

Benchmark 1 – 3rd Grade Reading Board Workshop



Dr. James Cureton and Stacy Pineda

Benchmark 1: The Difference

2016-17

- Narrative text only
- One reading passage
- Administered 12/2016

2017-18

- Narrative and expository text
- Two reading passages
- Administered 11/2016

Proficiency Levels

Masters –needs little or no academic intervention

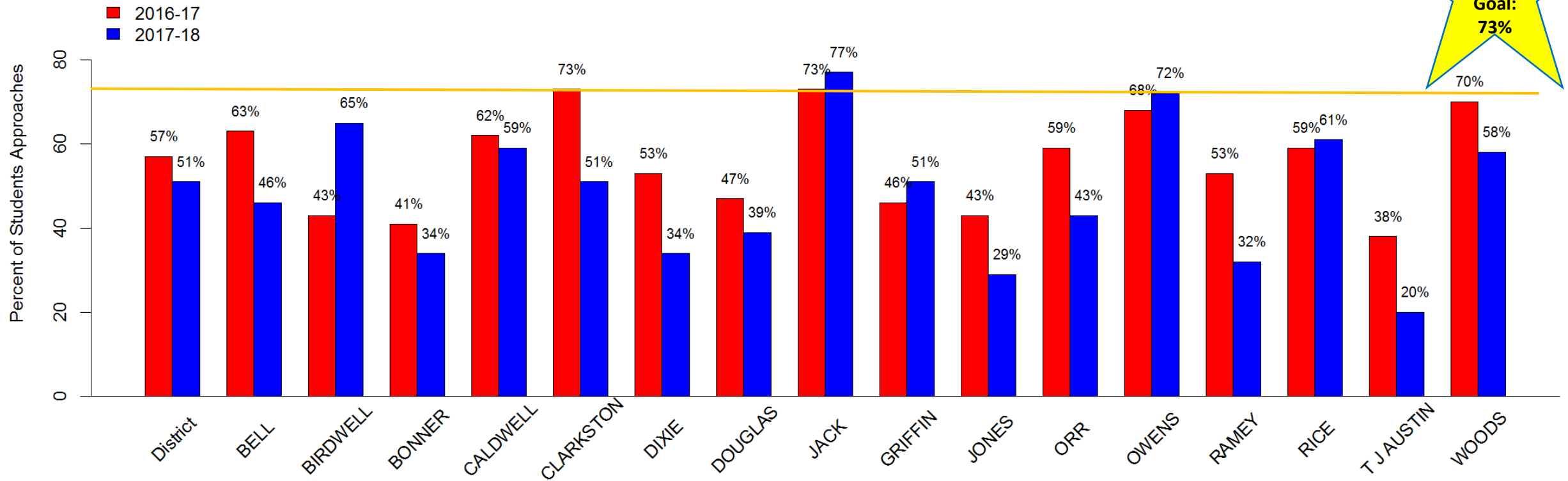
Meets – may need short term targeted academic intervention

Approaches – likely to succeed with targeted academic intervention

Not Met – unlikely to succeed without significant academic intervention

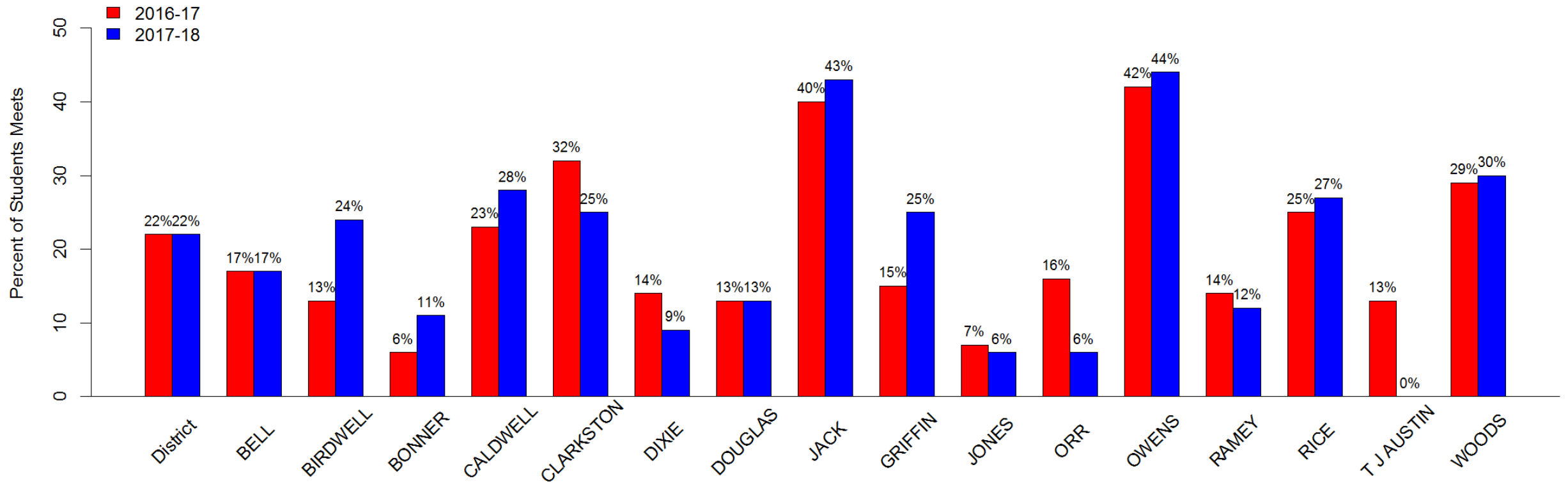


Percent of Students Approaching



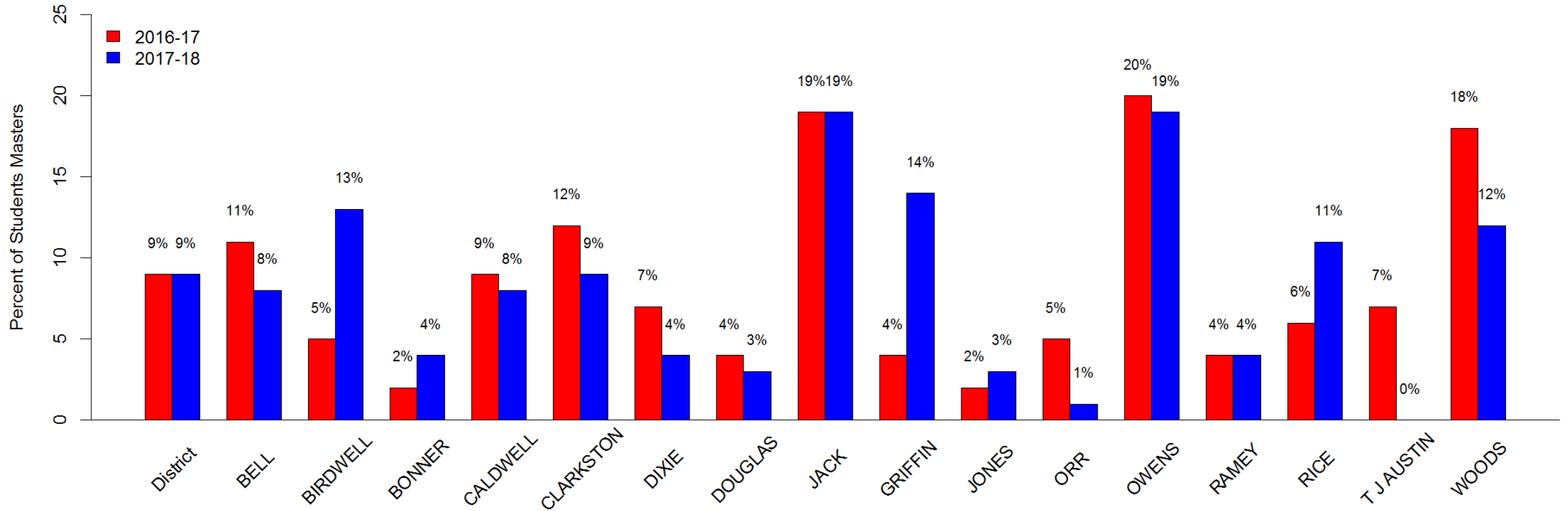
- The percent of students achieved “**approaching** grade level” proficiency is **lower** than last year for the district and 11/16 campuses (69%).

Percent of Students Meets



- The percent of students that achieved “meets grade level” proficiency is the same as last year for the district and higher for 10/16 campuses (63%).
- 3/6 (50%) of campuses had <5% decline in “meets grade level” proficiency.

Percent of Students Masters



- The percent of students that achieved “masters grade level” proficiency is the same as last year for the district and higher or the same for 7/16 campuses (44%).
- 7/9 campuses (88%) had less than 4% decline in the “masters grade level” proficiency.

Benchmark 1: What do the scores mean?

Why are fewer students reaching “approaches” this year?

- More reading, which is difficult for those students
- Mixed genres
- Earlier administration

Are we projected to improve over last year?

- Not apples-to-apples comparison
- All groups of students should continue to improve
- “Approaches” students should benefit from earlier and longer exposure to expository text