



Introduction to NWEA

Measures of Academic Progress



ASSESSMENTS



CLASSROOM
RESOURCES



ANALYTICAL
TOOLS



PROFESSIONAL
DEVELOPMENT

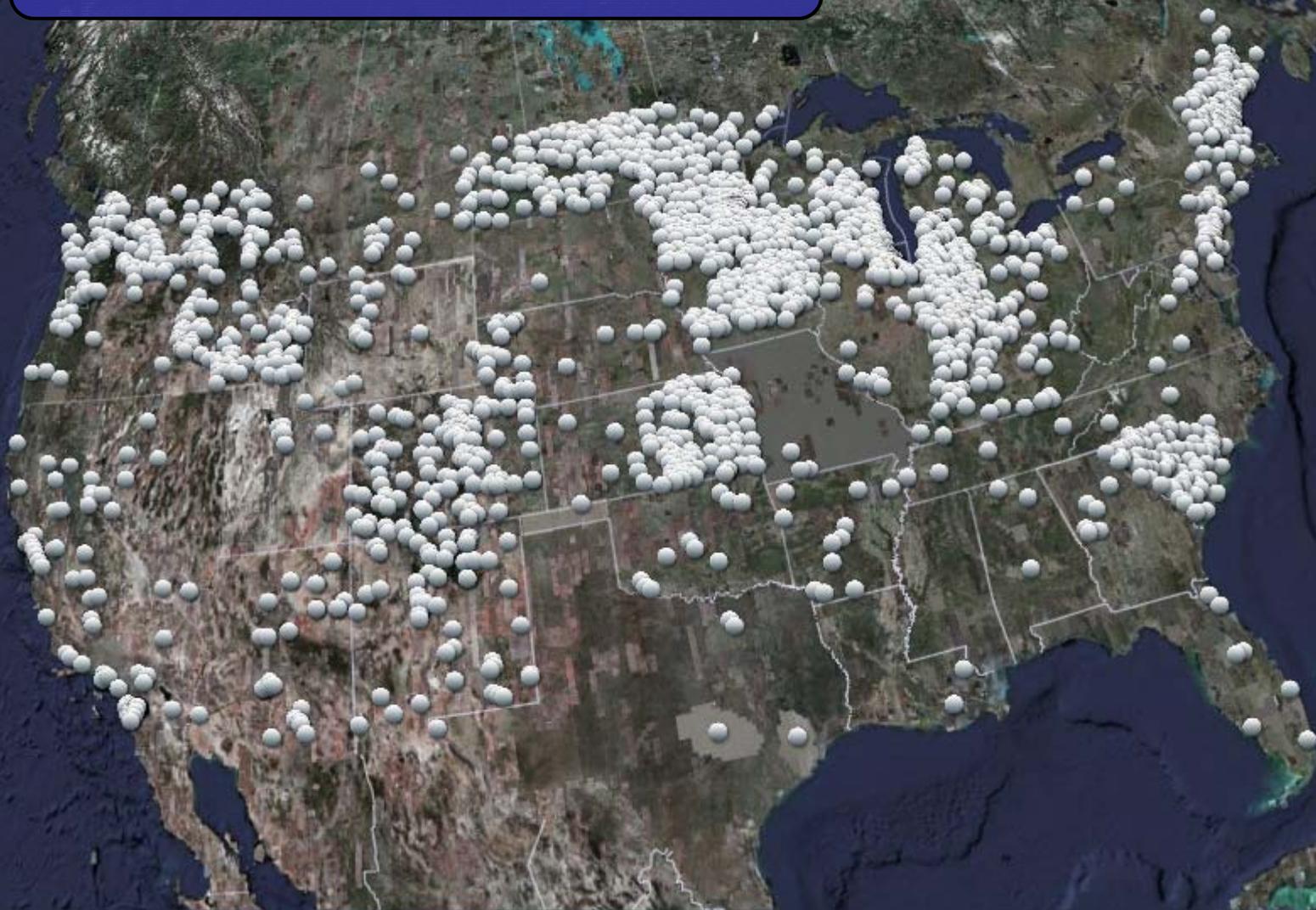



NWEA

Northwest Evaluation Association

Partnering to help all kids learn

Nationwide Presence



Essential Questions

If you could design an assessment, what would you want it to tell you about your students?

What are the essential components of an effective assessment system?

ASSESSMENTS



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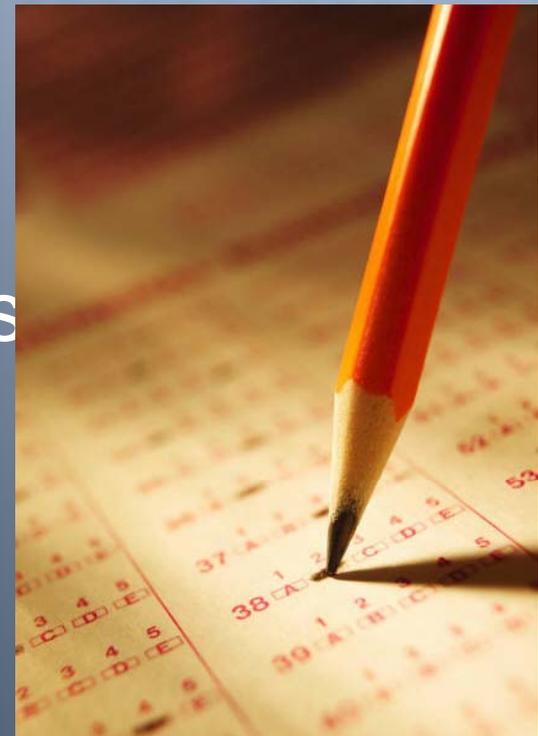
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Purpose & Design

The purpose drives the design of assessment-

- External accountability
 - To report out to stakeholders
- Internal accountability
 - To inform instruction
 - To adjust curriculum
 - For program evaluation





Summative vs. Formative Assessments

Summative-Assessment OF Learning

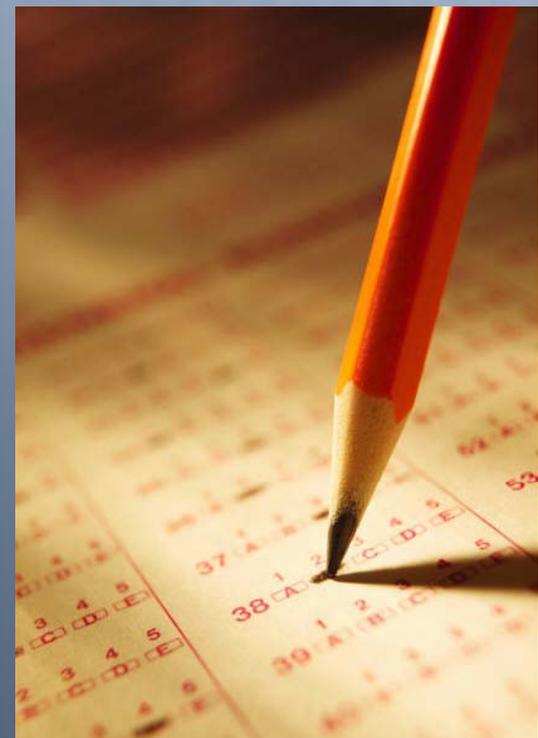
To inform *others* about students

- Achievement standards for which schools, teachers, and students are held accountable

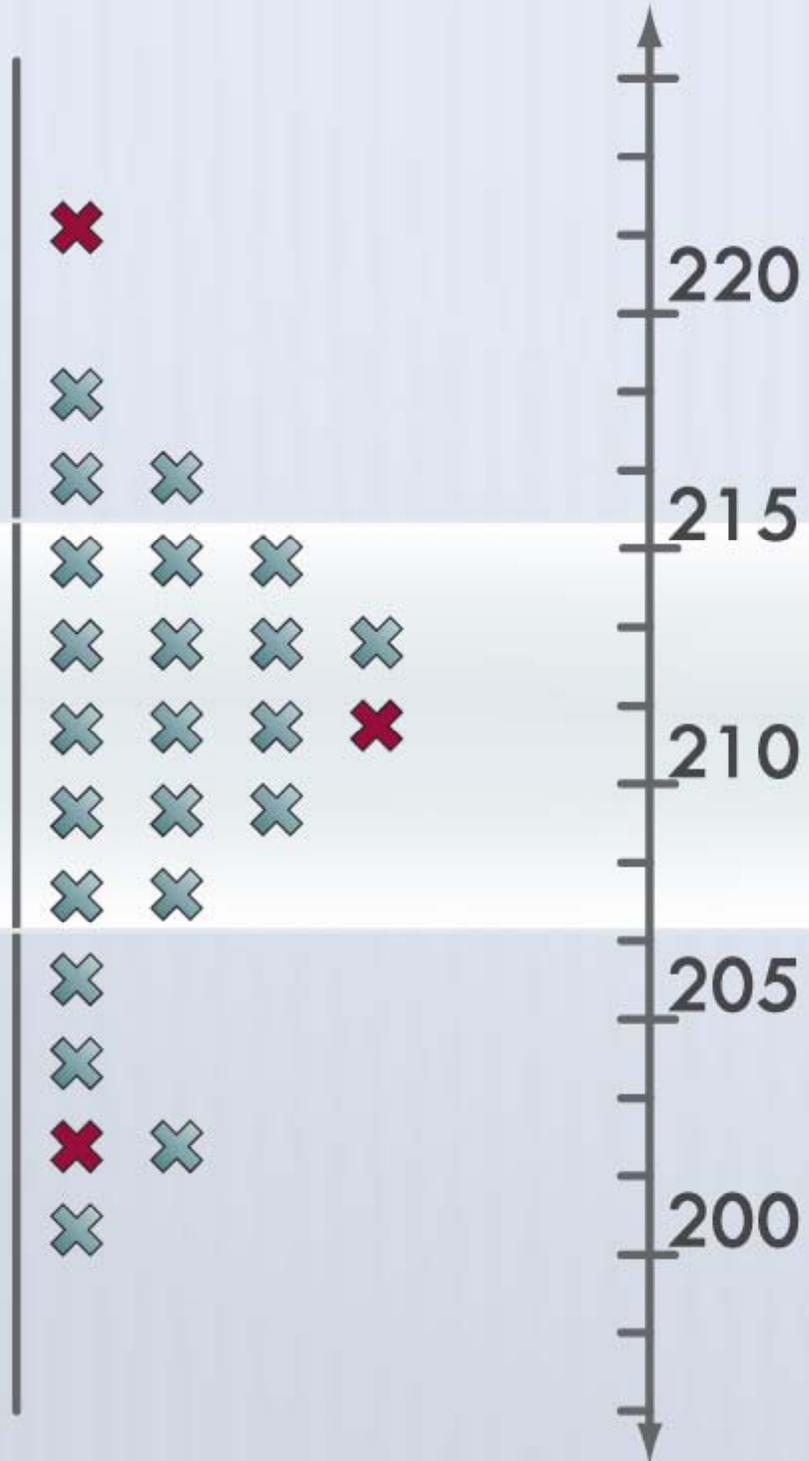
Formative-Assessment FOR Learning

To inform *students* about themselves

- Improvement, mastery of increasingly sophisticated learning targets over time



Classroom
Distribution



How do we foster growth
for
all kids?



Measures of Academic Progress

Math, Reading, Language Usage

Survey Test

Interim/Intake Testing

- Overall RIT Score
- 20 items per subject

Additional Tests

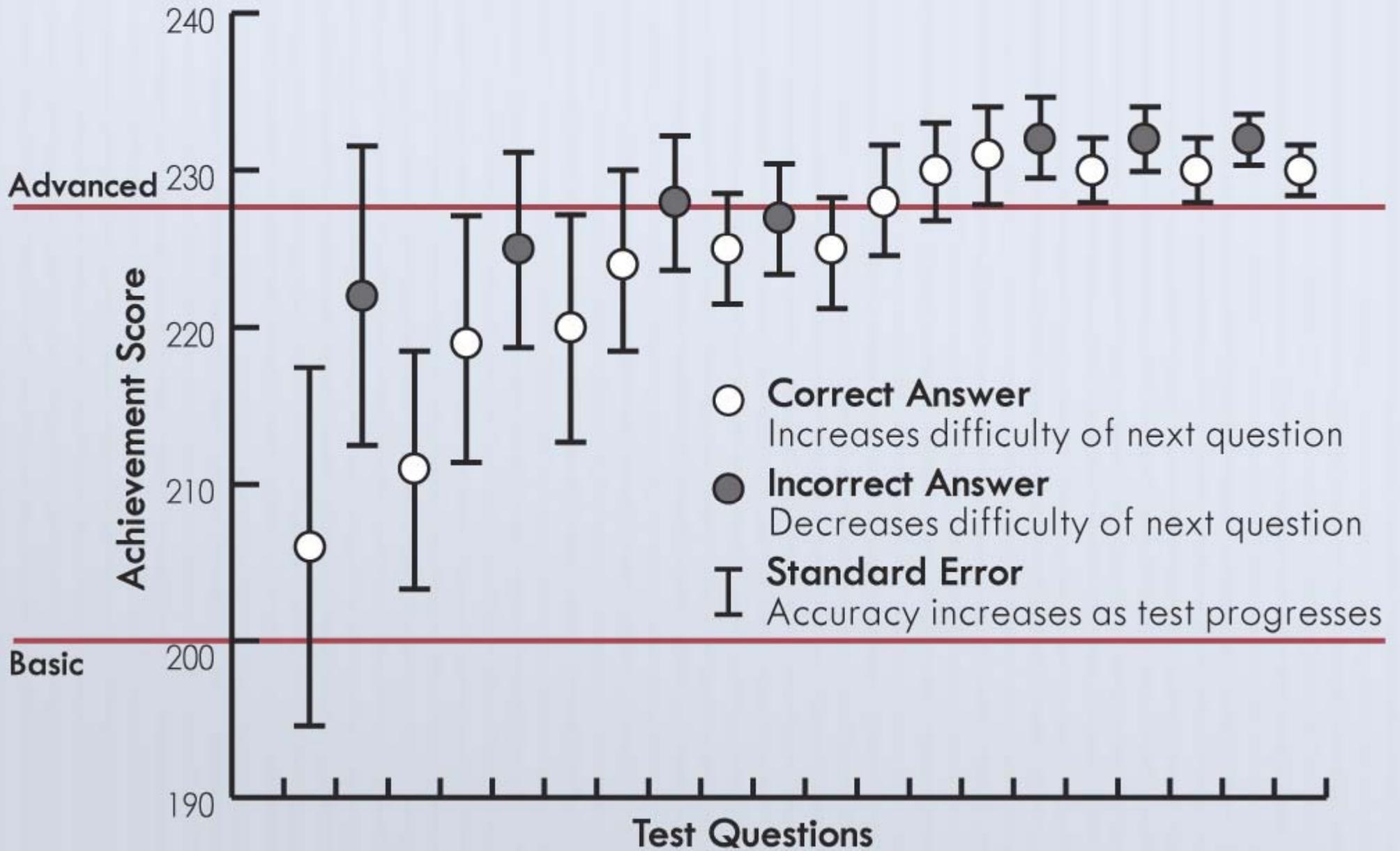
Available:

MAP for Primary
Grades
Science

Survey with Goals

Fall/Spring testing

- Overall RIT Score with Goal Scores
- 42-60 items per subject
- End of Course Tests
 - Algebra I & II
 - Geometry
 - Integrated Math I & II





RIT (Rasch Unit) Scale

- Achievement scale
- Equal interval
- Measures longitudinal growth
- Grade independent

RIT Scale

280



110



Design & Features of Measures of Academic Progress

- Dynamically developed for each student
- Accurate data across the scale
- Tests are not timed
- Immediate results
- Measures *current student performance*, not mastery



Sample Item

Bulletin

Notice to Students:

Please be aware that the band concert will be on Tuesday, October 24, 2002 at 7:30 p.m. in the gym. Make sure to wear your uniform, bring your instrument and be ready to warm-up at 7:15 p.m. sharp! We know this will be a super event! See you there!

At what time should the band students be in their seats?

- A. 7:15 p.m.
- B. 7:00 p.m.
- C. 6:30 p.m.
- D. 7:30 p.m.



Daniel E. Caster

Your Mathematics score is 201

(Number Sense 203-217)

(Estimation & Computations 185-201)

(Mathematical Reasoning/Problem 189-204)

(Measurement 168-190)

(Algebra/Functions/Math Models 198-212)

(Geometry 204-220)

(Data Analysis/Probability/Statistics 200-215)



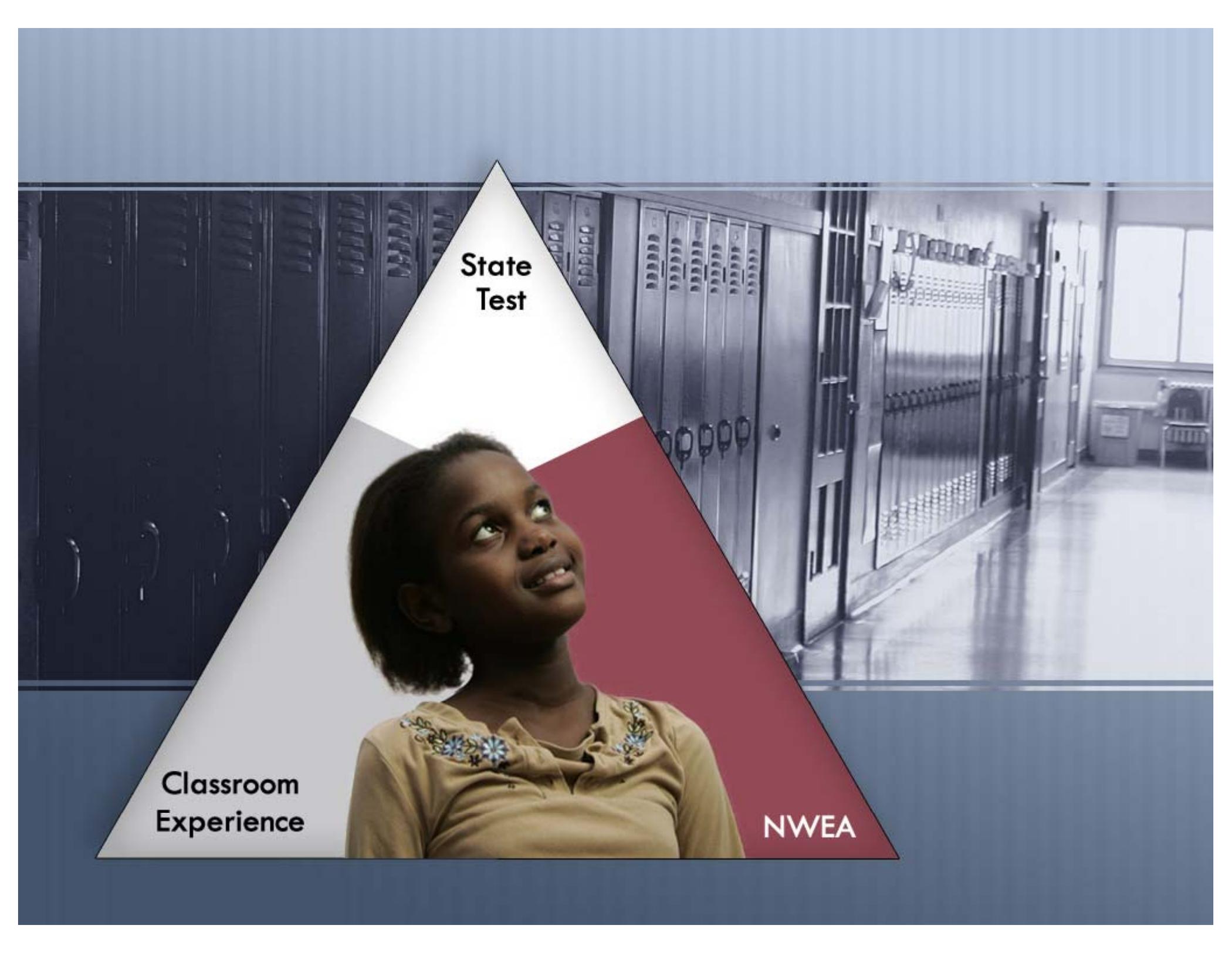
Daniel 201



Norm 211



Grace 223

A young girl with dark hair, wearing a tan top with floral embroidery, is looking upwards and to the right with a hopeful expression. She is positioned in the foreground, partially overlapping a large white triangle. The background is a school hallway with rows of dark lockers on the left and a doorway leading to another hallway on the right. The floor is polished and reflects the light. The overall scene is set against a blue gradient background.

**State
Test**

**Classroom
Experience**

NWEA



ASSESSMENTS

CLASSROOM
RESOURCES



ANALYTICAL
TOOLS



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Instructional Resources: Class by RIT Report

Browser address bar: <https://reports.nwea.org>

	< 181	181-190	191-200
Math	K. Bailey (170) R. Andrews (176)	E. Ramos (181) M. Hybara (182) D. Caster (183) L. Kiew (184) N. Kieslir (184) S. Mclean (188) R. Pruska (190)	T. Stopnick (191) B. Leibowitz (194) T. Noboa (195)
Reading	E. Ramos (172) M. Hybara (179) D. Horowitz (179)	K. Bailey (182)	L. Kiew (193) N. Kieslir (193) S. Mclean (194) B. Leibowitz (196) R. Pruska (199) T. Noboa (199)

Instructional Resources: Class by Goal Report



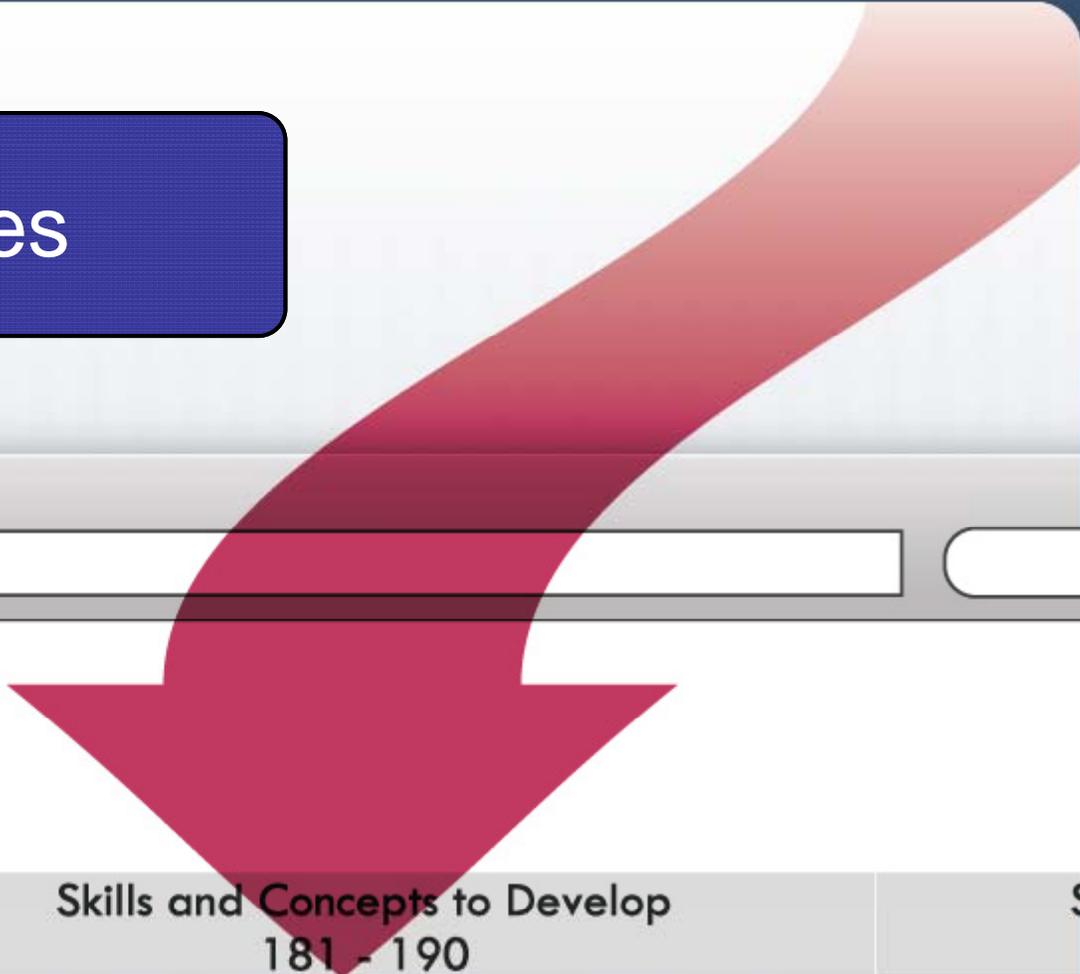
	< 181	181-190	191-200	
Algebraic Functions	K. Bailey (170)	E. Ramos (181) M. Hybara (182) L. Kiew (184)	D. Caster (183) N. Kieslir (184) S. Mclean (188)	B. ... R. ... T. M ... P. S ... F. C ...
Number Sense	E. Ramos (181) M. Hybara (182)	D. Caster (183)	K. Bailey (170)	B. ... R. ... L. H ... N. ... S. ...
Data Analysis & Statistics & Probability		T. Noboa (195) N. Kieslir (184)	D. Caster (183) S. Mclean (188)	K. ... P. S ...
Geometry	E. Ramos (181)	K. Bailey (170) D. Horowitz (202) T. Noboa (195)		

Instructional Resources: Class by Goal Report

Browser interface showing a report from <https://reports.nwea.org>.

	< 181	181-190	191-200	
Algebraic Functions	K. Bailey (170)	E. Ramos (181) M. Hybara (182) L. Kiew (184)	D. Caster (183) N. Kieslir (184) S. Mclean (188)	B. R. T. M P. S F. C
Number Sense	E. Ramos (181) M. Hybara (182)	D. Caster (183)	K. Bailey (170)	B. R. L. H N. S. I
Data Analysis & Statistics & Probability		T. Noboa (195) N. Kieslir (184)	D. Caster (183) S. Mclean (188)	K. P. S
Geometry	E. Ramos (181)	K. Bailey (170) D. Horowitz (202) T. Noboa (195)		

NWEA DesCartes



https://reports.nwea.org

Mathematics
 : Number Sense
 Range: 181 - 190

and Concepts to Enhance
 171 - 180

Whole Numbers - Represent, Identify, and Count
 Whole numbers 0-100*
 Whole numbers 0-1000*
 Counting numbers in a series through 100
 to 100
 Writes by 5's*
 Adds or counts on from a given number*
 Ordinal numbers (first to tenth)
 Numeral and written name for numbers

Skills and Concepts to Develop
 181 - 190

Whole Numbers - Represent, Identify, and Count

- Counts numbers 0-1000*
- Counts and writes by 3's*
- Counts and writes by 4's*
- Counts and writes by 6's, 7's, 8's, or 9's*
- Counts ordinal numbers (first to tenth)
- Solves problems using ordinal numbers*
- Identifies the numeral and written name for numbers from 0-1000

Whole Numbers

- Solves problems
- Identifies number
- Identifies with a zero
- Identifies through
- Identifies through



Grace's DesCartes Results

Subject: Mathematics
Goal Strand: Measurement
RIT Score Range: 241-250

Secured Skills RIT Range: 231-240	Emerging Skills RIT Range: 241-250	Future Skills RIT Range: 251-260
Length, Weight, Volume	Length, Weight, Volume	Length, Weight, Volume
<ul style="list-style-type: none"> Find the volume of a pyramid 		<ul style="list-style-type: none"> Find volume of cones and rectangular prisms and cylinders
Area, Perimeter, Circumference	Area, Perimeter, Circumference	Area, Perimeter, Circumference
<ul style="list-style-type: none"> Find the perimeter of a square or rectangle using the formula Find the perimeter of polygons Calculate the area of a parallelogram and rectangle Calculate the area of a triangle Calculate the circumference of a circle using the formula 	<ul style="list-style-type: none"> Calculate the area of a parallelogram and rectangle using algebra tiles Understand the effects of changing dimensions on perimeter, area, and volume Calculate the surface area of a rectangular prism and cylinder 	<ul style="list-style-type: none"> Find area of inscribed figure by using midpoints and endpoints
Time, Temperature	Time, Temperature	Time, Temperature
<ul style="list-style-type: none"> Convert from Celsius to Fahrenheit Subtract Fahrenheit temperatures 		
Angle Identification and Measure	Angle Identification and Measure	Angle Identification and Measure
		<ul style="list-style-type: none"> Relationship of size of angles and corresponding sides of a triangle
Money	Money	Money
<ul style="list-style-type: none"> Find commission and total pay Compute and count change greater than \$20.00 		
<i>New Vocabulary in this Range:</i> rectangular house, height and base, algebraic expression, rows and columns, checking account, car purchase, commission, simple interest	<i>New Vocabulary in this Range:</i> doubled and tripled, rectangular solid, cylindrical tank, algebra tiles, inscribed, time-and-a-half, sales tax, discount	<i>New Vocabulary in this Range:</i> circumscribed, distance formula
<i>New Signs and Symbols:</i> $F = \frac{9}{5} C + 32$, formula for finding volume of a pyramid	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> formula for finding volume of a cone, formula for volume of a cube, formula for finding volume of a rectangular solid



Norm's DesCartes Results

Subject: Mathematics
Goal Strand: Measurement
RIT Score Range: 231-240

Secured Skills RIT Range: 221-230	Emerging Skills RIT Range: 231-240	Future Skills RIT Range: 241-250
Length, Weight, Volume	Length, Weight, Volume	Length, Weight, Volume
<ul style="list-style-type: none"> Measure length with metric measures (centimeter) Measure length with customary measures (inch) Select the appropriate unit of measure for length, area, and volume 	<ul style="list-style-type: none"> Find the volume of a pyramid 	
Area, Perimeter, Circumference	Area, Perimeter, Circumference	Area, Perimeter, Circumference
<ul style="list-style-type: none"> Analyze circles: center, chord, diameter, radius, arc, semicircle, and circumference Find the missing angle measurement in a triangle when two angles are known 	<ul style="list-style-type: none"> Find the perimeter of a square or rectangle using the formula Find the perimeter of polygons Calculate the area of a parallelogram and rectangle Calculate the area of a triangle Calculate the circumference of a circle using the formula 	<ul style="list-style-type: none"> Calculate the area of a parallelogram and rectangle using algebra tiles Understand the effects of changing dimensions on perimeter, area, and volume Calculate the surface area of a rectangular prism and cylinder
Time, Temperature	Time, Temperature	Time, Temperature
	<ul style="list-style-type: none"> Convert from Celsius to Fahrenheit Subtract Fahrenheit temperatures 	
Angle Identification and Measure	Angle Identification and Measure	Angle Identification and Measure
Money	Money	Money
	<ul style="list-style-type: none"> Find commission and total pay Compute and count change greater than \$20.00 	
<i>New Vocabulary in this Range:</i> reasonable, formula, segment BC, pi, radius squared, diameter, metric units, quarts, gallons, rectangular box, base, rate	<i>New Vocabulary in this Range:</i> rectangular house, height and base, algebraic expression, rows and columns, checking account, car purchase, commission, simple interest	<i>New Vocabulary in this Range:</i> doubled and tripled, rectangular solid, cylindrical tank, algebra tiles, inscribed, time-and-a-half, sales tax, discount
<i>New Signs and Symbols:</i> oz = ounces, C = circumference	<i>New Signs and Symbols:</i> $F = \frac{9}{5}C + 32$, formula for finding volume of a pyramid	<i>New Signs and Symbols:</i> none



Daniel's DesCartes Results

Subject: Mathematics
Goal Strand: Measurement
RIT Score Range: 221-230

Secured Skills RIT Range: 211-220	Emerging Skills RIT Range: 221-230	Future Skills RIT Range: 231-240
Length, Weight, Volume	Length, Weight, Volume	Length, Weight, Volume
<ul style="list-style-type: none"> Measure length to the nearest millimeter, centimeter, meter, and kilometer 	<ul style="list-style-type: none"> Measure length with metric measures (centimeter) Measure length with customary measures (inch) Select the appropriate unit of measure for length, area, and volume 	<ul style="list-style-type: none"> Find the volume of a pyramid
Area, Perimeter, Circumference	Area, Perimeter, Circumference	Area, Perimeter, Circumference
<ul style="list-style-type: none"> Calculate the area of irregular shapes Understand the effects of changing dimensions on perimeter and area 	<ul style="list-style-type: none"> Analyze circles: center, chord, diameter, radius, arc, semicircle, and circumference Find the missing angle measurement in a triangle when two angles are known 	<ul style="list-style-type: none"> Find the perimeter of a square or rectangle using the formula Find the perimeter of polygons Calculate the area of a parallelogram and rectangle Calculate the area of a triangle Calculate the circumference of a circle using the formula
Time, Temperature	Time, Temperature	Time, Temperature
		<ul style="list-style-type: none"> Convert from Celsius to Fahrenheit Subtract Fahrenheit temperatures
Angle Identification and Measure	Angle Identification and Measure	Angle Identification and Measure
<ul style="list-style-type: none"> Measure angles using a protractor 		
Money	Money	Money
<ul style="list-style-type: none"> Compute basic operations with monetary amounts up to and including \$20.00 		<ul style="list-style-type: none"> Find commission and total pay Compute and count change greater than \$20.00
<i>New Vocabulary in this Range:</i> yards, measure of angle, degrees, protractor, centuries, below zero, Celsius, rectangular solid, rectangular prism, decades, ounces	<i>New Vocabulary in this Range:</i> reasonable, formula, segment BC, pi, radius squared, diameter, metric units, quarts, gallons, rectangular box, base, rate	<i>New Vocabulary in this Range:</i> rectangular house, height and base, algebraic expression, rows and columns, checking account, car purchase, commission, simple interest
<i>New Signs and Symbols:</i> " = inches, yd = yards, b = base, h = height, r = radius, s = side, angle symbol, - for negative, + for positive, d = distance, tsp = teaspoon, pt = pint, gal = gallon, qt = quart, c = cup	<i>New Signs and Symbols:</i> oz = ounces, C = circumference	<i>New Signs and Symbols:</i> $F = \frac{9}{5}C + 32$, formula for finding volume of a pyramid

Monitoring Growth in Student Achievement

2005 Mathematics Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING	
	Median	Mean	Median	Mean
2	179	179.3	191	190.6
3	193	192.3	202	201.7
4	203	202.7	211	210.4
5	211	211.2	219	218.3
6	218	217.4	224	223.3
7	225	223.4	229	228.0
8	230	228.5	234	232.8
9	234	231.7	239	236.2
10	238	235.6	240	238.1

Ending Grade	MEAN GROWTH		
	Fall to Spring	Fall to Fall	Spring to Spring
2	13.9	n/a	n/a
3	10.9	15.1	12.0
4	8.8	11.5	9.5
5	8.7	9.2	9.0
6	7.2	7.6	6.1
7	6.0	7.2	6.1
8	5.2	6.6	6.1
9	3.2	5.0	3.9
10	2.8	3.8	3.2

Student Goal Setting Worksheet

Student: Barrie, Tevya

Term Range: Fall 06 - Fall 07

Initial Grade: 4

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	RIT Score			Fall 06 - Fall 07			
	Fall 2006	Spring 2007	Fall 2007	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	209	209	217	5	214		8
Mathematics	198	205	205	9	207		7
Language Usage	202	212	211	6	208		9

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2006	Spring 2007	Fall 2007
Phonics / Vocab / Word Analysis	199-214	195-209	210-226
Identify Text / Locate Info	203-219	<i>189-206</i>	<i>203-219</i>
Read & Comprehend	212-230	205-220	213-229
Eval Validity / Credibility	201-217	216-238	<i>203-218</i>
Respond to Text	<i>192-208</i>	200-216	220-238
Lexile Range	665-815	657-807	814-964

Student Action Plan: _____

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2006	Spring 2007	Fall 2007
Number & Computation	188-202	197-209	<i>194-205</i>
Algebra	193-206	199-211	200-212

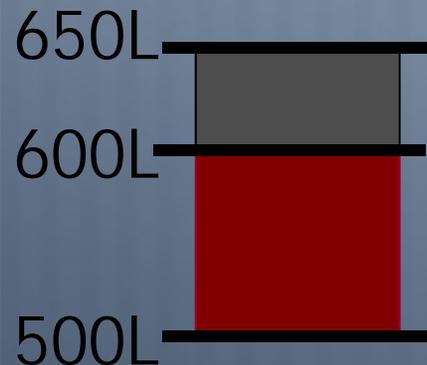
Lexile Scores

www.lexile.com

NWEA
RIT

Lexile

205



The upper part of a 500-650L range might be used for the student's group reading program – instructional reading level

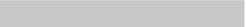
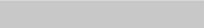
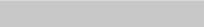
The teacher might use the lower part of this range as a target for the student's – **independent reading level**

Lexile Report

Roster Term: Fall 2006

Test Term: Fall 2006

Class: **Ruth Sparks Period 2**

Student Name	Lexile Range	500	1000	1500	2000
 	23-173				
 	578-728				
 	637-787				
 	693-843				
 	750-900				
 	755-905				
 	818-968				
 	834-984				
 	839-989				
 	938-1088				
 	956-1106				
 	965-1115				
 	966-1116				
 	974-1124				
 	1000-1150				
 	1004-1154				
 	1014-1164				
 	1043-1193				
 	1088-1238				
 	1230-1380				
 	1244-1394				



Booklist for Francis, Spencer

Teacher: Ruth Sparks Period 2

Term: Fall 2007

The Booklist below is a collection of titles based on this student's Lexile score that reflects an appropriate level of challenge.

Student	Grade	Lexile Range	Reading R
Flores, Aaron	3	23-173	1

Keywords

Summaries containing: horse

Exclude summaries containing:

Titles containing:

Exclude titles containing:

Lexile	Book	Author	ISI
90	Flying Horse, The: The Story of Pegasus With the help of the goddess Athena, a young prince tames the winged horse Pegasus and destroys a dreaded monster.	Mason, Jane B.	04484198
120	It's Simple, Said Simon After successfully meeting the challenges posed by a dog, cat, and horse, Simon meets a tiger that is much harder to satisfy and that he must outwit.	Hoberman, Mary Ann	03758120
130	Morris the Moose DETERMINED TO PROVE THAT THE COW HE MEETS IS REALLY A MOOSE, MORRIS THE MOOSE ENLISTS THE HELP OF A RATHER CONFUSED DEER AND HORSE. AN EARLY I CAN READ BOOK.	Wiseman, B.	00644414
170	Chester LOOKING FOR LOVE, A WILD HORSE COMES TO THE CITY TO FIND A HOME.	Hoff, Syd	00644409

Research shows that reading for as little as 20 minutes a day can help children become better readers and better students. By reading regularly, skills developed during the school year can be maintained or even improved during summer months. Research supports the fact that students reading as many as 5 books at challenging levels will actually increase their reading ability from



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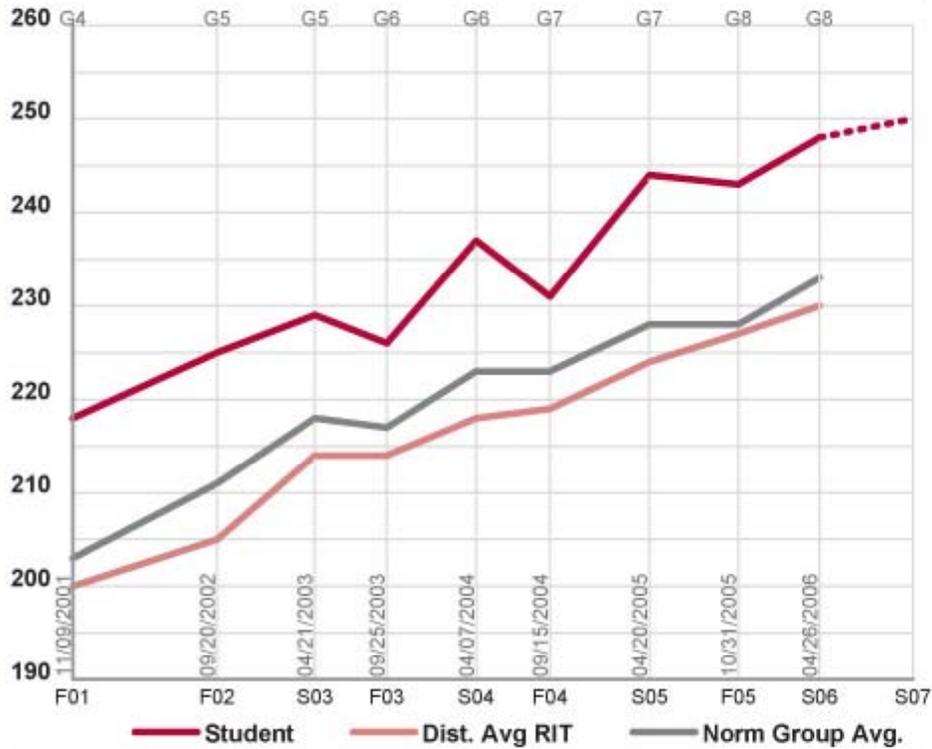


PROFESSIONAL
DEVELOPMENT




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Partnering to help all kids learn

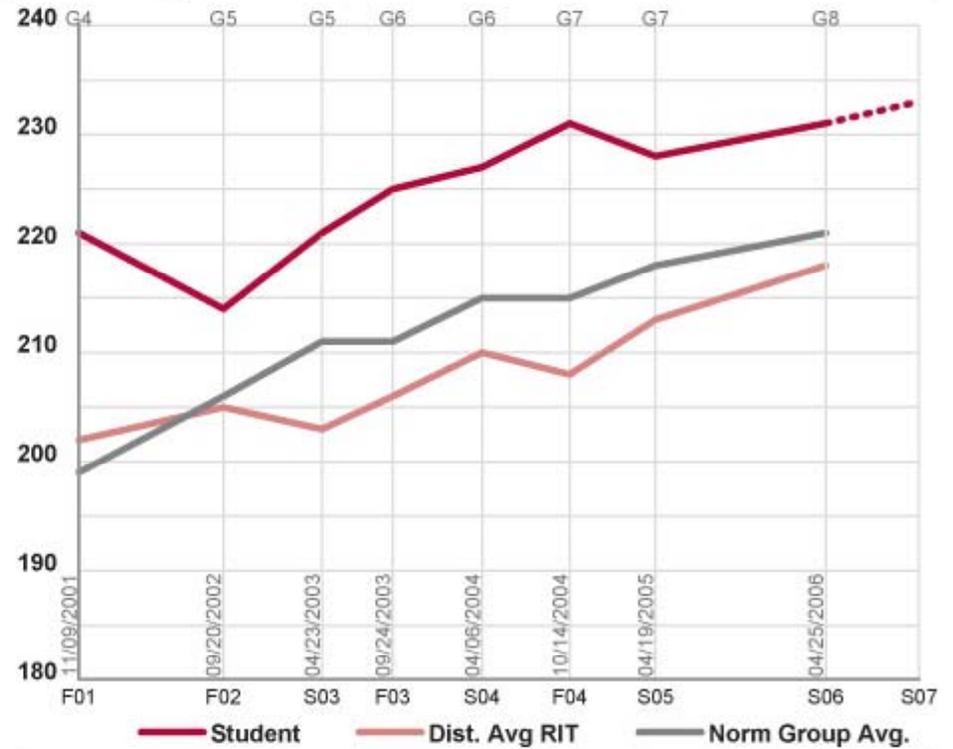
Mathematics



Mathematics Goals Performance - Spring 2006

Num Sense	HiAvg
Comput	High
Algeb Func	Avg
Geom	HiAvg
Meas	HiAvg
Data Analysis / Stat / Problty	High
Prob Solv	HiAvg

Reading



Reading Goals Performance - Spring 2006

Word Recog / Fluency / Vocab	HiAvg
Reading Comp	HiAvg
Literary Response & Analysis	High

Lexile Range: 1055-1205

Language Usage



Student Progress Report

The text above each vertical line on the graph represents the student's grade at the time the test event occurred.



Washington Community Schools Student Progress Report for *Dias, Norm*

Roosevelt Junior High School

Growth is measured from Fall to Spring

Student ID: 123412345

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S06	8	245- 248 -251	230	233	5	5	73- 78 -84
F05	8	240- 243 -246	227	228			75- 81 -86
S05	7	240- 244 -248	224	228	13	6	75- 81 -85
F04	7	228- 231 -234	219	223			68- 73 -79
S04	6	234- 237 -240	218	223	11	7	77- 82 -86
F03	6	223- 226 -229	214	217			70- 77 -83
S03	5	224- 229 -234	214	218	4	8	69- 80 -87
F02	5	222- 225 -228	205	211			83- 89 -93
F01	4	215- 218 -221	200	203			90- 94 -96

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S06	8	228- 231 -234	218	221			65- 74 -82
S05	7	225- 228 -231	213	218	-3	2	61- 73 -80
F04	7	228- 231 -234	208	215			81- 89 -93
S04	6	224- 227 -230	210	215	2	2	69- 79 -86
F03	6	222- 225 -228	206	211			78- 85 -90
S03	5	218- 221 -225	203	211	7	4	65- 76 -83
F02	5	211- 214 -217	205	206			62- 71 -81
F01	4	218- 221 -224	202	199			93- 96 -98

Student Progress Report

Mathematics Goals Performance - Spring 2006

Num Sense	HiAvg
Comput	High
Algeb Func	Avg
Geom	HiAvg
Meas	HiAvg
Data Analysis / Stat / Problty	High
Prob Solv	HiAvg

Reading Goals Performance - Spring 2006

Word Recog / Fluency / Vocab	HiAvg
Reading Comp	HiAvg
Literary Response & Analysis	High

Lexile Range: 1055-1205

Teacher Report

School: Roosevelt High School
 Class: Period 4 English
 Teacher: Atkins, Dennis G.
 Test: Reading Goals Survey

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Word Recognition	Reading Comprehension
12340810	Emily, N. S.	9	S/G	Sep 26	199	3.3	196-202	7	6-9	480-630	196-211	188-203
12340379	Tashod, S. N.	9	S/G	Sep 26	202	3.7	198-206	9	7-13	544-694	185-203	204-221
12340284	Ryan, A. R.	9	S/G	Sep 26	206	3.2	203-209	13	9-17	603-753	195-210	186-203
12340280	Jessica, E. Y.	9	S/G	Sep 26	207	3.4	204-210	15	11-21	634-784	189-206	200-215
12341045	Lorian, D. L.	9	S/G	Sep 26	213	3.3	210-216	18	14-25	740-890	200-216	205-220
12340199	Daniel, C.	9	S/G	Sep 26	213	3.4	210-216	25	19-34	742-892	201-217	208-223
12341156	Lindsay, M. O.	9	S/G	Sep 26	214	3.2	211-217	27	21-34	750-900	205-220	206-220
12340220	Aaron, R. N.	9	S/G	Sep 26	215	3.3	212-218	29	23-37	772-922	216-233	206-221
12340217	Courtney, K. N.	9	S/G	Sep 26	215	3.4	212-218	29	21-37	765-915	199-216	203-218
12341085	Solomon, A. M.	9	S/G	Sep 26	216	3.2	213-219	32	23-40	782-932	209-223	214-229
12340415	Matthew, T. D.	9	S/G	Sep 26	216	3.3	213-219	32	23-40	783-933	209-224	207-221
12340362	Nicholas, K. A.	9	S/G	Sep 26	217	3.4	214-220	34	25-42	801-951	215-231	212-227
12340279	Tyree, N. N.	9	S/G	Sep 26	221	3.3	218-224	45	37-54	875-1025	217-231	203-219
12340358	Nathan, C. A.	9	S/G	Sep 26	222	3.3	219-225	48	40-58	898-1048	214-229	203-219
12340206	Winston, M. A.	9	S/G	Sep 26	222	3.5	219-226	48	40-61	900-1050	217-233	206-222
12340197	Norm, D.	9	S/G	Sep 26	224	3.3	221-227	54	45-64	931-1081	222-237	192-214
12340237	Nouri, A. N.	9	S/G	Sep 26	225	3.3	222-228	58	48-70	956-1106	219-234	213-228
12340249	Allison, B. Y.	9	S/G	Sep 26	227	3.3	224-230	64	54-73	990-1140	213-228	223-238
12340194	Eb'Von, B. Y.	9	S/G	Sep 26	228	3.3	225-231	67	58-76	1004-1154	213-228	212-227
12341046	Nayeli, A. A.	9	S/G	Sep 26	229	3.3	226-232	70	61-79	1024-1174	226-241	214-229
12340267	Joshua, B. N.	9	S/G	Sep 26	230	3.3	227-233	73	64-84	1047-1197	223-238	217-232
12341059	Alisha, M. W.	9	S/G	Sep 26	231	3.3	228-234	66	56-76	1059-1209	218-233	228-243
12340262	Willa, J. K.	9	S/G	Sep 26	233	3.8	229-237	81	70-90	1093-1243	224-241	226-243
12343237	Anders, D. J	9	S/G	Sep 26	236	3.3	233-239	88	79-93	1140-1290	222-237	239-256
12341523	Scott, T.	9	S/G	Sep 26	237	3.3	234-240	90	84-94	1170-1320	233-248	238-255
12348925	Rechelle, M. K	9	S/G	Sep 26	238	3.3	235-241	92	84-96	1180-1330	224-239	225-237

**Achievement Status and Growth Summary Class Report
Fall 2007 to Spring 2008 - Reading**

Rosemont School District #253

School: Roosevelt Elementary School
 Teacher: Jensen, J
 Class Name: 106398 Jensen Grade 3
 Optional Group: None Selected

Reading

Student ID	Name	Grd	Date	Test Type	FA07 Test RIT	FA07 Std Err	SP08 Test RIT	SP08 Std Err	Growth Std Err	SP08 Target Growth	SP08 Target RIT	Growth Target Met	Growth Index				
12350810	ABRAMS, TORY L.	3	4/26/07	S/G	194	3.4	207	2.9	4.5	9	203	Yes	4				
12350822	ADAMSON, KAREN C.	3	4/26/07	S/G	197	3.3	221	3.4	4.7	Growth Index							
12350805	BATES, BEN A.	3	4/26/07	S/G	202	3.3	210	3.0	4.5								
12350875	BEAN, ASHTON N.	3	4/26/07	S/G	200	3.3	209	3.0	4.5								
12350842	BRIG, TAYLOR D.	3	4/26/07	S/G	179	3.5	194	2.8	4.5					13	192	Yes	
12350897	CASTER, DANIEL	3	4/26/07	S/G	189	3.3	202	2.8	4.3					11	200	Yes	2
12350835	COTT, ASHLYN	3	4/26/07	S/G	197	3.3	215	3.1	4.5	9	206	Yes	9				
12350827	DIAS, NORM	3	4/26/07	S/G	197	3.2	202	2.9	4.3	9	206	No	-4				
12340810	GRAILEY, AMILY	3	4/26/07	S/G	171	3.3	203	2.9	4.4		184	Yes	19				
12340415	KNIGHT, BRIX C.	3	4/26/07	S/G	195	3.4					204	No	-5				
12350832	LANGDON, SHERRY J.	3	4/26/07	S/G	193	3.3					202	No	-1				
12350872	MATTLE, RAMSY	3	4/26/07	S/G													
12350801	MOORE, ZELDA D.	3	4/26/07	S/G	192	3.3	207	2.9	4.4	9	201	Yes	6				
12350910	NEBEKER, TERRENCE	3	4/26/07	S/G	209	3.4	218	3.2	4.7	8	217	Yes	1				

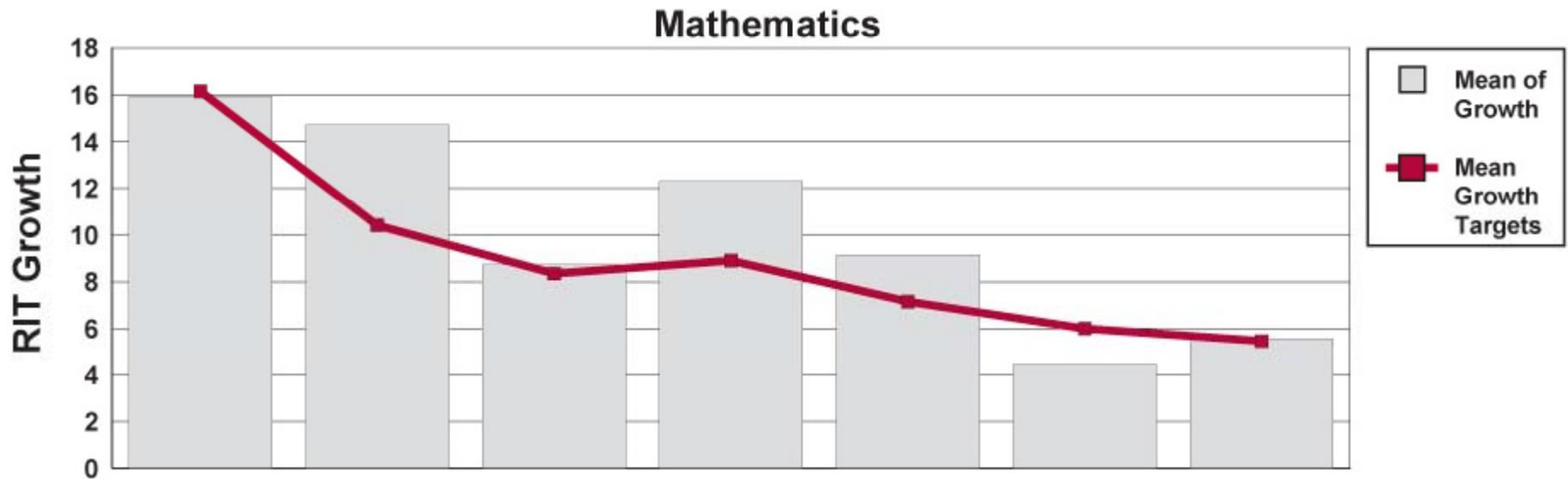
Typical Growth

District Growth Reporting

Summary - Fall 2007 to Spring 2008

* (Small Group Summary Display is ON)

Mathematics	Count	Fall 2007		Spring 2008		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	27	168.7	13.9	184.6	15.7	15.9	9.1	1.7	16.1	-0.2	98.6	16	59.3
Grade 3	17	194.1	12.1	208.8	10.4	14.7	4.3	1.0	10.4	4.3	141.2	15	88.2
Grade 4	26	206.3	10.5	215.0	11.6	8.7	7.4	1.4	8.3	0.4	104.6	17	65.4
Grade 5	30	205.1	8.5	217.4	10.0	12.3	8.6	1.6	8.9	3.4	138.2	21	70.0
Grade 6	26	214.3	14.9	223.5	17.8	9.2	8.3	1.6	7.2	2.0	128.0	15	57.7
Grade 7	23	225.2	13.3	229.6	15.1	4.4	6.8	1.4	6.0	-1.6	73.9	11	47.8
Grade 8	28	225.6	14.4	231.1	13.0	5.5	6.7	1.3	5.5	0.1	102.0	13	46.4



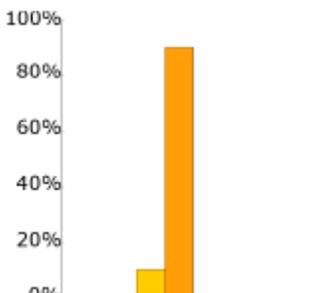
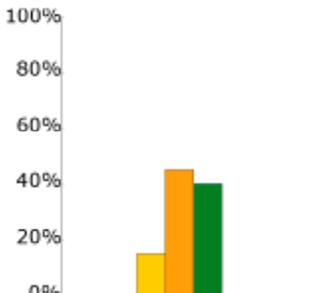
Dynamic Reporting Suite

Teacher: Bartlett, Gregorry

School: Wyoming Elementary School

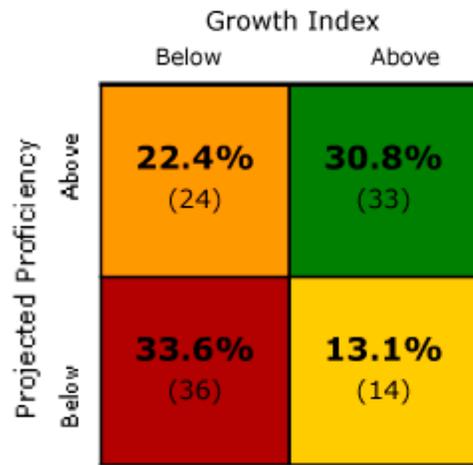
	 Low Growth	 Typical Growth	 High Growth		
	 Unsatisfactory	 Partially Proficient	 Proficient	 Advanced	
	 Low	 Mid-Low	 Mid-High	 High	

Class: Bartlett Grade 5

% Students who met Growth Target Fall 05 - Fall 06	Projected Performance % Spring 2007	Distribution of Students by Quartile Fall 2006					
<p>Reading</p> <p>40% of 15</p> 				 - -	 10.0% 2	 90.0% 18	 - -
<p>Mathematics</p> <p>40% of 15</p> 				 - -	 15.0% 3	 45.0% 9	 40.0% 8
				10% 2	15% 3	45% 9	30% 6
				10% 2	15% 3	40% 8	35% 7

Dynamic Reporting Suite

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

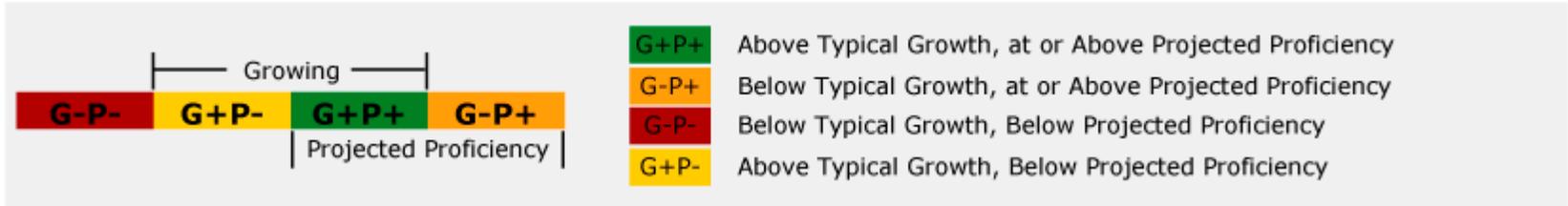
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	-	-	53	81.1%	54.7%
4	59	25.4%	60	51.7%	36.7%
5	48	66.7%	53	60.4%	47.2%

Dynamic Reporting Suite



		Projected Performance and Growth Distribution				Growth		Projected Performance		Median
		Percent				Fall 05 - Fall 06		Fall 06		Percent
		■	■	■	■	Count/Percent		Count/Percent		
Reading		22.6	3.8	48.1	25.5	106	51.9	166	72.3	48.8
3	No data for either Growth or Proficiency	-	-	-	-	0	-	53	69.8	45.3
4		30.5	1.7	35.6	32.2	59	37.3	60	68.3	50.0
5		12.8	6.4	63.8	17.0	47	70.2	53	79.2	50.9
Mathematics		33.6	13.1	30.8	22.4	107	43.9	166	63.9	45.8
3	No data for either Growth or Proficiency	-	-	-	-	0	-	53	81.1	54.7
4		42.4	6.8	18.6	32.2	59	25.4	60	51.7	36.7
5		22.9	20.8	45.8	10.4	48	66.7	53	60.4	47.2

Dynamic Reporting Suite

	Projected Performance and Growth Distribution	Percent				Growth		Projected Performance		Median
		■	■	■	■	Fall 06 - Spring 07		Spring 2007		Percent
						Count/Percent	Count/Percent	Count/Percent		
Mathematics		17.6	7.5	30.9	17.8	1,218	52.8	1,302	65.8	49.8
Jefferson Elementary	No data for either Growth or Proficiency	-	-	-	-	56	60.7	58	-	48.3
Simpson Elementary	No data for either Growth or Proficiency	-	-	-	-	56	58.9	61	-	50.8
Grant Middle School		5.8	1.3	46.8	19.9	156	64.7	159	90.5	77.4
Lexington Middle School		25.3	8.2	49.4	17.1	158	57.6	170	66.5	50.6
Warren High School		6.6	5.9	67.1	20.4	152	73.0	173	84.4	67.6
Edwards Middle School		33.0	9.2	25.9	31.9	370	35.1	396	58.3	42.2
Edwards High School		12.2	12.2	10.0	3.7	270	53.0	285	36.6	34.0



ASSESSMENTS



CLASSROOM
RESOURCES



ANALYTICAL
TOOLS

PROFESSIONAL
DEVELOPMENT



Bob Machak Jane Ricordati Debra Hill West Northfield, IL



NWEA
Northwest Evaluation Association
Partnering to help all kids learn



Workshop Progression

STEP 4 Growth and Goals

STEP 3 Climbing the Data Ladder

STEP 2 Stepping Stones to Using Data

STEP 1 MAP Administration



Creating a Culture of Continuous Improvement

- Use data at every level of the system (Community to Board Room to Classroom)
- Use data for insight into what things need to be improved
- Look for the root causes
- Plan focused goals
- Get good at staying focused
- Motivate people to work and learn individually and together
- Recognize people's work
- Do it all again

Plan the work and work the plan

Work on the system to improve the work of the system

Create a culture of continuous improvement

Bob Baker

T 503.624.1951

F 503.639.7873

Email bob.baker@nwea.org



Partnering to help all kids learn

www.nwea.org