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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

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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

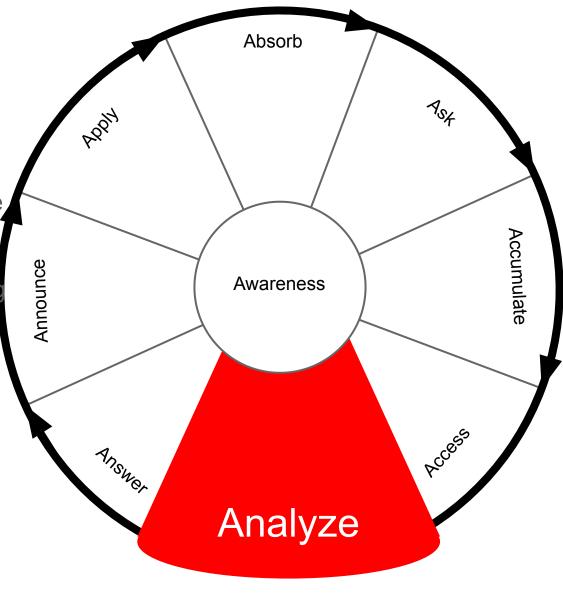
SLDS Data Use Standards

- 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): <u>https://goo.gl/hsSEFM</u>



Student Name: Stephanie Sanders		e scale score of Step reading assessmen		increase from 209	in the fall to 220 in t	he spring on the
Where to access: SLDS Individual Student	Beginning of	year (baseline)	Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61
Revised Goal					check if met	
		Action Plan	ning w/ Supporting	Evidence		
Where to access: SLDS Individual Student	Beginni	ng of year	Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of specific skills to develop in lit details that support the cent and the type of conflict; Und setting, compares or contras based on description; Summ	terary text are: Determin ral idea and theme; Ider lerstands sequence and ts setting across literary	nes the central idea and the ntifies problem/ conflict, t summarizes a sequence of texts, and draws conclusi	neme and determines he resolution of conflict, f events; Identifies	Action plan (mic	idle of year):	•



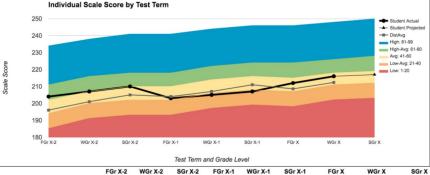
Go to the Subject and Subcategory Performance section of the Individual Student Multi-Year, Multi-Term report to analyze data that will help you answer the question relevant to Stephanie's middle-of-year performance. On the current year's winter assessment in the area of reading, Stephanie achieved a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

and a percentile of _____.

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

Standard: S.4.C Aligned Analysis

Individual Student N	Aulti-Ye	ear, Mi	ulti-Tern	n							
Description		Percer	ntile and	scale score	of a single	e student b	y subcat		Itiple terms	multiple years across a sing	
Guiding Question(s)		Which What i	subcates s a stude	gories repre	esent a stu ed perform	dent's high ance level	est and I ?	ubcategories lowest level of performance	of performar	nce?	
Potential Use(s)		Set go	al, write	action plan,	monitor in	terim prog	ress towa	ard goal, eva	luate extent	t to which goa	al was m
Assessment Name		Interim	/ Bench	mark Asses	ssment (e.	g. aimsweb	, NWEA	, Star)			
Subject		Readir	ng								
Year		Curren	nt year								
Test Term		Winter									
Student Name		Stepha	anie Sano	ders							
Subject and Subcateogry P	erforman	ce (Curre	nt 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 (Cur	rrent Year	7)									
Fall to Winter Projection	Score		%ile	Fall to Spring	g Projection	Score	%ile	Winter to Spri	ng Projection	Score	%ile
Proj winter value	215		52	Proj spring va	alue	216	52	Proj spring val	ue	217	54
Proi fall to winter change	3		0	Proi fall to so	ring change	4	0	Proi winter to s	pring 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 Ter	m						
Current Year (Grade X)	Fall Grade X Scor	es	Winter Grade	X Scores	Spring Grade	X Scores			
Percentile category	Min I	Max	Min M	Max	Min	Max			
High: 81-99	225	246	227 2	248	229	250			
High-Avg: 61-80	216	224	219 2	226	220	228			
Avg: 41-60	208	215	212 2	218	213	219			
Low-Avg: 21-40	199	207	203 2	211	204	212			
Low: 1-20	176	198	180 2	202	182	203			



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		ne scale score of Ste n reading assessme	ephanie Sanders will nt	increase from 212	in the fall to 220 in th	e spring on the
Where to access: SLDS Individual Student	Beginning c	of year (baseline)	Middle	of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61



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		ne scale score of Ste n reading assessme		increase from 209) in the fall to 220 in t	he spring on the
Where to access: SLDS Individual Student	Beginning c	f year (baseline)	Middle	of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61

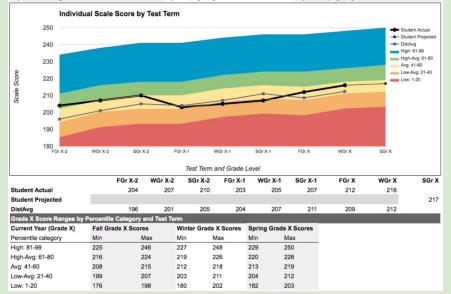


As you indicated in the Access stage, the Individual Student Multi-Year, Multi-Term report representing Stephanie's current year winter assessment can be analyzed to answer questions relevant to supporting evidence that will inform the development of an action plan to help her achieve the goal you set 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

		-									
Description		Percentile a	and scale scor and scale scor I to winter, fall	e of a single	e student b	y subcate	egory for mul	Itiple terms a			
Guiding Question(s)		Which subo What is a s	tudent's perfor ategories reprised tudents project nt perform at,	resent a stu ted perform	dent's high ance level	nest and lo	owest level o	of performan	ice?		
Potential Use(s)		Set goal, w	rite action plan	n, monitor in	terim prog	ress towa	ard goal, eva	luate extent	to which go	al was me	
Assessment Name		Interim / Be	nchmark Asse	essment (e.	g. aimsweb	, NWEA,	Star)				
Subject		Reading									
Year		Current yea	Current year								
Test Term		Winter									
		Winter Stephanie	Sanders								
Test Term Student Name Subject and Subcateogry Pe	erformanc	Stephanie				_				_	
Student Name	erformand Fall %ile	Stephanie ce (Current Yea Fall Se	r)	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile		
Student Name Subject and Subcateogry Pe		Stephanie ce (Current Yea Fall Se	r) :ale	Winter %ile			Spring %ile		Spring Lexile	-	
Student Name Subject and Subcateogry Po Reading	Fall %ile	Stephanie S ce (Current Yea Fall Score	r) cale Fall Lexile		Score	Lexile	Spring %ile		Spring Lexile		
Student Name Subject and Subcateogry Po Reading Literature	Fall %ile 52	Stephanie S ce (Current Yea Fall S Score 212	r) cale Fall Lexile	54	Score 216	Lexile	Spring %ile		Spring Lexile		
Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45	Stephanie S ce (Current Yea Fall Sc Score 212 209	r) cale Fall Lexile	54 47	Score 216 213	Lexile	Spring %ile		Spring Lexile		
Student Name Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	Stephanie S ce (Current Yea Fall Score 212 209 212 215	r) cale Fall Lexile	54 47 56	Score 216 213 216	Lexile	Spring %ile		Spring Lexile		
Student Name Subject and Subcateogry Pr Reading Literature Informational Text Vocebulary Acquistion and Use Projected Performance (Cur	Fall %ile 52 45 52 61	Stephanie S ce (Current Yea Fall Score 212 209 212 215	r) cale Fall Lexile 867	54 47 56	Score 216 213 216	Lexile	Spring %ile Winter to Spri	Score	Spring Lexile	%ile	
Student Name Stubject and Subcateogry P Reading Literature Informational Text Vocabulary Acquistion and Use	Fall %ile 52 45 52 61 rrent Year	Stephanie 3 ce (Current Yea Fall Sc Score 212 209 212 215	r) cale Fall Lexile 867	54 47 56 59 ng Projection	Score 216 213 216 218	Lexile 900		Score ing Projection		%ile 54	





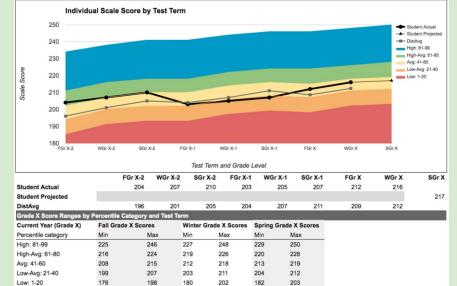
Stephanie achieved a scale score of and a percentile of _____ in the area of Informational Text on the winter assessment.

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

Standard: S.4.C Aligned Analysis

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

Description		Perce	ntile and	scale score	of a single	student b	v subier	t for multiple	terms and m	ultiple years	
Description		Perce	ntile and	scale score	of a single	e student b	y subca	projected sci	Itiple terms a		
Guiding Question(s)		Which What	subcate	gories repre-	esent a stu ed perform	dent's high ance level	est and ?	subcategories lowest level of performance	of performan	ce?	
Potential Use(s)		Set go	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met								
Assessment Name		Interin	nterim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)								
Subject		Readi	Reading								
Year		Curren	Current year								
Test Term		Winte	r								
Student Name		Steph	anie San	ders							
Subject and Subcateogry P	erforman	ce (Curre	ont Year)								
	Fall %ile		Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	
				867			900				
Reading	52		212	00/	54	216	900				
Reading Literature	52 45		209	007	54 47	216 213	900				
-				867			900				
Literature	45		209	867	47	213	900				
Literature Informational Text	45 52 61	.)	209 212	867	47 56	213 216	900				
Literature Informational Text Vocabulary Acquistion and Use	45 52 61	9	209 212	Fall to Sprin	47 56 59	213 216	900 %ile	Winter to Spri	ng Projection	Score	%ile
Literature Informational Text Vocabulary Acquistion and Use Projected Performance (Cur	45 52 61 rrent Year)	209 212 215		47 56 59 g Projection	213 216 218		Winter to Spri Proj spring val		Score 217	%ile 54



198

Low: 1-20

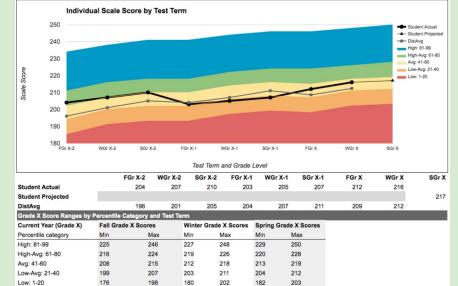


Stephanie achieved a scale score of _____ and a percentile of _____ in the area of Vocabulary Acquisition and Use on the winter assessment.

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

Standard: S.4.C Aligned Analysis

Description		Perce	ntile and	scale score	of a single	student b	v subier	t for multiple	terms and m	ultiple years	
Description		Perce	ntile and	scale score	of a single	e student b	y subca	projected sci	Itiple terms a		
Guiding Question(s)		Which What	subcate	gories repre-	esent a stu ed perform	dent's high ance level	est and ?	subcategories lowest level of performance	of performan	ce?	
Potential Use(s)		Set go	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met								
Assessment Name		Interin	nterim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)								
Subject		Readi	Reading								
Year		Curren	Current year								
Test Term		Winte	r								
Student Name		Steph	anie San	ders							
Subject and Subcateogry P	erforman	ce (Curre	ont Year)								
	Fall %ile		Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	
				867			900				
Reading	52		212	00/	54	216	900				
Reading Literature	52 45		209	007	54 47	216 213	900				
-				867			900				
Literature	45		209	867	47	213	900				
Literature Informational Text	45 52 61	.)	209 212	867	47 56	213 216	900				
Literature Informational Text Vocabulary Acquistion and Use	45 52 61	9	209 212	Fall to Sprin	47 56 59	213 216	900 %ile	Winter to Spri	ng Projection	Score	%ile
Literature Informational Text Vocabulary Acquistion and Use Projected Performance (Cur	45 52 61 rrent Year)	209 212 215		47 56 59 g Projection	213 216 218		Winter to Spri Proj spring val		Score 217	%ile 54



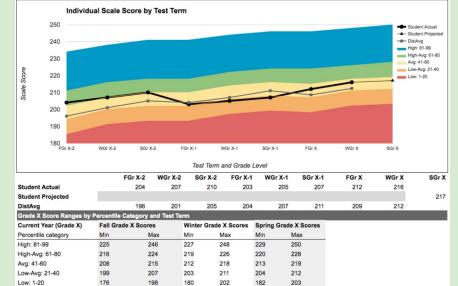


Identify the reading subcategory representing Stephanie's HIGHEST level of performance on the winter assessment.

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

Standard: S.4.C Aligned Analysis

Description		Dorcon	tile and a	cale score	of a single	etudant h	veubiec	t for multiple	torme and n	ultiple vear		
Description								tegory for mu				
								projected sci		across a sing	jie year,	
o												
Guiding Question(s)								subcategories lowest level of		002		
				nts project				iowest level t	penorman	ice r		
								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	nterim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)									
Subject		Reading										
Year		Current	t year									
Test Term		Winter										
Charles A Marrie		Stephanie Sanders										
Student Name		Stepha	nie Sand	lers								
Student Name Subject and Subcateogry P	ərformanı	ce (Curren	it Year)	ters								
	erformano Fall %ile	ce (Curren F		Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	-	
Subject and Subcateogry P		ce (Curren F S	t Year) Fall Scale		Winter %ile			Spring %ile		Spring Lexile		
Subject and Subcateogry P Reading	Fall %ile	ce (Curren F S 2	t Year) Fall Scale Score	Fall Lexile		Score	Lexile	Spring %ile		Spring Lexile		
	Fall %ile 52	ce (Curren F S 2 2	it Year) Fall Scale Score 212	Fall Lexile	54	Score 216	Lexile	Spring %ile		Spring Lexile		
Subject and Subcateogry P Reading Literature	Fall %ile 52 45	ce (Curren F S 2 2 2	t Year) Fall Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	Spring %ile		Spring Lexile		
Subject and Subcateogry P Reading Literature Informational Text	Fall %ile 52 45 52 61	ce (Curren F S 2 2 2 2 2 2 2	t Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56	Score 216 213 216	Lexile	Spring %ile		Spring Lexile		
Subject and Subcateogry P Reading Literature Informational Text Vocabulary Acquision and Use	Fall %ile 52 45 52 61	ce (Curren F 2 2 2 2 2 2	t Year) Fall Scale Score 212 209 212	Fall Lexile	54 47 56 59	Score 216 213 216	Lexile	Spring %ile Winter to Spri	Score	Spring Lexile	%ile	
Subject and Subcateogry P Reading Literature Informational Text Vocebulary Acquistion and Use Projected Performance (GU	Fall %ile 52 45 52 61 rrent Year	ce (Curren F 2 2 2 2 2 2 2 2 9	it Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56 59 g Projection	Score 216 213 216 218	Lexile 900		Score ing Projection		%ile 54	



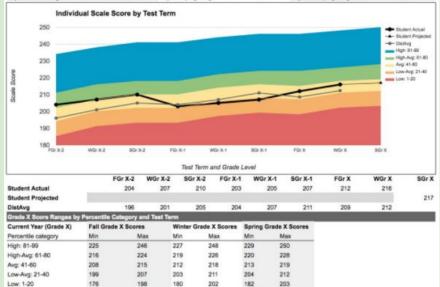


Identify the reading subcategory representing Stephanie's LOWEST level of performance on the winter assessment.

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

Standard: S.4.C Aligned Analysis

Description		Percentile and Percentile and includes fall to	scale score	e of a single	e student b	y subca	tegory for mu	Itiple terms			
Guiding Question(s)		What is a stud Which subcate What is a stud Did a student p	igories repri ents project	esent a stu ted perform	ident's high ance level	est and ?	lowest level	of performan	ice?		
Potential Use(s)		Set goal, write	action plan	, monitor in	nterim prog	ress tow	ard goal, eva	luate extent	to which go	al was mel	
Assessment Name		Interim / Benchmark Assessment (e.g. almsweb, NWEA, Star)									
Subject		Reading									
Year		Current vear									
Test Term		Winter									
Student Name		Winter Stephanie Sanders									
		Stephanie Sar	ders								
Student Name Subject and Subcateogry P	erforman		iders				_	_	_	_	
	Fall %2e		Fall Lexile	Winter %ile	Winter Scale Score	Winter	Spring %ile	Spring Scale Score	Spring Lexile	-	
Subject and Subcateogry P		ce (Current Year) Fail Scale		Winter %ile			Spring %ile		Spring Lexile		
Subject and Subceleogry P Reading	Fall %ite	ce (Current Year) Fall Scale Score	Fall Lexile		Score	Lexile	Spring Yulie		Spring Lexile		
	Fall %ile 52	ce (Current Year) Fall Scale Score 212	Fall Lexile	54	Score 216	Lexile	Spring %Jie		Spring Lexile		
Stabligst Kind Stablesteroogy F Reading Literature Informational Text	Full %Je 52 45 52	ce (Current Year) Fail Scale Score 212 209	Fall Lexile	54 47	Score 216 213	Lexile	Spring %ile		Spring Lealle		
Stabligst Kind Stablesteroogy F Reading Literature Informational Text	Fall %ile 52 45 52 61	ce (Current Year) Fall Scale Score 212 209 212 215	Fall Lexile	54 47 56	Score 216 213 216	Lexile	Spring %ile		Spring Lexile		
Stablect and Stablectaropy P Reading Literature Informational Text Vocabulary Acquisiton and Use	Fall %ile 52 45 52 61	ce (Current Year) Fall Scale Score 212 209 212 215	Fall Lexile 867	54 47 56	Score 216 213 216	Lexile			Spring Lexile	%ie	
Subject and Subcaleogry P Reading Literature Informational Text Vocabulary Acquisition and Lite Projected Performance (CU	Fall %8 52 45 52 61 mod Mod	se (Current Year) Fail Scale Score 212 209 212 215)	Fall Lexile 867	54 47 56 59 Projection	Score 216 213 216 218	Lexile 900		Score ing Projection		%ie 54	





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

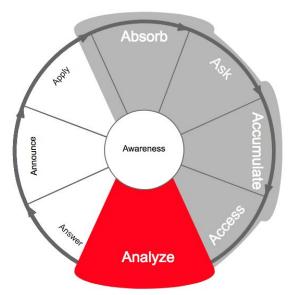
Where to access: SLDS Individual Student	Beginnin	g of year	Middle	of year	End o	f year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

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):

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): <u>https://goo.gl/hsSEFM</u>

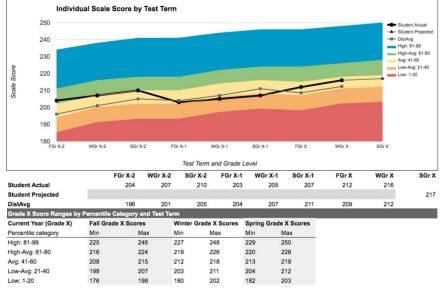


Let's begin by analyzing data in the "Individual Student Multi-Year, Multi-Term" report. This report includes data that will help you respond to questions regarding the goal you are monitoring, which focuses on an increase in Stephanie's scale score.

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

Individual Student Multi-Year, Multi-Term

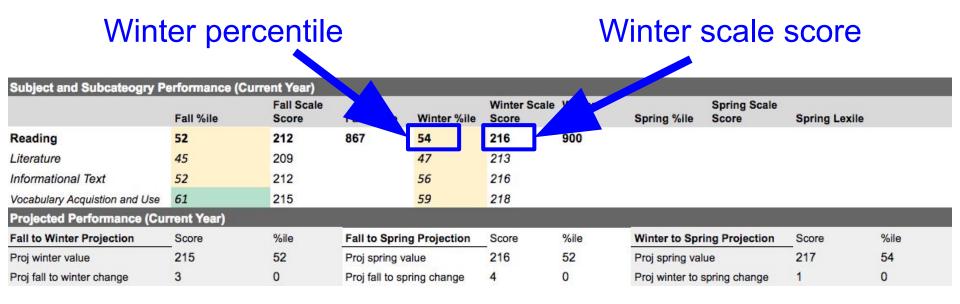
Description		Percentile an Percentile an includes fall t	d scale score	e of a single	e student b	y subca	tegory for mu	Itiple terms		
Guiding Question(s)		What is a stu Which subcat What is a stu Did a student	tegories repr dents project	esent a stu ted perform	dent's high ance level	est and ?	lowest level	of performan	nce?	
Potential Use(s)		Set goal, writ	e action plan	, monitor in	nterim prog	ress tow	vard goal, eva	aluate extent	to which go	al was m
Assessment Name		Interim / Ben	chmark Asse	ssment (e.	g. aimsweb	, NWEA	A, Star)			
Subject		Reading								
Year		Current year								
Test Term		Winter								
Student Name		Stephanie Sa	inders							
Subject and Subcateogry P	erforman	ce (Current Year)								
	Fall %ile	Fall Scale Score	e Fall Lexile	Winter %ile	Winter Scale Score	Winter	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 (Cu	rrent Yea	r)								
Fall to Winter Projection	Score	%ile	Fall to Sprin	ng Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
	215	52	Proj spring v	elue	216	52	Proj spring va	luo	217	54
Proj winter value	215	52	Floj spring v	alue	210	JE	Fill spring va	iue	217	04



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 P	erformance (Cu	urrent 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 (Cur	rrent Year)									
Fall to Winter Projection	Score	%ile	Fall to Sprin	g Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	alue	216	52	Proj spring val	ue	217	54
Proj fall to winter change	3	0	Proj fall to sp	ring change	4	0	Proj winter to s	spring change	1	0

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.



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:			-	increase from 2	12 in the fall to 220 in t	he spring on the		
Stephanie Sanders Where to access:	re to access: Beginning of year (baseline)			e of year	End	End of year		
SLDS Individual Student Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile		
Actual	212	52	216	54				
Expected after beg			215check if met	52	216check if met	52		
Expected after mid					check if met			
Original Goal					220check if met	61		

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 district's interin	in the fall to 220 in tl	he spring on th			
Where to access: Book SLDS Individual Student	Beginning c	of year (baseline)	Middle of year		End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61

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		ne scale score of Sto n reading assessme		increase from 21	2 in the fall to 220 in t	he spring on the
Where to access: SLDS Individual Student	Beginning of year (baseline)		Middle	e of year	End	of year
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percer de	Scale Score	Percentile
Actual	212	52	216			
Expected after beg			215 <u>√</u> check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61

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		he scale score of Sto n reading assessme	-	increase from 21	2 in the fall to 220 in t	he spring on th
Vhere to access: Beginnin		of year (baseline)	Middle of year		End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215 <u>√</u> check if met	52	216check if met	52
Expected after mid					check if met	
Original Goal					220check if met	61

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)

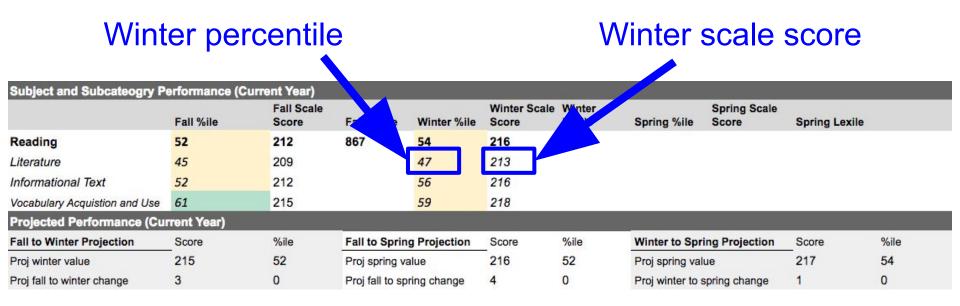
Stephanie's actual middle-of-year percentile is seven points below her end-of-year goal percentile.

Student Name: Stephanie Sanders		ne scale score of Sto n reading assessme	ephanie Sanders will nt	increase fr m 212	2 in the fail to 220 in	the spring on the	
Where to access: SLDS Individual Student	Beginning of year (baseline)		Middle	e of year	End of year		
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Actual	212	52	216	54			
Expected after beg			215 <u>✓</u> check if met	52	216check if m_t	52	
Expected after mid					check if n		
Original Goal					220check if met	61	

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 Pe	erformance (C	urrent 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 (Cur	rent Year)									
Fall to Winter Projection	Score	%ile	Fall to Sprin	ng Projection	Score	%ile	Winter to Spr	ing Projection	Score	%ile
Proj winter value	215	52	Proj spring va	alue	216	52	Proj spring val	ue	217	54
Proj fall to winter change	3	0	Proj fall to sp	ring change	4	0	Proj winter to s	spring change	1	0

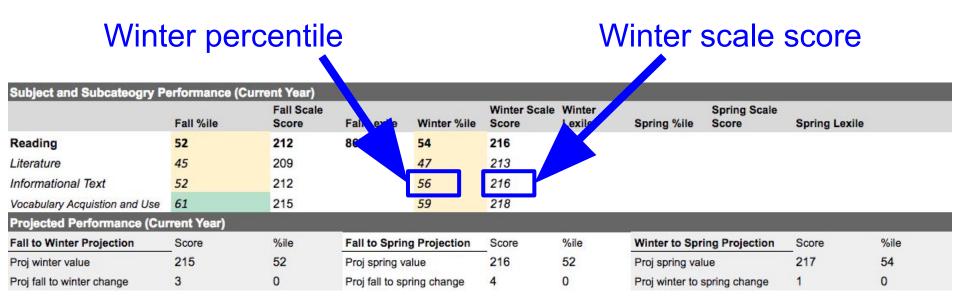
Identify Stephanie's percentile and scale score in the subcategory of literature by directing your attention toward the intersection of the "Winter %ile" column and the "Literature" row and the intersection of the "Winter Scale Score" column and the "Literature" row. Stephanie's middle-of-year percentile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



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	Beginning of year		Middle of year		End of year		
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Literature	209	45	213	47			
Informational Text	212	52					
Vocab Acqu / Use	215	61					
ction plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The becific skills to develop in literary text are: Determines the central idea and theme and determines etails 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 etting, compares or contrasts setting across literary texts, and draws conclusions about a setting ased on description; Summarizes a sequence of events							

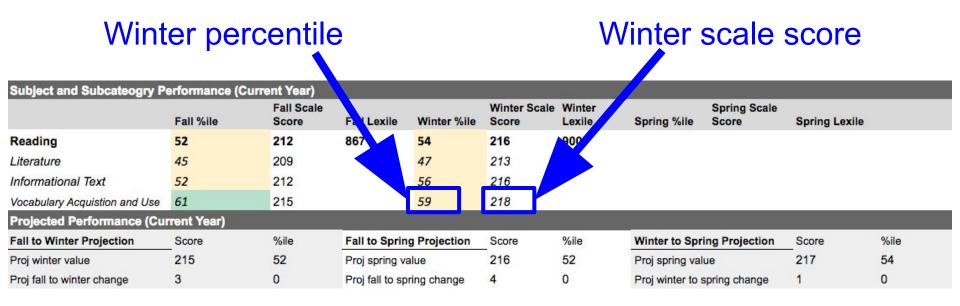
Identify Stephanie's percentile and scale score in the subcategory of informational text by going to the intersection of the "Winter %ile" column and the "Informational Text" row and the intersection of the "Winter Scale Score" column and the "Informational Text" row. Stephanie's middle-of-year percentile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



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	Beginning of year		Middle	of year	End of year		
Multi-Year, Multi-Term	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 specific skills to develop in lite details that support the centr and the type of conflict; Unde setting, compares or contrast based on description; Summa	erary text are: Determine al idea and theme; Identi rstands sequence and su s setting across literary te	s the central idea and th fies problem/ conflict, th mmarizes a sequence of exts, and draws conclusion	eme and determines ne resolution of conflict, events; Identifies	Action plan (mid	dle of year):		

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.



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	Beginnin	g of year	Middle	of year	End of year			
Multi-Year, Multi-Term	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				
specific skills to develop in lite details that support the centra and the type of conflict; Unde setting, compares or contrasts	Vocab Acqu / Use21561218Action 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 pased on description; Summarizes a sequence of events							

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	Beginnin	g of year	Middle of year		End of year	
Multi-Year, Multi-Term	Scale Score	Percentile	Scale Score	Perce Itile	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 y specific skills to develop in lite details that support the centra and the type of conflict; Unde setting, compares or contrast based on description; Summa	erary text are: Determine al idea and theme; Identi rstands sequence and su s setting across literary to	is the central idea and the ifies problem/ conflict, t immarizes a sequence o exts, and draws conclusi	neme and determines he resolution of conflict, f events; Identifies	Action plan (mide	dle of year):	

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	Beginnin	g of year	Middle of year		End of year	
Multi-Year, Multi-Term	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 y specific skills to develop in lite details that support the centry and the type of conflict; Unde setting, compares or contrasts based on description; Summa	erary text are: Determine al idea and theme; Identi rstands sequence and su s setting across literary to	s the central idea and th fies problem/ conflict, t immarizes a sequence o exts, and draws conclusi	neme and determines he resolution of conflict, f events; Identifies	Action plan (mido	dle of year):	

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

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 specific skills to develop in lit details that support the cent and the type of conflict; Und setting, compares or contrast based on description; Summa	erary text are: Determine ral idea and theme; Ident erstands sequence and su ts setting across literary to	es the central idea and the ifies problem/ conflict, the immarizes a sequence of exts, and draws conclusio	eme and determines e resolution of conflict, events; Identifies	Action plan (mide	dle of year):	

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	cale Score	Percentile
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of y specific skills to develop in lite details that support the centra and the type of conflict; Unde setting, compares or contrast: based on description; Summa	erary text are: Determine al idea and theme; Identi rstands sequence and su s setting across literary te	s the central idea and t fies problem/ conflict, t mmarizes a sequence c exts, and draws conclus	heme and determines the resolution of conflict, if events; Identifies	Action plan (mide	lle 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).

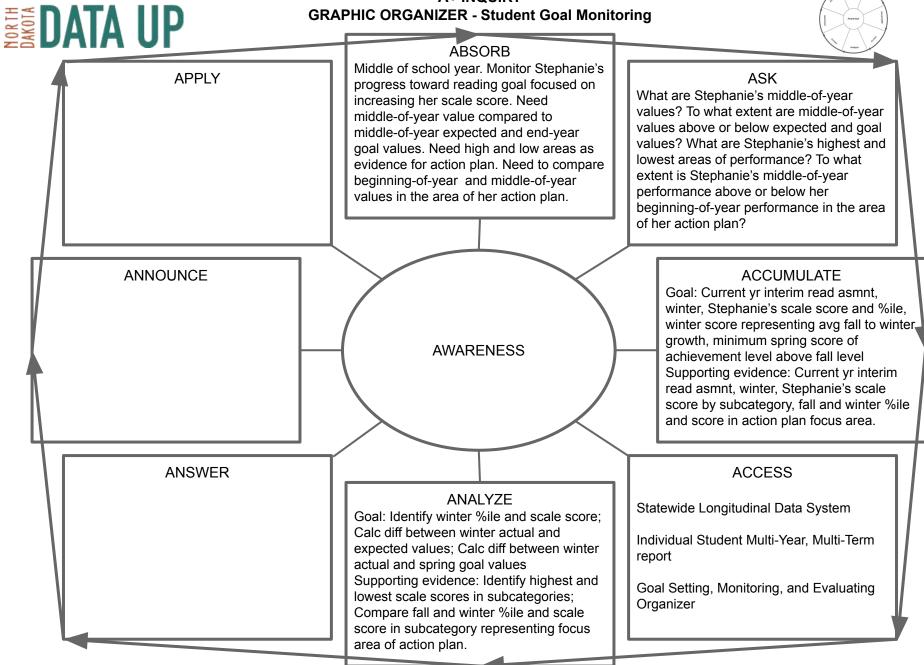


Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year		
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	
Actual	212	52	216	54			
Expected after beg			215 <u>√</u> check if met	52	216check if met	52	
Expected after mid					check if met		
Original Goal					220check if met	61	
Revised Goal					check if met		
		Action Plann	ning w/ Supporting	Evidence			
Where to access: SLDS Individual Student	Beginning of year		Middle of year		End of year		
Multi-Year, Multi-Term	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 specific skills to develop in li details that support the cent and the type of conflict; Und setting, compares or contras based on description; Summ	terary text are: Determin ral idea and theme; Ider erstands sequence and s ts setting across literary	tes the central idea and the tifies problem/ conflict, the summarizes a sequence of texts, and draws conclusion	neme and determines he resolution of conflict, f events; Identifies	Action plan (mido	dle of year):	,	

A+ Inquiry Framework

The Analyze stage has been completed.

A+ INQUIRY



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.