Select Reports: Understanding Student Performance

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Diagnostic Results - Elijah Powell - Grade 5

Diagnostic 1

Typical Growth
The average annual growth for a student at this grade and placement level.

Stretch Growth
An ambitious but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels.

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Elijah’s mathematics abilities across domains. This priority places Elijah in Instructional Grouping 2.

Developmental Analysis

At placement levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number operations.

Can Do

Base Ten
Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards
Compare and order numbers through hundred millions.

Next Steps & Resources for Instruction

Base Ten
– Subtract multi-digit numbers.

Tools for Instruction
Subtract Multi-Digit Numbers

Additional Resources

Ready Mathematics instruction or digital access to Ready through Teacher Toolbox

Lesson 1: Understand Place Value
Lesson 3: Add and Subtract Whole Numbers

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### Diagnostic Results for a Class

#### Subject: Math

**Overall Placement**

- 7 Students (35%) On or Above Grade Level
- 9 Students (45%) One Grade Level Below
- 4 Students (20%) Two or More Grade Levels Below
- 0 Students (0%) Not Completed

#### Placement by Domain

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number and Operations (NO)</th>
<th>Algebra and Algebraic Thinking (ALG)</th>
<th>Measurement and Data (MS)</th>
<th>Geometry (GEO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Rosters

- **Tan, Melanie**: Score 517, Grade 5, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Sanchez, Abby**: Score 516, Grade 5, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Stanton, Geena**: Score 512, Grade 5, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Warren, Santino**: Score 491, Grade 5, Early 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Bowers, Tara**: Score 472, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Ramirez, Gabriella**: Score 472, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Powell, Elijah**: Score 470, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Lowe, Noah**: Score 470, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Singh, Brian**: Score 463, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Baker, Danielle**: Score 459, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Ruiz, Justin**: Score 450, Grade 4, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Malone, Carla**: Score 440, Grade 3, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Simmons, Tristan**: Score 429, Grade 2, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.
- **Cochran, Damon**: Score 429, Grade 2, Mid 5. Diagnostic Window: 08/31/19 – 09/30/19. Date: 09/14/19.

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Year-to-Date Growth

Progress to Annual Typical Growth
Scale Points: 32/18

This student has made 178% progress toward Annual Typical Growth. Typical Growth is the average growth of students at this grade and placement level.

Progress to Annual Stretch Growth
Scale Points: 32/31

This student has made 103% progress toward their Stretch Growth. Stretch Growth is an ambitious but attainable level of annual growth that puts students on a path toward proficiency. This student will need to meet their Annual Stretch Growth for at least one year to be proficient.

Placement by Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Diagnostic 1</th>
<th>Diagnostic 2</th>
<th>Diagnostic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Algebra and Algebraic Thinking</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Geometry</td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Early 5</td>
</tr>
</tbody>
</table>

Placement Improved from Initial
Diagnostic Growth for a Class

Subject: Math
Class/Group: Grade 5, Section 1
Comparison Date Range: 05/01/20 - 06/01/20

Progress to Annual Typical Growth (Median)

The median percent progress toward Typical Growth for this class is 144%. Typical Growth is the average annual growth for a student at their grade and placement level.

Current Placement Distribution

Distribution of Progress to Annual Typical Growth

Distribution of Progress to Annual Stretch Growth

Learn More about Growth

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<table>
<thead>
<tr>
<th>Student</th>
<th>Annual Typical Growth</th>
<th>Annual Stretch Growth</th>
<th>Initial Placement &amp; Scale Score</th>
<th>Current Placement &amp; Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Danielle</td>
<td>161%</td>
<td>94%</td>
<td>Grade 4 (459) Early 5 (488)</td>
<td></td>
</tr>
<tr>
<td>Bowers, Tara</td>
<td>78%</td>
<td>45%</td>
<td>Grade 4 (472) Early 5 (486)</td>
<td></td>
</tr>
<tr>
<td>Choi, Isabelle</td>
<td>172%</td>
<td>100%</td>
<td>Grade 4 (459) Early 5 (490)</td>
<td></td>
</tr>
<tr>
<td>Cochrar, Damon</td>
<td>85%</td>
<td>41%</td>
<td>Grade 2 (429) Grade 3 (446)</td>
<td></td>
</tr>
<tr>
<td>Lowe, Noah</td>
<td>94%</td>
<td>55%</td>
<td>Grade 4 (470) Early 5 (487)</td>
<td></td>
</tr>
<tr>
<td>Malone, Carla</td>
<td>244%</td>
<td>126%</td>
<td>Grade 3 (440) Early 5 (484)</td>
<td></td>
</tr>
<tr>
<td>McDonald, Kal</td>
<td>161%</td>
<td>100%</td>
<td>Early 5 (489) Mid 5 (518)</td>
<td></td>
</tr>
<tr>
<td>Patel, Mia</td>
<td>172%</td>
<td>100%</td>
<td>Grade 4 (473) Mid 5 (504)</td>
<td></td>
</tr>
<tr>
<td>Powell, Elijah</td>
<td>178%</td>
<td>103%</td>
<td>Grade 4 (470) Mid 5 (502)</td>
<td></td>
</tr>
<tr>
<td>Ramirez, Gabriella</td>
<td>111%</td>
<td>65%</td>
<td>Grade 4 (472) Early 5 (492)</td>
<td></td>
</tr>
<tr>
<td>Ruiz, Justin</td>
<td>189%</td>
<td>110%</td>
<td>Grade 4 (450) Early 5 (484)</td>
<td></td>
</tr>
<tr>
<td>Sanchez, Abby</td>
<td>193%</td>
<td>135%</td>
<td>Mid 5 (516) Grade 6 (543)</td>
<td></td>
</tr>
</tbody>
</table>
The median percent progress toward Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and placement level.

Current Placement Distribution

- Tier 1: 52% (From 26%)
- Tier 2: 36% (From 50%)
- At Risk for Tier 3: 12% (From 24%)

Diagnostic Growth for a School

- Diagnostic Status
- Diagnostic Results
- Online Instruction
- Standards Mastery
- Diagnostic Growth
### Instructional Groupings

**Math**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class/Report Group</th>
<th>Diagnostic</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Grade 5, Section 1</td>
<td>Diagnostic Window 1</td>
<td>Grade 5</td>
</tr>
<tr>
<td></td>
<td>08/31/19 - 09/30/19</td>
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</tbody>
</table>

**View All Groupings**

<table>
<thead>
<tr>
<th>Grouping 1</th>
<th>Grouping 2</th>
<th>Grouping 3</th>
<th>Grouping 4</th>
<th>Grouping 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 Students)</td>
<td>(10 Students)</td>
<td>(0 Students)</td>
<td>(2 Students)</td>
<td>(4 Students)</td>
</tr>
</tbody>
</table>

**Students**

Showing 10 of 10

<table>
<thead>
<tr>
<th>Student</th>
<th>Diagnostic Language</th>
<th>Scale Score</th>
<th>Overall Placement</th>
<th>NO</th>
<th>ALG</th>
<th>MS</th>
<th>GEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Danielle</td>
<td></td>
<td>459</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Bowers, Tara</td>
<td></td>
<td>472</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Choi, Isabelle</td>
<td></td>
<td>470</td>
<td>Grade 4</td>
<td>Grade 4</td>
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<td>Grade 3</td>
</tr>
</tbody>
</table>

**Instructional Priorities**

Students in this grouping are having difficulty with skills and concepts related to quantitative reasoning. They may struggle with skills and concepts related to fractions and whole number operations, or they may struggle with algebraic concepts related to factors and multiples, or both. Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational concepts and skills described below in the section. Those students with a low score in Algebraic Thinking will need practice with how to compare fractions with different denominators or how to express fractions as equivalent fractions or decimals. Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

**Operations**

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

**Number—Fractions**

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.

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**Recommendations for Teacher-Led Instruction**

**Number and Operations**

- Place Value through Hundred Millions
- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Multiply Three-Digit Numbers by One-Digit Numbers
- Divide by One-Digit Numbers
- Fractions as Sums
- Compare Fractions
- Equivalent Fractions
- Write Fractions as Decimals
- Adding Fractions and Mixed Numbers

**Algebra and Algebraic Thinking**

- Factors
- Multiples