**Subject:**

**Average Scaled Score**

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** |
|  |  |  |

**Strand and GLCE Level Data**

|  |  |  |
| --- | --- | --- |
| **Year 1** | | |
| **Strand** | **# Possible** | **Avg. % Correct** |
|  |  |  |
| **GLCE** | **# Possible** | **Avg. % Correct** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Year 2** | | |
| **Strand** | **# Possible** | **Avg. % Correct** |
|  |  |  |
| **GLCE** | **# Possible** | **Avg. % Correct** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Year 3** | | |
| **Strand** | **# Possible** | **Avg. % Correct** |
|  |  |  |
| **GLCE** | **# Possible** | **Avg. % Correct** |
|  |  |  |

**To complete the chart above:**

Step 1: Enter the average scaled score for each year. This can be found in MI School Data.

Step 2: Access Strand level data (this can be found within your district data warehouse or MEAP reports). Within each year, enter the strand assessed, total number possible, and average percent correct for each strand each year.

Step 3: Highlight the lowest strand for each year.

Step 4: Highlight the two lowest GLCEs for each year.

*Note: You will need to add more rows to the chart above.*

**Questions to Consider:**

1. What is the total number possible for the lowest strand each year? If the lowest strand also has the highest number of questions possible, this may be a good area to focus on.
2. Are there common low strands between test years? If yes, what are the common low strands within your data?
3. Are there common low GLCEs between test years?
4. What local assessments are available that assess common low strands and GLCEs? For example, if historical perspective is consistently low, what local assessments also assess the expectations within the low strands or GLCEs? What are the results of local assessments that also assess low GLCEs and strands? If there are no local assessments, this could be a good starting point; create local assessments that assess common low areas identified via this process.
5. If local assessments are available, do they have predictive value? In other words, are students who are performing well on local assessments also performing well on state assessments? If local assessments do not provide predictive value, they may not be tightly aligned to GLCEs and a review of these assessments may be necessary.
6. How are common low GLCEs and strands formatively assessed? If students are struggling on local assessments AND state assessments perhaps more focused formative assessment needs to take place.