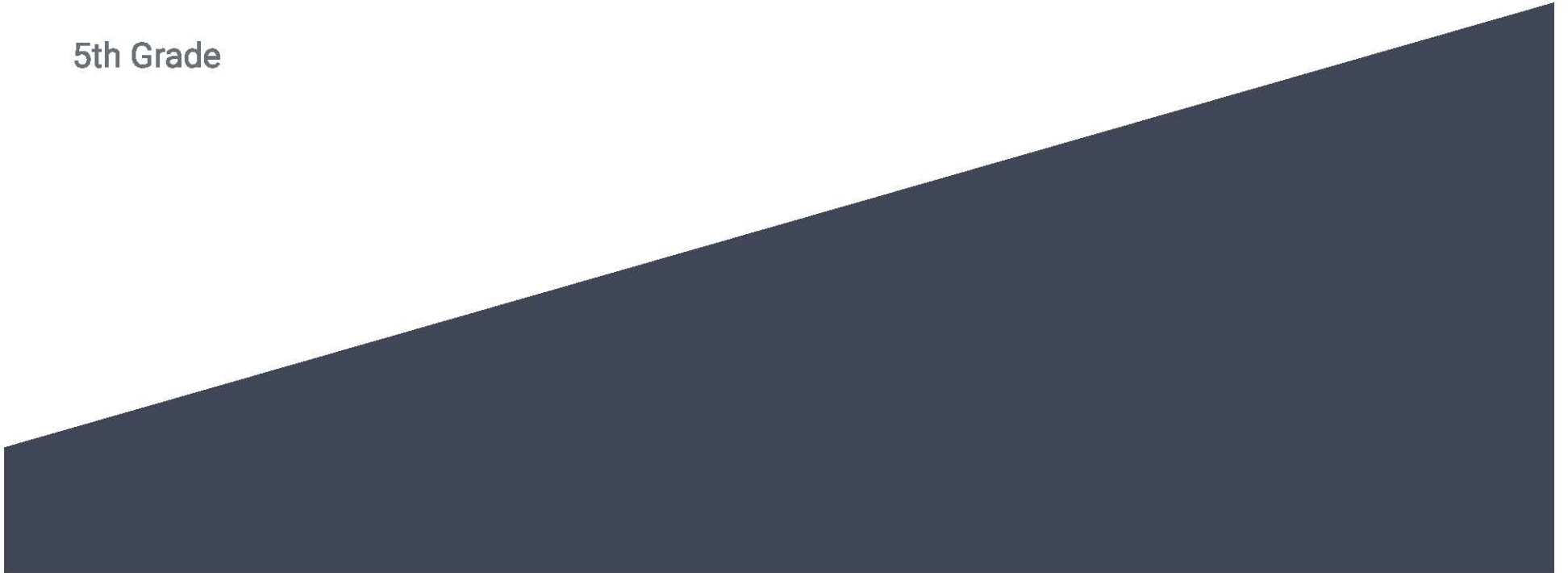
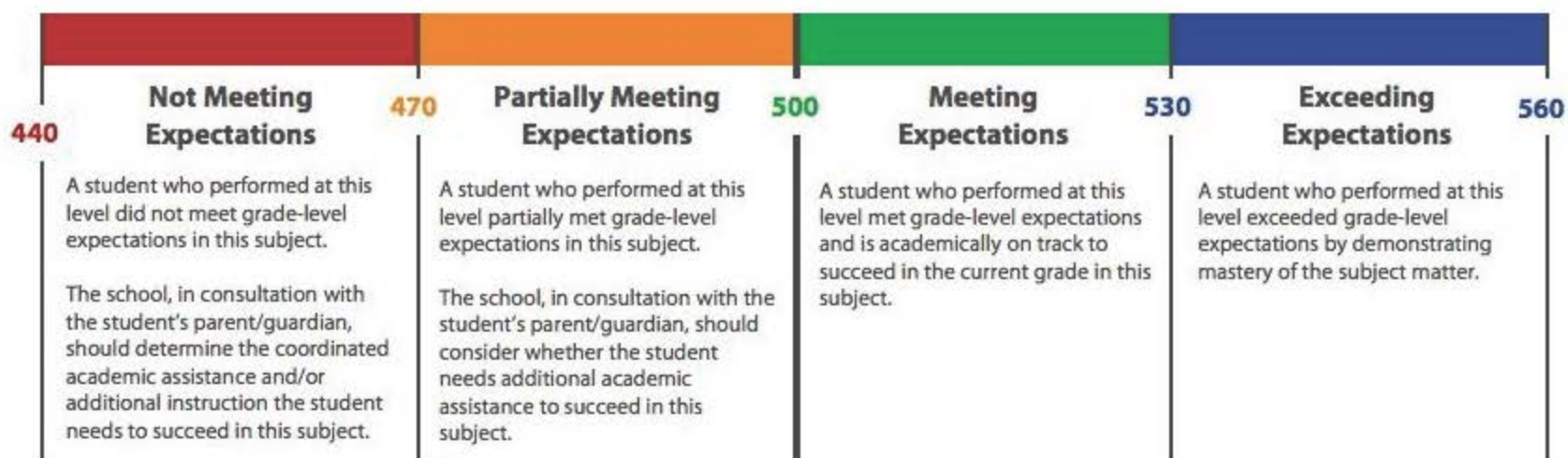


# Fall Data Meetings

5th Grade





# Next Gen MCAS Reporting Categories



# Sample of the Math Reporting Categories

How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points earned by your child	Average number of points earned by Meeting Expectations students who scored close to 500.
Operations & Algebraic Thinking 	7 out of 10	6.0 out of 10
Numbers & Operations in Base Ten 	10 out of 10	6.8 out of 10
Numbers & Operations - Fractions 	5 out of 5	4.0 out of 5
Measurement & Data 	8 out of 9	6.1 out of 9
Geometry 	3 out of 4	2.5 out of 4



## Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Points Earned	1/2	3/4	0/1	0/1	3/3	1/4	1/1	1/1	1/1	0/1	1/1	1/2	1/2	1/1	1/1	0/1	4/4	3/4	0/4	1/1	1/1	1/1	0/1	0/1	0/1	2/3	5/6	0/1	1/1	1/1

### Key

x/y = x points earned out of y possible points  
 Blank space/y = no answer provided

Go online to see a description of every test question at [www.doe.mass.edu/mcas/parents](http://www.doe.mass.edu/mcas/parents).

Students in Section	Students Tested	Average Scaled Score	Meeting or Exceeding Expectations	Students with SGP	Mean SGP	Achievement Level	Growth
<u>22</u>	<u>20</u>	511	75%	19	59.8		
	<b>20</b>	<b>511</b>	<b>75%</b>	<b>19</b>	<b>59.8</b>		

hat they are less reliable and to be interpreted with caution.

Achievement Level: ■ Exceeding Expectations ■ Meeting Expectations ■ Partially Meeting Expectations ■ Not Meeting Expectations

Growth Level: ■ High (66-99) ■ Moderate (35-65) ■ Low (1-34)

## Student Growth (Comparison between 4th & 5th Grade MCAS Scores)

# Classroom Item Item Analysis Roster

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	% Poss.Pts.	Scaled Score	Ach Lvl	SGP	
1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	1	1	1	0	1	1	0	2	0	0	0	0	0	2	1	0	1	1	1	61	503	M	56	
1	0	1	1	1	0	2	0	0	0	0	2	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	2	0	0	0	1	1	0	1	0	1	1	1	46	492	PM	95	
1	1	1	1	1	0	3	1	0	1	1	2	0	0	0	1	2	0	1	0	1	1	1	0	2	1	0	1	1	0	0	0	1	1	0	1	0	1	0	1	56	499	PM	85	
1	1	1	0	1	0	2	0	0	0	1	4	0	0	1	1	0	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	39	487	PM	3	
1	1	1	1	1	1	4	0	0	1	1	2	1	0	0	1	2	1	1	1	0	1	1	1	1	1	1	1	0	3	1	0	0	0	0	1	1	1	1	0	1	67	507	M	98
1	1	1	1	1	1	3	1	1	1	1	2	1	0	1	1	2	1	1	1	1	0	1	1	0	1	3	1	1	0	2	0	0	1	0	1	2	1	0	1	1	76	514	M	68
1	1	1	0	1	0	1	0	1	1	0	2	0	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	2	0	1	0	0	0	0	1	0	1	0	0	41	488	PM	39	
1	1	1	1	1	1	0	0	1	1	1	2	1	0	0	1	1	1	1	1	1	1	1	1	1	3	1	1	1	2	0	0	1	1	0	2	1	1	1	1	1	70	510	M	99
1	1	1	1	1	0	2	0	0	1	1	2	0	0	0	1	0	0	1	1	1	1	0	0	2	1	1	0	2	0	0	0	0	1	2	0	0	1	0	1	50	495	PM	80	
1	1	1	1	1	1	4	1	0	1	1	4	1	1	0	1	2	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	2	1	1	1	0	1	87	526	M	47
1	1	1	1	1	1	3	1	0	1	0	3	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	0	0	0	1	0	2	1	0	1	0	1	61	503	M	48	
1	1	1	1	1	0	2	0	1	1	1	1	1	0	0	1	2	1	1	1	1	1	0	1	1	1	1	1	2	1	1	0	1	1	2	0	0	1	1	1	67	507	M	52	
1	1	1	1	1	1	4	1	1	1	1	2	1	0	1	1	2	1	1	1	1	1	1	1	4	1	1	1	4	1	1	1	1	1	2	1	1	1	1	1	94	539	E	85	
1	1	1	1	1	1	4	0	1	1	1	4	0	0	0	1	2	0	1	1	1	1	0	1	2	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	63	504	M	96	
1	1	1	1	1	0	1	0	1	1	1	2	0	1	0	1	2	1	1	1	1	1	1	0	3	1	0	1	3	0	1	0	0	1	2	1	1	1	1	1	70	510	M	71	
1	1	1	1	1	1	4	1	1	1	1	4	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	0	1	1	1	1	2	1	1	1	0	1	85	523	M	71	
1	1	1	1	1	0	4	0	0	1	0	4	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	2	1	0	1	1	1	67	507	M	26
1	1	1	1	1	1	1	0	1	1	1	3	1	1	0	1	2	1	1	1	1	1	0	1	2	1	1	0	2	1	0	0	1	0	1	1	1	1	0	1	69	509	M	76	

	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
<b>Mathematics</b>				
All items	54	57%	54%	3
<b>Question Type</b>				
Constructed Response	16	44%	41%	3
Short Answer	8	54%	53%	1
Selected Response	30	65%	61%	4
<b>Domain / Cluster</b>				
<b>Geometry</b>	<b>6</b>	<b>63%</b>	<b>59%</b>	<b>4</b>
Classify two-dimensional figures into categories based on their properties.	2	47%	40%	7
Graph points on the coordinate plane to solve real-world and mathematical problems.	4	71%	68%	3
<b>Measurement and Data</b>	<b>11</b>	<b>54%</b>	<b>47%</b>	<b>7</b>
Convert like measurement units within a given measurement system	5	40%	33%	7
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5	73%	64%	9
Represent and interpret data.	1	32%	34%	-2
<b>Number and Operations in Base Ten</b>	<b>16</b>	<b>60%</b>	<b>57%</b>	<b>3</b>
Perform operations with multi-digit whole numbers and with decimals to hundredths.	6	67%	64%	3
Understand the place value system.	10	56%	53%	3
<b>Number and Operations—Fractions</b>	<b>13</b>	<b>49%</b>	<b>49%</b>	<b>0</b>
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	10	45%	46%	-1
Use equivalent fractions as a strategy to add and subtract fractions.	3	60%	59%	1
<b>Operations and Algebraic Thinking</b>	<b>8</b>	<b>63%</b>	<b>61%</b>	<b>2</b>
Analyze patterns and relationships.	5	59%	58%	1
Write and interpret numerical expressions.	3	69%	67%	2

## Grade 5 Math Results by Standard – 2018– District Results



**Data is not about  
adding more to  
your plate. Data  
is about making  
sure you have  
the right things  
on your plate.**



PRINCIPAL PRINCIPLES

# Data Recording Sheet

Based on Last Year's MCAS Data

What standards were a strength?
What standards are your top priorities this year?



# Data Recording Sheet

Based on MCAS Data

Class A	Class B
Students ready for challenge	Students ready for challenge
Cusp Students (490-510)	Cusp Students (490-510)
Lowest 25%	Lowest 25%

# Data Recording Sheet

What are your goals for instructional goals for this year?

--

How can your coach and team support you in implementing your goals?

--