

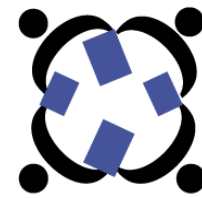


**Federal Way
Public Schools**
Every Student, a Reader



Washington Assessment of Student Learning (WASL) Overview

**Lakota
Summary of WASL
Performance from
1998 to 2006**



Questions to Answer:

- How are we doing?
- Compared to district & state?
- Compared to previous years?
- What are our strengths and weaknesses in specific test strand areas?

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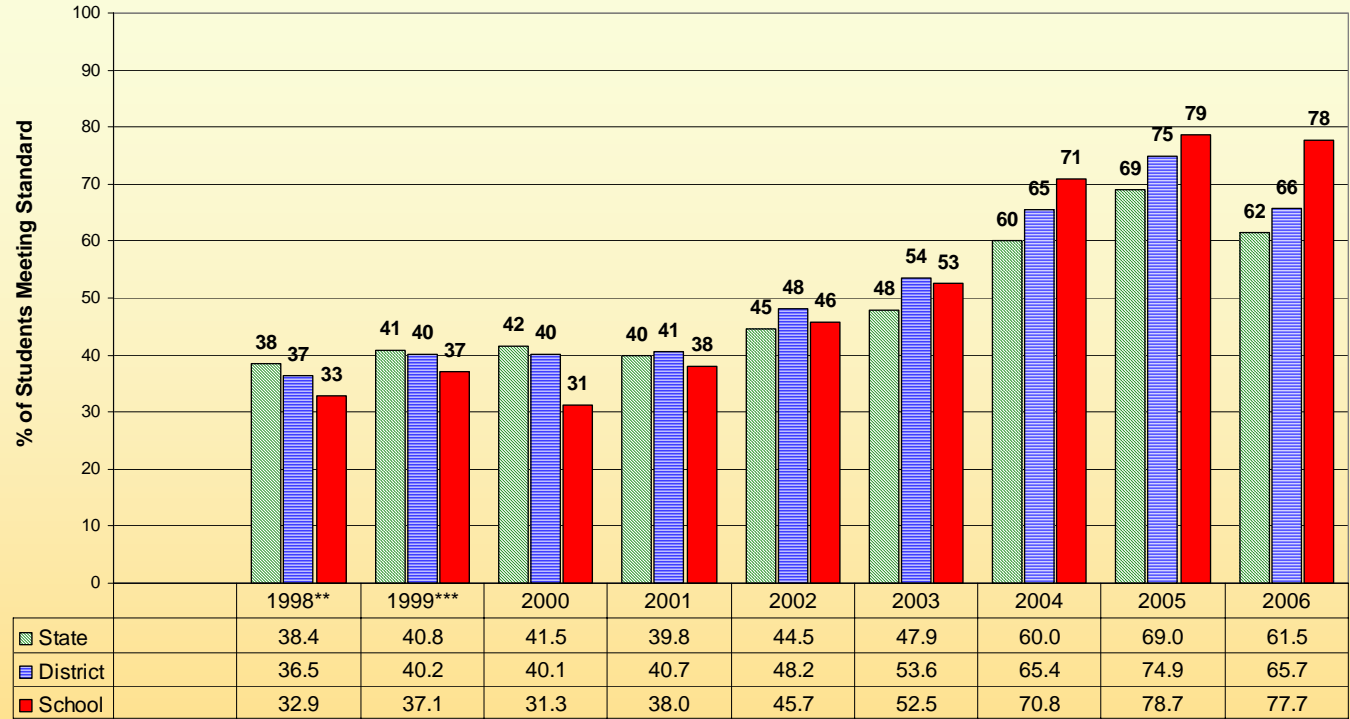
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Total Reading Trend Summary from 1998 to 2006

WASL Reading Results for Lakota 7th Grade



1997 - 4th Graders Tested

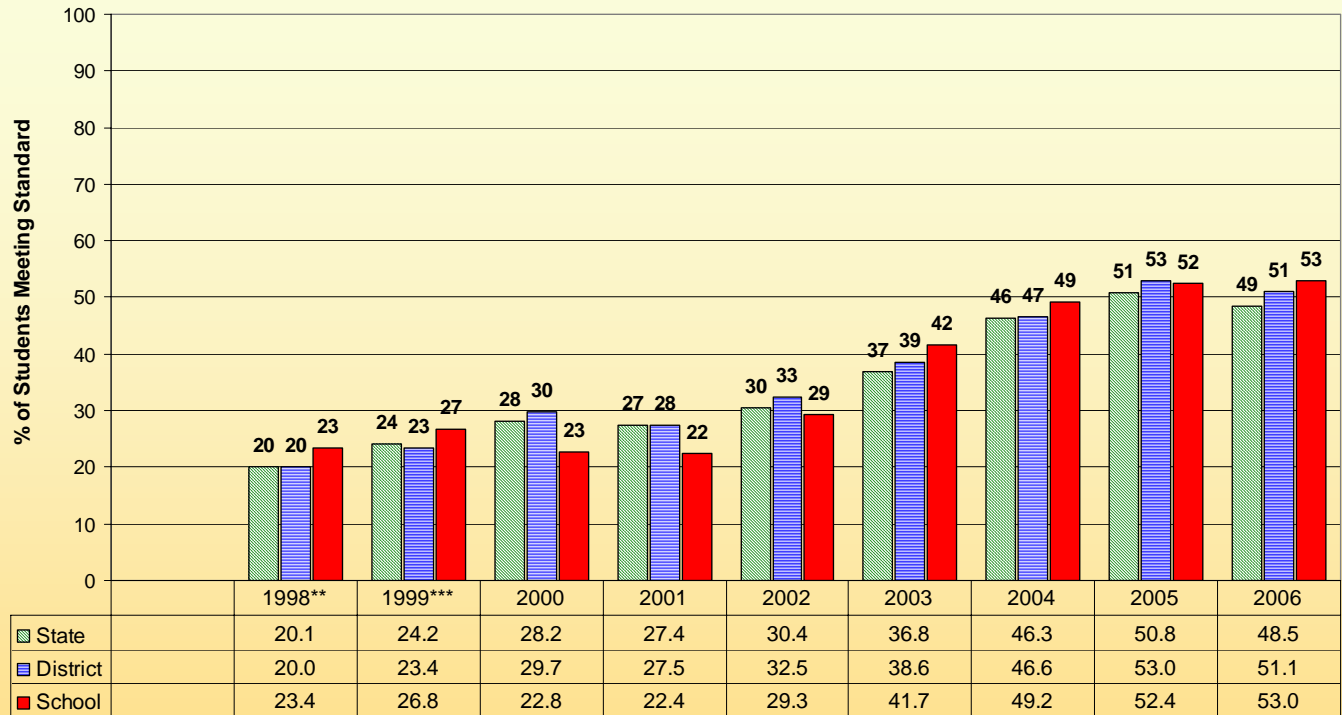
** 1998 - 4th and 7th Graders Tested

*** 1999 - 4th, 7th and 10th Graders Tested

State District School

Total Mathematics Trend Summary from 1998 to 2006

WASL Math Results for Lakota 7th Grade



1997 - 4th Graders Tested

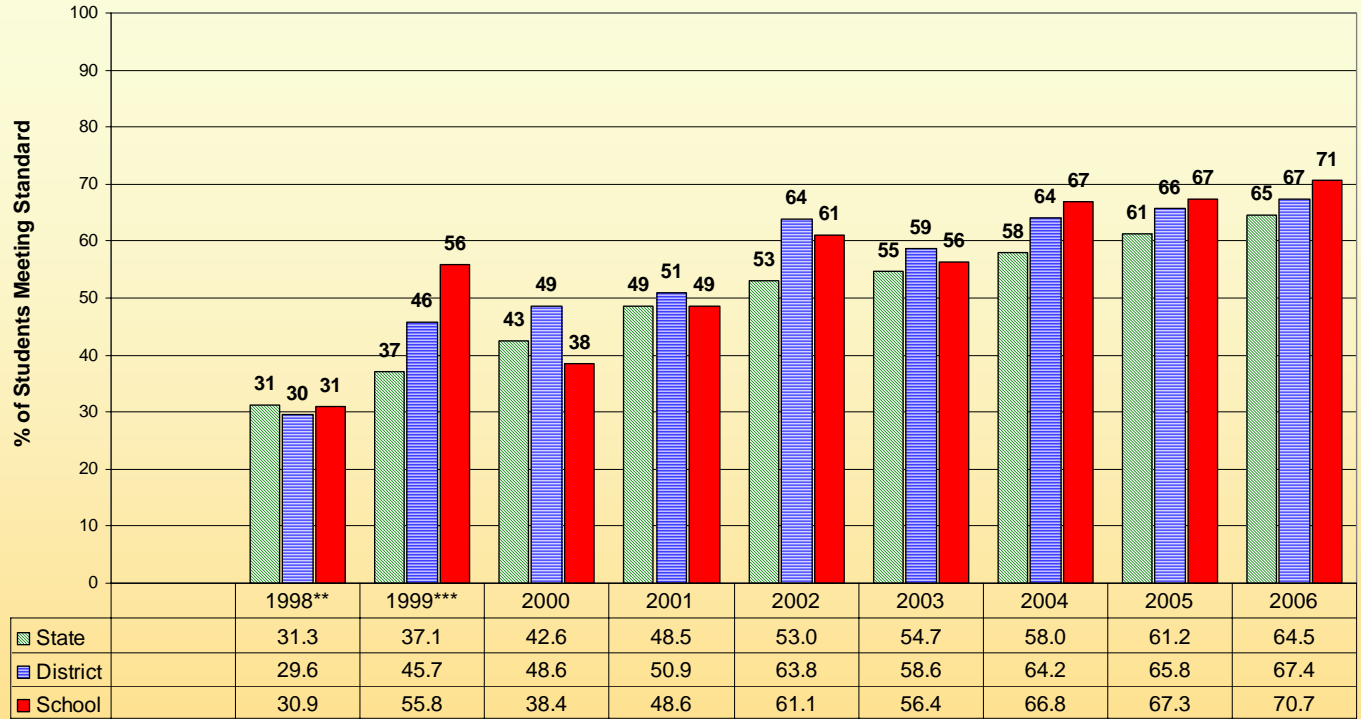
** 1998 - 4th and 7th Graders Tested

*** 1999 - 4th, 7th and 10th Graders Tested

State District School

Total Writing Trend Summary from 1998 to 2006

WASL Writing Results for Lakota 7th Grade



1997 - 4th Graders Tested

** 1998 - 4th and 7th Graders Tested

*** 1999 - 4th, 7th and 10th Graders Tested

State District School



Reading and Mathematics

Trends with 3 Year Averages

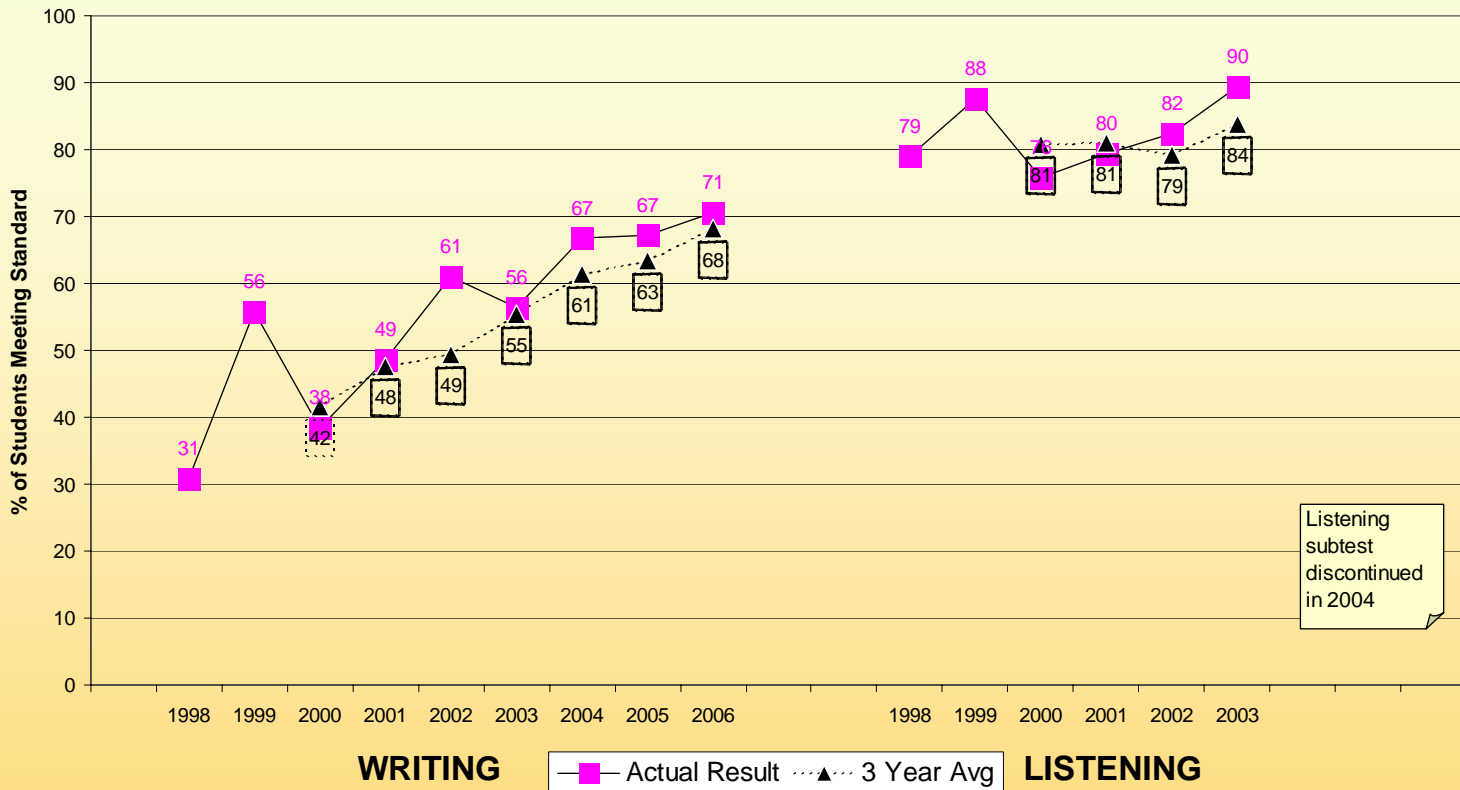
Summary WASL Reading & Math Results for Lakota 7th Grade



Writing and Listening

Trends with 3 Year Averages

Summary WASL Writing & Listening for Lakota 7th Grade



Four Proficiently Levels in Reading and Mathematics



■ Proficient Levels

4. Exceeds standard

3. Meeting standard (“Just meets”)

■ Not Proficient Levels

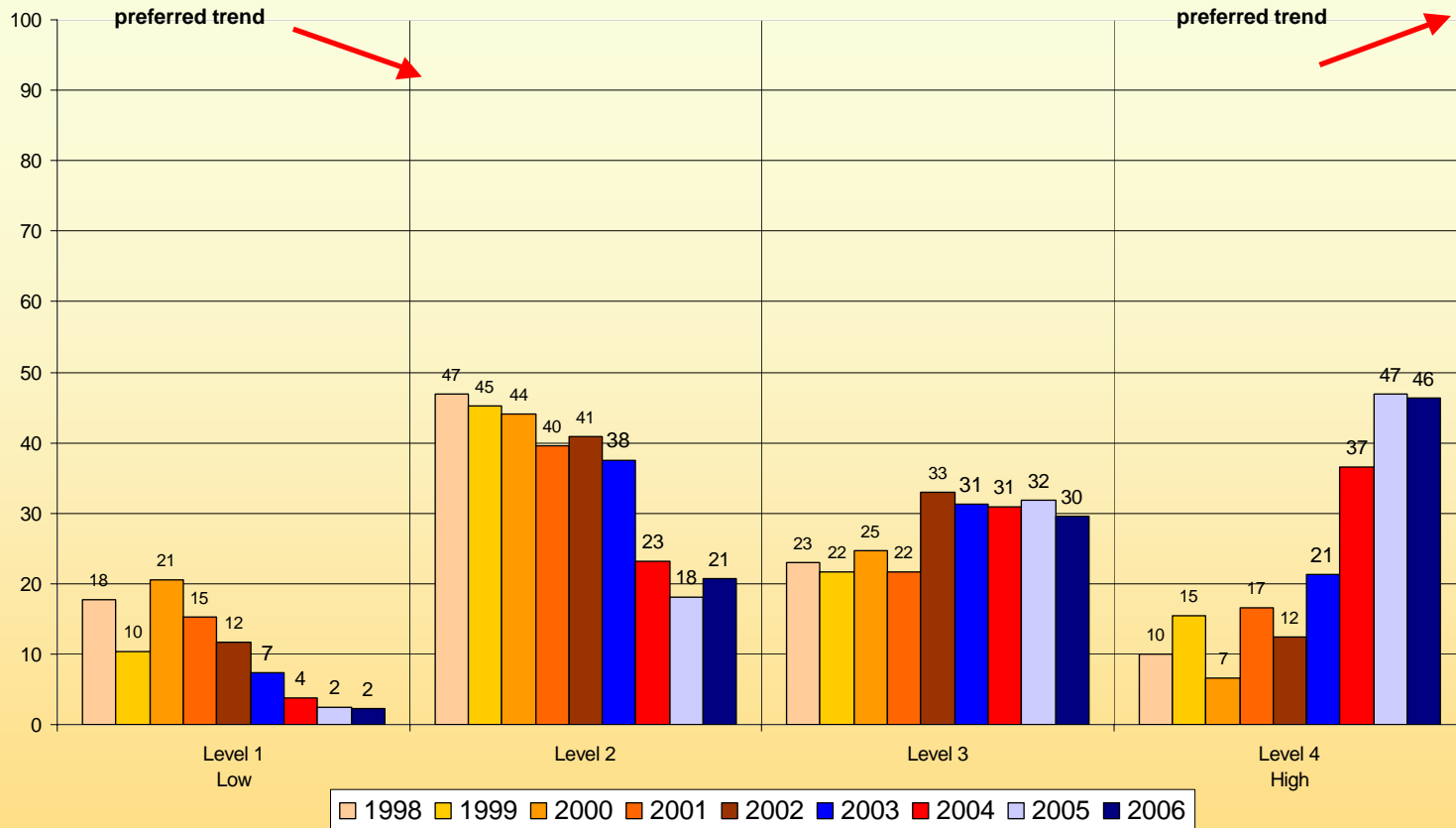
2. Approaching standard (“Just misses”)

1. Below standard

Reading Proficiency Level Trend

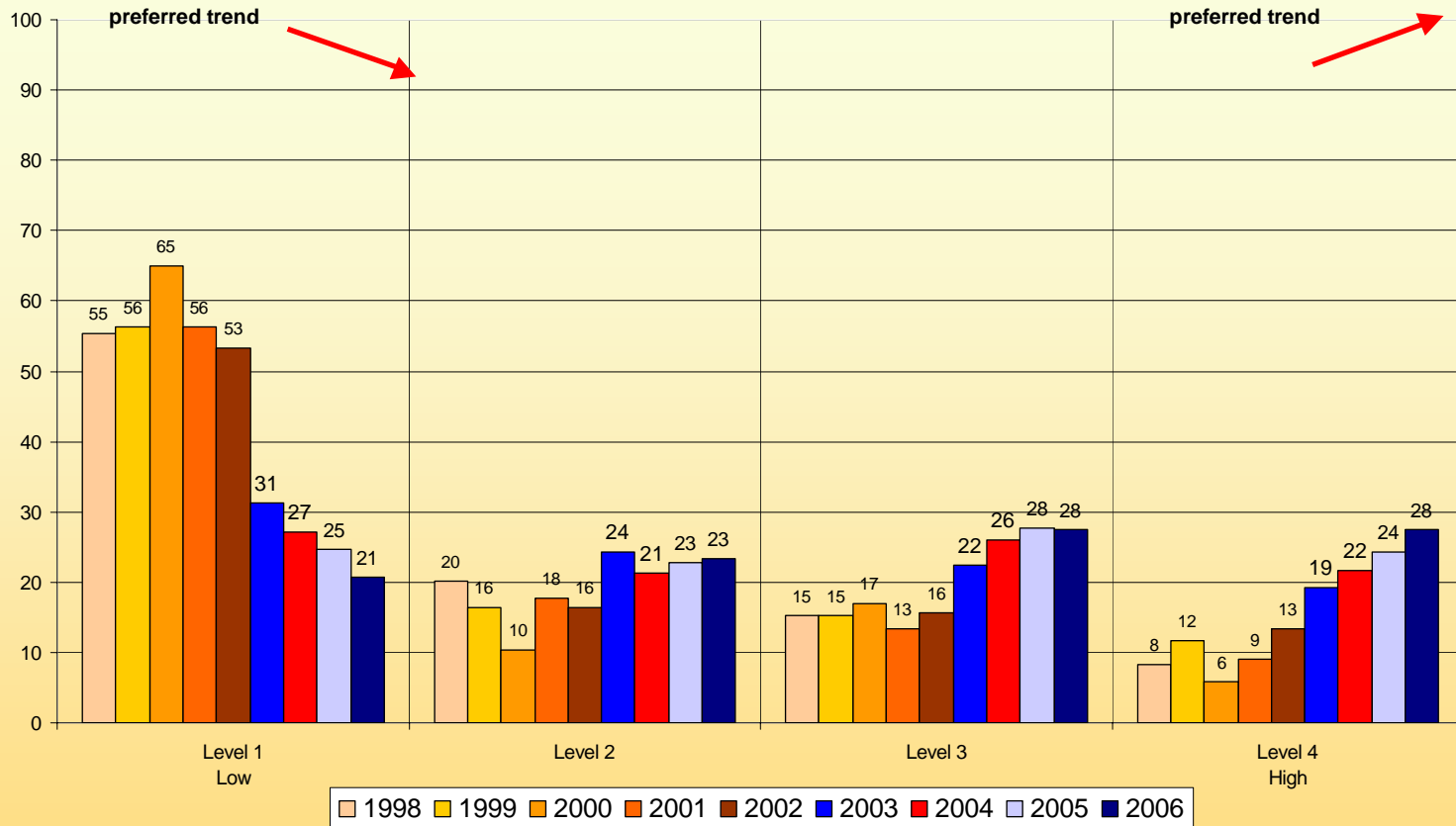
Summary from 1998 to 2006

Reading Percent of Students at Levels 1-4 for Lakota 7th Grade



Mathematics Proficiency Level Trend Summary from 1998 to 2006

Math Percent of Students at Levels 1-4 for Lakota 7th Grade



WASL Reading:

Description of Six Strand Areas

➤ Literary Text

1. Comprehension
2. Analyze & Interpret
3. Critical Thinking

➤ Informational Text

4. Comprehension
5. Analyze & Interpret
6. Critical Thinking

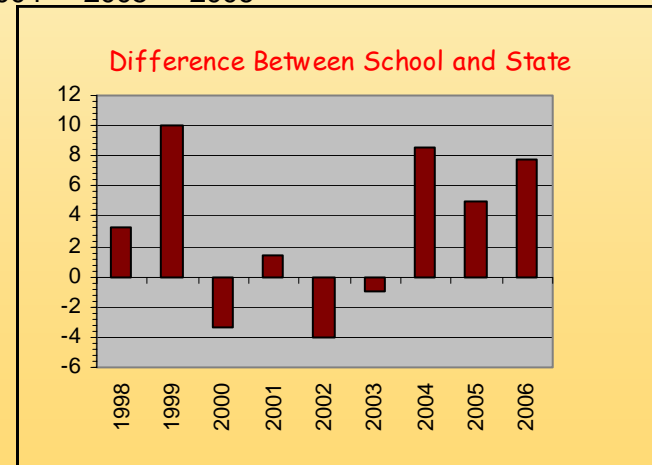
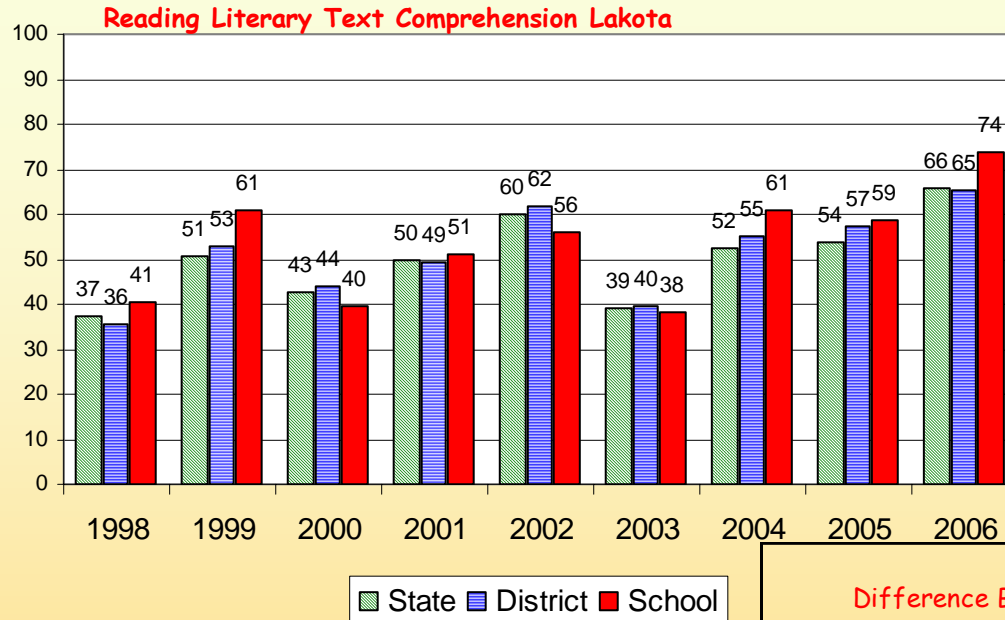


Reading Literary Text **Comprehension** Strand Description



- Comprehends important ideas and details in Literary Texts (LC 01-01):
 - Demonstrates understanding of major theme/message and supportive detail
 - Summarizes literary texts
 - Makes inferences or predictions
 - Interprets vocabulary critical to text
 - Orders steps, sequence, parts of text

Reading Literary Text Comprehension Trend and School/State Difference

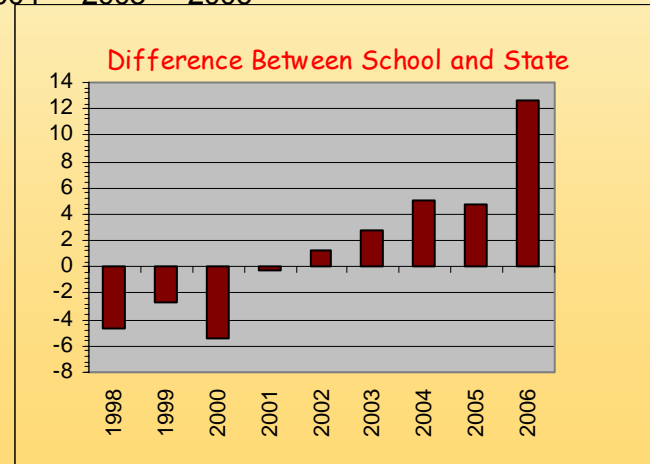
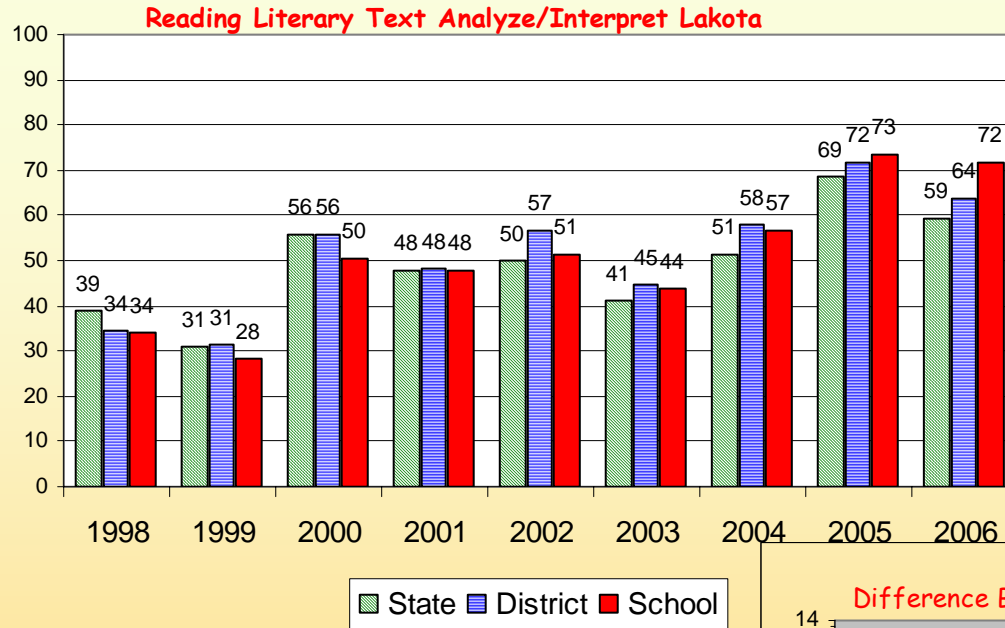


Reading Literary Text **Analyze & Interpret** Strand Description

- Analyzes, interprets, and thinks critically in Literary Texts (LA 06-10):
 - Applies understanding of literary elements
 - Compares/contrasts elements of the text
 - Makes connections within the text
 - Analyzes author's purpose
 - Evaluates effectiveness for different audiences
 - Extends information beyond the text



Reading Literary Text **Analyze & Interpret** Trend and School/State Difference

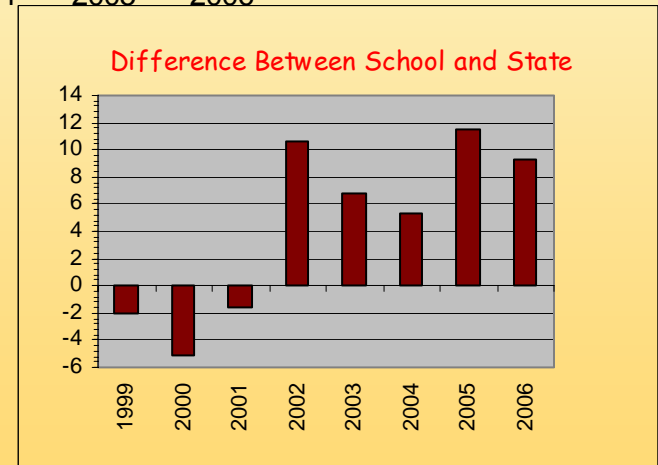
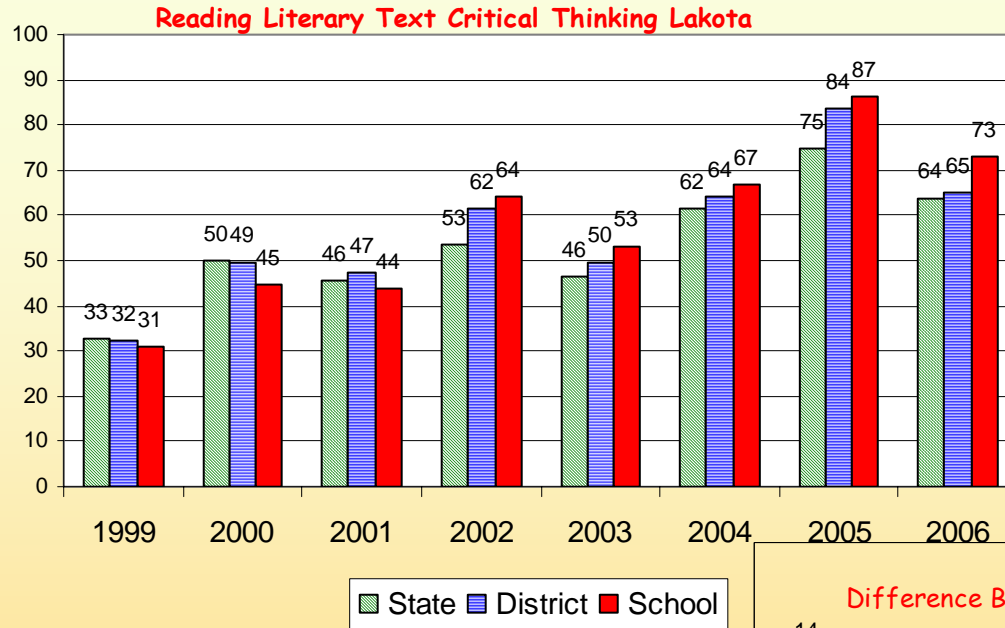


Reading Literary Text **Critical Thinking** Strand Description

- Thinks critically about Literary Texts (LA 08-10):
 - Analyzes author's purpose
 - Evaluates effectiveness for different audiences
 - Evaluates reasoning and ideas
 - Extends information beyond text



Reading Literary Text **Critical Thinking** Trend and School/State Difference



Reading Informational Text

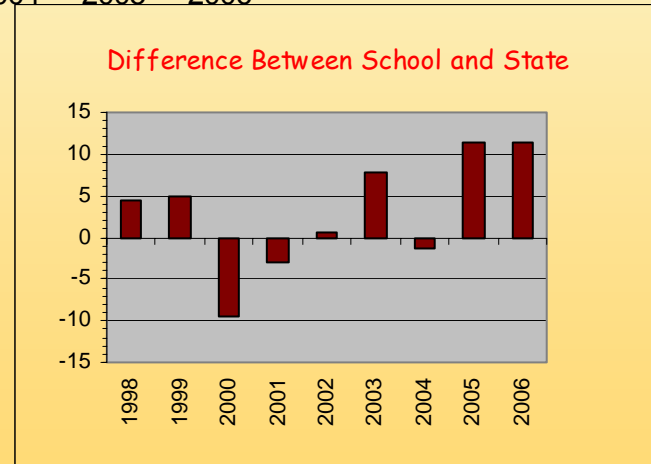
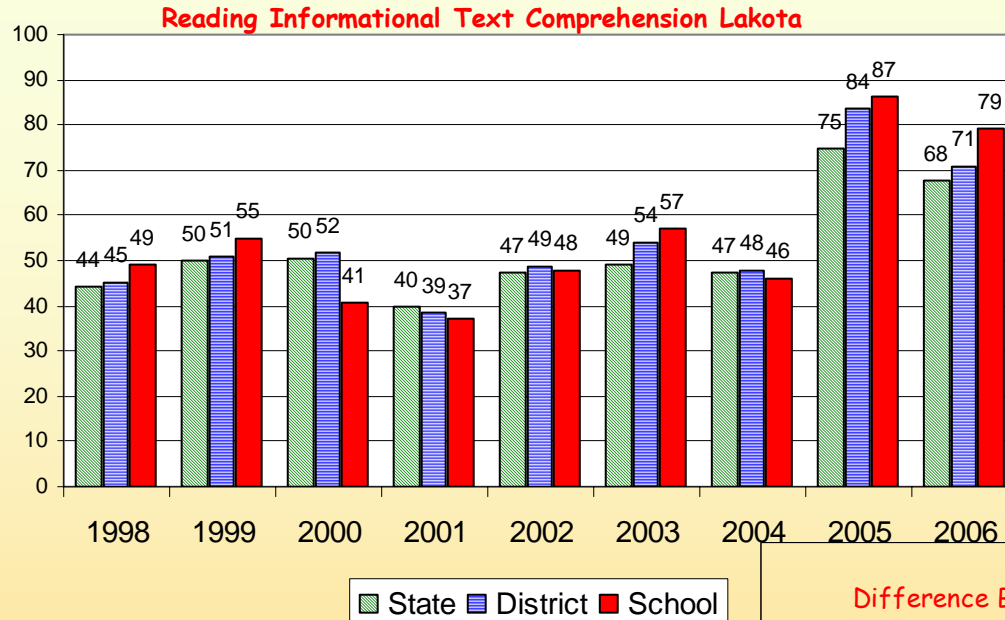
Comprehension Strand Description

- Comprehends important ideas and details in Informational Texts (IC 11-15):
 - Demonstrates understanding of major ideas and supportive detail
 - Summarizes informational texts
 - Makes inferences or predictions
 - Interprets vocabulary critical to text
 - Orders steps, sequence, parts of text



Reading Informational Text Comprehension

Trend & School/State Difference

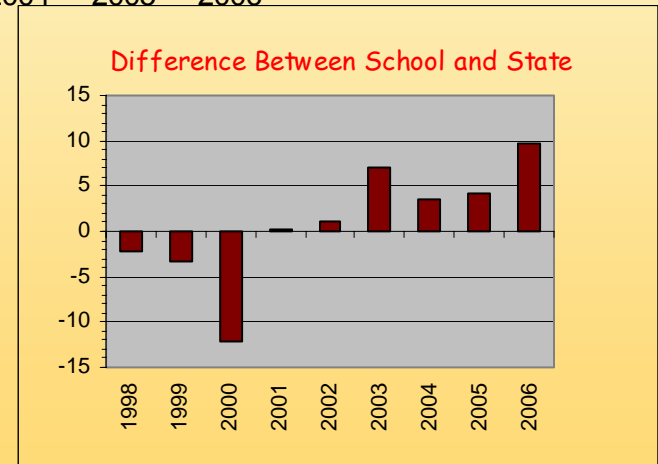
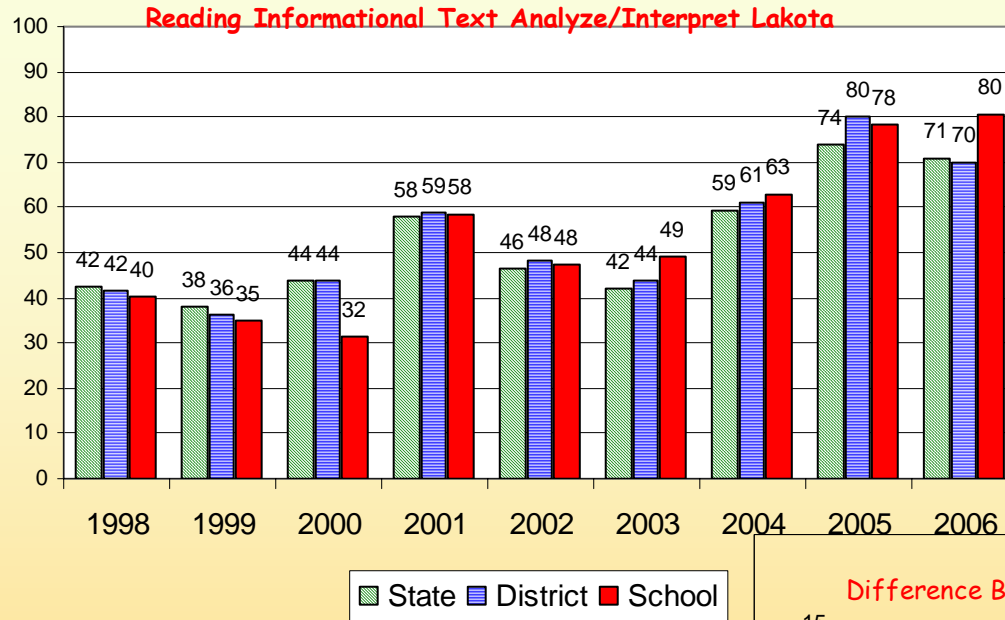


Reading Informational Text **Analyze & Interpret** Strand Description

- Analyzes, interprets, and thinks critically in Informational Texts (IA 16-20):
 - Applies understanding of informational elements (graphics, illustrations, etc.)
 - Compares/contrasts elements of the text
 - Makes connections within the text
 - Analyzes author's purpose
 - Evaluates effectiveness for audience
 - Extends information beyond text



Reading Informational Text **Analyze & Interpret** Trend and School/State Difference

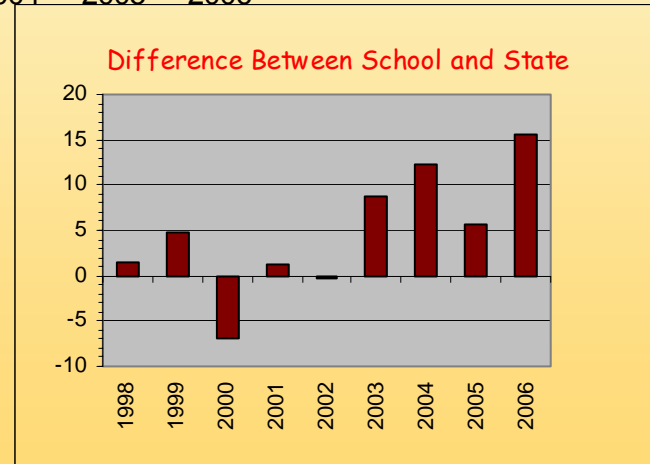
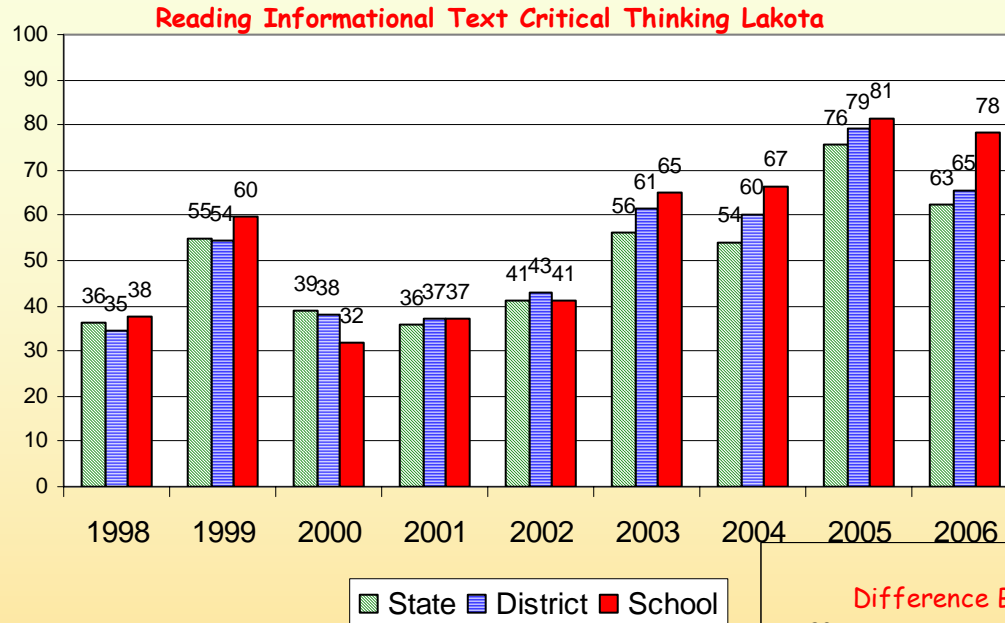


Reading Informational Text **Critical Thinking** Strand Description

- Thinks critically about Informational Texts (IT 18-20):
 - Analyzes author's purpose
 - Evaluates effectiveness for different audiences
 - Evaluates reasoning and ideas
 - Extends information beyond the text



Reading Informational Text **Critical Thinking** Trend and School/State Difference



WASL Mathematics:

Description for Eight Strand Areas

➤ Mathematical Content

1. Number Sense
2. Measurement
3. Geometric Sense
4. Probability/Statistics
5. Algebraic Sense

➤ Mathematical Processes

6. Solve Problems/Reason Logically
7. Communicate Understanding
8. Making Connections



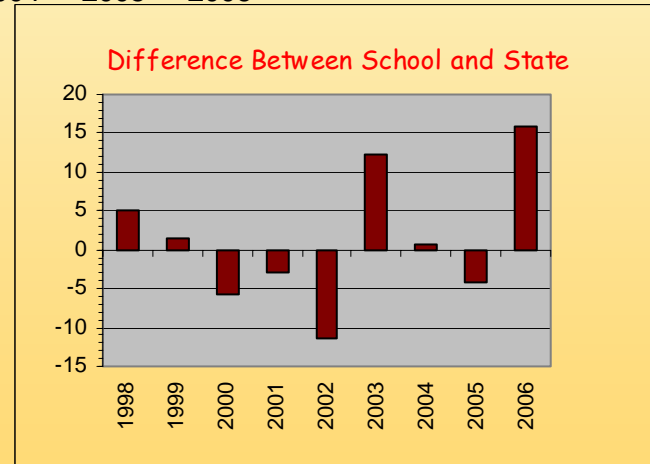
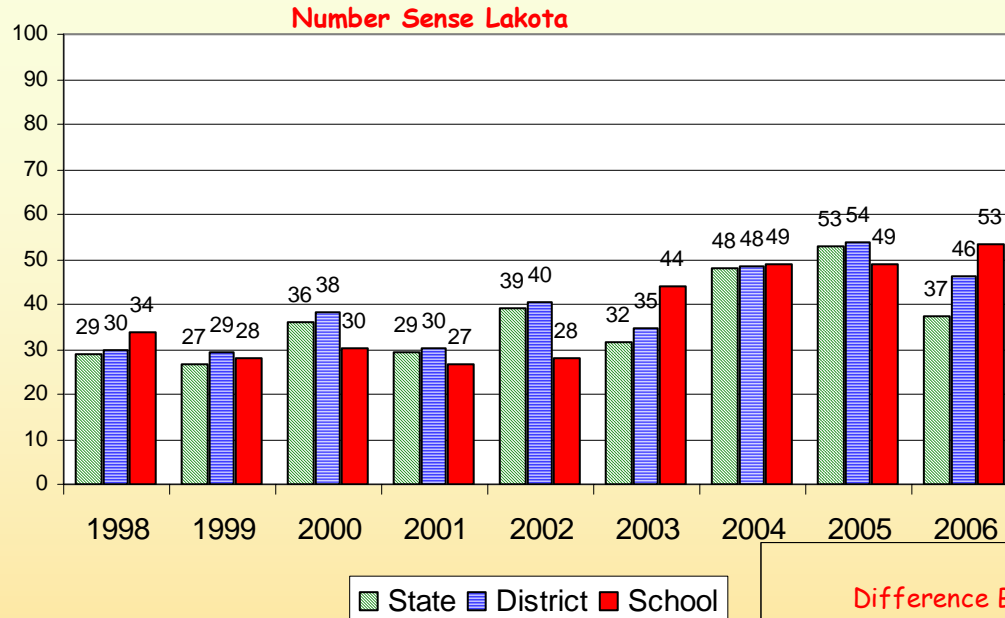
Math Content **Number Sense** Strand

Description



- Understanding and applying concepts and procedures from Number Sense (EL 1.1):
 - Number and numeration
 - Computation
 - Estimation

Math Content **Number Sense** Trend and School/State Difference



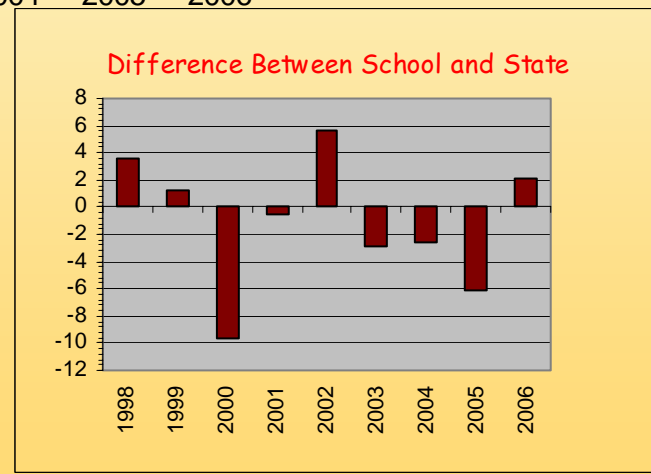
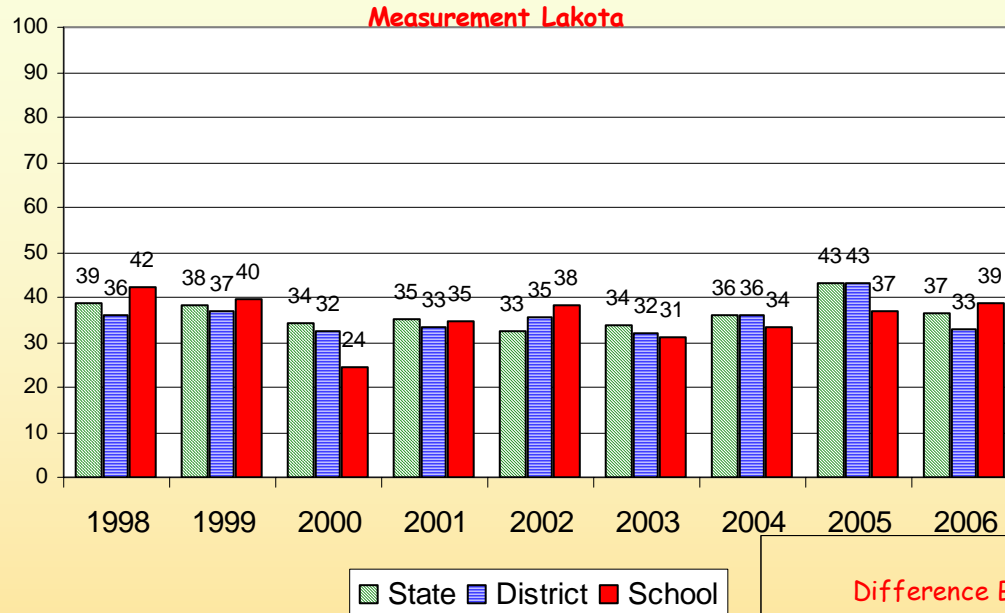
Math Content **Measurement** Strand

Description



- Understanding and applying concepts and procedures from Measurement (EL 1.2):
 - Attributes and dimensions
 - Approximation and precision
 - Systems and tools

Math Content **Measurement** Trend and School/State Difference



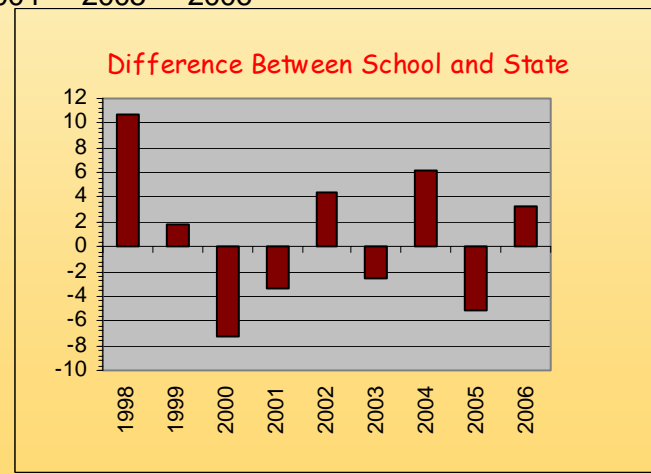
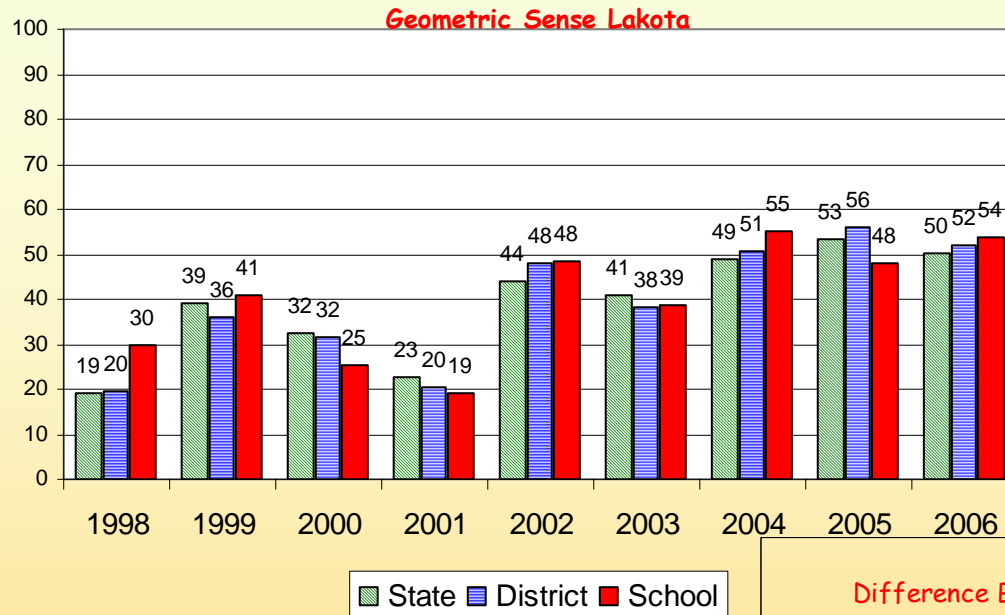
Math Content **Geometric Sense** Strand

Description



- Understanding and applying concepts and procedures from Geometric Sense (EL 1.3):
 - Shape and dimension
 - Relationships and transformations

Math Content **Geometric Sense** Trend and School/State Difference



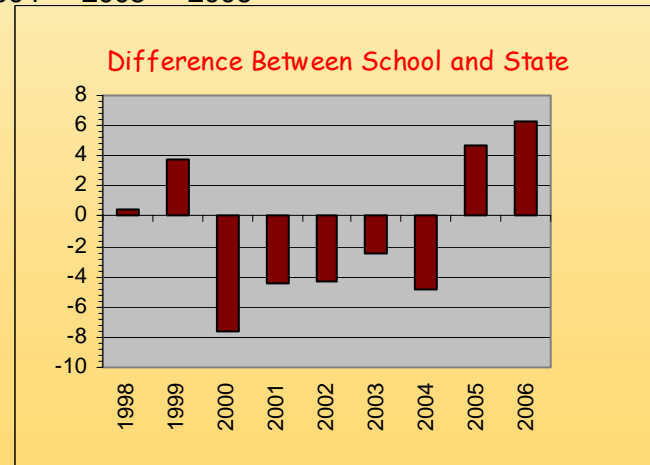
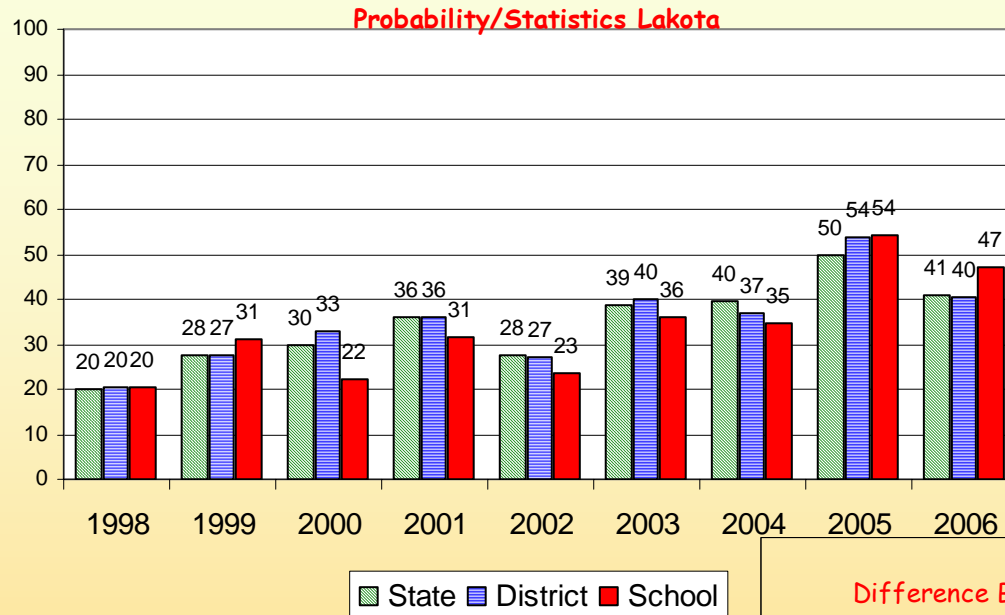
Math Content **Probability & Statistics**

Strand Description



- Understanding and applying concepts and procedures from Probability and Statistics (EL 1.4):
 - Probability
 - Statistics
 - Prediction and inference

Math Content **Probability & Statistics** Trend and School/State Difference

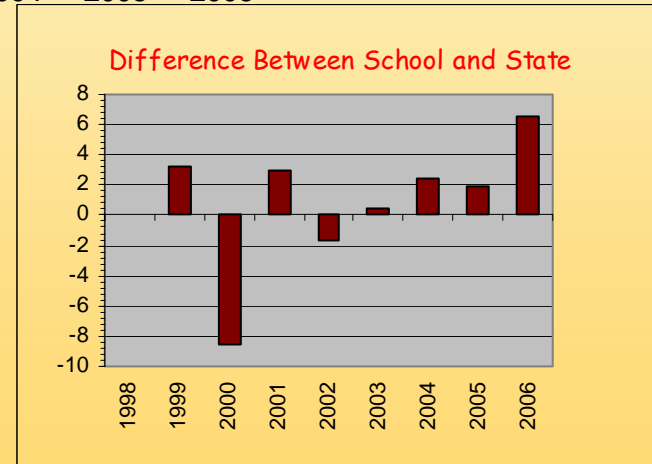
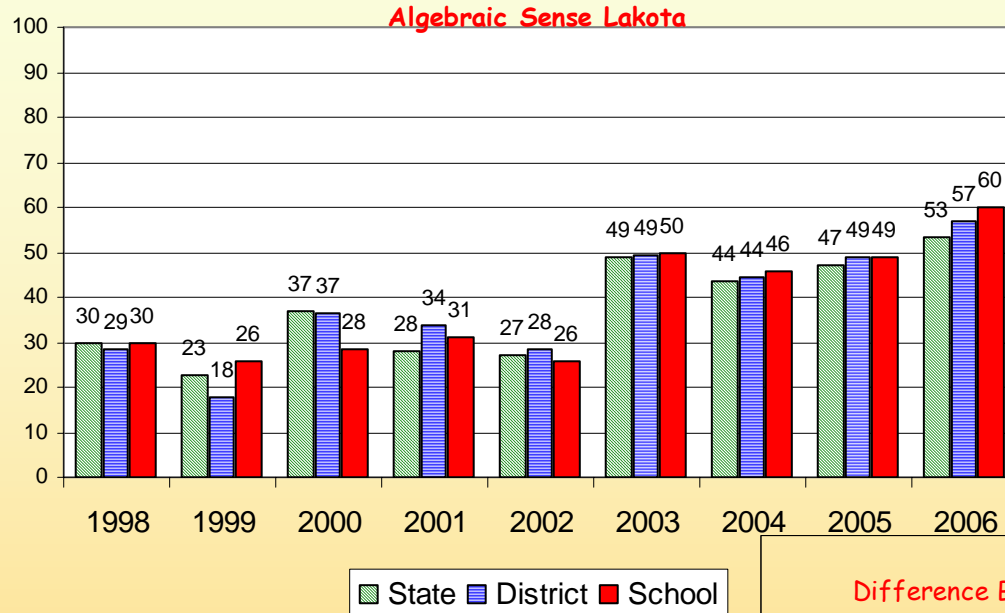


Math Content **Algebraic Sense** Strand Description



- Understanding and applying concepts and procedures from Algebraic Sense (EL 1.5):
 - Relations and representations
 - Operations

Math Content Algebraic Sense Trend and School/State Difference

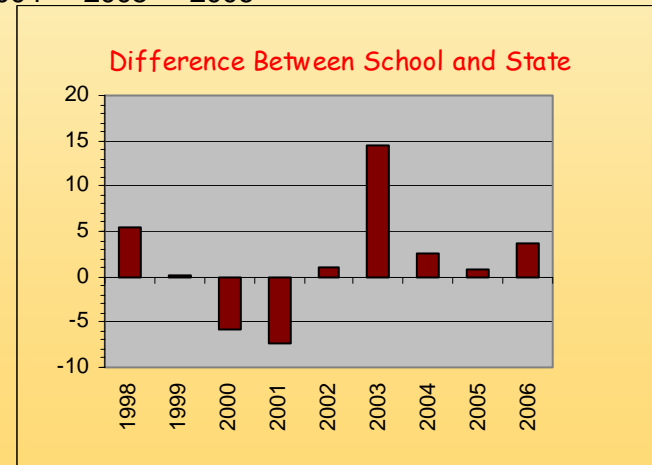
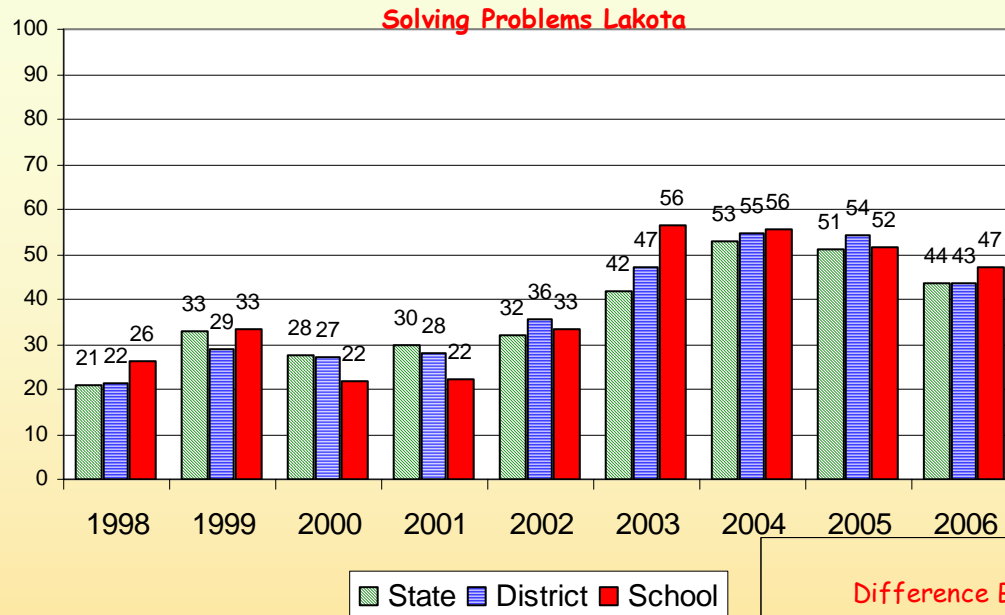


Math Processes **Solves Problems & Reasons Logically** Strand Description



- Uses mathematics to define and solve problems, and reason logically (EL2&3):
 - Investigates situations
 - Formulates questions
 - Defines the problem
 - Analyzes information
 - Predicts results/makes inferences
 - Draws conclusions
 - Verifies results

Math Processes Solves Problems & Reasons Logically Trend and School/State Difference



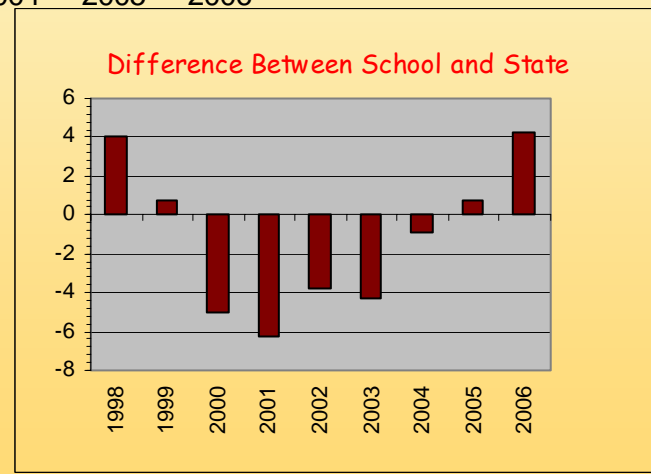
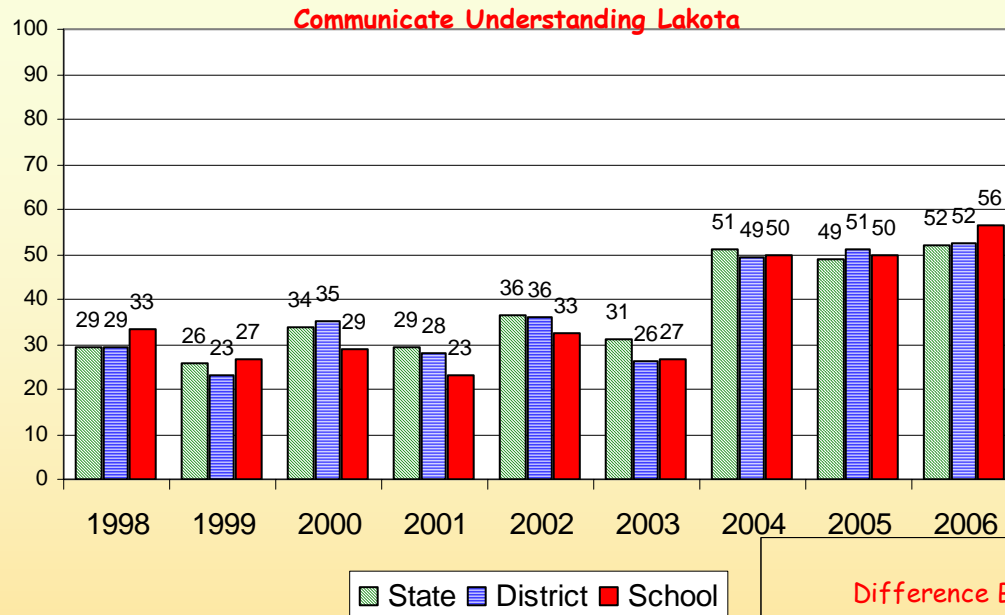
Math Processes **Communicates** **Understanding** Strand Description



- Communicates knowledge and understanding in both everyday and mathematical language (EL#4):
 - Gathers information
 - Organizes and interprets information
 - Represents and shares information

Math Processes **Communicates Understanding**

Trend and School/State Difference



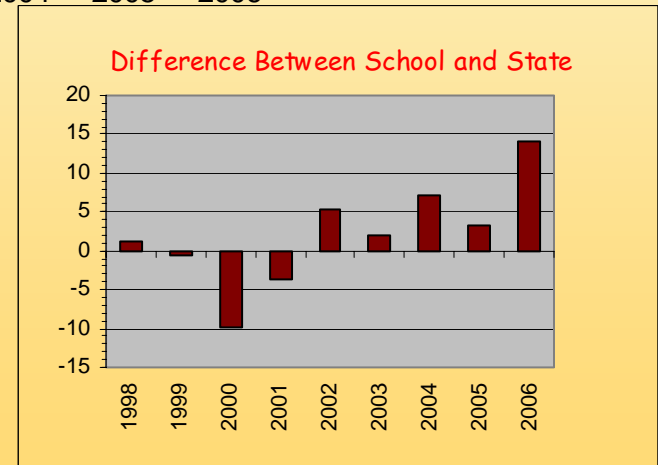
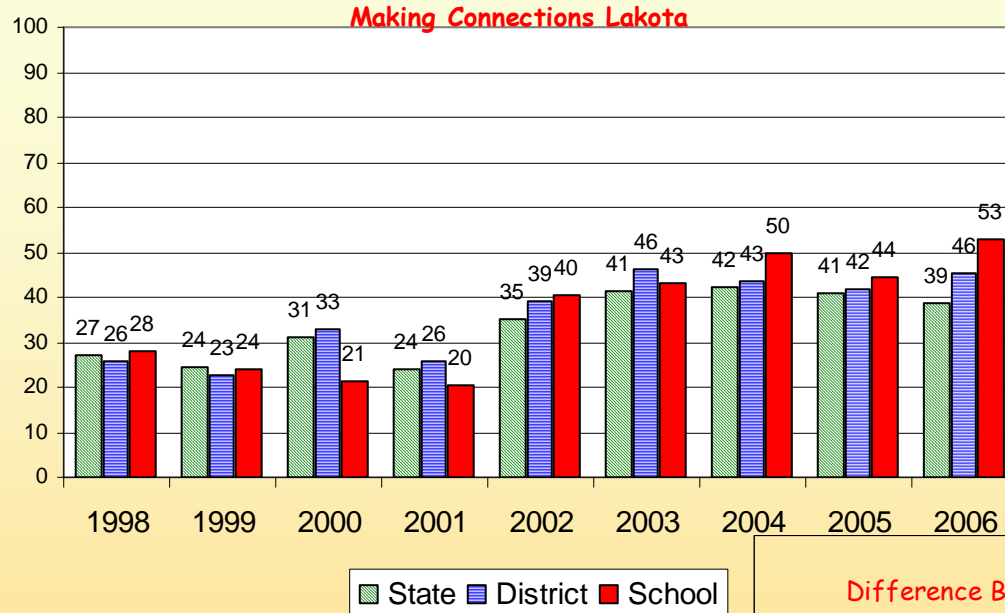
Math Processes **Making Connections**

Strand Description



- Understands how mathematical ideas connect within mathematics, to other subjects areas, and to real-life situations (EL#4):
 - Relates concepts and procedures within mathematics
 - Relates mathematical concepts and procedures to other disciplines
 - Relates mathematical concepts and procedures to real-life situations

Math Processes **Making Connections** Trend and School/State Difference



Writing Strand Descriptions

Content, Organization, & Style (COS)

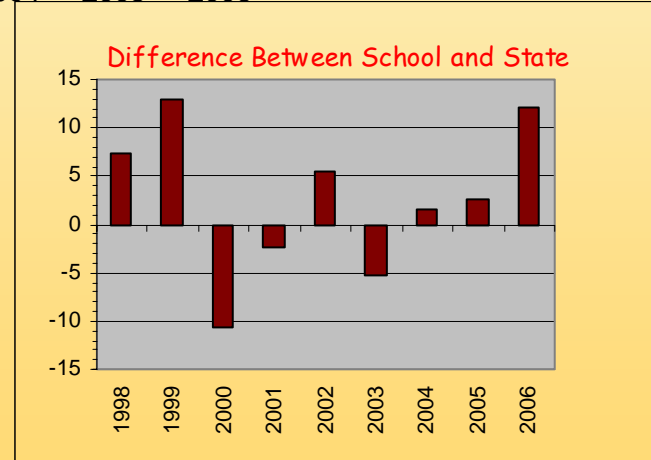
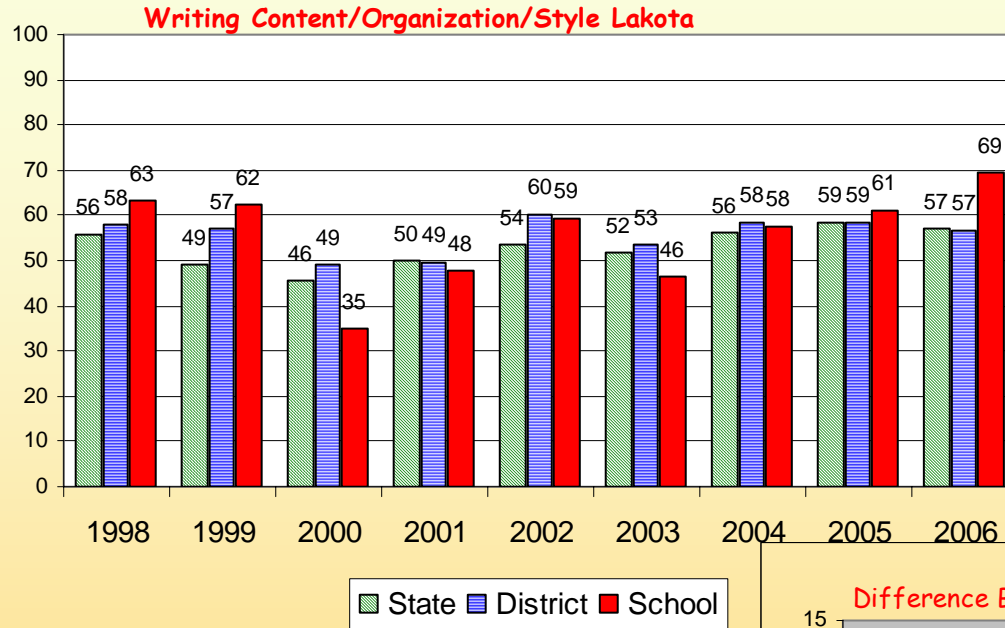
- Ideas and Content
- Organization
- Transitions
- Voice
- Word Choice
- Sentence Fluency

Conventions (CON)

- Punctuation
- Capitalization
- Word Usage
- Sentence Structure
- Paragraph Structure
- Spelling



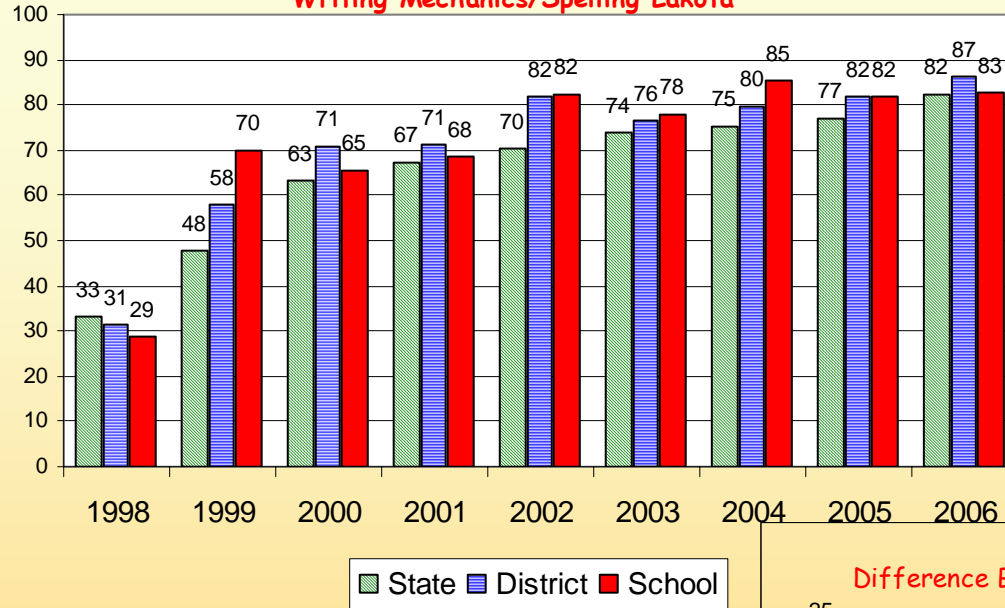
Writing Content/Organization/Style Trend and School/State Difference



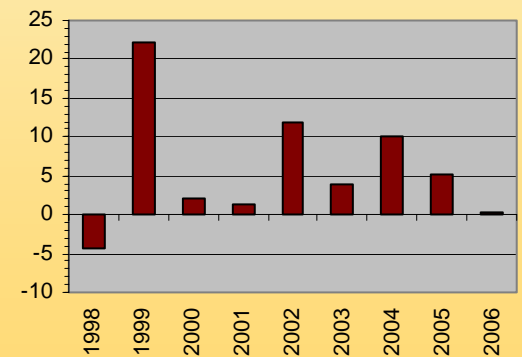
Writing Mechanics/Spelling Trend and School/State Difference



Writing Mechanics/Spelling Lakota



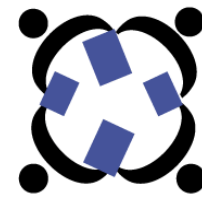
Difference Between School and State



Conclusions:

- What challenges are presented by this data?
- What do we need to do differently to improve the performance of all students?
- What other data do we need to consider?
- What can we learn from our successes?





Do you need help with assessment issues?

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