

Analyzing Elementary School Fall to Winter Class and Student Growth



Term	Overall Reading	Lexile Score	Literature	Informational Text	Foundational Skills and Vocabulary
Fall					
Winter					
Growth					

Term	Overall Math	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry
Fall					
Winter					
Growth					

Term	Overall Language Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar Usage	Language: Understand, Edit Mechanics
Fall				
Winter				
Change				

- Circle your class goal area strands with the greatest amount of growth and list them here:
 - a. In Reading:
 - b. In Math:
 - c. In Language Usage:
- Circle the class goal area strands for which you set class goals after fall testing.
- Did your class experience the greatest amount of growth in the strands for which they wrote goals?
- What trends or patterns do you notice?
- What strategies have you and your students used that contributed to the highest levels of growth?
- What could you do to improve growth in other areas?
- Do you think you need to stay with your current goals or focus on new ones based on these results?

Analyzing Mid-year Individual Growth

- In the Student Report Center select the Class tab, then the MAP tab. Scroll to the MAP Achievement and Growth Report (Growth Target Scores)

- Look at the percentage of students who have already met or exceeded their targeted RIT score in reading, math, and language usage below.
 - a. **Reading:** _____
 - Are there any unusually high or low scores for a student that you wouldn't have expected?
 - Do other assessment measures support these scores or raise questions?
 - b. **Math:** _____
 - Are there any unusually high or low scores for a student that you wouldn't have expected?
 - Do other assessment measures support these scores or raise questions?
 - c. **Language Usage:** _____
 - Are there any unusually high or low scores for a student that you wouldn't have expected?
 - Do other assessment measures support these scores or raise questions?

- Below are the RIT scores of any students who have not yet achieved their targeted growth goals. (Examine your growth report to determine which are closest are farthest from their goals.)

Reading: _____

Math: _____

Lang Use: _____

- Circle scores in each row that are grouped in the same RIT range. Are there significant clusters of scores in any specific RIT ranges?

Reading: _____

Language Usage: _____

Math: _____
- When you look at those ranges in DesCartes, do you see concepts they are ready to learn for which you can secure additional resources?
- Discuss with a partner any reasons some students' scores may have dropped? (Haven't received instruction in that range yet, lack of effort, lack of motivation, need additional practice...)
- For students who made significant drops, what insights do you gain when you analyze their goal area scores? (On the Resources tab select the Learning Ladder and click on a student's name to see his or her performance by goal strand area)

Grade Level Professional Learning Community

- With your grade level team, note if you have clusters of students in similar RIT ranges who have made limited growth toward their goals or who may still be below proficient?
- How might your grade level team "lighten the load" for each of you by organizing instructional time (RIT Days?), distributing the development of resources for specific RIT ranges, and/or employing strategies to support all students in reaching or exceeding their

goals.

- Your principal can print a grade level report for your team to use that includes all students at your grade level by subject area.