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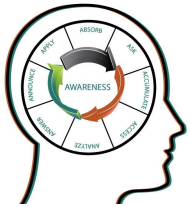


Develop Your Data Mindset

Module 11 - Student Level Goal Monitoring
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 a student's middle-of-period performance value
- Analyze data to compare a student's middle-of-period actual and expected values
- Analyze data to compare a student's middle-of-period actual and end-of-year goal values
- Analyze data to identify a student's highest and lowest areas of performance
- Analyze data to compare the change in values relevant to the action plan focus area

  Identify limitations and implications of analysis findings

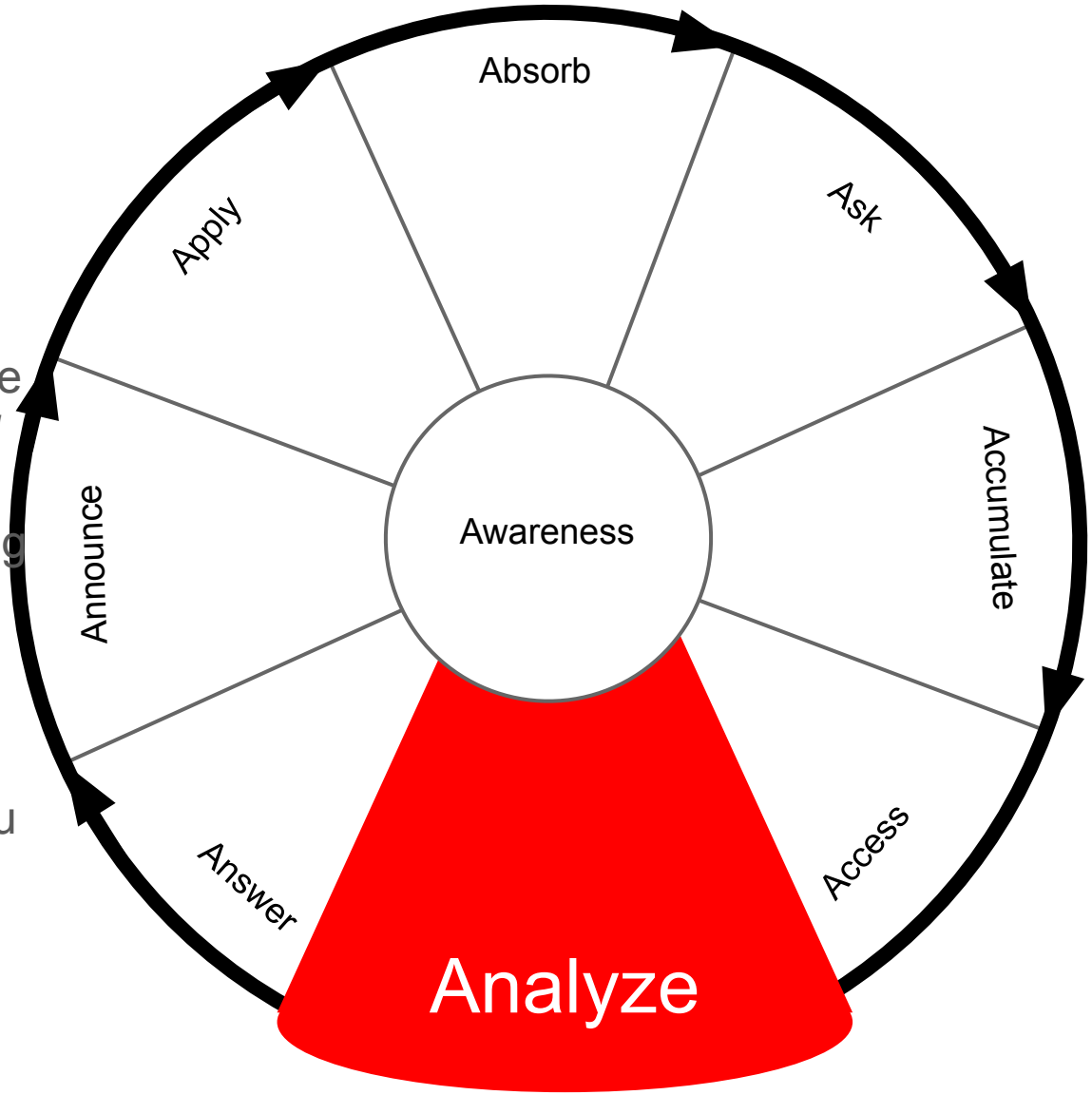
SLDS Data Use Standards

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

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS and your *individual student* Goal Setting, Monitoring, and Evaluating Organizer, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your flyers in case you need to reference our district's protocols for goal setting and monitoring or be reminded of key vocabulary and concepts.



Introduction

Ryan:

Make sure you have your Goal Setting, Monitoring, and Evaluating Organizer ready as we work through the Analyze, Answer, Announce, and Apply stages. The organizer already includes quite a bit of information, which you added during the goal setting process at the beginning of the year. Now, during the goal monitoring process, we'll be adding middle-of-year values and action plan details.

Link to Goal Setting, Monitoring, and Evaluating Organizer (complete through setting): https://goo.gl/hsSEFM

Goal Setting, Monitoring, and Evaluating Organizer

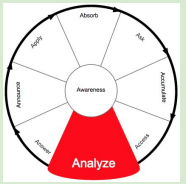
Individual Student

Student Name: Stephanie Sanders	**Annual Goal: The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events	**Action plan (middle of year):**



Activity - 11.3A.01

Go to the Subject and Subcategory Performance section of the Individual Student Multi-Year, Multi-Term report to analyze data that will help you answer the question relevant to Stephanie's middle-of-year performance. On the current year's winter assessment in the area of reading, Stephanie achieved a scale score of ____ and a percentile of ____.

- 212, 52
- 216, 54
- 213, 47
- 215, 52

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr

Individual Student Multi-Year, Multi-Term

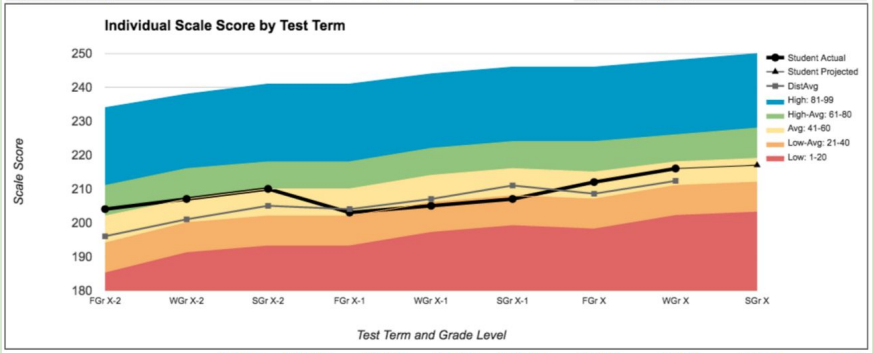
Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a students projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

Projected Performance (Current Year)

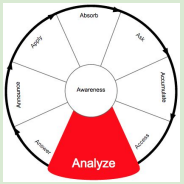
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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



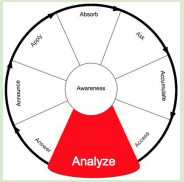
Activity - 11.3A.02

Stephanie's winter assessment scale score is _____ the expected middle-of-year scale score based on her beginning-of-year performance. Her winter assessment percentile is _____ the expected middle-of-year percentile based on her beginning-of-year performance

- one point above, two points above
- one point below, two points below
- four points above, 2 points above
- equal to, 2 points above

Standard: S.4.C Aligned Analysis

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61



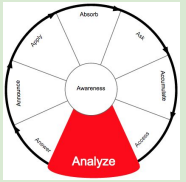
Activity - 11.3A.03

Stephanie's winter assessment scale score is _____ the scale score set as her end-of-year goal. Her winter assessment percentile is _____ the percentile representing her end-of-year goal

- one point above, two points above
- five points below, nine points below
- four points above, two points above
- four points below, seven points below

Standard: S.4.C Aligned Analysis

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61



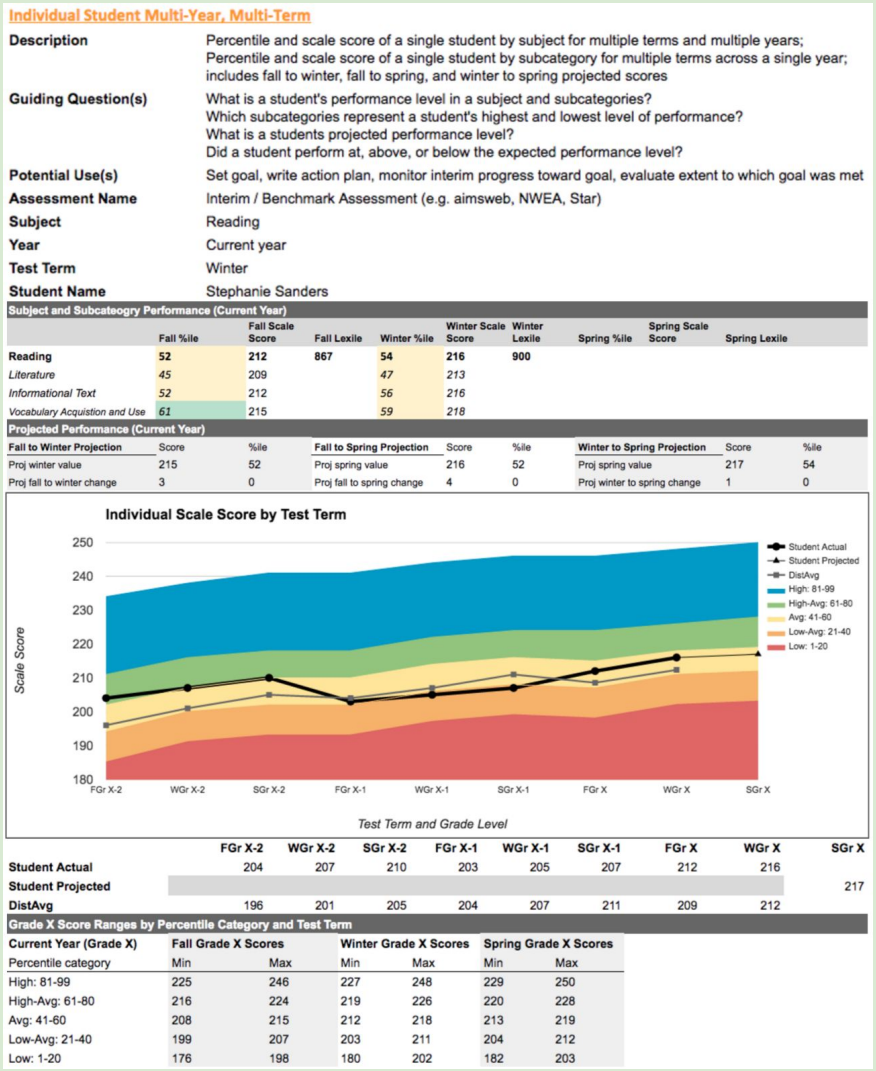
Activity - 11.3A.04

As you indicated in the Access stage, the Individual Student Multi-Year, Multi-Term report representing Stephanie's current year winter assessment can be analyzed to answer questions relevant to supporting evidence that will inform the development of an action plan to help her achieve the goal you set with her. Let's begin by identifying her scale score and percentile in each subcategory. Stephanie achieved a scale score of ____ and a percentile of ____ in the area of Literature on the winter assessment.

- 216, 54
- 213, 47
- 209, 45
- 216, 56

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr



Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a students projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

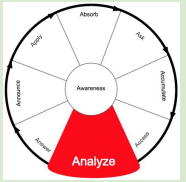
Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0

	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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



Activity - 11.3A.05

Stephanie achieved a scale score of ____ and a percentile of ____ in the area of Informational Text on the winter assessment.

- 216, 56
- 213, 47
- 212, 52
- 218, 59

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr

Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
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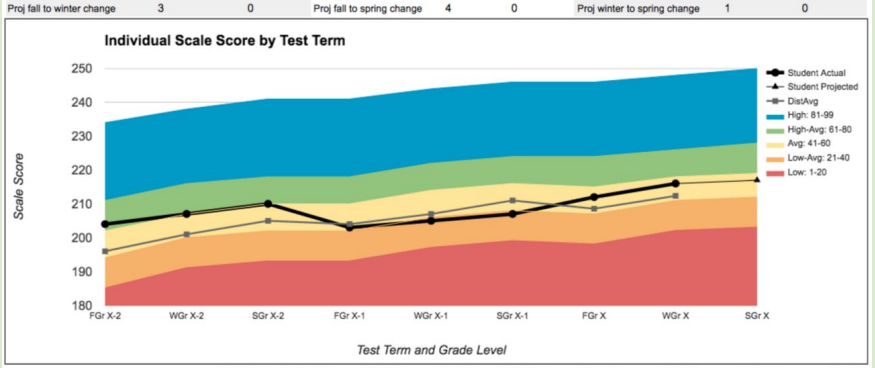
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

Projected Performance (Current Year)

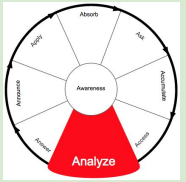
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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



Activity - 11.3A.06

Stephanie achieved a scale score of ____ and a percentile of ____ in the area of Vocabulary Acquisition and Use on the winter assessment.

- 215, 61
- 216, 54
- 216, 52
- 218, 59

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr

Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
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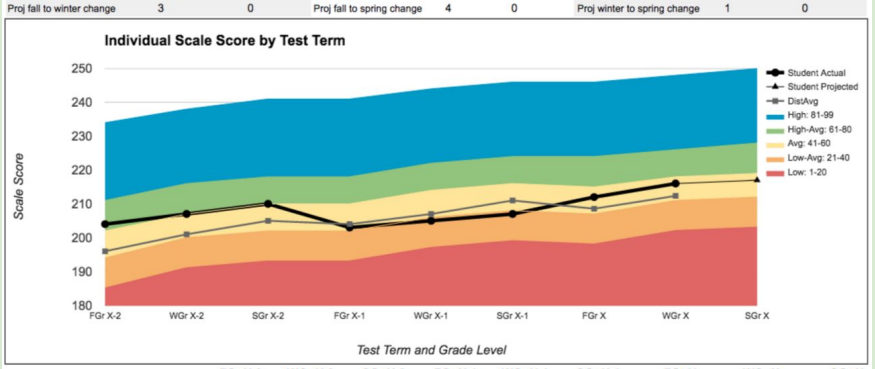
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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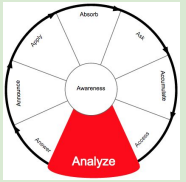

Activity - 11.3A.07

Identify the reading subcategory representing Stephanie's HIGHEST level of performance on the winter assessment.

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

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr

Individual Student Multi-Year, Multi-Term

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Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcateogry Performance (Current Year)

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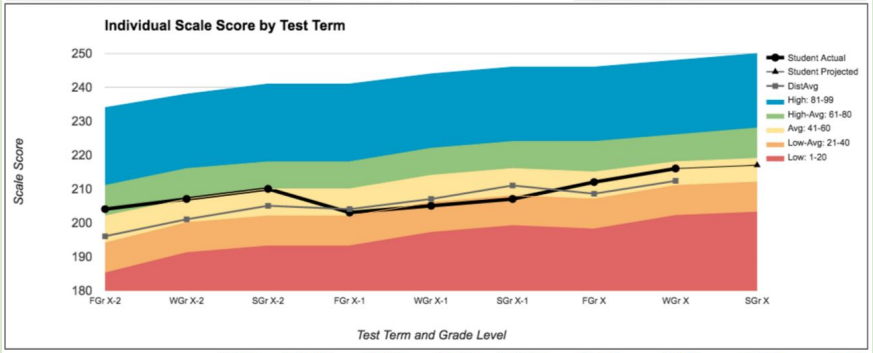
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
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Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

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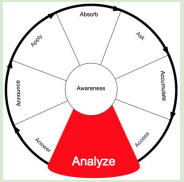


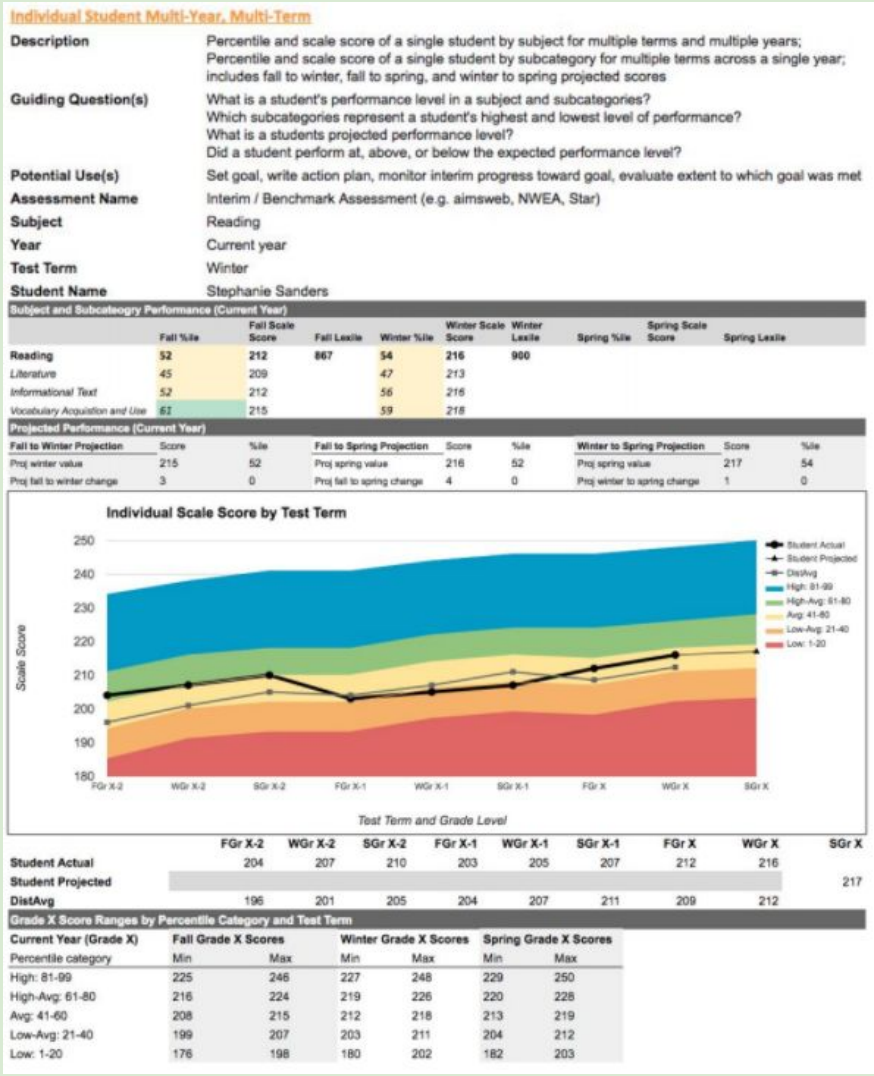
Activity - 11.3A.08

Identify the reading subcategory representing Stephanie's LOWEST level of performance on the winter assessment.

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

Standard: S.4.C Aligned Analysis

Link to the report image: https://goo.gl/aWUMUr



Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a students projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcategory Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquisition and Use	*61*	215		*59*	*218*				

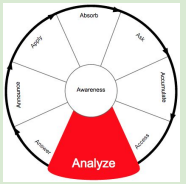
Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0

	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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



Activity - 11.3A.09

Stephanie's scale score in the winter is _____ her scale score in the fall in the focus area identified in her beginning-of-year action plan (i.e., Literature). Stephanie's percentile in the winter is _____ her percentile in the fall in the area of Literature.

- 4 points above, 2 points above
- 4 points below, 2 points below
- 3 points above, 2 points below
- 4 points above, 4 points above

Standard: S.4.C Aligned Analysis

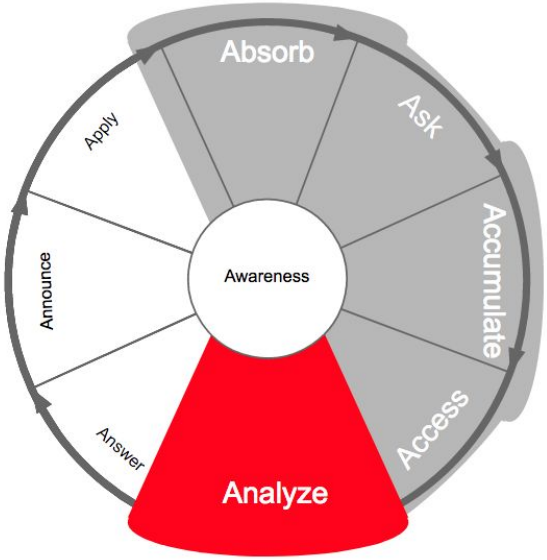
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events	**Action plan (middle of year):**

Tutorial

In the Analyze stage, you analyze the data you accessed in a way that will reveal answers to your questions. The individual student-level Goal Setting, Monitoring, and Evaluating Organizer you started completing when setting Stephanie's goal at the beginning of the year will help you stay organized during the analysis stage.

Link to Goal Setting, Monitoring, and Evaluating Organizer (complete through setting): https://goo.gl/hsSEFM



Tutorial

Let's begin by analyzing data in the "Individual Student Multi-Year, Multi-Term" report. This report includes data that will help you respond to questions regarding the goal you are monitoring, which focuses on an increase in Stephanie's scale score.

Link to the report image: https://goo.gl/aWUMUr

Individual Student Multi-Year, Multi-Term

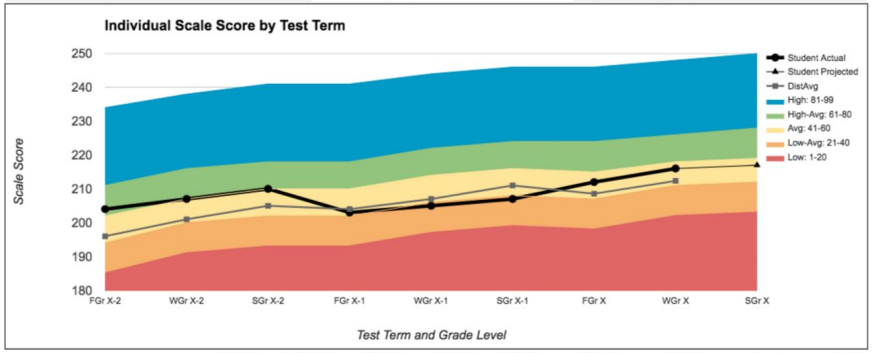
Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a students projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter
Student Name	Stephanie Sanders

Subject and Subcategory Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212	216	
Student Projected									217
DistAvg	196	201	205	204	207	211	209	212	

Grade X Score Ranges by Percentile Category and Test Term

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

Tutorial

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

Subject and Subcateogry Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

Go to the intersection of the “Winter %ile” column and the “Reading” row to identify Stephanie’s middle-of-year percentile and to the intersection of the “Winter Scale Score” column and the “Reading” row to identify her middle-of-year scale score. Stephanie’s middle-of-year percentile and scale score are 54 and 216, respectively.

Winter percentile

Winter scale score

Subject and Subcateogry Performance (Current Year)									
	Fall %ile	Fall Scale Score	[illegible]	Winter %ile	Winter Scale Score	[illegible]	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

The scale score of 216 and percentile of 54 have been added to the appropriate spaces in the actual middle-of-year area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

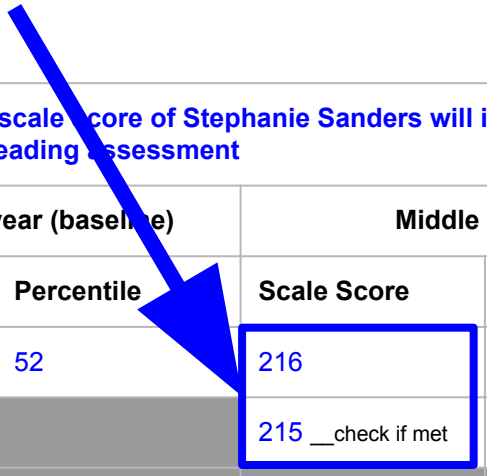
Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

Now it's time to compare Stephanie's middle-of-year actual scale score with her middle-of-year expected scale score.

- Step 1: Identify the actual middle-of-year scale score, 216
- Step 2: Identify the expected middle-of-year scale score, 215
- Step 3: Subtract the expected score from the actual score (216 - 215 = 1)

Stephanie's actual middle-of-year scale score is one point above her expected scale score.



Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

Place a checkmark next to Stephanie's expected scale score of 215 to indicate her actual score is at least as high as the score she was expected to achieve.

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216			
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

Next, compare Stephanie's middle-of-year actual percentile with her middle-of-year expected percentile

- Step 1: Identify the actual middle-of-year percentile, 54
- Step 2: Identify the expected middle-of-year percentile, 52
- Step 3: Subtract the expected percentile from the actual percentile (54 - 52 = 2)

Stephanie's actual middle-of-year percentile is two points above her expected percentile.

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

Next, compare Stephanie's middle-of-year actual percentile with the percentile set as her end-of-year goal

- Step 1: Identify the actual middle-of-year percentile, 54
- Step 2: Identify the end-of-year goal percentile, 61
- Step 3: Subtract the goal percentile from the actual percentile (54 - 61 = -7)

Stephanie's actual middle-of-year percentile is seven points below her end-of-year goal percentile.

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

The “Subject and Subcategory” section of the “Individual Student Multi-Year, Multi-Term” report also includes data that may be analyzed to answer questions relevant to evidence for Stephanie’s action plan.

Subject and Subcateogry Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

Identify Stephanie's percentile and scale score in the subcategory of literature by directing your attention toward the intersection of the "Winter %ile" column and the "Literature" row and the intersection of the "Winter Scale Score" column and the "Literature" row. Stephanie's middle-of-year percentile and scale score in the area of literature are 47 and 213, respectively.

Winter percentile

Winter scale score

Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**				
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

The scale score of 213 and percentile of 47 have been added to the middle-of-year literature area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52				
Vocab Acqu / Use	215	61				

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year):

Link to the report image: https://goo.gl/aWUMUr

Tutorial

Identify Stephanie's percentile and scale score in the subcategory of informational text by going to the intersection of the "Winter %ile" column and the "Informational Text" row and the intersection of the "Winter Scale Score" column and the "Informational Text" row. Stephanie's middle-of-year percentile and scale score in the area of informational text are 56 and 216, respectively.

Winter percentile

Winter scale score

Subject and Subcateogry Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**80**	**54**	**216**				
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

The scale score of 216 and percentile of 56 have been added to the middle-of-year informational text area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61				
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

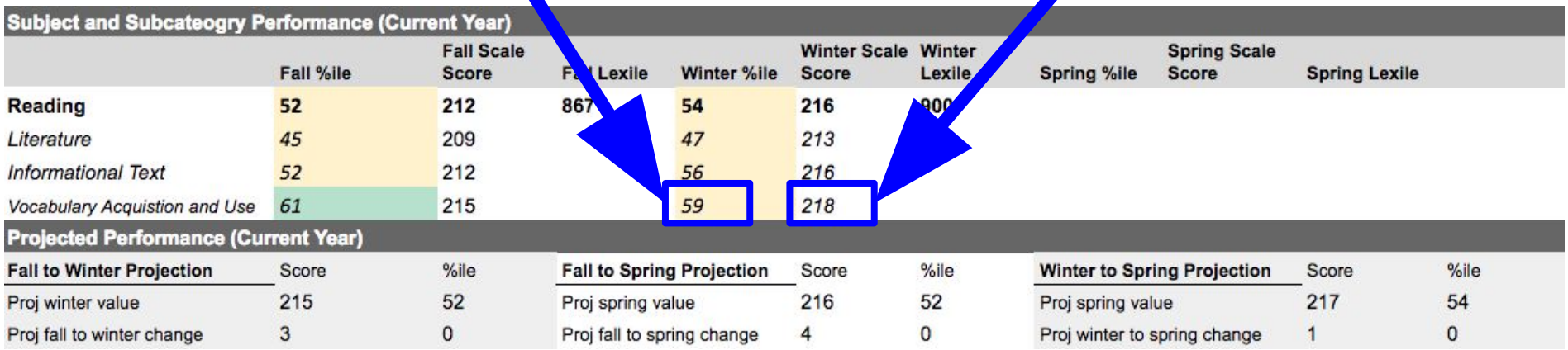
Link to the report image: https://goo.gl/aWUMUr

Tutorial

Identify Stephanie's percentile and scale score in the subcategory of informational text by looking at the intersection of the "Winter %ile" column and the "Vocabulary Acquisition and Use" row and the intersection of the "Winter Scale Score" column and the "Vocabulary Acquisition and Use" row. Stephanie's middle-of-year percentile and scale score in the area of vocabulary acquisition and use are 59 and 218, respectively.

Winter percentile

Winter scale score



Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	*45*	209		*47*	*213*				
Informational Text	*52*	212		*56*	*216*				
Vocabulary Acquistion and Use	*61*	215		*59*	*218*				

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

Link to the report image: https://goo.gl/aWUMUr

Tutorial

The scale score of 218 and percentile of 59 have been added to the middle-of-year vocabulary acquisition and use area of Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Link to the report image: https://goo.gl/aWUMUr

Tutorial

Identify the subcategory representing Stephanie's highest level of performance by locating the subcategory with the highest scale score in the middle-of-year area of the organizer. The highest scale score, 218, represents the subcategory of Vocabulary Acquisition and Use.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Link to the report image: https://goo.gl/aWUMUr

Tutorial

Identify the subcategory representing Stephanie's lowest level of performance by locating the subcategory with the lowest scale score in the middle-of-year area of the organizer. The lowest scale score, 213, represents the subcategory of Literature.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**entile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

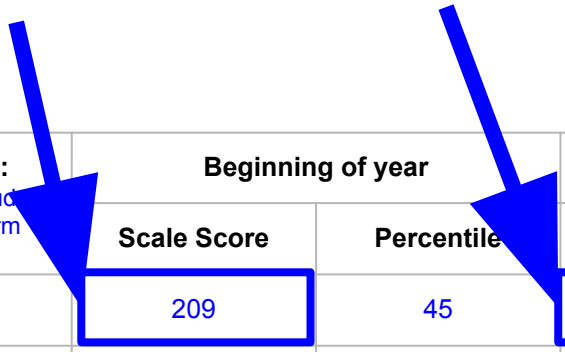
Link to the report image: https://goo.gl/aWUMUr

Tutorial

Now compare Stephanie's middle-of-year actual scale score with her middle-of-year expected scale score in the focus area of her beginning-of-year action plan (i.e., Literature).

- Step 1: Identify the middle-of-year scale score, 213
- Step 2: Identify the beginning-of-year scale score, 209
- Step 3: Subtract the beginning-of-year score from the middle-of-year score (213 - 209 = 4)

Stephanie's actual middle-of-year scale score is four points above her beginning-of-year scale score in the area of Literature.



Where to access: SLDS Individual Stud Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Tutorial

Now compare Stephanie's middle-of-year percentile with her middle-of-year percentile in the focus area of her beginning-of-year action plan (i.e., Literature).

- Step 1: Identify the middle-of-year percentile, 47
- Step 2: Identify the beginning-of-year percentile, 45
- Step 3: Subtract the beginning-of-year percentile from the middle-of-year percentile (47-45 = 2)

Stephanie's actual middle-of-year percentile is two points above her beginning-of-year percentile in the area of Literature.

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Activity Conclusion

Excellent work! Stephanie's middle-of-year scale scores and percentiles have been added to her Goal Setting, Monitoring, and Evaluating Organizer. You compared her middle-of-year actual values in the subject of reading with her middle-of-year expected values and end-of-year goal values. You identified her highest and lowest performing subcategories, as well as compared her middle-of-year values with her beginning-of-year values in the subcategory representing the focus area of her beginning-of-year action plan (i.e., Literature).

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	**Annual Goal: The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year):

A+ Inquiry Framework

The Analyze stage has been completed.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Monitoring

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

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

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

ACCESS
Statewide Longitudinal Data System

Individual Student Multi-Year, Multi-Term report

Goal Setting, Monitoring, and Evaluating Organizer

ANALYZE
Goal: Identify winter %ile and scale score; Calc diff between winter actual and expected values; Calc diff between winter actual and spring goal values
Supporting evidence: Identify highest and lowest scale scores in subcategories; Compare fall and winter %ile and scale score in subcategory representing focus area of action plan.

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

11.03A.01	216, 54
11.03A.02	one point above, two points above
11.03A.03	four points below, seven points below
11.03A.04	213, 47
11.03A.05	216, 56
11.03A.06	218, 59
11.03A.07	Vocabulary Acquisition and Use
11.03A.08	Literature
11.03A.09	4 points above, 2 points above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify middle-of-period values relevant to student-level goal monitoring				
This module part increased my skill in analyzing data to compare middle-of-period actual values with expected values relevant to student-level goal monitoring				
This module part increased my skill in analyzing data to compare middle-of-period actual values with end-of-year goal values relevant to student-level goal monitoring				
This module part increased my skill in analyzing data to identify highest and lowest areas of performance relevant to student-level goal monitoring				
This module part increased my skill in analyzing data to compare the change in values relevant to the action plan focus area relevant to student-level goal monitoring				

Well Done

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