

Determining Weakness in Academic Growth and Achievement: Kindergarten

Teacher

1. Obtain a SAT Achievement and Growth Worksheet: K-3rd 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 kindergarten content graph (pg. 3-4).
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) between the student's KDPR scores.
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 - KDPR	
		Average Growth (Change in # points)	Weak Growth (Change in # points)
K	Winter	13	12 (or less)
	Spring	6	5 (or less)

Current Grade	Current Window	Reading - KDPR	
		Average Growth (Change in # points)	Weak Growth (Change in # points)
K	Winter	16	15 (or less)
	Spring	3	2

Examples: Math				
Current Window	Current KDPR score	Previous KDPR score	Weakness in current achievement?	Weakness in growth?
Kindergarten Spring	25	20	Yes	Yes
	28	15	Yes	No
	33	27	No	Yes

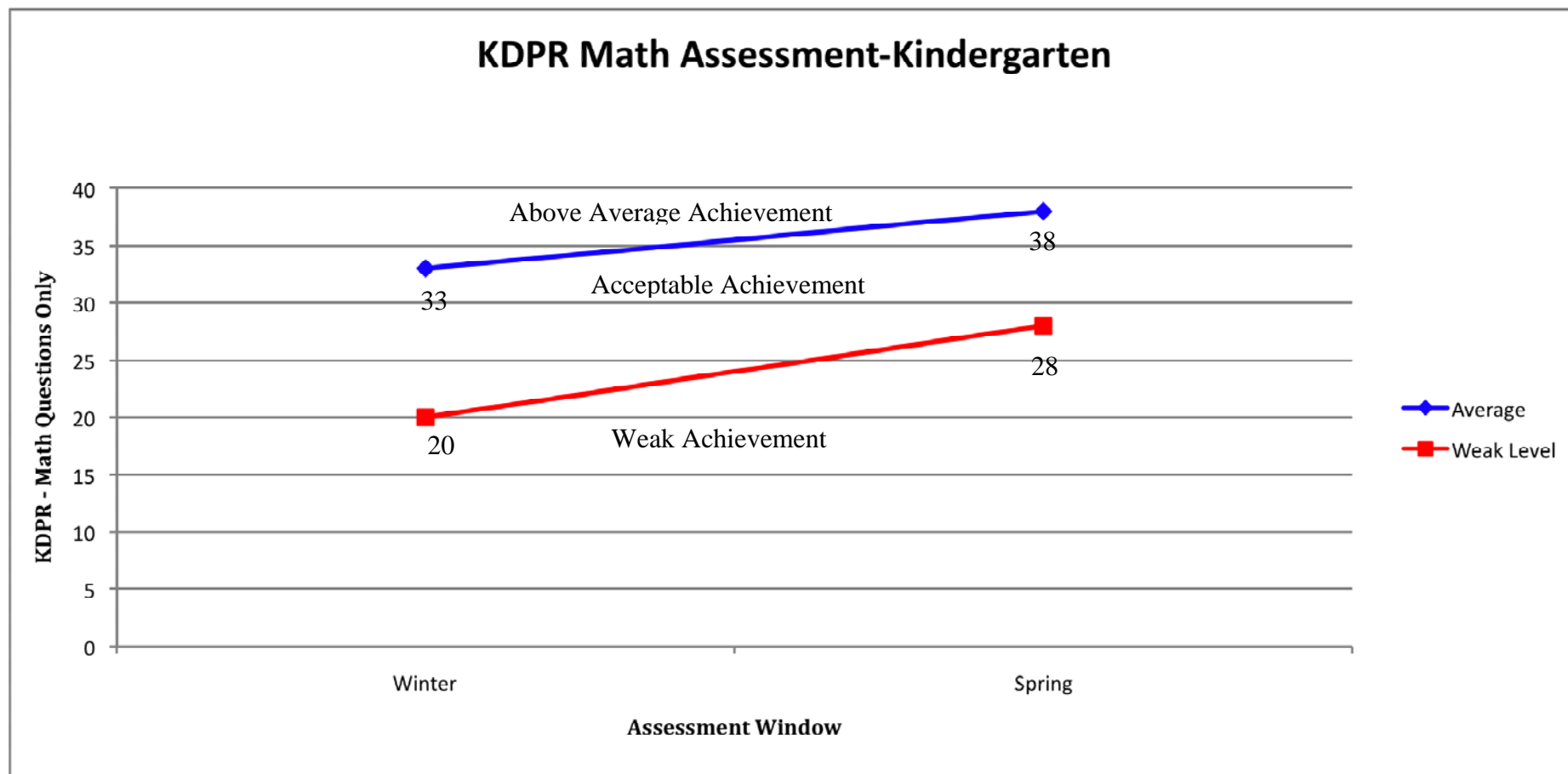
Examples: Reading				
Current Window	Current KDPR score	Previous KDPR score	Weakness in current achievement?	Weakness in growth?
Kindergarten Spring	13	11	Yes	Yes
	17	12	Yes	No
	25	23	No	Yes

The SAT should exercise caution when interpreting worksheets. First, the definitions of “weaknesses” are based on NM Public Education Department’s current eligibility guidelines for a specific learning disability.¹ 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.

¹ 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

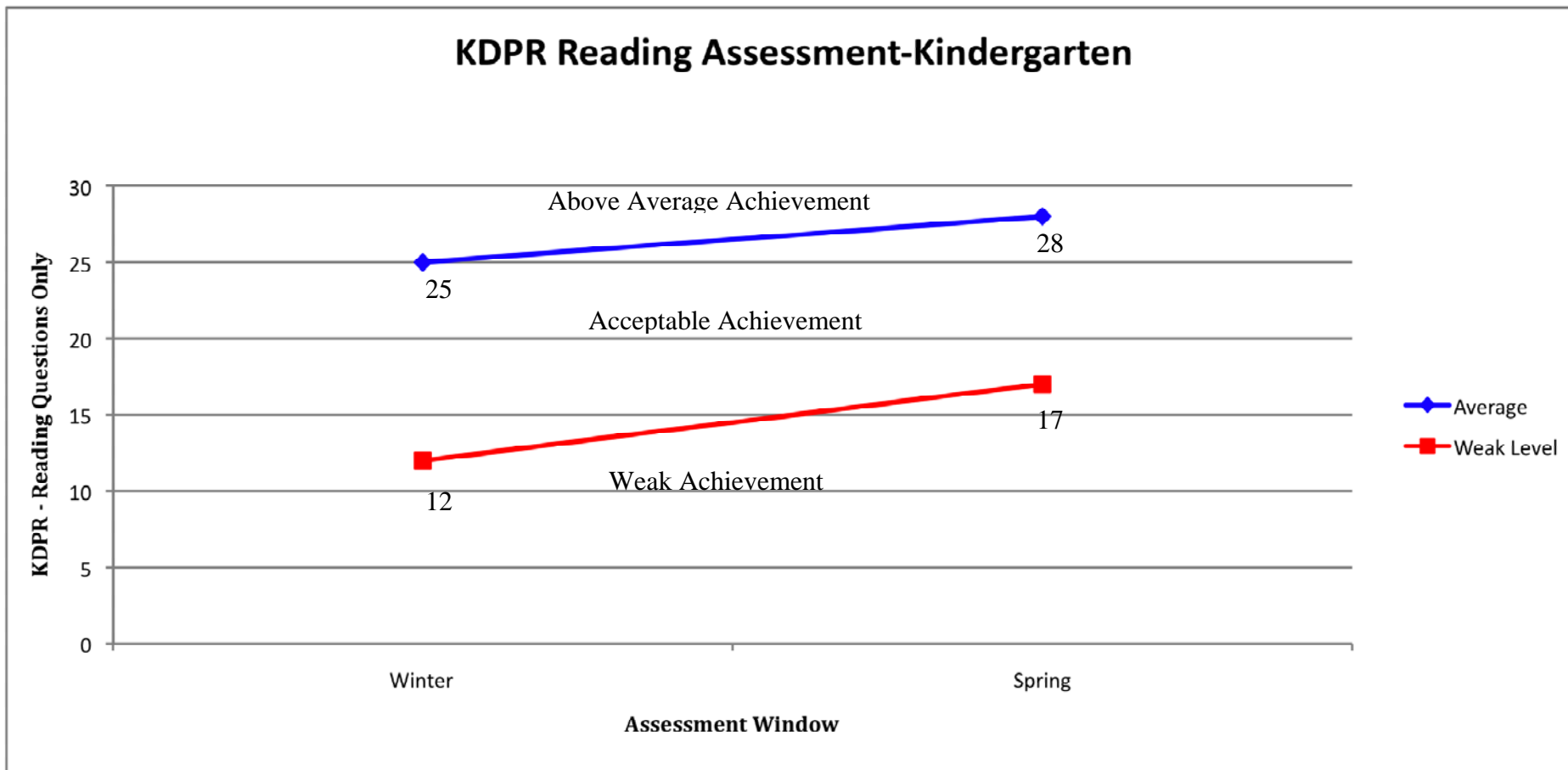
Student Name _____ Student ID _____ Date _____ School _____ Teacher _____



Directions:

1. Score the student's answers to questions 17-24, 26-30 for Winter KDPR; and questions 17-30 for Spring KDPR using a scale of "Area of Need" = no points; "Emergent" = 1 point; "Nearing Proficient" = 2 points; "Proficient" = 3 points. Add the point values.
2. Plot the student's most recent KDPR math score in the correct Assessment Window
3. 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:

- Score the student's answers to questions 33-44 for Winter KDPR; and questions 33, 35-44 for Spring KDPR using a scale of "Area of Need" = no points; "Emergent" = 1 point; "Nearing Proficient" = 2 points; "Proficient" = 3 points. Add the point values.
- Plot the student's most recent KDPR reading score in the correct Assessment Window
- If the score falls on or below the Weak Level (bottom red line), a weakness in reading achievement is indicated.