

Analyzing K-2 Assessment Data

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At Lakewood School, we use data from our student assessments to make our school better each year. Our district administered the K-2 Assessment (formerly known as SAT 10) in the 2012-13 school year. Over the summer, I monitored the Pearson access [site](#) to download the student data reports for our teachers. Once the data was posted, I downloaded it and emailed it to each teacher (each school's principal or building testing coordinator has access to print out the class roster information from PearsonAccess).

Our teachers met with their grade level teams at the start of school to analyze their SAT 10 data reports and create a plan for the year. We analyzed all parts of the report, but our teachers found the "National Percentile Rank (PR)" to be the most helpful. The percentile rank shows the relative standing of a student in comparison to the national norm. For example, if a student has a percentile rank of 89 in "Reading Vocabulary," then that child performed better than 88% of children across the nation in reading vocabulary. In the SAT 10 report, there is a dash, and then another number after the percentile rank. This second number is the student's stanine. According to the report, "stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average." Therefore, a child with a stanine of 5 in sentence reading performed near the average of other students in the nation in sentence reading.

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent
Total Reading	12	52.6	600	36-4	42.4	2.5
Word Study Skills	12	19.8	716	93-8	80.9	9.1
Reading Vocabulary	12	20.0	665	89-8	75.8	5.7
Reading Comprehension	12	12.8	552	9-2	21.9	1.6

Note: This is a sample report only, and does not include data from an actual classroom.

Our second grade teachers created a spreadsheet of their incoming class based on their performance on the SAT 10 in first grade. The teachers entered each student's percentile rank and stanine for each test area (sentence reading, reading comprehension, etc.) to get a feel for where students stood in each subject area. The teachers used this data to determine gaps they needed to address, and to plan grouping for student interventions. For example, because a number of students performed below average on word study skills, the second grade teachers will focus on phonics instruction early in the year to close that gap. Additionally, our first grade teachers will focus on more targeted phonics instruction to prevent that gap in the future.