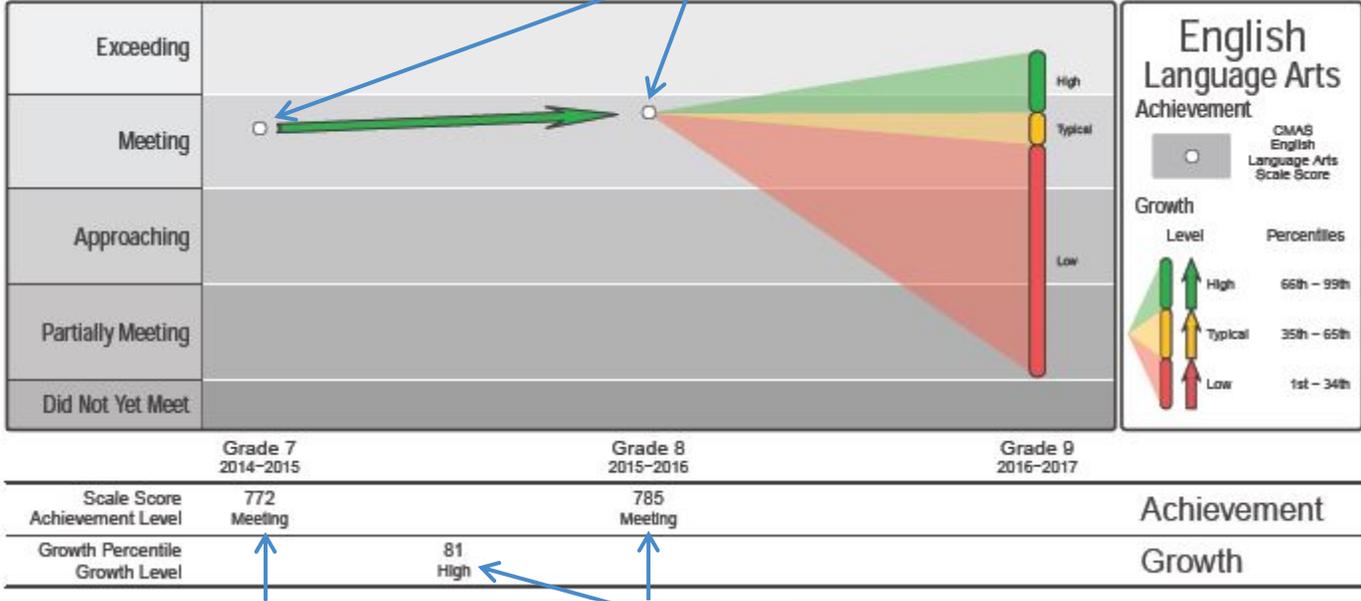




# How to Understand Individual Student Growth & Achievement Reports

The white dots stand for this student's scores in past CMAS PARCC administrations. The gray region each dot lies in is the student's achievement level from that year. The higher the dot, the higher the test score.

These are Colorado's achievement levels that classify CMAS PARCC scores. Each level is represented in the plot by different shades of gray.



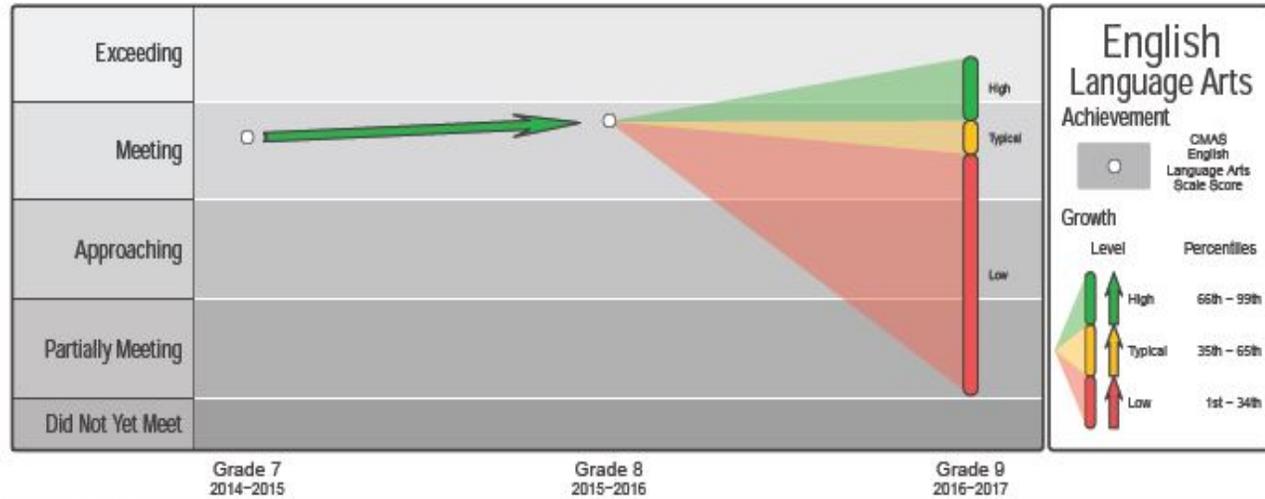
These colored bars show the probable range of next year's scores for a student with this academic history. Low growth would put the student's 2017 score into the red area, typical growth into the yellow area, and high growth into the green range of scores. The fan tells us how much growth will be necessary for this student to achieve the next achievement level.

These are the student's CMAS PARCC scores and corresponding achievement levels. Plots are produced for English Language Arts (ELA) and Math.

The growth percentile scores appear in this row, directly below the corresponding arrow.

The colored arrows between the dots represent growth, the academic progress the student made in that year of school, compared to similar students. The color of the arrow describes a student's growth level (red=low, yellow=typical, green=high) between two CMAS PARCC tests. The color-coded legend to the right of the plot tells you the range of growth scores within each level.

This student was at the meeting expectations level in 7<sup>th</sup> grade on English language arts (ELA) in 2014-2015, and a high growth percentile (green arrow) reveals that he maintained the same achievement level in 2016. Note how the white dots remain within the same gray region of the plot between years.



### English Language Arts Achievement

CMAS English Language Arts Scale Score

Growth Level Percentiles

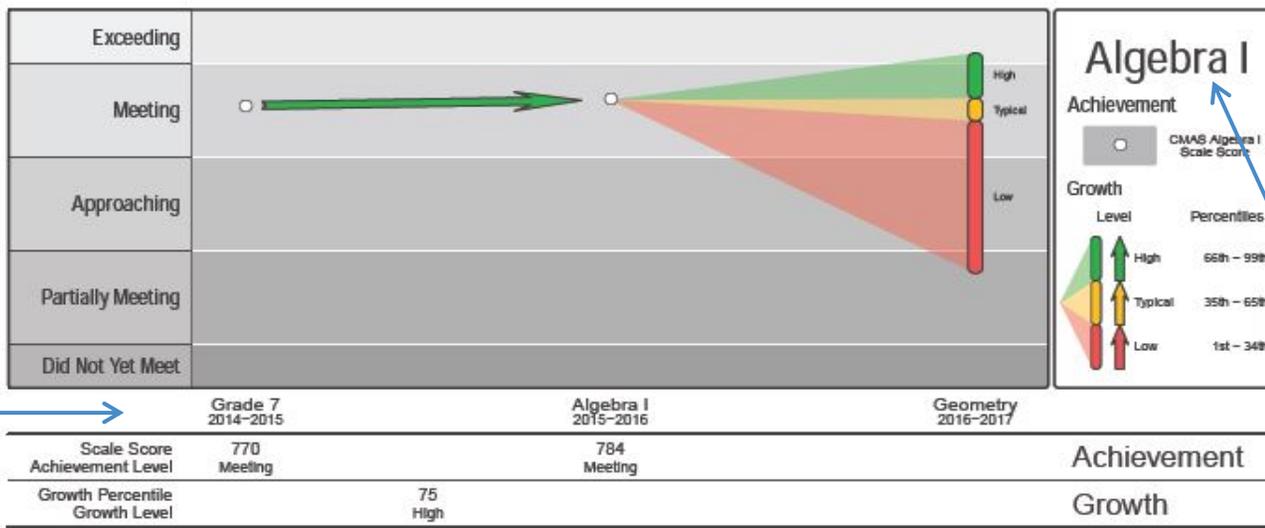
- High: 66th - 99th
- Typical: 35th - 65th
- Low: 1st - 34th

Another year of typical growth in English language arts would likely put the student in the meeting expectations level again next year.

High growth between grades 7 and Algebra I (green arrow) helped maintain the meeting expectations achievement level in 2016.

	Achievement
	Growth

The math assessment history is displayed in this line. The 2016-17 year assessment represents the typical assessment that would be provided. However, assessment sequences may vary between districts.



### Algebra I Achievement

CMAS Algebra I Scale Score

Growth Level Percentiles

- High: 66th - 99th
- Typical: 35th - 65th
- Low: 1st - 34th

A year of low growth in math would likely not be good enough for this student to remain in the meeting expectations performance level. Typical or high growth would keep the student at the meeting or exceeding expectations level again next year.

The name of the most recent math assessment is displayed here.

Where can I learn more?

- Growth website: <http://www.cde.state.co.us/accountability/coloradogrowthmodel>
- For additional questions, contact Dan Jorgensen, Ph.D. at [Jorgensen\\_D@cde.state.co.us](mailto:Jorgensen_D@cde.state.co.us)