

## Determining Weakness in Growth and Achievement: First Grade

### Teacher

1. Obtain a SAT Achievement and Growth Worksheet: K-3<sup>rd</sup> Grade
2. Fill in student name, ID Number, Grade, Date, and your name in the appropriate spaces.
3. Following the Example, fill in the Area of Concern (reading or math). You can record both reading and math on the same form.
4. Fill in the student's current and previous short cycle assessment information including:
  - a. The window of assessment and the grade of the student at the time of that assessment
  - b. The type of assessment (DRA, A2L, DBA, etc.)
  - c. The month the assessment was administered
  - d. The score or level the student earned
5. Bring the form with the first four columns completed with information for mathematics, reading, or both to the student's first SAT meeting.

### SAT

#### Weakness in Achievement:

6. Refer to the appropriate first grade content graph (pgs. 6-7).
7. Plot the student's most recent score in the correct assessment window.
8. If the score falls on or below the bottom level, a weakness in achievement is indicated – record "yes" in the "Weakness in Current Achievement" box.
9. If the score falls above the bottom red line, record "no" in the "Weakness in Current Achievement" box.

#### Weakness in Growth:

If the SAT is studying data for a first grade student in the *fall*, the determination of Weakness in Growth must be done by comparing two *different* assessments: Spring KDPR (from the student's kindergarten) and Fall DBA for math; or Spring KDPR and Fall DRA2/EDL2 for reading.

If the SAT is studying data for a first grade student in the *winter or spring*, the determination of Weakness in Growth must be done by comparing the *same* type of assessments, the District Benchmark Assessments (DBA) for math or DRA2/EDL2 for reading.

**Fall Math:**

10. Referring to the following table, find the student’s current math DBA score (left column).
11. Read across to the right column. If the KDPR score is the indicated value or higher, a weakness in growth is indicated. Mark “yes” in the “Weakness in Current Growth” box of the worksheet. If a weakness in growth is not indicated, mark “no” in the “Weakness in Current Growth” box of the worksheet.

<b>First Grade Current DBA score (math)</b>	<b>Weak Growth (Spring KDPR math score)</b>
19 (or lower)	0 (or higher)
20	1 (or higher)
21	2 (or higher)
22	3 (or higher)
23	4 (or higher)
24	5 (or higher)
25	6 (or higher)
26	8 (or higher)
27	9 (or higher)
28	10 (or higher)
29	11 (or higher)
30	12 (or higher)
31	13 (or higher)
32	14 (or higher)
33	15 (or higher)
34	17 (or higher)
35	18 (or higher)
36	19 (or higher)
37	20 (or higher)
38	21 (or higher)
39	22 (or higher)
40	23 (or higher)
41	24 (or higher)

<b>Examples – Fall Math</b>				
<b>Current Window</b>	<b>Current DBA score (math)</b>	<b>Previous KDPR math score</b>	<b>Weakness in current achievement?</b>	<b>Weakness in growth?</b>
1 <sup>st</sup> Grade Fall	33	16	Yes	Yes
	40	25	No	Yes
	27	7	Yes	No

**Winter or Spring Math:**

12. Calculate the difference (change in points) between the student’s DBA (Math) scores.
13. Locate the appropriate Current Window in the table below.
14. If the change in points is equal to or less than the Weak Growth value, a weakness in growth is indicated. Mark “yes” in the “Weakness in Current Growth” box of the worksheet. If the change in points is greater than the Weak Growth value, mark “no” in the “Weakness in Current Growth” box of the worksheet.

Current Grade	Current Window	Math DBA	
		Average Growth (Change in # points)	Weak Growth (Change in # points)
1 <sup>st</sup> Grade	Winter	15	14 (or less)
	Spring	9	8 (or less)

Examples - Winter or Spring Math				
Current Window	Current DBA score	Previous DBA score	Weakness in current achievement?	Weakness in growth?
1 <sup>st</sup> Grade Spring	56	50	Yes	Yes
	40	20	Yes	No
	67	78	No	Yes

**Fall Reading:**

15. Referring to the following table, find the student’s current reading score (left column).
16. Read across to the right column. If the KDPR score is the indicated value or higher, a weakness in growth is indicated. Mark “yes” in the “Weakness in Current Growth” box of the worksheet. If a weakness in growth is not indicated, mark “no” in the “Weakness in Current Growth” box of the worksheet.

Current DRA2/EDL2 Level	Weak Growth (Spring KDPR reading score)
A <sup>1</sup>	13 (or higher)
1	17 (or higher)
2	21 (or higher)

Examples - Fall Reading:				
Current Window	Current DRA2/EDL2 Level	Previous KDPR reading score	Weakness in current achievement?	Weakness in growth?
1 <sup>st</sup> Grade Fall	A	13	Yes	Yes
	1	10	No	No
	2	24	No	Yes

<sup>1</sup> Since ‘A’ is the lowest score on the DRA2/EDL2, it could be true that little growth was made even with a spring KDPR score below 13. The SAT should refer to the more detailed DRA Word Analysis information.

## Winter or Spring Reading

17. Calculate the difference (change in *levels*) between the student's current and past scores. (Be careful – the DRA2/EDL2 *levels* should be compared. i.e. the difference between DRA2 Levels 20 and 24 is 1 level). See page 5 for DRA2/EDL2 levels.
18. Locate the appropriate Current Window in the table below.
19. If the change in points is equal to or less than the Weak Growth value, a weakness in growth is indicated. Mark “yes” in the “Weakness in Current Growth” box of the worksheet. If the change in points is greater than the Weak Growth value, mark “no” in the “Weakness in Current Growth” box of the worksheet.

Current Grade	Current Window	DRA2/EDL2 First Grade	
		Average Growth (Change in # levels)	Weak Growth (Change in # levels)
1 <sup>st</sup> Grade	Winter	3	3 (or less)
	Spring	2	2 (or less)

Examples - Winter or Spring Reading:				
Current Window	Current DRA2/EDL2 Level	Previous DRA2/EDL2 Level	Weakness in current achievement?	Weakness in growth?
1 <sup>st</sup> Grade Spring	3	1	Yes	Yes
	3	A	Yes	No
	6	4	No	Yes

**SAT teams should exercise caution when interpreting worksheets.** First, the definitions of “weaknesses” are simply based on NM Public Education Department’s current eligibility guidelines for a specific learning disability.<sup>2</sup> Second, changes in assessments from one year to another may reduce the reliability and/or validity of these results. For instance, in the 2009-10 SY, APS made significant changes to DBA in mathematics, the likely consequence of which may be to over-identify weaknesses. Third, the distinction between average and weak growth is sometimes difficult to define because of low standard error and/or imprecise test results.

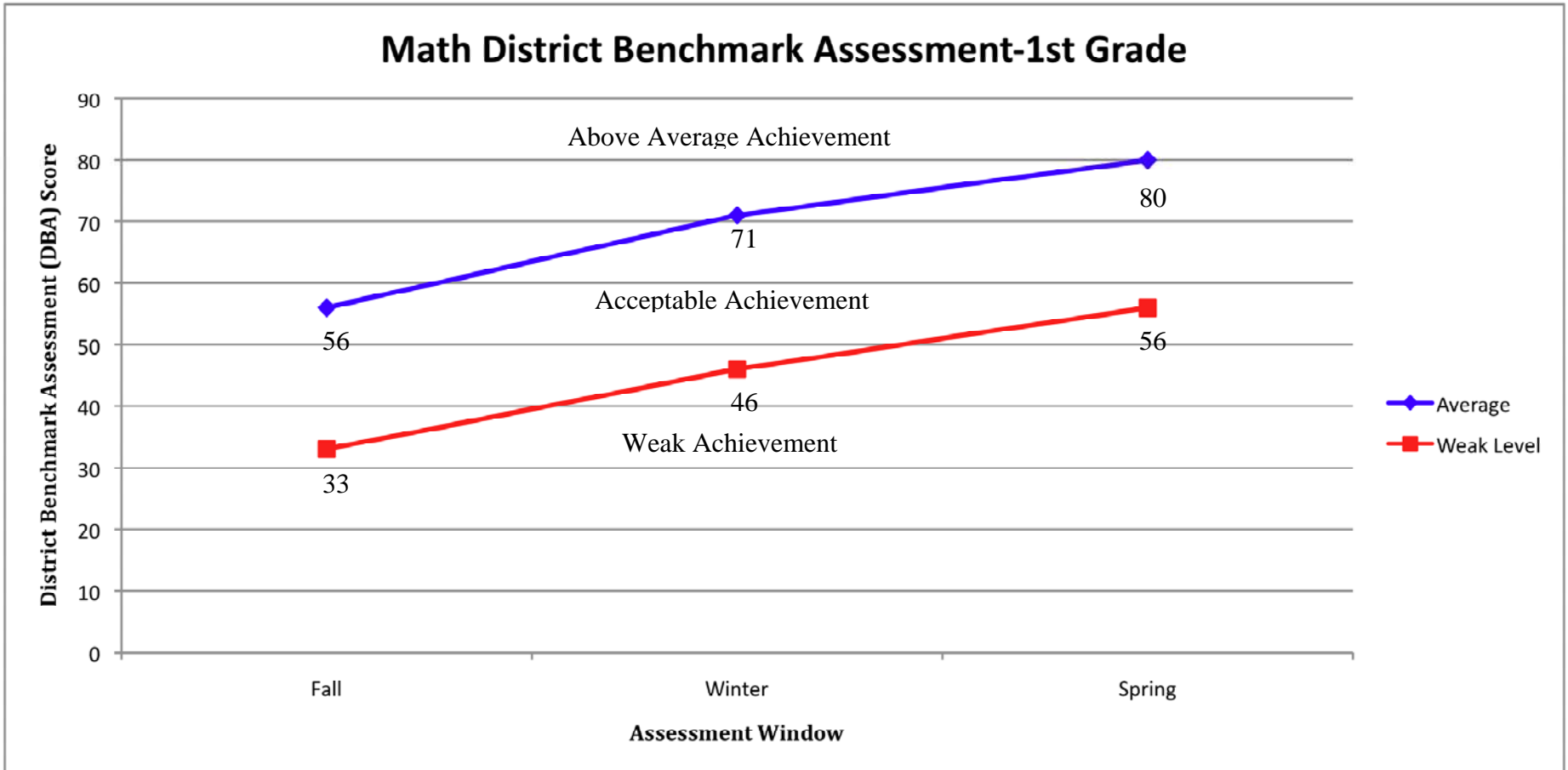
**Finally, no single piece of information can identify a student needing Special Education services. The detection of one or more weaknesses is not the sole criteria for the identification as a disability; nor does the lack of an identified weakness necessarily mean a disability does not exist. The APS Special Education Department encourages SAT teams to consider *all* information provided during a referral.**

<sup>2</sup> Specifically, “weakness” in terms of achievement is defined as an SCA result at least 1.5 standard deviations below that of grade-level peers. In terms of growth, “weakness” is defined as a growth rate between two benchmark windows at least 1.5 standard errors below average. Assuming normally- distributed assessment scores, 7%-14% of students will be identified as having a “weakness.”

### Levels of DRA2/EDL2

A
1
2
3
4
6
8
10
12
14
16
18
20
24
28
30
34
38
40
50
60

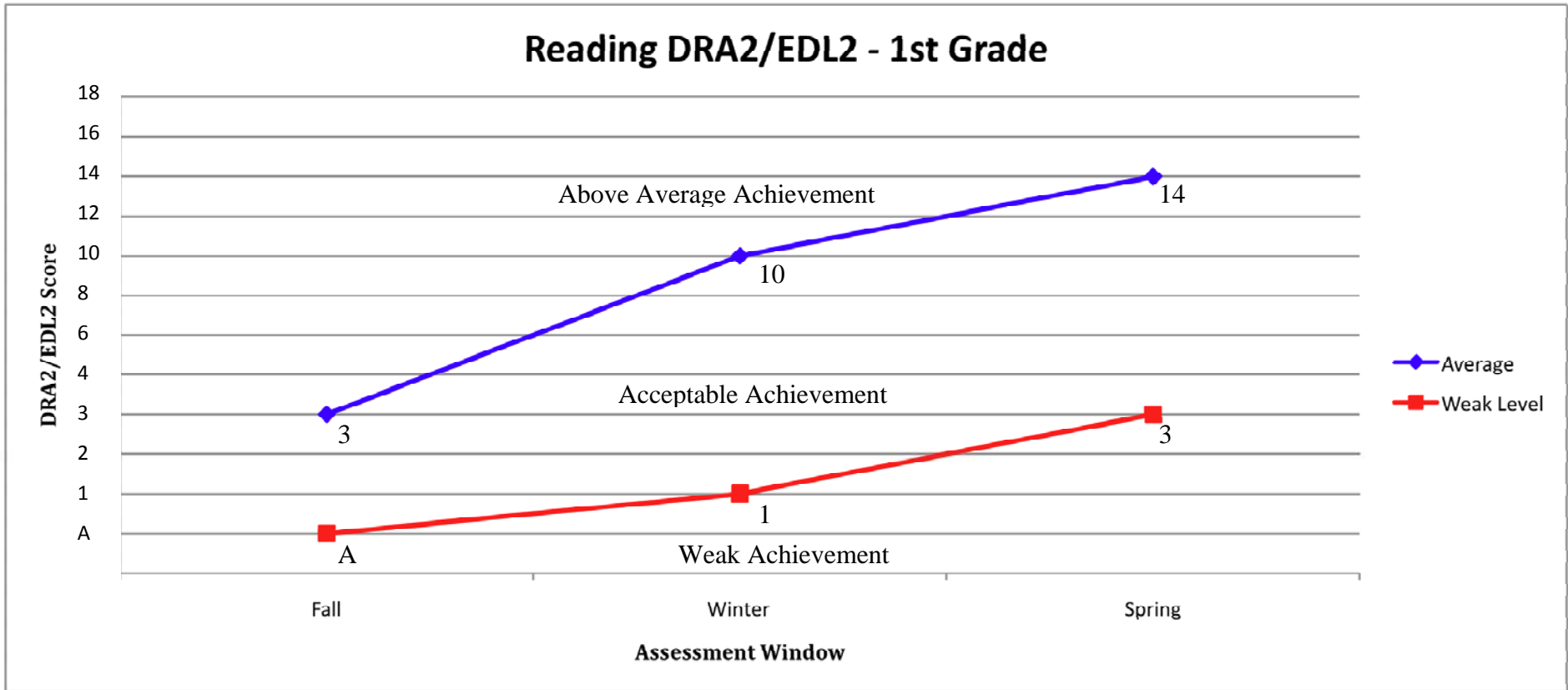
Student Name \_\_\_\_\_ Student ID \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_



Directions:

1. Plot the student's most recent math District Benchmark Assessment (DBA) score in the correct Assessment Window
2. If the score falls on or below the Weak Level (bottom red line), a weakness in math achievement is indicated

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_



Directions:

1. Plot the student's most recent DRA2/EDL2 score in the correct Assessment Window.
2. If the score falls on or below the Weak Level (bottom red line), a weakness in reading achievement is indicate