

How to Understand Individual Student Growth & Achievement Reports

The white dots stand for this student's scores in past CMAS 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.

ELA refers to the English Language Arts CMAS assessment.

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

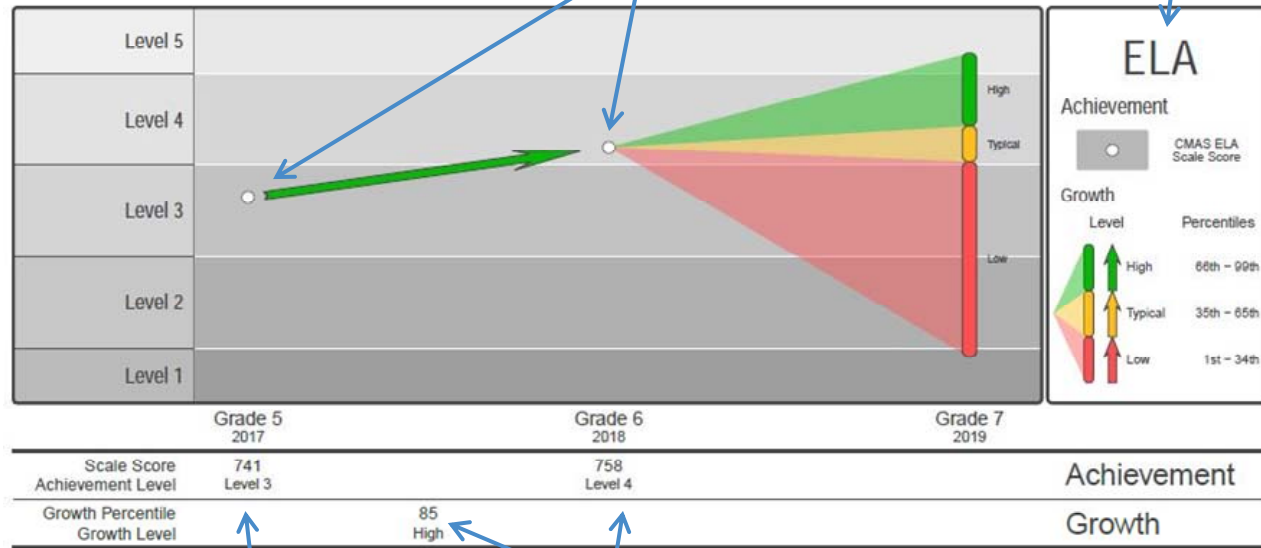
Level 5:
Exceeded expectations.

Level 4: Met expectations.

Level 3:
Approached expectations.

Level 2: Partially met expectations.

Level 1: Did not yet meet expectations.



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

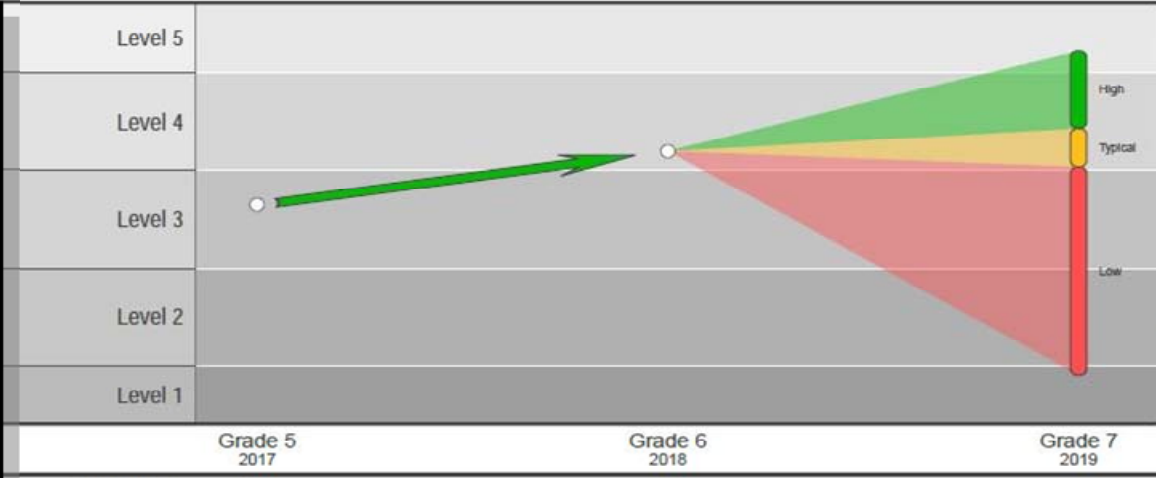
The growth percentile scores appear in this row, directly below the corresponding arrow.

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 tests. The color-coded legend to the right of the plot tells you the range of growth scores within each level.

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 2019 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.



This student was at the approached expectations level in 5th grade on English language arts (ELA) in 2016-2017, and a high growth percentile (green arrow) reveals that he reached the next achievement level in 2018. Note how the white dots shift between the gray regions of the plot between years.



ELA

Achievement

● CMAS ELA 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.

Low growth between grades 5 and grade 6 (red arrow) pushed performance towards an approaching expectations level in 2018.

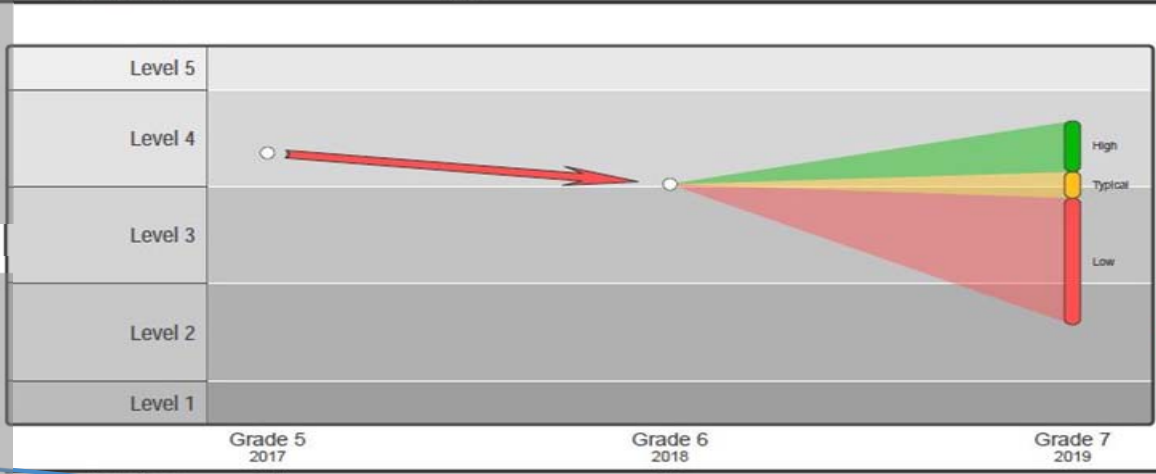


Achievement

Growth

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 likely keep the student at the meeting or exceeding expectations level again next year.

The math assessment history is displayed in this line. Both the assessment scale score and corresponding achievement level are presented.



Mathematics

● CMAS Mathematics Scale Score

Growth

Level	Percentiles
High	66th – 99th
Typical	35th – 65th
Low	1st – 34th

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