Select Reports: Understanding Student Performance

Reports:

<table>
<thead>
<tr>
<th>Report</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Results for a Student</td>
<td>2</td>
</tr>
<tr>
<td>Diagnostic Results for a Class</td>
<td>3</td>
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<tr>
<td>Diagnostic Growth for a Student</td>
<td>4</td>
</tr>
<tr>
<td>Diagnostic Growth for a Class</td>
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<tr>
<td>Diagnostic Growth for a School</td>
<td>6</td>
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<tr>
<td>Instructional Groupings</td>
<td>7</td>
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</tbody>
</table>
Placing by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student’s growth as a reader. Taken together, this information places Danielle in instructional Grouping 1.

Developmental Analysis

This domain addresses Danielle’s understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author’s point of view or purpose, as well as analyzing cause-and-effect relationships.

Teach a variety of informational gaves, including biographies, autobiographies, and newspaper or magazine articles.

Next Steps & Resources for Instruction

+ Teach about author’s point of view and purpose.
+ Provide additional strategies for determining word meanings.
+ Build understanding of how to connect text and visuals.
  – Extend understanding of cause and effect.
    • Define effect as something that happens. Define cause as something else that happens.
    • Read aloud a Grade-Level 3 informational book and model cause-and-effect relationships.
    • Say, “When I read, I think about things that happen and why those things happen.”
    • Model asking and answering questions such as, “What happened?”
    • Then have Danielle read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

Tools for Instruction

Identify Cause and Effect

Additional Resources

Learn More
  – Grade 3
  – Lesson 1: Asking Questions about Key Ideas
Overall Diagnostic Growth

Year-to-Date Growth

Progress to Annual Typical Growth
Scale Points: 28/16

This student has made 175% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level.

Progress to Annual Stretch Growth
Scale Points: 28/30

This student has made 93% progress toward their Annual 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 two years 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>Grade 4</td>
<td>Early 5</td>
</tr>
<tr>
<td>Phonological Awareness *</td>
<td>Tested Out</td>
<td>Tested Out</td>
<td>Tested Out</td>
</tr>
<tr>
<td>Phonics * †</td>
<td>Grade 3</td>
<td>Max Score</td>
<td>Tested Out</td>
</tr>
<tr>
<td>High-Frequency Words *</td>
<td>Tested Out</td>
<td>Tested Out</td>
<td>Tested Out</td>
</tr>
<tr>
<td>Vocabulary †</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Mid 5</td>
</tr>
<tr>
<td>Comprehension: Literature †</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Early 5</td>
</tr>
<tr>
<td>Comprehension: Informational Text †</td>
<td>Grade 3</td>
<td>Grade 3</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

† Placement Improved from Initial
* Foundational Domains
The median percent progress toward Typical Growth for this class is 113%. Typical Growth is the average annual growth for a student at their grade and placement level.

Current Placement Distribution

- **Progress Distributions**
  - Distribution of Progress to Annual Typical Growth
    - # Students
      - 0
      - 2
      - 0
      - 2
      - 2
      - 13
    - % Progress
      - 100%
      - 90-99
      - 80-89
      - 70-79
      - 60-69
      - 50-59
      - 40-49
      - 30-39
      - 20-29
      - 10-19
    - Students
      - 20
  - Distribution of Progress to Annual Stretch Growth
    - # Students
      - 1
      - 4
      - 4
      - 2
      - 2
      - 6
    - % Progress
      - 100%
      - 90-99
      - 80-89
      - 70-79
      - 60-69
      - 50-59
      - 40-49

Learn More about Growth

Showing 20 of 20

- **Student**
  - Baker, Danielle
  - Bowers, Tara
  - Choi, Isabelle
  - Cochran, Damon
  - Lowe, Noah
  - Malone, Carla
  - McDonald, Kal
  - Patel, Mia
  - Powell, Elijah
  - Ramirez, Gabriella
  - Ruiz, Justin
  - Sanchez, Abby

- **Annual Typical Growth**
  - Percent Progress
    - 175%
    - 69%
    - 188%
    - 112%
    - 113%
    - 245%
    - 38%
    - 200%
    - 175%
    - 138%
    - 75%
    - 271%
  - Scale Score Progress
    - 28/16
    - 11/16
    - 30/16
    - 29/26
    - 18/16
    - 49/20
    - 5/13
    - 32/16
    - 28/16
    - 22/16
    - 12/16
    - 19/7

- **Annual Stretch Growth**
  - Percent Progress
    - 93%
    - 37%
    - 100%
    - 48%
    - 60%
    - 104%
    - 20%
    - 107%
    - 93%
    - 73%
    - 40%
    - 106%
  - Scale Score Progress
    - 28/30
    - 11/30
    - 30/30
    - 29/61
    - 18/30
    - 49/47
    - 5/25
    - 32/30
    - 28/30
    - 22/30
    - 12/30
    - 19/18

- **Initial Placement & Scale Score**
  - Grade 4 (560)
  - Grade 4 (547)
  - Grade 4 (568)
  - Grade 2 (490)
  - Grade 3 (522)
  - Grade 4 (571)
  - Grade 4 (560)
  - Grade 4 (577)
  - Grade 4 (542)
  - Grade 4 (571)
  - Mid 5 (615)

- **Current Placement & Scale Score**
  - Early 5 (888)
  - Grade 4 (558)
  - Early 5 (598)
  - Grade 4 (568)
  - Grade 3 (519)
  - Grade 4 (550)
  - Early 5 (589)
  - Early 5 (594)
  - Grade 4 (592)
  - Early 5 (605)
  - Grade 4 (583)
  - Late 5 (634)
The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and placement level.

### Subject: Reading

### School: Cedar Elementary

### Academic Year: Current Year

### Comparison Diagnostic: Diagnostic 3

### Placement Definition: End-of-Year View

### Students Assessed/Total: 555/569

#### Progress to Annual Typical Growth (Median)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Progress (Median)</th>
<th>% Met</th>
<th>% Students with Improved Placement</th>
<th>Students Assessed/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>✔️ 106%</td>
<td>75%</td>
<td>85%</td>
<td>60/60</td>
</tr>
<tr>
<td>Grade 1</td>
<td>✔️ 111%</td>
<td>62%</td>
<td>57%</td>
<td>63/63</td>
</tr>
<tr>
<td>Grade 2</td>
<td>✔️ 107%</td>
<td>64%</td>
<td>73%</td>
<td>66/70</td>
</tr>
<tr>
<td>Grade 3</td>
<td>✔️ 109%</td>
<td>75%</td>
<td>60%</td>
<td>60/60</td>
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<tr>
<td>Grade 4</td>
<td>✔️ 109%</td>
<td>77%</td>
<td>36%</td>
<td>66/71</td>
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<tr>
<td>Grade 5</td>
<td>✔️ 111%</td>
<td>75%</td>
<td>50%</td>
<td>60/60</td>
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<tr>
<td>Grade 6</td>
<td>✔️ 111%</td>
<td>85%</td>
<td>40%</td>
<td>60/60</td>
</tr>
<tr>
<td>Grade 7</td>
<td>✔️ 111%</td>
<td>85%</td>
<td>55%</td>
<td>60/65</td>
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<tr>
<td>Grade 8</td>
<td>✔️ 111%</td>
<td>80%</td>
<td>60%</td>
<td>60/60</td>
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### Instructional Groupings

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

#### View All Groupings

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 Students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0 Students</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7 Students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0 Students</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6 Students</td>
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</tbody>
</table>

#### Students

Showing 7 of 7

<table>
<thead>
<tr>
<th>Student</th>
<th>Scale Score</th>
<th>Overall Placement</th>
<th>PA</th>
<th>PH</th>
<th>HFW</th>
<th>VOC</th>
<th>LIT</th>
<th>INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Danielle</td>
<td>560</td>
<td>Grade 4</td>
<td>Tested Out</td>
<td>Grade 3</td>
<td>Tested Out</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Choi, Isabelle</td>
<td>568</td>
<td>Grade 4</td>
<td>Tested Out</td>
<td>Grade 3</td>
<td>Tested Out</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Powell, Elijah</td>
<td>577</td>
<td>Grade 4</td>
<td>Tested Out</td>
<td>Grade 3</td>
<td>Tested Out</td>
<td>Grade 4</td>
<td>Grade 4</td>
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<tr>
<td>Singh, Brian</td>
<td>577</td>
<td>Grade 4</td>
<td>Tested Out</td>
<td>Grade 3</td>
<td>Max Score</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

- Hide Grouping Description

Results indicate that these students are considerably below level in Phonics. They will need more intensive instruction to develop decoding skills. For more information about differentiating instruction to meet their needs, see their individual Diagnostic Results.

#### Instructional Priorities

**Phonics**

Students in this grouping are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small group work. Also provide instruction and for more information about differentiating instruction to meet their needs, see their individual Diagnostic Results.

**Vocabulary**

These students are likely to have difficulty not only with word meanings, but also with the background knowledge that supports comprehension. Thus, another focus for small group instruction should be meanings of individual words, as well as word-related learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on the meaning and usage of words.

#### Recommendations for Teacher-Led Instruction

**Phonics**

- Focus on decoding longer words.
  - Students in this profile are likely to be challenged by the increasing frequency of multisyllabic words in intermediate-level texts.
  - Teach or review the meaning of common prefixes (in-, dis-, mis-, non-, pre-, re-, un-).

**Vocabulary**

- Use read alouds.
  - Using read alouds, even with intermediate students, is a highly effective approach to increasing students’ vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read aloud to use in other contexts throughout the day.

- Teach high-utility academic language.
  - Focus on critical thinking words used across a range of academic contexts.
  - Teach words that are useful for many academic tasks, such as achieve, aspects, complex, conclusion, distinction, elements, features, focus, impact, perceived, potential, previous, primary, range, relevant, and transfer.
  - Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.

#### Additional Resources

**PHONICS for Reading**

- Second Level
  - All the lessons in this book

**Teacher Toolbox**

- **Distinguish Open and Closed Syllables**
- **Multisyllabic Words with Prefixes and Suffixes**

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