ets Gelearn

PD TEACHER TRAINING MATERIALS















DORA K-12 Specifications

- K-12 assessment
- Adaptive logic
- 3 graphic interfaces
- 7 subskills of reading
- Immediate access to student data
- Takes approximately 60 minutes
- · Can stop and restart assessment easily
- Administer beginning of year & quarterly
 - Confidential Information. Copyright 2015 Let's Go Learn, Inc.

ADAM K-7/8 Specifications

- Online Criterion-Referenced Assessment
- Fully Aligned to Common Core Standards
- Assesses 44 sub-tests of K-7 mathematics
 - Including:
 Numbers and Operations
 - Geometry
 - Data Analysis
 - Measurement
 Algebra
- Includes critical problem solving items
- Features oral reading of items to remove reading confound
- Confidential Information. Copyright 2015 Let's Go Learn, Inc.

DOMA Pre-Algebra

- 14 sub-tests
- Pre-screening
- Math facts (if low basic math turns on)
- Reading comprehension (if low word problems turns on)
- Test items criterion-referenced to pre-requisite knowledge expectations
- Allow 45 60 minutes to take.
- (Truly Algebra Ready students will only take 15 minutes)
- Administer quarterly or as needed to monitor
- progress

Let's Go Learn

DOMA Algebra

- 11 sub-tests
- Pre-screening

10

- Test items criterion-referenced to prerequisite knowledge expectations
- Allow 45 60 minutes to take
- Administer quarterly or as needed to monitor progress

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Practical Applications for Let's Go Learn

• For District Administrators:

- Sorts students into Rtl/Intervention Groups
- Provides single and multiple measures for growth and accountability
- Provides Common Core and Standards reports
- For Teachers:
 - Allows for classroom differentiation
 - Empowers them to be more effective & efficient
 - Provides basis for home/school communications

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Home Tab and Getting Support

Step One: After logging in, you are on the home tab.

- 1) Click on the "Prof. Development Center" to watch training videos.
- 2) Click on "Virtual Support Tours" to find short videos on how to do common tasks.
- 3) Click on "Request Support" to submit a help request.
- 4) Click on "Test Admin Scripts" to download any assessment's administration script. *Be sure to use these, especially for math assessments!*



Step Two: If you click on "Support Home," you will find Support Tools, Troubleshooting Guide as well as a link to our Knowledge base which includes getting started help, tip sheets and more troubleshooting articles.

Let's G● Learn	Home Communities F	Products About Support Contact
O Customer Support Technical and Product support knowledge	je base	
Troubleshooting Guide Troubleshooting With Assessments Reports Not Displaying	Parent/Tutor Support	Schools/School District Support
Email: help@letsgolearn.com Request Support: Online support form	Click here for Tutors/Learning Centers	-
Support Tools System Requirements System Check PDP Report Check Advanced IT Troubleshooting		
Privacy Policy Terms of Use	Copyright © - 2017 Let's Go Learn, Inc. All Rights Rese ⊗ DORA, Diagnostic Online Reading Assessment; ⊗ DC and ⊗ Lat's Co Track are consistent of Lateration of Laterations	srved DMA, Diagnostic Online Math Assessment; ⊗ Let's Go Learn; ⊗ LGL Edge; i ⊂ C Learn Ter

705 Wellesley Ave. - Kensington, CA 94708 Main: 888-618-7323 - Fax: 415 367-4569



Printing Student Logins

- 1. Log in to your teacher account.
- 2. Click on the <Class> tab.
- 3. Se

elect "Print Login List."	Let's Go	earn	lome	Class /	Assessmen	ts Instruc	tion Reports	Manage V Let'sGol	Learn Demo Account ~
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		Add/Ed	it Class	Add New	Student	Show Logir	Veassword View Cla	ss Queue Student Assignme	ents
	Class: M	/Class	¢	Change	Class				Print Login List
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• Keep laminated login cards rings in computer lab or in file box for easy storage.	s on a small								

Always collect cards once students have logged in.

> Need help? help@letsgolearn.com 888-618-7323

How to Queue Up Assessments for a Class

Overview: When a teacher wants to test an entire class for a specific assessment, the "Class Queue" tool can be used.

Step 1: Login to your account. Click on the <Class> tab.

Step 2: Navigate to the class of students for which you want to queue assessments. Then click on the "View Class Queue" Button.

Let's Go Learn	Home	Class	Assessments	Instruction	Reports	Mar	nage ~	Let'sGoLearr	າ Demo Account ເງິງ
Manage Cla	ass								u
l	Add/Edit Class	Add N	New Student	Show Login/Pass	word Vie	ew Class Queue	Student	t Assignments	

Step 3: Clicking the "Activate" button queues up the selected assessment for the entire selected class. In the example below, DORA would be queued up for the entire class.

Let's Go L	earn Home	lass Assessme	ents Instruction	Reports	Manage ~ Let'sGo	Learn Demo Account 🗸							
	Edit Queue for ALL Students in LGL Edge Series.												
Series		Ac	tivate Assessment		Terminate In-progress Assessment	Remove Unstarted Assessment							
ADAM: Math Skills	3x4=12 ADAM	GO	A Activa strands umber & perations Measuren	ctivate ADAM te selected ADAM at specified grade. Data nent Analysis Geometry Algebra	Terminate ADAM Terminate ALL in- progress ADAM assessments. 2 in-progress.	Remove ALL unstarted ADAM assessments. 0 unstarted.							
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Dora: Reading		GO	Activate AL	Activate DORA	Terminate ALL in- progress DORA assessments. 0 in-progress.	Remove ALL unstarted DORA assessments. 0 unstarted.							

DORA - Administrative Guide

Essential Background Information:

DORA assess students in multiple sub-skills of reading. Each subtest will have an example question before a student starts testing. This assessment requires functioning audio and is computer adaptive. Therefore, it is imperative that you perform a full lab systems check as described in "Lab/Classroom Computer Check List and Hints" before beginning assessment.

- 1) Perform the **regular** system check on all lab computers. See document referenced above.
- 2) Be sure headphones and audio are set up for your students prior to testing.
- 3) Read the "Administration Script" to prepare students for assessment.

Administration Script:

Read the following aloud to students prior to beginning DORA:

"Hello class! Today we are going to be doing some reading activities on the computer. These activities are meant to help your teachers know how to teach you more effectively. Sometimes the activities may seem hard and at other times they may seem easy. The activities are intelligent and are adjusting to each ONE of you! So do your BEST! If you don't try hard, it may take longer.

Remember to listen carefully to the question and to each of the choices. Then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you.."

Additional Notes to Administrator:

- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.
- For younger students you may want to show them how the assessment will look. You can start any assessment but only do the first example question. Show them the repeat button and how you can roll your mouse over choices to hear them again. This can be done by gathering students around a single computer while sitting quietly. Do not proceed to real test items.

ADAM - Administrative Guide

Essential Background Information:

ADAM assesses students in multiple subject areas of mathematics. Students will be given a variety of math problems in varying formats. While a single student can access Let's Go Learn with a dial-up Internet connection, when assessing an entire lab of students at once, Let's Go Learn will require high bandwidth Internet access and updated networking equipment. Old network equipment such as hubs should not be used in labs. Therefore, it is imperative that you perform a full lab system check as described in "Lab/Classroom Computer Check List and Hints" before beginning assessments.

- 1) Perform the **regular** system check on all lab computers. See document referenced above.
- 2) Be sure headphones and audio are set up for your students prior to testing.
- 3) Have scratch paper and pencils available for all students. No calculators are allowed.
- 4) Read the "Administration Script" to prepare students for the assessment.
- 5) Have a quiet post-assessment activity ready. i.e. a book to read or coloring pages.

Administration Script:

Read the following aloud to students prior to beginning ADAM:

"We are going to be doing some math activities on the computer. These activities are meant to help your teachers (me) know how to teach you more effectively. Sometimes the activities may seem hard and other times they may seem easy. The activities are intelligent and are adjusting for you every time you answer! Be sure to do your BEST!

If you can't figure out how to do a problem within a minute, just make your best guess and move on. If the "I don't know button" is on your screen, you can also click on it. It could be that you have not seen that type of math problem before.

Remember to listen carefully to each question as it is read to you, and then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you."

Additional Notes to Administrator:

- Monitor the students! If they are taking too long on a question, tell them to guess and move on!!!! This is really important. Some students try to figure out questions through brute force. They should not do this. We don't want students who are highly tenacious to frustrate themselves on problems to which they may not have been exposed or have forgotten the most efficient way to solve them.
- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.
- Total assessment time is as follows: Grades K to 1: 10 to 20 min.; Grades 2 to 3: 30 to 45 min; Grade 4 to 5: 60 to 75 min.; Grade 6 to 7: 80 to 120 mins. Plan to break the assessment into multiple ¹/₂ to 1 hour sessions to reduce student fatigue.

DOMA - Administrative Guide

Essential Background Information:

DOMA Pre-Algebra or DOMA Algebra assess students in multiple subject areas of mathematics within these content areas. Students will be given a variety of math problems in varying formats. While a single student can access Let's Go Learn with a dial-up Internet connection, when assessing an entire lab of students at once, Let's Go Learn will require high bandwidth Internet access and updated networking equipments. Old network equipment such as hubs should not be used in labs. Therefore, it is imperative that you perform a full lab systems check as described in <u>"Lab/Classroom Computer Check List and Hints"</u> before beginning assessment.

- 1) Perform the **regular** system check on all lab computers. See document referenced above.
- 2) Be sure headphones and audio are set up for your students prior to testing.
- 3) Have scratch paper and pencils available for all students. No calculators are allowed
- 4) Read the "Administration Script" to prepare students for assessment.

Administration Script:

Read the following aloud to students prior to beginning DOMA:

"We are going to be doing some math activities on the computer. These activities are meant to help your teachers (me) know how to teach you more effectively. Sometimes the activities may seem hard and other times they may seem easy. The activities are intelligent and are adjusting for you every time you answer! Be sure to do your BEST!

If you can't figure out how to do a problem within a minute, just make your best guess and move on. It could be that you have not seen that type of math problem before.

Remember to listen carefully to each question as it is read to you, and then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you."

Additional Notes to Administrator:

- Monitor the students! If they are taking too long on a question, tell them to guess and move on!!!! This is really important. Some students try to figure out questions through brute force. They should not do this. We don't want students who are highly tenacious to frustrate themselves on problems to which they may not have been exposed or have forgotten the most efficient way to solve them.
- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.



DORA[™]- Summary Report

(Diagnostic Online Reading Assessment)

Student: **Ryan Medina** Assessment Date: **11/19/2013** Age: **8** yrs **5** months Grade: **3.3**

Word Recognition Subtest. Score (Range: K to High 12th): mid 2nc Again can read words like "island" and "special". Ryan read "diffident" for "different" and "begin" for "begins". Phonics (Word Analysis) Subtest. Score (Range: K to High 4th): mid 2nc Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words. 25 % of errors were "real-word" questions. Phonics Principles Mastered Some basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words. 25 % of errors were "non-word" questions. Phonics Principles Mastered Comonant Blends Long Vowel Sounds Vowel Digraphs Diphthongs Some bag. letter Consonant Blends Consonant Blends Consonant Blends Diphthongs Sounds <i>id.</i> , <i>ib.</i> , <i>ic.</i> Consonant Blends Consonant Blends Diphthongs Spelling Subtest. Store (Range: K to High 12th): mid 1st Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words. - Ryan can spell words like "shower". - Ryan as spell words like "shower". - Ryan can spell words like "shower". - Ryan was able to identify the meaning of words like "distant" and "simila". Reading Comprehension (Sillent Reading) Subtest - Score (Range: K to High 12th): high 1st <td< th=""><th></th><th>es the learner's</th><th>s aonity to qu</th><th>iickly ide</th><th>entify freq</th><th>uently oc</th><th>curring</th><th>g words. Re</th><th>esponses</th><th>are time</th><th>ed.</th><th></th><th></th></td<>		es the learner's	s aonity to qu	iickly ide	entify freq	uently oc	curring	g words. Re	esponses	are time	ed.		
Measures the learner's ability to recognize a variety of leveled lists of words. - Ryan can read words like "island" and "special". - Ryan can read words like "island" and "special". - Ryan read "diffident" for "different" and "begin "for "begins". Phonics (Word Analysis) Subtest	Word Rec	cognition Su	ibtest			01		Score	(Range:]	K to High	12th):	mid 2r	nd
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B sounds /a/, /b/, /c/ Eng., fun Image: Consonant Blends Consonant Blends Consonant Digraphs R-Controlled Vowels Multi-Syllable Most/all beg. letter Consonant Blends Consonant Digraphs R-Controlled Vowels Multi-Syllable Spelling Subtest Consonant Blends Consonant Digraphs R-Controlled Vowels Multi-Syllable Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words. - Ryan can spell words like "shower". - Ryan spelled "set" for "sit". Oral Vocabulary (Word Meaning) Subtest Score (Range: K to High 12th): high 2n Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words. - Ryan was able to identify the meaning of words like "investigate" and "sparkle". - Ryan had trouble distinguishing the meaning of words like "investigate" and "sparkle". - Ryan was able to identify the meaning of words like "distant" and "sparkle". - Ryan was able to identify the meaning of words like "distant" and "sparkle". - Ryan was able to identify the meaning of words like "distant" and "sparkle". - Byan had trouble distinguishing the meaning of words like "distant" and "sparkle". - Ryan was able to identify the meaning of words like "distant" and "sparkle". - Bord of errors were "factual" questions. 45 6 7 8 9 10 11 - High Freq. - A 5 6	Some be	g. letter	Short Vowel So	ounds	Long Vov	vel Sounds	s 🗖 🐧	Vowel Digra	ohs	Diph	thongs		
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Oral Vocabulary Reading Compreh. Student's	- Ryan I Reading (Evaluate 54 % (* DORA "reading * DORA "reading High Freq. Words Word Recognition Phonemic Awareness Spelling	had trouble dis Comprehens es the learner's of errors were ' (level'' equivalency s 0 1 0 1 Good V	stinguishing t sion (Silen s ability to an "factual" que scores available to 2 Poor Not	he meaning the meaning of the meaning the meaning sweet factors with the sections.	ing of wor ing) Sub tual and in 45 % of the "Run Rep 50 4 5 4 5 4 5 4 5 4 5	ds like "c otest iferential errors we orts" link on cores as G cores as G cores as G	questi questi ere "in: the Mana Grade L	and "sparkie" ' and "simi Score ons about a ferential" q age tab. evels 7	8	K to High read sto	12th): ry.	high 1	st
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Student's	- Ryan I Reading (Evaluate 54 % (* DORA "reading * DORA "reading Word Recognition Phonics Phonemic Awareness Spelling Semantic Making Meaning) Oral Vocabulary Reading	had trouble dis Comprehens es the learner's of errors were ' ; level'' equivalency s 0 1 Good V	stinguishing t sion (Silen s ability to an "factual" que scores available to 2 Poor Not	he meaning the meaning the meaning the meaning the meaning sweet factors with the section sect	ing of wor ing) Sub tual and in 45 % of the "Run Rep Sc 4 5 Max	ds like "c otest iferential errors we orts" link on cores as G cores as G cores as G	questi- questi- ere "in: the Mana Frade L	ind sparkie ' and "simi Score ons about a ferential" q age tab. evels 7	8	K to High read sto	12th): ry.	high 1	st
rade.	- Ryan I Reading (Evaluate 54 % (* DORA "reading * DORA "reading raphophonic etters & Sounds) High Freq. Words Word Recognition Phonemic Awareness Spelling Semantic Waking Meaning) Oral Vocabulary Reading Compreh.	had trouble dis Comprehenses es the learner's of errors were ' (level'' equivalency s 0 1 Good V	stinguishing t sion (Silen s ability to an "factual" que scores available to 2	he mean t Read swer fac stions. teachers via 3 Tested	ing of wor ing) Sub tual and ir 45 % of the "Run Rep 50 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5	ds like "c test iferential errors we orts" link on cores as G cores as G cores as G cores as G	questi- questi- ere "in: the Mana Grade L	and "sparkie" ' and "simi Score ons about a ferential" q evels 7	8	K to High read sto	12th): ry.	high 1	st

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DORA Allows for the Sorting of Students by Reading Profile (For Classrooms or Schools)

Profile	Decoding	Vocabulary	Comprehension									
A	Low	Low	Low									
B	Low	Med-High	Low	360								
C	Med-High	Med-High	Low									304
₽	Med-High	Low	Low	270								
E	Low	Low	Med-High	180	109		147					
E	Low	Med-High	Med-High	90								
G	Med-High	Low	Med-High	0		_		2		4	21	
H	Med-High	Med-High	Med-High	0	A	в	c	D	Ē	F	G	н

This profile is typical for middle and high schools. Of the 587 students tested on *DORA*, the largest intervention groups were A and C. Students in C need primarily need to strengthen their comprehension strategies. Students in A need work in all areas of reading, including decoding, vocabulary, and comprehension strategies. Even though both groups may be designated as "far below" or "below" basic on state benchmark tests, they should not be placed in the same intervention groups.



This is another profile found in either more rural middle and high schools or those with a high EL/ELL population. Notice the large number of students in D and G. Both of these groups need vocabulary strengthening. The G students are often placed into reading intervention because they score low on state benchmark tests, but they actually don't need reading instruction. They need vocabulary intervention and already possess strong comprehension strategies skills.

Today, technology has allowed *DORA* to diagnostically assess all students efficiently. In essence, it has become a "universal diagnostic" when run at the site level. When run on a class, *DORA* can allow teachers to place students into small groups for small group instruction. Teachers access the class profiles by clicking on the

Display Class Profile> button show below on the *DORA* assessment tab.

Let's Go Learn	Home	Class	Assessments	Instruction	Reports	Manage Y Reading Demo Y
DORA						
DORA Report						Display Class Profile Download



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ADAM[™] - Summary Report

(Adaptive Diagnostic Assessment of Mathematics)

Student: Leon Bean Assessment Date: 06/13/2012 Age: 11 yrs 5 months Grade: 5.9

Summary Scores





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ADAM[®] Detail Report (Adaptive Diagnostic Assessment of Mathematics)

✓ Mastered or "on-grade" sub-test Student: JIMMY HANSEN Below grade sub-test × IAN →> Skill to teach first 017 → Next skill(s) to teach nths

Red coloring indicates priority (below

INIFER ROMAN	cher: JEN	Teac		
05/23/2017	Date:	Assessment D		
1 yrs 11 months	Age: 1	ŀ		
6.8	ade:	Gr		w grade)
05/23/2017	05/27/2016	05/11/2015	Highest	Highest

	Sub-Test Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
×	Number Theory (0 to 5.9)	Identifies this					
	Number Theory (Divi	1	4.3	+	+	+	
	Number Theory (Fac	scope and sequence	2	4.6	+	+	+
	Number Theory (Mult	of skills taught	3	4.9	+	+	+
	Number Theory (Prin	e/Composite Numbers)	4	5.2	+	+	+
	Number Theory (Prin	e Factors)	5	5.5	-	+	+
	Number Theory (Con	6	5.7	-		+	
	→→ Number Theory (Divis	7	5.9	NT	NT		

	Sub- Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
×	Decimal C	Operations (0 to 7.9)						
		Decimals (Adding and Subtracting)		1	5.3	+	+	+
		Decimals (Multiplication & Money Notation)		2	5.6	-	+	+
		Decimals (Division)		3	5.9	-	+	+
	> >	Terminating and Repeating Decimals	JIMMY will identify terminating and repeating decimals.	4	7.9	-	-	-

	Sub- Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
×	Percenta	ages (0 to 7.9)	Within each section,					
		Percentages (Percents & Fractions)	easiest (top) to hardest	1	5.2	+	-	+
		Percentages (Percents & Decimals)	"scope and sequence"	2	5.4	-	NT	+
		Percentages (Ratios)	of skills taught over time	3	5.5	-	NT	+
		Percentages (Proportions)		4	5.7	NT	NT	+
	**	Percentages (Estimating and Calculating)	JIMMY will estimate percentages.	5	5.9	-	NT	-
	>	Percentages (Calculate)	JIMMY will calculate percentages.	6	6.9	NT	NT	-
	→	Percentages (Increase and Decrease)	JIMMY will calculate percentage increase and decrease.	7	7.5	NT	NT	NT
	→	Discounts and Markups	JIMMY will solve word problems involving discount and markup percentages.	8	7.9	NT	NT	-

Measurement

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
×	Temperature	e (0 to 3.9)						
		Temperature (Concept)		1	2.9	+	+	+
	→→	Temperature (Reading Temp)	JIMMY will correctly read a thermometer.	2	3.9	-	-	-

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Using the ADAM Instructional Placement Report

Step 1: Go to the *ADAM* Assessment Page.

Let's Go Learn	Home	Class	Assessments	Instruction	Reports	Manage ~	Let'sGoLearn Demo Account ~
ADAM							

Step 2a: Select any sub-test in the form field at the top of the ADAM table.

Show/Hide Columns		•
O Grade O Total Score O Num O Mea O Data O Geo O Alg		
Summary Numbers and Operations Measurement Data Analysis	Geometry Algebraic Thinking	
ADAM Report	Relationships	Class Summary Display Class Profile

OR

Step 2b: While in any specific strand, click on the magnifying glass icon Q below any column heading.

Summary Numbers and	Operations Measurement	Data Analysis	Geome	try Alg	ebraic Thinking						
ADAM Report				Number	ſS	¢	Q Instru	ctional Plac	cement		Class Summa
Show 100 \$ entries							1	ł	🗎 Print		Search:
	e	N&O Total	Num	Pla Val © Q	Com & Ord © Q	≎ Add ⊚ Q	Sub	⊕ Mult	○ Div ⓒ Q	Fract © Q	Num Thr.
ANGEL	05/31/2017	6 .33	4.9	5.9	4.9	4.9	4.9	5.5	5.9	7.5	5.7

Step 3: Use the resulting page to target specific skills by small groups. Kyle and Steve are working on "adding three- and four-digit numbers with regrouping.

Section/Construct	Raw Score	Grade Level Score
Students will add three- and four-digit numbers with regrouping.	7	4.9
Kyle Kerchoff		
Steve Schultz		
Students will add multi-digit numbers with regrouping.	6	4.5
Wanda Wadell		
Students will add multi-digit numbers without regrouping.	5	2.9
Students will add a two-digit number and single digit.	4	1.9
Quinten Quartz		
Students will correctly add single digits.	3	1.6
Students will identify equivalent addition number sentences.	2	1.3
Students will use manipulatives to model addition and subtraction.	1	0.9
Alex Eddison		
Sara Hunter		
Mastery of this Sub-Test		
Brianna Bailey		
Arianna Brown		



Pre-Algebra Diagnostic

Test Question Legend

Tested Correctly Tested Incorrectly

Student: Alexander Abram

Assessment Date: 05/22/2014

Grade: 8.9

Diagnostic Summary	- (5 0	ut of 14 constructs master	red)
Part I - Prescreening	% of Part 2 skipped		Results
Prescreening	21.4	Coordinate Graphing	🔍
Part II - Pre-Algebra	Results	Linear Func. & Exte. Pat	🔘
Integer Operations	🔘	Simple Equations	0
Fraction Operations	0	Geometry	0
Decimal Operations	🔘	Interpreting Data	•
Comparing & Converting	O	Simple Probability	0
Estimating & Rounding	0	Part III - Foundation Skills %	Correct
Evaluating Exponents	🔾	Timed Multi. Math Facts	70
Ratios and Proportions	0	Untimed Mult. Math Facts	100
Simplifying Expressions	0	Reading Comp.(5th gr level)	80

Construct 1: Integer Operations

Mastery demonstrated by complete construct testing

T	est	Question	

Results

Adding two positive numbers+
Subtracting two positive numbers+
Multiplying two positive numbers+
Adding a positive and a negative+
Adding two negative numbers
Subtracting a negative and a positive+
Subtracting two negative numbers+
Dividing two negative numbers+
Multiplying a positive and a negative+
Dividing a positive and a negative+
Absolute value+

O Construct 2: Fraction Operations

······································	
Test Question	Results
Fraction identification	+
Simplifying fractions	
Adding fractions with the same denominator	
Subtracting fractions with the same denominat	or +
Adding fractions with different denominators	-
Subtracting fractions with different denominato	rs
Multiplying fractions	-
Dividing fractions	
Adding mixed numbers with regrouping	nt
Subtracting mixed numbers with regrouping	nt
Multiplying mixed numbers	nt
Dividing mixed numbers	nt
-	

Construct 3: Decimal Operations Mastery demonstrated by Pre-Screening

Test Question

Adding decimals, same place values	nt
Adding decimals, different place values	nt
Subtracting decimals, same place values	nt

Pat O	N/T Not Tested
o	Mastery of Construct*
······ O	Partial Mastery of Construct*
o	Non-mastery of Construct*
% Correct sts 70 acts 100 elevel) 80	* Mastery of a construct is determined by the student either correctly answering the corresponding pre-screening question or correctly answering 75% or more of the questions in the full construct set. Partial mastery is determined by full construct testing and a percent correct of greater than 50% but less than 75%.

÷

Subtracting decimals, different place values	nt
Multiplying decimals (vertically written)	nt
Multiplying decimals (horizontally written)	nt
Dividing a whole number by a whole	
number (decimal answer)	nt
Dividing a whole number by a decimal	nt
Dividing a decimal by a decimal	nt

Construct 4: Comparing and Converting

Non-mastery demonstrated by construct testing

Test Question	Results
Converting a fraction to a decimal	-
Converting a decimal to a fraction	-
Converting a decimal to a percent	+
Converting a percent to a decimal	+
Converting a percent to a fraction	-
Converting a fraction to a percent	·····•
Ordering fractions	····· •
Ordering mixed numbers	nt
Ordering fractions, decimals, and percents	nt
Ordering fractions, decimals, and percents	nt

O Construct 5: Estimating and Rounding

Non-mastery demonstrated by construct testing

Test Question	Results
Estimating measurement	
Estimating measurement (metric)	+
Rounding whole numbers (hundreds)	
Rounding whole numbers (ten-millions)	···· -
Rounding decimals (hundredths)	nt
Rounding decimals (ten-thousandths)	nt
,	

Results