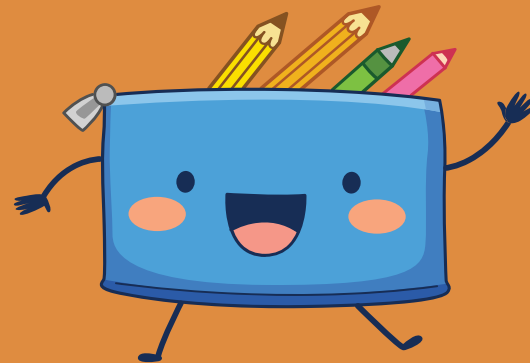
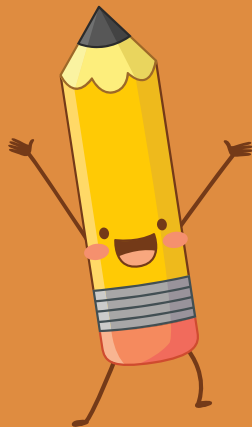


Elementary Leading & Learning

# Progress Monitoring Update

December 13, 2021

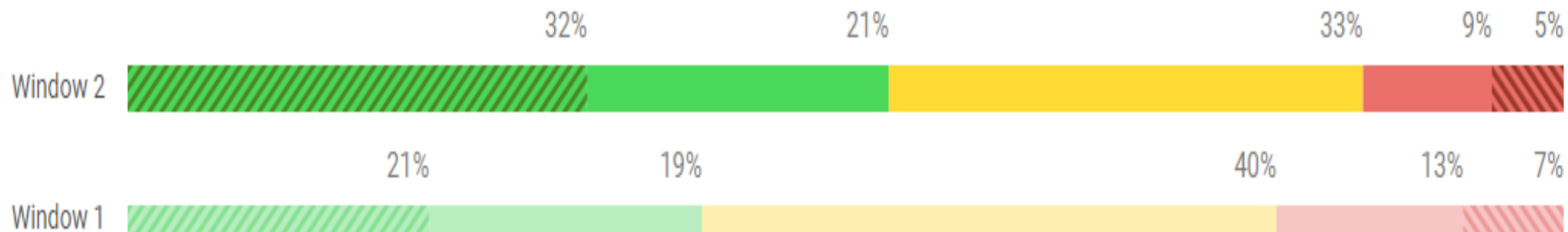




# District ELA Placement

## Overall Placement

Students Assessed/Total: 23,867/30,644



Mid or Above Grade Level

**7,616 Students**

(From 5,020 Students)

Early On Grade Level

**4,993 Students**

(From 4,588 Students)

One Grade Level Below

**7,962 Students**

(From 9,550 Students)

Two Grade Levels Below

**2,131 Students**

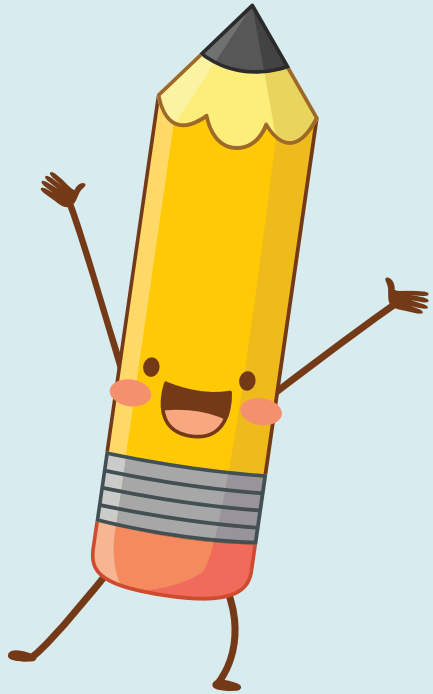
(From 3,111 Students)

Three or More Grade Levels Below

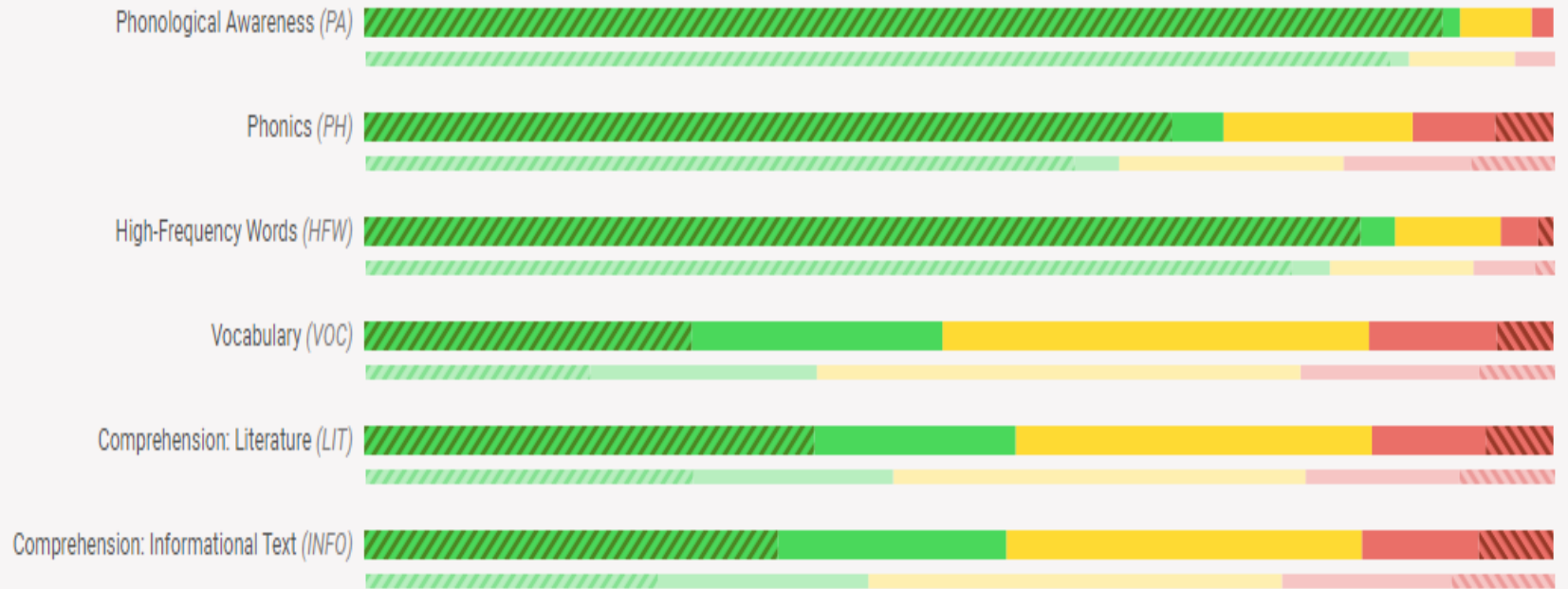
**1,165 Students**

(From 1,598 Students)

# ELA Domains



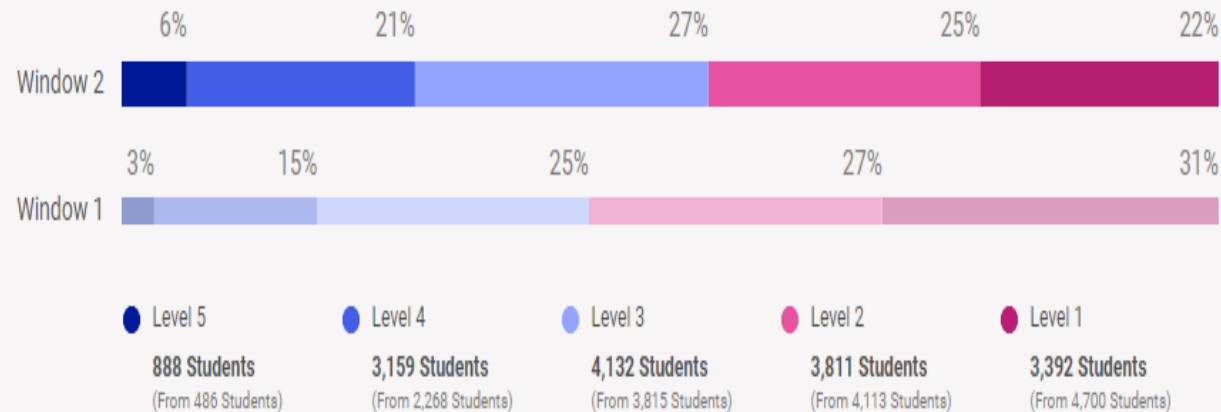
## ▼ Placement by Domain



# Proficiency ELA

## ▼ Proficiency if Students Show No Additional Growth

Students with Projection/Total: 15,382/17,737



The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Diagnostic selected for this report. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.

Proficient: **53%**  
(Level 5 + 4 + 3)

Proficient: **43%**  
(Level 5 + 4 + 3)



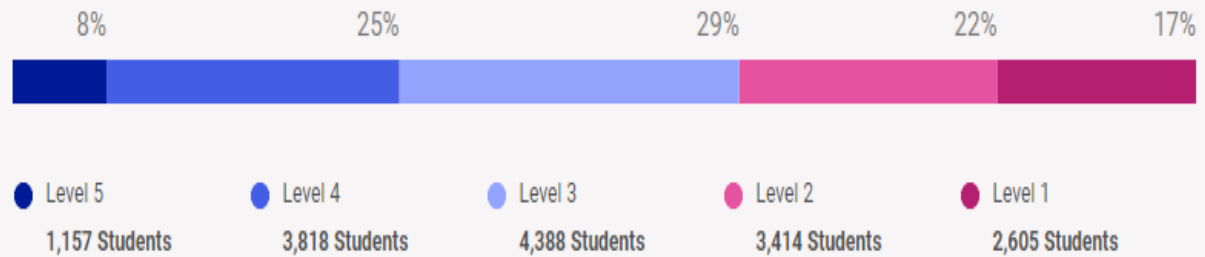
# Typical Growth



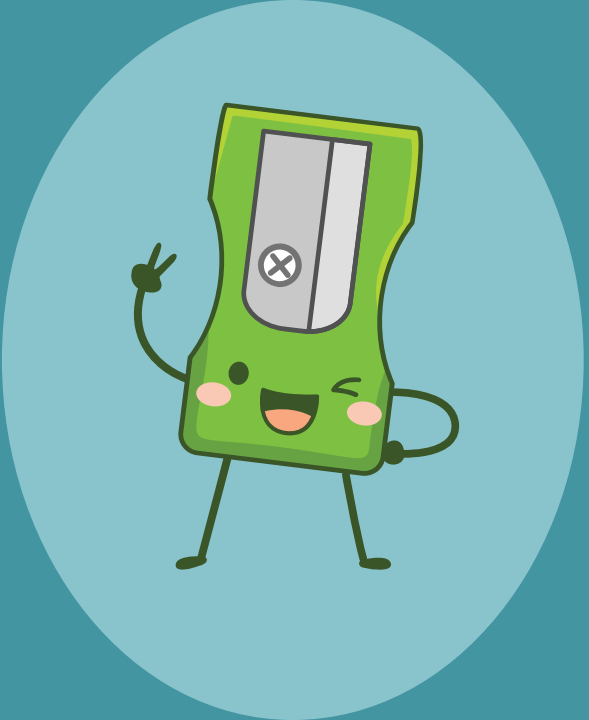
## ▼ Projection if Students Achieve Typical Growth

Students with Projection/Total: 15,382/17,737

Proficient: **61%**  
(Level 5 + 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their [Typical Growth](#) measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Typical Growth measure during the remaining time between that assessment and the state test.



# School data

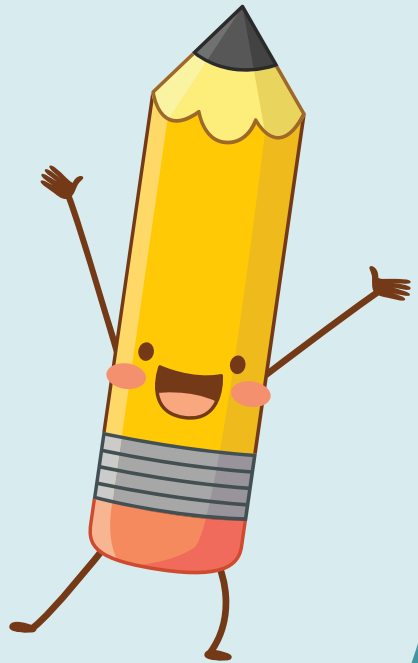
## Overall Placement

Students Assessed/Total: **603/797**

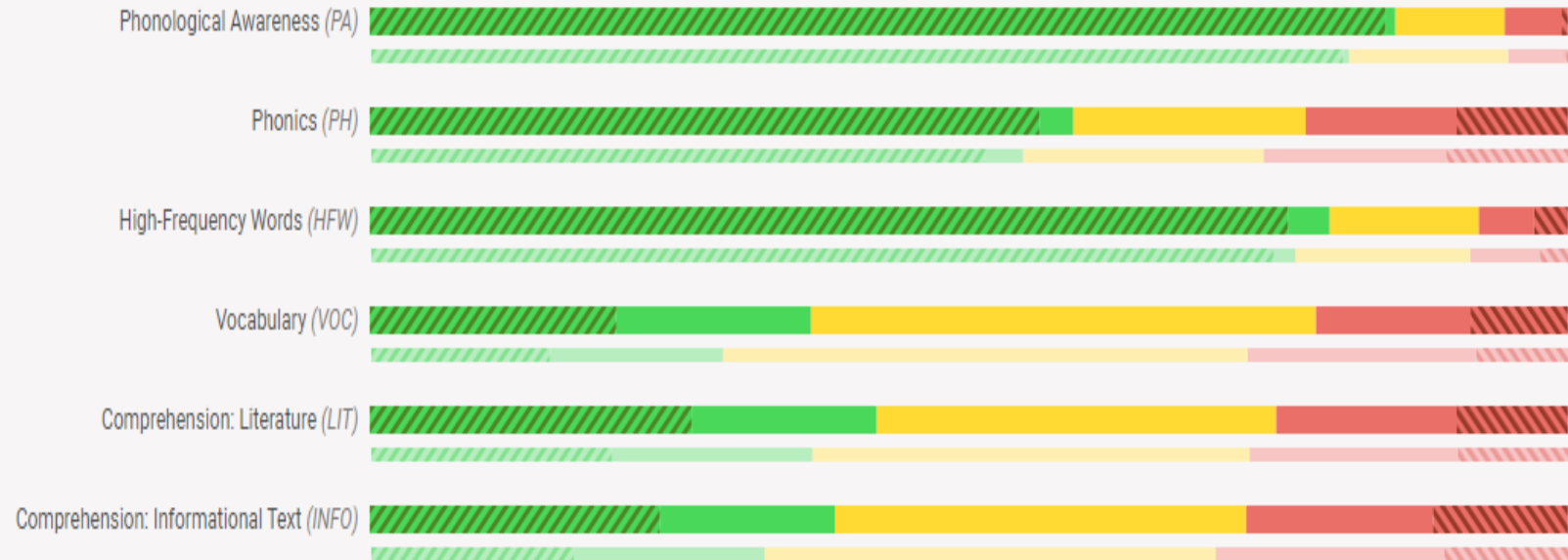


- Mid or Above Grade Level  
**127 Students**  
(From 92 Students)
- Early On Grade Level  
**102 Students**  
(From 89 Students)
- One Grade Level Below  
**239 Students**  
(From 264 Students)
- Two Grade Levels Below  
**85 Students**  
(From 115 Students)
- Three or More Grade Levels Below  
**50 Students**  
(From 43 Students)

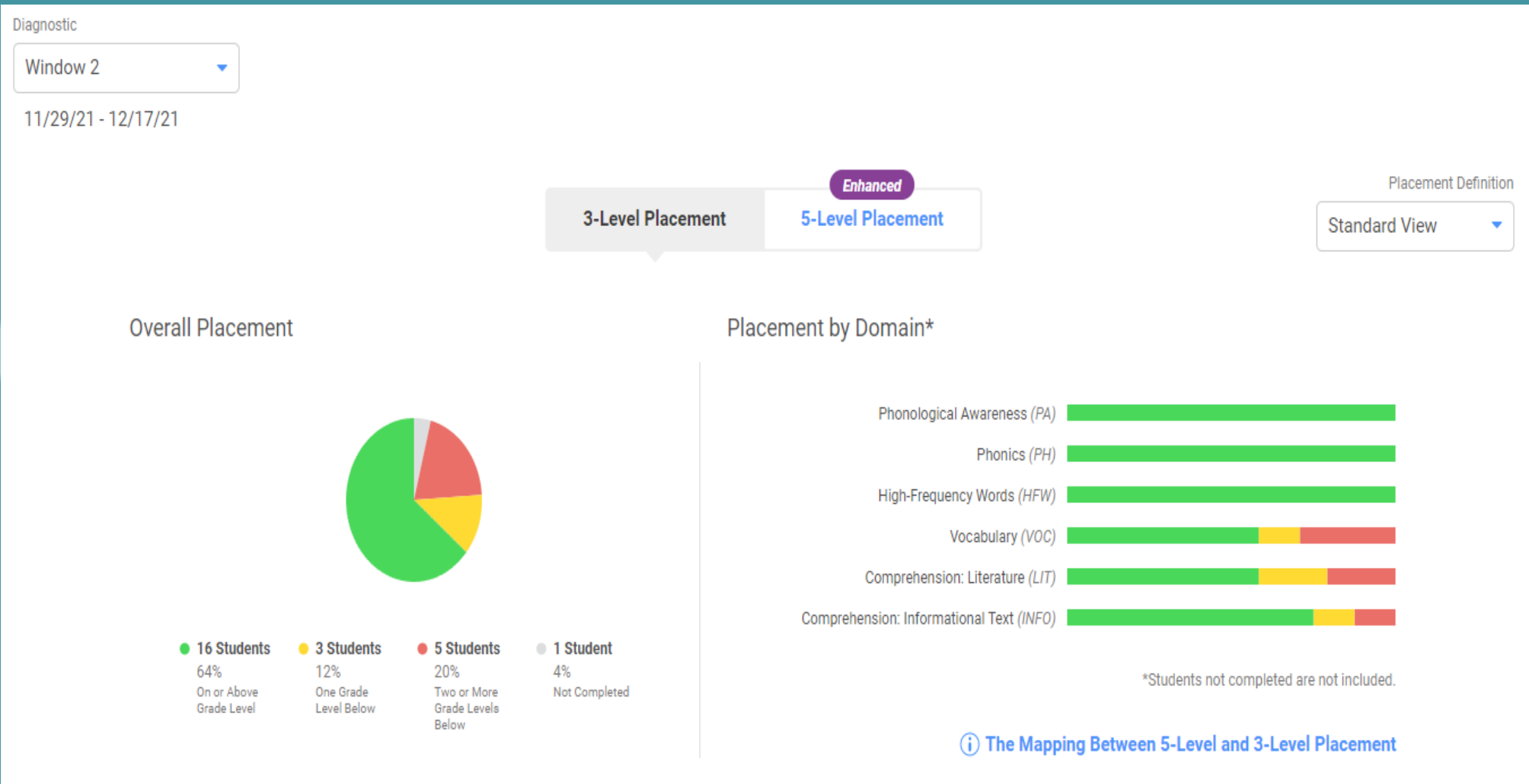
# Example School View



## ▼ Placement by Domain



# Class View





# Types of School data



Switch Table View Show Results By View All Students

Placement Summary Race

Showing 5 of 5

Race		Overall Grade-Level Placement	100%	75%	50%	25%	0%	Students Assessed/Total
Asian	Window 2	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	100%	0%	0%	0%	0%	1/1
	Window 1	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	100%	0%	0%	0%	0%	
Black or African American	Window 2	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	19%	23%	13%	13%	32%	31/32
	Window 1	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	19%	13%	13%	23%	32%	
Two or More Races	Window 2	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	47%	13%	20%	13%	7%	15/17
	Window 1	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	27%	13%	27%	20%	13%	
White	Window 2	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	47%	22%	18%	4%	9%	45/48
	Window 1	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	42%	22%	18%	13%	4%	
Not Reported	Window 2	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	44%	0%	33%	0%	22%	9/11
	Window 1	<div style="width: 100%; height: 10px; background-color: green; border: 1px solid black;"></div>	44%	0%	33%	0%	22%	

# Class View



			Out	Out	Out							
	625	● Mid 6	Tested Out	Tested Out	Tested Out	Mid 6	Mid 6	Mid 6	4	15	12/01/21	
	623	● Mid 6	Tested Out	Tested Out	Tested Out	Grade 5	Mid 6	Grade 7	9	25	12/01/21	
	620	● Mid 6	Tested Out	Tested Out	Tested Out	Mid 6	Mid 6	Early 6	4	15	12/01/21	
	618	● Mid 6	Tested Out	Tested Out	Tested Out	Mid 6	Early 6	Mid 6	4	15	12/01/21	
	617	● Mid 6	Tested Out	Tested Out	Tested Out	Mid 6	Early 6	Mid 6	4	15	12/03/21	
	605	● Early 6	Tested Out	Tested Out	Tested Out	Mid 6	Grade 5	Early 6	12	26	12/01/21	
	602	● Early 6	Tested Out	Tested Out	Tested Out	Grade 5	Early 6	Mid 6	12	26	12/01/21	
	598	● Early 6	Tested Out	Tested Out	Tested Out	Early 6	Grade 5	Early 6	12	26	12/01/21	
	586	● Grade 5	Tested Out	Tested Out	Tested Out	Grade 5	Grade 5	Early 6	14	38	12/01/21	
	571	● Grade 5	Tested Out	Tested Out	Tested Out	Grade 4	Grade 5	Grade 5	19	51	12/01/21	
	569	● Grade 5	Tested Out	Tested Out	Tested Out	Grade 4	Grade 5	Grade 5	14	38	12/01/21	
	560	● Grade 4	Tested Out	Tested Out	Tested Out	Grade 3	Grade 4	Early 6	12	26	12/01/21	
	552	● Grade 4	Tested Out	Tested Out	Tested Out	Grade 3	Grade 4	Grade 4	12	26	12/03/21	

# Individual Student

Subject

Reading

Diagnostic

Diagnostic 2 (12/03/21)

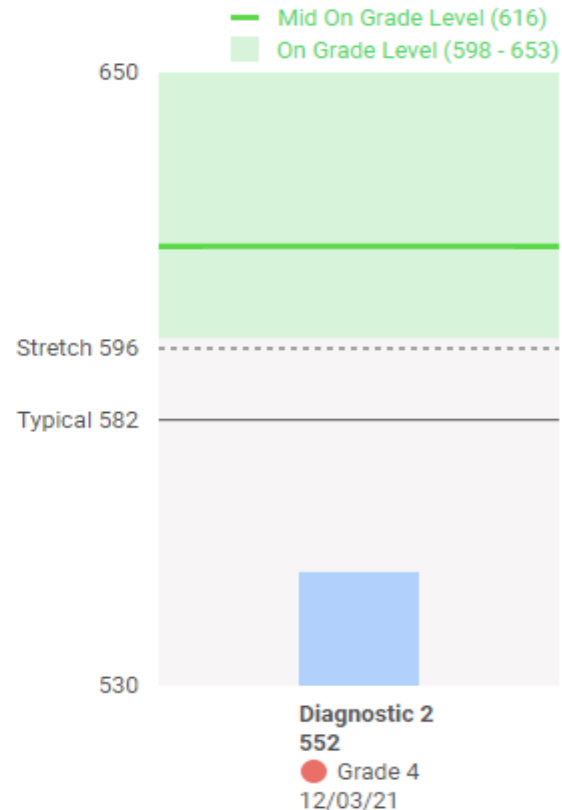
## Diagnostic 2

### Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

### Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ



### Overall

Grade 4 (552)  
Standard Error +/- 11

Domain	Placement ⓘ	Can Do & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Tested Out	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 3	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 4	↓

\* Foundational Domains

## Placement by Domain

Results indicate that JACUAVIUS is decoding accurately, but the Vocabulary score suggests that substantial gaps in word knowledge are making it very hard to read for meaning. Instruction in word meanings and word-learning strategies will support JACUAVIUS's continued growth in overall Comprehension. Taken together, this information places JACUAVIUS in Instructional Grouping Profile 3.

### Phonological Awareness

✔ Tested Out

### Phonics

✔ Tested Out

### High-Frequency Words

✔ Tested Out

### Vocabulary

✘ Grade 3  
539

### Comprehension: Literature

✘ Grade 4  
559

### Comprehension: Informational Text

✘ Grade 4  
559

## Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. JACUAVIUS needs instruction and practice in the vocabulary typical of third-grade literature as well as science, social studies, and math texts at that grade-level. This student should also receive continued instruction in shades of meaning among synonyms and antonyms, as well as instruction with prefixes *in-*, *im-*, *en-*, *em-*, *non-*, *mid-*, *mis-*, *dis-*; suffixes *-ful*, *-less*, *-ness*, *-ment*, *-able*, *-ible*, *-ous*; and word roots *bio*, *geo*.

## Can Do ⓘ

### Use prefixes, suffixes, and base words.

Understand and use meaningful word parts, including prefixes (such as, but not limited to, *un-*, *re-*); suffixes (such as, but not limited to, *-er*, *-est*, *-ily*, *-ly*, *-y*); inflectional endings (including *-s*, *-es*, *-ed*, *-ing*); and base words. Identify compound words.

### Standards

### Understand word relationships.

Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.

## Next Steps & Resources for Instruction ⓘ

### — Build knowledge of prefixes, suffixes, and word roots.

#### Build knowledge of prefixes, suffixes, and word roots.

#### Teach additional prefixes.

- Explain that the prefixes *in-* and *im-* mean "not."
- Display a sentence such as: *It might be fun to turn invisible, but it's impossible.*
- Underline *invisible* and say, "Listen and watch as I read the word parts: *in visible*."
- Ask: "What do you think this word means?" ("not visible" or "not able to be seen")
- Then, underline *impossible* and say, "Listen and watch as I read the word parts: *im possible*."
- Ask: "What do you think this word means?" ("not possible")



# Penda Science

## Grade 5 Penda Science Progression Calendar 2021-2022

<b>Benchmark Block</b>	<b>Penda Assignments</b> <i>(set by BPS)</i> These activities serve one of two purposes: 1. reinforce grade-level content 2. review previous grade-level content	<b>Date for Release</b> released on Friday at 7 AM	<b>Recommended Additional Activities</b> <i>(assigned at teacher discretion)</i>
Properties of Matter	<b>Comparing Structures</b> SC.5.L.14.2 Developing SC.5.L.14.2 Achieving	12/3/2021	<b>Grade 5: Comparing Structures</b> SC.5.L.14.2 Exceeding
Atomic Theory	<b>Properties of Matter</b> SC.5.P.8.1 Developing SC.5.P.8.1 Achieving	12/10/2021	<b>Grade 3: Properties of Matter</b> SC.3.P.8.2 Exceeding <b>Grade 4: Properties of Matter</b> SC.4.P.8.1 Achieving SC.4.P.8.1 Exceeding <b>Grade 5: Properties of Matter</b> SC.5.P.8.1 Exceeding
	<b>Winter Break Challenge: Practice of Science</b> <i>Note: These activities are optional.</i> SC.4.N.1.3 Achieving SC.4.N.1.7 Achieving	12/17/2021	None

# PENDA usage

Active Students	Active Teachers	Activities Mastered	Grade 3	Grade 4	Grade 5	Grade 6	Total Hours of Engagement (Since August 1)
15,148	645	139,071	19,263	25,601	46,761	47,446	112,516