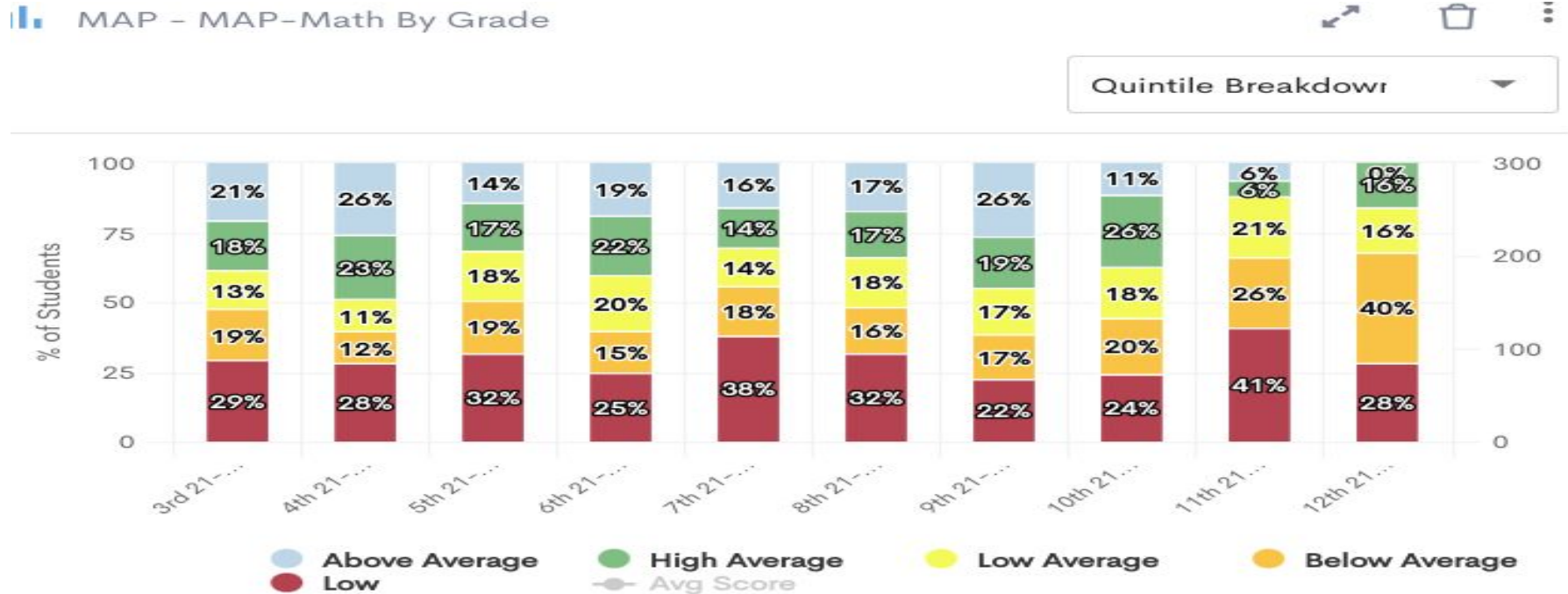

Assessment Update

CCS SCHOOL BOARD
November 4, 2021

Assessments Administered in 2021-22

- PALS
- MAP (Measures of Academic Performance)
- Growth Assessment-grades 3-8

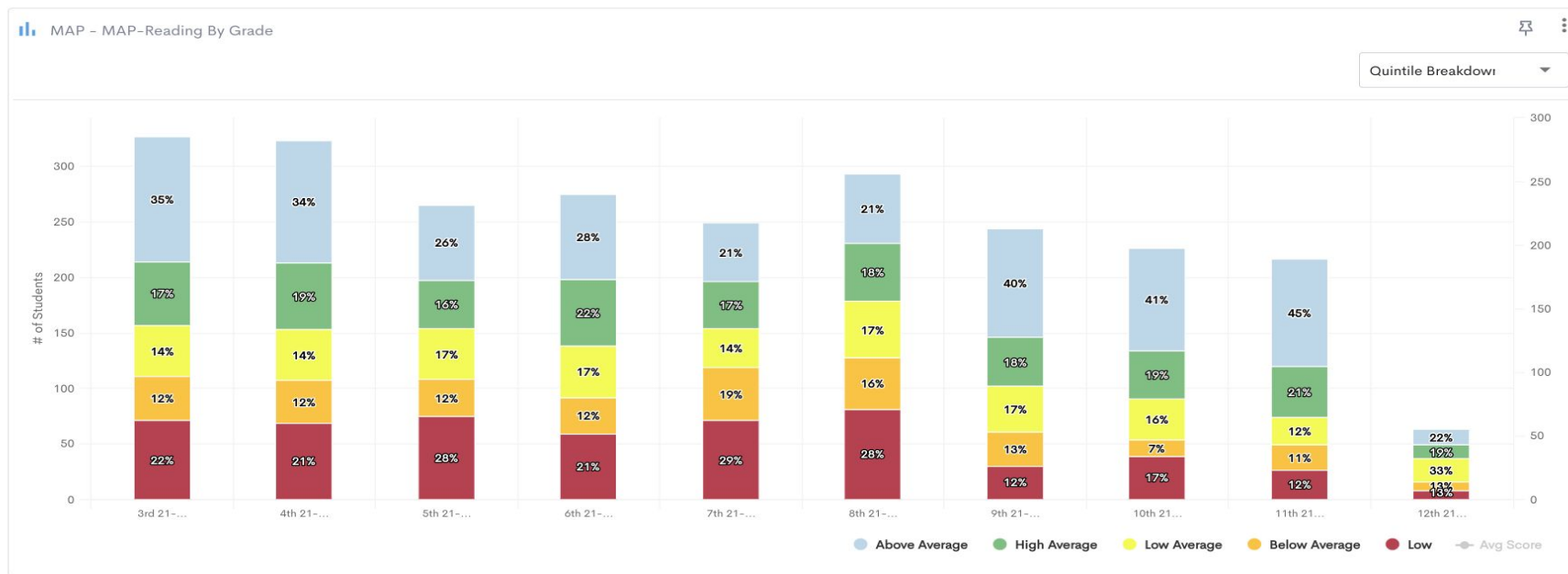
MAP-Math by Grade-Shown in Quintiles



MAP-Reading by Grade-Shown in Quintiles

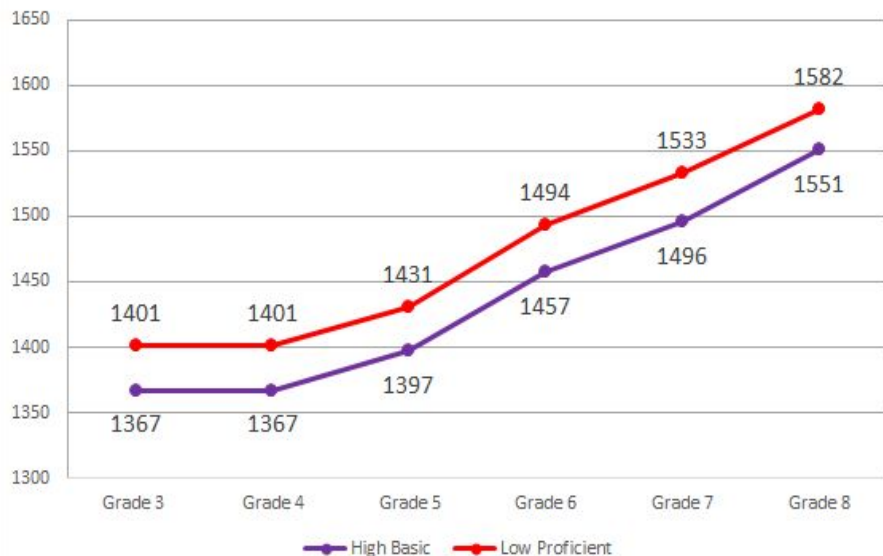
MAP – MAP-Reading By Grade

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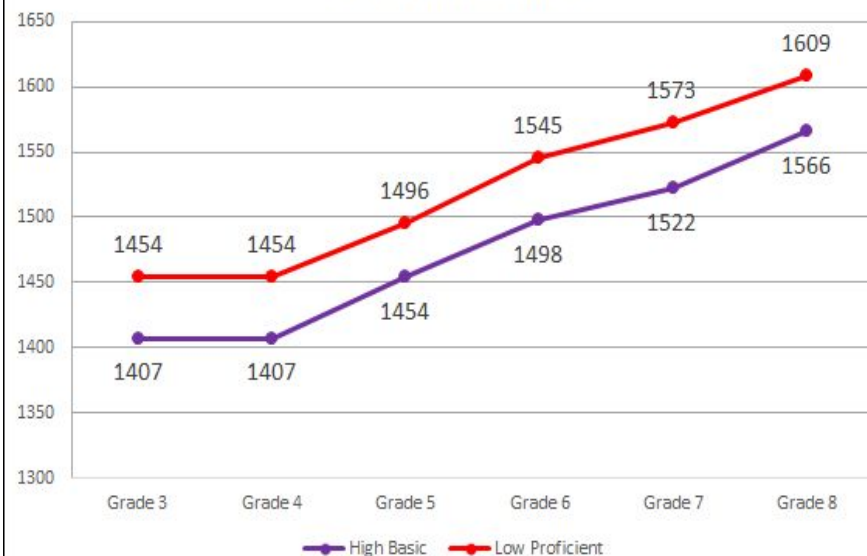


Growth Assessment

Mathematics Vertical Scaled Score
Reference Points



Reading Vertical Scaled Score
Reference Points



Interpretation of the Growth Bands

Students who score **at or above the Low Proficient point (red line)** indicate that they have a good baseline knowledge of last year's grade-level content and generally are prepared for new grade-level content.

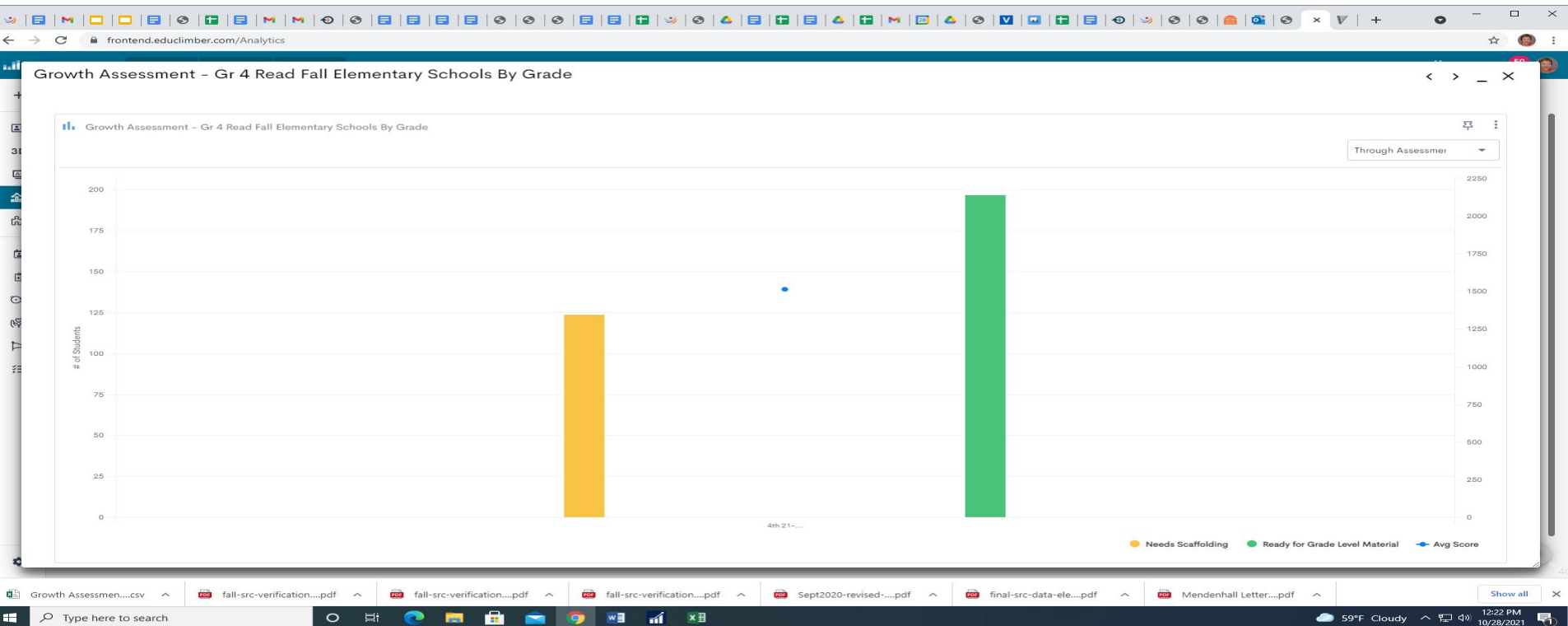
Students who score **at or above the High Basic point (purple line)**, but **below the Low Proficient point (red line)**, would indicate that scaffolds may be necessary to support students with grade-level instruction.

Students who score **below the High Basic point (purple)** would indicate that they will need scaffolds and supports in order to be successful with new grade-level content.

CCS Averages with High Basic and Low Proficient

Math	High Basic	Low Proficient	CCS Average	Reading	High Basic	Low Proficient	CCS Average
Grade 3	1367	1401	1289	Grade 3	1401	1454	1433
Grade 4	1367	1401	1393	Grade 4	1401	1454	1513
Grade 5	1397	1431	1421	Grade 5	1454	1496	1542
Grade 6	1457	1494	1477	Grade 6	1498	1545	1587
Grade 7	1496	1533	1464	Grade 7	1522	1573	1595
Grade 8	1551	1582	1480	Grade 8	1566	1609	1625

Sample of data provided for each grade and content



Determining Growth for 2021-22

- In previous years, progress tables have been used for reading and mathematics to determine whether a failing student made growth from the previous year. These progress tables were developed using the test specific scaled scores (0-600).
- Progress tables will continue to be used in determining determine growth; however, the tables that will be used were developed using **vertical scaled scores** (900-2,000).
- Growth measures are not needed for students who pass the SOL tests. Growth is only determined if the student fails the spring SOL test.

Reading Progress Table (there is one for Math also)

Reading Content Level	Range I	Range II	Range III	Range IV
3	900-1281	1282-1318	1319-1406	1407-1453
4	981-1331	1332-1377	1378-1453	1454-1495
5	991-1354	1355-1390	1391-1497	1498-1544
6	1104-1382	1383-1416	1417-1521	1522-1572
7	1136-1436	1437-1476	1477-1565	1566-1608
8	1155-1439	1440-1479	1480-1578	1579-1623

Example for Grade 3 Growth Determination

Example: Determining Growth Using a Progress Table

Reading Content Level	Range I	Range II	Range III	Range IV
3	900-1281	1282-1318	1319-1406	1407-1453
4	981-1331	1332-1377	1378-1453	1454-1495
5	991-1354	1355-1390	1391-1497	1498-1544
6	1104-1382	1383-1416	1417-1521	1522-1572
7	1136-1436	1437-1476	1477-1565	1566-1608
8	1155-1439	1440-1479	1480-1578	1579-1623

- In **spring 2022**, a student took a grade 3 SOL reading test and scored a 1410. The cell outlined in **blue** represents the content level and the student's score.
- In **fall 2021**, the student took the grade 3 reading growth assessment and scored a 1300. The cell outlined in **red** represents the content level and the student's score.

The blue box is in a column/range to the right of the red box, therefore, the student has shown growth.

The comparison of spring 2022 to fall 2021 vertical scaled scores is the only available comparison to determine growth for grade 3 content.

Example for Growth--Fall to Spring

Example: Determining Growth Using a Progress Table

Reading Content Level	Range I	Range II	Range III	Range IV
3	900-1281	1282-1318	1319-1406	1407-1453
4	981-1331	1332-1377	1378-1453	1454-1495
5	991-1354	1355-1390	1391-1497	1498-1544
6	1104-1382	1383-1416	1417-1521	1522-1572
7	1136-1436	1437-1476	1477-1565	1566-1608
8	1155-1439	1440-1479	1480-1578	1579-1623

- In **spring 2022**, a student took a grade 7 SOL reading test and scored a 1477. The cell outlined in **blue** represents the content level and the student's score.
- In **fall 2021**, the student took the grade 7 growth assessment that measured grade 6 content and scored a 1383. The cell outlined in **red** represents the content level and the student's score.

The blue box is in a column/range to the right of the red box, therefore, the student has shown growth.

Since the student showed growth with the first comparison, it is not necessary to compare the spring 2022 vertical scaled score to the spring 2021 vertical scaled score.

Example of Growth- Spring to Spring

Mathematics Content Level	Range I	Range II	Range III	Range IV
3	900-1271	1272-1307	1308-1366	1367-1400
4	990-1313	1314-1340	1341-1396	1397-1430
5	1060-1360	1361-1387	1388-1456	1457-1493
6	1130-1407	1408-1432	1433-1495	1496-1532
7	1191-1458	1459-1487	1488-1550	1551-1581
8	1192-1482	1483-1507	1508-1574	1575-1609

- In **spring 2022**, a student took the grade 7 SOL mathematics test and scored a 1490. The cell outlined in **blue** represents the content level and the student's score.
- In **fall 2021**, the student took the grade 7 growth assessment that measured grade 6 mathematics content and scored a 1440. The cell outlined in **red** represents the content level and the student's score.
- The blue box is NOT in a column/range to the right of the red box, therefore, the student has NOT shown growth.

Because growth was not shown, a second comparison is done between the spring 2022 vertical scaled score and spring 2021 vertical scaled score.

- In **spring 2021**, the student took the grade 6 SOL mathematics test and scored a 1400. The cell outlined in **green** represents the content level and the student's score.

The blue box is in a column/range to the right of the green box, therefore, the student has shown growth.

New Tool for Families

- Beginning with the Growth Assessments, DOE will offer a Parent Portal.
- This portal can be accessed for families to see the results of the Fall Growth Assessment, the Student Detail By Question (SDBQ) Report and a video to explain the results.
- As more information (SOL scores) are available, families will be able to access this information as well.
- The portal is scheduled to open November 15.
- DOE will provide information to school divisions to share with families.
- Families will need to create their own accounts using demographic and “Claim Code” information school divisions will provide.