

APPENDIX M

Success Criteria for CFA 2.0 Design Teams

The descriptors are preceded by a check box, so teams can check the criteria that are already included and highlight any that are missing and need to be added. Teams that can verify that all success criteria are represented in their CFAs will know they have created a quality assessment.

For each of the ten design steps, the corresponding chapter of *Common Formative Assessments 2.0* is indicated in parentheses.

The alphabetized key in the box refers to the specific components in the CFA 2.0 process. These abbreviations appear in the success criteria below.

- BI:** Big Idea
- EQ:** Essential Question
- LP:** Learning Progression
- QPC:** Quick Progress Check
- PS:** Priority Standards
- SS:** Supporting Standards
- SSC:** Student Success Criteria
- ULI:** Unit Learning Intention
- UPS:** “Unwrapped” Priority Standards

SUCCESS CRITERIA FOR POST-CFA

Step 1: Identify the Unit Priority Standards and Supporting Standards (Chapter 4)

- ✓ List full text of PS in bold type preceded by proper coding
- ✓ List full text of SS in regular type preceded by proper coding
- ✓ Limit total number of standards to sharply focus unit instruction and assessment

Comments

Step 2: “Unwrap” the Priority Standards and Create a Graphic Organizer (Chapter 5)

- ✓ Underline teachable concepts (nouns, noun phrases) and CAPITALIZE skills (verbs)
- ✓ Create graphic organizer for “unwrapped” concepts, skills, and levels of cognitive rigor:
 - ✓ Make connections explicit between skills and concepts (e.g., ANALYZE author’s point of view; SOLVE real-world mathematical problem)
 - ✓ Assign approximate level of the revised Bloom’s Taxonomy (1–6) and Webb’s Depth of Knowledge (1–4) to each concept–skill pair
 - ✓ Include *all* “unwrapped” concepts and skills from PS only

Comments

Step 3: Determine the Big Ideas and Essential Questions (Chapter 5)

Big Ideas:

- ✓ Three to four key understandings students discover on their own
- ✓ Topical statements specific to unit UPS, not broad generalizations
- ✓ Derived from UPS, not curriculum materials
- ✓ Written as sentences, not phrases
- ✓ Convey long-term benefit for learning
- ✓ Represent desired student responses to teacher’s EQs

Essential Questions:

- ✓ Represent comprehensive list of ULIs and SSC for unit of study
- ✓ Require higher-level thinking skills to answer
- ✓ Written as “one-two punch” questions when appropriate
- ✓ Engaging for students
- ✓ Will lead students to discover corresponding BIs

Comments

Step 4: Write the Unit Learning Intention as Student Success Criteria (Chapter 6)

- ✓ Review the PS, SS, UPS, EQs, and BIs on the design template; confirm these as your comprehensive set of ULIs
- ✓ Confirm the unit vocabulary as part of your ULIs
- ✓ Write the comprehensive set of ULIs *as* SSC in a three-column SSC chart on the design template:
 - ✓ Write EQs under provided performance statement in Column 1
 - ✓ Write UPS under provided performance statement in Column 2
 - ✓ Write unit vocabulary under provided performance statement in Column 3
- ✓ Add student-friendly version of the UPS in middle column, if needed
- ✓ Confirm SSC represent *all* unit ULIs to be assessed on CFAs

Comments

Step 5: Create the Post-Assessment Questions (Chapter 7)

- ✓ Include blend of selected-response questions (multiple-choice) and constructed-response questions (short-response, extended-response, Big Idea responses)
- ✓ Directly align all questions to UPS and levels of cognitive rigor on graphic organizer
- ✓ Include proper academic vocabulary, not simplified terms
- ✓ Reflect formats, language, vocabulary of external, large-scale assessments

M4 COMMON FORMATIVE ASSESSMENTS 2.0

- ✓ Write multiple-choice questions to include stem, correct/best answer, and three distracters
- ✓ Provide distracter analysis for each multiple-choice question
- ✓ Write appropriate number of short-response questions
- ✓ Provide commentary or solution statement for each question
- ✓ Create one extended-response question that aligns to most, or all, SSC Provide commentary or solution statement for extended-response question Write directions for students to provide BIs in response to EQs
- ✓ Double check: make sure all questions collectively address all SSC

Comments

Step 6: Construct the Scoring Guides (Chapter 8)

- ✓ Prepare answer key for selected-response questions
- ✓ Decide number and names of performance levels
- ✓ Write criteria for “achieving” and “exceeding” performance levels
- ✓ Use objective wording only; no vague, subjective terms open to multiple interpretations
- ✓ Include combination of quantitative and qualitative criteria
- ✓ Write criteria directly matched to directions in assessment question
- ✓ Create *task-specific* scoring guides for short-response questions
- ✓ Create *task-specific* scoring guide for the extended-response question
- ✓ Create *generic* scoring guide for students’ BI responses to EQs

Comments

Step 7: Create the Pre-Assessment Questions and Scoring Guides (Chapter 8)

- ✓ Decide whether pre-CFA will be aligned or “mirrored”
- ✓ Select/copy questions from post-CFA or create new ones
- ✓ Decide whether to use same or different reading passage
- ✓ Decide whether to use same or different math problems
- ✓ Copy/create answer key for selected-response questions
- ✓ Copy/create scoring guides for constructed-response questions

Comments

Step 8: Evaluate and Revise Assessment Questions for Quality (Chapter 9)

- ✓ Confirm direct alignment of questions to all unit SSC
- ✓ Confirm direct alignment of questions to UPS and levels of cognitive rigor
- ✓ Check questions for validity, reliability, and absence of bias
- ✓ Ensure all questions meet established guidelines for quality; revise as needed
- ✓ Check questions for clear, concise language
- ✓ Confirm questions will produce credible evidence of student learning
- ✓ Confirm student feedback will yield accurate inferences about student learning
- ✓ Ensure proper academic vocabulary, not simplified terms
- ✓ Confirm alignment to formats, language, vocabulary of external, large-scale assessments

Comments

Step 9: Determine the Learning Progressions and Instructional Sequence (Chapter 10)

- ✓ Confirm that LPs reflect Popham’s four steps for determining learning progressions:
 - Step 1: Acquire a thorough understanding of the target curricular aim.
 - Step 2: Identify all requisite precursory subskills and bodies of enabling knowledge.
 - Step 3: Determine whether it’s possible to measure students’ status with respect to each preliminarily identified building block.
 - Step 4: Arrange all building blocks in an instructionally defensible sequence.
- ✓ Review each set of LPs leading to a specific ULI; revise as needed
- ✓ Review the *number and size* of LP “building blocks” planned for each ULI; revise as needed

Comments

Step 10: Plan Quick Progress Checks to Coincide With Learning Progressions (Chapter 10)

- ✓ Review each QPC to ensure it matches related LP; revise as needed
- ✓ Reconfirm insertion points of QPCs within each set of LPs
- ✓ Make sure each QPC clearly states what students are to do
- ✓ Confirm that student responses to QPCs will make accurate inferences possible and inform instructional next steps

Comments

CFA 2.0 DESIGN TEMPLATE

GRADE AND CONTENT AREA	Eighth Grade Language Arts
NAME OF UNIT	The Diary of Anne Frank, Act One
TIME FRAME (UNIT + BRIDGE)	10 days
AUTHORS	H. Mattern/ A. McGowan

PRIORITY STANDARDS	<p>RL.8.3 (3) Analyze how particular lines of dialogue or incidents in a story/drama move the story’s action forward or develop a character.</p> <p>RL.8.1 (1) Cite textual evidence that most strongly supports an analysis.</p>
SUPPORTING STANDARDS	<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including tis relationship to the characters, setting and plot.</p>

“UNWRAPPED” PRIORITY STANDARDS	<p>RL.8.1 <u>CITE the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL.8.3 <u>ANALYZE how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u></p>
---	--

“UNWRAPPED” PRIORITY STANDARDS GRAPHIC ORGANIZER

“Unwrapped” Priority Standards CONCEPTS	“Unwrapped” Priority Standards SKILLS	Levels of Cognitive Rigor	
		BLOOM’S	DOK
How particular lines of dialogue or incidents in a story/drama move the story’s action forward or develop a character	ANALYZE	ANALYZE 4	DOK 3
Textual evidence that most strongly supports an analysis	CITE	EVALUATE 5	DOK 3
	(insert rows as needed)		

BIG IDEAS

1.	Is it our differences or similarities that matter most?
2.	(insert rows as needed)

ESSENTIAL QUESTIONS

1.	What is a citation and how does it support your thoughts?
2.	In what ways does dialogue develop a character?

UNIT LEARNING INTENTIONS WRITTEN AS STUDENT SUCCESS CRITERIA

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
Respond correctly with your Big Ideas to the unit’s Essential Questions:	Demonstrate your ability to do each of the following:	Define and use the unit vocabulary terms appropriately:
In what ways does dialogue develop a character?	RL.8.3 (3) ANALYZE how particular lines of dialogue or incidents in a story/drama move the story’s action forward or develop a character.	Citation Cause/effect Dialogue Inference
What is a citation and how does it support your thoughts?	RL.8.1 (1) Cite textual evidence that most strongly supports an analysis.	
Optional Student Friendly Version of Priority Standards:		

LEARNING PROGRESSIONS SEQUENCED TO UNIT LEARNING INTENTIONS AND STUDENT SUCCESS CRITERIA and QUICK PROGRESS CHECKS MATCHED TO LEARNING PROGRESSIONS

Subskill	Enabling Knowledge	Quick Progress Check
1. Cite	Textual evidence to support analysis	Students know how to find evidence to support their thoughts. Students know how to cite page numbers with parenthesis.
2. Analyze	Lines of dialogue or incidents move a story forward and/or develop a character.	Students read aloud. Students
3.	(insert rows as needed)	

SELECTED-RESPONSE QUESTIONS (MULTIPLE CHOICE ONLY) WITH ANSWER KEY AND DISTRACTOR ANALYSIS

1.	<p>Question and Answer Choices (with correct answer underlined):</p> <p>1. In the opening scene of The Diary of Anne Frank, Act I, why is Mr. Frank visiting the warehouse rooms with Miep?</p> <p>A. He is looking for his daughter’s diary. B. He wants to get his scarf back. C. He is looking for a place to live. <u>D. He wants one last look at the place where he last saw his family.</u></p>
	Distractor Analysis:
2.	<p>Question and Answer Choices (with correct answer underlined):</p> <p>2. Which line of dialogue by Mrs. Van Daan in The Diary of Anne Frank, Act I, shows that she is flirtatious?</p> <p>A. “You’re smoking up all our money.” B. “I make the best latkes you’ve ever tasted!” <u>C. “I don’t know why I didn’t meet you before I met that one there.”</u> D. “We’ll sleep here and you take the room upstairs.”</p>
	Distractor Analysis:
3.	<p>Question and Answer Choices (with correct answer underlined):</p> <p>3. In The Diary of Anne Frank, Act I, why do the Franks and Van Daans need to be quiet all day?</p> <p>A. because the children need to study B. because noise makes Mrs. Van Daan nervous <u>C. because they don’t want the workers in the building to hear them</u> D. because the Nazis ordered the Jews to be quiet during the day</p>

	<p>Distractor Analysis:</p> <p style="text-align: center;">(insert rows as needed)</p>
<p>4.</p>	<p>4. In The Diary of Anne Frank, Act I, why does Peter remove the Star of David from his clothes?</p> <p>A. He wants to put it on a new coat that he’s planning to get.</p> <p><u>B. He resents the fact that the Nazis force Jews to wear it.</u></p> <p>C. He wants to put it in a safe place.</p> <p>D. He wants to sew his initials on his clothes instead.</p>
<p>5.</p>	<p>5. In The Diary of Anne Frank, Act I, what causes the Franks to agree to take in Mr. Dussel?</p> <p>A. He is an old friend of the family from the days before they moved to Amsterdam.</p> <p>B. He had been the family dentist.</p> <p>C. He could bring them extra food and supplies.</p> <p><u>D. They want to help someone else who is being persecuted by the Nazis.</u></p>
<p>6.</p>	<p>6. Which line of dialogue by Mr. Dussel in The Diary of Anne Frank, Act I, reveals his personality best?</p> <p>A. <u>“I haven’t had to adjust myself to others.”</u></p> <p>B. “My father was born in Holland, and my grandfather.”</p> <p>C. “Every night she twists and turns.”</p> <p>D. “Someone now knows we’re up here, hiding!”</p>
<p>7.</p>	<p>7. In The Diary of Anne Frank, Act I, why do Anne and Peter tease each other so much?</p> <p>A. They do not like each other.</p> <p>B. They were enemies in school.</p> <p>C. They each want to make the other angry.</p> <p><u>D. They are growing fond of each other.</u></p>
<p>8.</p>	<p>8. In The Diary of Anne Frank, Act I, why does Anne scream in the night?</p> <p>A. Mr. Dussel scares her.</p> <p>B. She thinks she hears an intruder.</p> <p><u>C. She has a terrible nightmare.</u></p> <p>D. She is very angry at her mother.</p>
<p>9.</p>	<p>9. In The Diary of Anne Frank, Act I, what effect does the landing of Allied troops in Africa have on the attic dwellers?</p> <p>A. They grow more fearful of the Nazis.</p> <p><u>B. They begin imagining an end to their stay in the attic.</u></p> <p>C. They start trying to find a way to get to Africa.</p> <p>D. They sink deeper into hopelessness.</p>
<p>10.</p>	<p>10. Which line of dialogue by Margot in The Diary of Anne Frank, Act I, reveals that she tries to think positively?</p> <p>A. “I have to help with supper.”</p> <p>B. “I need some hairpins and some soap.”</p> <p><u>C. “Mr. Kraler says things are improving.”</u></p> <p>D. “There may be someone here, waiting. . . . It may be a trap!”</p>

11.	<p>11. In The Diary of Anne Frank, Act I, what effect is their situation having on the attic dwellers after two months?</p> <p>A. They have all become close friends. <u>B. Most relationships are becoming tense.</u> C. The family groups have allied against each other. D. Everyone in the attic does his or her best to ignore the others.</p>
12.	<p>12. What are the attic dwellers doing in the last scene of Act I?</p> <p><u>A. They are celebrating Hanukkah.</u> B. They are welcoming someone new. C. They are celebrating the end of the war. D. They are celebrating Miep’s engagement.</p>
13	<p>13. Which word best describes Anne’s relationship with her father in The Diary of Anne Frank, Act I?</p> <p>A. tense <u>B. loving</u> C. angry D. indifferent</p>
14	<p>14. In The Diary of Anne Frank, Act I, what is one effect of wearing the yellow Star of David?</p> <p>A. It makes the wearers feel proud. B. It leads to a shortage of yellow cloth. C. It creates a strong sense of community. <u>D. It sets apart the people who are Jewish.</u></p>
15	<p>15. In The Diary of Anne Frank, Act I, why is Anne so upset to hear from Mr. Dussel that Jopie de Waal is gone?</p> <p>A. She thinks that Jopie has moved away and they might lose contact. B. She wonders why Jopie didn’t say good-bye to her first. <u>C. She knows that Jopie and her family have been taken by the Nazis.</u> D. She had been looking forward to a visit from Jopie.</p>

SHORT CONSTRUCTED-RESPONSE QUESTIONS WITH SCORING GUIDES

1.	<p>1. A cause is an event, an action, or a feeling that produces a result, or effect. In The Diary of Anne Frank, Act I, Scene 3, what causes the Franks to agree to take in Mr. Dussel? Use details from the play to support your answer.</p> <p>Scoring Guide: 4 pts each Gives relevant evidence from the text- 2 pts Cites evidence correctly-2pts</p>
2.	<p>1. In Act I, Scene 3, of The Diary of Anne Frank, Mr. Frank and the others discuss whether to take in Mr. Dussel. What does Mr. Frank’s dialogue here tell you about his character? Support your answer with details from the play.</p> <p>Scoring Guide: Scoring Guide: 4 pts each Gives relevant evidence from the text- 2 pts Cites evidence correctly-2pts</p>
3.	<p>3. In The Diary of Anne Frank, Act I, Scene 3, Peter is ashamed of his parents’ behavior toward Mr. Dussel. Why does he feel this way? Support your answer with details from the play.</p>

	<p>Scoring Guide: Scoring Guide: 4 pts each Gives relevant evidence from the text- 2 pts Cites evidence correctly-2pts (insert rows as needed)</p>
	<p>4. What can you infer about the relationship between Anne and her mother from these lines from The Diary of Anne Frank, Act I, Scene 4? MRS. FRANK. But I'd like to stay with you ... very much. Really. ANNE. I'd rather you didn't.</p> <p>Scoring Guide: Scoring Guide: 4 pts each Gives relevant evidence from the text- 2 pts Cites evidence correctly-2pts (insert rows as needed)</p>
	<p>5. The rise of Nazism is the cause of the overall situation presented in The Diary of Anne Frank. Besides forcing the people to hide for safety, what other effects did Nazism have on the characters in the play, either before or after they went into hiding? Name at least three other effects revealed in Act I, using details from the play.</p> <p>Scoring Guide: Scoring Guide: 4 pts each Gives relevant evidence from the text- 2 pts Cites evidence correctly-2pts (</p>

ACCOMPANYING COMMENTARY OR SOLUTION STATEMENT WITH KEY ELEMENTS OF CORRECT RESPONSE

1.	
2.	
3.	(insert rows as needed)

EXTENDED-RESPONSE QUESTION WITH SCORING GUIDE

1.	N/A
	Scoring Guide:
2.	
	Scoring Guide:
3.	

	Scoring Guide: <div style="text-align: center;">(insert rows as needed)</div>
--	--

ACCOMPANYING COMMENTARY OR SOLUTION STATEMENT WITH KEY ELEMENTS OF CORRECT RESPONSE

1.	
2.	
3.	(insert rows as needed)

ESSENTIAL QUESTIONS WITH SCORING GUIDE

1.	
	Scoring Guide:
2.	
	Scoring Guide:
3.	
	Scoring Guide: <div style="text-align: center;">(insert rows as needed)</div>

APPENDIX M

Success Criteria for CFA 2.0 Design Teams

The descriptors are preceded by a check box, so teams can check the criteria that are already included and highlight any that are missing and need to be added. Teams that can verify that all success criteria are represented in their CFAs will know they have created a quality assessment.

For each of the ten design steps, the corresponding chapter of *Common Formative Assessments 2.0* is indicated in parentheses.

The alphabetized key in the box refers to the specific components in the CFA 2.0 process. These abbreviations appear in the success criteria below.

BI: Big Idea
EQ: Essential Question
LP: Learning Progression
QPC: Quick Progress Check
PS: Priority Standards
SS: Supporting Standards
SSC: Student Success Criteria
ULI: Unit Learning Intention
UPS: "Unwrapped" Priority Standards

SUCCESS CRITERIA FOR POST-CFA

Step 1: Identify the Unit Priority Standards and Supporting Standards (Chapter 4)

- ✓ List full text of PS in bold type preceded by proper coding
- ✓ List full text of SS in regular type preceded by proper coding

Limit total number of standards to sharply focus unit instruction and assessment

Comments

Most of the criteria have been met. Please note that check mark (✓) indicates criteria achieved. Yellow highlighting indicates criteria needs to be addressed in the CFA

Step 2: “Unwrap” the Priority Standards and Create a Graphic Organizer (Chapter 5)

- ✓ Underline teachable concepts (nouns, noun phrases) and CAPITALIZE skills (verbs)
- ✓ Create graphic organizer for “unwrapped” concepts, skills, and levels of cognitive rigor:
- ✓ Make connections explicit between skills and concepts (e.g., ANALYZE author’s point of view; SOLVE real-world mathematical problem)
- ✓ Assign approximate level of the revised Bloom’s Taxonomy (1–6) and Webb’s Depth of Knowledge (1–4) to each concept–skill pair
- ✓ Include *all* “unwrapped” concepts and skills from PS only

Comments

All criteria have been met. Bulleted graphic organizer makes the content to be taught and assessed very clear.

Step 3: Determine the Big Ideas and Essential Questions (Chapter 5)

Big Ideas:

Three to four key understandings students discover on their own

Topical statements specific to unit UPS, not broad generalizations

- ✓ Derived from UPS, not curriculum materials
- ✓ Written as sentences, not phrases
- ✓ Convey long-term benefit for learning

Represent desired student responses to teacher’s EQs

Essential Questions:

Represent comprehensive list of ULIs and SSC for unit of study

- ✓ Require higher-level thinking skills to answer
- ✓ Written as “one-two punch” questions when appropriate
- ✓ Will lead students to discover corresponding BI
- ✓ Engaging for students

Comments

The Essential Question you have crafted seems most relevant to encompass two of the three branches of government. Could you also include the judicial branch? It might also be helpful to have a BI and an EQ for each standard.

Step 4: Write the Unit Learning Intention as Student Success Criteria (Chapter 6)

- ✓ Review the PS, SS, UPS, EQs, and BIs on the design template; confirm these as your comprehensive set of ULIs
- ✓ Write the comprehensive set of ULIs *as* SSC in a three-column SSC chart on the design template:

Confirm the unit vocabulary as part of your ULIs

- ✓ Write EQs under provided performance statement in Column 1
- ✓ Write UPS under provided performance statement in Column 2
- ✓ Write unit vocabulary under provided performance statement in Column 3
- ✓ Add student-friendly version of the UPS in middle column, if needed
- ✓ Confirm SSC represent *all* unit ULIs to be assessed on CFAs

Comments

You have noted many vocabulary words. Are there more you might derive from the standard?

.

Step 5: Create the Post-Assessment Questions (Chapter 7)

- ✓ Include blend of selected-response questions (multiple-choice) and constructed-response questions (short-response, extended-response, Big Idea responses)

Directly align all questions to UPS and levels of cognitive rigor on graphic organizer

- ✓ Include proper academic vocabulary, not simplified terms
- ✓ Reflect formats, language, vocabulary of external, large-scale assessments

- ✓ Write multiple-choice questions to include stem, correct/best answer, and three distracters

Provide distracter analysis for each multiple-choice question

- ✓ Write appropriate number of short-response questions
- ✓ Provide commentary or solution statement for each question

Create one extended-response question that aligns to most, or all, SSC

- ✓ Provide commentary or solution statement for extended-response question

Write directions for students to provide BIs in response to EQ

Double check: make sure all questions collectively address all SSC

Comments

You have an excellent start on the assessment. Just be sure to make sure you address all the priority concepts and skills in the assessment. Use the “unwrapping” as a way to check off this in your assessment and be sure to match the rigor.

Be sure to include student directions that will also be reflected in the scoring guides.

Step 6: Construct the Scoring Guides (Chapter 8)

- ✓ Prepare answer key for selected-response questions

Decide number and names of performance levels

Write criteria for “achieving” and “exceeding” performance levels

- ✓ Use objective wording only; no vague, subjective terms open to multiple interpretations

Include combination of quantitative and qualitative criteria

Write criteria directly matched to directions in assessment question

Create *task-specific* scoring guides for short-response questions

Create *task-specific* scoring guide for the extended-response question

Create *generic* scoring guide for students’ BI responses to EQs

Comments

At this point in time, you have bolded the correct responses for selected response items. You will probably want to have a separate answer key for this. It appears that you understand how to create effective scoring guides. Once you have determined the criteria for meeting or achieving the goal (proficient), be sure this

information is included in the student directions.

Step 7: Create the Pre-Assessment Questions and Scoring Guides (Chapter 8)

Decide whether pre-CFA will be aligned or “mirrored”

Select/copy questions from post-CFA or create new ones ☉

Decide whether to use same or different reading passage ☉

Decide whether to use same or different math problems ☉

Copy/create answer key for selected-response questions

Copy/create scoring guides for constructed-response questions

Comments

Once the post assessment is completed, this will be your next task. The remaining steps in the appendix will also provide guidance.

Step 8: Evaluate and Revise Assessment Questions for Quality (Chapter 9)

Confirm direct alignment of questions to all unit SSC

Confirm direct alignment of questions to UPS and levels of cognitive rigor

Check questions for validity, reliability, and absence of bias

Ensure all questions meet established guidelines for quality; revise as needed

Check questions for clear, concise language

Confirm questions will produce credible evidence of student learning

Confirm student feedback will yield accurate inferences about student learning

Ensure proper academic vocabulary, not simplified terms

Confirm alignment to formats, language, vocabulary of external, large-scale assessments

Comments

Step 9: Determine the Learning Progressions and Instructional Sequence (Chapter 10)

→ Confirm that LPs reflect Popham’s four steps for determining learning progressions:

Step 1: Acquire a thorough understanding of the target curricular aim.

Step 2: Identify all requisite precursory subskills and bodies of enabling knowledge.

Step 3: Determine whether it’s possible to measure students’ status with respect to each preliminarily identified building block.

Step 4: Arrange all building blocks in an instructionally defensible sequence.

Review each set of LPs leading to a specific ULI; revise as needed

Review the *number and size* of LP “building blocks” planned for each ULI; revise as needed

Comments

Look once again at the “unwrapped” standards and a couple of short constructed response items to double check if you have met the highlighted criteria.

Step 10: Plan Quick Progress Checks to Coincide With Learning Progressions (Chapter 10)

Review each QPC to ensure it matches related LP; revise as needed

Reconfirm insertion points of QPCs within each set of LPs

Make sure each QPC clearly states what students are to do

Confirm that student responses to QPCs will make accurate inferences possible and inform instructional next steps

Comments

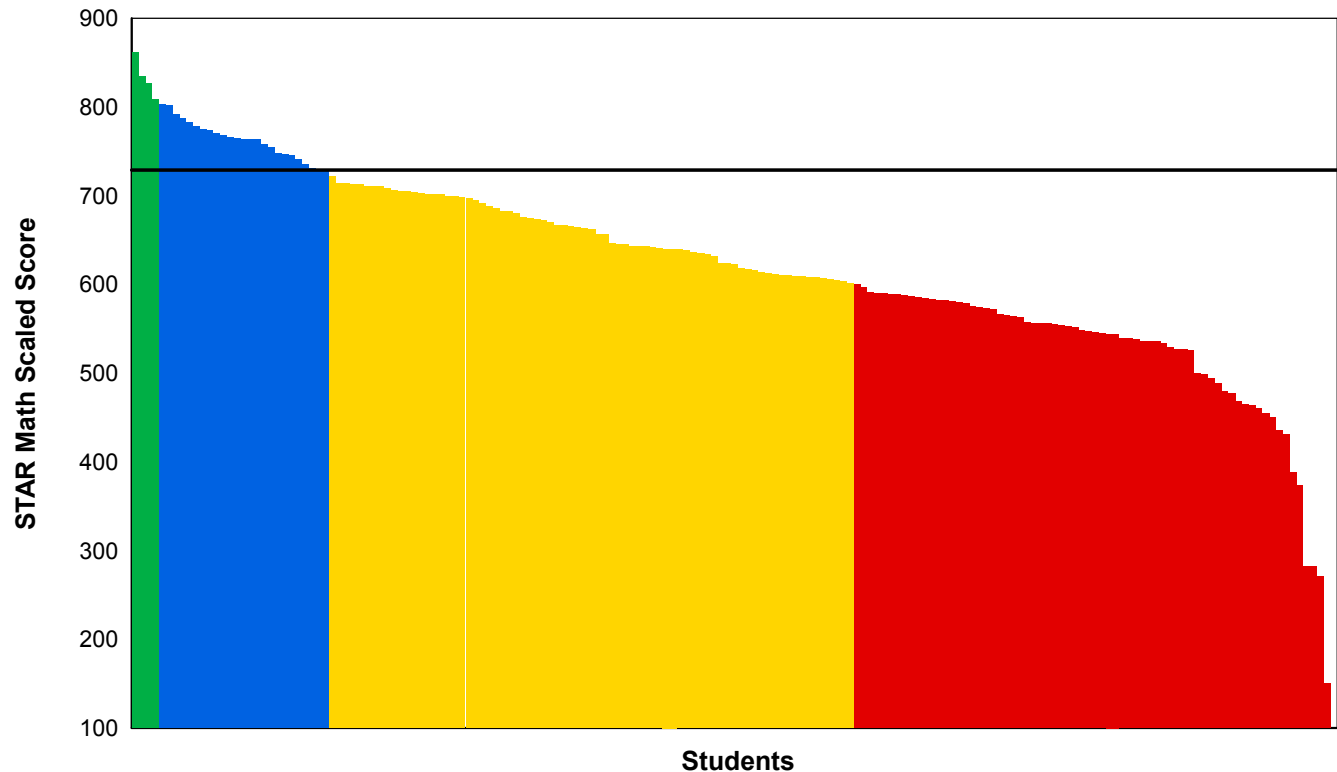
School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: 6



Categories / Levels	Current Benchmark ^d	Number	Percent	Benchmark At Time of State Test
Proficient				
■ Exceeding	At/Above 808 SS	4	2%	At/Above 842 SS
■ Ready	At/Above 729 SS	25	14%	At/Above 778 SS
Category Total		29	16%	
Less Than Proficient				
■ Close	Below 728 SS	77	44%	Below 778 SS
■ Need Support	Below 600 SS	70	40%	Below 663 SS
Category Total		147	84%	
Students Tested		176		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?






^d Benchmark adjusted for time of year using student growth norms.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)


Grade: 6

Need Support

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Sims, Tamiya D. ^a	Hall - 001	Hall, A.	08/17/2016 ^c 	150	1	0.0	Early Numeracy
Dawkins, Demetrius L. ^a	Young - 005	Young, E.	08/16/2016	271	1	0.9	Early Numeracy
Moore, Kenjuan J. ^a	Hall - 001	Hall, A.	08/17/2016	282	1	1.0	Early Numeracy
Crum, Kadin B. ^a	Hall - 001	Hall, A.	08/17/2016	282	1	1.0	Early Numeracy
Lawrence, Christopher ^a	Hall - 001	Hall, A.	08/16/2016	373	1	1.7	Grade 1
Marbury, Damond D. ^a	Hall - 001	Hall, A.	09/09/2016	388	1	1.8	Grade 1
Freeman, Kyvyanni M. ^a	Young - 005	Young, E.	08/18/2016	431	1	2.2	Grade 2
Hunter, Antonio L. ^a	Hall - 001	Hall, A.	08/18/2016	435	1	2.2	Grade 2
Ervin, Jeremiah ^a	Young - 005	Young, E.	08/16/2016	450	1	2.3	Grade 3
Hale, Jacolby D. ^a	Young - 005	Young, E.	08/16/2016	455	1	2.4	Grade 3
Knight, Essence ^a	Hall - 001	Hall, A.	08/16/2016	460	1	2.4	Grade 3
Cunningham, Tycarius D. ^a	Young - 005	Young, E.	09/06/2016 ^c 	463	1	2.5	Grade 3
Donage, Michael J. ^a	Young - 005	Young, E.	08/16/2016	465	1	2.5	Grade 3
Williams, Julian ^a	Hall - 001	Hall, A.	08/25/2016 ^c 	468	1	2.5	Grade 3
Coleman, Cinque C. ^a	Young - 005	Young, E.	08/16/2016 ^c 	477	2	2.6	Grade 3
Dunnigan, Paris N. ^a	Hall - 001	Hall, A.	08/18/2016	479	2	2.6	Grade 3
Gaines, Tyrek D. ^a	Young - 007	Young, E.	08/16/2016	488	2	2.7	Grade 3
Autrey, Janya U. ^a	Young - 005	Young, E.	08/16/2016	494	2	2.8	Grade 3
Alexander, Tamarran S. ^a	Hall - 002	Hall, A.	08/16/2016	498	2	2.8	Grade 3
Harris, Tyree D. ^a	Hall - 002	Hall, A.	08/18/2016	500	3	2.8	Grade 3
Logan, Takeithala K. ^a	Young - 006	Young, E.	08/18/2016	525	4	3.1	Grade 3
Chaney, Christian A. ^a	Young - 005	Young, E.	08/18/2016	526	4	3.1	Grade 3
Frederick, Carlee B. ^a	Hall - 001	Hall, A.	08/16/2016	527	4	3.1	Grade 3
Poellnitz, Breshaud T. ^a	Young - 005	Young, E.	08/16/2016	529	4	3.1	Grade 3
Hillery, Quintin Z. ^a	Hall - 001	Hall, A.	08/25/2016 ^c 	533	4	3.2	Grade 3
Poole, Janya K. ^a	Hall - 002	Hall, A.	08/16/2016	535	5	3.2	Grade 3

^a This student is enrolled in multiple STAR Math classes.

^c This student was given additional time to complete the assessment.

 Audio enabled for this test.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Need Support

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Fleming, Shanice Z. ^a	Hall - 001	Hall, A.	08/16/2016	535	5	3.2	Grade 3
Banks, Brianna M. ^a	Young - 005	Young, E.	08/16/2016	535	5	3.2	Grade 3
White, McArthur ^a	Young - 005	Young, E.	08/16/2016	538	5	3.2	Grade 3
Watson, Summer A. ^a	Hall - 001	Hall, A.	08/18/2016	539	5	3.3	Grade 3
Beard, Caramelia N. ^a	Young - 005	Young, E.	08/16/2016	539	5	3.3	Grade 3
Walker, Jamaica I. ^a	Oates - 004	Oates, L.	08/16/2016	544	5	3.3	Grade 3
Robinson, Demario ^a	Oates - 002	Oates, L.	08/16/2016	544	5	3.3	Grade 3
Kirksey, Jamar D. ^a	Young - 006	Young, E.	08/16/2016	545	6	3.3	Grade 3
Green, MaKalah A. ^a	Hall - 002	Hall, A.	08/16/2016	546	6	3.3	Grade 3
Odom, Chance A. ^a	Hall - 001	Hall, A.	08/29/2016	547	6	3.3	Grade 3
Fowler, DanQeja J. ^a	Hall - 001	Hall, A.	08/16/2016	548	6	3.4	Grade 3
Montgomery, Jaila N. ^a	Young - 006	Young, E.	08/25/2016	551	6	3.4	Grade 3
Dixon, Ja Marcus D. ^a	Young - 006	Young, E.	08/16/2016	553	6	3.4	Grade 3
James, Audrey D. ^a	Hall - 002	Hall, A.	09/06/2016	554	6	3.4	Grade 3
Robertson, Kaylyn ^a	Hall - 002	Hall, A.	08/16/2016	555	7	3.4	Grade 3
Thompson, Jamayah C. ^a	Young - 006	Young, E.	09/06/2016	556	7	3.4	Grade 3
Robinson, Zerrick C. ^a	Young - 006	Young, E.	08/25/2016	556	7	3.4	Grade 3
McCants, Brittany J. ^a	Hall - 001	Hall, A.	08/16/2016	556	7	3.4	Grade 3
Williams, Daija J. ^a	Young - 005	Young, E.	09/07/2016	557	7	3.5	Grade 3
Richardson, Lorenza D. ^a	Hall - 003	Hall, A.	08/17/2016	563	7	3.5	Grade 3
McCree, Ti'Leria A. ^a	Young - 007	Young, E.	08/16/2016	564	7	3.5	Grade 3
Steele, Shaniya K. ^a	Hall - 002	Hall, A.	08/16/2016	565	8	3.6	Grade 3
Williams, Angel C. ^a	Young - 006	Young, E.	08/16/2016	566	8	3.6	Grade 3
Barlow, Dante T. ^a	Young - 005	Young, E.	08/16/2016	572	9	3.6	Grade 3
Matthews, SamJuan L. ^a	Young - 006	Young, E.	08/18/2016	573	9	3.6	Grade 3
Britford, Tyler J. ^a	Young - 005	Young, E.	08/16/2016	574	9	3.7	Grade 3

^a This student is enrolled in multiple STAR Math classes.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Need Support

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Johnson, Ja Mia D. ^a	Young - 006	Young, E.	08/16/2016	575	9	3.7	Grade 3
Singleton, Taniyah M. ^a	Hall - 001	Hall, A.	08/16/2016	578	9	3.7	Grade 3
Davidson, Christian J. ^a	Hall - 002	Hall, A.	08/16/2016	580	10	3.7	Grade 3
Davis, Chuancey D. ^a	Young - 007	Young, E.	08/16/2016	581	10	3.7	Grade 4
Glover, Ladarron M. ^a	Williams - 006	Williams, J.	08/16/2016	582	10	3.8	Grade 4
Carmichael, Latrell M. ^a	Hall - 002	Hall, A.	09/06/2016	582	10	3.8	Grade 4
Ezell, Karlos V. ^a	Young - 006	Young, E.	08/16/2016	583	10	3.8	Grade 4
James, Ivy E. ^a	Hall - 001	Hall, A.	08/16/2016	584	10	3.8	Grade 4
Hendon, De Asia S. ^a	Hall - 001	Hall, A.	08/16/2016	585	10	3.8	Grade 4
Scott, Alexis D. ^a	Young - 005	Young, E.	08/17/2016 ^c ⏪	586	10	3.8	Grade 4
Thomas, Michael ^a	Young - 005	Young, E.	09/06/2016	587	11	3.8	Grade 4
Paige, Cynteria J. ^a	Hall - 003	Hall, A.	09/06/2016	589	11	3.8	Grade 4
Taylor, Kethrick L. ^a	Hall - 003	Hall, A.	08/17/2016	589	11	3.8	Grade 4
Morris, Sammia ^a	Hall - 002	Hall, A.	08/16/2016	590	11	3.9	Grade 4
Brown, Angela ^a	Young - 007	Young, E.	09/07/2016	590	11	3.9	Grade 4
Gibbs, Tyrone D. ^a	Young - 005	Young, E.	08/16/2016	591	11	3.9	Grade 4
Holcombe, Jermaine M. ^a	Hall - 004	Hall, A.	08/16/2016	596	12	3.9	Grade 4
Watkins, Jimmy L. ^a	Hall - 001	Hall, A.	08/17/2016	600	13	4.0	Grade 4

Close

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Jones, T'marvin L. ^a	Hall - 001	Hall, A.	08/17/2016	601	13	4.0	Grade 4
Pettway, Nyla A. ^a	Young - 006	Young, E.	08/18/2016	603	13	4.0	Grade 4
Buford, Kamren K. ^a	Young - 007	Young, E.	08/18/2016	604	14	4.0	Grade 4
Lewis, Nia ^a	Hall - 004	Hall, A.	08/25/2016	605	14	4.1	Grade 4

^a This student is enrolled in multiple STAR Math classes.

^c This student was given additional time to complete the assessment.

⏪ Audio enabled for this test.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Close

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Wheat, Zaravia D. ^a	Young - 008	Young, E.	08/18/2016	607	14	4.1	Grade 4
Perdue, Eulethia K. ^a	Young - 005	Young, E.	09/13/2016	608	14	4.1	Grade 4
Giles, Tiuna A. ^a	Young - 008	Young, E.	08/18/2016	608	14	4.1	Grade 4
Butler, Torrance ^a	Young - 005	Young, E.	08/16/2016	609	15	4.1	Grade 4
Hunter, Javon R. ^a	Young - 006	Young, E.	08/16/2016	609	15	4.1	Grade 4
Lamar-Riels, Phyliece ^a	Young - 008	Young, E.	08/16/2016	610	15	4.1	Grade 4
Womack, Mya ^a	Hall - 003	Hall, A.	08/17/2016	610	15	4.1	Grade 4
Brown, Julius V. ^a	Young - 006	Young, E.	08/16/2016	611	15	4.1	Grade 4
Withers, Bri'Anna J. ^a	Oates - 004	Oates, L.	08/17/2016	612	15	4.1	Grade 4
Gates, Elizabeth M. ^a	Hall - 002	Hall, A.	08/25/2016	613	15	4.2	Grade 4
Sykes, Asia ^a	Young - 008	Young, E.	08/16/2016	616	16	4.2	Grade 4
Bradberry, Asia T. ^a	Young - 005	Young, E.	08/25/2016	617	16	4.2	Grade 4
Norwood, Kaleb ^a	Young - 007	Young, E.	09/06/2016	618	17	4.2	Grade 4
Johnson, Patrice L. ^a	Hall - 001	Hall, A.	09/07/2016	622	18	4.3	Grade 4
Pettway, MaKenzie N. ^a	Hall - 001	Hall, A.	08/17/2016	624	18	4.3	Grade 4
Lockett, Omarion M. ^a	Young - 007	Young, E.	08/16/2016	624	18	4.3	Grade 4
Pruitt, Keionya ^a	Young - 006	Young, E.	08/16/2016	632	20	4.4	Grade 4
Zwitt, Naomi ^a	Hall - 001	Hall, A.	08/17/2016	634	21	4.4	Grade 4
Williams, Hailey L. ^a	Hall - 003	Hall, A.	08/17/2016	635	21	4.5	Grade 4
Johnson, Victoria A. ^a	Hall - 001	Hall, A.	08/16/2016	636	21	4.5	Grade 4
Fikes, Malayja N. ^a	Hall - 003	Hall, A.	08/16/2016	638	22	4.5	Grade 4
McCrear, Zakiyyah M. ^a	Young - 008	Young, E.	08/18/2016	639	22	4.5	Grade 4
Taylor, Phillip J. ^a	Young - 006	Young, E.	08/17/2016	640	22	4.5	Grade 4
Johnson, ShaDonya T. ^a	Young - 006	Young, E.	08/16/2016	640	22	4.5	Grade 4
Bradley, K Mya M. ^a	Hall - 002	Hall, A.	08/16/2016	641	23	4.5	Grade 4
Griffin, Dominic I. ^a	Hall - 002	Hall, A.	08/25/2016	642	23	4.6	Grade 4

^a This student is enrolled in multiple STAR Math classes.

School: Calloway-Smith Middle School

Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Close

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Haynes, Shakira L. ^a	Hall - 003	Hall, A.	08/16/2016	643	23	4.6	Grade 4
Grove, Raven A. ^a	Hall - 004	Hall, A.	08/16/2016	643	23	4.6	Grade 4
Harris, Pridicus ^a	Young - 008	Young, E.	08/18/2016	643	23	4.6	Grade 4
Gregory, Harmony M. ^a	Young - 008	Young, E.	08/16/2016	645	24	4.6	Grade 4
Johnson, Kassidy L. ^a	Young - 006	Young, E.	08/16/2016	645	24	4.6	Grade 4
Jenkins, JaMille A. ^a	Hall - 003	Hall, A.	08/16/2016	646	24	4.6	Grade 4
Price, Michael D. ^a	Young - 006	Young, E.	08/16/2016	656	27	4.8	Grade 4
Campbell-Bettis, Briana J. ^a	Hall - 004	Hall, A.	08/16/2016	656	27	4.8	Grade 4
Wicks, Janiya T. ^a	Young - 008	Young, E.	08/18/2016	662	29	4.9	Grade 4
English, Alexandria ^a	Hall - 003	Hall, A.	08/16/2016	663	29	4.9	Grade 4
Freeman, Ahlan G. ^a	Hall - 002	Hall, A.	08/25/2016	664	30	4.9	Grade 4
Earl, Jamaiya V. ^a	Williams - 007	Williams, J.	08/31/2016 ^c	665	30	4.9	Grade 4
Jiles Banks, JayKia B. ^a	Young - 007	Young, E.	08/29/2016	667	31	5.0	Grade 4
Wheeler, Avian M. ^a	Hall - 001	Hall, A.	08/17/2016	667	31	5.0	Grade 4
Hayward, Terrance C. ^a	Hall - 002	Hall, A.	08/17/2016	670	31	5.0	Grade 4
Washington, Timothy D. ^a	Hall - 003	Hall, A.	08/17/2016	672	32	5.0	Grade 4
Smith, Taniya ^a	Young - 008	Young, E.	08/18/2016	673	32	5.0	Grade 4
Smith, TaKayla ^a	Hall - 003	Hall, A.	08/17/2016	675	33	5.1	Grade 4
Clark, Kirastan R. ^a	Hall - 002	Hall, A.	08/16/2016	676	33	5.1	Grade 4
Dillard, NeShayla ^a	Young - 008	Young, E.	08/18/2016	680	35	5.2	Grade 4
Prince, Mihkel ^a	Young - 008	Young, E.	08/18/2016	682	35	5.2	Grade 5
Brown, Breanna A. ^a	Young - 008	Young, E.	08/25/2016	682	35	5.2	Grade 5
Salter, Winston E. ^a	Hall - 002	Hall, A.	08/16/2016	686	37	5.3	Grade 5
Ashton, Alfred A. ^a	Hall - 003	Hall, A.	08/16/2016	688	37	5.3	Grade 5
Turner, Jeremiah T. ^a	Hall - 002	Hall, A.	08/17/2016	691	39	5.4	Grade 5
Odom, Jamiya A. ^a	Young - 006	Young, E.	08/16/2016	695	40	5.4	Grade 5

^a This student is enrolled in multiple STAR Math classes.

^c This student was given additional time to complete the assessment.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Close

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math [™] Library
Hall, Haley R. ^a	Hall - 001	Hall, A.	09/06/2016	697	41	5.5	Grade 5
Green, Jordan ^a	Hall - 004	Hall, A.	08/16/2016	698	41	5.5	Grade 5
Salter, Wynstonee ^a	Hall - 003	Hall, A.	08/17/2016	699	42	5.5	Grade 5
Gulley, Christyana D. ^a	Hall - 003	Hall, A.	09/06/2016	699	42	5.5	Grade 5
Austin, Janeaka N. ^a	Hall - 004	Hall, A.	08/16/2016	701	42	5.5	Grade 5
Moultrie, Darrion J. ^a	Young - 006	Young, E.	08/16/2016	702	43	5.6	Grade 5
Hendon, DeAnthony D. ^a	Young - 008	Young, E.	08/18/2016	702	43	5.6	Grade 5
Major, Joshua A. ^a	Hall - 002	Hall, A.	08/16/2016	703	43	5.6	Grade 5
Clercinc, Russell J. ^a	Hall - 004	Hall, A.	08/16/2016	704	44	5.6	Grade 5
Parker, Tasjia N. ^a	Hall - 004	Hall, A.	08/16/2016	705	44	5.6	Grade 5
Ward, Travell C. ^a	Young - 008	Young, E.	08/18/2016	705	44	5.6	Grade 5
Odom, Chronicle D. ^a	Young - 007	Young, E.	08/16/2016	706	44	5.6	Grade 5
Richardson, Marcus D. ^a	Hall - 003	Hall, A.	09/07/2016	708	45	5.7	Grade 5
Harper, Ashton D. ^a	Young - 006	Young, E.	08/16/2016	711	46	5.7	Grade 5
Williams, Jaylen M. ^a	Young - 008	Young, E.	09/02/2016	711	46	5.7	Grade 5
McPherson, Timichael J. ^a	Hall - 002	Hall, A.	08/17/2016	711	46	5.7	Grade 5
Golston, Ashton O. ^a	Hall - 002	Hall, A.	08/16/2016	713	47	5.8	Grade 5
Sullivan, Justice C. ^a	Hall - 001	Hall, A.	08/17/2016	713	47	5.8	Grade 5
Blackmon, Kierra V. ^a	Hall - 004	Hall, A.	08/16/2016	714	48	5.8	Grade 5
McDuffie, Anthony E. ^a	Young - 006	Young, E.	09/06/2016	714	48	5.8	Grade 5
Harper, Jaden V. ^a	Hall - 003	Hall, A.	08/16/2016	722	51	6.0	Grade 5

Ready

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math [™] Library
Cotten, Jaleayah K. ^a	Hall - 004	Hall, A.	08/16/2016	729	54	6.1	Grade 5

^a This student is enrolled in multiple STAR Math classes.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
(Fall)

Grade: 6

Ready

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Williams, Jamya K. ^a	Hall - 004	Hall, A.	08/16/2016	729	54	6.1	Grade 5
Towner, Michael ^a	Hall - 003	Hall, A.	09/07/2016	731	55	6.2	Grade 6
French, Armani M. ^a	Hall - 003	Hall, A.	08/16/2016	735	57	6.2	Grade 6
Williams, Bryce J. ^a	Oates - 002	Oates, L.	08/18/2016	741	59	6.4	Grade 6
Jackson, Felixias C. ^a	Hall - 004	Hall, A.	08/16/2016	745	60	6.5	Grade 6
Hunter, Yazmyne S. ^a	Young - 006	Young, E.	08/16/2016	747	61	6.5	Grade 6
Allen, Alechia L. ^a	Hall - 004	Hall, A.	08/16/2016	748	62	6.6	Grade 6
Holmes, Victor D. ^a	Young - 006	Young, E.	08/16/2016	755	64	6.7	Grade 6
Barron, Zachary ^a	Young - 008	Young, E.	08/16/2016	758	65	6.8	Grade 6
Beverly, Caleah C. ^a	Hall - 004	Hall, A.	08/16/2016	763	67	7.0	Grade 6
James, Zykeise J. ^a	Hall - 004	Hall, A.	08/16/2016	763	67	7.0	Grade 6
Coleman, Kialeigh K. ^a	Hall - 004	Hall, A.	08/16/2016	764	67	7.0	Grade 6
Williams, Jeremy ^a	Hall - 004	Hall, A.	09/07/2016	765	67	7.0	Grade 6
Adams, John A. ^a	Hall - 001	Hall, A.	08/16/2016	766	68	7.1	Grade 6
Rand, Zykia N. ^a	Hall - 003	Hall, A.	08/17/2016	768	68	7.1	Grade 6
Ervin, Ka'Myra ^a	Young - 008	Young, E.	08/18/2016	770	69	7.2	Grade 6
Todd, Sirmeria A. ^a	Young - 006	Young, E.	09/07/2016	774	70	7.3	Grade 7
Moorer, Tenitta S. ^a	Hall - 003	Hall, A.	08/17/2016	775	71	7.3	Grade 7
Rowser, Jason L. ^a	Hall - 003	Hall, A.	08/16/2016	778	72	7.4	Grade 7
House, Travele ^a	Hall - 004	Hall, A.	08/16/2016	783	74	7.6	Grade 7
Washam, Eric ^a	Hall - 004	Hall, A.	08/16/2016	787	75	7.8	Grade 7
Mosley, Princess ^a	Young - 008	Young, E.	08/16/2016	792	77	8.0	Grade 7
Young, Cameron J. ^a	Young - 006	Young, E.	08/31/2016	802	82	8.5	Grade 7
Montgomery, Jalayshia M. ^a	Hall - 004	Hall, A.	08/16/2016	803	82	8.5	Grade 7

^a This student is enrolled in multiple STAR Math classes.

🔊 Audio enabled for this test.

School: Calloway-Smith Middle School

 Reporting Period: 8/15/2016 - 9/14/2016
 (Fall)

Grade: 6

Exceeding

Student	Class	Teacher	Test Date	SS	PR	GE	Recommended Accelerated Math™ Library
Timmons, Quenton L. ^a	Hall - 004	Hall, A.	08/18/2016	809	84	8.9	Grade 7
Brown, Isaiah D. ^a	Hall - 004	Hall, A.	08/16/2016	826	88	>9	Grade 8
Stadmire, LeBron P. ^a	Hall - 004	Hall, A.	08/16/2016	834	90	>9	Grade 8
Johnson, Malachi A. ^a	Hall - 004	Hall, A.	08/16/2016	861	95	>9	Grade 8

^a This student is enrolled in multiple STAR Math classes.