

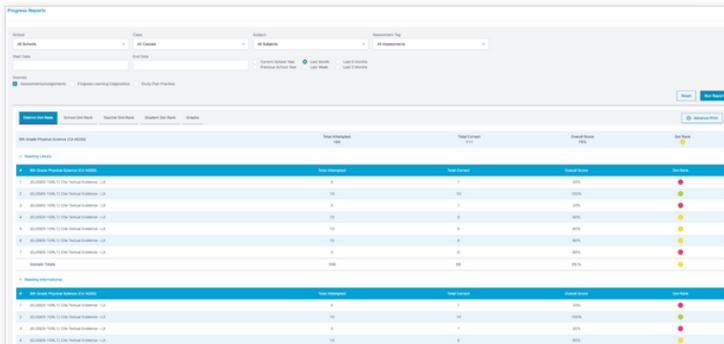
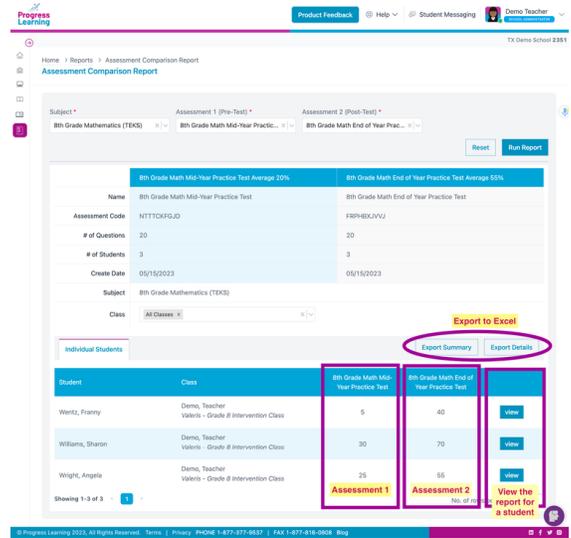


# Review data from one of the reports below from Progress Learning

Teachers can filter data from the previous school year to review performance of how well standards were mastered. This data can help teachers reflect and review what standards need more instructional planning for the new school year.

## Assessment Comparison Report

- You can click on the "View" button next to any student and see a comparison report for a single student.
- The single-student view has an easy-to-read bar graph format that shows growth over time for each domain and standard.



## Progress Report

- View the cumulative current scores for all student activities by subject down to state standard and track Dot Ranking.
- View data by Assignments/Assessments, Diagnostics, or Study Plan Practice.
- Filter data by school year, month(s), or week(s).

## Assessment Results Report

- A report that lists how students performed on any selected assessment.
- The data is presented in a simple format that is easily exportable to Excel.
- The data shown contains student results down to the standard for each assessment.

First Name	Last Name	Student ID	School	Grade	Teacher	Class	Date	Elapsed <sup>1</sup> hh:mm
Vincent	Craig		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 12:42:51	00:02:2
Elliot	Forney		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 12:48:54	00:02:1
Marina	Thomas		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:24:02	00:02:1
Rita	Valdez		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:26:31	00:01:3
Viola	Walker		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:31:39	00:04:2

## Performance Analysis

Teachers will work in their groups to discuss and respond to each of the questions below using their data.

- Analyze student performance data and determine the top (highest performance) and bottom (lowest performance) three standards for your grade level.

- What skills are necessary to perform the top standards?

- What skills are necessary to perform the bottom standards?

**Partner with the grade level below you and discuss these questions.**

- Analyze student performance data and determine the top and bottom three standards for the prior grade level.

- What skills are necessary to perform the top standards?

- What skills are necessary to perform the bottom standards?

- What foundational skills need remediation this school year? What strategies were used and can be improved upon this school year?

### Assessment Frequency Distribution

- Examine Assessment Frequency Distribution.

- What are the three most frequently tested standard?

- What skills are necessary to perform the bottom standards?

**Compare Frequency Distribution with Student Performance Analysis.**

In what areas are there overlaps?

How, when, and with what frequency will these standards be addressed in your instruction?

What interventions will be used to address gaps in high frequency/low performing areas?

How will these areas be assessed and with what frequency?

**Growth/Performance Matrix**

Locate all students who fall into the green zone (accelerated growth). Brainstorm what *worked* with those students. Same for blue...

Look at upcoming students...Which students are in danger of falling from Approaches Grade Level to Does Not Approach? From Meets Grade Level to Approaches? From Masters Grade Level to Meets?

Which category of students are most likely to recede without intervention?

Why is it vital to *especially* celebrate the students who Did Not Approach with Expected or Accelerated Growth?

What sort of interventions might help a student who Masters or Meets Grade Level with Limited Growth?

How will you reflect this data in the differentiation of your instruction?

## We Still Need

Explain the areas of need you still have in regard to meeting the needs of our students:

Resources?

Ideas for delivery?

Assessment Tools?

Planning Time?

## Reflect and Share

In groups discuss performance analysis in graphic organizer below as a team. 1 per team needs to be completed then discuss findings whole group

<b>Primary Takeaway from the Data</b>	<b>Areas to Improve</b>	<b>Areas where more knowledge is needed to support instruction</b>
What will need to happen in order for these students to maintain their Masters status?	Based on the data, what instructional strategies will impacted, changed, or confirmed with continued differentiation for those learners who were close to passing?	Goals for first 2 months of instruction