

3 Review the Score Distribution Data

Insert for Process Step 3

- The next step is to review the score distribution data in the School Summary Report. First, you will look at your data for All Students. On the School Summary Report for the 3rd and 9th grades, the distribution data begins on page 2. For grades 4-8, the distribution data begins on page 4 following the transition data. The distribution data for each subject is on a separate page. Each subject area is broken down into sections. In reading, writing and social studies, these sections are called domains; in math they are focal points; and in science they are referred to as disciplines. When analyzing the MEAP data, you will first identify the one or two domains, focal points or disciplines that make up the largest portion of the subject area in terms of possible points. The standards within the identified areas are referred to as power standards.

Grade 03 Fall 2012 Reading Score Distribution

MULTIPLE CHOICE and CONSTRUCTED RESPONSE								
GLCE Code	Domain Abbreviated GLCE Descriptor	No. of Students Assessed	Mean Points	Points Possible	Perc			
					0	1	2	3
	Word Recognition & Word Study	58	1.6	3				
R.WS.02.11	Determine meaning of words and phrases in context	58	1.6	3	10	38	33	19
	Narrative Text	58	4.6	9				
R.NT.02.02	ID/describe variety of narrative/fiction genre	58	0.5	1	50	50		
R.NT.02.03	ID/describe characters/setting/problem/sequence	58	2.9	5	3	10	31	16
R.NT.02.04	ID/explain how authors/illust. use literary devices	58	1.2	3	22	43	29	5
	Informational Text	58	1.3	3				
R.IT.02.01	ID/describe a variety of informational genre	58	0.4	1	59	41		
R.IT.02.02	Discuss informational text patterns	58	0.4	1	59	41		
R.IT.02.03	Explain how authors/illustrators use text features	58	0.4	1	57	43		
	Comprehension	58	8.7	18				
R.CM.02.02	Retell main idea(s), relevant details of text	58	2.9	7	7	12	22	24
R.CM.02.03	Compare/contrast relationships within/across texts	58	5.7	11	0	2	5	17

2. Let's look at the Score Distribution for reading. Locate the one or two domains that have the highest number of points possible and draw a box around them or highlight them. In Reading, the two domains with the highest number of total Points Possible, Comprehension and Narrative Text, are outlined in red.

**Grade 03
Fall 2012
Reading Score Distribution**

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R.WS.02.11	Determine meaning of words and phrases in context	58	1.6	3	10	38	33	19
	Narrative Text	58	4.6	9				
R.NT.02.02	ID/describe variety of narrative/fiction genre	58	0.5	5	59	50		
R.NT.02.03	ID/describe characters/setting/problem/sequence	58	2.9	5	3	10	31	16
R.NT.02.04	ID/explain how authors/illust. use literary devices	58	1.2	3	22	43	29	5
	Informational Text	58	1.3	3				
R.IT.02.01	ID/describe a variety of informational genre	58	0.4	1	59	41		
R.IT.02.02	Discuss informational text patterns	58	0.4	1	59	41		
R.IT.02.03	Explain how authors/illustrators use text features	58	0.4	1	57	43		
	Comprehension	58	8.7	18				
R.CM.02.02	Retell main idea(s), relevant details of text	58	2.9	7		12	22	24
R.CM.02.03	Compare/contrast relationships within/across texts	58	5.7	11	0	2	5	17

3. Now let's look at the Score Distribution for fourth grade Math. In Math, the two focal points with the highest number of total Points Possible are outlined in red—Understanding Area and Perimeter and Connections. Identify these areas on your report in all of the subject areas relevant to your grade level. Repeat these steps for the next grade level also.

Mathematics Score Distribution

GLCE Code	FOCAL POINT Abbreviated GLCE Descriptor	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring			
					0	1	2	3
	Understanding of Fractions	51	1.9	5				
N.ME.03.16	Understand meaning & terminology of fractions	51	1.1	2	16	57	27	
N.ME.03.17	Recognize, name and use equivalent fractions	51	0.5	2	63	29	8	
N.ME.03.18	Place & compare fractions on number line	51	0.3	1	69	31		
	Multiplication and Division	51	6.1	12				
N.ME.03.05	Know that even numbers end in 0, 2, 4, 6 or 8	51	0.9	2	20	67	14	
N.FL.03.11	Find products to 10 X 10 and related quotients	51	1.4	2	18	24	59	
N.MR.03.09	Use x and ÷ to show the inverse relationship	51	1.4	2	18	25	57	
N.MR.03.10	Recognize multiplication and division situations	51	0.4	2	67	25	8	
N.MR.03.12	Find solutions to open sentences that use x and ÷	51	0.7	1	29	71		
N.MR.03.15	Identify operation for problem and solve	51	1.2	3	24	41	27	8
	Properties of 2D, 3D Shapes	51	2.6	8				
G.GS.03.04	Identify, describe, compare, classify 2-D shapes	51	1.1	3	22	55	20	4
G.SR.03.05	Compose and decompose triangles and rectangles	51	0.6	2	49	43	8	
G.GS.03.06	Identify, describe, classify familiar 3-D solids	51	1.0	3	31	39	27	2
	Understanding Area, Perimeter	51	5.2	14				
M.UN.03.05	Calculate area and perimeter of square & rectangle	51	0.7	2	43	39	18	0
M.UN.03.06	Find area of region by covering & counting sq. units	51	0.7	2	43	47	10	
M.UN.03.07	Distinguish between units of length, area in context	51	0.7	3	41	49	10	0
M.PS.03.10	Add and subtract lengths, weights and times	51	0.6	1	37	63		
M.PS.03.11	Add and subtract money in dollars and cents	51	1.4	2	12	37	51	
M.PS.03.12	Solve problems involving money, length and time	51	1.1	3	37	27	22	14
	Connections	51	9.2	20				
N.ME.03.01	Read and write numbers to 10,000	51	2.5	2	2	10	29	59
N.ME.03.02	Identify place value of digit in a number	51	1.2	2	18	43	39	
N.ME.03.03	Compare and order numbers up to 10,000	51	0.9	2	33	45	22	
N.FL.03.06	Add and subtract thru 999 w/regrouping, 9,999 w/o	51	0.9	2	45	16	39	
N.FL.03.07	Estimate sum / difference of two 3-digit numbers	51	0.5	1	47	53		
M.UN.03.01	Use common measures of length, weight, time	51	0.1	1	88	12		
M.UN.03.02	Measure in mixed units within measurement system	51	0.6	1	35	65		
M.UN.03.03	Use relationships between sizes of standard units	51	0.6	1	41	59		
M.UN.03.04	Know benchmark temperatures; compare cooler/warmer	51	0.7	2	39	55	6	
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