



Student Accountability Report



School: Crossett Elementary School Grade: 03 SPED: N Gender: F LEP: N Ethnicity: BLACK
 Prior Math: Grade 2 -- Basic. Prior Literacy: Grade 2 -- Advanced.
 Math Forecast: Grade 03 -- May need attention (proficiency).
 Literacy Forecast: Grade 03 -- Proficiency likely.

This report contains the following student data:
 ITBS
 TLI SUMMARY
 TLI MODULE DETAILS
 TLI PROGRESS

ACTAAP NORM REFERENCED ASSESSMENTS									
IOWA TEST OF BASIC SKILLS									
Year	Group	READING PERCENTILE			MATHEMATICS PERCENTILE				
		Comp	Vocabulary	Total	Concepts	Problems	Total	Computation	Tot w/ Comp
12-13	2	84	60	74	31	12	19		
11-12	1	72	49	63	14	30	22		
10-11	0	77	23	85			19		

THE LEARNING INSTITUTE INTERIM ASSESSMENTS						
LITERACY - READING						
Year	Group	Module	Comb-Adj	Passage	MC (SPOTCheck)	OR
13-14	Grade 3	1	N/A		7 of 8 (Adv)	N/A
					Total Score:	7 of 8
					Average:	88%
					Adjusted:	94%

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

LITERACY - READING						
Year	Group	Module	Comb-Adj	Passage	MC	OR
12-13	Grade 2	1	81%		3 of 8	4 of 4
		2	83%		5 of 8	3 of 4
		3	75%		5 of 8	2 of 4
		4	90%		5 of 8	4 of 4
					Total Score:	18 of 32
					Average:	56%
					Adjusted:	75%

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC (SPOTCheck)
13-14	Grade 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7 of 12 (Adv)
				Total Score:	N/A	N/A	N/A	N/A	N/A	7 of 12
				Average:	N/A	N/A	N/A	N/A	N/A	58%
				Adjusted:	N/A	N/A	N/A	N/A	N/A	76%

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC
12-13	Grade 2	1	82%	3 of 4	3 of 4	2 of 4	3 of 4	3 of 4	14 of 20	7 of 12
		2	85%	4 of 4	3 of 4	2 of 4	3 of 4	3 of 4	15 of 20	7 of 12
		3	86%	3 of 4	3 of 4	3 of 4	3 of 4	4 of 4	16 of 20	7 of 12
		4	71%	2 of 4	1 of 4	2 of 4	2 of 4	2 of 4	9 of 20	9 of 12
				Total Score:	12 of 16	10 of 16	9 of 16	11 of 16	12 of 16	54 of 80
				Average:	75%	62%	56%	69%	75%	68%
				Adjusted:	87%	79%	75%	83%	87%	79%

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC
11-12	Grade 1	3	N/A	1 of 4	1 of 4	1 of 4	1 of 4	1 of 4	5 of 20	of
		4	N/A	3 of 4	2 of 4	3 of 4	3 of 4	3 of 4	14 of 20	of
		5	N/A	2 of 4	3 of 4	3 of 4	3 of 4	2 of 4	13 of 20	of
Total Score:				6 of 12	6 of 12	7 of 12	7 of 12	6 of 12	32 of 60	of
Average:				50%	50%	58%	58%	50%	53%	N/A
Adjusted:				71%	71%	76%	76%	71%	73%	N/A

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC (SPOTCheck)	OR
13-14	Grade 3	1	N/A	17 of 20 (Adv)	N/A
Total Score:				17 of 20	N/A
Average:				85%	N/A
Adjusted:				92%	N/A

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC	OR
12-13	Grade 2	1	71%	10 of 20	2 of 4
		2	84%	9 of 20	4 of 4
		3	90%	13 of 20	4 of 4
		4	80%	16 of 20	2 of 4
Total Score:				48 of 80	12 of 16
Average:				60%	75%
Adjusted:				77%	87%

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC	OR
11-12	Grade 1	2	98%	18 of 20	4 of 4
		3	92%	14 of 20	4 of 4
		4	78%	14 of 20	2 of 4
		5	84%	9 of 20	4 of 4
		6	63%	6 of 20	2 of 4
		7	71%	10 of 20	2 of 4
		8	51%	12 of 20	0 of 4
		Total Score:			
Average:				59%	64%
Adjusted:				77%	80%

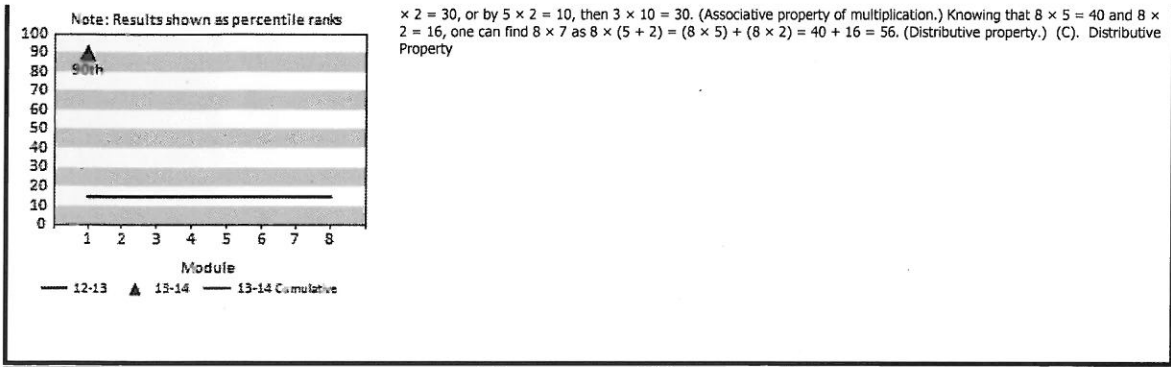
THE LEARNING INSTITUTE ASSESSMENT DETAILS

Math - Grade 3 - Module Details

Module 1	Quest. #	Questions																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		3.MD.3 (B)	3.OA.8 (A)	3.NBT.2 (B)	3.MD.3 (A)	3.OA.5 (B)	3.OA.3 (A)	3.OA.5 (B)	3.OA.5 (C)	3.OA.1	3.MD.4	3.NBT.1 (A)	3.OA.5 (A)	3.OA.3 (B)	3.OA.1	3.OA.5 (C)	3.OA.9	3.NBT.1 (B)	3.NBT.2 (A)	3.OA.3 (A)	3.OA.5 (A)	
Class Avg	81	91	74	91	87	61	91	96	70	91	70	83	70	83	70	52	70	74	96	100	96	
% Corr	85	Corr. Ans.	B	A	B	C	A	D	B	A	A	B	A	B	C	C	A	B	D	C	C	C
Adj %	92	Stud. Ans.	B	A	B	C	A	D	B	A	A	B	A	B	C	B	D	B	C	C	C	C

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Math - Grade 3 - Progress	
Potential Remediation Topics (Module(s): 1,2,3,4,5,6,7,8)	
3.NBT.1(B) - (0/1) - Use place value understanding to round whole numbers to the nearest 10 or 100. (B). Round to nearest 100	
3.OA.1 - (1/2) - Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	
3.OA.5(C) - (1/2) - Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15	

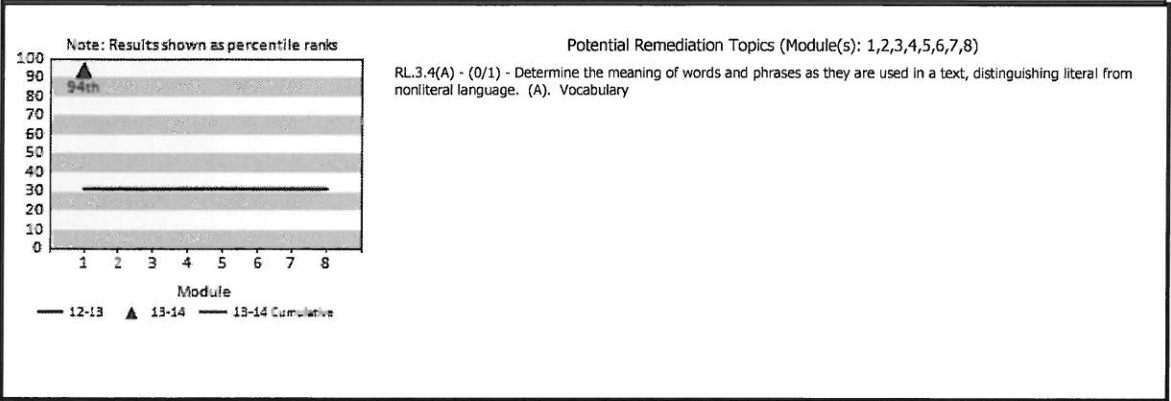


Reading - Grade 3 - Module Details

Module 1	Quest. #	1	2	3	4	5	6	7	8
				RL.3.2 (A)	RL.3.3 (B)	RL.3.4 (A)	RL.3.2 (A)	RL.3.3 (A)	RL.3.6 (A)
Class Avg	61	59	64	18	50	45	77	86	86
% Corr	88	Corr. Ans.	D	A	B	B	A	B	A
Adj %	94	Stud. Ans.	D	A	<u>D</u>	B	A	B	A

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Reading - Grade 3 - Progress

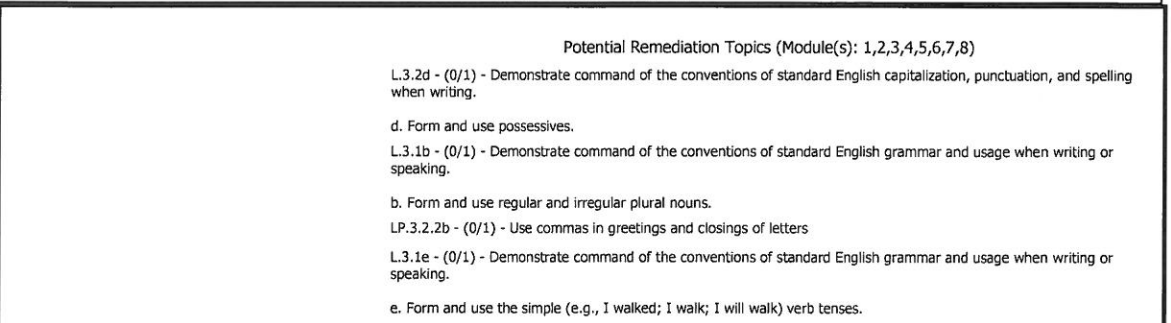


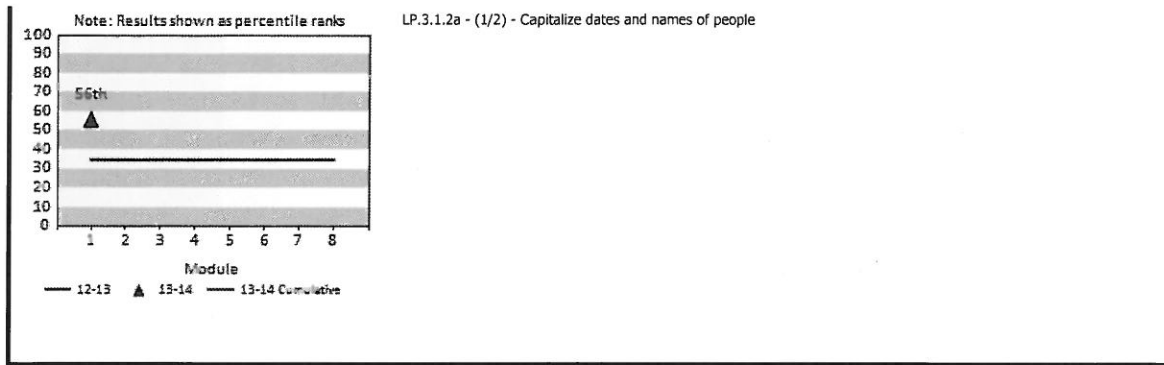
Writing - Grade 3 - Module Details

Module 1	Quest. #	1	2	3	4	5	6	7	8	9	10	11	12
			LP.3.2.2b	L.3.1d (A)	L.3.2b	L.3.1e	L.3.2d	LP.3.1.2a (A)	L.3.1b	LP.3.1.2a	LP.3.1.2c	L.3.1b	L.3.1d
Class Avg	51	32	36	45	41	45	73	50	55	95	23	82	36
% Corr	58	Corr. Ans.	C	C	A	D	C	A	B	B	C	A	D
Adj %	76	Stud. Ans.	<u>A</u>	C	A	<u>A</u>	-	A	B	<u>C</u>	C	<u>B</u>	D

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Writing - Grade 3 - Progress







Student Accountability Report



School: Crossett Elementary School Grade: 03 SPED: N Gender: F LEP: N Ethnicity: WHITE
 Prior Math: Grade 2 -- Basic. Prior Literacy: Grade 2 -- Basic.
 Math Forecast: Grade 03 -- Proficiency likely.
 Literacy Forecast: Grade 03 -- Proficiency likely.

This report contains the following student data:
 SAT-10
 ITBS
 TLI SUMMARY
 TLI MODULE DETAILS
 TLI PROGRESS

ACTAAP NORM REFERENCED ASSESSMENTS					
AUGMENTED ASSESSMENT, SAT-10 PORTION					
READING			MATHEMATICS		
Year	Group	Scaled Score	Percentile Rank	Scaled Score	Percentile Rank
09-10	0	417	7	423	5

IOWA TEST OF BASIC SKILLS									
READING PERCENTILE					MATHEMATICS PERCENTILE				
Year	Group	Comp	Vocabulary	Total	Concepts	Problems	Total	Computation	Tot w/ Comp
12-13	2	52	30	38	67	7	26		
11-12	1	72	28	49	31	23	26		
10-11	1	9	1	1	18	7	9		

THE LEARNING INSTITUTE INTERIM ASSESSMENTS						
LITERACY - READING						
Year	Group	Module	Comb-Adj	Passage	MC (SPOTCheck)	OR
13-14	Grade 3	1	56%		6 of 8 (Adv)	0 of 4
Total Score:					6 of 8	0 of 4
Average:					75%	0%
Adjusted:					87%	0%

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

LITERACY - READING						
Year	Group	Module	Comb-Adj	Passage	MC	OR
12-13	Grade 2	1	79%		6 of 8	2 of 4
		2	90%		5 of 8	4 of 4
		3	68%		2 of 8	3 of 4
		4	90%		5 of 8	4 of 4
Total Score:					18 of 32	13 of 16
Average:					56%	81%
Adjusted:					75%	90%

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC (SPOTCheck)
13-14	Grade 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4 of 12 (Pro)
Total Score:				N/A	N/A	N/A	N/A	N/A	N/A	4 of 12
Average:				N/A	N/A	N/A	N/A	N/A	N/A	33%
Adjusted:				N/A	N/A	N/A	N/A	N/A	N/A	58%

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC

12-13	Grade 2	1	80%	3 of 4	3 of 4	2 of 4	3 of 4	3 of 4	14 of 20	5 of 12
		2	81%	4 of 4	2 of 4	2 of 4	3 of 4	2 of 4	13 of 20	8 of 12
		3	86%	4 of 4	3 of 4	2 of 4	3 of 4	3 of 4	15 of 20	8 of 12
		4	89%	4 of 4	3 of 4	3 of 4	3 of 4	3 of 4	16 of 20	9 of 12
Total Score:			15 of 16	11 of 16	9 of 16	12 of 16	11 of 16	58 of 80	30 of 48	
Average:			94%	69%	56%	75%	69%	72%	62%	
Adjusted:			97%	83%	75%	87%	83%	85%	79%	

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC
11-12	Grade 1	3	N/A	4 of 4	3 of 4	3 of 4	3 of 4	2 of 4	15 of 20	of
		4	N/A	3 of 4	3 of 4	3 of 4	3 of 4	3 of 4	15 of 20	of
		5	N/A	3 of 4	3 of 4	3 of 4	4 of 4	2 of 4	15 of 20	of
Total Score:			10 of 12	9 of 12	9 of 12	10 of 12	7 of 12	45 of 60	of	
Average:			83%	75%	75%	83%	58%	75%	N/A	
Adjusted:			91%	87%	87%	91%	76%	87%	N/A	

LITERACY - WRITING										
Year	Group	Module	Comb-Adj	Con	Style	SF	Usage	Mech	OR Total	MC
10-11	Grade 1	2	N/A	3 of 4	2 of 4	2 of 4	1 of 4	1 of 4	9 of 20	of
		3	N/A	3 of 4	2 of 4	1 of 4	2 of 4	2 of 4	10 of 20	of
Total Score:			6 of 8	4 of 8	3 of 8	3 of 8	3 of 8	19 of 40	of	
Average:			75%	50%	38%	38%	38%	48%	N/A	
Adjusted:			87%	71%	61%	61%	61%	69%	N/A	

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC (SPOTCheck)	OR
13-14	Grade 3	1	N/A	10 of 20 (Pro)	N/A
Total Score:				10 of 20	N/A
Average:				50%	N/A
Adjusted:				71%	N/A

Note: The SPOTCheck gives an estimate of the ACTAAP performance level (for Combined: Prof or Not Proficient; for MC only: Adv, Prof or Not Proficient) corresponding to the student's module score. For the best available forecast of a student's likely ACTAAP outcome, use the official forecast shown at the top of this report.

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC	OR
12-13	Grade 2	1	82%	12 of 20	3 of 4
		2	87%	15 of 20	3 of 4
		3	96%	17 of 20	4 of 4
		4	86%	14 of 20	3 of 4
Total Score:			58 of 80	13 of 16	
Average:			72%	81%	
Adjusted:			85%	90%	

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC	OR
11-12	Grade 1	2	88%	16 of 20	3 of 4
		3	82%	8 of 20	4 of 4
		4	71%	10 of 20	2 of 4
		5	94%	15 of 20	4 of 4
		6	62%	11 of 20	1 of 4
		7	79%	15 of 20	2 of 4
		8	60%	10 of 20	1 of 4
Total Score:			85 of 140	17 of 28	
Average:			61%	61%	
Adjusted:			78%	78%	

MATHEMATICS					
Year	Group	Module	Comb-Adj	MC	OR
10-11	Grade 1	4	N/A	7 of 20	N/A
		5	87%	11 of 20	4 of 4

Total Score:	18 of 40	4 of 4
Average:	45%	100%
Adjusted:	67%	100%

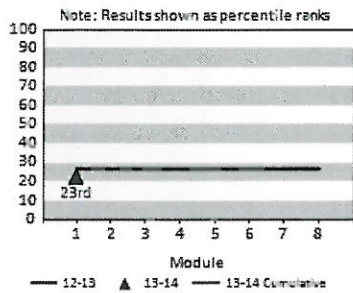
THE LEARNING INSTITUTE ASSESSMENT DETAILS

Math - Grade 3 - Module Details

Module 1	Quest. #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		3.MD.3 (B)	3.OA.8 (A)	3.NBT.2 (B)	3.MD.3 (A)	3.OA.5 (B)	3.OA.3 (A)	3.OA.5 (B)	3.OA.5 (C)	3.OA.1	3.MD.4	3.NBT.1 (A)	3.OA.5 (A)	3.OA.3 (B)	3.OA.1	3.OA.5 (C)	3.OA.9	3.NBT.1 (B)	3.NBT.2 (A)	3.OA.3 (A)	3.OA.5 (A)
Class Avg	69	85	50	90	85	50	75	90	20	90	45	80	50	70	75	40	55	70	95	85	85
% Corr	50	B	A	B	C	A	D	B	A	A	B	A	B	C	C	A	B	D	C	C	C
Adj %	71	C	D	B	C	A	C	B	B	A	A	C	A	C	B	C	B	B	C	C	C

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Math - Grade 3 - Progress



Potential Remediation Topics (Module(s): 1,2,3,4,5,6,7,8)

- 3.NBT.1(A) - (0/1) - Use place value understanding to round whole numbers to the nearest 10 or 100. (A). Round to nearest 10
- 3.MD.3(B) - (0/1) - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (B). Bar graphs
- 3.MD.4 - (0/1) - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- 3.NBT.1(B) - (0/1) - Use place value understanding to round whole numbers to the nearest 10 or 100. (B). Round to nearest 100
- 3.OA.5(C) - (0/2) - Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (C). Distributive Property
- 3.OA.8(A) - (0/1) - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (A). Addition & Subtraction
- 3.OA.3(A) - (1/2) - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (A). "Equal Groups: Unknown Product
Discrete Ex. There are 3 bags with 6 plums in each bag. How many plums are there in all? $3 \times 6 = 18$
- 3.OA.1 - (1/2) - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- 3.OA.5(A) - (1/2) - Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (A). Commutative Property of Multiplication

Reading - Grade 3 - Module Details

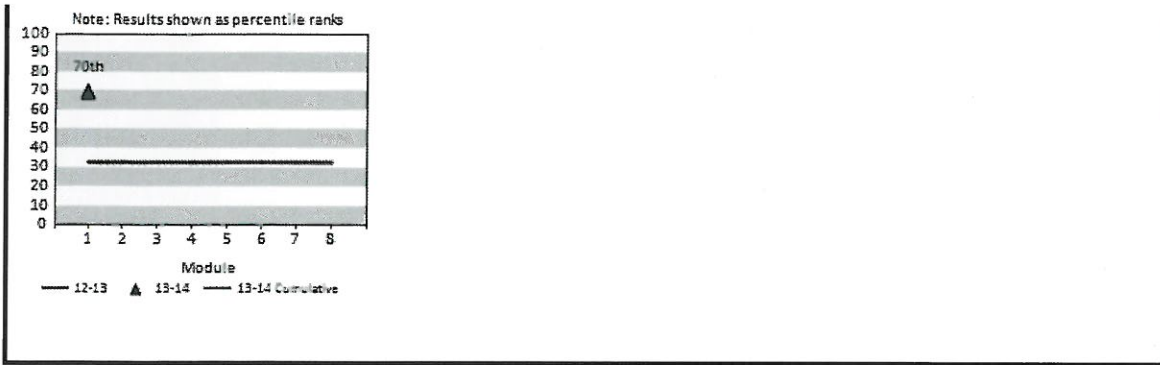
Module 1	Quest. #	1	2	3	4	5	6	7	8
		RL.3.2 (A)	RL.3.3 (B)	RL.3.4 (A)	RL.3.2 (A)	RL.3.3 (A)	RL.3.6	RL.3.1 (A)	RL.3.1 (B)
Class Avg	65	50	60	40	60	50	80	95	85
% Corr	75	D	A	B	B	A	B	A	C
Adj %	87	D	A	D	B	A	A	A	C

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Reading - Grade 3 - Progress

Potential Remediation Topics (Module(s): 1,2,3,4,5,6,7,8)

- RL.3.6 - (0/1) - Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.4(A) - (0/1) - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (A). Vocabulary



Writing - Grade 3 - Module Details

Module 1	Quest. #	1	2	3	4	5	6	7	8	9	10	11	12	
		LP.3.2.2b	L.3.1d (A)	L.3.2b	L.3.1e	L.3.2d	LP.3.1.2a	L.3.1b (A)	LP.3.1.2a	LP.3.1.2c	L.3.1b	L.3.1d	LP.3.1.2c	
Class Avg	50	25	40	50	25	80	75	35	50	85	15	85	35	
% Corr	33	Corr. Ans.	C	C	A	D	C	A	B	B	C	A	D	B
Adj %	57	Stud. Ans.	D	D	B	B	C	A	C	D	C	C	D	D

Help document: <http://www.tli.net/public/userfiles/TLIModuleDetails.pdf>

Writing - Grade 3 - Progress

Note: Results shown as percentile ranks

Potential Remediation Topics (Module(s): 1,2,3,4,5,6,7,8)

- L.3.1b(A) - (0/1) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Form and use regular and irregular plural nouns. (A). Regular Nouns
- L.3.2b - (0/1) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use commas in addresses.
- L.3.1d(A) - (0/1) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- d. Form and use regular and irregular verbs. (A). Regular Verbs
- L.3.1b - (0/1) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Form and use regular and irregular plural nouns.
- LP.3.2.2b - (0/1) - Use commas in greetings and closings of letters
- L.3.1e - (0/1) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- LP.3.1.2a - (1/2) - Capitalize dates and names of people
- LP.3.1.2c - (1/2) - Use commas in dates and to separate single words in a series