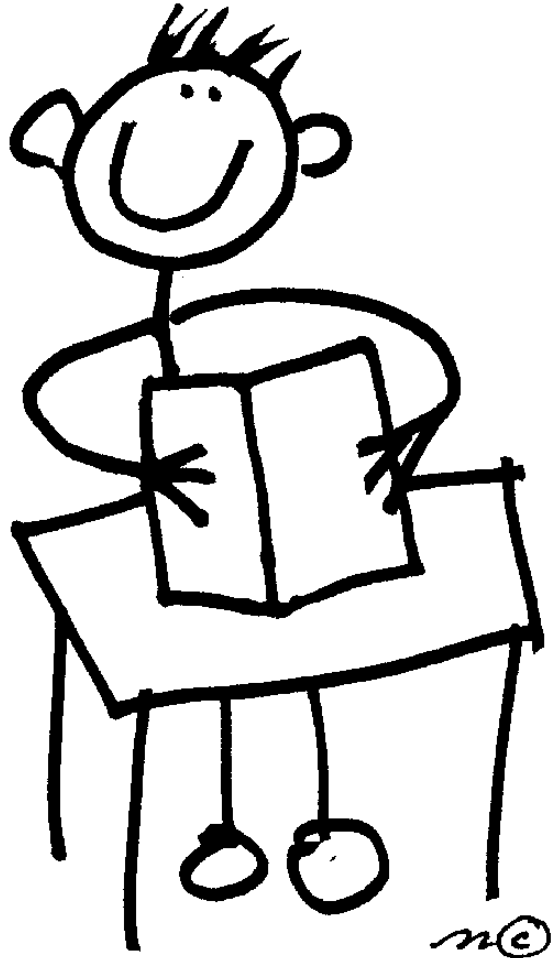


Miguel Is A 2nd Grade Student



The Data we have for him include:

- Type I
 - ACCESS from grade K and 1
 - Aimsweb - Fall and Winter
 - RCBM
 - MCAP (not in example)
- Type II
 - Vocabulary Matching Fall and Winter
 - Avenues Pre-Post Assessments for ELLs
- Type III
 - Pre-Post Classroom Assessments

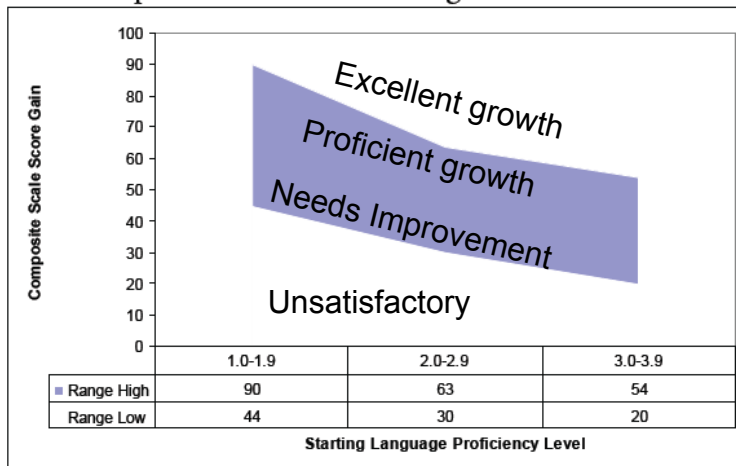
Miguel Is A 2nd Grade Student

| Name | Grade | Grade K Level | ACCESS Composite | | R CBM | | Vocabulary Matching | | Avenues | |
|-----------|-------|---------------|------------------|-----|---------|---------|---------------------|--------|---------|------|
| | | | K | 1 | Fall | Winter | Fall | Winter | Pre | Post |
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | 2 (M) | 7 (M) | 1 | 2 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | 3 (M) | 3 (B) | 4 | 5 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | 0 (U) | 8 (M) | 3 | 5 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | 2 (M) | 12 (E) | 2 | 4 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | 1 (B) | 8 (M) | 1 | 3 |

| Name | Grade | Grade K Level | ACCESS Composite | | Growth Pattern | Value |
|-----------|-------|---------------|------------------|-----|------------------|-------|
| | | | K | 1 | | |
| Miguel | 2 | 1.8 | 209 | 297 | Proficient | 1 |
| Augustine | 2 | 3.9 | 287 | 343 | Excellent | 2 |
| Isabelle | 2 | 2.9 | 262 | 307 | Needs to Improve | 0 |
| Fariha | 2 | 3.5 | 294 | 345 | Proficient | 1 |
| Nabiha | 2 | 1.8 | 204 | 248 | Unsatisfactory | -1 |

Each ACCESS pair is assigned a growth value based on the comparison of scores and the expectations for growth

Figure 1: Kindergarten
Composite Scale Score Average Growth Pattern



(WIDA, March 2009)

Miguel is in second grade.

- **Baseline:** In K his language proficiency level was 1.8
- **Expectations:** The low to high range for growth was 44 to 90
- **Scores:** $297 - 209 = 88$
His gain was 88, less than 90
- **Category designation:** His growth level is considered in the proficient range

Miguel Is A 2nd Grade Student

| Name | Grade | Grade K Level | ACCESS Composite K | ACCESS Composite 1 | R CBM Fall | R CBM Winter | Vocabulary Matching Fall | Vocabulary Matching Winter | Avenues Pre | Avenues Post |
|-----------|-------|---------------|--------------------|--------------------|------------|--------------|--------------------------|----------------------------|-------------|--------------|
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | 2 (M) | 7 (M) | 1 | 2 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | 3 (M) | 3 (B) | 4 | 5 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | 0 (U) | 8 (M) | 3 | 5 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | 2 (M) | 12 (E) | 2 | 4 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | 1 (B) | 8 (M) | 1 | 3 |

| Name | Grade | Grade K Level | ACCESS Composite K | ACCESS Composite 1 | R CBM Fall | R CBM Winter | Growth Pattern | Value | Vocabulary Matching Fall | Vocabulary Matching Winter | Avenues Pre | Avenues Post |
|-----------|-------|---------------|--------------------|--------------------|------------|--------------|------------------|-------|--------------------------|----------------------------|-------------|--------------|
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | Excellent | 2 | 2 (M) | 7 (M) | 1 | 2 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | Needs to Improve | 0 | 3 (M) | 3 (B) | 4 | 5 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | Unsatisfactory | -1 | 0 (U) | 8 (M) | 3 | 5 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | Excellent | 2 | 2 (M) | 12 (E) | 2 | 4 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | Proficient | 1 | 1 (B) | 8 (M) | 1 | 3 |

Fall performance was Below Basic Expectations

In Winter, Miguel's performance was in the proficient range

Miguel is in second grade.

- **Baseline:** In Fall his score 15 WRC indicated Below Basic Performance
- **Expectations:** Winter Proficient Score is 65 WRC
- **Growth:** In Winter, Miguel scored in the proficient range, his movement up two categories (Below to Proficient) is considered excellent growth
- **Category designation:** His growth level is considered in the excellent range

| | | Fall | | Winter | | Spring | |
|-------|---------|-------------|------------|-------------|------------|-------------|------------|
| Grade | Measure | Below Basic | Proficient | Below Basic | Proficient | Below Basic | Proficient |
| 2 | R-CBM | 30 | 45 | 55 | 65 | 70 | 90 |

MeasuredEffects.com, 2010 ISAT Cut Scores

Miguel Is A 2nd Grade Student

| Name | Grade | Grade K Level | ACCESS Composite K | 1 | R CBM Fall | Winter | Vocabulary Matching Fall | Winter | Avenues Pre | Post |
|-----------|-------|---------------|--------------------|-----|------------|---------|--------------------------|--------|-------------|------|
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | 2 (M) | 7 (M) | 1 | 2 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | 3 (M) | 3 (B) | 4 | 5 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | 0 (U) | 8 (M) | 3 | 5 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | 2 (M) | 12 (E) | 2 | 4 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | 1 (B) | 8 (M) | 1 | 3 |

| Name | Grade | Grade K Level | ACCESS Composite K | 1 | R CBM Fall | Winter | Vocabulary Matching Fall | Winter | Growth Pattern | Value | Avenues Pre | Post |
|-----------|-------|---------------|--------------------|-----|------------|---------|--------------------------|--------|----------------|-------|-------------|------|
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | 2 (M) | 7 (M) | Proficient | 1 | 1 | 2 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | 3 (M) | 3 (B) | Excellent | -1 | 4 | 5 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | 0 (U) | 8 (M) | Proficient | 2 | 3 | 5 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | 2 (M) | 12 (E) | Excellent | 2 | 2 | 4 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | 1 (B) | 8 (M) | Proficient | 1 | 1 | 3 |

Relatively low scores are in the proficient range in the fall, Miguel's score of 2 is considered proficient

In Winter, expectations for VM are higher, and Miguel's score increased sufficiently to remain on target.

Miguel is in second grade.

- **Baseline:** In Fall his score 2 WRC indicated his performance was typical in the Meets category
- **Expectations:** Winter Proficient range is from 7 to 10
- **Growth:** In Winter, Miguel scored in the proficient range, his performance indicated that his growth was consistent with expectations for his grade level (Meets to Meets)
- **Category designation:** His growth level is considered in the proficient range

| FALL | | | | | | | Winter | | | | | | |
|-------|------------------------|-------|----|-------|----|---------|------------------------|-------|----|-------|----|---------|--|
| VM | Robust Percentile Rank | | | | | | Robust Percentile Rank | | | | | | |
| Grade | 5 | 10 | 25 | 50 | 75 | 90 | 5 | 10 | 25 | 50 | 75 | 90 | |
| 2 | 0 | 0 | 0 | 2 | 5 | 8 | 1 | 2 | 4 | 7 | 10 | 13 | |
| | Warning | Below | | Meets | | Exceeds | Warning | Below | | Meets | | Exceeds | |

Local Normative Values

Miguel Is A 2nd Grade Student

| Name | Grade | Grade K Level | ACCESS Composite K | 1 | R CBM Fall | Winter | Vocabulary Matching Fall | Winter | Avenues Pre | Post | Growth Pattern | Value |
|-----------|-------|---------------|--------------------|-----|------------|---------|--------------------------|--------|-------------|------|----------------|-------|
| Miguel | 2 | 1.8 | 209 | 297 | 15 (BB) | 66 (PR) | 2 (M) | 7 (M) | 1 | 2 | Proficient | 1 |
| Augustine | 2 | 3.9 | 287 | 343 | 32 (QS) | 50 (QS) | 3 (M) | 3 (B) | 4 | 5 | Excellent | -1 |
| Isabelle | 2 | 2.9 | 262 | 307 | 40 (QS) | 40 (BB) | 0 (U) | 8 (M) | 3 | 5 | Excellent | 2 |
| Fariha | 2 | 3.5 | 294 | 345 | 45 (PR) | 72 (PR) | 2 (M) | 12 (E) | 2 | 4 | Excellent | 2 |
| Nabiha | 2 | 1.8 | 204 | 248 | 12 (BB) | 58 (QS) | 1 (B) | 8 (M) | 1 | 3 | Excellent | 1 |

Miguel is in second grade.

- **Baseline:** In Fall his proficiency level was 1 indicating early beginning language proficiency
- **Expectations:** Winter Intermediate language range is from 3 to 4
- **Growth:** In Winter, Miguel's language level increased from level 1 to 2, though not up to the Intermediate range, his scores demonstrated growth
- **Category designation:** His growth level is considered in the proficient range

A Demonstration Of Proficient Growth

| | | ACCESS Composite | | R CBM | | Vocabulary Matching | | Avenues | | Individual Growth |
|--------------|-------|------------------|-------|------------------|-------|---------------------|-------|------------|-------|-------------------|
| Name | Grade | Pattern | Value | Pattern | Value | Pattern | Value | Pattern | Value | |
| Miguel | 2 | Proficient | 1 | Excellent | 2 | Proficient | 1 | Proficient | 1 | Proficient |
| Augustine | 2 | Excellent | 2 | Needs to Improve | 0 | Excellent | -1 | Excellent | -1 | Unsatisfactory |
| Isabelle | 2 | Needs to Improve | 0 | Unsatisfactory | -1 | Proficient | 2 | Excellent | 2 | Proficient |
| Fariha | 2 | Proficient | 1 | Excellent | 2 | Excellent | 2 | Excellent | 2 | Excellent |
| Nabiha | 2 | Unsatisfactory | -1 | Proficient | 1 | Proficient | 1 | Excellent | 1 | Proficient |
| Group Rating | | | | | | | | | | 1 Proficient |

- Each score, for each second grade student in the targeted ELL subgroup has been examined and categorized based on Cut Scores.
- Each available score-pair has been reviewed and growth has been categorized and weighted.

- Individual ratings were calculated

$$m_{\text{Miguel}} = m[1;2;1;1] \rightarrow 1$$

- The overall group rating was calculated

$$\text{Rating} = m[1;-1;1;2;1] \rightarrow 1$$

Proficient Growth

$$M = l + \left[\frac{\frac{N}{2} + \sum f_{\text{below}}}{\sum f_{\text{within}}} \right] c.i$$

$$\widehat{\text{Rating}} = M_{\text{unit}} \left(M_{\text{st.scores}} \left[\vec{s}_1, \vec{s}_2, \dots, \vec{s}_n \right] \right)$$

Alternate Illustration: Why Use More Than Two Administrations Of The Same Test From One Source

It is possible that different tests yield different patterns, without changing the overall

While there may be some areas where progress is worth further investigation, for the purposes of evaluating and categorizing; **overall, across measures, academic growth is occurring at an acceptable rate.**

| ACCESS Core | | | | Avenues | | | | |
|-------------|-------|------------------|---|------------------|----|-------------------|----------------|------------|
| Name | Grade | Pattern | | Pattern | | Individual Growth | | |
| Miguel | 2 | Proficient | | Proficient | 1 | 1 | Proficient | |
| Augustine | 2 | Excellent | 2 | Satisfactory | -1 | 0 | Unsatisfactory | |
| Isabelle | 2 | Needs to Improve | 0 | Needs to Improve | 0 | 0 | Proficient | |
| Fariha | 2 | Excellent | 2 | Needs to Improve | 1 | 1 | Excellent | |
| Nabiha | 2 | Excellent | 2 | Unsatisfactory | 1 | 1 | Proficient | |
| | | Excellent | 2 | Needs to Improve | 0 | Proficient | 1 | Proficient |

The differences in patterns by test may be diagnostically important, but insufficient for high standards evaluative purposes

English Language proficiency is growing at a rate above what is expected

Automaticity with basic skills in Reading may need to improve

Automaticity with basic skills in Math may be on track

Instructional Vocabulary may be insufficient for continued growth in grade level material

Growth English Language Proficiency is increasing at an adequate rate