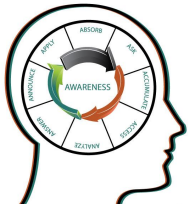


Develop Your Data Mindset

Module 9 - Periodic Assessment for Differentiating Instruction
Part 3 - Analyze and Answer

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 the appropriate text measure of an article for each student
- Identify limitations and implications of data analyses that revealed the appropriate text measure of an article for each student

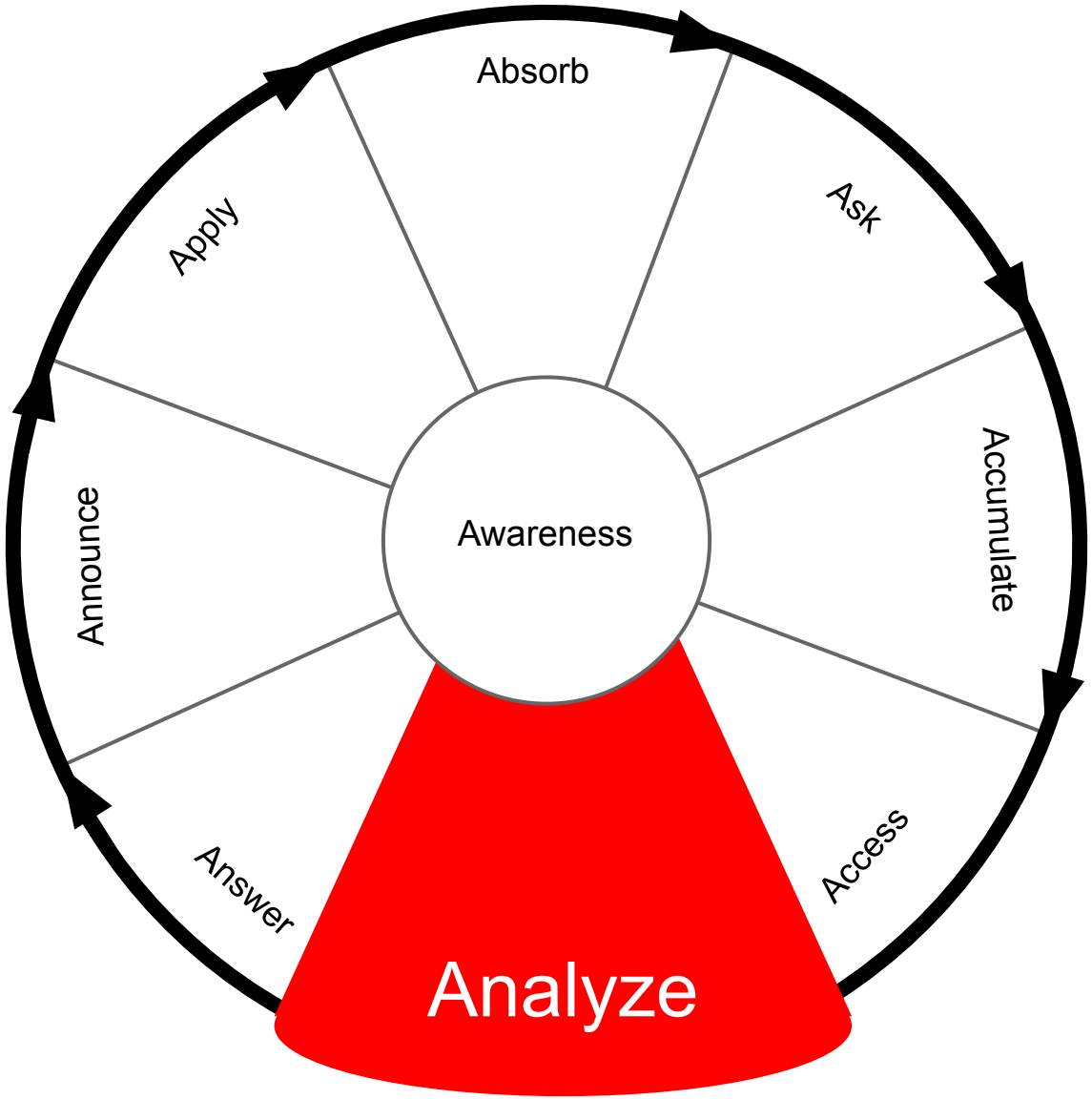
SLDS Data Use Standards

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

Introduction

Ryan:

Now that you have retrieved the data you need, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed.



Introduction

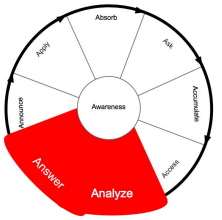
Use this differentiating instruction by content table to stay organized during data analysis. Please print the table and place it in your data binder to use as we work through the Analyze and Answer stages.

Link to table with names: Slide 6

Link to blank table: https://goo.gl/oq41rZ

NORTH DAKOTA DATA UP

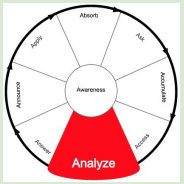
Differentiating Instruction by Content Table



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen			
Branson, Braden			
Collins, Chad			
Davidson, Dave			
Fletcher, Fred			
Geofries, Gina			
Humphries, Hallie			
Johnson, Jeff			
Krueger, Karen			
Lund, Lisa			
Matthews, Martin			
Rollins, Rihanna			
Sanders, Stephanie			
Thompson, Tim			

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content



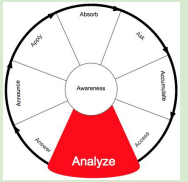
Activity - 09.03.01

Required data are available in the “Student Level Single-Term Details by Group” report. Which information in the report is required for data analysis?

- Student and Lexile score columns
- Scale Score and %ile columns
- Literature and Lit %ile columns
- Grade and test duration columns

Standard: S.4.C Aligned Analysis

***See next slide for image of report**



Activity - 09.03.01 (image only)

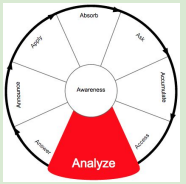
Student Level Single-Term Details by Group

Statewide Longitudinal Data System

Description	Percentile, scale score, and other details by subject and subcategories for multiple students during one test term
Guiding Question(s)	What is each student's performance level by subject and subcategories? Which students are perrforming at, above, or below the expected level of performance by subject and subcategory?
Potential Use(s)	Differentiate instruction based on student performance
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Fall

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score	Literature	Lit %ile	Informational Text	Inform Txt %ile	Vocabulary Acqusition Use	Vocab Acqu %ile
Anderson, Allen	#	Fall	216	63	54	889	217.0	66	218.0	68	213.0	56
Branson, Braden	#	Fall	200	23	67	601	210.0	48	196.0	16	194.0	13
Collins, Chad	#	Fall	209	44	90	763	210.0	48	212.0	52	205.0	35
Davidson, Dave	#	Fall	203	30	56	655	200.0	36	206.0	37	203.0	29
Fletcher, Fred	#	Fall	218	68	70	925	214.0	58	218.0	68	222.0	77
Geofries, Gina	#	Fall	203	30	45	655	199.0	32	205.0	35	205.0	35
Humphries, Hallie	#	Fall	220	71	42	961	224.0	81	216.0	64	220.0	73
Johnson, Jeff	#	Fall	203	30	55	655	200.0	36	207.0	39	202.0	28
Krueger, Karen	#	Fall	212	52	56	817	216.0	64	212.0	52	208.0	42
Lund, Lisa	#	Fall	204	33	62	673	208.0	42	206.0	37	198.0	19
Matthews, Martin	#	Fall	196	16	69	529	194.0	13	198.0	19	196.0	16
Rollins, Rihanna	#	Fall	209	46	55	763	208.0	42	209.0	46	210.0	47
Sanders, Stephanie	#	Fall	212	52	46	817	209.0	45	212.0	52	215.0	61
Thompson, Tim	#	Fall	215	60	75	871	218.0	69	216.0	64	211.0	51

	Subject		Subcaategory					
	Reading		Literature		Informational Text		Vocabulary Acquisition and Use	
	#	%	#	%	#	%	#	%
Low < 21st %ile	1	7.1%	1	7.1%	2	14.3%	3	21.4%
Low-Avg 21st-40th %ile	5	35.7%	3	21.4%	4	28.6%	4	28.6%
Avg 41st-60th %ile	5	35.7%	6	42.9%	4	28.6%	4	28.6%
High-Avg 61st-80th %ile	3	21.4%	3	21.4%	4	28.6%	3	21.4%
High > 81st %ile	0	0.0%	1	7.1%	0	0.0%	0	0.0%



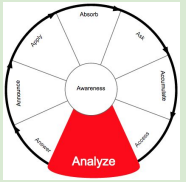
Activity - 09.03.02

Identify Allen Anderson's Lexile reader measure

- 216
- 54
- 889
- 63

Standard: S.4.C Aligned Analysis

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871



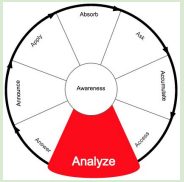
Activity - 09.03.03

Identify Karen Krueger's Lexile reader measure

- 212
- 56
- 52
- 817

Standard: S.4.C Aligned Analysis

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871



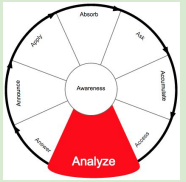
Activity - 09.03.04

Identify Tim Thompson's Lexile reader measure

871
215
60
75

Standard: S.4.C Aligned Analysis

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871



Activity - 09.03.05

Identify Lisa Lund's Lexile reader measure

- 204
- 673
- 33
- 62

Standard: S.4.C Aligned Analysis

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871

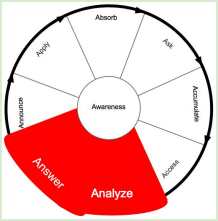
Activity Conclusion

Ryan:

Great work! The remaining Lexile reader measures have been filled in for you.

NORTH DAKOTA DATA UP

Differentiating Instruction by Content Table



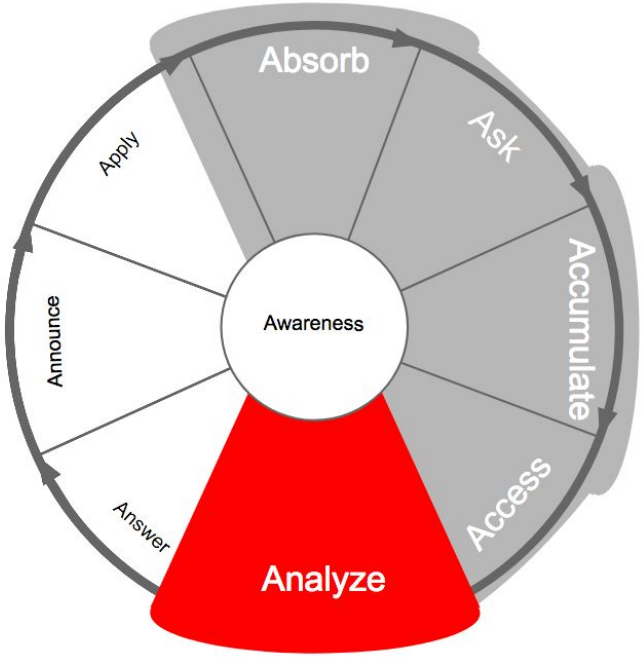
Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889		
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655		
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content 670L, 950L, 1050L, 1200L

Tutorial

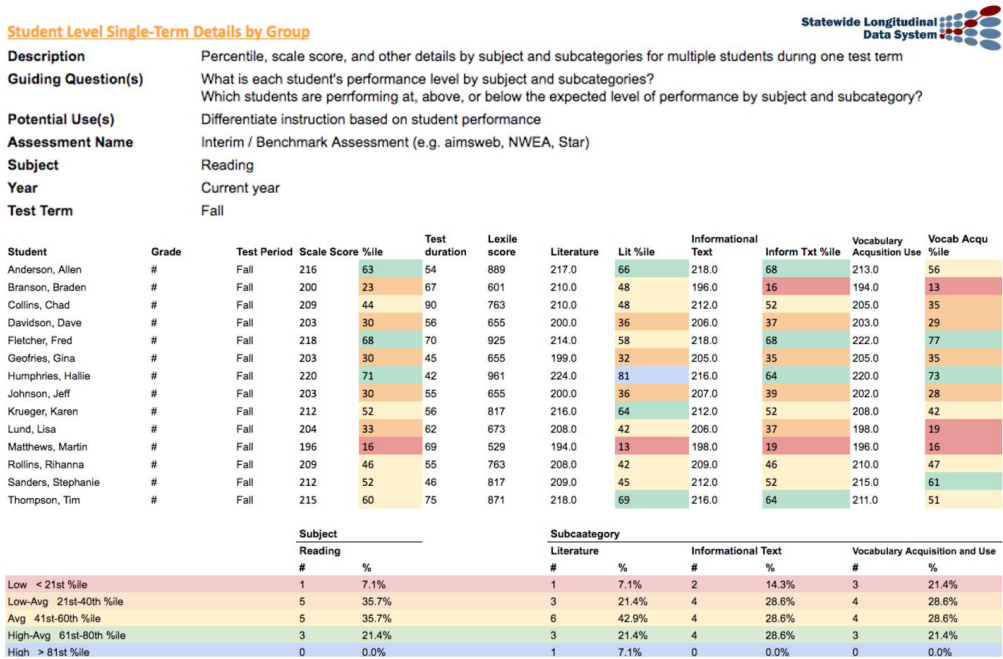
The Analyze stage is where you analyze data in a way that reveals answers to your questions.



Tutorial

There is quite a bit of information in this report; however, given the scope of your questions, you only need information in a couple columns. Specifically, you need information in the "Student" column, which includes student names and the "Lexile score" column, which includes student Lexile reader measures. The operational version of the first question you posed focuses on identifying the Lexile reader measure of each student on the fall assessment. You can easily analyze data in this report by identifying the number in the "Lexile score" column that is on the same row as a student's name.

Link to PDF of report: https://goo.gl/ygcEfh



Student Level Single-Term Details by Group

Statewide Longitudinal Data System

Description	Percentile, scale score, and other details by subject and subcategories for multiple students during one test term
Guiding Question(s)	What is each student's performance level by subject and subcategories? Which students are perrforming at, above, or below the expected level of performance by subject and subcategory?
Potential Use(s)	Differentiate instruction based on student performance
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Fall

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score	Literature	Lit %ile	Informational Text	Inform Txt %ile	Vocabulary Acqusition Use	Vocab Acqu %ile
Anderson, Allen	#	Fall	216	63	54	889	217.0	66	218.0	68	213.0	56
Branson, Braden	#	Fall	200	23	67	601	210.0	48	196.0	16	194.0	13
Collins, Chad	#	Fall	209	44	90	763	210.0	48	212.0	52	205.0	35
Davidson, Dave	#	Fall	203	30	56	655	200.0	36	206.0	37	203.0	29
Fletcher, Fred	#	Fall	218	68	70	925	214.0	58	218.0	68	222.0	77
Geofries, Gina	#	Fall	203	30	45	655	199.0	32	205.0	35	205.0	35
Humphries, Hallie	#	Fall	220	71	42	961	224.0	81	216.0	64	220.0	73
Johnson, Jeff	#	Fall	203	30	55	655	200.0	36	207.0	39	202.0	28
Krueger, Karen	#	Fall	212	52	56	817	216.0	64	212.0	52	208.0	42
Lund, Lisa	#	Fall	204	33	62	673	208.0	42	206.0	37	198.0	19
Matthews, Martin	#	Fall	196	16	69	529	194.0	13	198.0	19	196.0	16
Rollins, Rihanna	#	Fall	209	46	55	763	208.0	42	209.0	46	210.0	47
Sanders, Stephanie	#	Fall	212	52	46	817	209.0	45	212.0	52	215.0	61
Thompson, Tim	#	Fall	215	60	75	871	218.0	69	216.0	64	211.0	51

	Subject		Subcaategory					
	Reading		Literature		Informational Text		Vocabulary Acquisition and Use	
	#	%	#	%	#	%	#	%
Low < 21st %ile	1	7.1%	1	7.1%	2	14.3%	3	21.4%
Low-Avg 21st-40th %ile	5	35.7%	3	21.4%	4	28.6%	4	28.6%
Avg 41st-60th %ile	5	35.7%	6	42.9%	4	28.6%	4	28.6%
High-Avg 61st-80th %ile	3	21.4%	3	21.4%	4	28.6%	3	21.4%
High > 81st %ile	0	0.0%	1	7.1%	0	0.0%	0	0.0%

Tutorial

Allen Anderson's Lexile reader measure is 889

Student	Grade	Test Period	Scale Score	%ile	Test dura	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871

Tutorial

Karen Krueger's Lexile reader measure is 817

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871

Tutorial

Tim Thompson's Lexile reader measure is 871

Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871

Tutorial

Tim Thompson's Lexile reader measure is 673

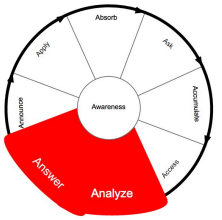
Student	Grade	Test Period	Scale Score	%ile	Test duration	Lexile score
Anderson, Allen	#	Fall	216	63	54	889
Branson, Braden	#	Fall	200	23	67	601
Collins, Chad	#	Fall	209	44	90	763
Davidson, Dave	#	Fall	203	30	56	655
Fletcher, Fred	#	Fall	218	68	70	925
Geofries, Gina	#	Fall	203	30	45	655
Humphries, Hallie	#	Fall	220	71	42	961
Johnson, Jeff	#	Fall	203	30	55	655
Krueger, Karen	#	Fall	212	52	56	817
Lund, Lisa	#	Fall	204	33	62	673
Matthews, Martin	#	Fall	196	16	69	529
Rollins, Rihanna	#	Fall	209	46	55	763
Sanders, Stephanie	#	Fall	212	52	46	817
Thompson, Tim	#	Fall	215	60	75	871

Tutorial

Each student’s Lexile reader measure has been added to the differentiating instruction by content table.

NORTH DAKOTA DATA UP

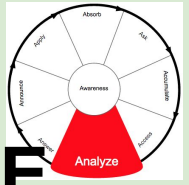
Differentiating Instruction by Content Table



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889		
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655		
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content 670L, 950L, 1050L, 1200L

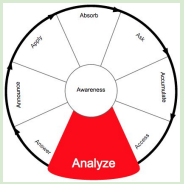


Activities - 09.03.06 through 09 ***USE THIS TABLE**

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889		
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655		
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



Activity - 09.03.06

Calculate the Lexile text measure range for Allen Anderson

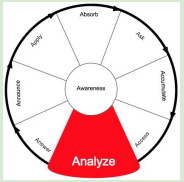
- 789 - 939
- 839 - 989
- 739 - 1039
- 879 - 894

Standard: S.4.C Aligned Analysis

**Use image of table on slide 23 for assistance and the text below*

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



Activity - 09.03.07

Calculate the Lexile text measure range for Dave Davidson

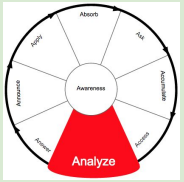
- 605 - 755
- 555 - 705
- 505 - 805
- 645 - 660

Standard: S.4.C Aligned Analysis

**Use image of table on slide 23 for assistance and the text below*

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



Activity - 09.03.08

Calculate the Lexile text measure range for Rihanna Rollins

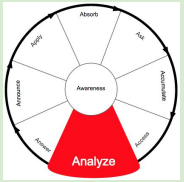
713 - 863
613 - 813
753 - 768
663 - 813

Standard: S.4.C Aligned Analysis

**Use image of table on slide 23 for assistance and the text below*

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



Activity - 09.03.09

Calculate the Lexile text measure range for Martin Matthews

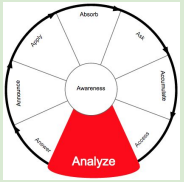
- 429 - 579
- 479 - 629
- 379 - 679
- 519 - 534

Standard: S.4.C Aligned Analysis

**Use image of table on slide 23 for assistance and the text below*

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



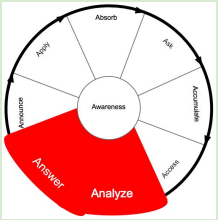
Activity Conclusion

Ryan:

Great work! The remaining Lexile text measure ranges have been filled in for you.

NORTH DAKOTA DATA UP

Differentiating Instruction by Content Table



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	
Branson, Braden	601	501 - 651	
Collins, Chad	763	663 - 813	
Davidson, Dave	655	555 - 705	
Fletcher, Fred	925	825 - 975	
Geofries, Gina	655	555 - 705	
Humphries, Hallie	961	861 - 1011	
Johnson, Jeff	655	555 - 705	
Krueger, Karen	817	717 - 867	
Lund, Lisa	673	573 - 723	
Matthews, Martin	529	429 - 579	
Rollins, Rihanna	763	663 - 813	
Sanders, Stephanie	817	717 - 867	
Thompson, Tim	871	771 - 921	

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

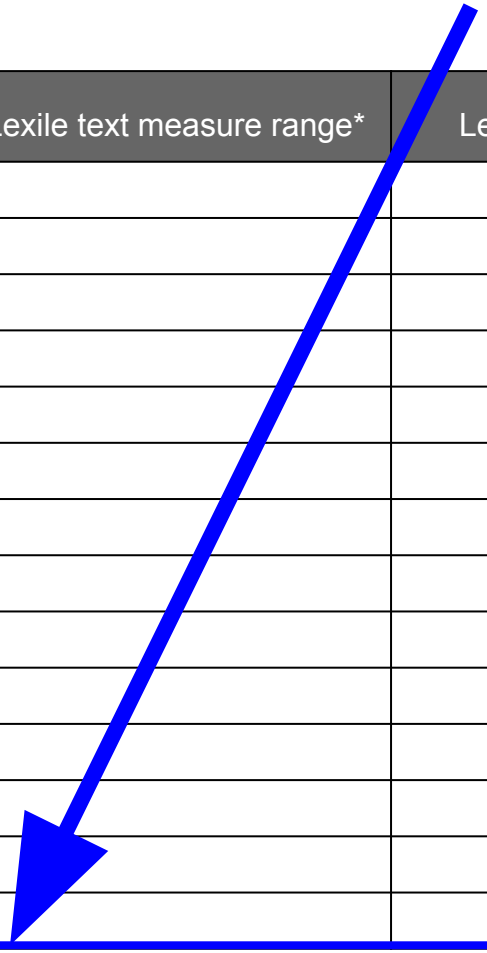
** Enter available Lexile text measures of content 670L, 950L, 1050L, 1200L

Tutorial

Now that you've identified the Lexile reader measure of each student, you can calculate the Lexile text measure range appropriate for each student. The appropriate text measure range for a student spans from 100L below to 50L above the student's reader measure. These values are noted as a reminder at the bottom of the Differentiating Instruction by Content table (see next slide).

Tutorial

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889		
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655		
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		



*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L

Tutorial

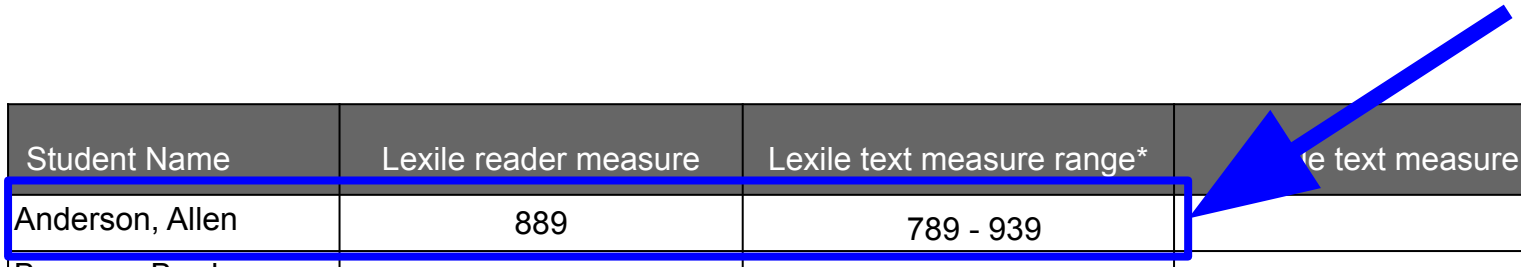
Let’s calculate Allen Anderson’s text measure range

- Step 1: Identify Allen’s Lexile reader measure, 889.
- Step 2: Subtract 100 from Allen’s reader measure to calculate the minimum value in his text measure range (889 - 100 = 789).
- Step 3: Add 50 to Allen’s reader measure to calculate the maximum value in his text measure range (889 + 50 = 939).

** See next slide for image*

Tutorial

Student Name	Lexile reader measure	Lexile text measure range*	e text measure of content**
Anderson, Allen	889	789 - 939	
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655		
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		



Tutorial

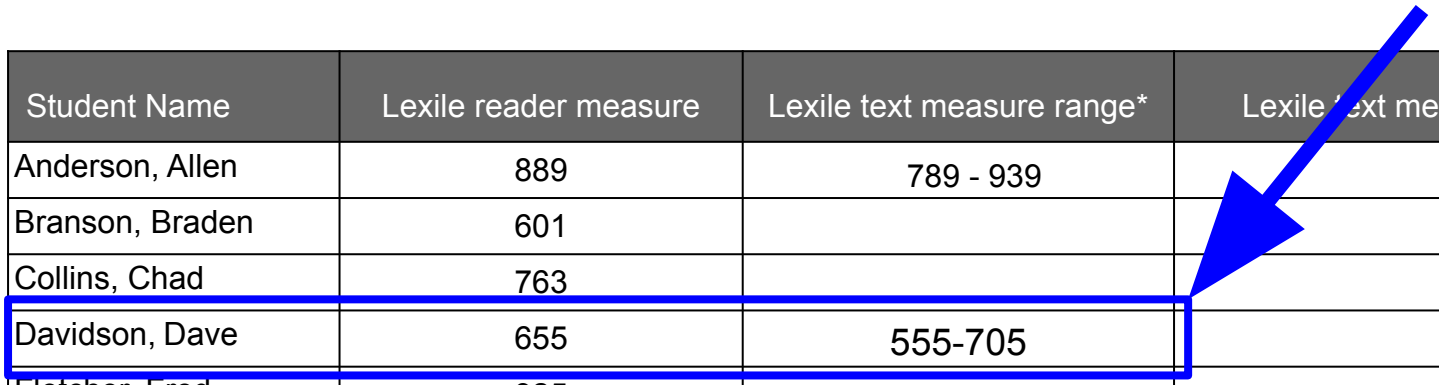
The same steps may be implemented to calculate the Lexile text measure range of other students. As another example, calculate the appropriate range for Dave Davidson

- Step 1: Identify Dave's Lexile reader measure, 655.
- Step 2: Subtract 100 from Dave's reader measure to calculate the minimum value in his text measure range (655 - 100 = 555).
- Step 3: Add 50 to Dave's reader measure to calculate the maximum value in his text measure range (655 + 50 = 705).

** See next slide for image*

Tutorial

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	
Branson, Braden	601		
Collins, Chad	763		
Davidson, Dave	655	555-705	
Fletcher, Fred	925		
Geofries, Gina	655		
Humphries, Hallie	961		
Johnson, Jeff	655		
Krueger, Karen	817		
Lund, Lisa	673		
Matthews, Martin	529		
Rollins, Rihanna	763		
Sanders, Stephanie	817		
Thompson, Tim	871		

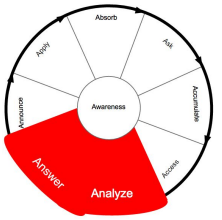


Tutorial

Each student’s Lexile text measure range has been added to the Differentiating Instruction by Content table.

NORTH DAKOTA DATA UP

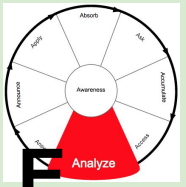
Differentiating Instruction by Content Table



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	
Branson, Braden	601	501 - 651	
Collins, Chad	763	663 - 813	
Davidson, Dave	655	555 - 705	
Fletcher, Fred	925	825 - 975	
Geofries, Gina	655	555 - 705	
Humphries, Hallie	961	861 - 1011	
Johnson, Jeff	655	555 - 705	
Krueger, Karen	817	717 - 867	
Lund, Lisa	673	573 - 723	
Matthews, Martin	529	429 - 579	
Rollins, Rihanna	763	663 - 813	
Sanders, Stephanie	817	717 - 867	
Thompson, Tim	871	771 - 921	

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L

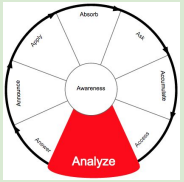


Activities - 09.03.10 through 13 ***USE THIS TABLE**

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	
Branson, Braden	601	501 - 651	
Collins, Chad	763	663 - 813	
Davidson, Dave	655	555 - 705	
Fletcher, Fred	925	825 - 975	
Geofries, Gina	655	555 - 705	
Humphries, Hallie	961	861 - 1011	
Johnson, Jeff	655	555 - 705	
Krueger, Karen	817	717 - 867	
Lund, Lisa	673	573 - 723	
Matthews, Martin	529	429 - 579	
Rollins, Rihanna	763	663 - 813	
Sanders, Stephanie	817	717 - 867	
Thompson, Tim	871	771 - 921	

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L



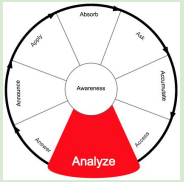
Activity - 09.03.10

One of the operational questions posed in the Ask stage indicated the appropriate article level for each student is represented by the highest Lexile text measure of the article that is within or closest to the Lexile text measure range of each student. Based on this decision rule, identify the appropriate article level for Allen Anderson

- 670L
- 950L
- 1050L
- 1200L

Standard: S.4.C Aligned Analysis

**Use image of table on slide 38 for assistance*



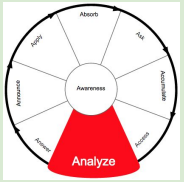
Activity - 09.03.11

Identify the appropriate article level for Fred Fletcher

- 670L
- 950L
- 1050L
- 1200L

Standard: S.4.C Aligned Analysis

**Use image of table on slide 38 for assistance*



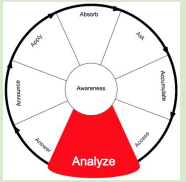
Activity - 09.03.12

Identify the appropriate article level for Gina Geofries

- 670L
- 950L
- 1050L
- 1200L

Standard: S.4.C Aligned Analysis

**Use image of table on slide 38 for assistance*



Activity - 09.03.13

Identify the appropriate article level for Karen Krueger

- 670L
- 950L
- 1050L
- 1200L

Standard: S.4.C Aligned Analysis

**Use image of table on slide 38 for assistance*

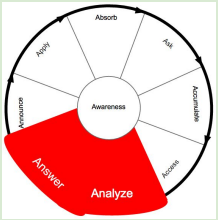
Activity Conclusion

Ryan:

Nicely done! The remaining Lexile text measures of content (i.e., the article level) appropriate for each student have been filled in for you.

NORTH DAKOTA DATA UP

Differentiating Instruction by Content Table



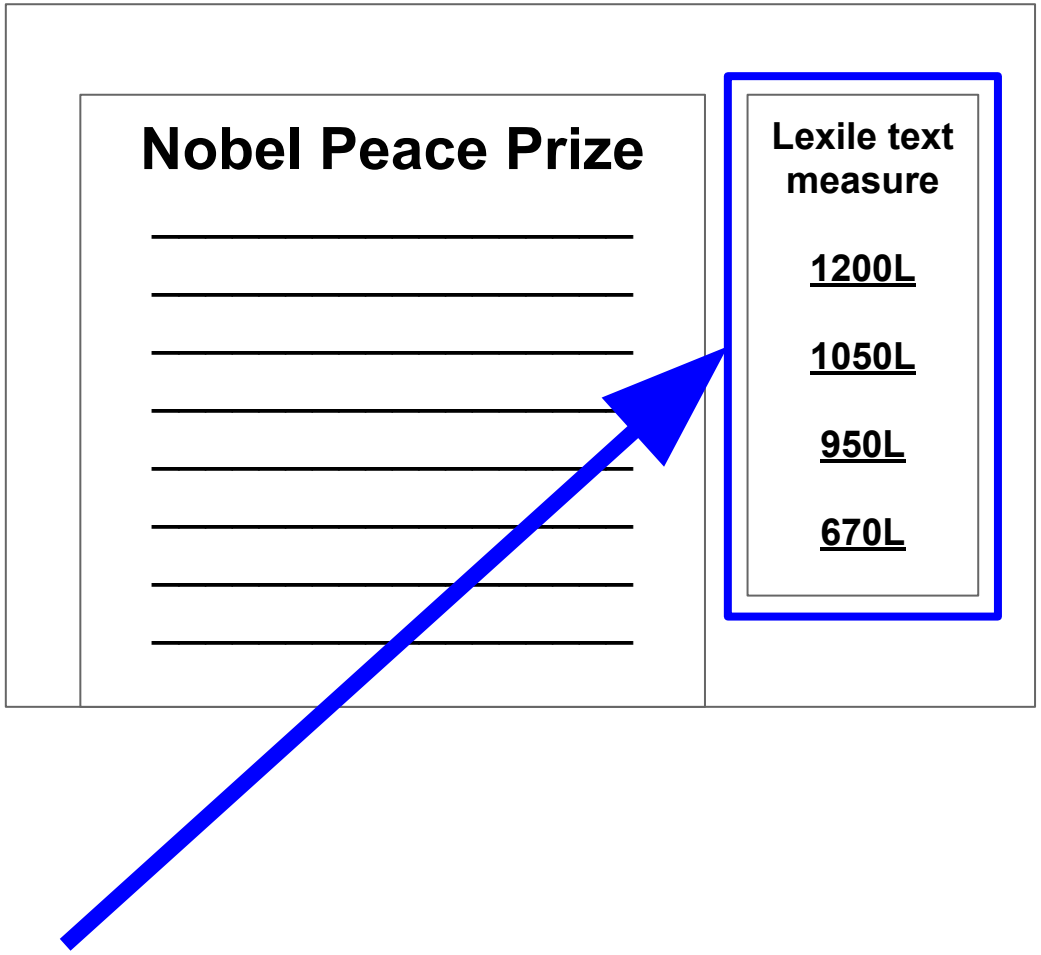
Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	670L
Collins, Chad	763	663 - 813	670L
Davidson, Dave	655	555 - 705	670L
Fletcher, Fred	925	825 - 975	950L
Geofries, Gina	655	555 - 705	670L
Humphries, Hallie	961	861 - 1011	950L
Johnson, Jeff	655	555 - 705	670L
Krueger, Karen	817	717 - 867	670L
Lund, Lisa	673	573 - 723	670L
Matthews, Martin	529	429 - 579	670L
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L

Tutorial

Now that you've identified the text measure range of each student, you can identify which article level would be appropriate for each student. Available text measure levels of the Nobel Peace Prize article you would like to assign your students are 670L, 950L, 1050L, and 1200L.

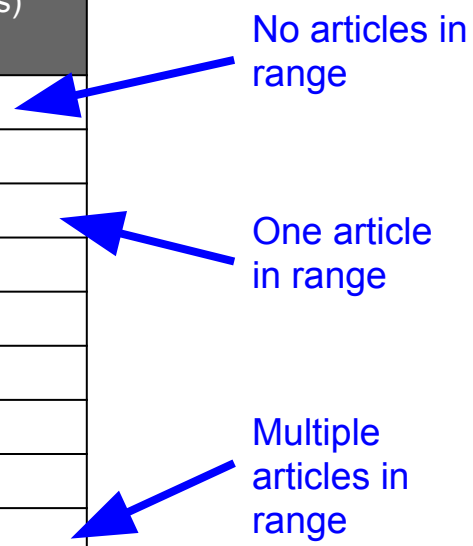


Tutorial

Zero, one, or more article text measures may exist within a student's text measure range. Due to this array of possibilities, Great Plains provides the following decision rule as guidance when selecting the appropriate text measure of an article for a student:

- highest Lexile text measure of the article that is within or closest to the Lexile text measure range of each student.

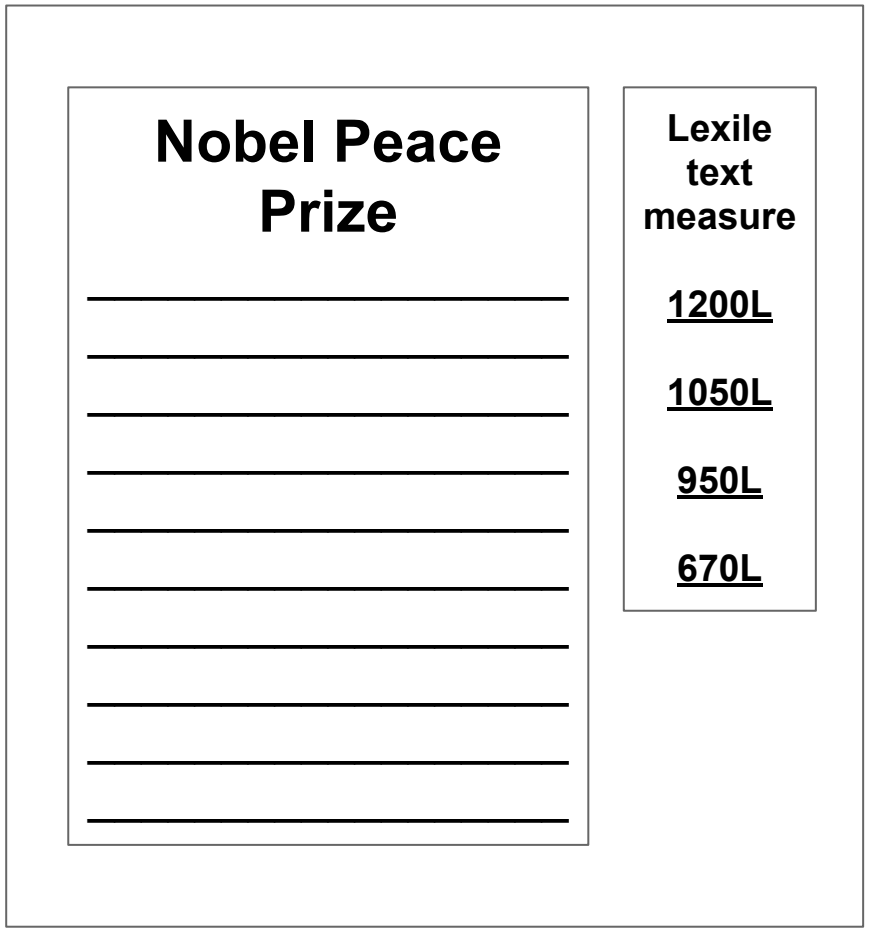
Available article text measures	Lexile reader measure	Lexile text measure range*	Article text measure(s) available in range
	889	789 - 939	-
1200L	601	501 - 651	-
	763	663 - 813	670L
1050L	655	555 - 705	670L
	925	825 - 975	950L
950L	655	555 - 705	670L
	961	861 - 1011	950L
670L	655	555 - 705	670L
	1025	925 - 1075	950L, 1050L



Tutorial

Let's use the article text measures of 670L, 950L, 1050L, and 1200L for a few examples. As a reminder each student's range spans 150L, which is 100L below and 50L above a student's reader measure.

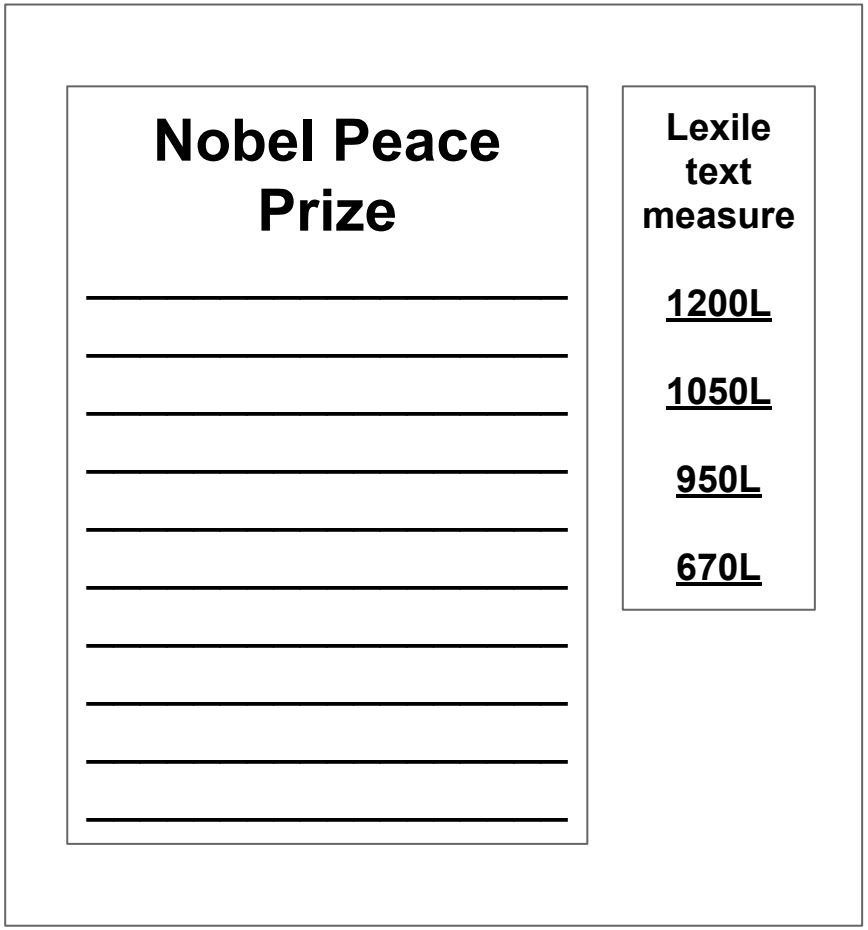
- If a student's Lexile text measure range spans from 820L to 970L, the appropriate article level would be 950L because 950L is the only option within the student's range.



Tutorial

- If a student's text measure range spans from 930L to 1080L, the appropriate article level would be 1050L because it is the highest of the two article levels (950L and 1050L) within the student's range.

- If a student's Lexile text measure range spans from 700L to 850L, the appropriate article level would be 670L because there are no available articles within the student's range and 670L is the article level that is closest to the range.

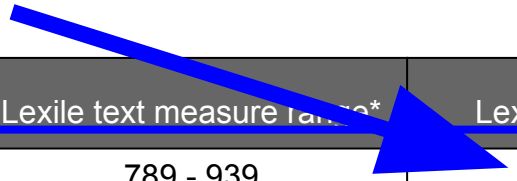


Tutorial

Now that you understand the decision rule, you can identify the appropriate article level for each student. Let's practice on a couple students, beginning with Allen Anderson.

- Step 1: Identify Allen's text measure range, 789-939.
- Step 2: Identify available article levels: 670L, 950L, 1050L, and 1200L.
- Step 3: Identify article levels within the student's range: Zero articles are within the range.

Because there are no articles in the student's range, proceed to step 4 to begin identifying the article level closest to the student's range.



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	

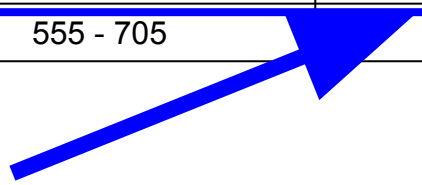
Tutorial

Identify the appropriate article level for Fred Fletcher.

- Step 1: Identify Fred's text measure range, 789-939.
- Step 2: Identify available article levels: 670L, 950L, 1050L, and 1200L.
- Step 3: Identify article levels within the student's range: 950L

Because there is only article level within Fred's range, there is no need to proceed to further steps. 950L is the appropriate article level for him.

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	
Collins, Chad	763	663 - 813	
Davidson, Dave	655	555 - 705	
Fletcher, Fred	925	825 - 975	950L
Geofries, Gina	655	555 - 705	



Tutorial

- Step 4: Identify the maximum value in the student's range, 939.
- Step 5: Identify the article level closest to the student's maximum level, 950L.
- Step 6: Calculate the difference between the student's maximum range value and the value of the article level closest to the student's maximum level: 950 - 939 = 11.
- Step 7: Identify the minimum value in the student's range, 789.

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	

Tutorial

- Step 8: Identify the article level closest to the student's minimum level, 670L.
- Step 9: Calculate the difference between the student's minimum range value and the value of the article closest to the student's minimum level: 789 - 670 = 119.
- Step 10: Identify the minimum calculated difference between the student's range and the article levels closest to the student's range: The difference of 11 between 939 and 950 is smaller than the difference of 119 between 189 and 670. Therefore, the appropriate article level for Allen Anderson is 950L.

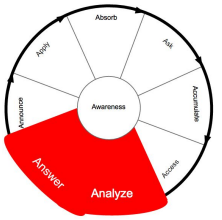
Student Name	Lexile reader measure	Lexile text measure ra...	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	

Tutorial

The appropriate Lexile text measure of the article for each student has been added to the Differentiating Instruction by Content table.

NORTH DAKOTA DATA UP

Differentiating Instruction by Content Table



Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	670L
Collins, Chad	763	663 - 813	670L
Davidson, Dave	655	555 - 705	670L
Fletcher, Fred	925	825 - 975	950L
Geofries, Gina	655	555 - 705	670L
Humphries, Hallie	961	861 - 1011	950L
Johnson, Jeff	655	555 - 705	670L
Krueger, Karen	817	717 - 867	670L
Lund, Lisa	673	573 - 723	670L
Matthews, Martin	529	429 - 579	670L
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L

A+ Inquiry Framework

The Analyze stage has been completed.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Periodic Assessment for Differentiating Instruction

ABSORB
October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

APPLY

ASK
What is each student's Lexile reader measure?
What is each student's Lexile text measure range?
Which article level is appropriate for each student?

ANNOUNCE

AWARENESS

ACCUMULATE
Current year, district interim reading assessment, fall term, Lexile reader measure of each student, standard minimum and maximum Lexile measures above and below student reader measure; Lexile text measure values available for the article.

ANSWER

ANALYZE
Identify reader measure of each student in SLDS report; calculate text measure range based on range spanning 100L below to 50L above student's reader measure; identify highest text measure of article within or closest to student's range.

ACCESS
Statewide Longitudinal Data System (SLDS), "Student Level Single-Term Details by Group" Report

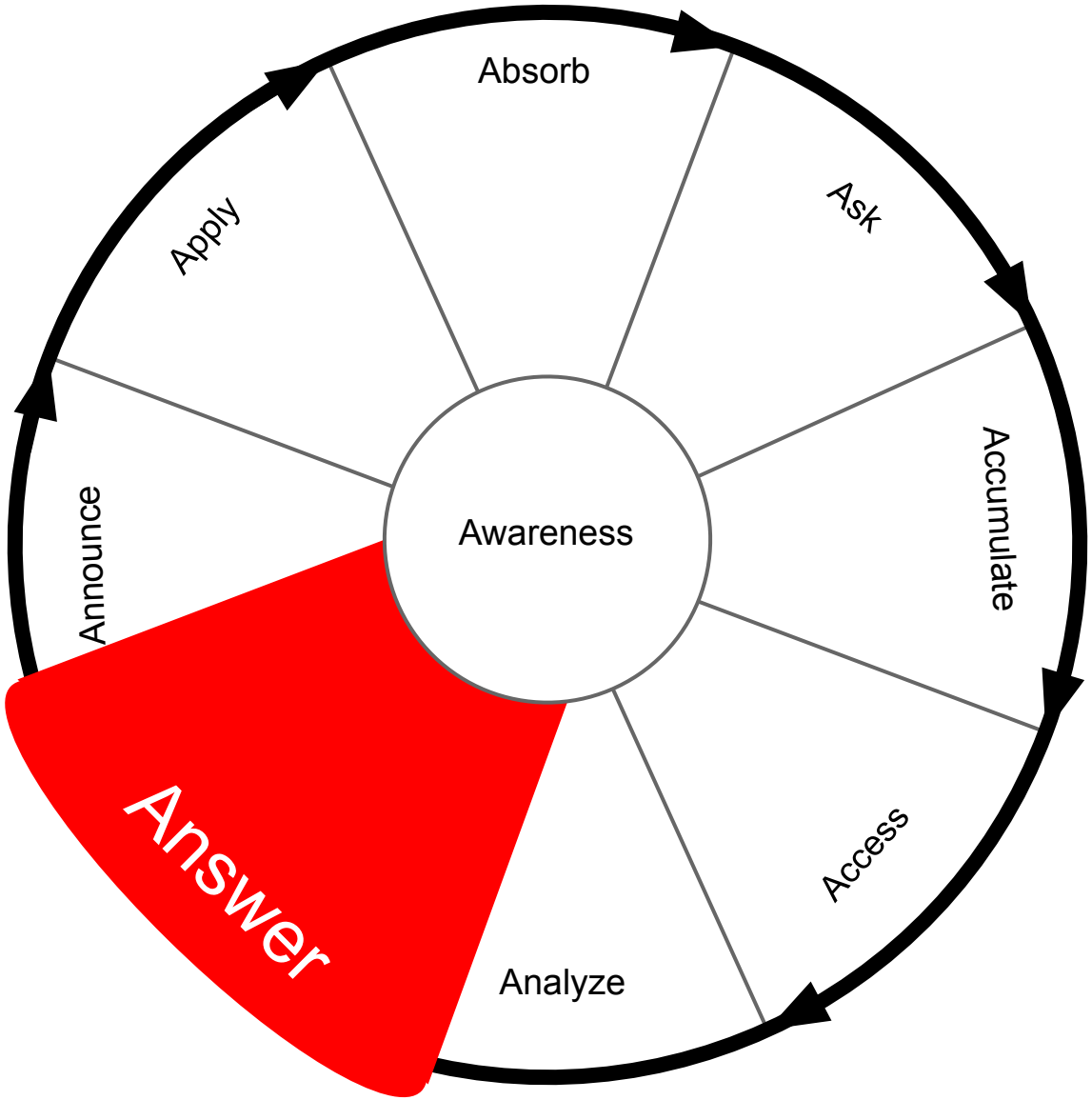
Lexile documentation

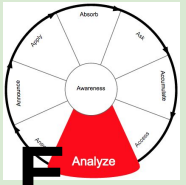
Website w/ article text measures

Answer Stage

Ryan:

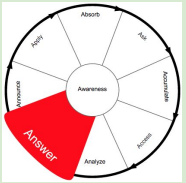
Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.





Activities - 09.03.14 through 19 ***USE THIS TABLE**

Student Name	Lexile reader measure	Lexile text measure range*	Lexile text measure of content**
Anderson, Allen	889	789 - 939	950L
Branson, Braden	601	501 - 651	670L
Collins, Chad	763	663 - 813	670L
Davidson, Dave	655	555 - 705	670L
Fletcher, Fred	925	825 - 975	950L
Geofries, Gina	655	555 - 705	670L
Humphries, Hallie	961	861 - 1011	950L
Johnson, Jeff	655	555 - 705	670L
Krueger, Karen	817	717 - 867	670L
Lund, Lisa	673	573 - 723	670L
Matthews, Martin	529	429 - 579	670L
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L



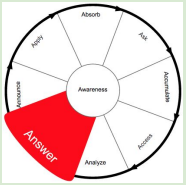
Activity - 09.03.14

Select the column revealing answers to your first question posed in the Ask stage. The question was generally written as, “What is each of my student’s reading performance level?” and operationally written as, “What was each of my student’s Lexile reader measure on the district’s most recent interim reading assessment?”

- Lexile reader measure
- Lexile text measure range
- Lexile text measure of content
- None of the above

Standard: S.5.C Patterns

**Use image of table on slide 58 for assistance*



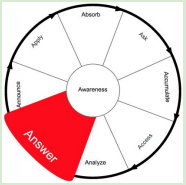
Activity - 09.03.15

Select the column revealing answers to your second question posed in the Ask stage. The question was generally written as, “What is each student’s Lexile text measure range?” and operationally written as, “What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district’s most recent interim reading assessment?”

- Lexile reader measure
- Lexile text measure range
- Lexile text measure of content
- None of the above

Standard: S.5.C Patterns

**Use image of table on slide 58 for assistance*



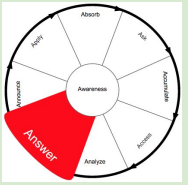
Activity - 09.03.16

Select the column revealing answers to your third question posed in the Ask stage. The question was generally written as, “Which article level is appropriate for each student?” and operationally written as, “Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?”

- Lexile reader measure
- Lexile text measure range
- Lexile text measure of content
- None of the above

Standard: S.5.C Patterns

**Use image of table on slide 58 for assistance*



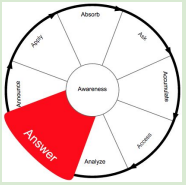
Activity - 09.03.17

What is a potential limitation of the data analysis findings?

- No students met criteria to read versions of the article written at 1050L or 1200L text measures
- The validity of each student's Lexile reader measure may be weak because it is only based on one data point
- Most students were targeted for the article written at a 670L text measure
- There is not a correlation between student Lexile reader measures and the amount of time it took students to complete the district's interim reading assessment

Standard: K.3.B Data Limitations

**Use image of table on slide 58 for assistance*



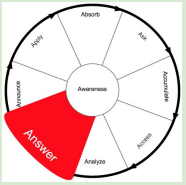
Activity - 09.03.18

Which factors could potentially affect the validity of a student's assessment results?

- Disability, test anxiety, poor effort, illness
- Height, weight, hair color
- Household income, parent's education
- Previous quiz scores

Standard: K.3.B Data Limitations

**Use image of table on slide 58 for assistance*



Activity - 09.03.19

What are potential implications of the analysis findings?

- Assign each student an appropriately leveled Nobel Peace Prize article and facilitate discussions based on the article
- Begin strategic intervention on students who were targeted to read the Nobel Peace Prize article with a text measure that was above their respective reader measures
- Begin enrichment with students who were targeted to read the highest level article
- Ignore the data analysis findings because they were based only on one assessment

Standard: S.7.A Strategies

**Use image of table on slide 58 for assistance*

Activity Conclusion

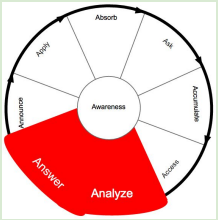
Ryan:

Great work in the Analyzing and Answer stages for differentiating instruction by content. Please print your completed differentiating instruction by content table and place it in your data binder.

Link to completed table: https://goo.gl/hptPLC

NORTH DAKOTA DATA UP

Differentiating Instruction by Content Table



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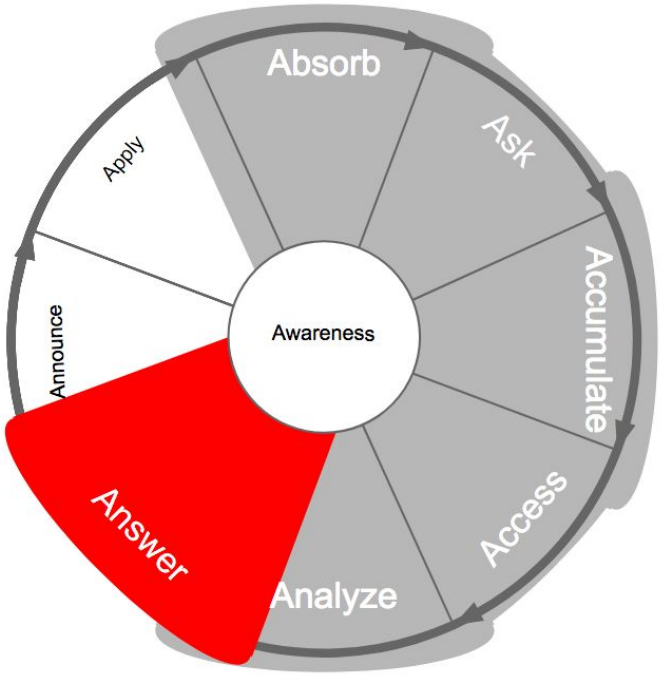
Lund, Lisa	673	573 - 723	670L
Matthews, Martin	529	429 - 579	670L
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

*Minimum text measure = 100L below student's reader measure; Maximum text measure = 50L above student's reader measure.

** Enter available Lexile text measures of content | 670L, 950L, 1050L, 1200L

Tutorial

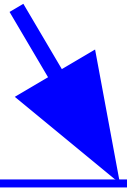
Now that you've analyzed the data, you can proceed to the Answer stage where you verify that your analyses revealed answers to the questions and begin to identify limitations and implications of the answers.



Tutorial

Answers to the first question posed in the Ask stage are available in the “Lexile reader measure” column. As a reminder the question was generally written as, “What is each of my student’s reading performance level?” and operationally written as, “What was each of my student’s Lexile reader measure on the district’s most recent interim reading assessment?”

Tutorial



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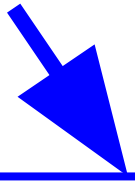
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

Tutorial

Answers to the second question posed in the Ask stage are available in the “Lexile text measure range” column. As a reminder the question was generally written as, “What is each student’s Lexile text measure range?” and operationally written as, “What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district’s most recent interim reading assessment?”

Tutorial



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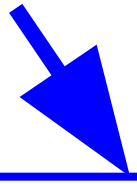
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

Tutorial

Answers to the third question posed in the Ask stage are available in the “Lexile text measure of content” column. As a reminder the question was generally written as, “Which article level is appropriate for each student?” and operationally written as, “Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?”

Tutorial



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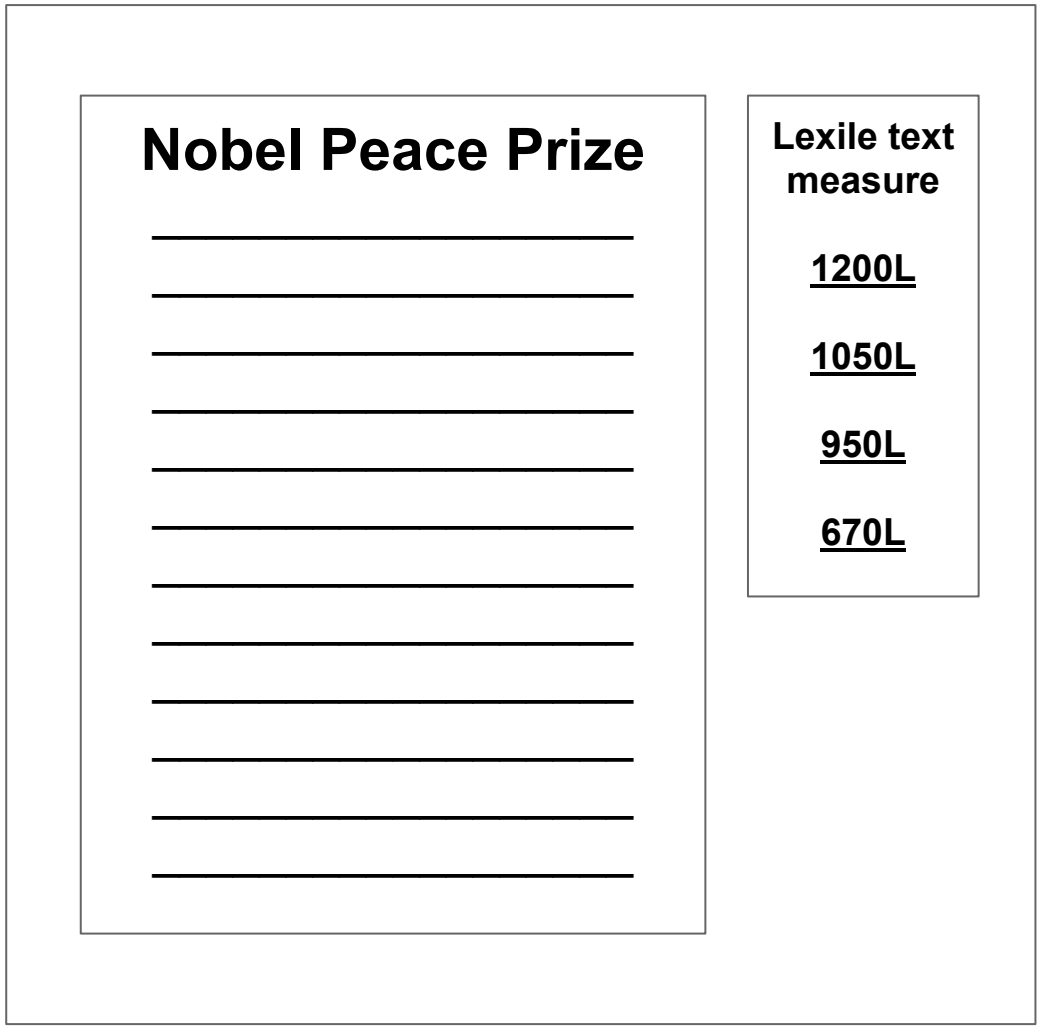
Rollins, Rihanna	763	663 - 813	670L
Sanders, Stephanie	817	717 - 867	670L
Thompson, Tim	871	771 - 921	950L

Tutorial

A potential limitation of these findings is that the validity of each student's Lexile reader measure may be weak because it is only based on one data point. The validity of a student's test results could potentially be affected by a student's disability, test anxiety, poor effort, or illness.

Although limitations exist, implications of the analysis findings would be to Assign each student an appropriately leveled Nobel Peace Prize article and facilitate discussions based on the article.



A+ Inquiry Framework

The Answer stage has been completed. You answered questions that were posed in the Ask stage and then identified potential limitations and implications of the answers.

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A+ INQUIRY
GRAPHIC ORGANIZER - Periodic Assessment for Differentiating Instruction

ABSORB
October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

ASK
What is each student's Lexile reader measure?
What is each student's Lexile text measure range?
Which article level is appropriate for each student?

ACCUMULATE
Current year, district interim reading assessment, fall term, Lexile reader measure of each student, standard minimum and maximum Lexile measures above and below student reader measure; Lexile text measure values available for the article.

ACCESS
Statewide Longitudinal Data System (SLDS), "Student Level Single-Term Details by Group" Report

Lexile documentation

Website w/ article text measures

ANALYZE
Identify reader measure of each student in SLDS report; calculate text measure range based on range spanning 100L below to 50L above student's reader measure; identify highest text measure of article within or closest to student's range.

ANSWER
Lexile reader measure and Lexile text measure range for each student; Lexile text measure of article appropriate for each student; Limitations: validity may be weak because results are based on only one data point; validity may be weak due to disability, test anxiety, poor effort, or illness; Implications: assign articles to students and facilitate discussions.

ANNOUNCE

APPLY

AWARENESS

Activity Answers

09.03.01	Student and Lexile score columns
09.03.02	889
09.03.03	817
09.03.04	871
09.03.05	673
09.03.06	789 - 939
09.03.07	555 - 705
09.03.08	663 - 813
09.03.09	429 - 579
09.03.10	950L
09.03.11	950L
09.03.12	670L
09.03.13	950L
09.03.14	Lexile reader measure
09.03.15	Lexile text measure range
09.03.16	Lexile text measure of content
09.03.17	The validity of each student’s Lexile reader measure may be weak because it is only based on one data point
09.03.18	Disability, text anxiety, poor effort, illness
09.03.19	Assign each student an appropriately leveled Nobel Peace Prize article and facilitate discussions based on the article

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 the appropriate text measure of an article for each student				
This module part increased my knowledge of limitations that may affect analysis findings relevant to the appropriate text measure of an article for each student				
This module part increased my knowledge of implications that may be informed by analysis findings relevant to the appropriate text measure of an article for each student				

Well Done

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