

## 6 Review the Mean Points Scored for the Power Standards

*Insert #1 for Process Step 6*

It is also helpful to review how your students scored on the items related to the power standards, so that you can determine how much you can achieve by increasing instructional time on the 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
	<b>Word Recognition &amp; Word Study</b>	58	1.6	3				
R.WS.02.11	Determine meaning of words and phrases in context	58	1.6	3	10	38	33	19
	<b>Narrative Text</b>	58	4.6	9				
R.NT.02.02	ID/describe variety of narrative/fiction genre	58	2.9	5	30	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
	<b>Informational Text</b>	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		
	<b>Comprehension</b>	58	8.7	18				
R.CM.02.02	Retell main idea(s), relevant details of text	58	2.8	7	7	12	22	24
R.CM.02.03	Compare/contrast relationships within/across texts	58	5.7	11	0	2	5	17

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- Let's look at third grade reading as an example. The mean points scored for each standard are shown in the 4<sup>th</sup> column on the School Summary Report. Let's convert these to a percentage. The procedure is similar to the calculating the percentage of the total score for the power standards. For each domain, focal point or discipline, divide the mean points scored by the points possible. Follow along using the data from your School Summary Report for the calculations.

- a. Let's start with Narrative Text. First, use a calculator to divide the mean points scored, 4.6, by the points possible for this standard, 9, which equals .51. Then, multiply your answer by 100 to get it into a percent format, so in this example, the mean score for Narrative Text is only 51%. [click]

$$\text{Mean Percentage for Narrative Text} = 4.6/9 * 100 = 51\%$$

- b. The Mean Points scored for Comprehension 8.7 out of a possible 18 points, which using the same calculation equates to only 48%!

$$\text{Mean Percentage for Comprehension} = 8.7/18 * 100 = 48\%$$

2. In these two domains, which were earlier calculated to be 82% of the points possible, on average students are scoring only around 50%. Does it make sense to spend an equal amount of time on all domains and standards? Should you spend the same amount of time on Word Recognition & Word Study, which is only worth 9% ( $3/33 * 100$ ) of the total points as you do on Comprehension or Narrative Text? Are you starting to see how this data can help you create a redistributed instructional time calendar?

While doing this activity, have you noticed that not all of the standards are assessed? We are not saying that the other standards are not important, but the standards that make up each of the domains, focal points or disciplines are the critical skills that students need to succeed in later grades, so they need the appropriate amount of emphasis. Emphasizing the power standards in instruction will improve student achievement and positively affect a school's ranking along with having a positive effect on teacher evaluations, which are also partly based on the state assessment scores.

3. Now do the calculations for the power standards in the other subjects assessed at your grade level.
4. You should repeat the same process on the data for Students with Disabilities and All Except Students with Disabilities, if appropriate.