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| **Class Report Context** | | | | | |
| **Grade proficiency RIT:** | | **College Readiness RIT:** | | | |
| **School Year** | |  | |  | |
| **Terms:** | |  |  |  |  |
| **Subject/Class:** | **Normative Data:** |  |  |  |  |
| Mean/Median: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| **Subject/Class:** | **Normative Data:** |  |  |  |  |
| Mean/Median: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |
| Sub-goal: |  |  |  |  |

### Class Report Questions to consider:

1. Where is this class in relation to the normative data, grade proficiency, and/or college readiness? (Above, below, etc.)
2. What patterns do you notice? What are some possible explanations for your observations?
3. Where did the most growth occur? What strategies have you used that contributed to the highest levels of growth for students? What might you try?
4. What goals might you set for your class/students? What strategies will you implement or utilize to achieve your goals?
5. What might you continue to implement as you move forward? What might you change in your instructional practice?

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| Growth Context | | | | |
| **School Year** |  |  |  |  |
| **Growth Terms**  (Fall to Fall; Fall to Winter; Fall to Spring, etc.) |  |  |  |  |
| **Subject/Class** |  |  |  |  |
| **Percentage of students who met or exceeded projected RIT**  Typically 50-55% |  |  |  |  |
| **Percentage of projected growth met**  Typically 100%  Total growth of the students divided by the total projected amount. |  |  |  |  |

### ASG Report Questions to consider:

1. Which subject/class had more growth? Why do you think that occurred?
2. Do the overall percentage of students meeting growth targets and overall percentage of projected growth met seem to correlate or do they appear to be skewed? For example, 52% of the students met projected growth targets, but the overall percentage of projected growth met is 75%.
3. Looking at previous years, do you see a pattern with either growth percentage?

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| Student Growth Context | | | | |
| **Directions:**   1. Using ASG Summary or Quadrant Summary Report, analyze incoming students’ growth **or** current students’ growth for a given term.  * **Example 1** (incoming students’ growth patterns): in August use quadrant report to identify students’ previous growth by selecting Term Rostered: Fall 2017 and Term Tested: Spring 2016. For Growth Comparison period, select Fall to Spring. * **Example 2** (current student growth patterns): in Winter select Term Rostered: Winter and Term Tested: Winter. For Growth Comparison period, select Fall to Winter.  1. Sort students who met or did not meet within standard error (SE). Remember, if the student has a symbol next to the word yes or no, then they met or missed the growth target within the typical range. Without the symbol means they exceeded or missed growth beyond the typical range. 2. Write the students RIT score next to their name as you complete the grid below. | | | | |
| **Subject/Class:** | **Who exceeded growth projection by more than SE range? Yes, no symbol** | **Who met growth projection within SE range? Yes, with symbol** | **Who missed growth projection within SE range? No, with symbol** | **Who missed growth projection by more SE range? No, no symbol** |
|  |  |  |  |
| **Subject/Class:** | **Who exceeded growth projection by more than SE range? Yes, no symbol** | **Who met growth projection within SE range? Yes, with symbol** | **Who missed growth projection within SE range? No, with symbol** | **Who missed growth projection by more SE range? No, no symbol** |
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### ASG Report Questions to consider:

1. What strategies/interventions contributed to the students who exceeded growth by more than the standard error RIT points?
2. The students who met and missed growth within the standard error could be considered bubble kids, what might be done to ensure they continue their growth?
3. Consider the students in the last column, why do think those students missed their growth projections by so many points? What might be done differently for them? Are there other assessments that support or counter their performance on MAP?
4. For students who made significant drops, what insights do you gain whey you analyze their goal area scores in both math and reading? Where are their strengths? Areas of opportunity? How might you capitalize on the strengths to strengthen the areas of opportunity?
5. Are there students with unusually high growth scores (double digits) or students with very low growth (double digit negative numbers)? What do you think is contributing to the type of growth that is occurring with these groups of students?
6. Are there unusually high or low RIT scores for a student that you wouldn’t have expected (reading and/or math)?
7. Is there a trend of students with the same RIT score in one column?
8. Are their strategies or interventions that you might put in place to help students meet their growth projections?
9. Circle students with the same RIT score, go to the Learning Continuum in Test View, what skills are those students ready to learn for your next lesson?