

*Berry Middle School
Hoover City Schools*

*Testing- Spring 2014
Results / Analysis- Fall 2014*

ACT Aspire Results

ARMT vs. ASPIRE

- **“OLD WAY”** - Alabama Reading and Math Test (ARMT)
 - Last administered in spring of 2013
 - A basic skills test (minimum proficiency)
 - Four score levels: 1, 2, 3, or 4
- **“NEW WAY”** - ACT ASPIRE
 - First administered in spring of 2014, grades 3-8
 - A college / career readiness test (aligned with ACT)
 - Three score levels: Needs Support, Close, or Ready

A Cautionary Note to ALL...

- These test scores are important indicators of student performance, but they are not the **ONLY** indicators. A test is a snapshot of one day's performance.
- Students take other assessments, some formal and some informal, which can paint a more complete picture of how a child is performing.
- Work with your child's teacher to understand the larger picture of your child's progress.

How does Berry use data?

- We put together “snapshots” to paint the most accurate picture possible.
 - Student daily performance (classroom)
 - Globalscholar scores (formative math and reading)
 - ASPIRE scores
 - Report card / summative grades
- Teachers use these pieces of student data to make decisions regarding classroom instruction.

Understanding the Student Report



ACT Aspire Summative
Assessed May 20, 2014

Grade 5
Birth Date: Student ID:

Current Progress

How is progressing toward unlocking her potential and preparing for college and a career?

College and Career Readiness: Current and Predicted Path

ENGLISH

Ready
423



Percentage of Points Achieved in Subject Skills



Improvement Ideas

In your writing, work on focusing and developing your topic, organizing your ideas so they are easy to follow, and expressing your ideas in a clear way.

READING

In Need of Support
412



Read as many grade-level texts as you can. Work on identifying important details, drawing reasonable conclusions, recognizing main ideas and themes, and understanding how parts of a text relate.

An ACT Readiness Benchmark is provided for each assessment. Students who score at or above these benchmarks are on target to meet ACT's College and Career Readiness Benchmarks when they leave high school. A student on target for College and Career Readiness is performing at an academic achievement level that indicates they are likely to be successful in college or job training after high school.

The ACT Readiness Range shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform. The predicted path for each assessment is a projection of where scores will fall based upon expected growth rates. The National Average is the mean score of all students in the norm group for the grade and subject shown.

Understanding the Student Report



ACT Aspire Summative
Assessed May 20, 2014

Grade 5
Birth Date: [REDACTED], Student ID: [REDACTED]

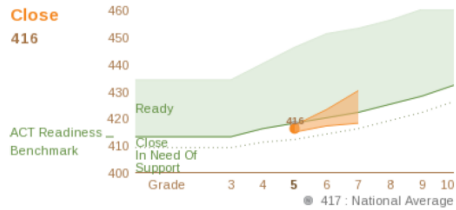
Current Progress

How is [REDACTED] progressing toward unlocking her potential and preparing for college and a career?

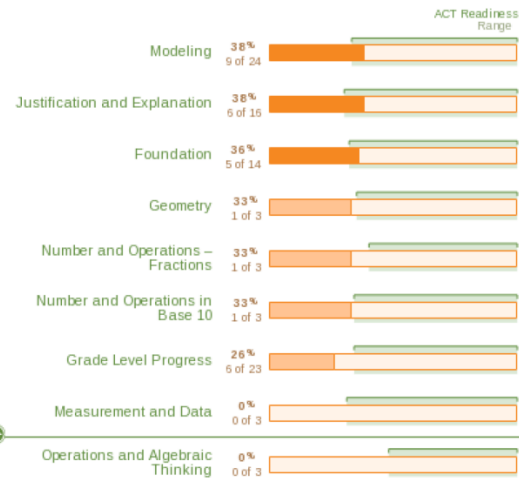
College and Career Readiness: Current and Predicted Path

MATH

Close
416



Percentage of Points Achieved in Subject Skills



Improvement Ideas

Work on graphing ordered pairs of corresponding terms from two different patterns and use that to compare the patterns. Can you interpret the numerical expressions to predict something about values without actually finding values?



HOW DO I LEARN MORE?

Visit our website to learn more about the ACT Aspire assessment and results: www.DiscoverACTAspire.org

Understanding the Student Report



ACT Aspire Summative
Assessed May 20, 2014

Grade 5

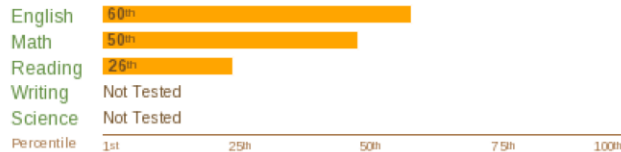
Birth Date: [REDACTED] Student ID: [REDACTED]

Supplemental Scores

How can additional performance measures inform decisions?

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NATIONAL PERCENTILE RANK



Your ranks show the percentage of other grade 05 students in the nation who received a score that is the same as or lower than yours. For example, a rank of 60 for your English score means 60% of students earned that score or below.

ENGLISH LANGUAGE ARTS English, Reading and Writing Combined Score

English, Reading, and Writing must be tested in the same grade level to calculate a score.

PROGRESS WITH TEXT COMPLEXITY

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level and sentence structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Sufficient Progress

Yes No

Yes No



Build reading experiences with texts about a variety of subjects. Make sure to check your understanding as you read, and practice using reading strategies to make sense of challenging texts.

The books listed below demonstrate text complexity that represents sufficient progress toward college and career readiness for grade 5:

- *Bud, Not Buddy* by Christopher Paul Curtis
- *The Birchbark House* by Louise Erdrich

STEM Science and Mathematics Combined Score

Science and Mathematics must be tested in the same grade level to calculate a score.

PROGRESS TOWARDS CAREER READINESS

English, Reading, Science, and Mathematics must be tested in the same grade level (grade 8 and above only) to calculate a score.

What are the benchmarks (goals) for each subject area?

<i>Grade Level</i>	<i>English</i>	<i>Math</i>	<i>Reading</i>
5	419	418	420
6	420	420	421
7	421	422	423

'Ready' Region:

The student is on trajectory to be college / career ready in this area if they scored at or above readiness benchmark

Predicted Pathway:

This cone predicts where this student could be over the next two years with a high and low estimated range

Student Score:

The level or category of the student's current achievement with the accompanying numerical scale score

'Close' Region:

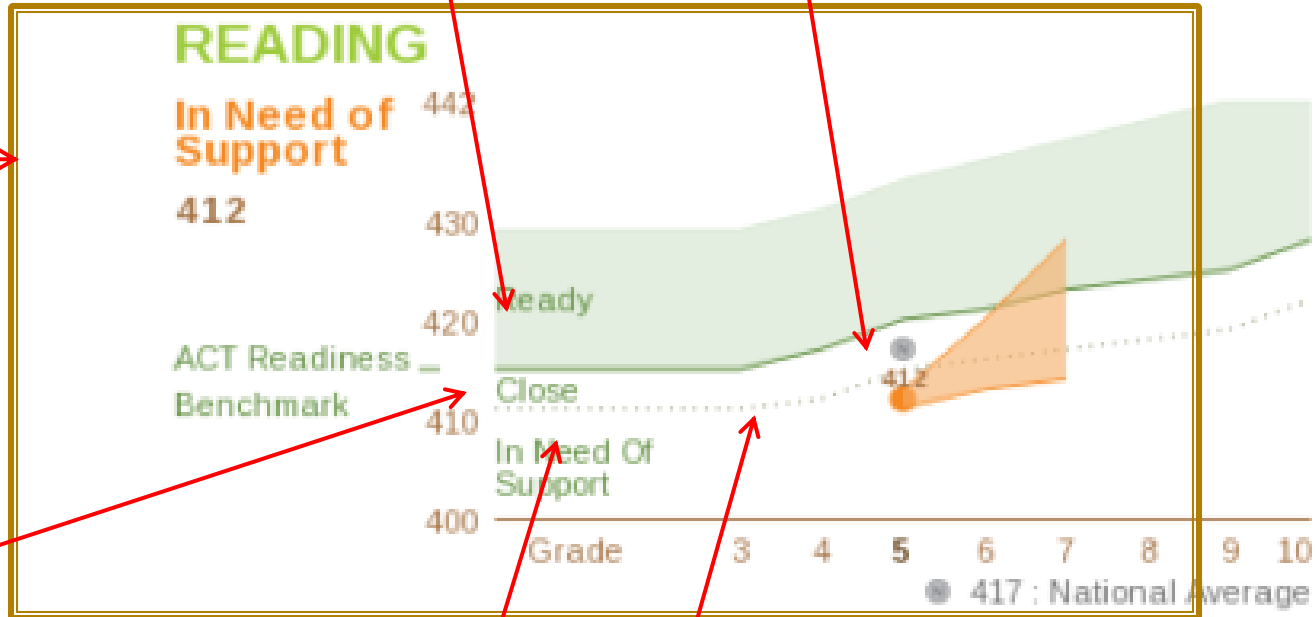
Scores in this range below but near the readiness benchmark. With a little more effort, students should be able to reach the Ready region next time.

'Support' Region:

The student will need extra support in this area to reach the readiness benchmark. Some may already be receiving such support.

Student Score Point:

Where the student's scale score places them on this visual range compared to the national average score point



Reporting Categories:

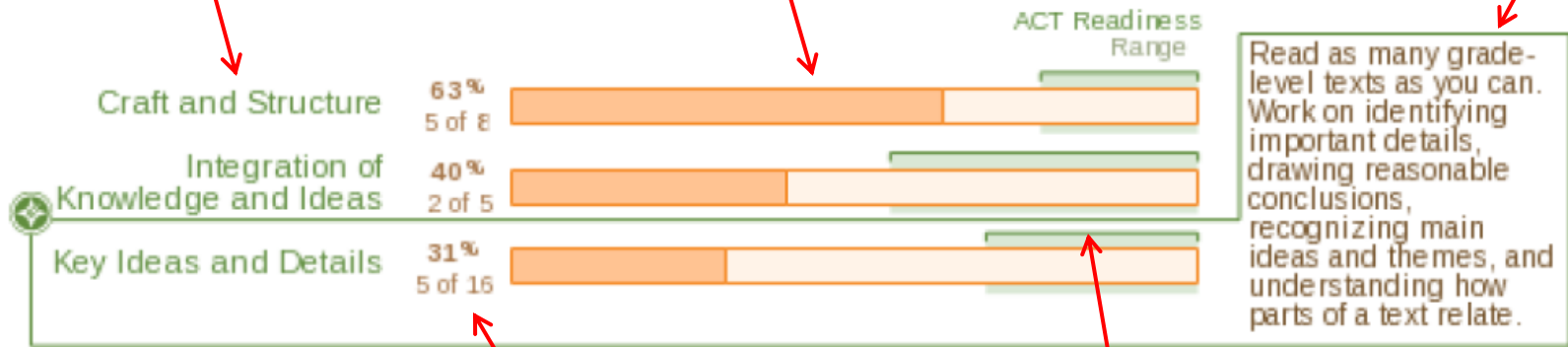
These are the sub-parts of the tested area (in this case, Reading). The sub-parts represent clusters of college and career ready standards.

Visual Bar Graph:

This is a visual representation of the percent correct scored in each reporting category

Student Tip:

For the lowest scoring reporting category, a tip is offered to help the student improve in this area.



Sub-part Score:

For each reporting category, this shows the actual number of points earned out of the points possible along with a percentage of correct responses.

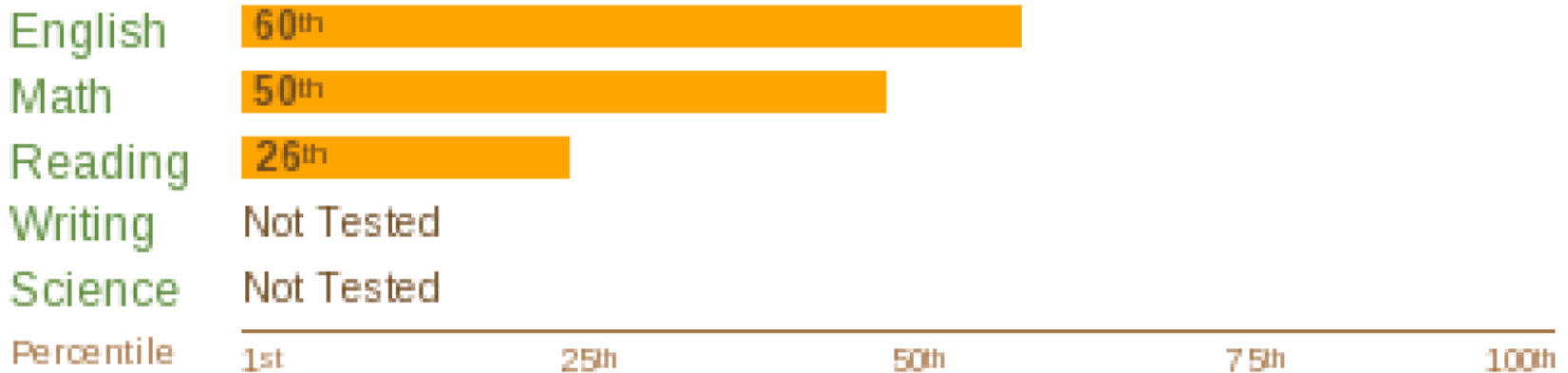
ACT Readiness Range:

These smaller bars represent the percentage necessary for a student to be considered on trajectory for college / career readiness in each reporting category.

National Percentile Rank:

This bar graph represents where this student's score in each major area ranked in terms of the total number of students in the nation who took the ACT Aspire in the spring of 2014.

NATIONAL PERCENTILE RANK



Progress With Text Complexity:

Text complexity is a detailed topic, but basically a 'Yes' in this area means that a student is most likely ready to tackle the more difficult stories and texts they will encounter the next school year. A 'No' in this area usually means that a student is struggling to justify conclusions with evidence cited from the story that was read. Students are required to write about the stories they read, and a good example of a student who is citing evidence would be the following: "Goldilocks was a sleepy girl. I know this because she fell asleep in the story on Baby Bear's bed."

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Yes No



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Suggested Books:

Based on each student's individual level, some book titles are suggested that could be helpful for the student. These are just suggestions, and your child's teacher can offer other appropriate titles.

What do these scores indicate in terms of strengths and weaknesses?

- Scaled scores are “ criterion-referenced ” – meaning they are based upon a student’s performance compared against a predetermined set of standards (ACT Aspire).
- These ACT standards are correlated to the Alabama Course of Study Standards.
- Our teachers utilize these standards when planning, instructing, and assessing our students.

How do these scores correlate to report card grades?

- ASPIRE measures a student's mastery of content standards (scaled score).
- There exists a **correlation** between a student's scaled score and their performance in class.
- It is important to note that while our formative (quizzes) and summative (tests) assessments are aligned to standards, there are **other skills and activities** specific to middle school which may impact their report card grades.

How do these scores correlate to report card grades?

- What are the *other middle school specific skills or activities* which may impact their grades on report cards?
 - Organizational skills
 - Study habits
 - Homework
 - Class participation
 - Cooperative learning
 - Remediation / Reassessments
 - Creation of project or evidence-based assessments
- These skills are not necessarily measured within ACT ASPIRE.

What can I do to help my child improve in their weak areas?

- English
 - Encourage your child to read, read, read.
 - Give your child opportunities to “practice” the ACT format (passage, higher order thinking questions).
 - Guide the child to not only find the best answer, but **support their answer with evidence** from the text.
 - Help them maintain a problem-solving mindset – the answers won’t necessarily be “right there” answers.
 - Practice, practice, practice.

What can I do to help my child improve in their weak areas?

- Math
 - Practice math fluency. Speed matters.
 - Practice problem-solving, not just finding the “right answer”.
 - Model for them how to use common sense to know if an answer is not even in the ballpark.
 - Provide practice using math literacy skills.
 - Encourage them to stick with it.
 - Practice, practice, practice.

What can I do to help my child improve in their weak areas?

- Reading
 - Encourage your child to read, read, read.
 - Work to increase your child's reading "stamina."
 - Encourage your child to TALK about what they are reading.
 - Guide and model for your child how to think critically about what they are reading.
 - Help them maintain a problem-solving mindset – the answers won't necessarily be "right there" answers.
 - Practice, practice, practice.

What can I do to help my child improve in their weak areas?

- Science (COMING SOON, 2015!!)
 - Take advantage of opportunities for your child to practice reading and interpreting charts, graphs, and tables.
 - Focus on “What does this data tell us? What conclusions can we draw from this chart?”
 - Practice reading science experiments – focus on experimental design.
 - Help them maintain a problem-solving mindset – the answers won’t necessarily be “right there” answers.
 - Practice, practice, practice.

What is next?

- The ACT Aspire will be administered again in the spring of 2015 to grades 3 – 8. In the spring of 2016, grades 3 – 10 will be tested.
- Science will be added in 2015 for grades 3-8.
- Student scores will track from year to year on each student's report so that parents can see how the scores are growing over time.
- If you have concerns, please talk with your child's teacher, counselor, or principal.

QUESTIONS?

***THANK YOU FOR YOUR
INTEREST AND FOR TAKING
THE TIME TO ATTEND TODAY!***