

SY24-25 TTAP Facilitation Guide

Opportunity 1

PLC Facilitation Guide Overview

Session Title: TTAP Opportunity 1 Score Report Walk-Through

Length: Approximately 90-145 minutes

This process can be split into 2-3 sessions as needed to accommodate PLC schedules.

Description: This facilitation guide is optional and intended for campuses to use following the Opportunity 1 TTAP training and administration window as a hands-on guide to using and interpreting TTAP data. This guide is best used in a collaborative setting with a designated facilitator to guide the process.

Suggested Facilitators: campus administrators, instructional coaches

Goals of the TTAP Score Report Walk-Through:

Teachers will...

- Practice logging into the CRS
- Access and download Individual Student Reports
- Group students based on TTAP scale scores
- Compare TTAP results with formative classroom data to create instructional plans

Preparing for the Session

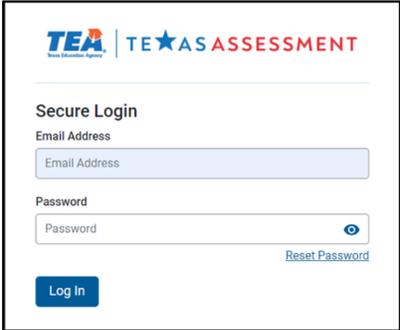
LMS Content to Reference Before/During	Helpful Link and Resources	Recommended Materials for Teachers
<ul style="list-style-type: none"> <input type="checkbox"/> TTAP Opportunity 1 Training and Slides <input type="checkbox"/> CRS Navigation Tool Supplemental <input type="checkbox"/> RPLD Supplemental Video <input type="checkbox"/> Score Report Video <input type="checkbox"/> Balanced Assessment System Supplemental Video 	<ul style="list-style-type: none"> <input type="checkbox"/> TTAP Participant Webpage <ul style="list-style-type: none"> ○ Item Sampler Sets ○ Range PLDs ○ TTAP Data File Format <input type="checkbox"/> Optional Excel Pack <input type="checkbox"/> Learning Management System <input type="checkbox"/> Centralized Reporting System 	<ul style="list-style-type: none"> <input type="checkbox"/> Laptops <input type="checkbox"/> Formative Data (classroom assignments, quizzes, exit tickets, diagnostic results)

Note: TTAP blueprints for all titles are available for download on the [TTAP Participant webpage](#).

Agenda	Corresponding Training Materials	Estimated Length
Activity 1: Logging in to the Centralized Reporting System (CRS)	CRS Navigation Tool Supplemental	5-10 minutes
Activity 2: Downloading Individual Score Reports (ISRs)	CRS Navigation Tool Supplemental	5-10 minutes
Activity 3: Downloading Student Data Files	CRS Navigation Tool Supplemental	5-10 minutes
Activity 4: Accessing the Item Analysis Report	CRS Navigation Tool Supplemental	10-15 minutes
Activity 5: Inputting Student Scores into the Optional Excel Pack	CRS Navigation Tool Supplemental	5-10 minutes
Activity 6: Comparing TTAP Results with Formative Data & Planning Instructional Next Steps	Opportunity 1 Training	60-90 minutes

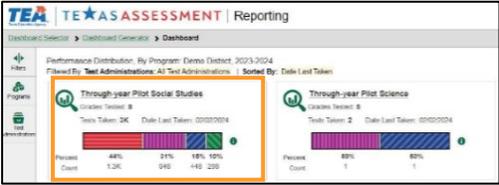
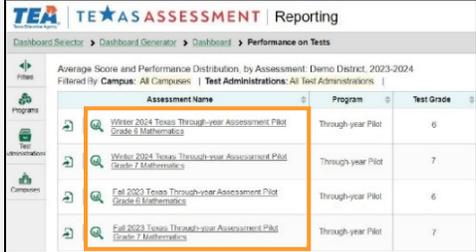
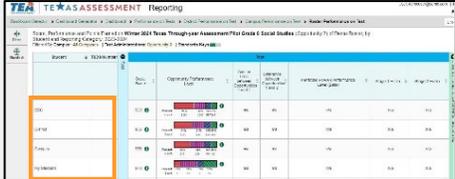
Activity 1: Logging in to the CRS

Materials needed: Laptops, TIDE login credentials

Step	Visuals
<p>1. Access the Texas Assessment website at https://www.texasassessment.gov/educators.html and select the CRS card.</p>	 <p>The screenshot shows the TEA Educators dashboard. Under the 'After Testing' section, there are two system cards. The 'Centralized Reporting System (CRS)' card is highlighted with a yellow border and contains the text: 'Access detailed student assessment results and reports.' The 'Analytic Portal' card contains the text: 'Access aggregated assessment results and reports.'</p>
<p>2. On the login screen, enter the email address and password associated with your Test Information Distribution Engine (TIDE) account, which is the same login credential you use to access the LMS.</p> <p><i>Note: Ensure teachers have access to their TIDE Login Credentials.</i></p>	 <p>The screenshot shows the TEA Secure Login page. It features a 'Secure Login' section with two input fields: 'Email Address' and 'Password'. A 'Log In' button is located at the bottom left, and a 'Reset Password' link is at the bottom right.</p>

Activity 2: Downloading Individual Student Reports (ISRs)

Materials needed: Laptops, TIDE login Credentials

Step	Visuals															
<p>1. On the Dashboard Generator, select “Through-year Pilot” then select “Go to Dashboard”.</p> <p><i>Note: Ensure students are rostered to their assigned teacher in CRS.</i></p>	 <p>Which test groups would you like to start with?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Through-year Pilot <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies 															
<p>2. Select the correct test card on the Dashboard.</p>																
<p>3. Select the test name on the “Performance by Test” page.</p>	 <table border="1"> <thead> <tr> <th>Assessment Name</th> <th>Program</th> <th>Test Grade</th> </tr> </thead> <tbody> <tr> <td>Winter 2024 Texas Through-year Assessment Pilot Grade 6 Mathematics</td> <td>Through-year Pilot</td> <td>6</td> </tr> <tr> <td>Winter 2024 Texas Through-year Assessment Pilot Grade 7 Mathematics</td> <td>Through-year Pilot</td> <td>7</td> </tr> <tr> <td>Fall 2023 Texas Through-year Assessment Pilot Grade 6 Mathematics</td> <td>Through-year Pilot</td> <td>6</td> </tr> <tr> <td>Fall 2023 Texas Through-year Assessment Pilot Grade 7 Mathematics</td> <td>Through-year Pilot</td> <td>7</td> </tr> </tbody> </table>	Assessment Name	Program	Test Grade	Winter 2024 Texas Through-year Assessment Pilot Grade 6 Mathematics	Through-year Pilot	6	Winter 2024 Texas Through-year Assessment Pilot Grade 7 Mathematics	Through-year Pilot	7	Fall 2023 Texas Through-year Assessment Pilot Grade 6 Mathematics	Through-year Pilot	6	Fall 2023 Texas Through-year Assessment Pilot Grade 7 Mathematics	Through-year Pilot	7
Assessment Name	Program	Test Grade														
Winter 2024 Texas Through-year Assessment Pilot Grade 6 Mathematics	Through-year Pilot	6														
Winter 2024 Texas Through-year Assessment Pilot Grade 7 Mathematics	Through-year Pilot	7														
Fall 2023 Texas Through-year Assessment Pilot Grade 6 Mathematics	Through-year Pilot	6														
Fall 2023 Texas Through-year Assessment Pilot Grade 7 Mathematics	Through-year Pilot	7														
<p>4. Toggle the Standard Keys at the top of the screen to display standard-level information.</p>																
<p>5. Select the correct campus then select the correct roster.</p>																
<p>6. Select “Features and Tools” in the top right corner of the screen and “Download Student Results”.</p>																

7. Under “Report Type”, select: Individual Student Report
- Single PDF or Multiple PDFs in Zip File
 - Selecting “Single PDF” will generate all student ISRs under one file, making it easier for printing.
 - Selecting “Multiple PDFs in a Zip File will download each of your students ISRs individually in a zip file.
 - Detailed or Simple
 - Selecting “Detailed” will include item-level information in your generated report.
 - The “Simple” report will exclude this information.
 - Include or Do Not Include
 - Selecting “Include” will provide the score report addendum, which breaks down each element of the ISR, along with an item sampler that includes an example of items at different levels of difficulty.
 - “Do not Include” will exclude this addendum and item sampler.

Student Results Generator

Report Type
 Individual Student Report Student Data File

Report Options
 Include only those students who were mine when they tested.

Print Options

Report Format
 Single PDF Multiple PDFs in a ZIP file

PDF Type
 Simple Detailed

Language
 English

How Did Your Student Perform on Each Item?

The tables below are organized by reporting category and show how your student scored on each question on the assessment.

Reporting Category	Student Question	Points
1 Probability and Numerical Representations		
Level	Item	Points
Approaches	7.1.4.D Make predictions and determine solutions using theoretical probability for simple and compound events.	1/1
Meets	7.1.4.H Solve problems using qualitative and quantitative predictions and comparison from simple experiments.	1/1
Meets	7.1.4.I Determine experimental and theoretical probabilities related to simple and compound events using lists and sample spaces.	1/1
Approaches	7.1.4.D Make predictions and determine solutions using theoretical probability for simple and compound events.	2/2
2 Computations and Algebraic Relationships		
Level	Item	Points
Approaches	7.2.1.A Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.	1/1
Meets	7.2.1.A Model and solve one-variable, two-step equations and inequalities.	1/1
Did Not Meet	7.2.4.D Solve problems involving rates, time, and distance, including multi-step problems involving constant distance and constant direction, and Heron's formula problems.	1/1
Approaches	7.2.4.B Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.	1/1
Did Not Meet	7.2.4.C Determine the exponent of proportionality (k) when mathematical and real-world problems.	1/1
Approaches	7.2.7.A Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.	1/1
Approaches	7.2.1.B Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.	1/1
Approaches	7.2.7.A Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.	1/1

PART TWO: TTAP Item Sampler – Grade 7 Math

One set of item samplers are provided below. These examples demonstrate the difference between the difficulty level classifications within the same standard. The items are categorized as Did Not Meet, Approaches, Meets, or Masters. Two additional sampler sets are available on the [TTAP participant website](https://ttap.pearson.com/website). Note: See item #1 in Part One for more detail about item difficulty classifications.

7.2.1A compares two sets of item data using comparative dot plots or box plots by comparing their shape, center, and spread.

Did Not Meet	Approaches	Meets	Masters												
7.2.1.A	7.2.1.A	7.2.1.A	7.2.1.A												
Which box plot represents data that have a median that is greater than 4? Select TWO correct answers.	An elementary school coach teaches two volleyball classes. The heights in inches of the students in each of the two classes are graphed in the dot plots shown.	The box plots represent the student scores on a math test given in two class periods.	The dot plots shown represent the number of cups of hot chocolate that their class each day for two months. Each month he sold hot chocolate on 15 days.												
Which statement is supported by the data in the dot plot?	Choose the correct answer (less than, equal to, or greater than) from each drop-down menu to complete the statements.	The interquartile range for Period 1 is _____ the interquartile range for Period 5.	In the table shown, select the month that had a greater mean, median, mode, and range. Select the correct answer in each row.												
A. The maximum for Class P is greater than maximum for Class Q. B. The minimum for Class P is less than minimum for Class Q. C. The median for Class P is greater than the median for Class Q. D. The mode for Class P is less than the mode for class Q.			<table border="1"> <thead> <tr> <th>Mean</th> <th>Median</th> <th>Mode</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>January</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>February</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Mean	Median	Mode	Range	January	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	February	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean	Median	Mode	Range												
January	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
February	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Answer: 3, 5	Answer: C	Answer: less than, greater than, equal to	Answer: Feb, Feb, Feb, Jan												

8. Select the roster for which you want to download reports. Click “Generate”.

Search by Student ID Enter up to 5 comma-separated student IDs

Select the students.

Select up to three schools.

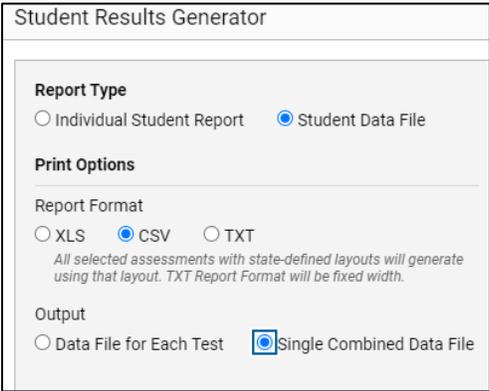
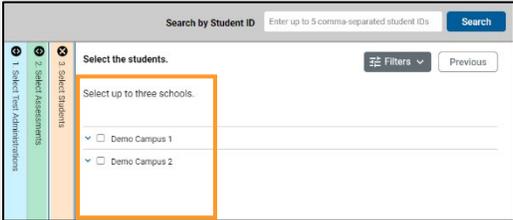
- Demo Campus 1
- Demo Campus 2

9. Download results from the Secure File Center.



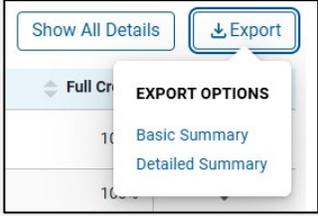
Activity 3: Downloading Student Data Files

Materials: Laptops

Step	Visuals
1. Repeat steps 1-6 in the table above.	See previous activity.
2. Under “Report Type”, select: <ul style="list-style-type: none"> • Student Data File • CSV • Single Combined Data File or Data File for Each Test <ol style="list-style-type: none"> a. 'Single Combined File' will produce one Excel file in the zip file. b. 'Data File for Each Test' will generate multiple Excel files within a single zip file. 	
3. Select the roster for which you want to download reports. Click “Generate”.	
4. Download results from the Secure File Center.	

Activity 4 Accessing the Item Analysis Report

Materials: Laptops

Step	Visuals
<p>1. Repeat steps 1-6 in the table 2.</p>	<p>See previous activity.</p>
<p>2. Select “Build Item Analysis Report” to view the Reporting Category (RC), standard, and item type of each question on the assessment.</p> <p><i>Note: The Item analysis report contains information about classroom performance by item type, reporting category, and standard. This is a helpful building block for Activity 6.</i></p>	 
<p>3. Select “Export” to download this report as an Excel file.</p>	

Activity 6: Comparing TTAP Results with Formative Data & Planning Instructional Next Steps

Materials needed: Formative data from classroom assignments, access to Optional Excel Pack, Range Performance Level Descriptors (optional)

Step	Guiding Questions					
<p>1. Observe the suggested student groupings provided by the Optional Excel Tool (Activity 5).</p> <p>2. First, focus on students whose TTAP performance does not align with formative data. These are your “surprises”. To help more effectively address the rigor of classroom assignments, access the Range Performance Level Descriptors (RPLDs).</p> <p><i>Note: RPLDs will become more useful toward the end of the school year when more curriculum has been covered.</i></p> <p style="text-align: center;">Example</p> <table border="1" data-bbox="250 905 789 1140"> <tr> <td data-bbox="250 905 358 1140"> <p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>6.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>6.2.10.B Determine if the given values satisfy one-variable, one-step equations or inequalities.</p> <p>6.2.3.11 Convert units within measurement systems, including the use of proportions and unit rates.</p> </td> <td data-bbox="358 905 467 1140"> <p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p> </td> <td data-bbox="467 905 576 1140"> <p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p> <p>Converts between units involving decimals within the standard unit system.</p> </td> <td data-bbox="576 905 685 1140"> <p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p> </td> <td data-bbox="685 905 789 1140"> <p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p> </td> </tr> </table>	<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>6.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>6.2.10.B Determine if the given values satisfy one-variable, one-step equations or inequalities.</p> <p>6.2.3.11 Convert units within measurement systems, including the use of proportions and unit rates.</p>	<p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p> <p>Converts between units involving decimals within the standard unit system.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p>	<ul style="list-style-type: none"> Do any of these results surprise you? Why or why not? Are there any noticeable factors (in or outside the classroom) that could lead to the discrepancy between performance on TTAP vs. formatives? Is the student getting enough exposure to the online testing platform and the different ways in which the standard can be assessed? Consider different question types as well (Activity 4). Reflection: Using the “Meets” level as your reference point, are your formative assessments assessing the standards to the level of rigor described? <i>Note: Formative data may be skewed if whole-class instruction and assessments have students regularly accessing skills in the first two difficulty levels, as skills at the “Meets” level provide the depth required for grade level proficiency.</i>
<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>6.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>6.2.10.B Determine if the given values satisfy one-variable, one-step equations or inequalities.</p> <p>6.2.3.11 Convert units within measurement systems, including the use of proportions and unit rates.</p>	<p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p> <p>Converts between units involving decimals within the standard unit system.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p>		
<p>3. Next, focus first on “Early” students and the student expectations (SEs) that have already been taught. Determine which handful of SEs to have your “Early” students focus on during intervention groups and add these to your Optional Excel Pack differentiation plan along with who will provide the instruction.</p> <p><i>Note: Skills in the “Does Not Meet” and “Approaches” difficulty levels are necessary to begin accessing the standard.</i></p> <p style="text-align: center;">Example</p> <table border="1" data-bbox="250 1644 789 1814"> <tr> <td data-bbox="250 1644 358 1814"> <p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>8.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>8.2.10.B Determine if the given values satisfy one-variable, one-step equations or one-step inequalities.</p> </td> <td data-bbox="358 1644 467 1814"> <p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p> </td> <td data-bbox="467 1644 576 1814"> <p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p> </td> <td data-bbox="576 1644 685 1814"> <p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p> </td> <td data-bbox="685 1644 789 1814"> <p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p> </td> </tr> </table>	<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>8.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>8.2.10.B Determine if the given values satisfy one-variable, one-step equations or one-step inequalities.</p>	<p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p>	<ul style="list-style-type: none"> What formative assessments are you using regularly that assess the standards tested in this opportunity (exit tickets, classroom assignments, tests, journal entries)? What SEs are relatively weak as shown in your formative data? Are there common weaknesses in SEs shared by these Early students that they could be grouped by? What foundational skills in the RPLDs may these students need support in? Are the concepts in this SE addressed later in the scope and sequence? What instructional approaches do you recommend for each individual student?
<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>8.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric contexts.</p> <p>8.2.10.B Determine if the given values satisfy one-variable, one-step equations or one-step inequalities.</p>	<p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step equation involving rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step inequality that is satisfied by a given integer.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given decimal.</p> <p>Customer multiplies conversions within a simple measurement system.</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a given rational number.</p> <p>Justifies and solves for the appropriate conversion size within a real-world context.</p>		

4. After identifying “Intermediate” students, consider what strategies could be used in your whole-class instruction and what SEs may need to be spiraled back in at a high level.

Note: In terms of whole class instruction, teachers should generally default to teaching skills at the “Meets” difficulty level to ensure that the state standard is being accessed by students in the depth required for grade level proficiency.

Example

<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>6.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.</p> <p>6.2.10.B Determine if the given values satisfy one-variable, one-step equations or</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation that is satisfied by a given integer.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- What are some whole class strategies, building blocks, or scaffolds that you can employ?
- Based on formative data, what are some standards that your classroom should spiral in later in the curriculum?
- How can you ensure that by the end of the unit, you have pushed your students to access the standards at the level of rigor described in the “Meets” level RPLD?

5. For “Advanced” students, consider how to extend learning and provide enrichment for those who are already proficient in the SEs you have taught.

Note: RPLDs can also be used as a guide for where students are heading and what skills they may be ready to focus on.

Example

<p>(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p>A student not meeting grade level...</p> <p>6.2.10.A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.</p> <p>6.2.10.B Determine if the given values satisfy one-variable, one-step equations or</p>	<p>(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</p> <p>A student approaching grade level...</p> <p>Solves a one-variable, one-step equation involving integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation that is satisfied by a given integer.</p>	<p>(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</p> <p>A student meeting grade level...</p> <p>Solves a one-variable, one-step inequality involving positive integers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a</p>	<p>(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</p> <p>A student mastering grade level...</p> <p>Solves a one-variable, one-step inequality involving negative integers and rational numbers when given a visual model or verbal description.</p> <p>Identifies the one-variable, one-step equation or inequality that is satisfied by a</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- How I can extend learning for these students without providing repetitive assignments?
- What are some stretch activities I can provide these students? Where can I access these resources?
- How can I incorporate topics of interest and project-based learning when assessing these students?
- At what level of rigor are these students accessing the standards on a daily basis? How can I allow students to apply new knowledge at a higher level?

Thank you!

To help us improve, please consider submitting this optional survey to provide feedback on the utility of this resource: <https://forms.office.com/r/M0u8MNSStn>

