Partnership for Assessment of Readiness for College and Careers

PARCC Results 2018

What is PARCC…

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a computer based assessment of Mathematics and English Language Arts/Literacy Skills
- PARCC is designed to measure
  - If students are on track to be successful in college and careers, and
  - If students are meeting grade level standards

Seven active PARCC members:

- District of Columbia (grades 3-8 only)
- Illinois (grades 3-8 only)
- Louisiana (hybrid, and grades 3-8 only),
- Maryland
- Massachusetts (hybrid, and grades 3-8 only)
- New Jersey (which plans to withdraw)
- New Mexico.

PARCC assessments are also used by the federal Bureau of Indian Education and the Department of Defense Education Activity.

PARCC Performance levels

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

PARCC Score Ranges

- Scores range for 650 to 850
- 750 is the score for "Met Expectations"
- The score for "Exceeded Expectations" varies by subject and grade:
  - Exceeded Expectations:

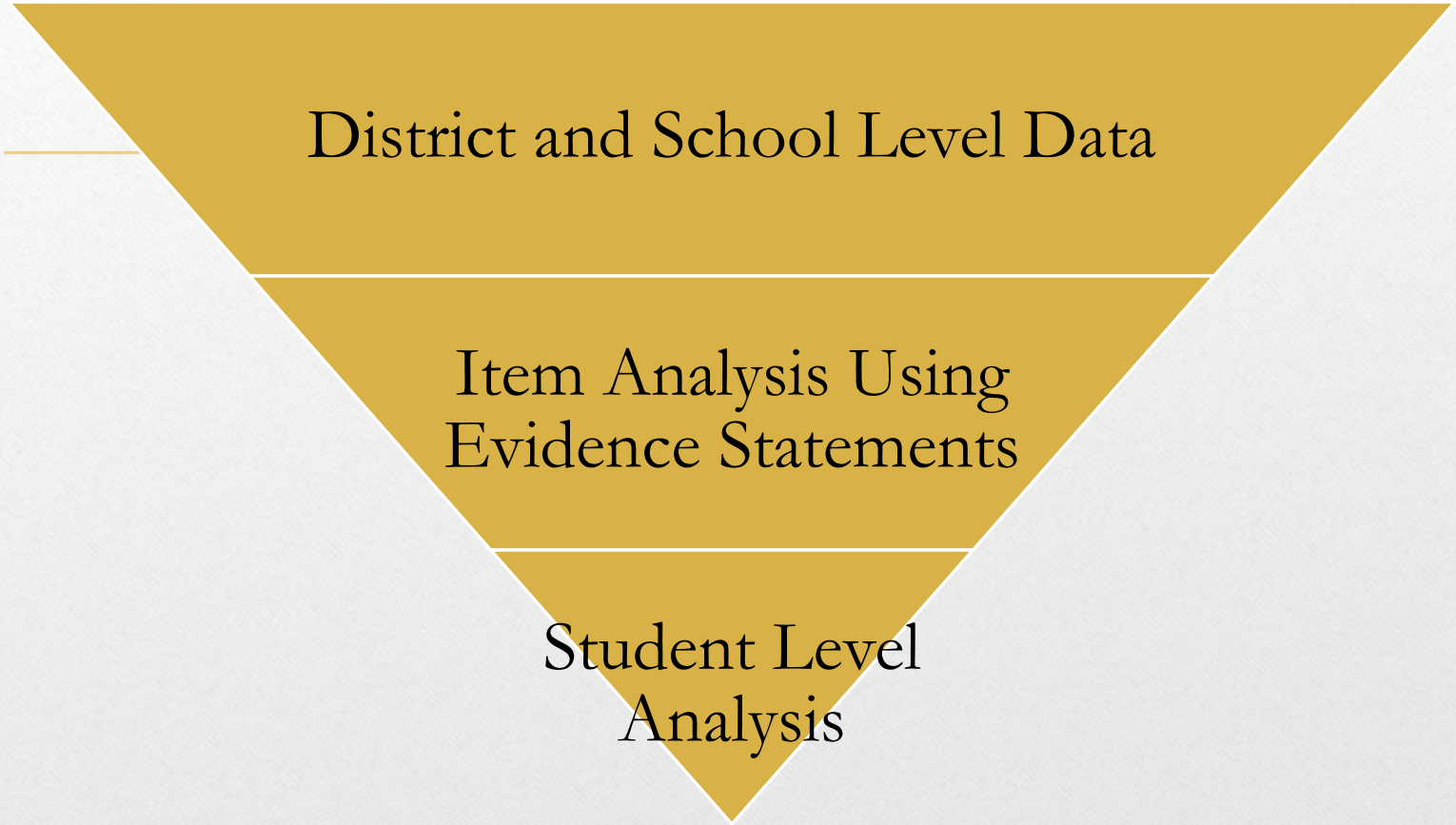
ELA	MATH
Grade 3 - 810	Grade 3 - 790
Grade 4 – 790	Grade 4 - 796
Grade 5 – 799	Grade 5 - 790
Grade 6 - 790	Grade 6 - 788

data

Questions that Underlie District Data Analysis….

- Do students gain ground or lose ground over time?
- Is the Curriculum aligned with the New Jersey Student Learning Standards?
- Is the Scope and Sequence of instruction appropriately paced?
- Does the data indicate any areas of curriculum weakness?
- Does the data show difficulty with the same standards from one year to the next?
- Do other assessment results confirm PARCC results?
- Which curricular areas would benefit from on-going, sustained professional development?

Data Analysis Plan



District and School Level Data

DISTRICT SUMMARY OF SCHOOLS

Grade 5

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NORTH CALDWELL BORO
NEW JERSEY
SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %						NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING* LITERARY			READING* INFORMATION			READING* VOCABULARY			AVG SCORE	WRITTEN* EXPRESSION			WRITING* CONVENTIONS		
CROSS-STATE	12	19	26	38	5	349,130	742	47	32	23	44	36	22	43	35	21	44	32	35	15	50	32	27	41
STATE	7	13	22	47	11	101,065	755	51	24	22	55	27	20	53	28	21	52	36	20	13	67	18	22	60
DISTRICT	1	2	7	35	55	91	798	64	8	12	80	7	5	88	4	12	84	47	3	3	93	2	3	95
GOULD/MOUNTAIN ELEMENTARY SCHOOL	1	2	7	35	55	91	798	64	8	12	80	7	5	88	4	12	84	47	3	3	93	2	3	95

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-798)	5 Exceeded Expectations (799-850)

Did Not Yet Meet or Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations

* Numbers are percentages

07122018-Sp-STATETOT-133630-000- 0600719

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

NORTH CALDWELL BORO
NEW JERSEY

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	339,398	739	67,537	19.9%	56,265	16.6%	77,071	22.7%	122,164	36.0%	16,361	4.8%	138,525	40.8%
State	**98,314**	**750**	**13,260**	**13.5%**	**13,267**	**13.5%**	**21,005**	**21.4%**	**42,789**	**43.5%**	**7,993**	**8.1%**	**50,782**	**51.7%**
District	86	776	1	1.2%	3	3.5%	16	18.6%	53	61.6%	13	15.1%	66	76.7%
Gender														
Female	41	778	0	0.0%	3	7.3%	6	14.6%	25	61.0%	7	17.1%	32	78.0%
Male	45	774	1	2.2%	0	0.0%	10	22.2%	28	62.2%	6	13.3%	34	75.6%
Ethnicity/Race														
Hispanic or Latino	2	746	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	804	0	0.0%	0	0.0%	0	0.0%	2	66.7%	1	33.3%	3	100.0%
Black or African-American	2	735	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	79	777	1	1.3%	3	3.8%	13	16.5%	50	63.3%	12	15.2%	62	78.5%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	86	776	1	1.2%	3	3.5%	16	18.6%	53	61.6%	13	15.1%	66	76.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	11	752	1	9.1%	1	9.1%	3	27.3%	6	54.5%	0	0.0%	6	54.5%
IEP - No	75	779	0	0.0%	2	2.7%	13	17.3%	47	62.7%	13	17.3%	60	80.0%
504	1	829	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%

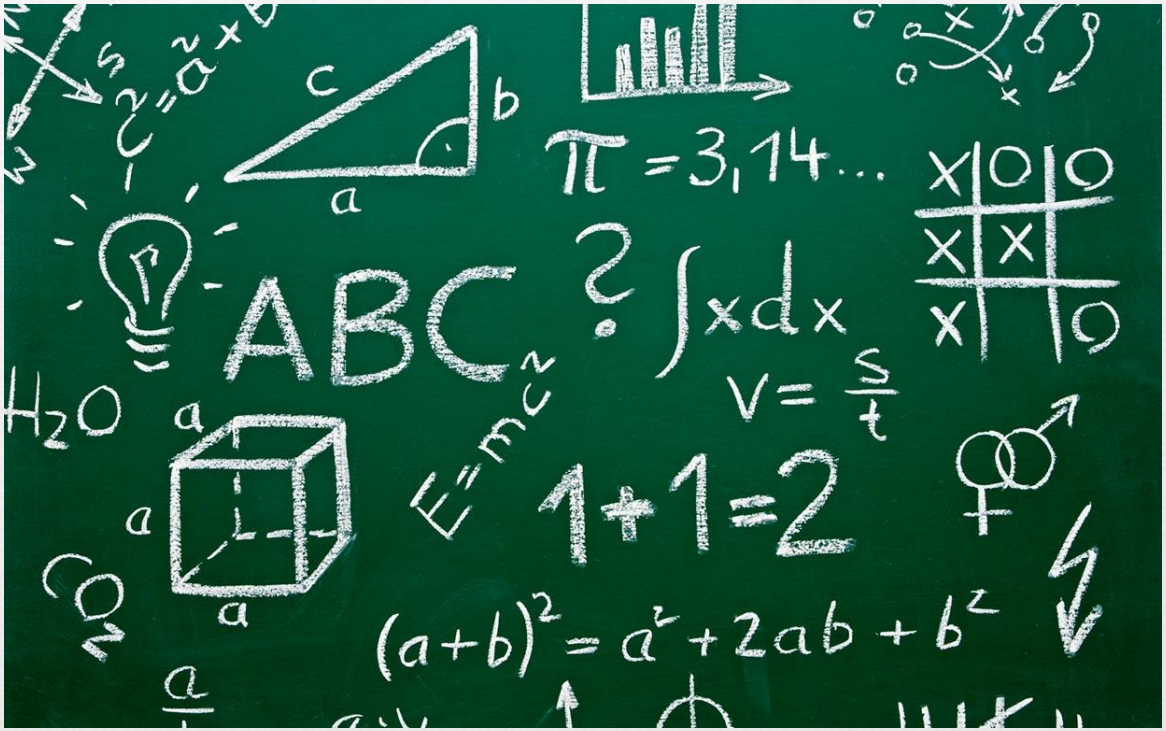
North Caldwell
2018 PARCC Grade-Level Outcomes
English Language Arts (ELA)

	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	District % ≥ Level 4	NJ % ≥ Level 4
Grade 3	86	1.2%	3.5%	18.6%	61.6%	15.1%	76.7%	51.7%
Grade 4	94	2.1%	1.1%	5.3%	39.4%	52.1%	91.5%	58.0%
Grade 5	91	1.1%	22%	6.6%	35.2%	54.9%	90.1%	58.0%
Grade 6	96	0.0%	1.1%	5.3%	26.3%	67.4%	93.7%	56.2%

English Language Arts
Comparison of District Scores to State and PARCC
State Scores ≥ Level 4

	North Caldwell Scores	New Jersey Scores	PARCC State Scores
Grade 3	76.7%	51.7%	40.8%
Grade 4	91.5%	58.0%	44.2%
Grade 5	90.1%	58.0%	42.9%
Grade 6	93.7%	56.2%	40.9%

Mathematics



North Caldwell
2018 PARCC Grade-Level Outcomes Mathematics

	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	District % ≥ Level 4	NJ % ≥ Level 4
Grade 3	86	0.0%	1.2%	12.8%	67.4%	18.6%	86%	53%
Grade 4	94	1.1%	3.2%	10.6%	69.1%	16.0%	85.1%	49.4%
Grade 5	91	3.3%	2.2%	12.1%	51.6%	30.8%	82.4%	48.8%
Grade 6	95	3.2%	4.2%	23.2%	58.9%	10.6%	69.5%	43.5%

Mathematics
Comparison of District Scores to State and PARCC State Scores ≥ Level 4

	North Caldwell Scores	New Jersey Scores	PARCC State Scores
Grade 3	86.0%	53.0%	42.8%
Grade 4	85.1%	49.4%	37.7%
Grade 5	82.4%	48.8%	37.3%
Grade 6	69.5%	43.5%	32.1%

Cohort Comparisons Across Grade Levels (Percent of Students who Met or Exceeded Grade Level Expectations)

Current Grade Level (2018)		2015	2016	2017	2018
	English Language Arts				
6th		74%	84%	87.4%	93.7%
5th			89%	89.4%	90.1%
4th				81.3%	91.5%
3rd					76.7%
	Mathematics				
6th		80%	72%	78.9%	69.5%
5th			95%	87.1%	82.4%
4th				87.4%	85.1%
3rd					86.0%

District Evidence Statement Analysis

Evidence Statement Tables and Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students. Evidence Statements are aligned directly to the New Jersey Student Learning Standards

District Evidence Statement Analysis

Grade 3

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

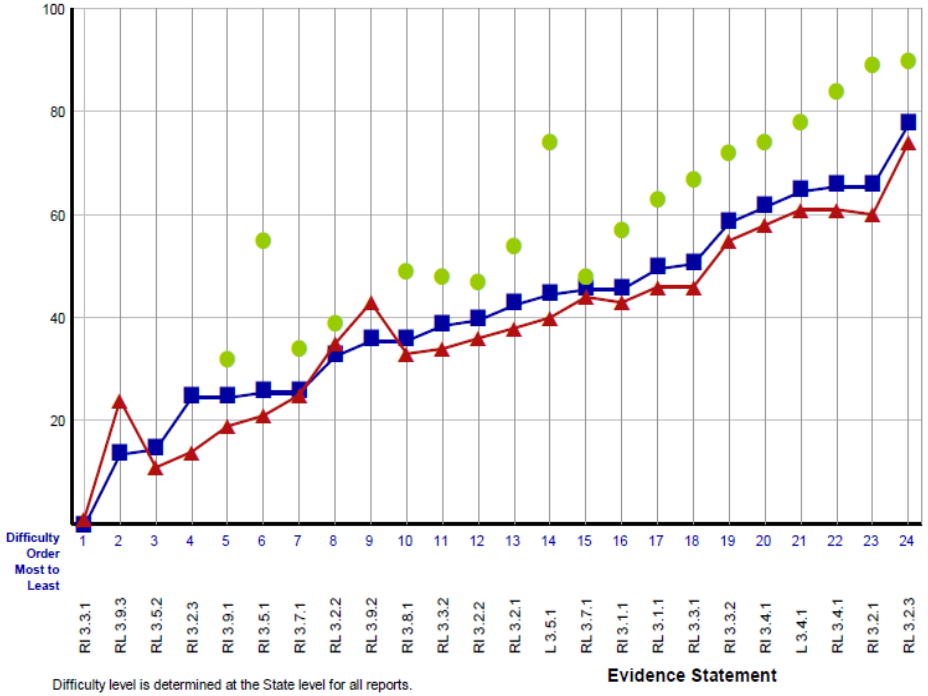
NORTH CALDWELL BORO
NEW JERSEY
SPRING 2018

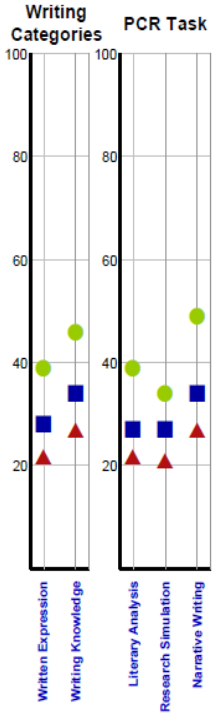
Cross-State
State
District

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2017–2018

Students with Valid Scores (86)

Purpose: This report presents the average percent correct by Evidence Statement for district, state and Cross-State.





Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.

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District Evidence Statement Analysis

Grade 3

CONFIDENTIAL - DO NOT DISTRIBUTE

NORTH CALDWELL BORO
NEW JERSEY
SPRING 2018

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2017–2018

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 3.3.1	RI.3.3	Reading: Informational Text	ELA-PCR	0
2	RL 3.9.3	RL.3.9	Reading: Literature	ELA-PCR	0
3	RL 3.5.2	RL.3.5	Reading: Literature	Reading-EBSR	0
4	RI 3.2.3	RI.3.2	Reading: Informational Text	Reading-EBSR	0
5	RI 3.9.1	RI.3.9	Reading: Informational Text	ELA-PCR	86
6	RI 3.5.1	RI.3.5	Reading: Informational Text	Reading-EBSR	37
7	RI 3.7.1	RI.3.7	Reading: Informational Text	Reading-EBSR	49
8	RL 3.2.2	RL.3.2	Reading: Literature	Reading-EBSR	86
9	RL 3.9.2	RL.3.9	Reading: Literature	Reading-EBSR	0
10	RI 3.8.1	RI.3.8	Reading: Informational Text	Reading-EBSR	86
11	RL 3.3.2	RL.3.3	Reading: Literature	ELA-PCR;Reading-EBSR	86
12	RI 3.2.2	RI.3.2	Reading: Informational Text	ELA-PCR;Reading-EBSR;Reading-TECR	86
13	RL 3.2.1	RL.3.2	Reading: Literature	ELA-PCR;Reading-EBSR;Reading-TECR	86
14	L 3.5.1	L.3.5	Language	Reading-EBSR	41
15	RL 3.7.1	RL.3.7	Reading: Literature	Reading-EBSR	86
16	RI 3.1.1	RI.3.1	Reading: Informational Text	ELA-PCR;Reading-EBSR;Reading-TECR	86
17	RL 3.1.1	RL.3.1	Reading: Literature	ELA-PCR;Reading-EBSR;Reading-TECR	86
18	RL 3.3.1	RL.3.3	Reading: Literature	ELA-PCR;Reading-EBSR;Reading-TECR	86
19	RI 3.3.2	RI.3.3	Reading: Informational Text	Reading-EBSR	49
20	RI 3.4.1	RI.3.4	Reading: Informational Text	Reading-EBSR	86
21	L 3.4.1	L.3.4.A	Language	Reading-EBSR	86
22	RL 3.4.1	RL.3.4	Reading: Literature	Reading-EBSR	86
23	RI 3.2.1	RI.3.2	Reading: Informational Text	Reading-EBSR	37
24	RL 3.2.3	RL.3.2	Reading: Literature	Reading-EBSR;Reading-TECR	37

Example of Standards and Evidence Statements

Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) [1]
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1) • Provides a statement of the central message, lesson, or moral in a text. (2) • Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.(1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	• Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) • Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) • Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

Provide a statement of the central message or lesson or moral of the text.

Provide a description of logical connection between sentences + paragraphs in text (eg chronology, cause/effect, text-based/info)

Provide explanation of how characters contribute to sequence of events

Provide reasoning of key details in text

Provides questions + answers that show understanding of a text referring explicitly to text as basis for answers

District Evidence Statement Analysis

Grade 3

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

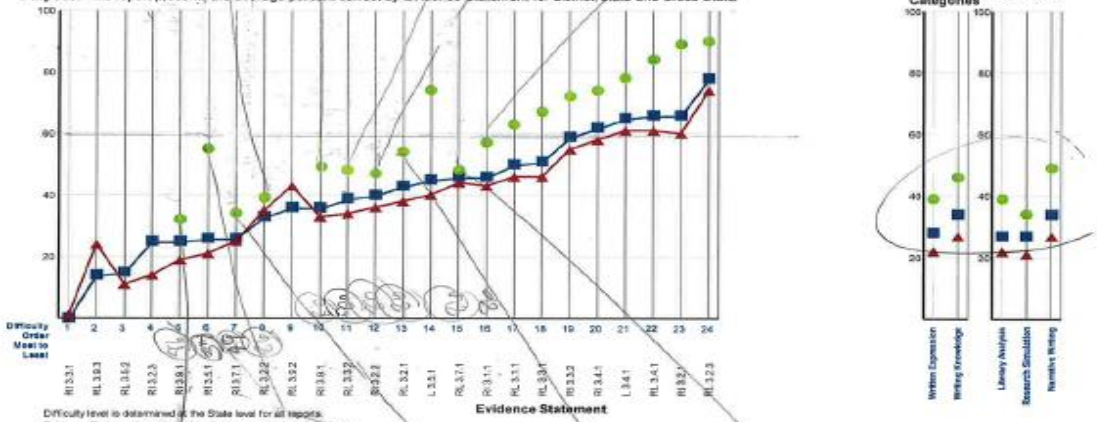
NORTH CALDWELL BORO
NEW JERSEY
SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2017–2018

Cross-State
State
District

Students with Valid Scores (86)

Purpose: This report presents the average percent correct by Evidence Statement for district, state and Cross-State.



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Compare + contrast most important points and key details presented in two texts on same topic

Demonstrate use of text features to locate relevant info (key words, sidebar)

Demonstrate use of info gained from illustrations & words in text to show understanding of text (eg where when why how key events occur)

Provide recounting of stories, including fables, fairytales + myths from different cultures

Provides questions and answers that show understanding of text referring explicitly to text as basis for answers

Example of a Grade Level Plan

RI 6.3.1

Standard: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.

RST 6.3.4

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Evidence Statement:

RI -- Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.

RST -- Demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- Reading will teach text structure and evaluate each non-fiction piece to both identify and then evaluate the impact of the structure on the information in the article. We may rewrite a section of some of the pieces, changing the structure, so that students can recognize the way in which the information presentation changes.
- Use ThinkCERCA and Study Island to monitor the progress of each child with these skills.
- Social Studies will examine Primary Sources where structural elements of a text are identified and analyzed.
- Also, Social Studies will do a biography project which encourages kids to see how a person has been presented.
- **Language Arts will analyze/evaluate arguments through their own writing and through discussion.**

Student Score Reports

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 3

GRANDVIEW ELEMENTARY SCHOOL
NORTH CALDWELL BORO
NEW JERSEY
SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2017–2018

STUDENT	ELA/L OVERALL SCORE	SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
[redacted]	720	27	↓	↓	↓	37	↑	↑
[redacted]	777	44	↔	↑	↓	47	↑	↑
[redacted]	814	80	↑	↑	↑	46	↑	↑
[redacted]	777	59	↑	↑	↑	41	↑	↑
[redacted]	844	60	↑	↑	↑	60	↑	↑
[redacted]	799	48	↔	↓	↑	39	↑	↑
[redacted]	799	64	↑	↑	↑	47	↑	↑
[redacted]	785	61	↑	↑	↑	44	↑	↑
[redacted]	737	47	↑	↓	↔	31	↔	↔
[redacted]	799	81	↑	↑	↑	48	↑	↑
[redacted]	829	78	↑	↑	↑	52	↑	↑
[redacted]	799	66	↑	↑	↑	44	↑	↑
[redacted]	737	41	↓	↓	↑	36	↑	↑
[redacted]	782	57	↔	↑	↑	36	↑	↔

1 Did Not Yet Meet Expectations (650-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-809)
5 Exceeded Expectations (810-850)

↓ Did Not Yet Meet or Partially Met Expectations
↔ Approached Expectations
↑ Met or Exceeded Expectations

* Numbers are percentages

07122018-Sp-STATEFOT-133630-060- 0601331

ENGLISH LANGUAGE ARTS / LITERACY

Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

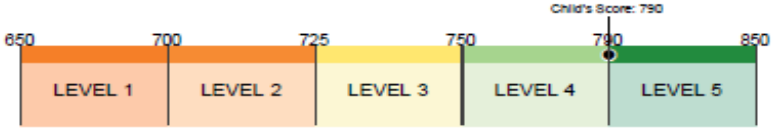
4

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 5

Your child performed at Level 5 and earned a score of **790**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
775	775	750	742

READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 58
Your child's score: **58**	District average 58	State average 49

LITERARY TEXT

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 43
Your child's score: **50**	District average 43	State average 36

WRITING EXPRESSION

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

Below Expectations | Nearly Meets Expectations | Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

11122015-Sp-STAT38SP-133630-050- 0384546

MATHEMATICS

Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

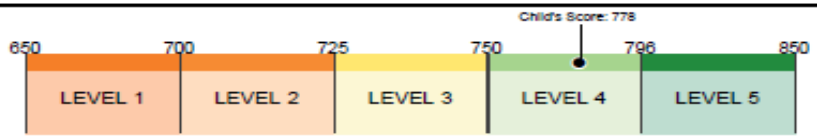
4

MATHEMATICS PERFORMANCE

Level 4

Your child performed at Level 4 and earned a score of 778

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
764	764	743	736

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

MAJOR CONTENT

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.

EXPRESSING MATHEMATICAL REASONING

In this area, your child did almost as well as students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.

MODELING & APPLICATION

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see parcconline.org/math.

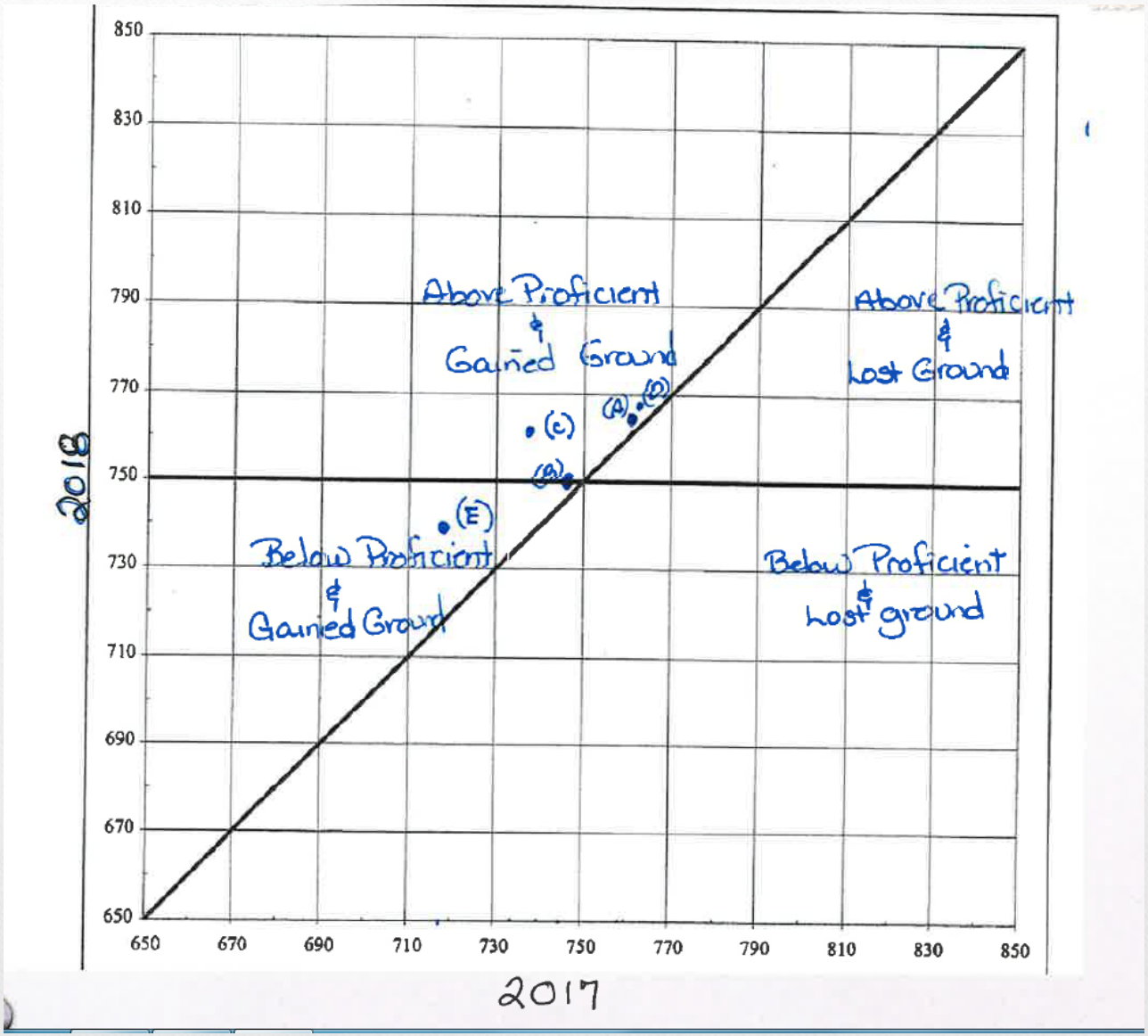
LEGEND

Below Expectations | Nearly Meets Expectations | Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

11122015-Sp-STAT38SP-133630-050- 0384808

Progress Monitoring


850
830
810
790
770
750
730
710
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670
650
650
670
690
710
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750
770
790
810
830
850
2018
2017
Above Proficient & Gained Ground
Above Proficient & Lost Ground
Below Proficient & Gained Ground
Below Proficient & Lost ground
(A)
(B)
(C)
(D)
(E)

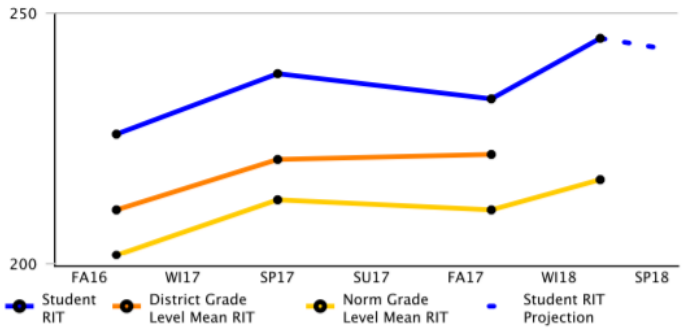
Additional Sources of Data for Progress Monitoring

Additional Student Information That Informs Instruction/Curriculum

- Measurement of Academic Progress (MAP)
- AimsWeb (Grades K-2)
- Achieve 3000 (Lexile Scores)
- Reading A-Z (Scores by Standards)
- Houghton-Mifflin Unit Tests
- Unit Tests in Everyday Math
- Functional Classroom Assessments

Measurement of Academic Progress MAP

Mathematics

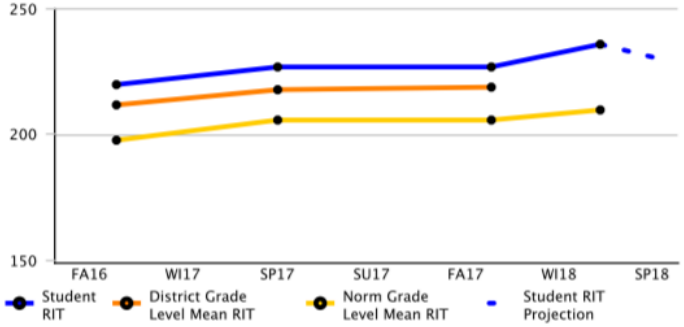


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI18	5	242-**245**-248			94-**96**-98
FA17	5	230-**233**-236			90-**93**-95
SP17	4	235-**238**-241	12	11	93-**95**-97
FA16	4	223-**226**-229			94-**96**-98
SP16	3	220-**223**-226	13	12	89-**92**-95
FA15	3	207-**210**-213			90-**93**-96
FA14	2	205-**208**-211			98-**99**-99
SP14	1	186-**189**-192	7	16	65-**73**-79
FA13	1	179-**182**-185			90-**94**-96

Mathematics Goals Performance - Fall 2018-2019

There were no test events found for the selected term.

Reading



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI18	5	233-**236**-239			94-**96**-98
FA17	5	224-**227**-230			88-**92**-95
SP17	4	224-**227**-230	7	5	88-**92**-95
FA16	4	217-**220**-223			88-**92**-95
SP16	3	222-**225**-229	16	7	93-**96**-98
FA15	3	206-**209**-212			86-**90**-94
FA14	2	199-**202**-205			94-**96**-98
SP14	1	189-**192**-195	12	16	78-**84**-89
FA13	1	177-**180**-183			89-**93**-96

Reading Goals Performance - Fall 2018-2019

There were no test events found for the selected term.

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile		Quadrant Chart
GROWTH Above Mean	ACHIEVEMENT Above Mean	
89TH	96TH	**High Growth**
		High Achievement

PROJECTIONS	Projected result for tests
Level 4	NJ-Partnership for Assessment of Readiness for College and Careers If taken in the spring
On Track 24	ACT College Readiness If taken in the spring
On Track	SAT If taken in the spring

231	**Operations and Algebraic Thinking**	→
	Suggested Area of Focus	
243	**Measurement and Data**	→
254	**Number and Operations**	→
	Relative Strength	
256	**Geometry**	→

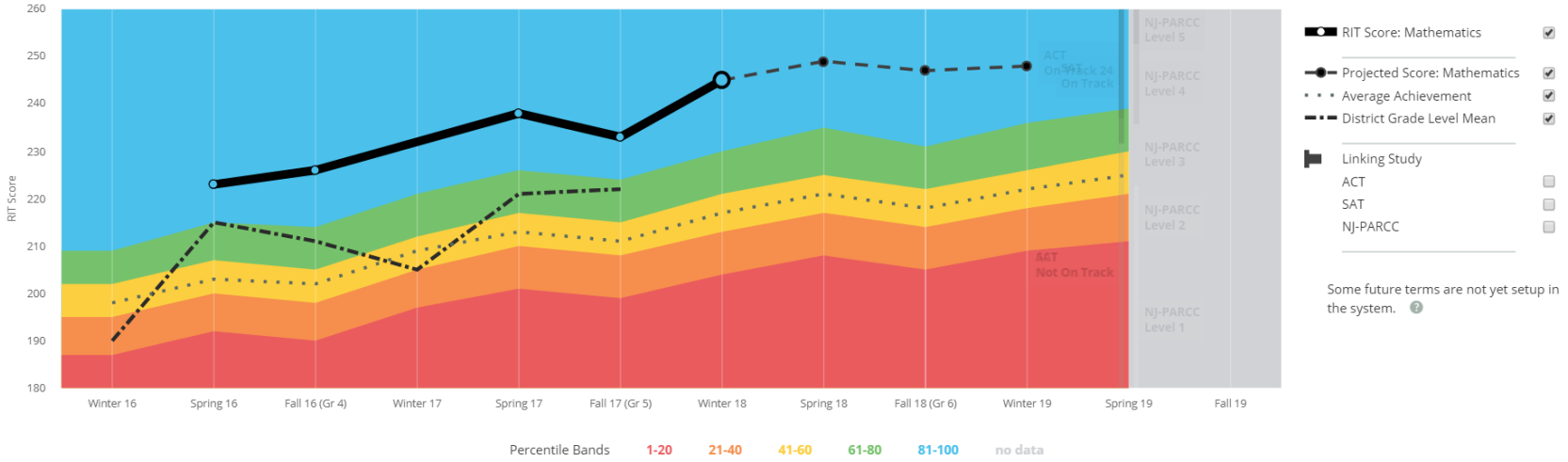
FALL 2018

Customize the growth target for this student by setting a growth goal →

Past Goals

There are no previous goals for this student.

GROWTH OVER TIME



AimsWeb Plus

AimsWebPlus

- Curriculum based measure
- Benchmark and progress monitoring
- Brief (most tests take 1-4 minutes to administer)
- Progress monitoring 1 minute per measure
- Sensitive to improvement
- Testing can be done individually or in groups
- Data captured automatically and immediately available for analysis and reporting.
- Standardized
- Aligned with standards
- For each measure, there are up to 23 different test forms provided for screening and progress monitoring.

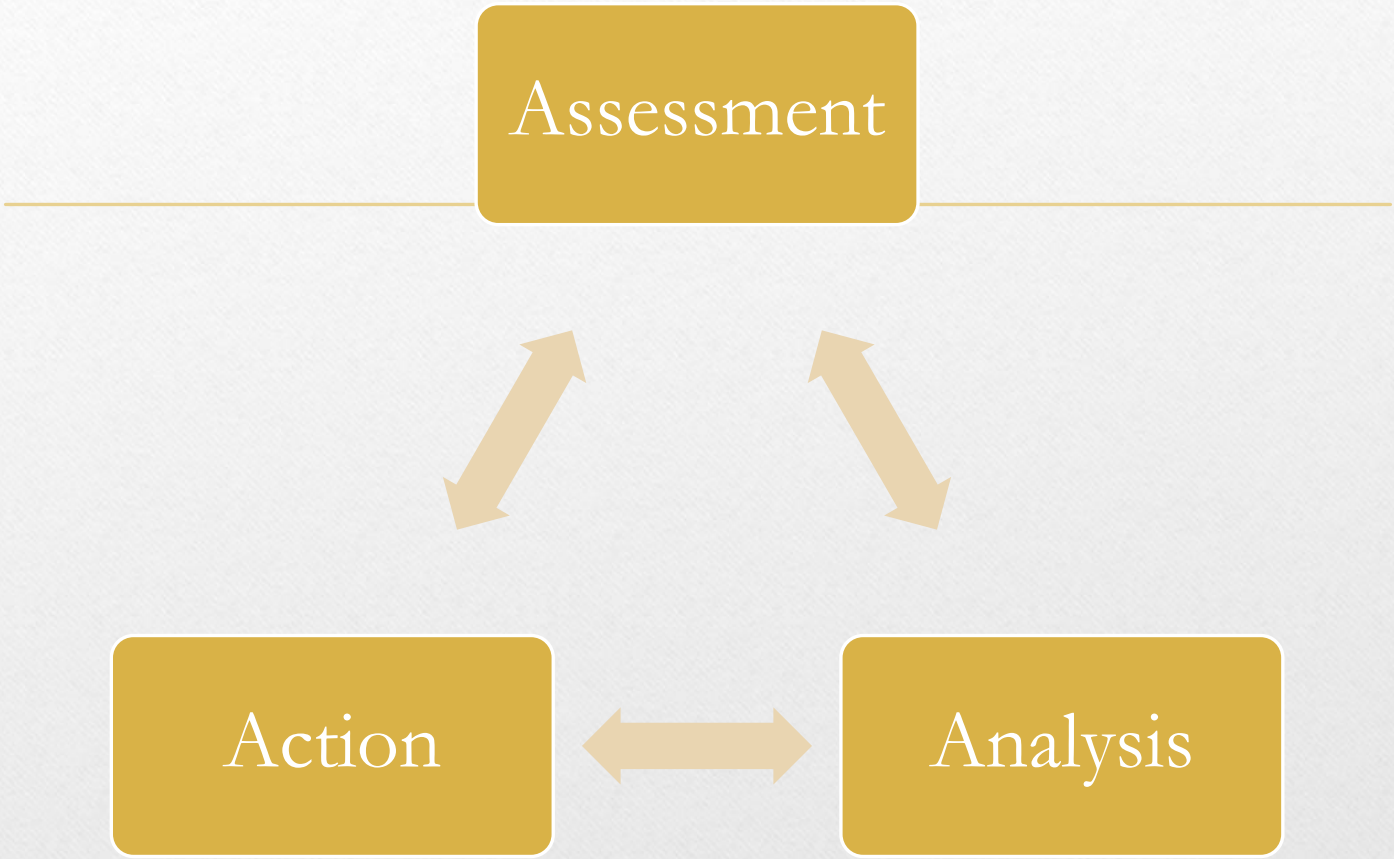
Kindergarten and Grade 1

Measure	What Students Do	Score	Administration Time
Print Concepts (PC)	Show understanding of purpose, use and contents of a book	Number of questions answered correctly	2-3 minutes
Letter Naming Fluency (LNF)	Say the names of visually presented letters	Number of letters named correctly	1 minute
Initial Sounds (IS)	Look at four pictures and either point to the one that begins with a given letter sound or make the sound that begins the word	Number of correct letter sounds and picture names	2-3 minutes
Auditory Vocabulary (AV)	Point to the one of four orally presented words that matches an orally presented word	Number of pictures chosen correctly	2-4 minutes
Letter-Word Sounds Fluency (LWSF)	Say the sounds of visually presented letters, syllables and words	Number of sounds or words said correctly	1 minute
Phoneme Segmentation (PS)	Say the phonemes in orally presented words	Number of phonemes said correctly	2-3 minutes
Word Reading Fluency (WRF)	Read a word list aloud	Number of words read correctly	1 minute
Oral Reading Fluency (ORF)	Read two stories aloud, each for 1 minute	Average number of words read correctly	12 minutes

Grades 2-8

Measure	What Students Do	Score	Admin Time
Vocabulary (VO)	Identify the meanings of target words by selecting from multiple-choice options	Number of items answered correctly	4-7 Minutes
Reading Comprehension (RC)	Read six passages of text and answer multiple choice questions about each passage	Number of items answered correctly	15-25 minutes
Silent Reading Fluency (SRF)	Read three stories divided into brief sections and answer multiple choice questions about each story	Median reading rate of three stories	4-6 minutes
Oral Reading Fluency (ORF)	Read two stories aloud each for 1 minute	Average number of words read correctly	2 minutes

Cycle of Improvement



Individual Student Action Plan

- Differentiated instruction within classroom
- Referral to I&RS
- Enrollment in Academic Tutorial and/or Title 1 Tutoring Program
- Referral for Child Study Team Evaluation

Example of I&RS Plan:

Goal #1: Increase Understanding of place value (focus on 1, 10's and 100's+)

Progress Toward Goal (Classroom and ATP setting. Include strategies/interventions currently being used to address goal): We continue to work with in small group setting. She is able to correctly identify place value but when asked to increase/decrease a place value's worth she struggles. We work with base-10 blocks, base-10 shorthand, and the number grid to help her visualize the increases/decreases. She often rushes and doesn't seem flustered at having difficulty.

Pre-Post Data:

Recommendation (Discontinue or Modify Current Goal):

Goal #2: Increase automaticity of addition and subtraction facts to 18.

Progress Toward Goal (Classroom and ATP setting. Include strategies/interventions currently being used to address goal):

Pre-Post Data:
1 min timed addition 0-10- Dec. 22/32; Mar. 11/32
1 min. timed subtraction 0-10 Dec. 8/32;Mar. 7/32
1 min. timed addition 10-15- Mar 10/32
1 min times subtraction 10-15- Mar. 0/32
5 min. timed addition - 0-18 - March 77/100; Jan 60/100 (Nov 33/100)
5 min. timed subtraction 0-18 **March 30/100**; Jan 35/100 (Nov 35/100)

Recommendation (Discontinue or Modify Current Goal):
Continue subtraction goal

Goal #3: Add increase understanding of coin value and counting coins

Progress Toward Goal (Classroom and ATP setting. Include strategies/interventions currently being used to address goal): continues to present difficulty when adding coins with different values together. We have provided with various strategies to assist her when working with money. We have pulled into small group and modeled labeling each coin with its correct value first. While demonstrates and understanding of the value of each coin, she does not utilize this strategy when working independently. Since adding groups of 10's, 5's and 1's is a challenge for we have continued to pull her into both small

Resources for Parents

- http://www.nj.gov/education/assessment/parcc/scores/
- http://understandthescore.org/
- http://bealearninghero.org/classroom/parcc
- https://prc.parcconline.org/assessments/parcc-released-items
- http://www.parcconline.org/resources/educator-resources
- https://www.state.nj.us/education/assessment/parents/index.shtml