Amanda Silebi

EDF 4430

Task 5

Interpreting and Communicating About Standardized Assessments and Achievement

Dear Parents/Guardians of Kenneth,

I am writing to inform you of Kenneth’s recent reading FCAT report/results. Kenneth achieved a raw score of 2140, which places him at an achievement level three. The raw score is calculated from the total number of correct responses for each subject area. Level three indicates a partial success with the content on the FCAT. The score of 2140 places him above the “on grade” level score of 1972. In each of the content areas he either achieved or exceeded the state mean or the state average/central value on test scores for children at the same grade level. If Kenneth was to take this test again, it is likely that he would receive a score between 2064 and 2216, indicating a confidence band of +/- 76.

Over time Kenneth’s progress has generally been improving. In sixth grade Kenneth scored 1848 (level three), in seventh grade he scored 2101 (level four), and in eighth grade he scored 2214 (level four). However, this year Kenneth scored a level three, which is lower than the previous two years. Although Kenneth score is still considered above the grade level, if this slight decline continues without any intervention, Kenneth’s scores will decrease.

After examining the content areas there are various strengths that Kenneth exhibits. In the reference and research, Kenneth earned a total of ten out of the possible eleven points (the state mean was seven). This exhibits that Kenneth exceled in included using information from a variety of sources in order to reach a conclusion. An additional strength that Kenneth exhibits is related to the content area of comparisons and cause/effects. In this content area, Kenneth earned a total of eight out of a possible nine points (the state mean was six). Although he missed only one point, it is evident that Kenneth understands similar and different, cause and effect, and compare and contrast. His scores do not reveal any major area that needs improvement. In both the content are words and phrases in context, and the content area main idea, plot, and purpose Kenneth missed four points. With this score, he was either met or passed the state mean.

In order to assist Kenneth in his areas of need, I will assist him in developing his words and phrases. It is evident through the content area results that Kenneth struggles with determining the word meaning, including word parts and relationships between words. There are various vocabulary activities that will assist Kenneth in developing this skill. A couple activities include prefix, suffix, root study, examining language families (research where the word originated from), self-collection (the students collect various words tat interest them), and sentence combining. Through practicing these activities, I feel that he will vastly improve his vocabulary and individual learning needs.

Sincerely,

Ms. Silebi

Dear Parents/Guardians of Salma,

I am writing to inform you of Salma’s recent FCAT report/scores. Salma’s FCAT scores examine both reading comprehension and mathematics problem solving. Salma’s reading comprehension raw (or scale) score is 721. The scale score is calculated from the total number of correct responses for each subject area. Salma’s national percentile rank is 98. The national percentile rank is calculated from the scale score and ranges from one to ninety-nine. This rank indicates where Salma stands compared to the rest of the students in the same grade level. Salma’s rank of 98 indicates that she is equal to or higher than 98 percent of the students in the national sample. The national percentile band indicates a range of scores that are an approximate indicator of the students achievement compared to others in her grade level. Salma’s national percentile band is between 83 and 99. Salma’s stanine score, indicating how she performed in relation to the national student group, is a nine. These scores range from one (low) to nine (high). Again, the scores discussed above are related to Salma’s reading comprehension scores. The other subject that was tested was mathematics problem solving. In relation to Salma’s mathematics problem solving scores, she received a scale score of 704 and a national percentile rank of 96. Salma’s national percentile band is between 80 and 96 and her stanine score was once again a nine.

The content score of reading comprehension is broken down in to seven areas. These areas include literary, informational, functional, initial understanding, interpretation, critical analysis, and strategies. Salma missed one question in each of these sections except strategies (she answered all questions correctly. Mathematics problem solving is broken down into five sections. These include number sense, operations, patterns/relationships/algebra, data/statistics/probability, and geometry/measurement. Salma answered all questions correct in number sense, patterns/relationships/algebra, and geometry/measurement. In operations Salma missed one question, and in data/statistics/probability she missed two. After examining the data, it is evident that Salma has various strengths throughout both reading comprehension and mathematics problem solving. Salma missed very few questions in all of the content areas. Out of all her good scores, it is clear that Salma is weakest in data, statistics, and probability.

I will assist Salma in developing her ability to understand data, statistics, and probably by relating it to real life situations so that she will be more interested in it. In order to support Salma I will provide her with multiple enrichment activities that will continue to challenge her. By providing these enrichment activities, we can continue to support her individual learning needs.

Sincerely,

Ms. Silebi