

Determining Student Growth for Evaluation at the Elementary Level

At the elementary level, student growth is determined via multiple measures using NWEA, Benchmark Text Levels and Everyday Math cumulative assessments (or a combination of these).

It is important to understand that NWEA growth targets represent a student's individual target based on average growth that students at the same RIT achieve in one year nationally. That RIT target, because it represents the average, means that some students will achieve or surpass the target and some will not. When reviewing growth data at the end of the year, multiple measures will be used to determine overall student growth percentages.

For example, if my class NWEA growth data shows that 54% of my class achieved their growth targets, I will review and share the Benchmark Text Level or Everyday Math cumulative assessments with evidence for the 46% who did not achieve growth target via NWEA. If 31% of those students met expected growth via Text Level or Everyday Math measures, my final student growth percentage is 85%.

To summarize, these data together will be used to determine the final percent of students who met expected growth for the year. If a student is advanced and remains in the advanced range, showing no significant decline, the student shall be considered to have met expected growth.

ELA Examples: For end of year growth determinations please see the Fountas and Pinnell expected growth chart below.

- A student begins the year at a level O. The growth expectation for the year is to reach level R.
- A student begins the year at a level F. The growth expectation for the year is to reach level K.

Fountas and Pinnell										
Progress Monitoring by Instructional Text Reading Level										
GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	-	-	-	A	A/B	B	B	C	C	C
1	C/D	D	E	E/F	F	G	G/H	H	I	I
2	I/J	J	J	J/K	K	K/L	L	L	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	X	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+

* AAPS benchmark for Grades 3-5 apply.

Mathematics: In addition to Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessments, Everyday math has designed all even numbered unit assessments to be cumulative. For end of year growth determinations, please see the Everyday Math growth chart below.

- A student begins the year with 10% mastery on the BOY assessment. The growth expectation for the year is to reach 26% or higher.
- A student begins the year with 60% mastery on the Unit 2 assessment. The growth expectation for the year is to reach 76% or higher on the Unit 8 assessment.

Everyday Math Assessments



Summary: Available Measures for Student Growth - Secondary Teachers Core Content Areas

Content Area	Growth Measures: *If a student is advanced and remains in the advanced range, showing no significant decline, the student shall be considered to have met expected growth.
ELA	<ul style="list-style-type: none"> ● SLO - <u>Curriculum Embedded Reading Assessment (CERA)</u> w/ common rubric and/or ● <u>SRI Lexile</u> ● <u>Word Generation</u> (at Forsythe, Scarlett, Slauson, Tappan)
Math	<p>Middle School</p> <ul style="list-style-type: none"> ● SLO - Common District Pre & Post Tests measure growth for a targeted cluster of objectives for each middle school course. ● All courses - Performance tasks for the targeted clusters developed in collaboration with the District Department Chair for Middle School Math ● Algebra 1AC -District Common Semester 1 Exam: Select items from the common assessment and aligned to the targeted cluster could also be used, when compared to the targeted cluster from the pretest <p>High School</p> <ul style="list-style-type: none"> ● SLO - Term 2 Baseline indicator & Common Assessment as measure of student growth ● Under development: Pre and post performance tasks for selected math practices (from pre-identified sources of high-quality assessment tasks); common tasks across a course/building.
Science	<ul style="list-style-type: none"> ● SLO - Science Argument Writing Task w/ common rubric (Pre & Post) ● Common Assessments (paired w/ pretests) in Biology, Chemistry & Conceptual Physics
Social Studies	<ul style="list-style-type: none"> ● SLO - Common Assessments (paired with pretests) ● Under development: Common assessment revisions

