade)	(Scores 9	Spring Grad	e Y Scores				
Percentile cated	IOTV	Min	M				Min	Max				

219

212

213

High: 81-99 High-Avg: 61-80

Ava: 41-60

Low-Avg: 21-40 Low: 1-20 216

208

224

215

Activity - 07.3A.08

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



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

ndividual Studen	t Multi-Y	ear, Multi-	Term								
Description				core of a sin	ale student	t by subje	ct for multir	ole terms an	d multiple	e vears:	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Percentile	and scale s	core of a sin fall to spring	gle student	t by subca	tegory for	multiple tern			
Guiding Question(s)	Which sub	categories	rformance le represent a s jected perfo	student's hi	ghest and			nance?		
				at, above, or			performan	ce level?			
otential Use(s)		Set goal, w	rite action	olan, monitor	interim pro	ogress tov	vard goal, e	evaluate ext	ent to wh	ich goal	l was r
Assessment Name		Interim / Be	enchmark A	ssessment (e.g. aimsw	eb, NWE	A, Star)				
Subject		Reading									
'ear		Current year	ar								
est Term		Fall									
Student Name		Stephanie	Sanders								
Subject and Subcateogr	Performanc										
	Fall %ile	Fall Sc Score	Fall Lexi	le Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lex	tile	
Reading	52	212	867								
Literature Informational Text	45 52	209									
ocabulary Acquistlon and U.		215									
Projected Performance (Current Year)										
all to Winter Projection	Score	%ile		pring Projection	Score	%ile		ing Projection	Score	%ile	
all to Winter Projection roj winter value		%ile 52 0	Proj sprir		Score 216 4	%ile 52 0	Proj spring val	ue	Score	%ile	
all to Winter Projection Proj winter value Proj fall to winter change	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	%ile	
all to Winter Projection Proj winter value Proj fall to winter change	Score 215	52	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score		nt Actual
fall to Winter Projection Proj winter value Proj fall to winter change Indi 250	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen	t Projected
Fall to Winter Projection Proj winter value Proj fall to winter change	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8	nt Projected g s1-99
all to Winter Projection roj winter value roj fall to winter change Indi	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8	nt Projected g s1-99 wg: 61-80
rall to Winter Projection rroy winter value Proj fall to winter change Indi 250 240 230	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8 High: Avg: 41 Low-Av	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
rall to Winter Projection rroy winter value Proj fall to winter change Indi 250 240 230	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8 High-Avg: 41	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
rall to Winter Projection rroy winter value Proj fall to winter change Indi 250 240 230	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8 High: Avg: 41 Low-Av	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
rall to Winter Projection Proj winter value Proj fall to winter change Indi 250 240 230 83 220 69 210 210	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen DistAvg High: 8 High: Avg: 41 Low-Av	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
250 — 240 — 230	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen Studen DistAvg High: 8 High: Avg: 41 Low-Av	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
Fall to Winter Projection Proj winter value Proj winter value Proj fall to winter change Indi 250 240 230 83 220 67 210 88 210	Score 215	52 0	Proj sprir Proj fall ti	ng value o spring change	216	52	Proj spring val	ue	Score	Studen Studen Studen DistAvg High: 8 High: Avg: 41 Low-Av	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
Fall to Winter Projection Proj winter value Proj winter value Proj fall to winter change Indi 250 240 230 80 220 80 2210 200	Score 215	52 0	Proj sprir Proj fall to r Test Term	g value o spring change	216 4	52	Proj spring val	ue	Score	Studen Studen Studen Studen High-R Avg: 41 Low-At Low-1	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
rail to Winter Projection Proj winter value Proj fall to winter change Indi 250 240 230 88 220 99 210 200 190 180	Score 215 3 Vidual Sci	52 0	Proj sprir Proj fall to r Test Term	g value o spring change	216 4	52 0	Proj spring val	ue pring change		Studen Studen Studen Studen High-R Avg: 41 Low-At Low-1	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40
all to Winter Projection roy winter value roy fall to winter change Indi 250 240 230 200 200 190 180 For x-2	Score 215 3 Vidual Sci	52 0 ale Score by	Proj sprin Proj fall b 7 Test Term K-2 FG WGr X-2	g value spring change et X-1 WC Test Term an SGr X-2	216 4	52 0	Proj spring val Proj winter to d For X SGr X-1	wer work with the work of the	SGO W	Studen Studen Studen Studen High-R Avg: 41 Low-At Low-1	nt Projecter 9 11-99 11-99 11-60 11-60 vg: 21-40 -20
all to Winter Projection roy winter value roy fall to winter change Indi 250 240 230 220 200 190 180 For x.2	Score 215 3 Vidual Sci	52 0	Proj sprir Proj fall b r Test Term	g value spring change	216 4	\$Gr.X-1	Proj spring val	ue spring change	SGO W	Studen Studen Studen DistAvg High & Avg 41 Low-14 Low-14	nt Projecter 9 11-99 11-99 11-60 11-60 vg: 21-40 -20
rail to Winter Projection Proj winter value Proj fall to winter change Indi 250 240 230 88 220 99 210 200 190 180	Score 215 3 Vidual Sci	52 0 ale Score by	Proj sprin Proj fall b 7 Test Term K-2 FG WGr X-2	g value spring change et X-1 WC Test Term an SGr X-2	216 4	52 0	Proj spring val Proj winter to d For X SGr X-1	wer work with the work of the	SGr)	Studen Studen Studen DistAvg High: 8 Avg: 41 Low: 1-	nt Projected g 81-99 wg: 61-80 1-60 wg: 21-40

Max

228

219 212

Percentile category

216

208

215

High-Avg: 61-80

Low-Avg: 21-40 Low: 1-20



Activity - 07.3A.09

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

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

	L	HIX	to iiiie	ige.	πιρ	<u>5.//C</u>	100.	91/20	 D30	2		
Individu	al Student I	Viulti-Y	ear, Multi-Te	rm								
Descript	tion		Percentile an Percentile an includes fall t	d scale sc	ore of a sin	gle stude	nt by subc	ategory for	multiple tern			year;
Guiding	Question(s)		What is a stu Which subcat What is a stu Did a student	tegories re dents proje	epresent a s ected perfor	tudent's h	nighest and	d lowest lev	el of perforn	nance?		
Potentia	l Use(s)		Set goal, writ	e action pl	an, monitor	interim p	rogress to	ward goal,	evaluate ext	ent to which	h goal v	vas met
Assessn	ment Name		Interim / Bene	chmark As	sessment (e.g. aims	web, NWE	A, Star)				
Subject			Reading									
Year			Current year									
Test Terr	m		Fall									
Student	Name		Stephanie Sa	nders								
	d Subcateogry P	erformano		inders								
		Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Sca Score	le Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	,	
Reading		52	212	867								
Literature		45	209									
Information		52	212									
-	Acquistion and Use Performance (Cu	61	215									
	er Projection	Score	%ile	Fall to Spr	ing Projection	Score	%ile	Winter to Spi	ring Projection	Score	%ile	
Proj winter va		215	52	Proj spring		216	52	Proj spring va				
Proj fall to wi	inter change	3	0	Proj fall to	spring change	4	0	Proj winter to	spring change			
Scale Score	250 240 230 220 210 200 190 180 FGr X-2	wgr >	ale Score by T	est Term	x-1 wc	ir X-1 d Grade Le	SGrX-1	FGrX	WGrX		Student A Student P Stady High: 81-9 High: 81-9 High: Avg: 41-8 Low-Avg: 41-8 Low-Avg: 41-8	rojected 99 61-80 0 21-40
			FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WG	r X	SGr X
Student A			204	207	210	203	205	207	212			
Student P	rojected		400	201	205	00.	007		000	2	15	216
DistAvg	core Panges b	v Porces	196 tile Category and		205	204	207	211	209			
Grade X S	core ranges b	The same of the sa	Grade X Scores	And in case of the last of the	nter Grade X	Scores	Spring Grad	le X Scores				
Percentile	category	Min	Max				Min	Max				

High: 81-99

Avg: 41-60

Low: 1-20

High-Avg: 61-80

Low-Avg: 21-40

216

208

224

215

207

212

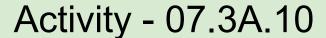
211

213

204

219

212



_____ 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



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

				9						_	
Individ	ual Student	Multi-Y	ear, Multi-T	erm							
Descrip	otion		Percentile a	ind scale s	core of a s	ingle stude	nt by subca	ategory for	multiple term	d multiple year ns across a sin	
Guiding	g Question(s)		udent's pe	erformance represent a	level in a s student's l	ubject and nighest and	subcategor		nance?	
			What is a st Did a studer					performan	ce level?		
Potentia	al Use(s)		Set goal, wr	ite action	plan, monit	or interim p	rogress to	ward goal, e	evaluate exte	ent to which go	al was
Assess	ment Name		Interim / Bei	nchmark A	ssessment	t (e.g. aims	web, NWE	A, Star)			
Subject	t		Reading								
Year			Current yea	r							
Test Te	rm		Fall								
	t Name		Stephanie S	Condore							
	nd Subcateogry	Douformon	•							_	
subject a	nd Subcateogry	Fall %ile	Fall Scal Score		le Winter %i	Winter Sca	le Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	_
Reading		52	212	867							
Literature		45	209								
Information		52	212								
	Acquistion and Use Performance (C	17000	215								
	ter Projection	Score	%ile	Fall to S	pring Projection	n Score	%ile	Winter to Spr	ing Projection	Score %	ile
Proj winter		215	52	Proj sprir		216	52	Proj spring val		-	
Proj fall to v	winter change	3	0	Proj fall t	o spring change	4	0	Proj winter to	spring change		
Scale Score	250 240 230 220 210 200 190 180 FGr X-2	WGr	ale Score by		drX-1	WGr X-1 and Grade Lt	SGrX-1	FGrX	WGrX	→ Stur Dist High	n: 81-99 n-Avg: 61-80 : 41-60 r-Avg: 21-40
			FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	S
Student A	Actual		204	207	210	203	205	207	212		
Student F	Projected									215	
DistAvg	-		196	201	205	204	207	211	209		
Grade X	Score Ranges	by Percen	tile Category a	nd Test Terr	n						
		Fall	Grade X Scores	s 1	Vinter Grade	X Scores	Spring Grad	e X Scores			
Percentile	ecategory	Min	Ma	ax M	∕lin I	Max	Min	Max			

228

219 212

213

204

211

High: 81-99

High-Avg: 61-80 Avg: 41-60

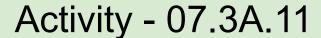
Low-Avg: 21-40 Low: 1-20 216

208

224

215

207



_____ 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



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

				. 5 -						_	
Individ	ual Student	Multi-Y	ear, Multi-Te	rm							
Descrip	otion		Percentile an Percentile an includes fall t	d scale sc	ore of a si	ngle stude	nt by subca	tegory for i	multiple tern		
Guiding	g Question(s))	What is a stu Which subca What is a stu Did a student	tegories re dents proje	present a ected perfo	student's l	nighest and	lowest leve	el of perforn	nance?	
Potentia	al Use(s)		Set goal, writ	e action pl	an, monito	or interim p	rogress tov	vard goal, e	evaluate ext	ent to which	goal was met
Assess	ment Name		Interim / Ben	chmark As	sessment	(e.g. aims	web, NWE	A, Star)			
Subject	t		Reading								
Year											
Test Te	rm										
				ndere							
				inders							
Subject a	nd Subcateogry i		Fall Scale						Spring Scale		
Reading					Winter %ile	e Score	Lexile	Spring %ile	Score	Spring Lexile	
Literature				007							
Information	nal Text										
		1270000									
	ter Projection	Score	%ile	Fall to Spr	ing Projection	Score	%ile	Winter to Spri	ing Projection	Score	%ile
Proj winter	value	215	52			216	52	Proj spring val	ue		
Proj fall to v	winter change	3	0	Proj fall to s	spring change	4	0	Proj winter to s	spring change		
Scale Score	250 240 230 220 210 200 190 180 FGr X-2						SGr X-1	FGrX	WGrX		Student Projected DistAvg High: 81-99 High-Avg: 61-80 Avg: 41-60 .ow-Avg: 21-40
			50 V 0			700000000000000000000000000000000000000		55 V 4		wa v	
Student A	Actual	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star) Reading Current year Fall									
	Projected		204	201	210	203	205	207	212	215	216
DistAvg	rojecteu		106	201	205	204	207	211	200	213	210
	Score Ranges I	v Percent			200	204	207	411	209		
Grade X	ooore ranges i	Name and Address of the Owner, where the Owner, which is the		And in case of the last of the	nter Grade	Y Scores	Spring Grade	Y Scores			
Percentile	e category										
i dicentile	- caregory	iviili	IVIA	IVIII	IV.	ius I	VIII I	IVIUA			

229

213

228

219 212

216

208

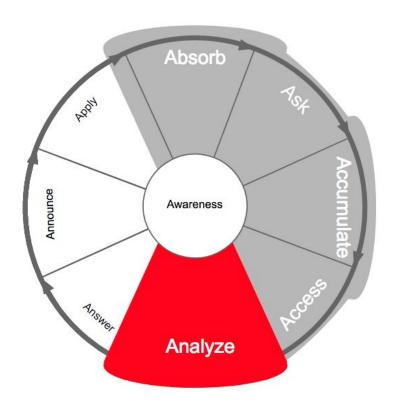
215

High-Avg: 61-80

Low-Avg: 21-40 Low: 1-20

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



Given the scope of your questions, direct your attention toward the "<u>Subject and Subcategory</u>" 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.

		Fall Scale			Winter Scale	Winter		Spring Scale		
	Fall %ile	Score	Fall Lexile	Winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Reading	52	212	867							
Literature	45	209								
Informational Text	52	212								
Vocabulary Acquistion and Use	61	215								
Projected Performance (Cu	rrent rear)									
Fall to Winter Projection	Score	%ile	Fall to Spring	g Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	ilue	216	52	Proj spring val	ue		
Proi fall to winter change	3	0	Proi fall to spr	ring change	4	0	Proi winter to a	spring change		

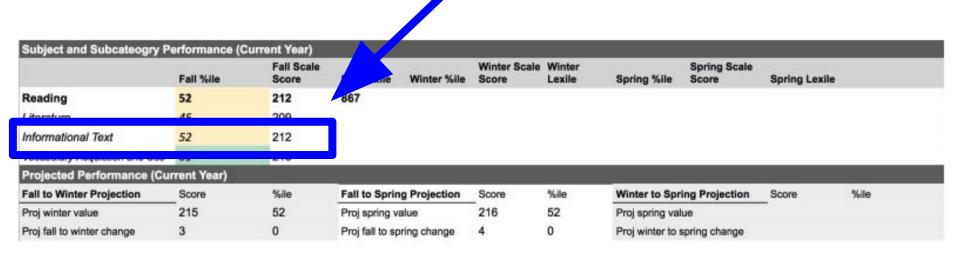
Begin by identifying Stephanie's scale score and corresponding percentile in each reading subcategory (i.e., Literature, informational text, and vocabulary acquisition and use).

Subject and Subcateogry P	10.000.000	Fall Scale					2000	Spring Scale		
	Fall %ile	Score	Fall Lexile	Winter %ile	Score	Lexile	Spring %ile	Score	Spring Lexile	
Reading	52	212	867							
Literature	45	209								
Informational Text	52	212								
Vocabulary Acquistion and Use	61	215								
Projected Performance (Gu	тепт теаг)									
Fall to Winter Projection	Score	%ile	Fall to Sprin	g Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring v	alue	216	52	Proj spring val	ue	-	
Proj fall to winter change	3	0	Proj fall to sp	oring change	4	0	Proj winter to s	spring change		

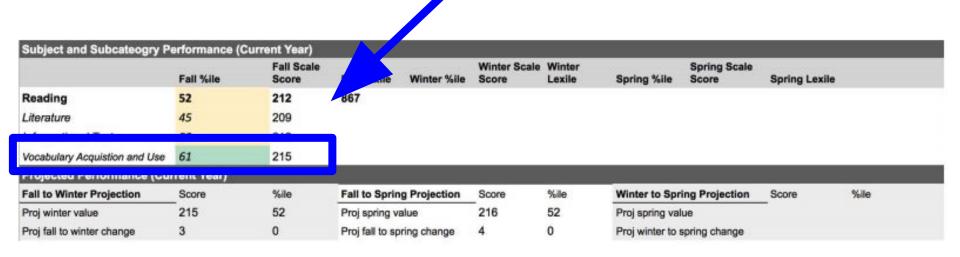
Stephanie's scale score and percentile in the area of Literature are 209 and 45, respectively.

	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								
miormational rext	32	212								
Vocabulary Acquistion and Use	61	215								
Projected Performance (Cu	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Sprin	g Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	alue	216	52	Proj spring val	ue	7.	
Proj fall to winter change	3	0	Proj fall to sp	ring change	4	0	Proj winter to s	spring change		

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



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



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 Subcateogry P	erformance (0	Current Year)							
	Fall %ile	Fall Scale Score	Fall sxile Winter %	Winter Scale ile Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile	
Reading	52	212	P 1						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquistion and Use	61	215							
Projected Performance (Cu	rrent Year)		-						
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	n Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring val	lue		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to	spring change		

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

Subject and Subcateogry P	erformance (C	urrent Year								
	Fall %ile	Fall Sc 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 Acquistion and Use	61	215								
Projected Performance (Cu	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Spring	Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring val	ue	216	52	Proj spring val	ue		
Proj fall to winter change	3	0	Proj fall to spri	ng change	4	0	Proj winter to	spring change		

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			215check if met	52	216check if met	52	
Expected after mid					check if met		
Original Goal					220check if met	61	
Revised Goal					check if met		
		Action Plant	ning 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			215check if met	52	216check if met	52	
Expected after mid					check if met		
Original Goal					220check if met	61	
Revised Goal					check if met		
		Action Plant	ning 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

ABSORB





Beginning of school year. Would like to set individual level goals w/ student, Stephanie, the area of reading. Goal to focus on increasing scale score. Need baseline value, middle-of-year and end-of-year expected values, and potential goal value. Need high and low

areas as evidence for action plan.

ASK

What are Stephanie's baseline, middle-of-year, end-of-year, and potential end-of-year goal values relevant to a desired scale score increase? Which areas represent highest and lowest performance?

ANNOUNCE

AWARENESS

ACCUMULATE

Goal 1: Current yr interim read asmnt, fall Stephanie's scale score and percentile, projected winter and spring scores representing avg growth, min spring score representing next achievement level

Supporting evidence: Current yr interim read asmnt, fall, Stephanie's scale score by subcategory

ANSWER

ANALYZE

Goal 1: Identify fall scale score and %ile; identify proj winter and spring scale scores and %iles; identify current and next achievement level; identify spring scale score required to achieve next achievement level; identify scale score and %ile by subcategory; identify highest and lowest subcategories

ACCESS

Statewide Longitudinal Data System

Goal 1 and supporting evidence: Individual Student Multi-Year, Multi-Term report

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.