**Class Report – Nuggets to Glean**

**Summary**

* Your Class Mean \_\_\_\_\_\_\_\_\_ Your Class Median \_\_\_\_\_\_\_\_\_ Standard Deviation \_\_\_\_\_\_\_\_\_
* Norm Grade Level Mean RIT: \_\_\_\_\_\_\_\_\_\_ District Mean for grade \_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Implications:** Is the mean or median for your class above or below the typical norm score for the grade level? How might this impact instruction in your classroom? Does your grade-level textbook and materials match your student’s instructional readiness?

**Overall Performance**

* Your Class: # of students - 0-20% \_\_\_\_21-40% \_\_\_\_\_ 41-60% \_\_\_\_ 61-80% \_\_\_\_81-100% \_\_\_\_\_

**Instructional Implications:** Where are your students compared to the norms? Are they grouped together or spread out? How will this affect instruction in your classroom?

Have any of your students scored below the 30th or above the 90th percentile? What instructional strategies will be most effective with these students?

**Goal Area/Instructional Areas** – *(If a goal area’s RIT is +3 bigger than the mean RIT it shows a significant strength; -3 it shows a significant weakness.)*

* Goal Area with highest Mean RIT: RIT \_\_\_\_\_\_\_\_\_ Goal Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Goal Area with the lowest Mean RIT: RIT \_\_\_\_\_\_\_ Goal Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Implications:** Compare Goal Area mean RITs to your Overall Class Mean RIT. How might this information help long-range planning?

**Goal Area/Instructional Areas** – *(Standard Deviation)*

 The standard deviation indicates the range of instructional levels for a group of students.

*The higher the standard deviation, the more diverse the instructional levels are within your group; the lower the standard deviation, the more your students are instructionally alike.*

* Which goal area has the largest standard deviation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Which goal area has the smallest standard deviation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Implications:** Are the standard deviations similar or different when compared to each other and the overall Standard Deviation? How might this impact instruction in your classroom?

**Individual Student Information** – RIT score, percentile, test duration, goal strand data

Lowest performing student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall RIT \_\_\_\_\_\_\_\_\_ Percentile Ranking \_\_\_\_\_\_\_\_\_\_\_

Highest performing student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall RIT\_\_\_\_\_\_\_\_\_\_ Percentile Ranking \_\_\_\_\_\_\_\_\_\_\_

Percentile difference between highest and lowest students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student with shortest test duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student with longest test duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there any students whose test duration is a concern (45 – 60 minutes average)?

**Goal Descriptors:** View the Class Report with the option of **Goal Descriptors** chosen. **No**tice how students performed in specific goal areas. Which students need significantly more assistance? On which specific goal areas do they need assistance?

**Reflection**: What data does the Class Report provide? How will you use the data?

**Class Breakdown Report - Activity**

You want to investigate your students’ academic diversity, so you decide to pull up the Class Breakdown by RIT Report to help decide how best to meet your students’ academic needs. This report shows each student’s overall performance in each subject, broken down by 10-point RIT bands.

**ACTIVITY A –** Class Breakdown by RIT

1, Go to **View Reports** and create your **Class Breakdown Report**. Under the Report Options choose **By RIT** and then choose to **View Online**.

2. Identify the typical fall Math RIT score for your grade by looking at the Normative Data chart. Use this score to identify which RIT band (Ex: 221-230) reflects students performing at typical grade level.

RIT Band for students performing at my class’s grade level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Start to make instructional decisions by answering these questions:

How many groups are in bands below grade level? Above grade level?

 Do most bands have groups of students with 4 or more students or are there any bands of only 1 or 2 students?

How many RIT bands does your class span?

 Are the bands connected or are their gaps between the bans that include students?

**Instructional Implications:** How does the above information affect your instructional decisions of utilizing whole group or small group instruction?

**ACTIVITY B –** Class Breakdown by Goal

1. Choose a student to investigate areas of strength and focus in instruction.

**Student’s name**:

1. **Change** the drop down menu from RIT **to Goal** at the top of the report. Choose **Reading** or **Mathematics** for the subject. This report shows each student’s performance in Reading/Math in each Instructional Area in 10 point RIT bands.
2. On the **Class Breakdown by Goal Report** for Reading/Math, locate your chosen student in each one of the Instructional Areas (Goals) and fill in the following information depending on assessment taken:

|  |  |
| --- | --- |
| **Mathematics** | **Reading** |
| Overall RIT \_\_\_\_\_\_\_* Overall RIT score follows the student’s name

Operations & Algebraic Thinking: RIT range\_\_\_\_\_\_\_\_ Numbers & Operations: RIT range \_\_\_\_\_\_\_\_Geometry: RIT range \_\_\_\_\_\_\_\_Measurement and Data: RIT range \_\_\_\_\_\_\_\_ | Overall RIT \_\_\_\_\_\_\_* Overall RIT score follows the student’s name

Vocabulary Acquisition & Use: RIT range\_\_\_\_\_\_\_\_Literature: RIT range \_\_\_\_\_\_\_\_Informational Text: RIT range \_\_\_\_\_\_\_\_ |

3. Relative to the student’s overall RIT score, what goal might be an Area of concern? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? *(If a goal area’s RIT is +3 bigger than the mean RIT it shows a significant strength; -3 it shows a significant weakness.)*

**ACTIVITY C – Learning Continuum**

On the Class Breakdown by Goal Report, the RIT bands into which a student falls indicates the level of instructional readiness for each Instructional Area or goal. These RIT bands point to **learning statements** that align with the state standards’ content and are organized in an NWEA resource called the **Learning Continuum.**

1. Choose the Instructional Area you would like to explore for the student you used in Activity B. An idea of which Instructional Area to choose might be the Area of Concern identified in Activity B or an upcoming unit.

**Instructional Area/ Goal Area:**

1. Click on the Instructional Area link name to view the Learning Continuum Class View.

In the Learning Continuum **open** the **sub Instructional Areas** (light green), by clicking on the titles, to see specific **topics** listed (in blue lettering).

 Find a specific **topic** for which you would want the student to start working on. (Area of concern or upcoming unit?)

**Topic** (blue lettering):

 What are 1 – 2 specific **objectives** listed under that topic that this student is ready for instruction today?

**Reflection**: What data does the Class Breakdown and Learning Continuum reports provide? How will you use the data?