

# Using NMPED Provided Formative Assessments to Support Classroom Instruction for K-8 grades

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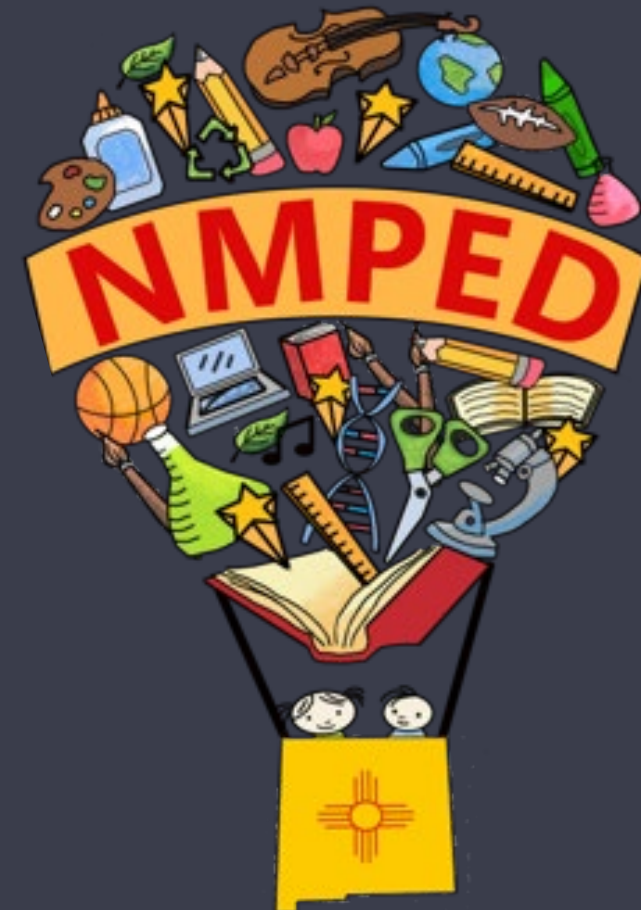
Cognia Director Client Services

**Sarah Cude**

Istation PD Lead



*Investing for tomorrow, delivering today.*

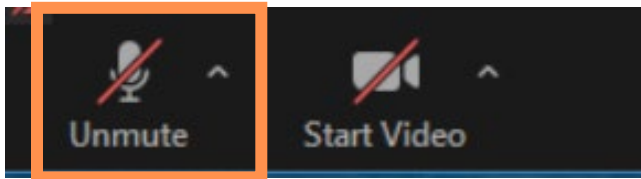


## Curriculum & Instruction Convening

December 2, 2020

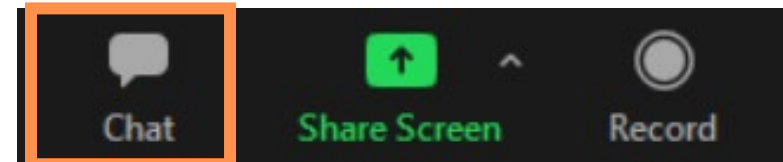
# Participating in a session

- Your microphone may have been muted by the Host. This is to prevent background noise and other unwanted sound.
- Microphone and camera controls are located in the lower left corner of the Zoom screen.



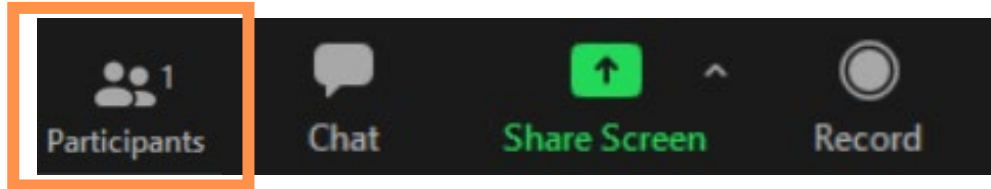
- In smaller meetings, you may wish to unmute your microphone (if allowed). If you do so, please mute yourself when done speaking.

- Chat is the preferred way to communicate with the Host in larger meetings, as it is less disruptive and allows you to post thoughts and questions as they arise, versus waiting for an opportune time to interrupt the speaker.
- The chat window can be accessed by clicking the Chat icon at the bottom of the Zoom screen.

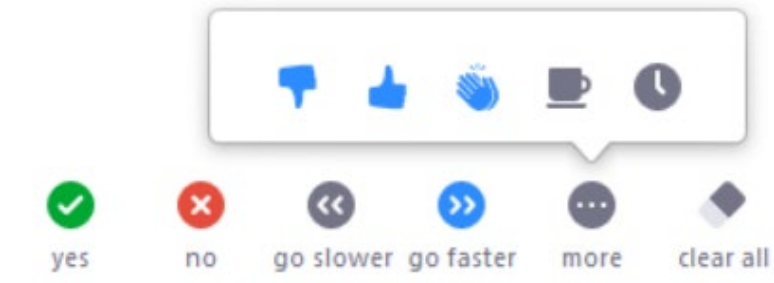


# Participating in a session (*cont.*)

- The Participant icon allows non-verbal communication.



- Clicking the Participant icon opens the Participant window to see all participants and access these buttons at the bottom of the Zoom screen.



# Our Vision

To impact and inspire education providers to advance and enable pathways for success for all learners.

# Our Mission

To serve as a trusted partner in advancing learning.



# Assessment helps...

## **Educators**

- Identify students' skills, abilities, and instructional needs
- Employs a variety of assessments that are appropriate for the students and learning targets

## **Students**

- Understand their own instructional strengths and challenges
- Be motivated to maintain or improve their learning

# Establishing an Academic Baseline

- Students have varying degrees of emotional needs, instructional needs and learning needs.
- It is more imperative than ever that multiple measures of student understanding are utilized to identify learning needs, determine needs, and monitor supports and interventions for students.
- Educators must employ a toolkit of resources and supports to elicit student thinking, identify learning needs and misconceptions, and measure progress in relation to priority standards and learning targets.

# Formative Assessments



Formative

**A planned, ongoing process** used by students and teachers to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners.

# Formative Practices

High quality formative practices are inseparable from instruction and are used to provide in the moment feedback to students and for teachers to gain insight into student thinking so they can adjust instruction to best meet students' learning needs.



# Formative Assessment



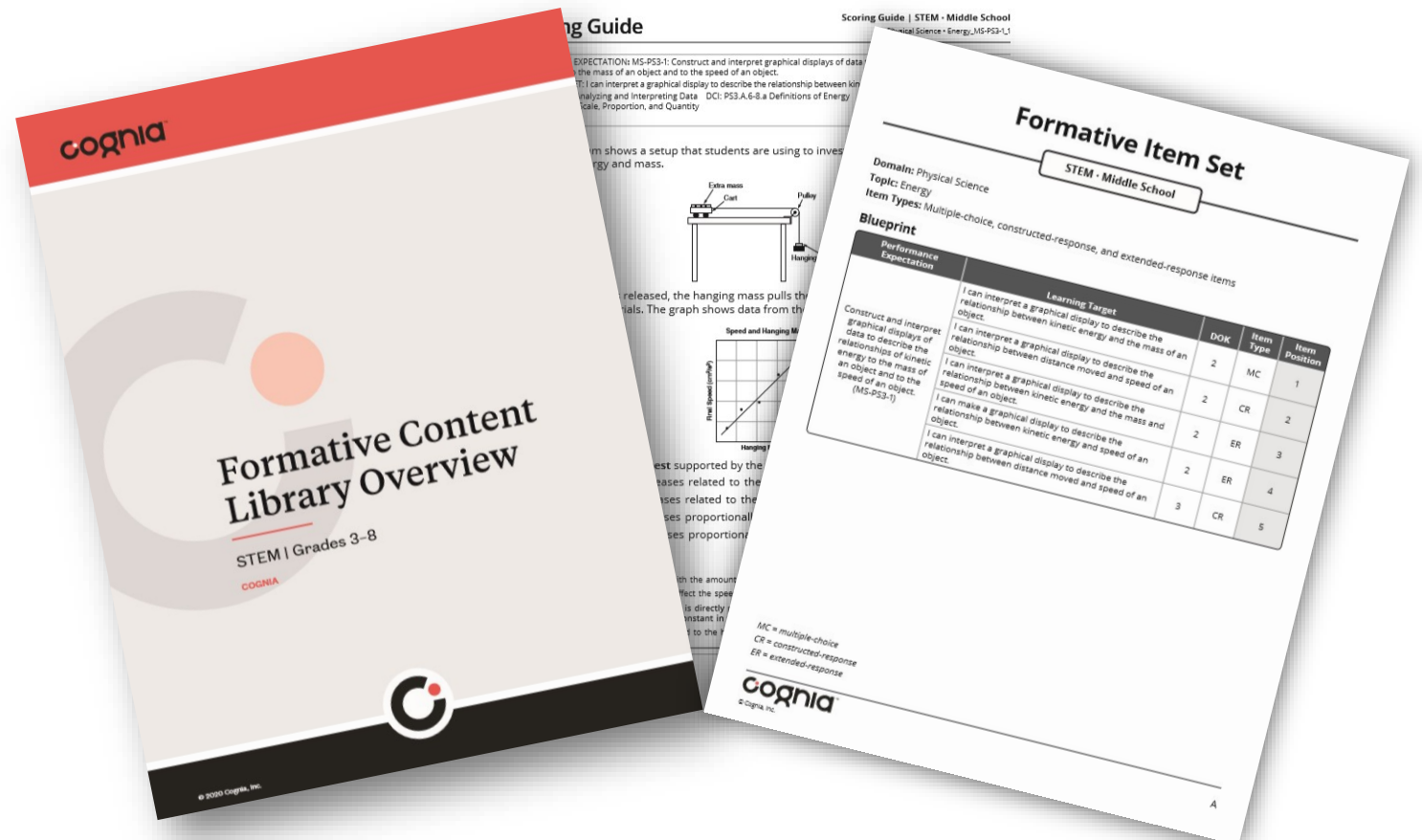
Reading,  
Mathematics,  
and STEM

Grades 3-8


Content Library  
Overview  
(Item Inventory)


Formative Item  
Sets

# Cognia formative assessment resources






# Content Library

 **Formative Assessment Content Library**  
(151 assessments)

 [View Resources](#)

**Mathematics** **Reading** **STEM**

Content Name	Grade ↓ (1) ↓	Domain	Cluster	Actions
  Determine Structure Point of View Explain Structu...	Elementary	Reading: Literature	Craft and Structure	

**Learning Targets**

1. I can describe how a point of view influences how events are described in a story.
2. I can determine how stanzas of a poem contribute to a story.
3. I can determine the meaning of figurative language.
4. I can determine the meaning of words using context.
5. I can explain how a point of view contributes to the descriptions in a story.
6. I can explain how two chapters fit together to contribute to structure.

**Keywords**

describe point of view, determine meaning of figurative language, determine meaning of words, determine structure, explain how chapters fit together, explain point of view, Grade 5

# Formative Content Library Overview

Mathematics | Grades 3–8

COGNIA



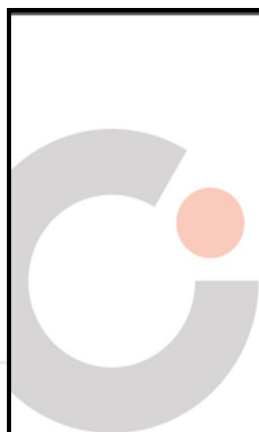
## Table of Contents

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## Grade 5 | Formative Item Sets

Name/Item Set	Domain	Cluster	Item Position	Item Type	DOK	Learning Target
Interpret Coordinate Plane_Graph Quadrant 1_1	Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems.	1	MC	1	I can read and interpret a coordinate plane.
			2	MC	2	I can represent real-world and mathematical problems by graphing points in the first quadrant.
			3	MC	2	I can represent real-world and mathematical problems by graphing points in the first quadrant.
			4	MC	2	I can represent real-world and mathematical problems by graphing points in the first quadrant.
			5	CR	2	I can represent real-world and mathematical problems by graphing points in the first quadrant.
Use Line Plot_Solve Problems with Fractions_1	Measurement and Data	Represent and Interpret Data	1	MC	2	I can use a line plot to display a data set of measurements in fractions of a unit.
			2	MC	2	I can use a line plot to display a data set of measurements in fractions of a unit.
			3	MC	2	I can use a line plot to display a data set of measurements in fractions of a unit.
			4	MC	3	I can use operations on fractions to solve problems involving information presented in line plots.
			5	MC	3	I can use operations on fractions to solve problems involving information presented in line plots.
			6	CR	3	I can use a line plot to display a data set of measurements in fractions of a unit.



Mathematics  
Blueprints

# Formative Item Set

- Content area, domain, and cluster
- Blueprint
  - Focus standards
  - Learning targets
  - Item types
  - Depth of Knowledge level
  - Item position

## Formative Item Set

Mathematics • Grade 7

**Domain:** Geometry

**Cluster:** Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

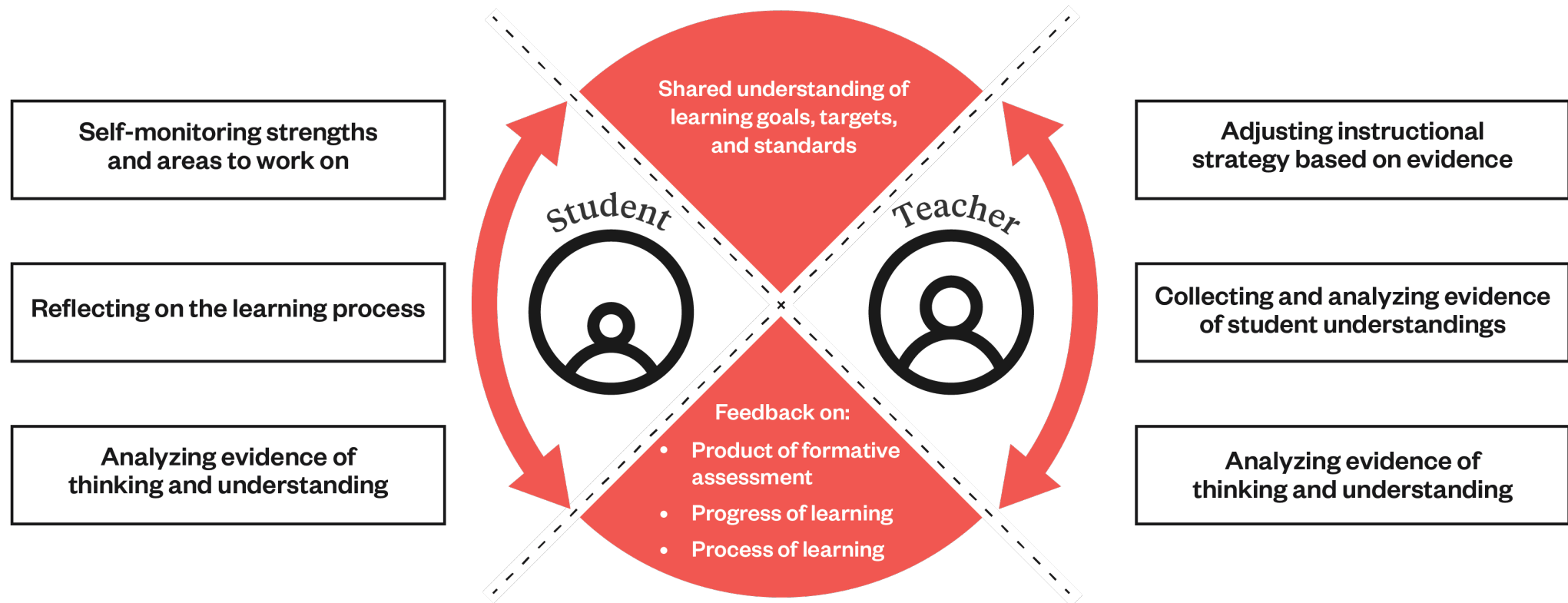
**Item Types:** Multiple-choice and constructed-response items

### Blueprint

Standard(s)	Learning Target	DOK	Item Type	Item Position
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (07.G.02.06)	I can find the area of an irregular figure when given the side lengths.	3	MC	A-1
	I can find the volume of a rectangular prism and triangular prism given the measures.	2	MC	A-2
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (07.G.02.05)	I can use vertical angles, right angles, and the sum of angles in a triangle to find an unknown angle measure.	2	MC	A-3
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (07.G.02.06)	I can find side lengths of rectangular prisms that have the same volume and find volume given the surface area.	3	CR	B-1

# Engage students with formative feedback

## Formative Feedback Loop



# Scoring Guide Part A

- Item snapshot
- Alignment to learning target and focus standard
- Answer key
- Distractor rationales

## Scoring Guide–Part A

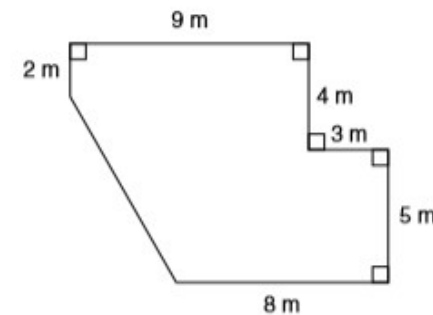
Scoring Guide | Mathematics • Grade 7

Geometry • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

### Multiple-Choice Items

**STANDARD:** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (07.G.02.06)  
**LEARNING TARGET:** I can find the area of an irregular figure when given the side lengths.  
**DOK:** 3

1. Joseph's lawn is shown below.



What is the area of the lawn?

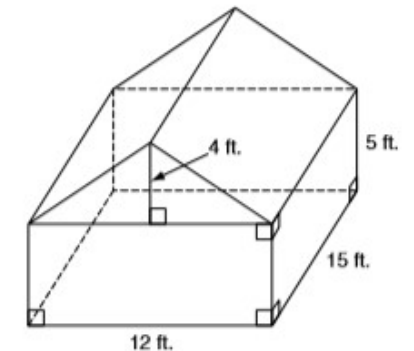
- ☒ 82 m<sup>2</sup>
- ☐ 76 m<sup>2</sup>
- ☐ 72 m<sup>2</sup>
- ☐ 68 m<sup>2</sup>

#### Distractor Rationales

- A. Key  
 B. Student incorrectly treats area as two rectangles  $(8 \times 5) + (4 \times 9)$ .  
 C. Student multiplies the height by the bottom length  $(9 \times 8)$ .  
 D. Student subtracts  $4 \times 7$  for the area of the missing triangle.

**STANDARD:** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (07.G.02.06)  
**LEARNING TARGET:** I can find the volume of a rectangular prism and triangular prism given the measures.  
**DOK:** 2

2. This diagram shows the dimensions of a new greenhouse.



What is the total volume of the new greenhouse?

- ☐ A 540 cu. ft.
- ☐ B 900 cu. ft.
- ☐ C 1,080 cu. ft.
- ☒ D 1,260 cu. ft.

#### Distractor Rationales

- A. Student finds the difference between the volume of the rectangular prism and the volume of the triangular prism.  
 B. Student finds the volume of the rectangular prism.  
 C. Student finds the sum of the volume of the rectangular prism and half the volume of the triangular prism.  
 D. Key

# Scoring Guide Part B

- Item snapshot
- Alignment to learning target and focus standard
- Rubrics with sample response

## Scoring Guide–Part B

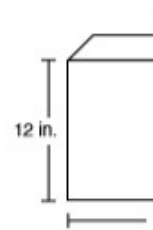
Scoring Guide | Mathematics • Grade 7

Geometry • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 1

### Constructed-Response Item

STANDARD: Solve real-world and mathematical problems involving shapes composed of triangles, quadrilaterals, and polygons.  
LEARNING TARGET: I can find side lengths of a prism.  
DOK: 3

1. A company mails packages using two boxes. Box 1 is a right triangular prism with a base of 12 in. and a height of 9 in. Box 2 is a right triangular prism with a base of 12 in. and a height of 9 in.



Boxes 1 and 2 have the same volume.

a. What is the width of box 2?  
Show your work or explain your answer.

b. The surface area of box 3 is 432 square inches.  
Show your work or explain your answer.

### Constructed-Response Rubric

Score	Description
4	4 points
3	3 points
2	2 points
1	1 point
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No Response.

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D

## Scoring Guide–Part B

Scoring Guide | Mathematics • Grade 7

Geometry • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 1

### Constructed-Response Item

#### Scoring Notes

Part (a)	2 points	for correct answer, 4 (inches), with sufficient work or explanation to indicate correct strategy
	or	
	1 point	for correct answer with insufficient or no work or explanation
	or	
		for appropriate strategy with incorrect or no answer
Part (b)	2 points	for correct answer, 432 (cubic inches), with sufficient work or explanation to indicate correct strategy
	or	
	1 point	for correct answer with insufficient or no work or explanation
	or	
		for appropriate strategy with incorrect or no answer

#### Sample Response

- a. The volume of box 1 is  $(12)(18)(6) = 1,296 = (27)(12)(w)$ ; so  $w = 1296 \div (27)(12) = 4$ . The width of box 2 is 4 inches.  
b. The height of box 3 is found by  $2(9)(8) + 2(9)h + 2(8)h = 348$ ;  $34h = 204$ ;  $h = 6$  inches. So the volume is  $(9)(8)(6) = 432$  cubic inches.



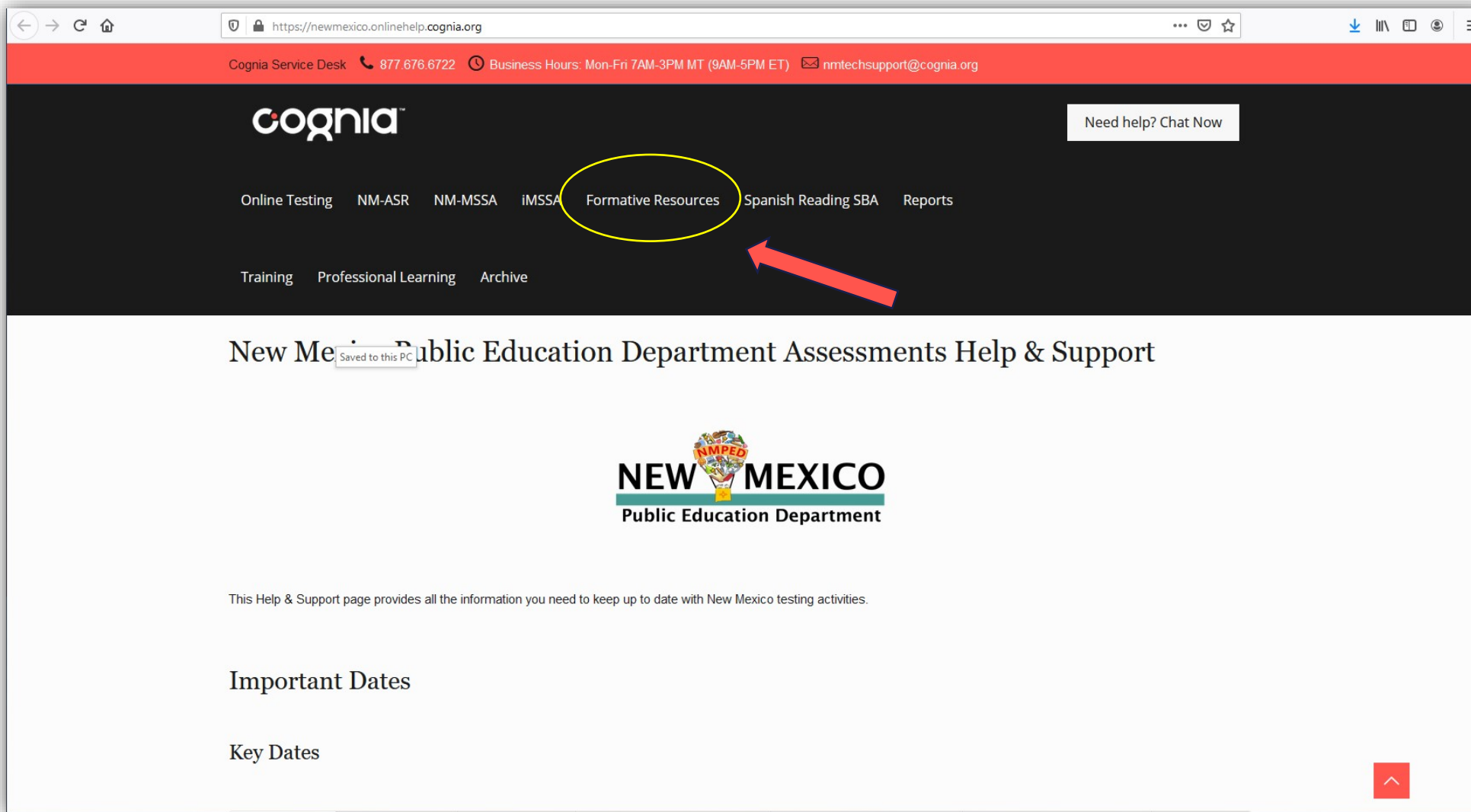
# Student Item Set

- Printable PDF
- 5-10 items per form
- Part A: Multiple-choice items (MC)
- Part B: Constructed-response item (CR)

# Supporting the formative process

- Clarify learning expectations
- Gauge students' current understanding of key concepts and skills
- Provide real time evidence to inform instruction
- Promote student engagement and reflection
- Support data-driven improvement planning





**Select – Formative  
Resources link**

[www.newmexico.onlinehelpcognia.org](https://www.newmexico.onlinehelpcognia.org)



← → ↻ 🏠 <https://newmexico.onlinehelp.cognia.org/formative-assessments/> ⋮ 🛡️ ☆


Cognia Service Desk ☎️ 877.676.6722 🕒 Business Hours: Mon-Fri 7AM-3PM MT (9AM-5PM ET) ✉️ nmtechsupport@cognia.org

**cognia™** Need help? Chat Now

Online Testing NM-ASR NM-MSSA IMSSA **Formative Resources** Spanish Reading SBA Reports

Training Professional Learning Archive


## Formative Resources




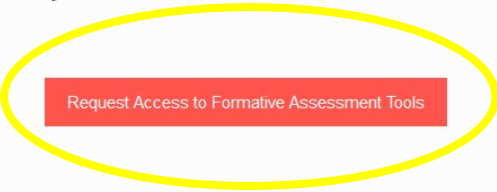
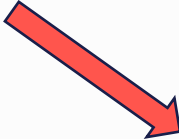
### Key Dates

There are no upcoming events at this time.

### Formative Resources Information

 How to access the Formative Item Sets

 Formative Item Set Information and Use



**Select – Request  
Access link and fill  
out the request  
form**

[www.newmexico.onlinehelpcognia.org](https://www.newmexico.onlinehelpcognia.org)

# Questions?

**Greg Howell**

[gregory.howell@cognia.org](mailto:gregory.howell@cognia.org)





A blurred background of a classroom with several students sitting at their desks. The students are out of focus, but their presence adds a sense of a real-world educational environment. The text is overlaid on this background.

# Thank you

**Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.**



# Resources

View and Register for Istation Professional Learning

<https://www.istation.com/NewMexico/Training>

Padlet with Resources for New Mexico Educators

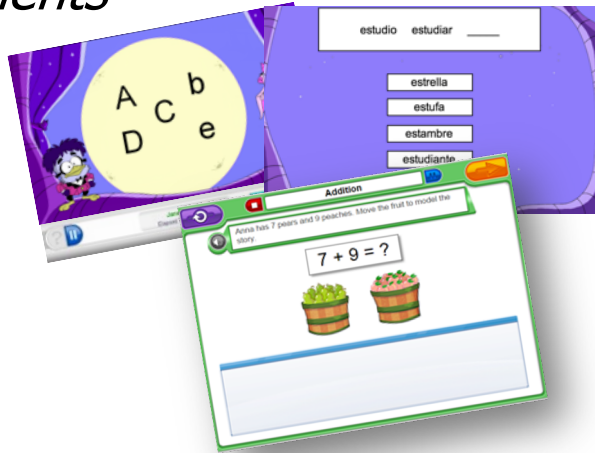
<https://padlet.com/scude/nmistation2021>

Password: newmexico



# Istation

## Components



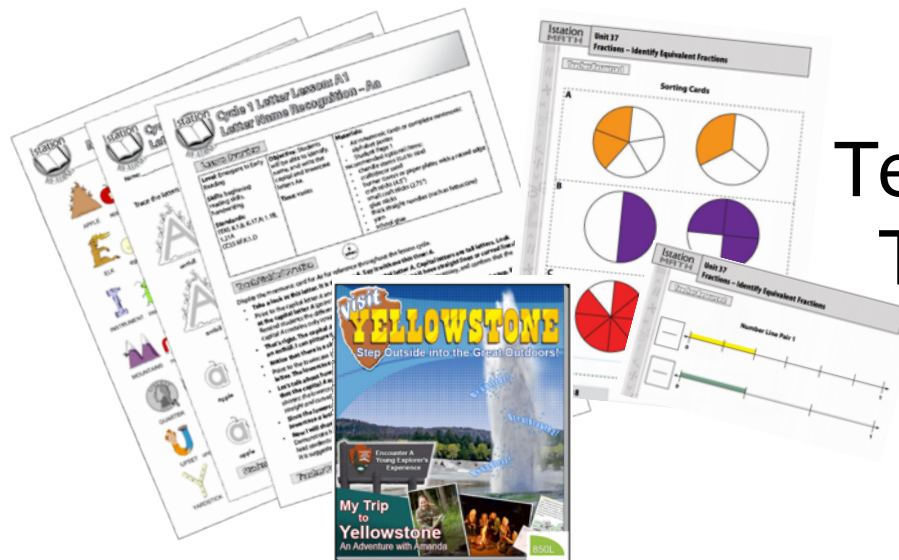
Formative  
Assessments in  
Reading, Spanish,  
and Math



Instant  
Data



Teacher  
Tools



# Purpose of ISIP

- Measure **Readiness** for grade level instruction
- Screen to identify students who are at-risk for struggling with core instruction
- Determine **IF and Degree of Intensity** of interventions needed
- Progress Monitor and Track Growth



# ISIP™ Reading

**Measures skills  
most predictive  
of future reading  
success.**

Grade	Subtests
Kindergarten	Listening Comprehension Phonemic Awareness Letter Knowledge Vocabulary Oral Reading Fluency*
1st Grade	Phonemic Awareness Letter Knowledge Vocabulary Alphabetic Decoding Reading Comprehension Spelling Text Fluency* Oral Reading Fluency*
2nd and 3rd Grade	Vocabulary Reading Comprehension Spelling Text Fluency* Oral Reading Fluency*

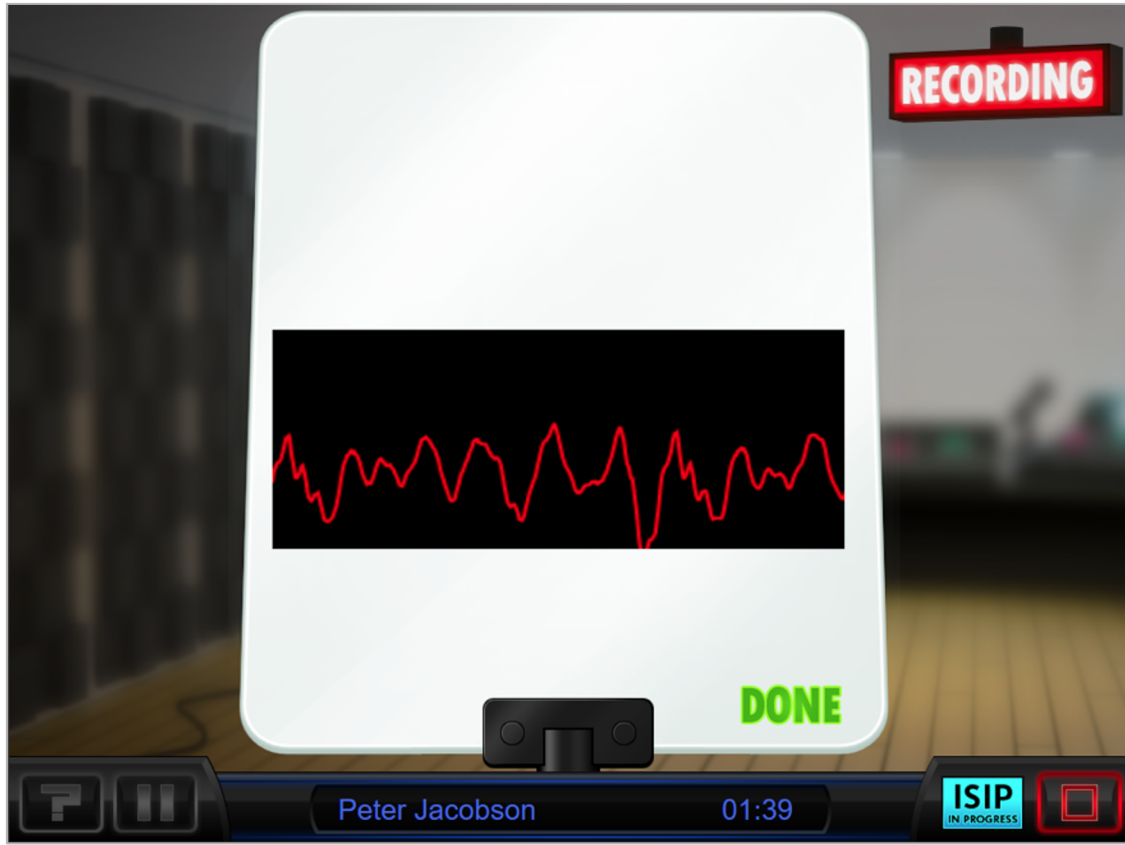
# ISIP™ Español

**Measures skills  
most predictive  
of future Spanish  
literacy success.**

Grade	Subtests
Kindergarten	Listening Comprehension* Phonemic and Phonological Awareness Reading Comprehension Vocabulary
1st Grade	Phonemic and Phonological Awareness Vocabulary Reading Comprehension Writing Component
2nd and 3rd Grade	Vocabulary Reading Comprehension Writing Component Receptive Fluency*



# ISIP Oral Reading Fluency



Use voice recognition to automatically measure oral reading fluency for students grades K - 5 in English and Spanish.

## *ORF is a powerful measure.*

- Measures accuracy, rate, and expression
- Correlated to reading comprehension
- Predictive of success on state tests



# *How can technology help?*

- Group Administered
- Virtual Environments
- Manual & Auto-Scoring
- Online Archive



# Practice Resources

- Landing Pages
- TDLs
  - Accuracy
  - Rate
  - Prosody

The screenshot displays the Istation website interface. At the top, there is a search bar with the text "Search: Campuses" and a magnifying glass icon. To the right of the search bar is a green button with a question mark and the text "Get Help". Below the search bar is a navigation menu with links: Home, Report, Administration, Campus, Classroom, Toolbox, and Boards. A blue button with the text "<< Return to Search Results" is located below the navigation menu. The main content area features a large image of a stack of papers with the Istation logo on top. To the right of the image is the title "ISIP ORF - Priority - 2nd Grade Practice" and a paragraph of text explaining that oral reading fluency consists of accuracy, rate, and prosody, and that the collection is designed to provide students with grade-leveled passages for practice. Below the text is a blue button with a plus sign and the text "Add to Library". Underneath the button are several tags: accuracy, expression, Fluency Practice, Fluent Reading, oral reading fluency, rate, Reading Fluency, and Prosody. Below the tags is a section titled "ISIP Oral Reading Fluency" which contains a list of resources with small thumbnail images and titles: "ISIP ORF - Priority - Accuracy", "ISIP ORF - Priority - Rate", "ISIP ORF - Priority - Prosody", "ISIP ORF - Rate Chart (2nd Grade)", "ISIP ORF - Passage - Going to the Vet", "ISIP ORF - Passage - Insects", and "ISIP ORF - Passage - The Water Cycle". Each resource has a small green label indicating its Lexile level: 420L, 500L, and 590L.

Search: Campuses

Home Report Administration Campus Classroom Toolbox Boards

<< Return to Search Results

## ISIP ORF - Priority - 2nd Grade Practice

Oral reading fluency consists of the following three components: accuracy, rate, and prosody. This collection of resources is designed to provide students the opportunity to practice these components in isolation. Grade-leveled passages are provided below to accompany the lessons. You may also select passages from other grades depending on the needs of each student. However, the goal is for students to achieve a words correct per minute (WCPM) score at or above the 50th percentile on grade-leveled texts.

+ Add to Library

Tags: accuracy expression Fluency Practice Fluent Reading oral reading fluency rate Reading Fluency Prosody

### ISIP Oral Reading Fluency

- ISIP ORF - Priority - Accuracy
- ISIP ORF - Priority - Rate
- ISIP ORF - Priority - Prosody
- ISIP ORF - Rate Chart (2nd Grade)
- ISIP ORF - Passage - Going to the Vet
- ISIP ORF - Passage - Insects
- ISIP ORF - Passage - The Water Cycle

# Progress Monitoring

- Assessment Instructions
- Printable Passages
  - Teacher chooses level
  - Enough for bimonthly

## Progress Monitoring Instructions

### Materials

- passage from ISIP ORF – Progress Monitoring Resources
- stopwatch
- clipboard
- Student Oral Reading Fluency Log
- Hasbrouck and Tindal's Compiled ORF Norms (2017)
- Readability Ranges by Grade

### Preparation

#### Step 1

Select a passage from the ISIP ORF – Progress Monitoring land is for the student to read on-level text at the 50th percentile, passages from other grades, depending on the student's reading Readability Ranges by Grade to help you select an appropriate

#### Step 2

Prepare passages for administration by placing the Teacher and Reading Comprehension Questions on the table or on a clipboard.

#### Step 3

Have your stopwatch ready.

### Administration

#### Step 1

Place the Student Copy of the passage in front of the student that you will score their reading fluency and comprehension. Explain that you will score their reading fluency and comprehension are to read the best they can at their natural pace. Explain a word, you will help them. Point to the first word and in reading there.

#### Step 2

When the student starts reading, start the stopwatch.

#### Step 3

If the student gets stuck on any word for three seconds so they can keep going. Document the student's reading following notations:

- Accuracy: write a check mark (✓) above the correct word. Note: Correctly read words may be left unmarked.
- Self-Correction: write "sc" above a word that was read incorrectly three seconds (considered correct)
- Mispronunciation/Substitution: write error code above the word in the text

NOTES

## ISIP Oral Reading Fluency Progress Monitoring

360L

Student Name

Date

Ava and Sam (Teacher Copy)

Story Text

Word Count

Ava had to hurry. She was going to be late for school.

12

She put on one shoe but could not find the other one. It was

26

missing! Ava looked upstairs and downstairs. She looked in every

36

room. Sam wagged his tail and barked. He wanted to play. Ava

48

saw something under Sam's paw. It was her shoe! She put on

60

her shoe and hugged Sam. Ava told Sam they would play after

72

school today.

74

Time: \_\_\_\_\_ Seconds

Scoring Words Correct Per Minute (60 seconds)

\_\_\_\_\_ Total Words – \_\_\_\_\_ Errors = \_\_\_\_\_ WCPM

Scoring Words Correct Per Minute (<60 seconds)

(\_\_\_\_\_ Total Words – \_\_\_\_\_ Errors) ÷ \_\_\_\_\_ Seconds × 60 = \_\_\_\_\_ WCPM

Lexile Level: 360L  
Word Count: 74

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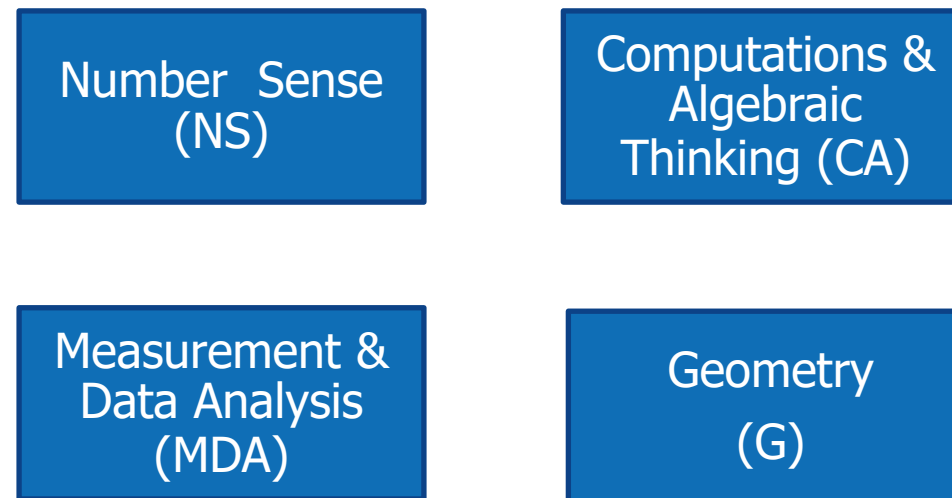
# ISIP™ Math

Measures skills most predictive  
of Math success

## Levels of Cognitive Engagement:



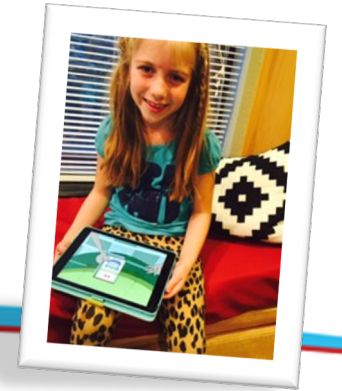
**ISIP Math covers math items in these various domains:**





# After Assessments

*Connect Data with Next Steps*



DATA



KNOWLEDGE



ACTION

# How do we use Istation's Reports?

- Planning Support
- Tracking Growth
- Informing Instruction

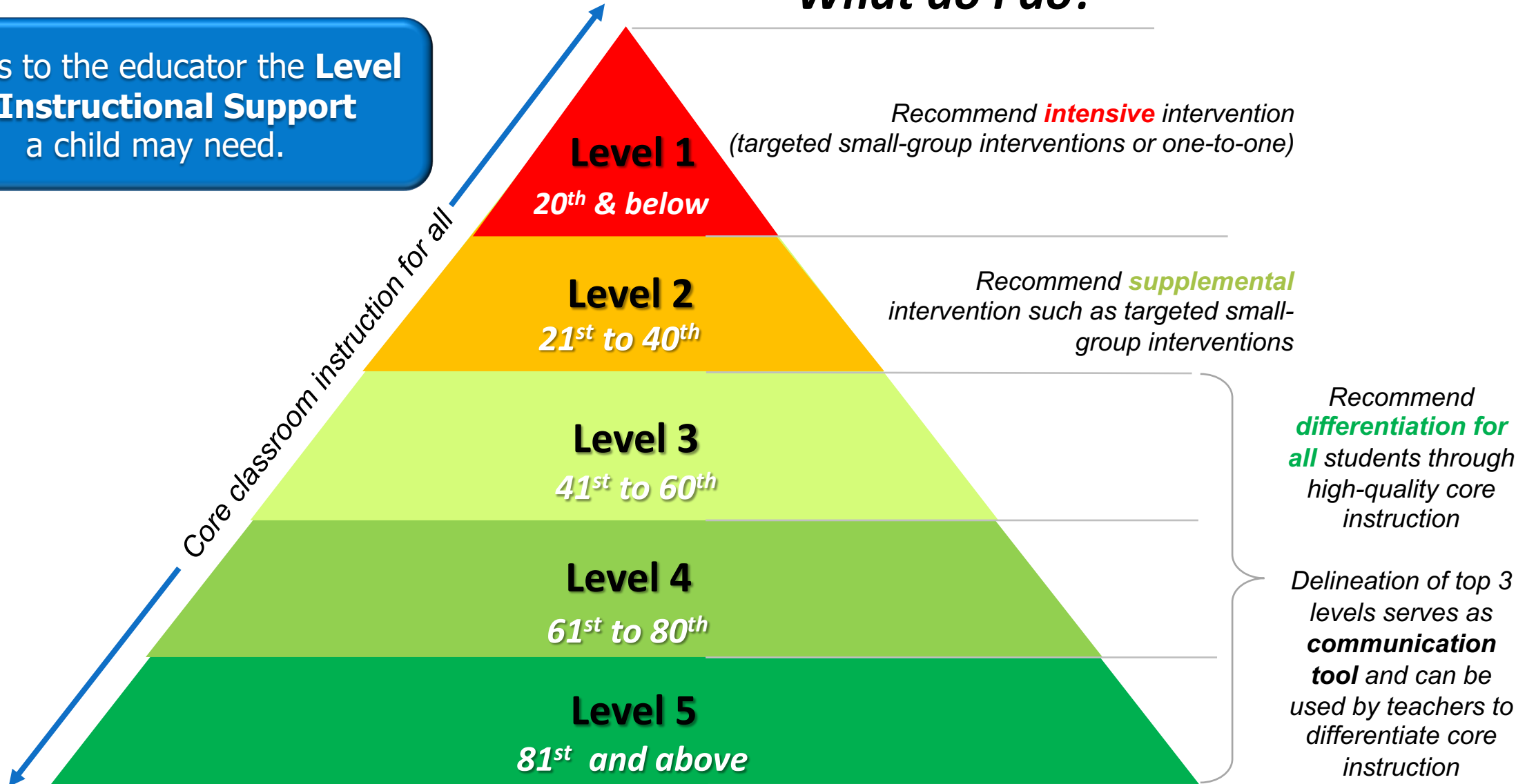




# Istation Levels

*What do I do?*

Signals to the educator the **Level of Instructional Support** a child may need.



# Classroom Page

## Classroom

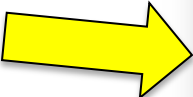
- > [Classroom Information](#)
- > [Add/Remove Students](#)
- > [Login Cards](#)
- > [Goals](#)
- > [On Demand Assessments](#)
- > [Assignments](#)
- > [Oral Reading Fluency](#)
- > [Parent Portal Letters](#)

## About

- Taught by
- Number of students  
**16**
- Domain is  
**washington.rptdemo**
- For school year  
**2017/2018**
- Student access to online books  
**Without a teacher's password**

## Related Reports

- Reading
- [ISIP Summary](#)
- [Priority Report](#)
- [Classroom Summary](#)
- [Progress](#)
- [View Additional Reports](#)



## 1st Grade - R

at [George Washington Elementary School, Report Demo](#)

Product: [Istation Reading](#) [Istation Español](#) [Istation Math](#)

ISIP status and weekly activity are based on the product(s) selected above

Show Multiple Products ☒

Hide Filtered Status ☐

Show By Status: [All Students](#) [Tier 1](#) [Tier 2](#) [Tier 3](#) [Incomplete](#)

Student	ISIP™ Status This Month	Activity This Week
Andrew	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes
Daniel	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes
Dina	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes
Isaac	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes
Isaiah	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes
Jemel	<b>complete</b> ISIP Early Reading	Su Mo Tu We Th Fr Sa 0 minutes
	<b>complete</b> ISIP Math	Su Mo Tu We Th Fr Sa 0 minutes

# Reports to Inform Instruction

For school year  
**2017/2018**

Student access to online books  
**Without a teacher's password**

Related Reports

Reading

ISIP Summary

Priority Report

Classroom Summary

Progress

View Additional Reports

Genevie	comp
Jacob	comp
Jessica	comp
Julie	comp
Malakai	comp
Maria	comp

## Classroom

> Classroom Information

> Add/Remove Students

> Login Cards

> Goals

> On Demand Assessments


> Assignments


> Oral Reading Fluency

> Parent Portal Letters

## About

 Taught by

 Number of students  
**16**

 Domain is  
**washington.rptdemo**

 For school year

# 1st Grade - R

at George Washington Elementary S

Product: **Istation Reading**

ISIP status and weekly a

Show By Status: **All Stu**

Student


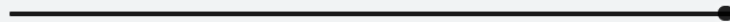


 Daniel

 Dina

**Pat's Quilt**

Total Words: 74 Words Read: 74 Words Correct: 73

Count		Analysis (optional) Errors & Self-Corrections						Notes	
E	SC	E			SC				
		M	S	V	M	S	V		
		0	0	0	0	0	0		
	1	0	0	0	0	0	0		
		0	0	0	0	0	0		
		0	0	0	0	0	0		
		0	0	0	0	0	0		
1		0	0	0	0	0	0		
		0	0	0	0	0	0		
		0	0	0	0	0	0		
		0	0	0	0	0	0		
		0	0	0	0	0	0		
Totals:		1	1	0	0	0	0		

 0:25 / 0:25    Mark Time: 25

Recording Quality

☐ Non-Native Speaker ☐ Accented Speech ☐ Speech Impediment  
☐ Microphone Problems ☐ Noisy Classroom ☐ Low Volume

Passage Comments

# Istation Teacher Level Reports

## Track Growth

### ISIP Summary

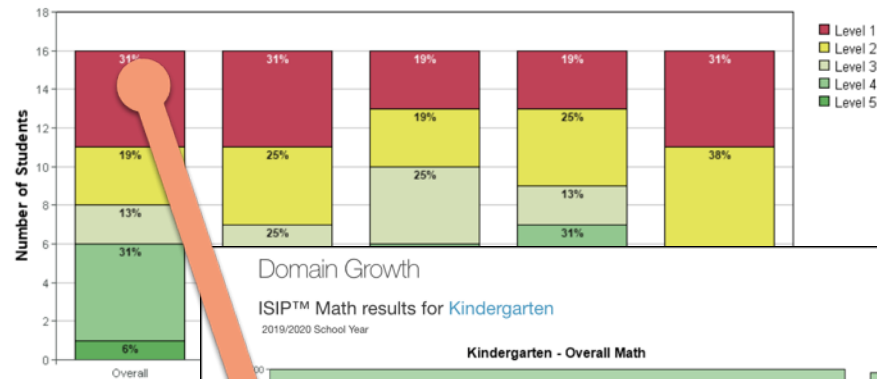
### Ability Growth

### Student Summary Handout

#### Summary

ISIP™ Math results for Kindergarten -  
2019/2020 School Year

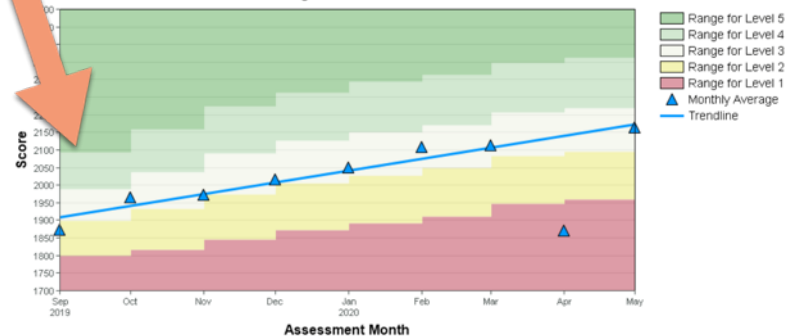
Kindergarten - October 2019



#### Domain Growth

ISIP™ Math results for Kindergarten  
2019/2020 School Year

Kindergarten - Overall Math



December - March (Overall Math)

Monthly Scores by Student - Kindergarten - Overall Math												
Students	December <sup>[+]</sup>			January <sup>[+]</sup>			February <sup>[+]</sup>			March <sup>[+]</sup>		
	Score	Level	%-tile Rank	Score	Level	%-tile Rank	Score	Level	%-tile Rank	Score	Level	%-tile Rank
2037	3		45 <sup>th</sup>				1885	1	18 <sup>th</sup>	1959	2	22 <sup>nd</sup>
2210	4		75 <sup>th</sup>	2399	4	90 <sup>th</sup>	2666	5	99 <sup>th</sup>	2454	5	91 <sup>st</sup>

#### Student Summary Handout

ISIP™ Math results for Omar

Program Overview

Current Math Unit : Unit 32

Last Date Used: Tue May 12 2020 02:30:14 PM (-05:00)

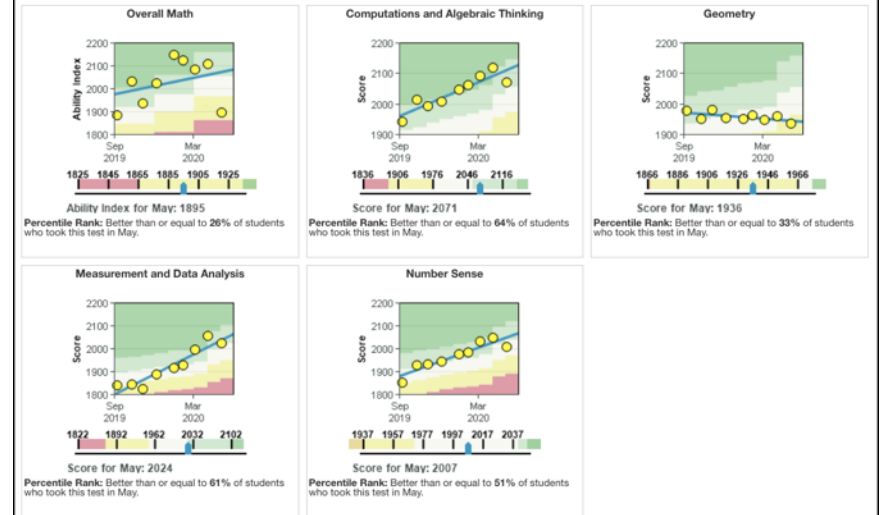
Program Usage (hours): 11.2

Quantile: 100Q

Istation's Indicators of Progress (ISIP™)

Results as of the most recent assessment taken (May 5th): The Student Summary Handout Report shows how your student is developing in overall mathematical ability, which is a strong indicator of instructional readiness for math content and skills. This information can be used to show growth throughout the school year.

Overall Math : Level 2: At or below the 40th percentile rank



#### Priority Report Overview (Omar)

Reason Listed on Priority Report	Status	Date Listed	Intervention Delivered	Delivered By
ISIP Math: Grade 2	▼	Mon May 4 2020	-	-
Excessive Logouts/Idle Time	▼	Tue Sep 10 2019	-	-

#### Legend

- ▼ Some Difficulty — Student is demonstrating some weakness with this skill
- Ongoing Difficulty — Student is continuing to demonstrate some weakness with this skill
- ✗ Struggling — Student is demonstrating significant weakness with this skill
- ✗ Ongoing Struggles — Student is continuing to demonstrate significant weakness with this skill




# Istation Teacher Level Reports

## Inform Instruction

### Classroom Summary

Classroom Summary				
Istation Math results for <b>MATH 3</b>				
at Elementary School - 2019/2020 School Year				
<b>Critical Intervention</b> 5 students have been identified at or below the 10th percentile and in need of critical intervention.				
<b>Students in Level 1</b>				
Name	ISIP Math	Percentile Rank	Quantile	Usage (hours)
	1417	1	EM90Q	2.4
	1455	1	EM55Q	1.1
	1544	3	35Q	2.4
	1572	4	65Q	2.5
	1631	9	125Q	1.3
	1676	15	170Q	0.9
	1692	17	185Q	1.3
<b>Students in Level 3</b>				
Name	ISIP Math	Percentile Rank	Quantile	Usage (hours)
	1822	45	315Q	1.6
	1870	58	365Q	0.7
<b>Students in Level 4</b>				
Name	ISIP Math	Percentile Rank	Quantile	Usage (hours)
	1891	63	385Q	2.3
	1896	64	390Q	1.8
	1906	66	400Q	1.3
	1908	67	400Q	1.7
	1936	73	430Q	1.4
<b>Students in Level 5</b>				
Name	ISIP Math	Percentile Rank	Quantile	Usage (hours)
	1995	84	490Q	1
	2012	86	505Q	1
	2014	87	510Q	1.5
	2049	91	545Q	2.7

### Priority Report

<b>Priority</b>					
Istation Math results for <b>3rd Grade - M</b>					
at George Washington Elementary School - 2017/2018 School Year					
ISIP Math: Grade 3					
 Recommended Teacher Directed Lesson: 3rd Grade - ISIP Math Teacher Directed Interventions			<a href="#">Resource Details</a>		
Students in this Group	Priority Status	Overall Level	Date Listed	Usage Since this Alert (hh:mm)	Current Unit
<input type="checkbox"/> Olga [+]	X	1	Wed May 2 2018	02:30	Unit 43
<input type="checkbox"/> Yacelynn [+]	X	1	Wed May 2 2018	03:10	Unit 40
<input type="checkbox"/> Alexia [+]	🔴	3	Mon Apr 9 2018	05:25	Unit 46
<input type="checkbox"/> Alvaro [+]	🔴	2	Wed May 2 2018	01:43	Unit 40
<input type="checkbox"/> Genevie [+]	🔴	2	Wed May 2 2018	04:33	Unit 46
<input type="checkbox"/> Mariah [+]	🔴	2	Wed May 2 2018	03:35	Unit 40
<input type="checkbox"/> Tristan [+]	🔴	2	Wed May 2 2018	02:44	Unit 46
<a href="#">Save</a> Save checked boxes and optional intervention notes.					
Unit 40: Create the expanded form of a number					
 Recommended Teacher Directed Lesson: Place Value - Writing Expanded Form from Standard through Thousands and Millions			<a href="#">Resource Details</a>	<a href="#">Download File</a>	
Students in this Group	Priority Status	Overall Level	Date Listed	Usage Since this Alert (hh:mm)	Current Unit
<input type="checkbox"/> Yacelynn [+]	X	1	Mon Jan 29 2018	12:58	Unit 40
<a href="#">Save</a> Save checked boxes and optional intervention notes.					
Unit 43: Use benchmark fractions to compare fractions with different denominators					
 Recommended Teacher Directed Lesson: Comparison - Benchmark Fractions			<a href="#">Resource Details</a>	<a href="#">Download File</a>	

# Teacher Connections

## Priority

### Istation Reading results for 1st Grade - R

at George Washington Elementary School - 2017/2018 School Year

#### Overview of current groups for this class:


[Do not print this section](#)

Student count includes acknowledged alerts where intervention has been delivered.

- [Beginning Sound \(3 students\)](#)
- [Segmenting and Blending \(2 students\)](#)
- [Cycle 2: Middle Sound \(1 student\)](#)
- [Cycle 3: Ending Sound \(3 students\)](#)
- [Phonemic Substitution \(4 students\)](#)
- [ISIP Early Reading: Letter Knowledge \(9 students\)](#)
- **[ISIP Early Reading: Phonemic Awareness \(7 students\)](#)**
- [ISIP Early Reading: Alphabetic Decoding \(12 students\)](#)
- [ISIP Early Reading: Comprehension \(14 students\)](#)
- [ISIP Early Reading: Text Fluency \(9 students\)](#)
- [ISIP Early Reading: Vocabulary \(9 students\)](#)
- [ISIP Early Reading: Spelling \(12 students\)](#)

#### Critical Intervention

**2 students** have been identified at or below the 10th percentile and in need of critical intervention.















### Phonological/Phonemic Awareness – ISIP Early Reading Teacher-Directed Interventions

[+ Add to Library](#)

Teacher-directed interventions help struggling students achieve mastery in a particular skill or subskill. The information document includes a suggested instructional sequence to master targeted and prerequisite early reading skills.

There are two groups of lessons designed to deliver targeted instruction to Tier 2 and Tier 3 students with suggestions on which lessons to administer to Tier 1 students to ensure skill mastery.

 ISIP ER Phonological Awareness Information	 ISIP ER Phonological Awareness: Blending Syllables Tier 3
 ISIP ER Phonological Awareness: Blending Syllables Tier 2	 ISIP ER Phonological Awareness: Blending Spoken Words into Compound Words, Tier 3
 ISIP ER Phonological Awareness: Blending Spoken Words into Compound Words, Tier 2	 ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 3
 ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2	 ISIP ER Phonological Awareness: Distinguish Rhyme, Tier 3
 ISIP ER Phonological Awareness: Distinguish Rhyme, Tier 2	 ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 3
 ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 2	 ISIP ER Phonological Awareness: Identifying Final Phonemes, Tier 3



# Priority Report

Linked Teacher Directed Lessons

## ISIP Math: Grade 1



**Recommended Teacher Directed Lesson:**  
1st Grade - ISIP Math Teacher Directed Interventions

Resource Details

Students in this Group	Priority Status	Overall Level	Date Listed	Usage Since this Alert (hh:mm)
<input type="checkbox"/> Anthony [+]		1	Wed May 2 2018	02:05
<input type="checkbox"/> Gabriella [+]		1	Wed May 2 2018	02:44
<input type="checkbox"/> Jeremy [+]		1	Wed May 2 2018	03:02
<input type="checkbox"/> Joscelyn [+]		1	Wed May 2 2018	01:28

## Unit 19: Relative Magnitude with Part Part Whole



**Recommended Teacher Directed Lesson:**  
Part Part Whole - Relative Magnitude with Part-Part-Whole

Resource Details

Download File

Students in this Group	Priority Status	Overall Level	Date Listed	Usage Since this Alert (hh:mm)
<input type="checkbox"/>		3	Fri Feb 2 2018	22:44
<input type="checkbox"/> Daniel [+]		4	Thu Feb 1 2018	22:33

## Number Sense

EM40Q	G1 ISIP Math - Operations - Counting On Cards
EM40Q	G1 ISIP Math - Operations - Adding to Your Math Toolbox
EM130Q	G1 ISIP Math - Operations - Sign of Operation
220Q	G1 ISIP Math - Operations - Magical Addends
EM80Q	G1 ISIP Math - Operations - Fact Family Dominoes
EM80Q	G1 ISIP Math - Operations - Three Amazing Addends

## Number and Operations

EM40Q	G1 ISIP Math - Number Sense - Number Hunt (1-120)
250Q	G1 ISIP Math - Number Sense - The Ladybug and the Elephant
50Q	G1 ISIP Math - Place Value - Base Ten Blocks Battle
10Q	G1 ISIP Math - Place Value - Base Ten Block Basics
10Q	G1 ISIP Math - Place Value - Mystery Picture
10Q	G1 ISIP Math - Place Value - Ten and Ones

## Measurement

EM10Q	G1 ISIP Math - Data Analysis - Graphing Three Ways
EM10Q	G1 ISIP Math - Data Analysis - Analyze and Add Using Picture Graphs
EM10Q	G1 ISIP Math - Data Analysis - Graphing to the Rescue!
EM10Q	G1 ISIP Math - Data Analysis - How Many More?

## Algebra

EM80Q	G1 ISIP Math - Algebra - High Fives
EM80Q	G1 ISIP Math - Number Sense - Skip Counting
110Q	G1 ISIP Math - Algebra - Which Side of the Street?
110Q	G1 ISIP Math - Algebra - Odd or Even?



# In-depth Teacher Directed Lessons

## Istation MATH

### Unit 40

### Rounding – Within Three- and Four-Digit

#### Teacher-Directed Lesson

##### Lesson Objective

Students will round to the nearest ten and hundred within three a number line

##### Prerequisite Skills and Knowledge

- Counting by tens and counting by hundreds
- Basic understanding of multiples of ten and hundred
- Understand how to identify the place value of digits in a number
- Understand the number of thousands, hundreds, tens, and ones
- Correctly identify the indicated place value.
- Understand that a number can be rounded to any place value

G4  
MATH

## ISIP Math Teacher Resource: Using Multiplication to Solve If-Then Word Problems

### Appendix

#### Integration of the Content and Research-Based Instructional Practice

The Institute of Education Sciences (IES) recommends that instructional materials for interventions for students through grade 4 focus on word problems, specifically on teaching students how to identify the common word-problem types and how to apply this knowledge in solving unfamiliar problems. Students must learn to first recognize the type of word problem, categorize problems accordingly, and then choose reliable problem-solving strategies to find the correct solution. Instruction for Tier 2 and 3 interventions should focus on identifying which information in a word problem is important and which is irrelevant to solving the problem.

The IES explains that understanding simple word problems helps give meaning to math functions by relating them to real-world contexts and that learning to understand the word-problem types not only improves students' success in problem solving but also leads to greater understanding of increasingly complex word problems. To achieve this, teachers must give clear, detailed, step-by-step instructions of how to identify the structures of known, familiar word problems and how they relate to new, unfamiliar word problems. With a focus on explicit instructions of how to link the two types of problems, students will learn to apply the proper solution methods to new problems they encounter.

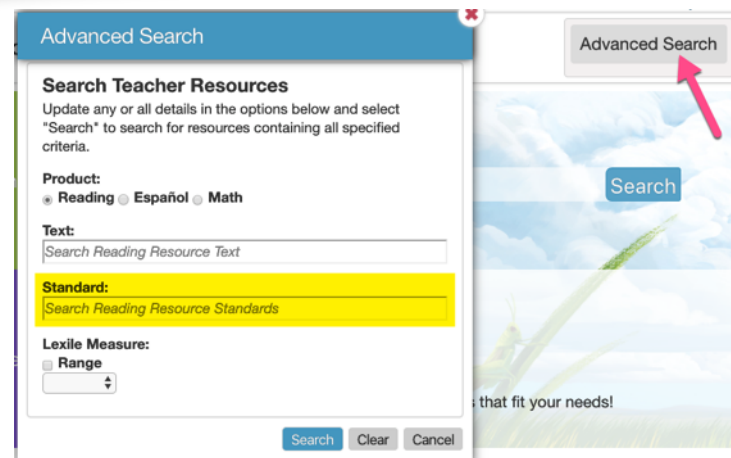
#### Strategies Identified to Change Student Outcomes

In connection with the fourth-grade Curriculum Focal Point 1 (CFP 1), intervention instruction, as supported by the IES Practice Guide, should often include, but not be limited to, the following examples:

1. **Explicit and sequential instructions** – Teaching students effective methods of problem solving through step-by-step instructions that can be applied to future and more complex problems creates a necessary foundation for further math studies. For example, teachers might

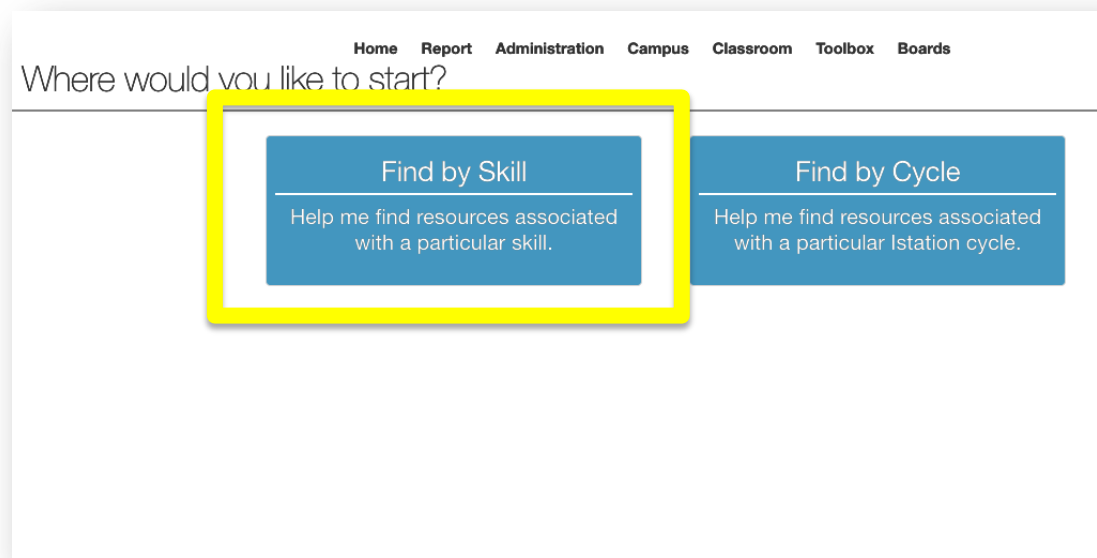
# Target Skills in Core and Intervention

## Search by Standard



The image shows a screenshot of the 'Advanced Search' dialog box overlaid on a background image of a cornfield under a blue sky. The dialog box has a blue header with the text 'Advanced Search' and a red close button. Below the header, it says 'Search Teacher Resources' and provides instructions: 'Update any or all details in the options below and select "Search" to search for resources containing all specified criteria.' The dialog contains several input fields: 'Product:' with radio buttons for 'Reading' (selected), 'Español', and 'Math'; 'Text:' with a text input field containing 'Search Reading Resource Text'; 'Standard:' with a text input field containing 'Search Reading Resource Standards'; and 'Lexile Measure:' with a 'Range' checkbox and a dropdown menu. At the bottom of the dialog are 'Search', 'Clear', and 'Cancel' buttons. In the background image, there is a blue 'Search' button and a pink arrow pointing to an 'Advanced Search' button in the top right corner.

## Search by Skill



The image shows a screenshot of the Istation website's 'Where would you like to start?' section. At the top, there is a navigation bar with links: 'Home', 'Report', 'Administration', 'Campus', 'Classroom', 'Toolbox', and 'Boards'. Below the navigation bar, the text 'Where would you like to start?' is displayed. There are two blue buttons: 'Find by Skill' and 'Find by Cycle'. The 'Find by Skill' button is highlighted with a yellow border and contains the text 'Help me find resources associated with a particular skill.' The 'Find by Cycle' button contains the text 'Help me find resources associated with a particular Istation cycle.'