Understanding RICAS Results

November 2026

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Agenda

- Understanding why we administer RICAS
- Strengthen understanding of RIDE data tools
- Gather and analyze data



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Data Tools

Strengthen understanding of RIDE data tools

- ✓ ISR
- ✓ SDP
- ✓ RICAS Portal



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Understanding Why



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Why RICAS

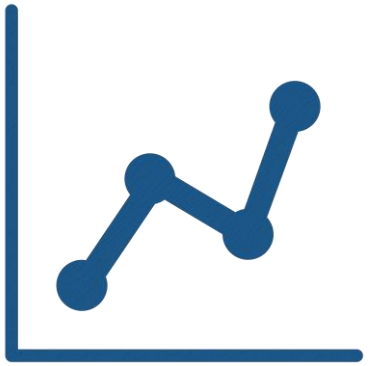
RICAS is..

- Our state assessment for grades 3-8 in English Language Arts (ELA) and Math
- a tool that assesses students' critical thinking abilities and application of Rhode Island Core Standards
- a valid and reliable mechanism to measure student learning
- a way to gain information about instructional systems that support learning

RICAS is Not...

- the only assessment for making instructional decisions for students
- a diagnostic assessment
- a complete picture of where students *currently* are in their learning progression
- the source for making individual student learning plans

Why RICAS



Schools and districts can analyze results to **inform local curricular and instructional choices** regarding areas of strength and areas for growth.



Students and families **review student achievement** in relation to academic standards through individual score reports (ISRs) which can inform discussions with teachers and instructional planning **to better support student learning.**

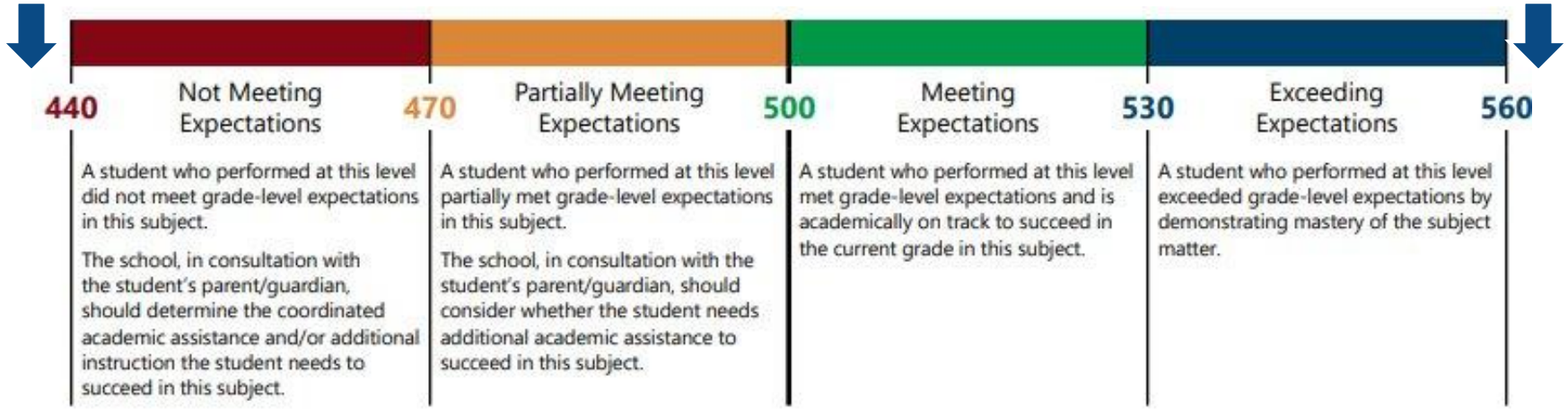


RICAS **fulfills federal requirements** for high-quality statewide assessment of ELA and mathematics in grades 3-8.

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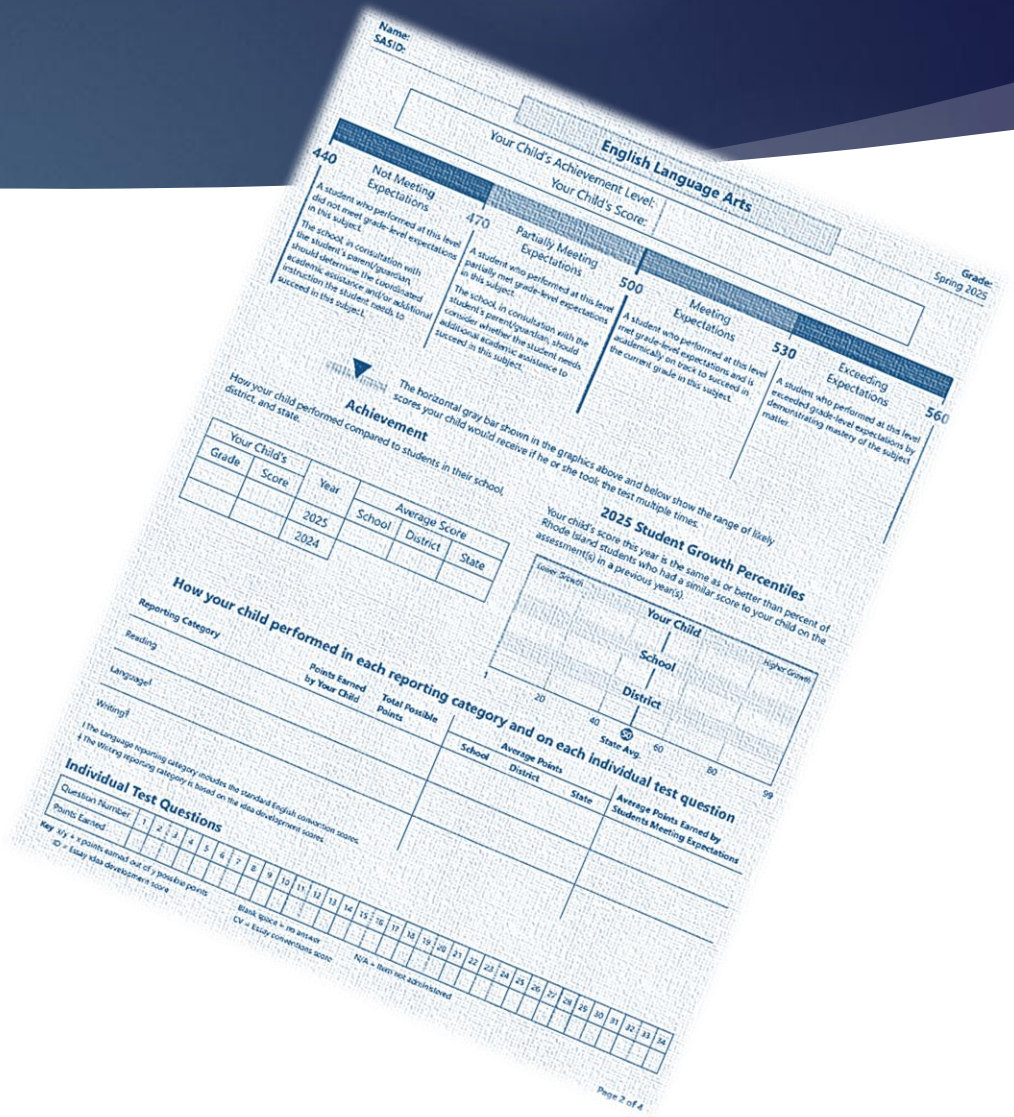
Understanding RICAS Scores

- A student receives a scale score **between 440 and 560.**
- RICAS uses four achievement levels that describe how well a student meets the expectations for their grade level: **Not Meeting Expectations (440-469)**, **Partially Meeting Expectations (470-499)**, **Meeting Expectations (500-529)**, and **Exceeding Expectations (530-560)**.
- Meeting Expectations means a student demonstrates grade level expectations while Exceeding Expectations means a student shows mastery of the grade level expectations.



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Individual Score Reports (ISRs)



Individual Score Reports

Name:
SASID:

Grade:
Spring 2026

English Language Arts

Your Child's Achievement Level:
Your Child's Score:

440	470	500	530	560
Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/ guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/ guardian, should consider whether the student needs additional academic assistance to succeed in this subject.	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.	

In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

Achievement

How your child performed compared to students in their school, district, and state.

2026 Student Growth Percentiles

Your child's score this year is the same as or better than percent of Rhode Island students who had a similar score

Points Earned

Name:
SASID:

Grade:
Spring 2026

Mathematics

Your Child's Achievement Level:
Your Child's Score:

440	470	500	530	560
Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/ guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/ guardian, should consider whether the student needs additional academic assistance to succeed in this subject.	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.	

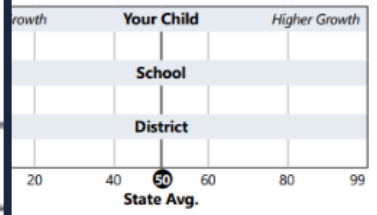
In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

Achievement

How your child performed compared to students in their school, district, and state.

2026 Student Growth Percentiles

Your child's score this year is the same as or better than percent of Rhode Island students who had a similar score



and on each individual test question

ossible	Average Points		
	School	District	State

Points Earned

22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

Points Earned

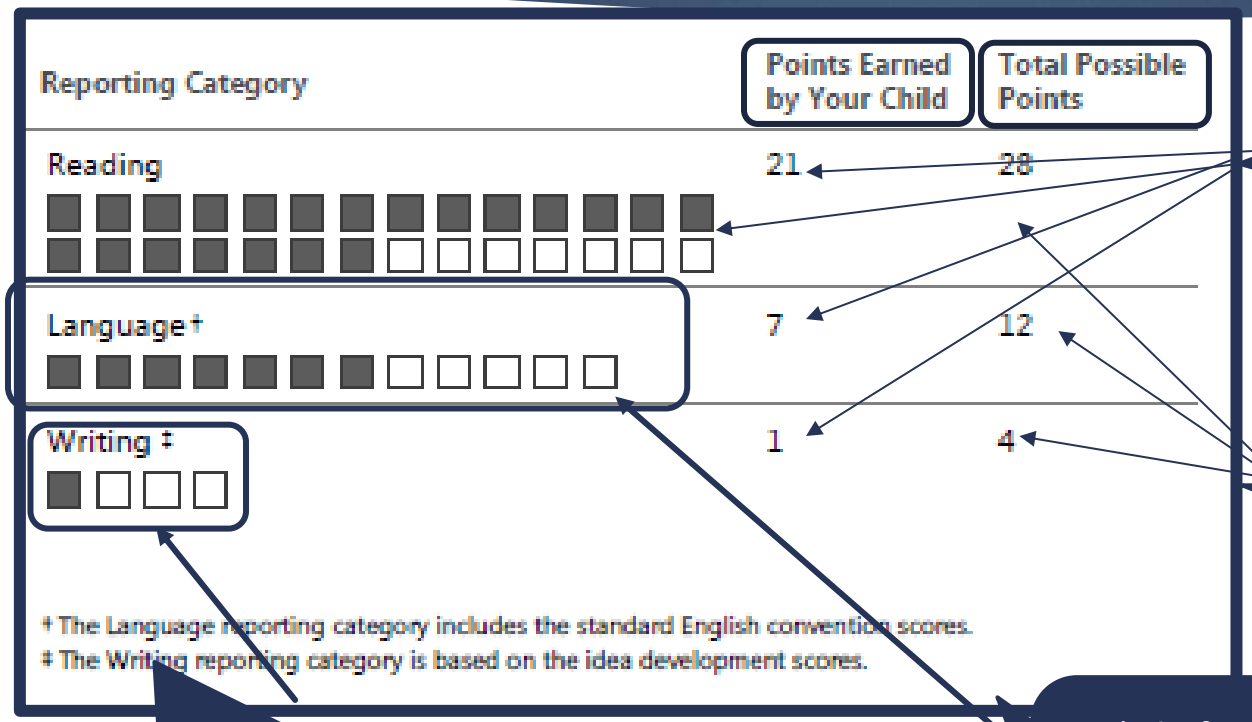
Reporting Category	Points Earned by Your Child	Total Possible Points
Reading		
Language†		
Writing‡		

† The Language reporting category includes the standard English convention scores.

‡ The Writing reporting category is based on the idea development scores.

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Understanding ELA Scores



How many points a student **earned** in each strand (Reading, Language and Writing)

How many **possible points** a student can earn in each strand (Reading, Language and Writing)

Points for **Writing** come from the essay item(s).

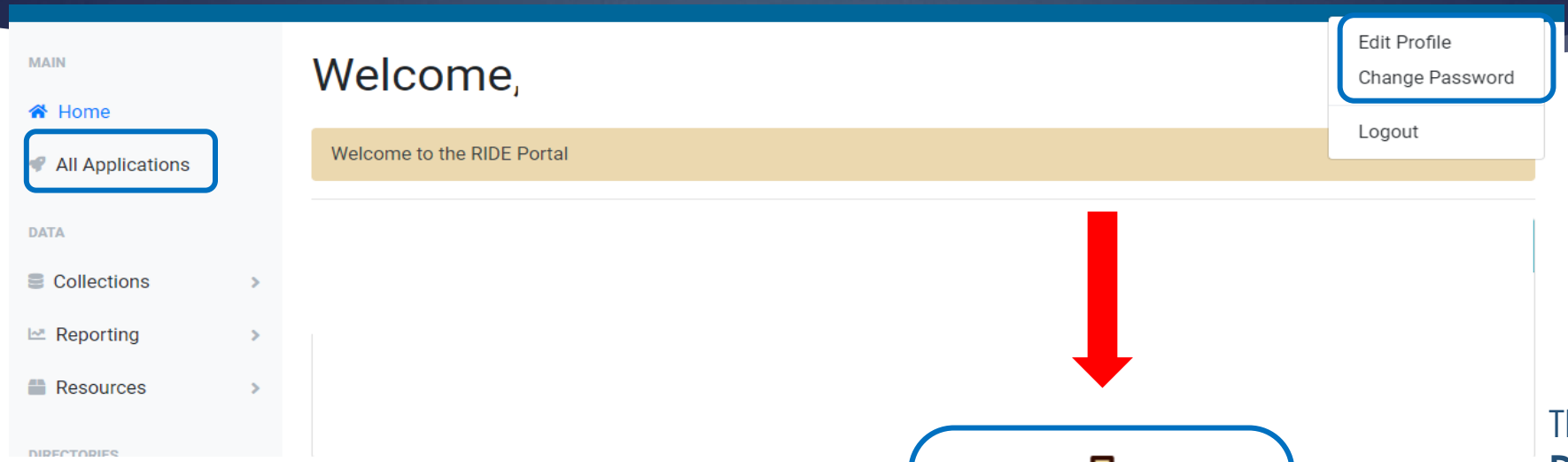
Points for **Language** come from both the essay and multiple-choice items aligned to language standards.

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Data Tools



Logging into the Data Portal



Manage your school, access and log in credentials

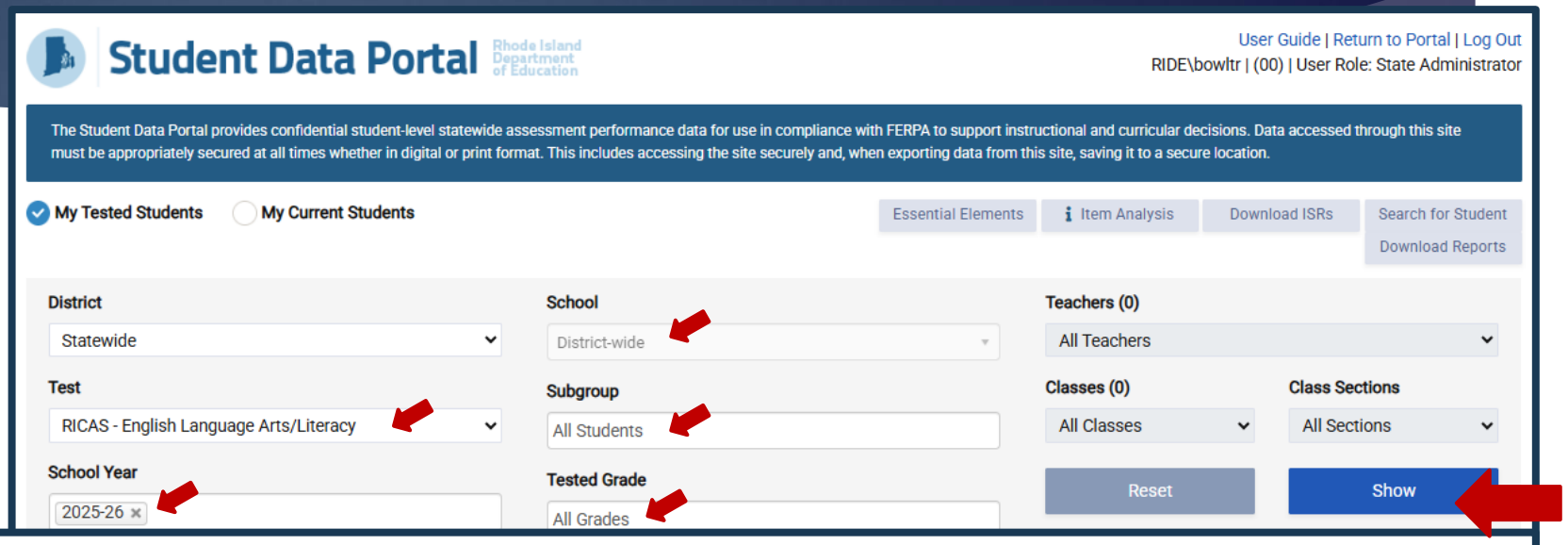
The *SDP* or **Student Data Portal** is confidential and requires login credentials.

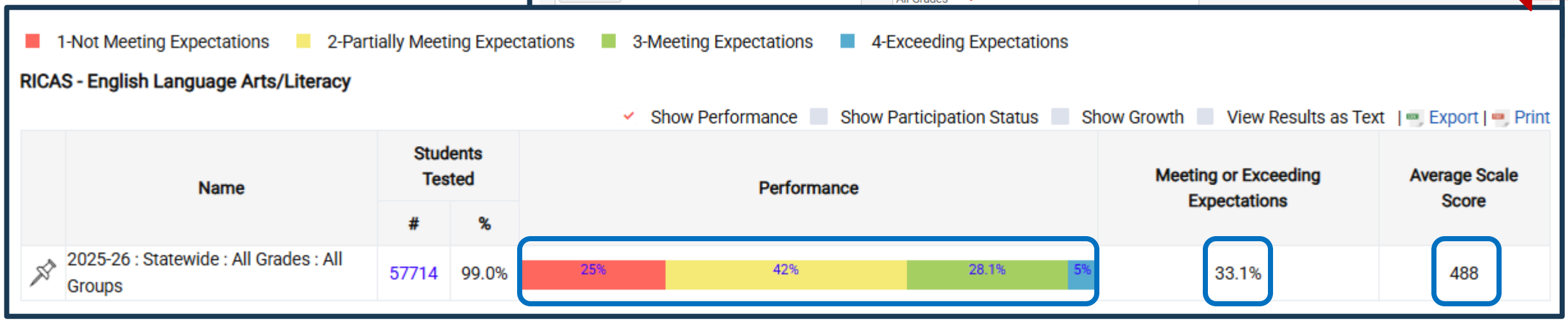
Please contact your administrator/data manager for access and login information

District Administrator	School Administrator	Teacher
Authorized district-/LEA-level personnel such as superintendents, assistant superintendents, curriculum directors, directors of teaching and learning, EL/MLL directors, special education directors, data managers, etc.	Authorized school administrators such as principals, assistant principals, and charter school chief administrators.	Educators directly assigned to students through Teacher Course Student (TCS) linkages such as classroom teachers, literacy and math coaches, special education teachers, etc.

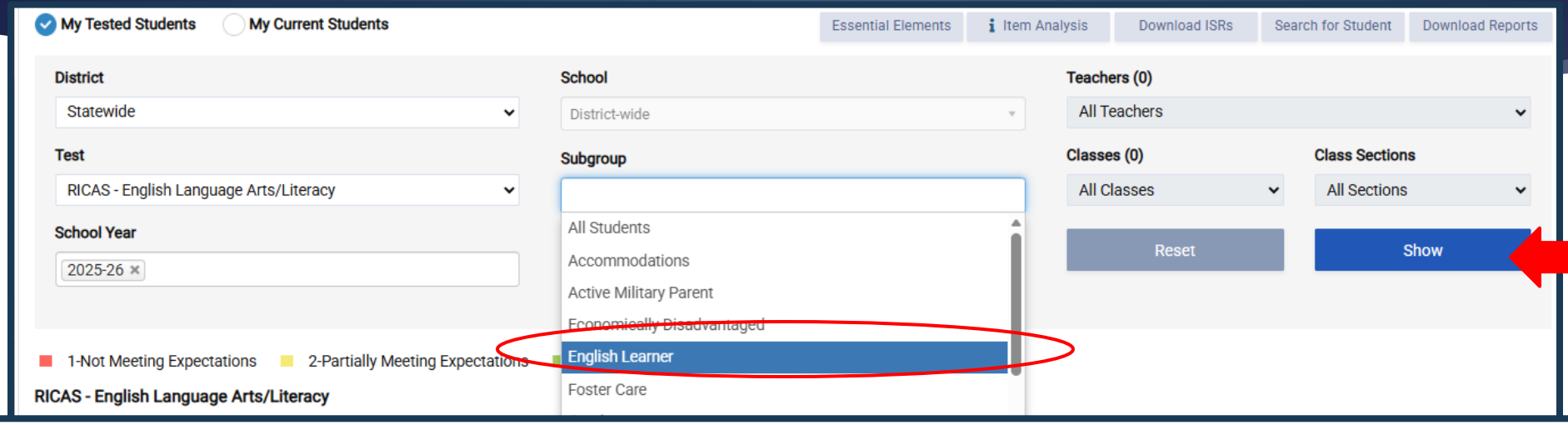
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Looking at Data in the SDP
Overall Achievement





Looking at Data in the SDP
Subgroups



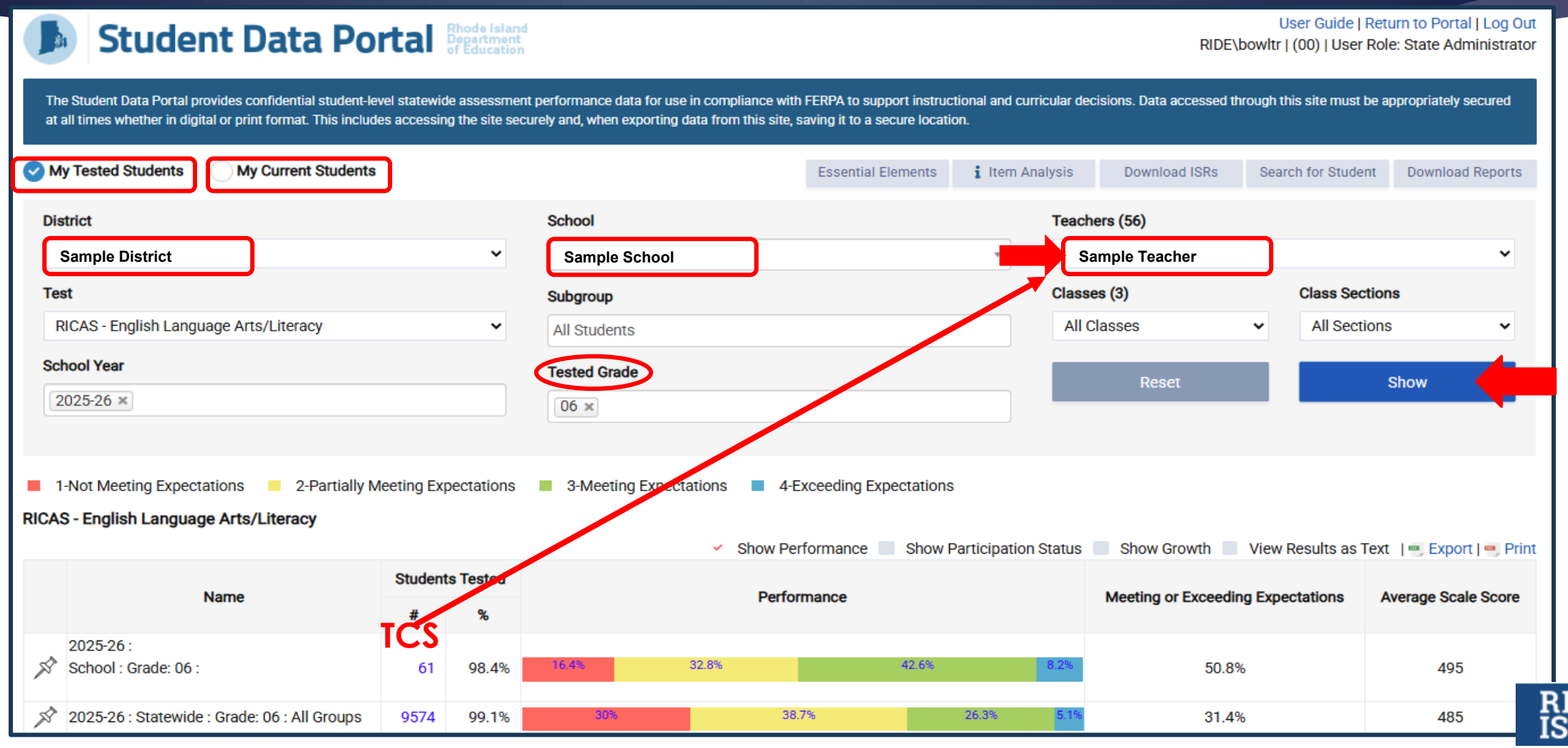
RICAS - English Language Arts/Literacy

Show Performance | Show Participation Status | Show Growth | View Results as T

Name	Students Tested #	Students Tested %	Performance	Meeting or Exceeding Expectations
2025-26 : Statewide : All Grades : Current English Learners	8416	98.9%	57.6% / 37.1% / 5.1% / 0.2%	5.3%
2025-26 : Statewide : All Grades : Not English Learners	47184	99.0%	19.9% / 42.5% / 31.7% / 5.9%	37.6%
2025-26 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	2114	99.4%	7.9% / 50.1% / 39.5% / 2.5%	42%

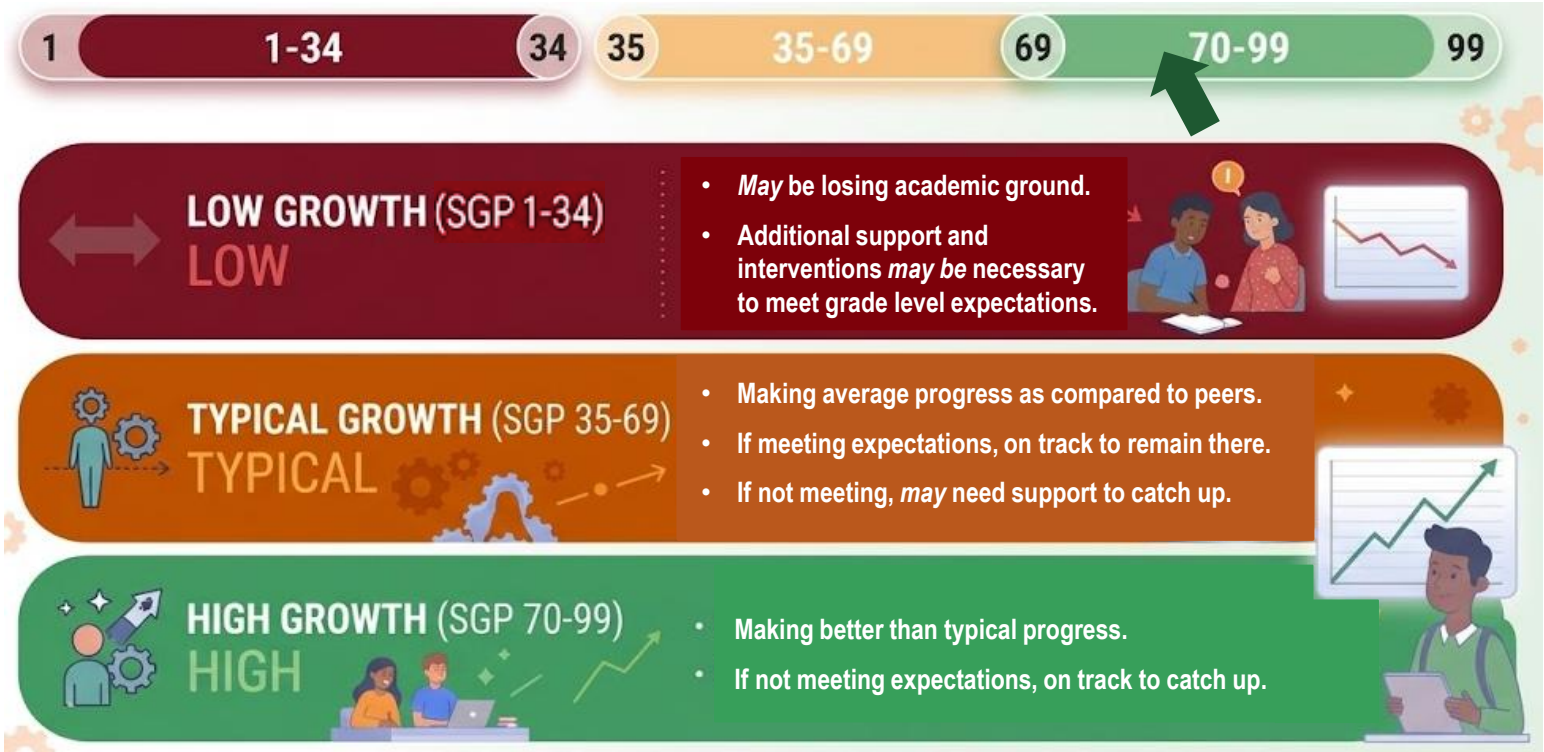
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Looking at Data in the SDP
By Teacher



Understanding Student Growth Percentile (SGP)

A Student Growth Percentile (SGP) describes a child's learning over time compared with his or her academic peers (*other Rhode Island students in the same grade who had similar scores on previous RICAS tests*).



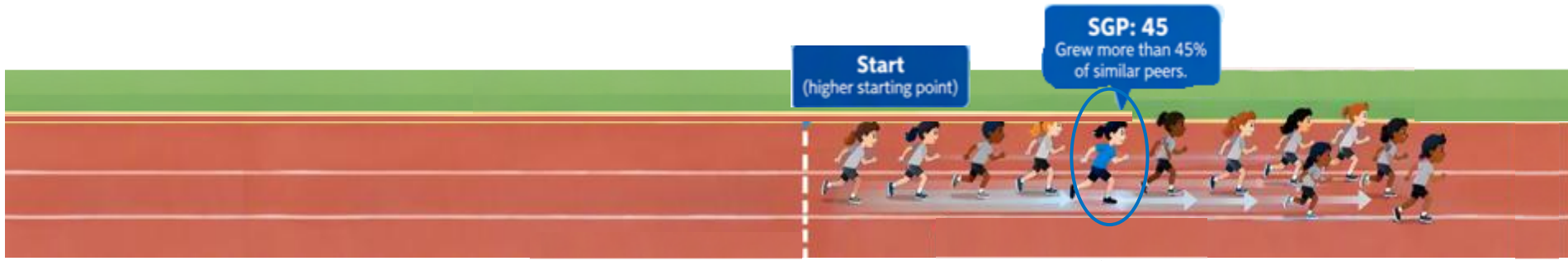
An SGP is a number between 1 and 99. For example, if a child has an SGP of **80**, we can say that child showed more growth between state assessments than **80** percent of his or her academic peers.

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SGP answers the question:

Did the student grow more, less, or about the same as students who started in a similar place academically?

In this example, you can see a group of students who all started at the same place (comparison to peers). You can see the student in blue who has an SGP of 45, grew more than 45% of her peers.
Both the **starting point** and the **finish point** matter when it comes to SGP.



Where the students in the comparison group are starting

Where the student finishes

SGP answers the question:

Did the student grow more, less, or about the same as students who started in a similar place academically?

In this example, you can see a group of students who all started at the same place (comparison to peers). You can see the student in green who has an SGP of 25, grew more than 25% of her peers.
Both the **starting point** and the **finish point** matter when it comes to SGP.



Where the students in the comparison group are starting

Where the student finishes

SGP answers the question:

Did the student grow more, less, or about the same as students who started in a similar place academically?

In this example, you can see a group of students who all started at the same place (comparison to peers). You can see the student in yellow who has an SGP of 80, grew more than 80% of her peers.
Both the **starting point** and the **finish point** matter when it comes to SGP.

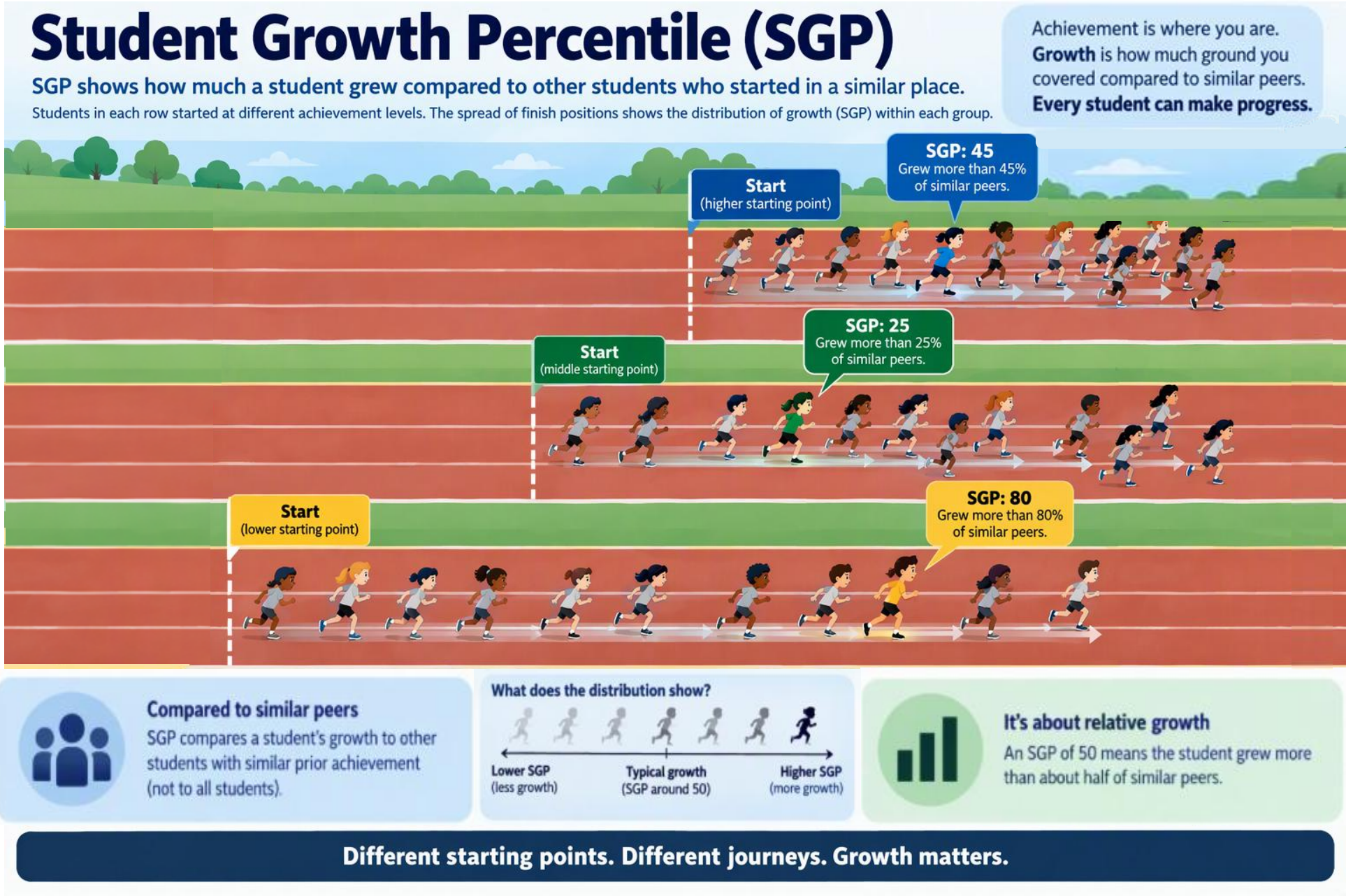


Where students in the comparison group are starting

Where the student finishes

SGP answers the question:

Did the student grow more, less, or about the same as students who started in a similar place academically?



Understanding Student Growth

Growth

- How much a student has progressed, compared to *similar peers* around the state
- *Similar peers*: other students in Rhode Island who scored similarly on RICAS

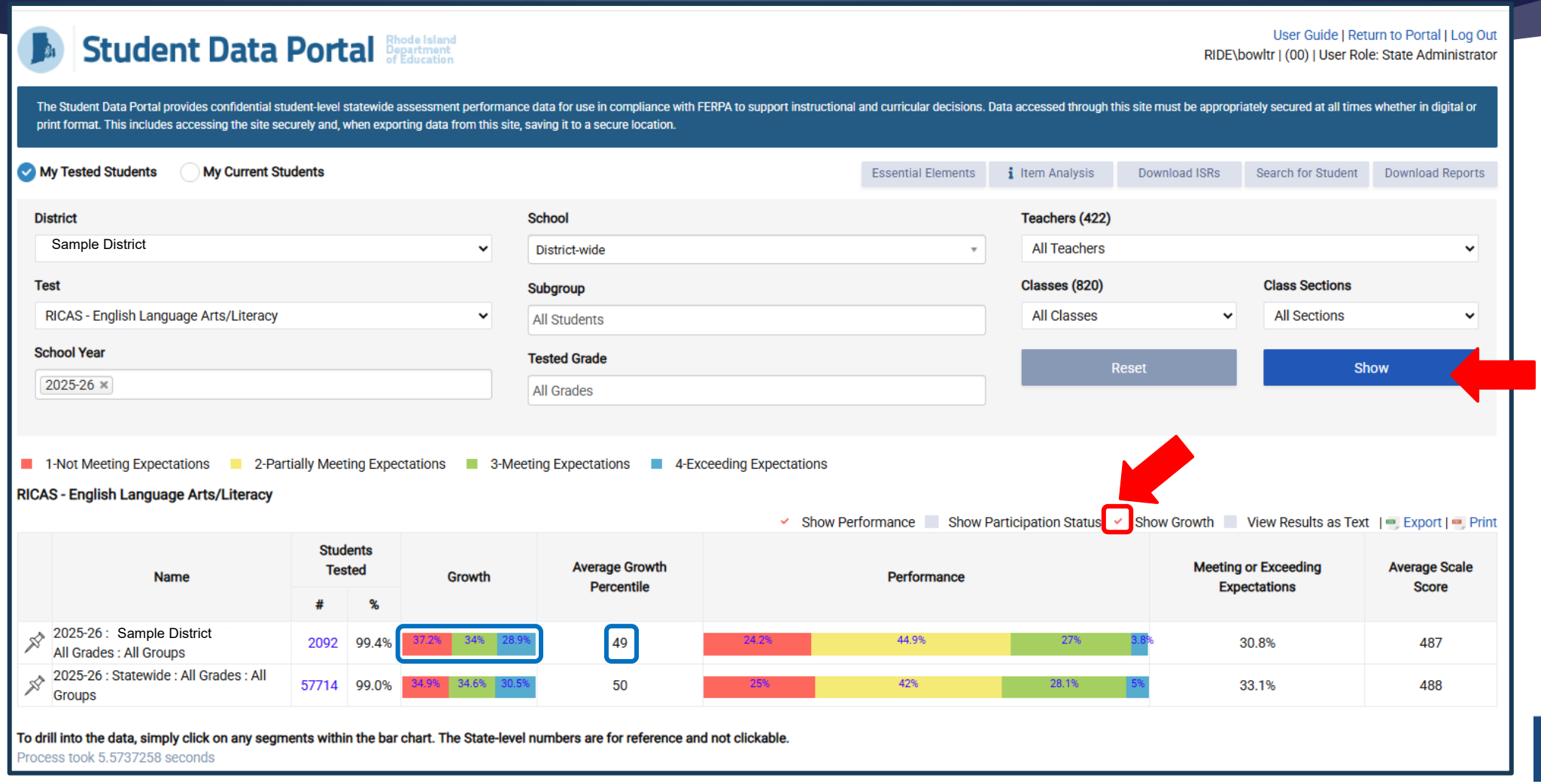
Percentile

- Ranges from 1 to 99
- 1st percentile: lowest estimated growth rate
- 50th percentile: average growth rate (statewide)
- 99th percentile: highest growth rate

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Looking at Data in the SDP

Student Growth



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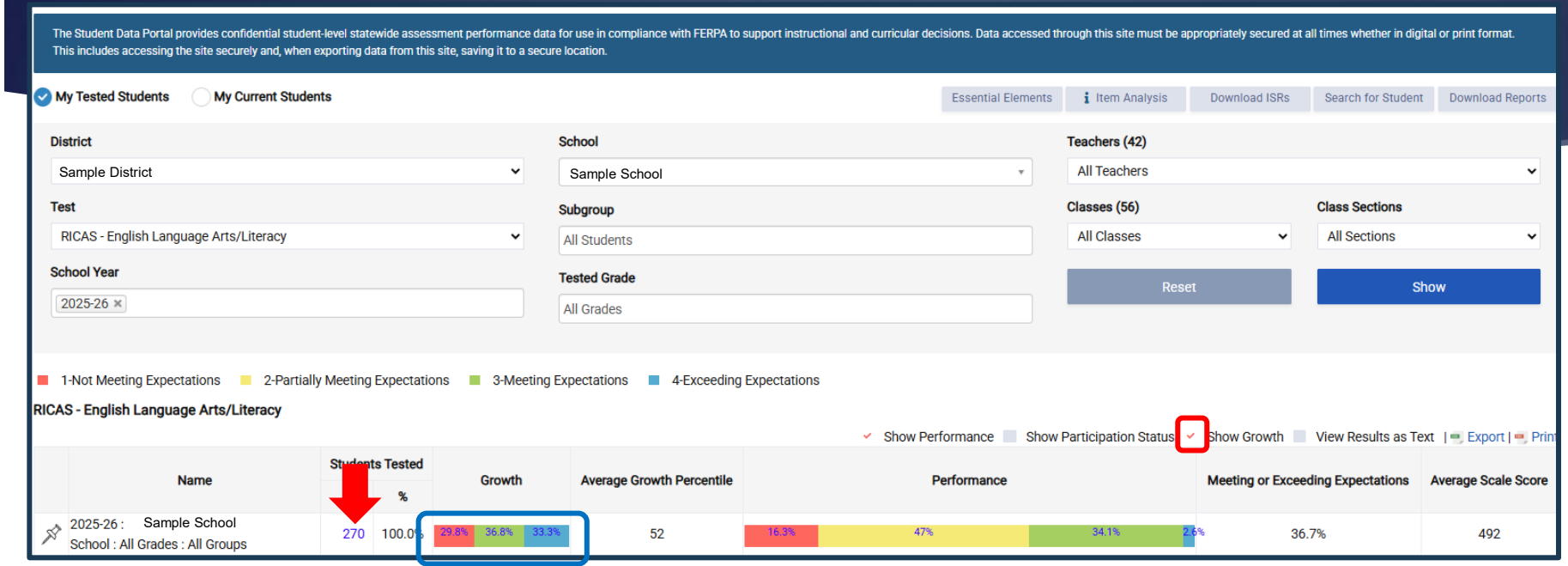
Understanding Student Growth in the SDP

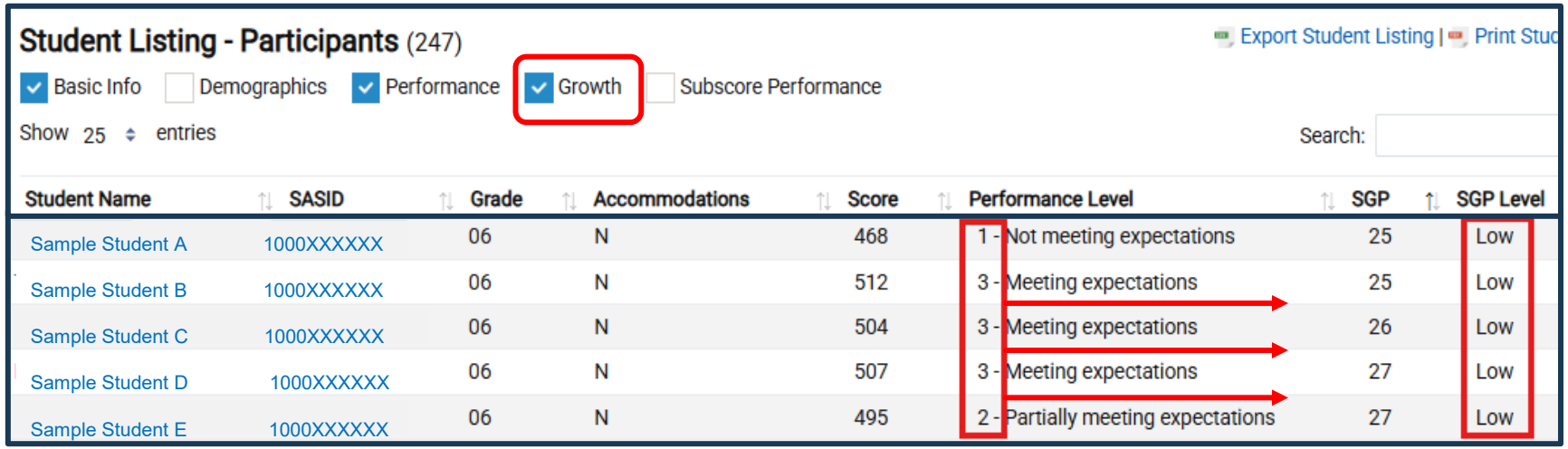
Student Growth Percentile	vs.	Performance Level
Amount of progress/growth (since last year)		***Level*** of knowledge (current)
i.e. ***How much*** a student has progressed		i.e. ***Where*** a student is on their journey
Relative to peers starting at a similar level		Relative to statewide grade-level expectations
*Can **shift rapidly** from year to year		*Tends to **change slowly**
e.g. "Typical growth" - *or* - "52nd percentile"		e.g. "Partially Meeting Expectations" - *or* - "5 points below cutoff for Meeting Expectations"

Name	Tested #	Tested %	Growth	Average Growth Percentile	Performance	Meeting or Exceeding Expectations	Average Scale Score
2025-26 : School : All Grades : All Groups	270	100.0%	29.8% / 36.8% / 33.3%	52	16.3% / 47% / 34.1% / 2.6%	36.7%	492
2025-26 : Statewide : All Grades : All Groups	57714	99.0%	34.9% / 34.6% / 30.5%	50	25% / 42% / 28.1% / 5%	33.1%	488

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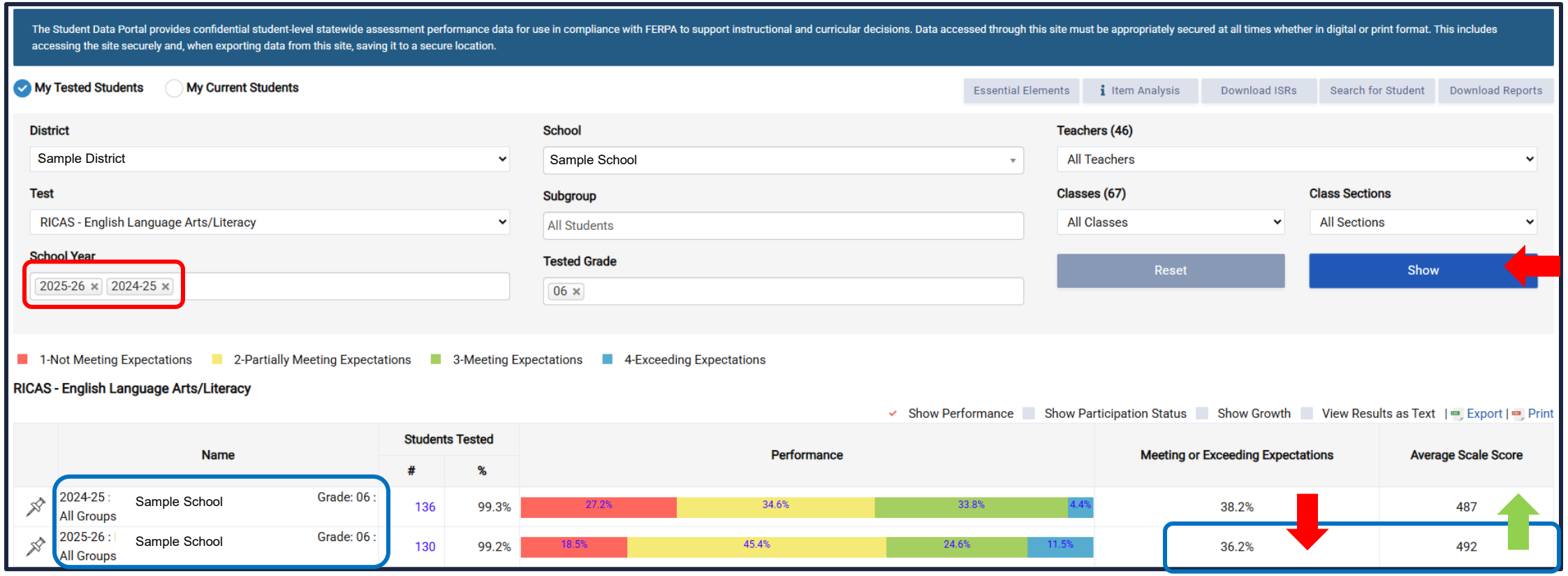
Performance Levels vs. SGP



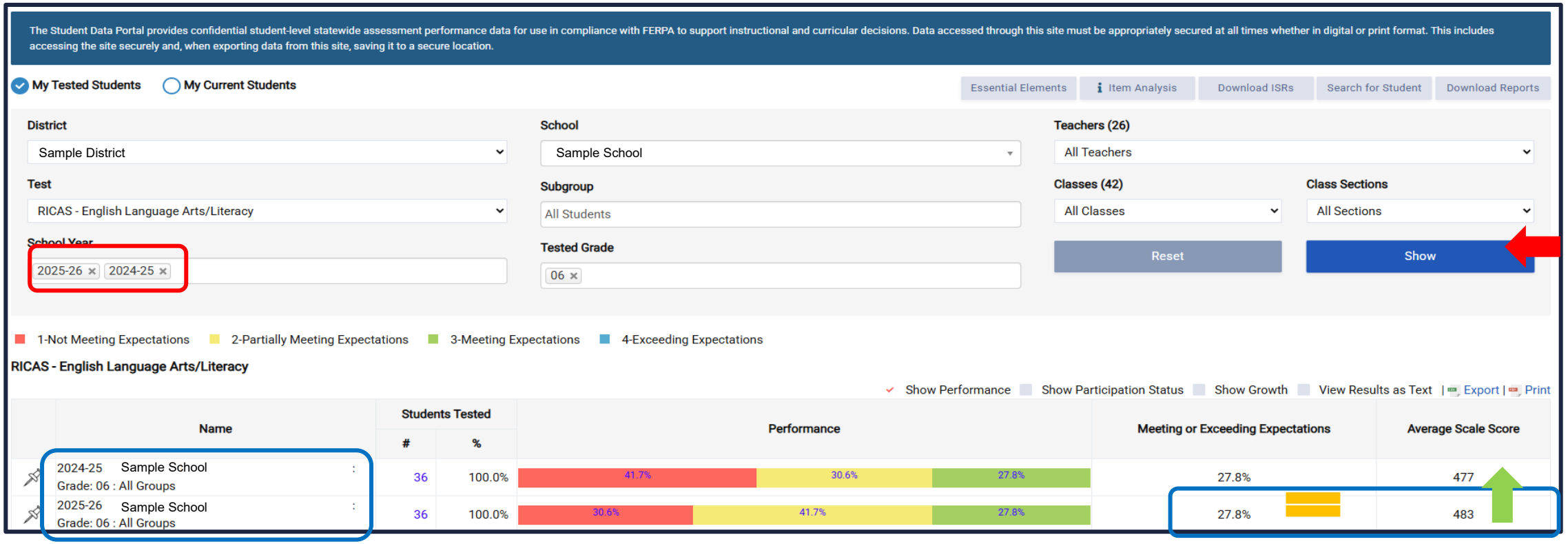


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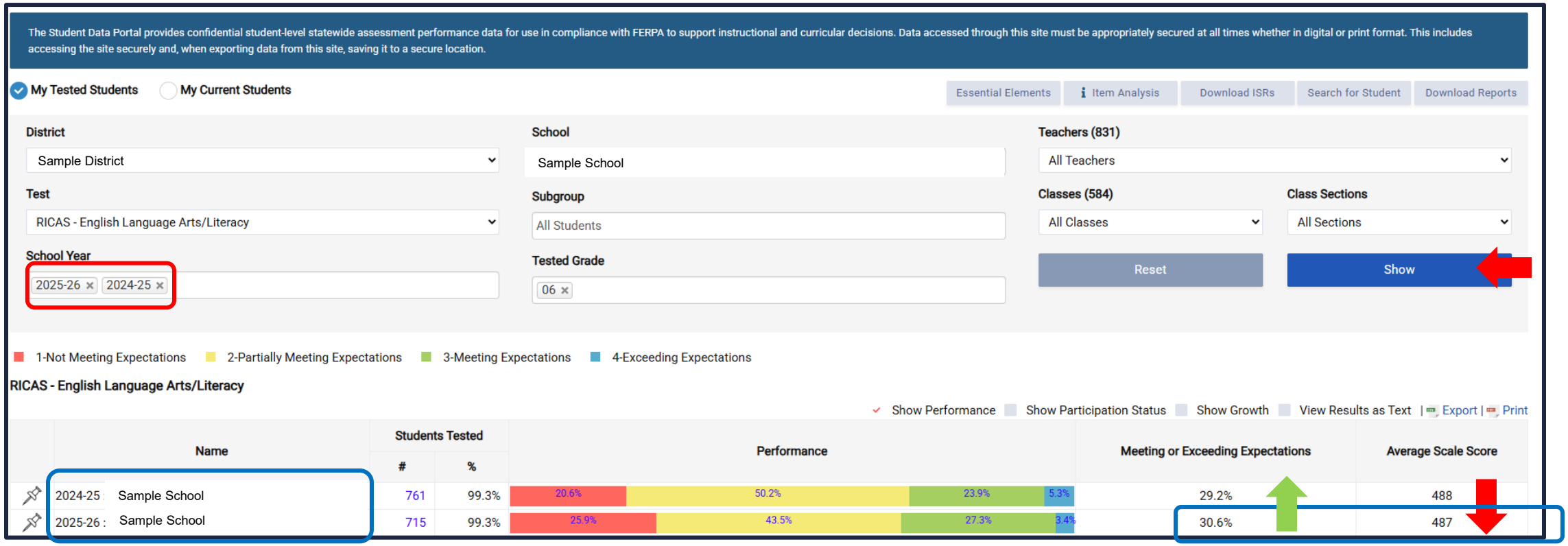
Performance Levels vs. Scaled Scores



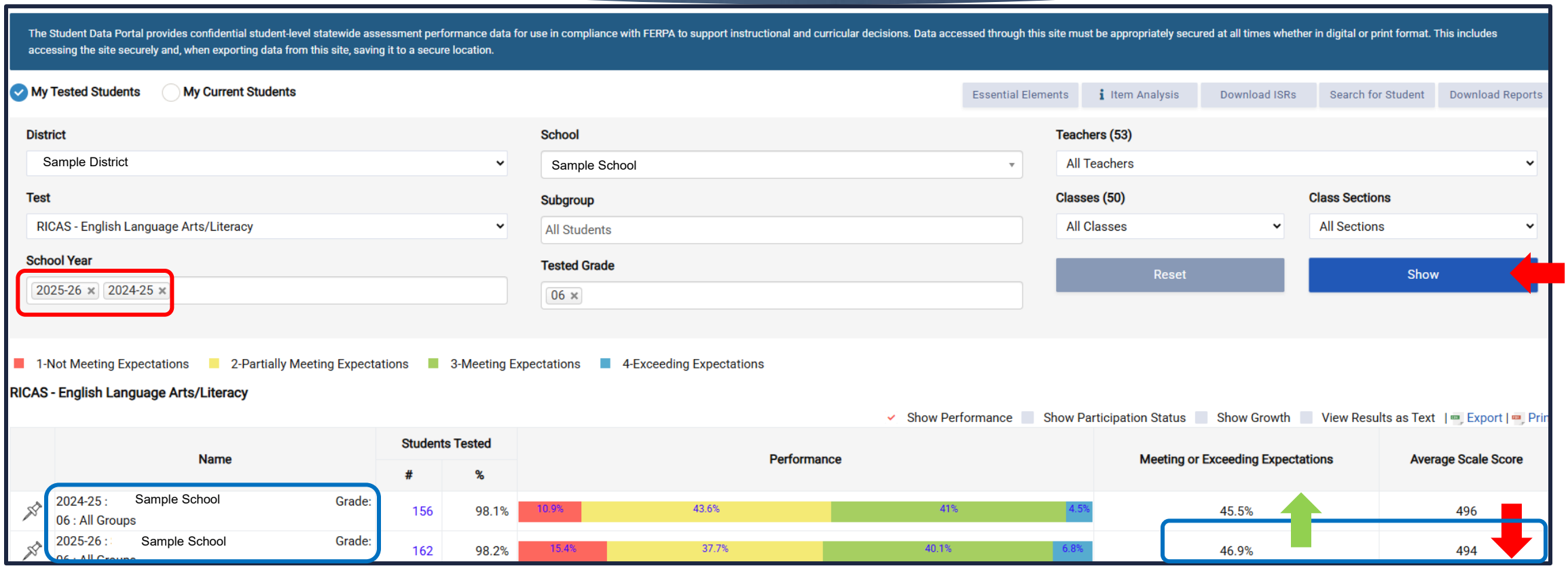
Performance Levels vs. Scaled Scores



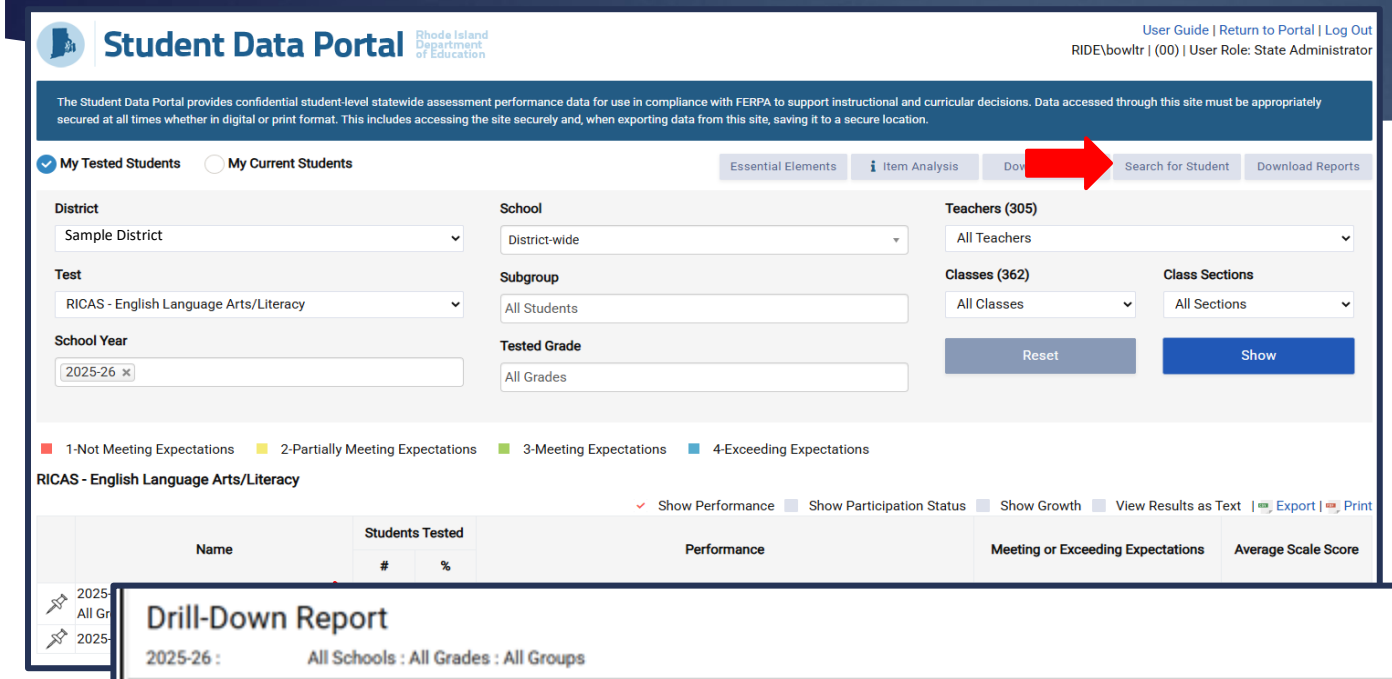
Performance Levels vs. Scaled Scores

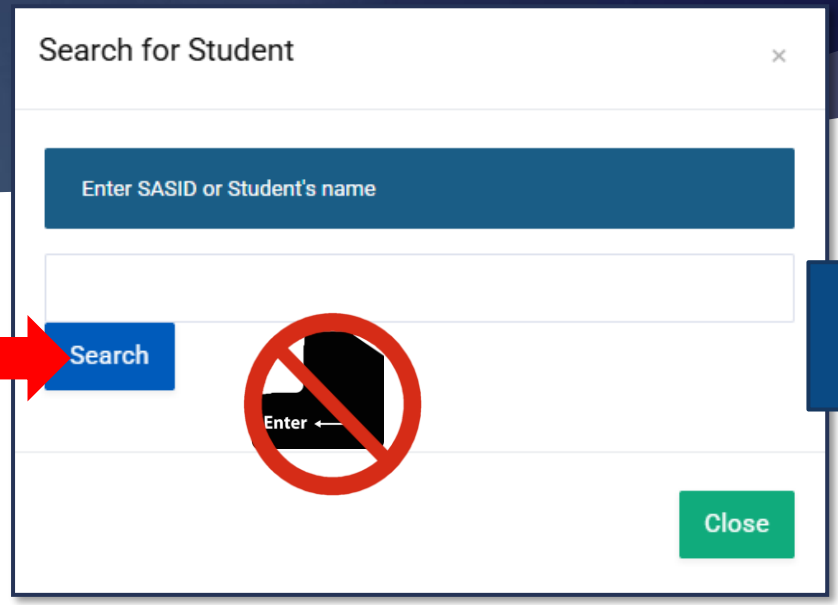


Performance Levels vs. Scaled Scores

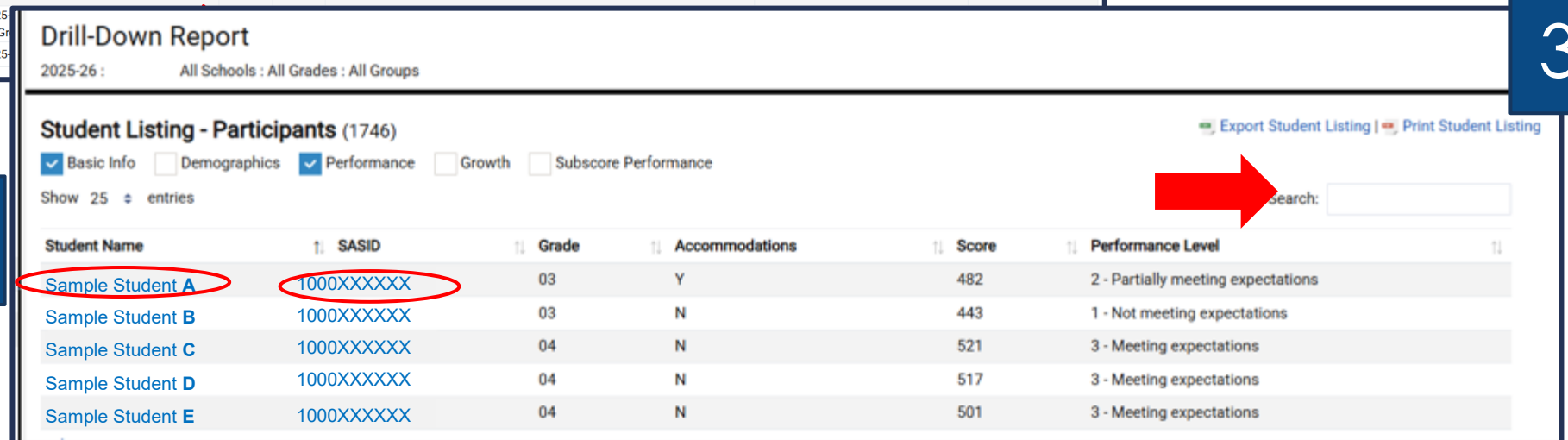


Student Profile





1



2

3

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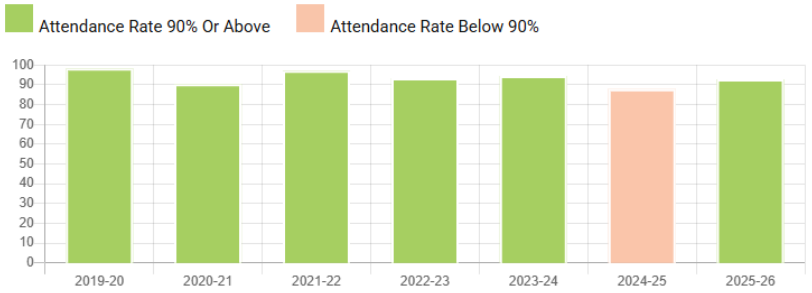
Student Profile

Attendance

(SASID: 1000)

Generated on 10/13/2026 11:59:07 AM

Attendance [Show/Hide]

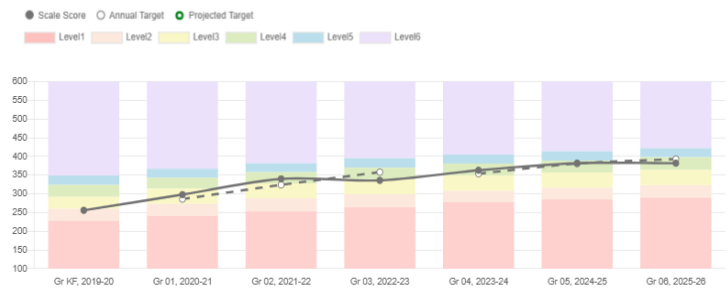


Enrollment

Enrollment History [Show/Hide]

School Year	Grade	District	School	Enroll Date	Exit Date
2026-27	06			08/31/2026	06/17/2027
2025-26	05			09/02/2025	
2024-25	04			09/03/2024	
2023-24	03			09/06/2023	
2022-23	02			08/30/2022	
2021-22	01			09/08/2021	06/17/2022
2020-21	KF			09/14/2020	06/25/2021

English Language Proficiency



Please note that the calculation for ELP targets changed beginning with the 2023-24 school year.

In this graph, the Scale Score for 2025-26 will not match the Composite Overall Scale Score listed below because the Scale Score used in this chart for ELP targets has been converted using concordance data provided by WIDA. Visit RIDE's WIDA ACCE… …e Calculator to convert student scale scores.

ELP Targets

RICAS - English Language Arts/Literacy 2025-26

- Tested Grade: 05
- Accomodations: N
- Score: 503
- Performance Level: 3 - Meeting expectations

Achievement Level Descriptors and Cut Scores [Show/Hide]

Sub Scores [Show/Hide]

Reporting Category	Points
Reading	21 out of 27
Writing	4 out of 8
Language	8 out of 13

RICAS - English Language Arts/Literacy 2024-25

- Tested Grade: 04
- Accomodations: N
- Score: 498
- Performance Level: 2 - Partially meeting expectations
- SGP: 57
- SGP Level: Typical

Achievement Level Descriptors and Cut Scores [Show/Hide]

Sub Scores [Show/Hide]

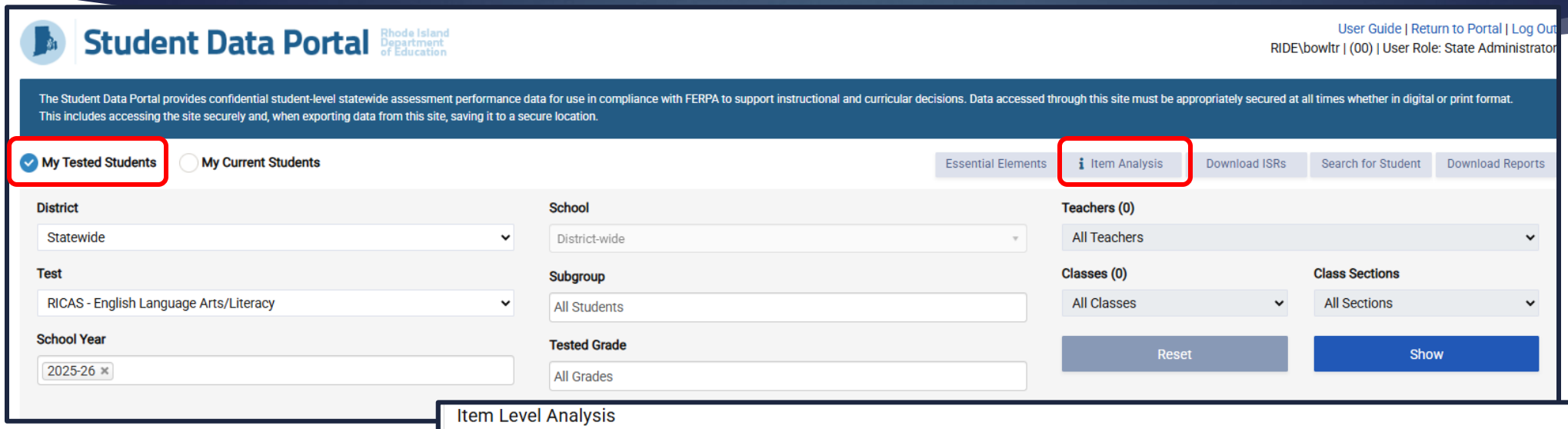
Assessments

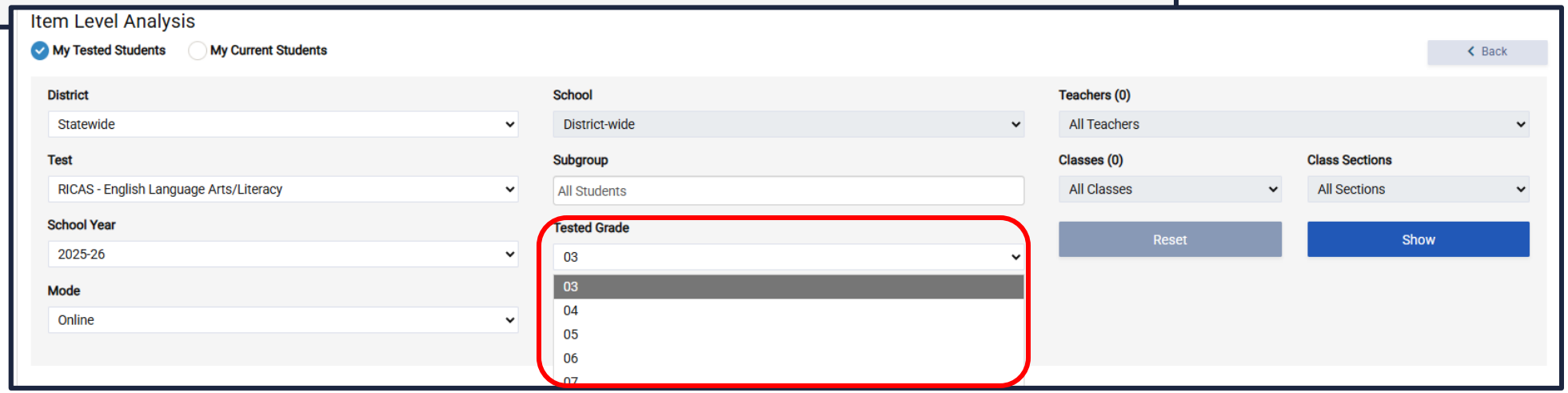
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Looking at Item Level Data



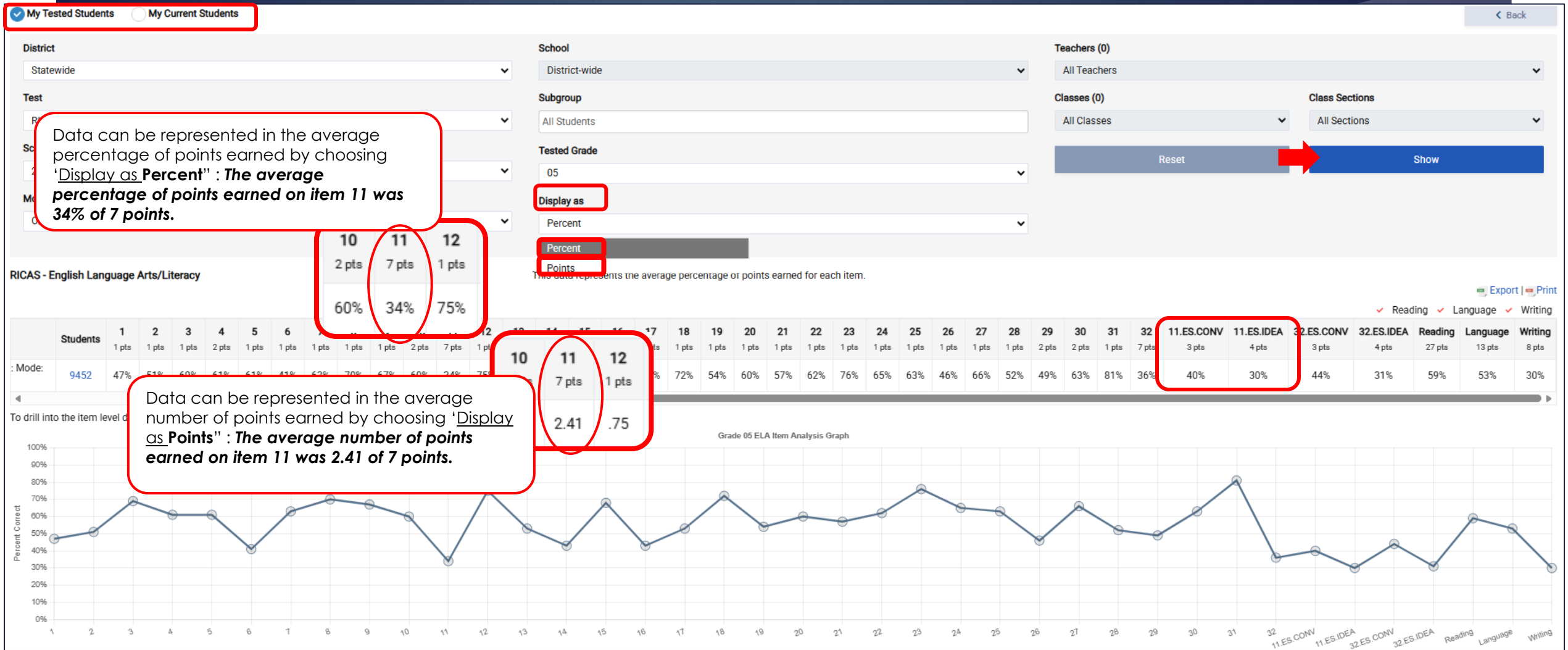
Item Analysis





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Item Analysis



Writing

Understanding how points are distributed across the strands:

When looking at the **writing** strand in this visualization, it is important to note that the total number of possible points for **writing** comes from the student's idea development score.

The written response item is scored on both idea development and conventions. The points earned in conventions are part of the **language** strand which includes both conventions from the essay as well as selected response items that align to language standards.

11.ES.CONV	11.ES.IDEA	32.ES.CONV	32.ES.IDEA	Reading	Language	Writing
3 pts	4 pts	3 pts	4 pts	27 pts	13 pts	8 pts
40%	30%	44%	31%	59%	53%	30%

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	11.ES.CONV	11.ES.IDEA	32.ES.CONV	32.ES.IDEA	Reading	Language	Writing
1 pts	1 pts	1 pts	2 pts	1 pts	1 pts	1 pts	1 pts	1 pts	2 pts	7 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	1 pts	2 pts	2 pts	1 pts	7 pts	3 pts	4 pts	3 pts	4 pts	27 pts	13 pts	8 pts
47%	51%	69%	61%	61%	41%	63%	70%	67%	60%	34%	75%	53%	43%	68%	43%	53%	72%	54%	60%	57%	62%	76%	65%	63%	46%	66%	52%	49%	63%	81%	36%	40%	30%	44%	31%			

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Item Analysis

To export the Item Analysis Report, Select the total number of students in the data set (highlighted in blue) and then select Export Item and Subscore Analysis

RICAS - English Language Arts/Literacy

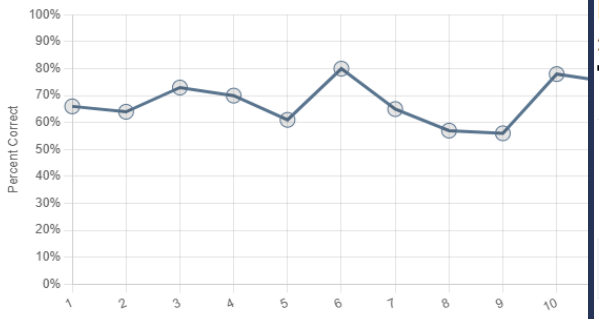
This data represents the average percentage of points earned for each item.

Export | Print

Reading Language Writing

Name	Students	1 (1 pts)	2 (1 pts)	3 (1 pts)	4 (1 pts)	5 (1 pts)	6 (1 pts)	7 (1 pts)	8 (1 pts)	9 (2 pts)	10 (1 pts)	11 (2 pts)	12 (7 pts)	13 (1 pts)	14 (1 pts)	15 (2 pts)	16 (1 pts)	17 (1 pts)	18 (1 pts)	19 (1 pts)	20 (1 pts)	21 (1 pts)	22 (1 pts)	23 (1 pts)	24 (1 pts)	25 (1 pts)	26 (2 pts)	27 (2 pts)	28 (1 pts)	29 (1 pts)	30 (1 pts)
2025-26 : Statewide : Grade: 04 : Mode: Online: Group: All Groups	9876	66%	64%	73%	70%	61%	80%	65%	57%	56%	78%	75%	40%	40%	52%	51%	55%	45%	42%	31%	75%	51%	45%	48%	63%	49%	48%	53%	54%	48%	65%

To drill into the item level data, simply click on any blue number within the table. The



Item Level Analysis Report

Number of Students Included: 9876

2025-26: RICAS - English Language Arts/Literacy: Grade 04: Statewide: All Groups

Export Item and Subscore Analysis | Print Item and Subscore Analysis

Item Number	Reporting Category	Standard	Item Type	Item Description	Correct Answer	Release Status	Possible Points	This Report		State	
								pts	%	pts	%
1	Reading	RI.4.2	SR	Determine what specific paragraphs from the passage suggest about the topic.	B	Released	1	0.66	66%	0.66	66%
2	Reading	RI.4.7	SR	Determine how a text feature contributes to the overall understanding of the passage.	C	Released	1	0.64	64%	0.64	64%
3	Reading	RI.4.5	SR	Determine the purpose of a given section from the passage.	D	Released	1	0.73	73%	0.73	73%
4	Reading	RI.4.1	SR	Identify key information related to the topic of the passage.	B	Released	1	0.70	70%	0.70	70%

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Item Analysis Export File (CSV.)

A	B	C	D	E	F	G	H	I	J	K	L
Item_ Number	Reporting_ Category	Standard	Item_ Type	Item_Description	Correct_ Answer	Release_ Status	Possible_ Points	This_Report _Points	This_Report_ Percent	State_Points	State_Percent
1	Reading	RI.4.2	SR	Determine what specific paragraphs from the passage suggest about the topic.	B	Released	1	0.66	66%	0.66	66%
2	Reading	RI.4.7	SR	Determine how a text feature contributes to the overall understanding of the passage.	C	Released	1	0.64	64%	0.64	64%
3	Reading	RI.4.5	SR	Determine the purpose of a given section from the passage.	D	Released	1	0.73	73%	0.73	73%
4	Reading	RI.4.1	SR	Identify key information related to the topic of the passage.	B	Released	1	0.7	70%	0.7	70%
5	Reading	RI.4.5	SR	Determine how a section from the passage is organized.	B	Released	1	0.61	61%	0.61	61%
6	Reading	RI.4.7	SR	Determine how a text feature supports information in the passage.	A	Released	1	0.8	80%	0.8	80%
7	Language	L.4.4	SR	Identify a compound word from a specific sentence in the passage.	B	Released	1	0.65	65%	0.65	65%
8	Language	L.4.4	SR	Identify a sentence that uses a word in the same way as it is used in the passage.	B	Released	1	0.57	57%	0.57	57%
9	Language	L.4.1	SR	Determine which words from a paragraph are used as a specific part of speech.		Released	2	1.13	56%	1.13	56%
10	Language	L.4.2	SR	Determine the purpose of punctuation used in a sentence from the passage.	A	Released	1	0.78	78%	0.78	78%
11	Reading	RI.4.2	SR	Determine whether quotations from the passage are examples of a main idea or a detail.		Released	2	1.5	75%	1.5	75%
12	Language,W	L.4.3,L.4.2,L.4	ES	Write an essay that explains a key concept in the passage; use information from the passage to develop the essay.		Released	7	2.81	40%	2.81	40%
13	Reading	RI.4.7	SR	Identify the text feature that best organizes the passage.							
14	Reading	RI.4.3	SR	Use information from a section of the passage to support a							

A Item number
B Reporting category
C Standard
D Item type
E Item description
F Correct Answer
G Released status (Released/Not Released)
H Possible points for item
I Average number of points earned on item
J Average percentage of points earned on item
K Average number of points earned on item across the state
L Average percentage of points earned on item across the state

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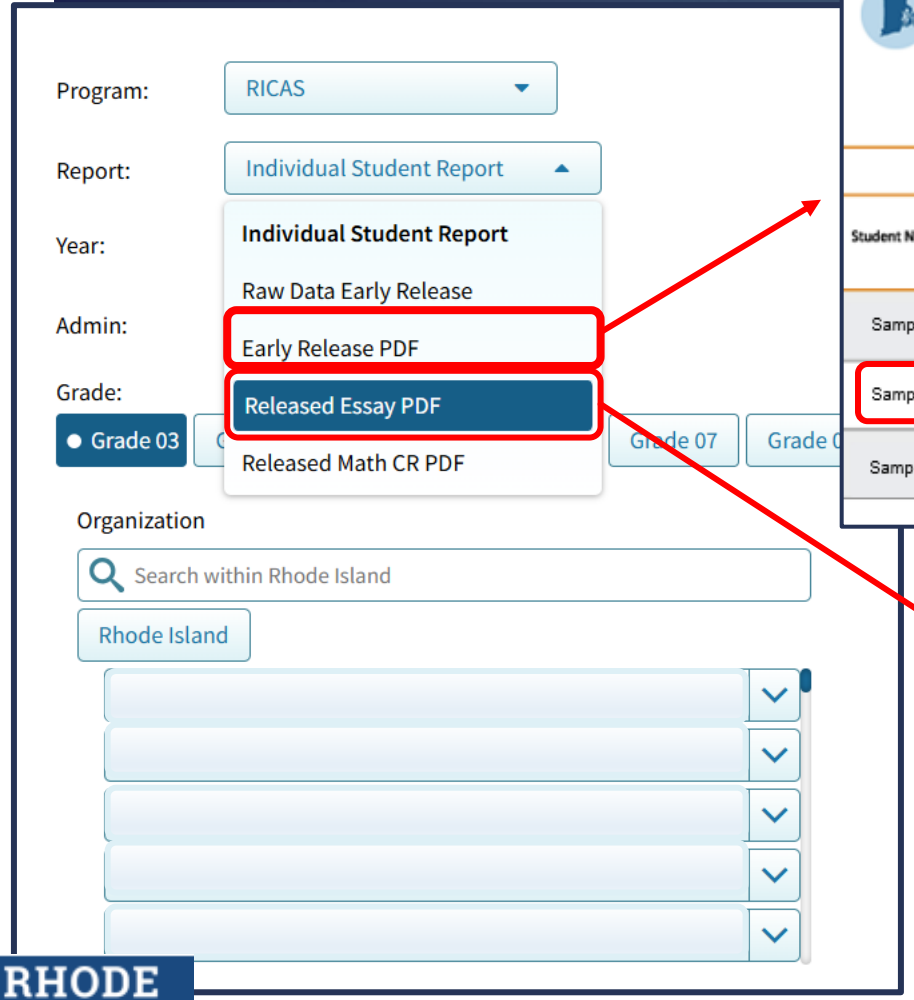
Item Analysis Export File (CSV.)

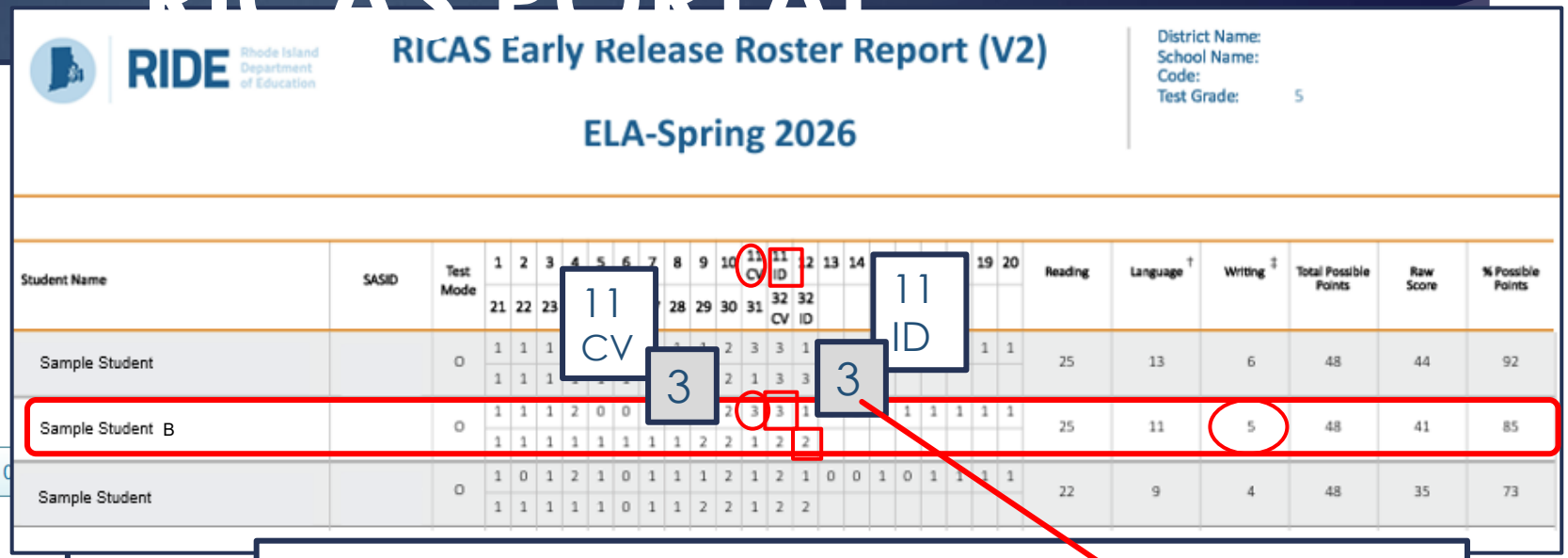
Sort the CSV file by column C (Standard) to group like standard data together; this will allow for analysis of trends within a standard and avoid hyper focusing on one item.

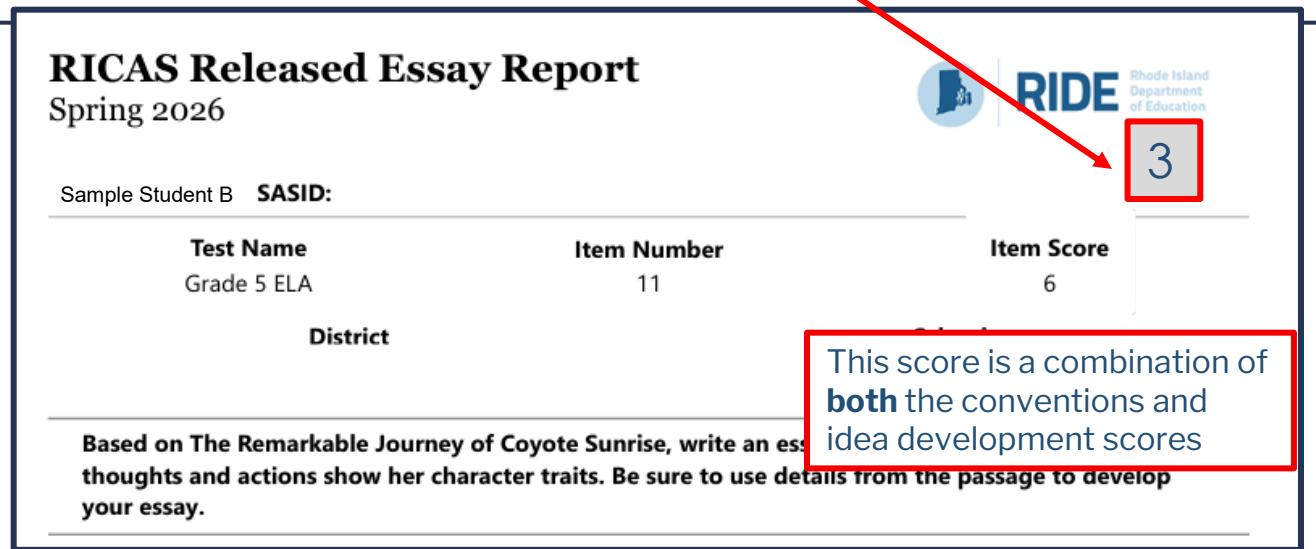
Reporting_ Category	Standard	Item_ Type	Item_Description	Correct_ Answer	Release_ Status	Possible_ Points	This_Report_ Points	This_Report_ Percent	State_Points	State_Percent
Reading	RI.4.1	SR	Identify key information related to the topic of	B	Released	1	0.7	70%	0.7	70%
Reading	RI.4.2	SR	Determine what specific paragraphs from the passage suggest about the topic.	B	Released	1	0.66	66%	0.66	66%
Reading	RI.4.2	SR	Determine whether quotations from the passage are examples of a main idea or a detail.	B	Released	2	1.5	75%	1.5	75%
Reading	RI.4.2	SR	Select information that supports the main idea of the passage.	B	Released	2	1.03	51%	1.03	51%
Reading	RI.4.3	SR	Use information from a section of the passage to support a particular idea.	B	Released	1	0.52	52%	0.52	52%
Reading	RI.4.5	SR	Determine the purpose of a given section from the passage.	D	Released	1	0.73	73%	0.73	73%
Reading	RI.4.5	SR	Determine how a section from the passage is	B	Released	1	0.61	61%	0.61	61%
Reading	RI.4.5	SR	Identify the organizational structure of the passage.	D	Released	1	0.31	31%	0.31	31%
Reading	RI.4.6	SR	Select a quotation from the passage that reveals the author's opinion.	D	Released	1	0.42	42%	0.42	42%
Reading	RI.4.7	SR	Determine how a text feature contributes to the overall understanding of the passage.	C	Released	1	0.64	64%	0.64	64%
Reading	RI.4.7	SR	Determine how a text feature supports information in the passage.	A	Released	1	0.8	80%	0.8	80%
Reading	RI.4.7	SR	Identify the text feature that best organizes the passage.	C	Released	1	0.4	40%	0.4	40%
Reading	RI.4.7	SR	Determine how a text feature supports a particular section of the passage.	A	Released	1	0.55	55%	0.55	55%
Reading	RI.4.7	SR	Identify a concept supported by text features in the passage.	A	Released	1	0.45	45%	0.45	45%

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Idea Development Score (Writing) RICAS PORTAL







This score is a combination of **both** the conventions and idea development scores

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Gathering and Analyzing Data



Analyzing Data

Modified Atlas: Looking at Data Protocol

1. Presentation of the Data (3-5 mins): Presenter **briefly describes the type of** data that they brought to share. They avoid saying what they think about the data or any interpretation.

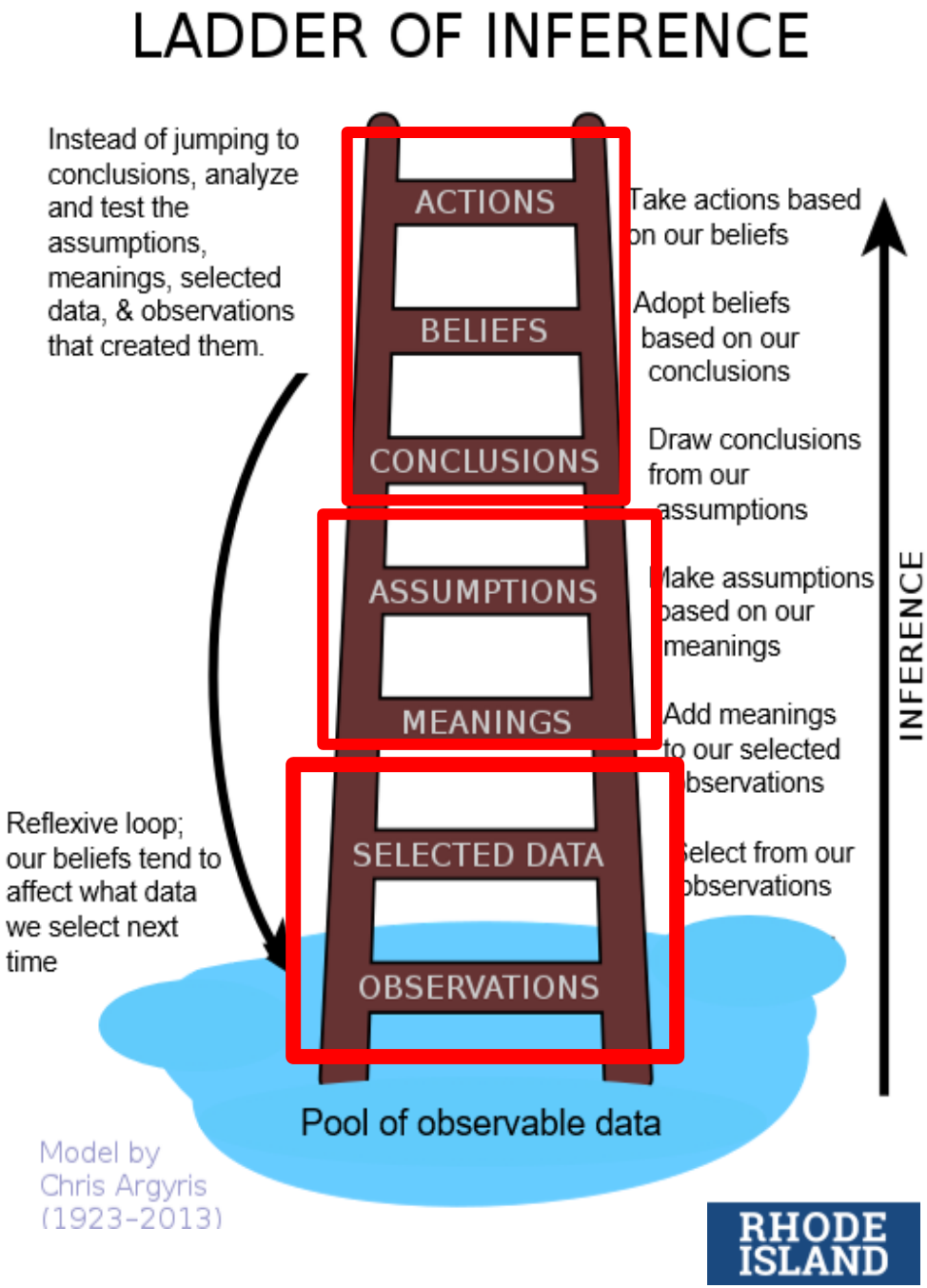
2. Describe the Data (10 minutes):

- Participants spend 5 minutes reviewing the data and noting observations
- Participants share their observations of the data

3. Interpret the Data (5 mins): Group discusses what data might suggest and finds as many possible interpretations as possible.

4. Implications for Practice (5 mins): Group discusses what leadership steps/action could take place to improve student achievement

5. Debrief (5 mins): Group discusses the process



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Analyzing Data

Modified Atlas Data Protocol

Atlas: Looking at Data Protocol

Presentation of Data: What data is being shared?	
Review the data and then answer the following questions.	
Describe the Data (10 Minutes) Review the data. What do you see? • What is the data showing? • State only facts and numbers. Avoid inferences or conclusions Share observations of the data and record details.	Record:
Interpret the Data (10 Minutes) What does the data suggest about student learning? • What evidence may support your interpretations? • What are the assumptions we make about students and their learning?	Record:
Implications for Practice (10 Minutes) What does this mean for our work to impact instruction and learning for ALL students? • What other data points (i.e., screeners, benchmark assessment, classroom assessment, formative assessment) could be considered for next steps? • What instructional strategies and/or actions might be most effective in addressing student needs in real-time?	Record:

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05	471	2	05	448	1 - Not meeting expectations	27	Low
05	490	2	05	467	1 - Not meeting expectations	28	Low
05	488	2	05	469	1 - Not meeting expectations	29	Low
05	475	2	05	465	1 - Not meeting expectations	32	Low
05	493	2	05	453	1 - Not meeting expectations	34	Low
05	499	2	05	459	1 - Not meeting expectations	37	Typical
05	473	2	05	469	1 - Not meeting expectations	37	Typical
05	473	2	05	453	1 - Not meeting expectations	39	Typical
05	497	2	05	465	1 - Not meeting expectations	44	Typical
05	497	2	05	453	1 - Not meeting expectations	47	Typical
05	479	2	05	459	1 - Not meeting expectations	47	Typical
05	499	2	05	469	1 - Not meeting expectations	47	Typical
05	473	2	05	467	1 - Not meeting expectations	48	Typical
05	495	2	05	456	1 - Not meeting expectations	54	Typical
05	499	2	05	459	1 - Not meeting expectations	63	Typical
05	486	2	05	462	1 - Not meeting expectations	63	Typical
05	497	2	05	469	1 - Not meeting expectations	65	Typical
05	493	2	05	469	1 - Not meeting expectations	70	High
05	492	2	05	469	1 - Not meeting expectations	77	High
05	492	2	2 - Partially meeting expectations			67	Typical
05	492	2	2 - Partially meeting expectations			69	Typical
05	481	2	2 - Partially meeting expectations			70	High
05	490	2	2 - Partially meeting expectations			71	High
05	499	2	2 - Partially meeting expectations			71	High
05	485	2	2 - Partially meeting expectations			71	High
05	497	2	2 - Partially meeting expectations			71	High
05	473	2	2 - Partially meeting expectations			73	High
05	483	2	2 - Partially meeting expectations			75	High

14

1-Not Meeting Expectations 2-Partially Meeting Expectations 3-Meeting Expectations 4-Exceeding Expectations

RICAS - English Language Arts/Literacy

Show Performance Show Participation Status Show Growth View Results as Text | Export | Print

Name	Students Tested #	Students Tested %	Performance	Meeting or Exceeding Expectations	Average Scale Score
2024-25 : Grade: 05 : All Groups	342	99.4%	14.9% / 52.6% / 29.5% / 2.9%	32.5%	491
2025-26 : : Grade: 05 : All Groups	314	99.4%	17.2% / 43% / 37.9% / 1.9%	39.8%	492

Please note the entirety of this data set is not visible

RICAS - English Language Arts/Literacy

This data represents the average number of points earned for each item.

Export | Print

Reading Language Writing

14 pts	15 1 pts	16 1 pts	17 1 pts	18 1 pts	19 1 pts	20 1 pts	21 1 pts	22 1 pts	23 1 pts	24 1 pts	25 1 pts	26 1 pts	27 1 pts	28 1 pts	29 2 pts	30 2 pts	31 1 pts	32 7 pts	11 ES.CONV 3 pts	11 ES.IDEA 4 pts	32 ES.CONV 3 pts	32 ES.IDEA 4 pts	Reading 27 pts	Language 13 pts	Writing 8 pts
53	.68	.49	.58	.76	.55	.67	.57	.68	.78	.70	.69	.50	.76	.61	1.05	1.31	.85	2.77	1.29	1.24	1.43	1.34	16.99	7.29	2.58
43	.68	.43	.53	.72	.54	.60	.57	.62	.76	.65	.63	.46	.66	.52	.98	1.25	.81	2.54	1.20	1.21	1.31	1.23	15.90	6.86	2.43

To drill into the item level data, simply click on any blue number within the table. The State-level numbers are for reference and not clickable.

Item	Rep Cat	Standard	Item Type	Description	Correct Answer	Released Status	Possible Points	This report Points	This report percent	District Points	District Percent	State Points	State Points	Difference percent
14	Reading	RI.5.1	SR	Identify information described in a paragraph from the passage.	D	Released	1	0.53	53%	0.53	53%	0.43	43%	10%
16	Reading	RI.5.1	SR	Make an inference based on information in the passage.	A	Released	1	0.49	49%	0.49	49%	0.43	43%	6%
30	Reading	RI.5.2	SR	Identify a central idea of the passage and choose a phrase that best supports the idea.		Not Relea	2	1.31	66%	1.31	66%	1.25	63%	3%
12	Reading	RI.5.4	SR	Determine the meaning of a word in context.	C	Released	1	0.76	76%	0.76	76%	0.75	75%	1%
13	Reading	RI.5.4	SR	Determine the meaning of a word in context.	B	Released	1	0.58	58%	0.58	58%	0.53	53%	5%
27	Reading	RI.5.4	SR	Identify a phrase that helps to determine the meaning of a word from the passage.		Not Relea	1	0.76	76%	0.76	76%	0.66	66%	10%
22	Reading	RI.5.5	SR	Identify the purpose of a section from the passage.		Not Relea	1	0.68	68%	0.68	68%	0.62	62%	6%
25	Reading	RI.5.5	SR	Determine the purpose of a paragraph in the passage.		Not Relea	1	0.69	69%	0.69	69%	0.63	63%	6%
26	Reading	RI.5.5	SR	Identify the purpose of a section in the passage.		Not Relea	1	0.5	50%	0.5	50%	0.46	46%	4%
20	Reading	RI.5.6	SR	Identify a quotation that reflects the author's point of view about a topic.	D	Released	1	0.67	67%	0.67	67%	0.6	60%	7%
28	Reading	RI.5.6	SR	Identify evidence that shows the author's point of view about a topic.		Not Relea	1	0.61	61%	0.61	61%	0.52	52%	9%
31	Reading	RI.5.6	SR	Determine a shared point of view between two passages.		Not Relea	1	0.85	85%	0.85	85%	0.81	81%	4%
19	Reading	RI.5.7	SR	Determine how text features contribute to the overall understanding of the passage.	A	Released	1	0.55	55%	0.55	55%	0.54	54%	1%
15	Reading	RI.5.8	SR	Identify information that supports a specific claim in the passage.	D	Released	1	0.68	68%	0.68	68%	0.68	68%	0%
29	Reading	RI.5.9	SR	Identify an idea developed in a section of one passage and choose evidence from another passage that supports a similar idea.		Not Relea	2	1.05	53%	1.05	53%	0.98	49%	4%
1	Reading	RL.5.1	SR	Make an inference about a character based on details from the passage.	A	Released	1	0.5	50%	0.5	50%	0.47	47%	3%
2	Reading	RL.5.2	SR	Determine the importance of a setting described in the passage.	D	Released	1	0.53	53%	0.53	53%	0.51	51%	2%
10	Reading	RL.5.2	SR	Determine a theme of the passage and choose evidence from the passage that supports the theme.	B-D	Released	2	1.25	62%	1.25	62%	1.21	60%	2%
4	Reading	RL.5.3	SR	Identify a character trait of an individual based on a specific part of the passage and choose supporting evidence from the passage.	B-B	Released	2	1.3	65%	1.3	65%	1.22	61%	4%

Analyzing Data

Atlas: Looking at Data Protocol

Presentation of Data:
What data is being shared?

Review the data and then answer the following questions.

Describe the Data (10 Minutes)
Review the data. What do you see?

- What is the data showing?
- State only facts and numbers. Avoid inferences or conclusions

Share observations of the data and record details.

Record:

- of 125 students who met or exceeded, 116 have typical or high growth
- of 135 students who partially met, 83 have typical or high growth
- of 50 students who did not meet, 14 have typical or high growth
- overall SGP increased from 49 to 52,
- percent of students meeting and exceeding increased from 32.5% to 39.8%
- scale score increased one scale score point
- students on average scored 2.58 of 8 possible points in idea development in writing;
- on average students earned 1.29 and 1.43 out of 3 possible points in conventions
- 1.24 out of 4 possible points in writing on the first essay and an average of 1.34 out of 4 possible points on the second essay
- students earned the most points on standards 5.6 and 5.4

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Analyzing Data

Atlas: Looking at Data Protocol

Presentation of Data:
What data is being shared?

Review the data and then answer the following questions.

Interpret the Data (10 Minutes)
What does the data suggest about student learning?

- What evidence may support your interpretations?
- What are the assumptions we make about students and their learning?

Record:

- It *appears* that interventions are happening based on the fact that 26% of students **not meeting** have high or typical growth and 64% of students **partially meeting** have high or typical growth. Data also show an increase in the average SGP for this grade level
- Based on the standards analysis, it *appears* that students have the understanding of the concept of point of view when someone else does the work; they can identify or determine but cannot "teach it"
- It *seems* that students do not know how to demonstrate their understanding of concepts in writing based on the fact that, on average, students are only earning 1/3 of the possible points in idea development.

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Analyzing Data

Atlas: Looking at Data Protocol

Presentation of Data:
What data is being shared?

Review the data and then answer the following questions.

Implications for Practice (10 Minutes)
What does this mean for our work to impact instruction and learning for ALL students?

- What other data points (i.e., screeners, benchmark assessment, classroom assessment, formative assessment) could be considered for next steps?
- What instructional strategies and/or actions might be most effective in addressing student needs in real-time?

Record:

- What does the tier 1 core and intervention instruction look like? Is there coherence? Is there room for improvement in order to increase the SGP of the number of students in not meeting. What interventions did the students who have typical or high growth receive? Were the interventions different from the students with low growth vs. the students with high growth? Why were the outcomes different?
- What tier 1 opportunities exist for students in their HQCM for them to engage in on demand writing for a specific purpose? If a gap exists, how can you increase those opportunities within the core using HQCM tools?
- What is the MLL/DAS makeup of this grade level?

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Reflection



1. What **new learning** are you walking away with?
2. How can you **use the tools and processes** from today's session **to support improved student outcomes**?
3. What **questions** do you still have?

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