




Select Reports: Understanding Student Performance


Reports:

Diagnostic Results for a Student.....	2
Diagnostic Results for a Class	3
Diagnostic Growth for a Student.....	4
Diagnostic Growth for a Class	5
Diagnostic Growth for a School	6
Instructional Groupings.....	7

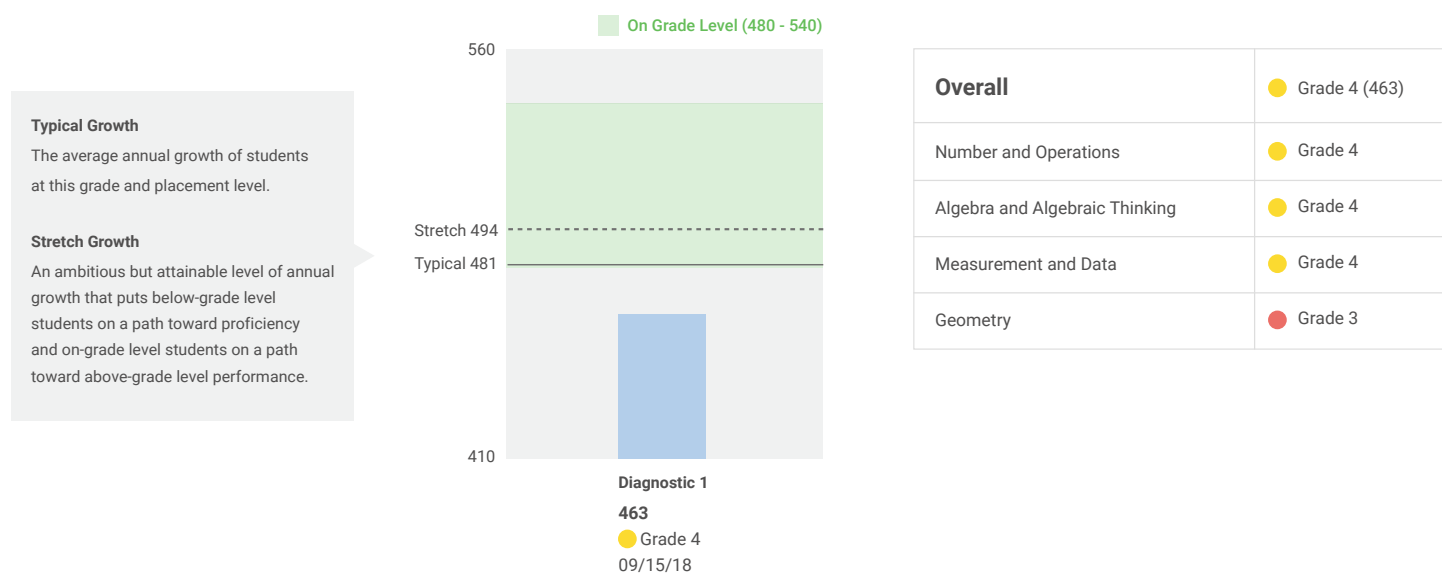
Diagnostic Results for a Student

Gives teachers insight into the instructional strengths, areas of need, and annual growth expectations for every student in their class, with clear next steps for instruction in each domain.


Diagnostic Results ▾ Danielle Baker ▾ 

Subject: **Math** Diagnostic: **Diagnostic 1 (09/15/18)** Placement Definition: **Standard View** 

Diagnostic 1



– National Norm and Quantile® Performance

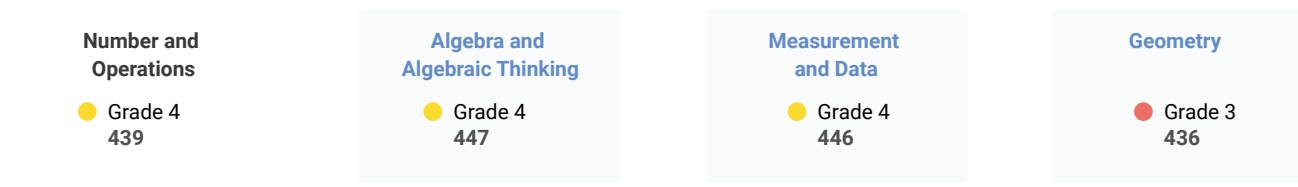
National Norm:
42nd Percentile 

Quantile® measure and range is
645Q, 595Q-695Q

Quantile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2018 MetaMetrics, Inc. All rights reserved.

Placement by Domain

Test results suggest that Danielle would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Danielle's mathematics abilities across domains. This priority places Danielle in Instructional Grouping 2.



Developmental Analysis

At grade levels 3-5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Danielle could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.	Standards
Compare and order numbers through hundred millions.	Standards
Add multi-digit numbers.	Standards
Multiply a whole number by a power of 10 or a multiple of 10.	Standards
Compare two decimals to hundredths, including amounts of money.	Standards

Next Steps and Resources for Instruction

Base Ten

- **Subtract multi-digit numbers.**
Subtract multi-digit numbers
Tools for Instruction
[Subtract Multi-Digit Numbers](#)
Additional Resources
Ready® Mathematics Instruction or digital access to *Ready®* through Teacher Toolbox
[Learn More](#)
 - **Grade 4**
Lesson 1: Understand Place Value
Lesson 3: Add and Subtract Whole Numbers
- **Multiply three-digit numbers by one-digit numbers.**
Multiply three-digit numbers by one-digit numbers
Tools for Instruction
[Multiply Three-Digit Numbers by One-Digit Numbers](#)
Additional Resources
Ready Mathematics Instruction or digital access to *Ready* through Teacher Toolbox

Diagnostic Results for a Class

A comprehensive picture of class instructional needs based on data from each Diagnostic.

Diagnostic Results ▾
PDF

Subject

Math
▾

Class/Report Group

Grade 5, Section 1
▾

Date Range

Diagnostic 1 (09/15/18)
▾

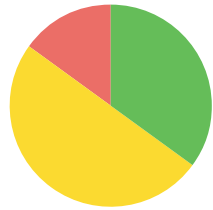
Placement Definition

Standard View
▾

● ● ● Key

Overall Placement

Showing All Students



● **7 Students**
 35%
On or Above
Grade Level

● **10 Students**
 50%
One
Grade Level Below

● **3 Students**
 15%
Two or More
Grade Levels Below

● **0 Students**
 0%
Not Completed

Placement by Domain *

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)

Showing 20 of 20

Choose Your Column:

National Norms ▾

Student Name	Scale Score	Overall Placement	Placement by Domain				National Norms Percentile	Date
			NO	ALG	MS	GEO		
Tan, Melanie	517	● Mid 5	Late 5	Grade 3	Late 5	Mid 5	96	09/15/18
Sanchez, Abby	516	● Mid 5	Late 5	Mid 5	Grade 3	Early 5	96	09/15/18
Stanton, Geena	512	● Mid 5	Mid 5	Early 5	Mid 5	Mid 5	94	09/15/18
Warren, Santino	491	● Early 5	Mid 5	Grade 4	Early 5	Mid 5	80	09/15/18
McDonald, Kal	489	● Early 5	Early 5	Early 5	Early 5	Grade 4	77	09/15/18
Vo, Isaiah	484	● Early 5	Early 5	Early 5	Mid 5	Early 5	71	09/15/18
Wade, Kiara	483	● Early 5	Early 5	Early 5	Early 5	Early 5	69	09/15/18
Patel, Mia	473	● Grade 4	Early 5	Early 5	Grade 4	Grade 4	56	09/15/18
Ramirez, Gabriella	472	● Grade 4	Grade 4	Grade 4	Mid 5	Grade 4	54	09/15/18
Bowers, Tara	472	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	54	09/15/18
Lowe, Noah	470 🚩	● Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	51	09/15/18
Baker, Danielle	463 🚩	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	42	09/15/18
Singh, Brian	463	● Grade 4	Early 5	Grade 3	Grade 4	Early 5	59	09/15/18
Powell, Elijah	462	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	40	09/15/18
Choi, Isabelle	459 🚩	● Grade 4	Early 5	Grade 4	Grade 4	Early 5	37	09/15/18

Diagnostic Growth for a Student

A clear view of progress toward proficiency and annual growth expectations for each student.

Diagnostic Growth ▾ Danielle Baker ▾
PDF

Subject: Math ▾ Placement Definition: Standard View ▾ ●●● Key

Year-to-Date Growth

Progress to Annual Typical Growth
Scale Points: 29/18

★
✓ **161%**

50% | 100%

This student has made 161% progress toward annual typical growth. Typical growth is the average growth of students at this grade and placement level.

Progress to Annual Stretch Growth
Scale Points: 29/31

94%

50% | 100%

This student has made 94% progress toward his or her stretch growth. Stretch growth is an ambitious but attainable level of annual growth that puts students on a path toward proficiency.

This student will need to meet his or her annual stretch growth for at least 1 year to be proficient. Proficient for fifth grade is a mid-on-grade level scale score of 498.

[Learn More about Growth](#)

Overall Diagnostic Growth

Diagnostic	Score	Grade	Date	Change
Diagnostic 1	463	Grade 4	09/15/18	
Diagnostic 2	480	Early 5	12/15/18	+17
Diagnostic 3	492	Early 5	03/15/18	+29

Placement by Domain

	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	● Grade 4	● Early 5	● Early 5
Number and Operations ↑	● Grade 4	● Early 5	● Mid 5
Algebra and Algebraic Thinking ↑	● Grade 4	● Grade 4	● Mid 5
Measurement and Data ↑	● Grade 4	● Early 5	● Early 5
Geometry ↑	● Grade 3	● Grade 4	● Mid 5

↑ Placement Improved from Initial

Diagnostic Growth for a Class

A clear view of progress toward proficiency and annual growth expectations across a class and for each student.

Diagnostic Growth
PDF

Class/Group

Comparison Date Range

Placement Definition

Students Assessed/Total: **20/20**

● ● ● Key

Progress to Annual Typical Growth (Median)

The median percent progress toward Typical Growth for this class is 108%. Typical growth is the average annual growth for a student at their grade and placement level.

[Learn More about Growth](#)

Current Placement Distribution

- 16 Students 80% (From 35%)
- 2 Students 10% (From 50%)
- 2 Students 10% (From 15%)

Progress Distributions

Distribution of Progress to Annual Typical Growth

% Progress	# Students
<19	0
20-39	0
40-59	0
60-79	2
80-99	4
100+ Met	14

Distribution of Progress to Annual Stretch Growth

% Progress	# Students
<19	0
20-39	0
40-59	5
60-79	6
80-99	2
100+ Met	7

Showing 20 of 20

Student Name	Annual Typical Growth		Annual Stretch Growth		Initial Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	161%	29/18	94%	29/31	● Grade 4 (463)	● Early 5 (492)
Bowers, Tara	139%	25/18	81%	25/31	● Grade 4 (472)	● Mid 5 (497)
Choi, Isabelle	172%	31/18	100%	31/31	● Grade 4 (459)	● Grade 6 (548)
Cochran, Damon	85%	17/20	42%	17/41	● Grade 2 (429)	● Grade 3 (446)
Hess, Michael	117%	21/18	68%	21/31	● Grade 4 (453)	● Grade 4 (474)
Lowe, Noah	178%	32/18	103%	32/31	● Grade 4 (470)	● Mid 5 (502)
Malone, Carly	350%	63/18	180%	63/35	● Grade 3 (440)	● Mid 5 (518)
McDonald, Kal	106%	19/18	66%	19/29	● Early 5 (489)	● Mid 5 (508)
Patel, Mia	172%	31/18	100%	31/31	● Grade 4 (473)	● Early 5 (504)
Powell, Elijah	89%	16/18	52%	16/31	● Grade 4 (462)	● Grade 4 (478)
Ramirez, Gabriella	111%	20/18	65%	20/31	● Grade 4 (472)	● Early 5 (492)

Images are prototypes and will change.

Diagnostic Growth for a School

A clear view of progress toward proficiency and annual growth expectations across a school, grade, or class.

Diagnostic Growth
PDF

School

Subject

Comparison Diagnostic

Placement Definition

● ● ● Key

Students Assessed/Total: **555/569**

Progress to Annual Typical Growth (Median)

[Learn More about Growth](#)

108%

The median percent progress toward Typical Growth for this school is 108%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth

% Progress	% Students
<19	0%
20-39	0%
40-59	3%
60-79	9%
80-99	14%
100+ Met	74%

Distribution of Progress to Annual Stretch Growth

% Progress	% Students
<19	0%
20-39	5%
40-59	32%
60-79	24%
80-99	11%
100+ Met	28%

Current Placement Distribution

- Tier 3: 8% (From 24%)
- Tier 2: 31% (From 50%)
- Tier 1: 62% (From 26%)

Show: Select Grade:

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106%	60%	71%	26%	64%	66/70
Grade 3	110%	80%	80%	25%	80%	60/60
Grade 4	111%	80%	80%	23%	77%	66/71
Grade 5	108%	65%	67%	35%	70%	60/60
Grade 6	114%	71%	57%	24%	75%	60/60
Grade 7	108%	85%	57%	25%	80%	60/65
Grade 8	109%	85%	44%	20%	25%	60/60

6

Images are prototypes and will change.

Instructional Groupings

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction.

PDF
Instructional Groupings ▾

Subject

Math ▾

Class/Report Group

Grade 5, Section 1 ▾

Date Range

Window 1 ▾

Grade

Grade 5 ▾

● ● ● Key

View All Groupings

Grouping 1
(6 Students)

Grouping 2
(8 Students)

Grouping 3
(0 Students)

Grouping 4
(2 Students)

Grouping 5
(4 Students)

Students

Students in this grouping placed 1 grade level below in either Number and Operations (NO) or Algebra and Algebraic Thinking (ALG).

Student Name ▾	Overall Placement ▾	NO ▾	ALG ▾	MS ▾	GEO ▾
Baker, Danielle	● Grade 4	Early 5	Grade 4	Grade 4	Grade 3
Bowers, Tara	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Choi, Isabelle	● Grade 4	Early 5	Grade 4	Grade 4	Early 5
Powell, Elijah	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Ramirez, Gabriella	● Grade 4	Grade 4	Grade 4	Early 5	Grade 3
Ruiz, Justin	● Grade 4	Early 5	Grade 4	Early 5	Grade 4
Singh, Brian	● Grade 4	Early 5	Grade 4	Grade 3	Early 5
Warren, Santino	● Early 5	Mid 5	Grade 4	Early 5	Mid 5

Instructional Priorities

Students in this profile are having difficulty with skills and concepts related to quantitative reasoning. They may struggle with skills and concepts related to fractions and whole-number operations, or they may struggle with algebraic concepts related to factors and multiples, or both. Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational fraction concepts in order to understand that a fraction is one number that represents a quantity, not just "one number over another number." They will need practice with how to compare fractions with different denominators or how to express fractions as equivalent fractions or decimals. Those students with a low score in Algebra and Algebraic Thinking probably lack a sound understanding of the relationship between factors and multiples, and may be held back by lack of fluency with multiplication and division facts. They will particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Thinking*. In addition to daily practice to develop fluency with basic multiplication and division facts, all students in this profile are also likely to need reinforcement of essential vocabulary.

Recommendations for Teacher-Led Instruction

Operations

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

Number–Fractions

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.
- Add and subtract fractions and mixed numbers with like denominators.

Use models to reinforce at every opportunity what fraction notation represents. Be consistent about reading fraction names appropriately (*two-thirds* rather than *two over three*) to help students strengthen their understanding that, for example, two-thirds means two copies of one third. Use a variety of manipulatives to assist students in exploring fractions including hundred grids, fraction strips, counters, and number lines.

Resources

Tools for Instruction

Number and Operations

- [Place Value through Hundred Millions](#)
- [Add Multi-Digit Numbers](#)
- [Subtract Multi-Digit Numbers](#)
- [Multiply by One-Digit Numbers](#)
- [Multiply Three-Digit Numbers by One-Digit Numbers](#)
- [Divide by One-Digit Numbers](#)
- [Fractions as Sums](#)
- [Compare Fractions](#)
- [Equivalent Fractions](#)
- [Write Fractions as Decimals](#)
- [Adding Fractions and Mixed Numbers](#)

Algebra and Algebraic Thinking

- [Factors](#)
- [Multiples](#)

Additional Resources

Ready® Mathematics or Access Through Teacher Toolbox

- Grade 4
- Lesson 1: Understand Place Value
- Lesson 2: Compare Whole Numbers
- Lesson 3: Add and Subtract Whole

7