

## Determining Weakness in Growth and Achievement: Second 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 second grade content graph (math or reading).
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:

10. Calculate the difference (change in points for math, or change in levels for DRA2/EDL2) 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).
11. Locate the appropriate Current Window in the appropriate table below (Math or Reading).
12. Determine if the difference in scores is equal or less than the Weak Growth value.
13. If the difference indicates Weak Growth, record “yes” in the “Weakness in Current Growth” box.

Current Grade	Current Window	Math – DBA (A2L): 2nd Grade	
		Average Growth (Change in # points)	Weak Growth (Change in # points)
2 <sup>nd</sup>	Fall	-14	-15 (or less)
	Winter	9	8 (or less)
	Spring	5	4 (or less)

Current Grade	Current Window	Reading - DRA2/EDL2: 2nd Grade	
		Average Growth (Change in # of levels)	Weak Growth (Change in # of levels)
2 <sup>nd</sup>	Fall	0	0 (or less)
	Winter	2	1 (or less)
	Spring	1	1 (or less)

\*Weak growth may be negative if average growth is negative or near zero. Weak growth may be close to or equal to average growth if standard error is very low.

**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

<b>Examples Math:</b>				
<b>Current Window</b>	<b>Current DBA score</b>	<b>Previous A2L score</b>	<b>Weakness in current achievement?</b>	<b>Weakness in growth?</b>
2 <sup>nd</sup> Grade Fall	38	52	Yes	Yes
	30	40	Yes	No
	45	67	No	Yes

<b>Examples Reading:</b>				
<b>Current Window</b>	<b>Current DBA score</b>	<b>Previous A2L score</b>	<b>Weakness in current achievement?</b>	<b>Weakness in growth?</b>
2 <sup>nd</sup> Grade Fall	38	52	Yes	Yes
	30	40	Yes	No
	45	67	No	Yes

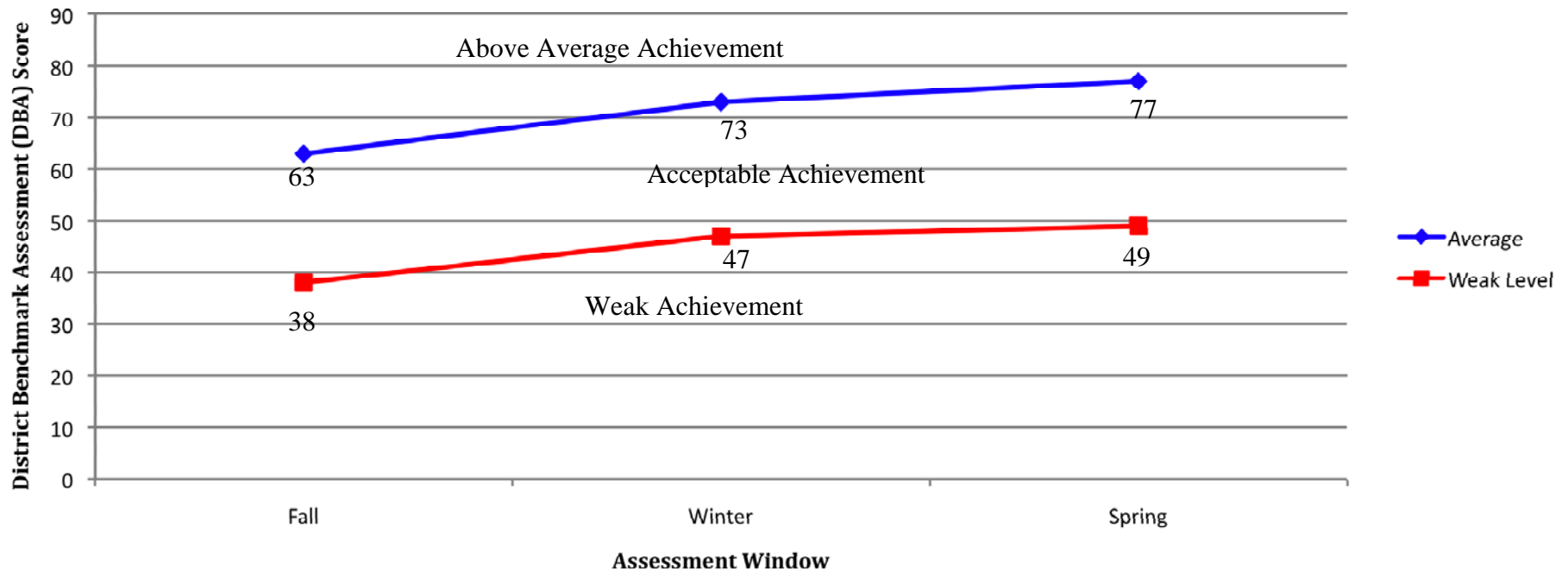
**SAT teams should exercise caution when interpreting worksheets.** First, the definitions of “weaknesses” are simply based on NM Public Education Department’s current eligibility guidelines for a specific learning disability.<sup>1</sup> Second, changes in assessments from one year to another may reduce 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>1</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.”

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

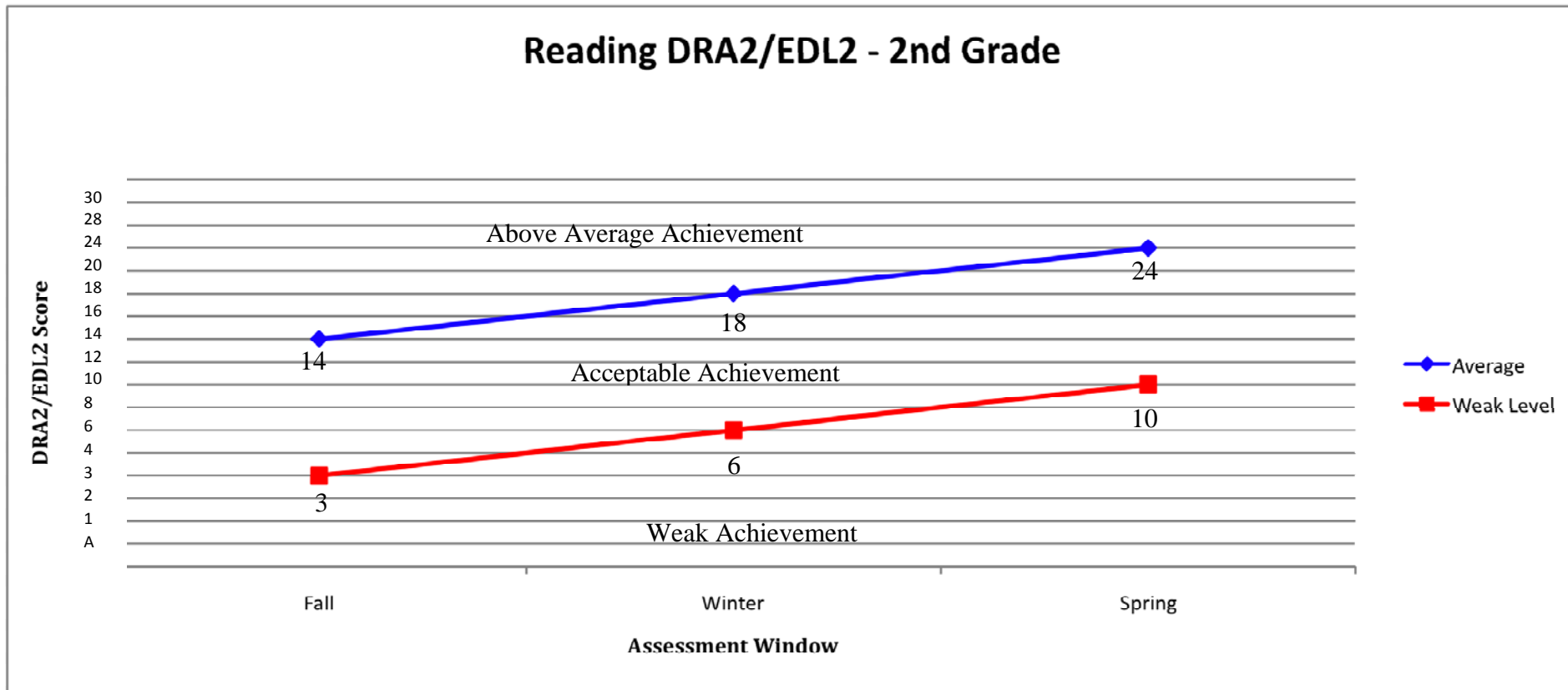
### Math District Benchmark Assessment Worksheet-2nd Grade



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 indicated