



Student G
Grade: 3

Birthdate: 07/14/97
Test Date: 09/19/06
CORP-SCH: 8045-8633
Class: MYERS R
School: MANCHESTER ES N
Corporation: MANCHESTER
County: 85 WABASH
State: INDIANA

This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.

The Indiana Academic Standards describe what students should know and be able to do in English/language arts, and mathematics.

This test was created to measure whether students have learned what we expect them to know.

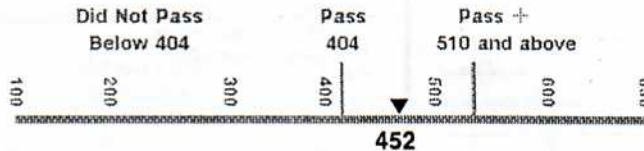
Student Scores are scale scores that represent student achievement levels relative to the Indiana Academic Standards.

These three-digit, equal-interval scores are expressed on a vertical scale by content area (English/language arts and mathematics). They typically will range from about 100 to 800.

English/language arts

PASS

Student Score: 452
(Pass: 404)



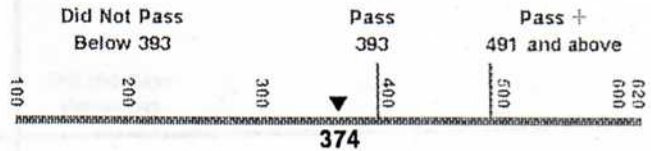
Pass students demonstrate sufficient understanding when reading, comparing, and responding to grade-level text, including stories and informational texts. They demonstrate satisfactory writing skills when producing different writing forms, including writing forms introduced in previous grades, brief narrative and descriptive compositions, and simple letters, using appropriate Standard English conventions.

Mathematics

DID NOT PASS

Student Score: 374
(Pass: 393)

Did Not Pass students demonstrate a limited understanding of whole numbers and simple fractions and computing with whole numbers. They exhibit flaws in understanding how to write number sentences, extend simple patterns, identify 2- and 3-dimensional shapes, and use different units of measure. Students exhibit minimal ability to apply mathematical knowledge to a variety of situations.



Once you've had a chance to study both sides of this report and talk with your child about it, you may want to schedule time with your child's teacher to discuss these results, review the essay and open-ended responses your child has written as part of ISTEP+, and look at actual test questions to find out more about your child's areas of strength and weakness.

Your child's teacher can also describe the kinds of extra help your child can receive, if needed. Indiana schools are required to provide remediation for students who do not pass the Academic Standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

Please refer to the ISTEP+ English/Language Arts and Mathematics Teacher's Scoring Guides for item-specific Academic Standards

information (these are available at your child's school and are available on our website at www.doe.state.in.us/istep).

If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.

Please see other side for more detailed information about the scores.

More information is available by using the ISTEP+ Hotline at 888-544-7837 (888-54-ISTEP), the Indiana Department of Education website, www.doe.state.in.us/istep, or you can send email to istep@doe.state.in.us.

Performance by Standard


Student Performance scores are an indication of a student's performance on the individual Indiana Academic Standards. These scores represent the expected number of items that the student would have answered correctly if the student had taken 100 similar items for the specific Academic Standard.

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score Needed for Passing for each Academic Standard is provided along with the Strength or Weakness (-), which shows the difference between the Student Score and the Score Needed for Passing.

Performance on Open-Ended Items

The Applied Skills portion of this report tells you how your child performed on the tests that require writing an essay and answering open-ended (OE) questions. This part of the report shows the skill the item measures, the page number of the item, how many points your child earned, and how many points were possible. For this report to be the most beneficial, you need to use it with the copy of your child's actual work. The copy of your child's work will be available at the school.

Condition Codes:

- A =  (redacted)
 - B = Illegible/unable to score
 - C = Written predominantly in a language other than English/unable to score
 - D = Insufficient response/unable to score/copied from text
 - E = Response not related to test question or scoring rule
- NOTE: All condition codes convert to 0 points

English/Language Arts

Item Type	Student Score	Score Needed for Passing	Strength or Weakness	State Average
Reading Vocabulary (MC)	91	76	15	82
Reading Comp. (MC)	81	66	15	76
Lit. Response & Analysis (MC)	91	68	23	77
Writing Process (MC)	83	70	13	77
Writing Applications (MC, OE)	72	63	9	69
Lang. Conventions (MC, OE)	94	84	10	87

MC: Multiple-choice items
 OE: Open-ended items. Test questions requiring a created response, such as sentences or paragraphs written by the student.

Test 3

Item	Standard	Page Number	Points Earned	Points Possible
10	Writing Applications	41	4	5
15	Lang. Conventions	41	4	4

Mathematics

Item Type	Student Score	Score Needed for Passing	Strength or Weakness	State Average
Number Sense (MC, OE)	72	80	-8	84
Computation (MC)	71	76	-5	82
Algebra & Functions (MC)	56	65	-9	76
Geometry (MC, OE)	75	79	-4	81
Measurement (MC)	55	61	-6	74
Problem Solving (OE)	38	46	-8	57

MC: Multiple-choice items
 OE: Open-ended items. Test questions requiring a created response, such as sentences or paragraphs written by the student.

Test 6

Item	Standard	Page Number	Points Earned	Points Possible
1	Problem Solving	94	2	3
2	Number Sense	95	1	2
3	Problem Solving	96	0	3
4	Problem Solving	99	1	3
5	Number Sense	99	2	2
6	Problem Solving	99	0	2
7	Problem Solving	91	1	2
8	Geometry	92	2	2

Lesson Plan

Lesson: Looking at some standards and creating a lesson based on those standards

Age or Grade Level Intended: 3rd Grade Mathematics

Academic Standard(s):

3.6.2 Decide when and how to break a problem into simpler parts.

Performance Objective(s):

The student will be able to find keywords in math story problems so that they will be able to solve a problem correctly seventy-five percent of the time.

Assessment:

At the end of the lesson the student will be given a quiz that has the students identify key parts of the story problem to help them find the correct answer.

Advance Preparation by Teacher:

- ~ A list of words that mean add, subtract, and multiply
- ~ Worksheet
- ~ Quiz

Procedure:

Introduction/Motivation:

Write 5×9 out in words

Step-by-Step Plan:

- 1.) What kind of words did you use when writing out this problem?
(*Bloom – Understanding*)
- 2.) Now let's brainstorm on the board. What kind of words mean add, subtract, and multiply? (*Bloom – Analyze*) (*Gardner – Logical/Mathematical*)
- 3.) Have the students think of words that could go under each category
(*Gardner – Visual/Spatial, Interpersonal*)
- 4.) Then give them a simple story problem on the board and together as a class, show them what they are going to do.

5.) Next give each student a practice worksheet. Tell them to identify keywords in each of the problems.

6.) Now add the next step where you have students use the keywords to then put the words into a number sentence.

Example: If Sally has ten shirts to give away for Christmas gifts and gives one to Charlie, Linus, Schroeder, and Lucy how many gifts are left for Sally to give.

$$10 - 4 = 7$$

7.) While floating around the room see to see if it seems like most students understand this.

8.) If yes, give them the quiz

9.) If no, re-teach to those who are struggling or have them help one another in small groups

10.) Copy the words that were written on the board for a future handout

Closure:

Have each student write one story problem on a piece of notebook paper (you can combine these for the next day's lesson as a review activity).

Adaptations/Enrichment:

Student with a learning disability in Reading Comprehension: Help this student to look for the keywords in the problem and help them look over the other words. Take it more piece by piece.

Student with ADHD and Emotional Disabilities: Have this student be the teacher's assistant during the brainstorming time, maybe either let them write on the board or you write on the board and let them call on people so you can continue to write.

Student with Gifts/Talents in Math and Reading: Have this student help lead the brainstorming on the board and give them more complex problems.

Self-Reflection:

I feel as though this lesson plan has the teacher using the constructivism, helping the students to construct their own ideas. However the students are more of a social approach helping one another work through to find the solution.

Manchester College

Assessment Driven Instruction Plan- EDUC 235 Final Exam

Name: Caral Fike

Teacher: Dr. Korrine Gust

Date: 12-4-07

Title of Work: Student A B C D F (G)

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	<u>4</u>
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	<u>3</u>
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	<u>4</u>
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	<u>3</u>
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	<u>3</u>
Assessment Data Leads to Instruction Planned	Assessment data does not link to the instruction planned.	Assessment data is not clearly linked to the instruction planned.	Assessment data links to some of the instruction planned.	Assessment data clearly leads to the instruction planned.	<u>3</u>
				Total →	<u>20/24</u>

Teacher Comments: