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2017 MATHEMATICS TESTING REPORT

The Link

Report on the mathematics testing conducted during 2017

This report presents the summary graphs for the testing conducted in Grade 2 and Grade 3 during 2017 in The Link schools.

In 2017 the assessments, developed by Brombacher and Associates, were the same for both grades. This allows for comparison of performance across grades.

The assessments used in this activity assess a progression of foundational skills. It does, therefore, not make sense to calculate a “total” for each child’s test as the subtasks are assessing different constructs. Instead we classify each child as being at one of four different performance levels based on their performance on the subtasks as follows:

Level 4 Achieving proficiency	Add_Sub_L2 > 60% AND Missing Number > 60%
Level 3 Approaching proficiency	Add_Sub_L1_Attmp% > 80% AND Add_Sub_L1_score > 40%
Level 2 Emergent performance	Add_Sub_L1_Attmp% > 40% AND Quantity Comparison > 40%
Level 1 Non- performance	Does not meet L2 expectations

Figure 1 illustrates the distribution of students across the performance levels in February and November. What is clear is that across the schools and for both grades there is an increase in the proportion of students performing at the higher levels and an associated decrease in the proportion of students performing at the lower levels.

Figures 2a and 2b illustrate the change in performance level of the students in terms of the number of students (Figure 2a) and proportion of students (Figure 2b). The possible shift in performance levels ranges from -3 (a student whose performance level in November was three levels lower than it was in February) to +3 (a student whose performance level in November was three levels higher than it was in February). Note the number of students reflected in Figures 1, 2a

and 2b may vary slightly since Figures 2a and 2b only report on students for whom there is both February and November data.

Figure 1: Student Distribution by Performance level for February and November

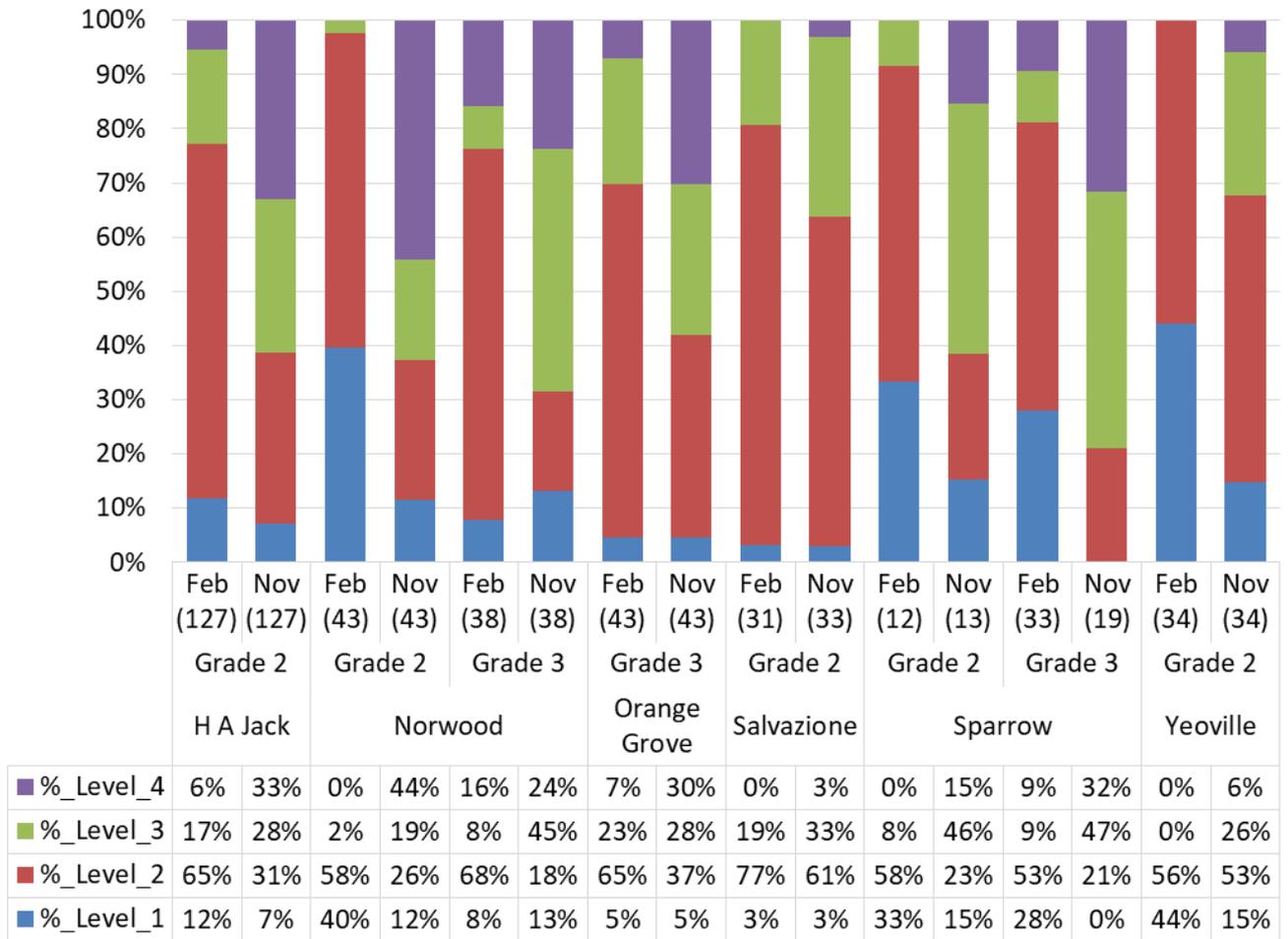


Figure 2a: Number of students changing performance levels by -3 to 3 performance levels from February to November

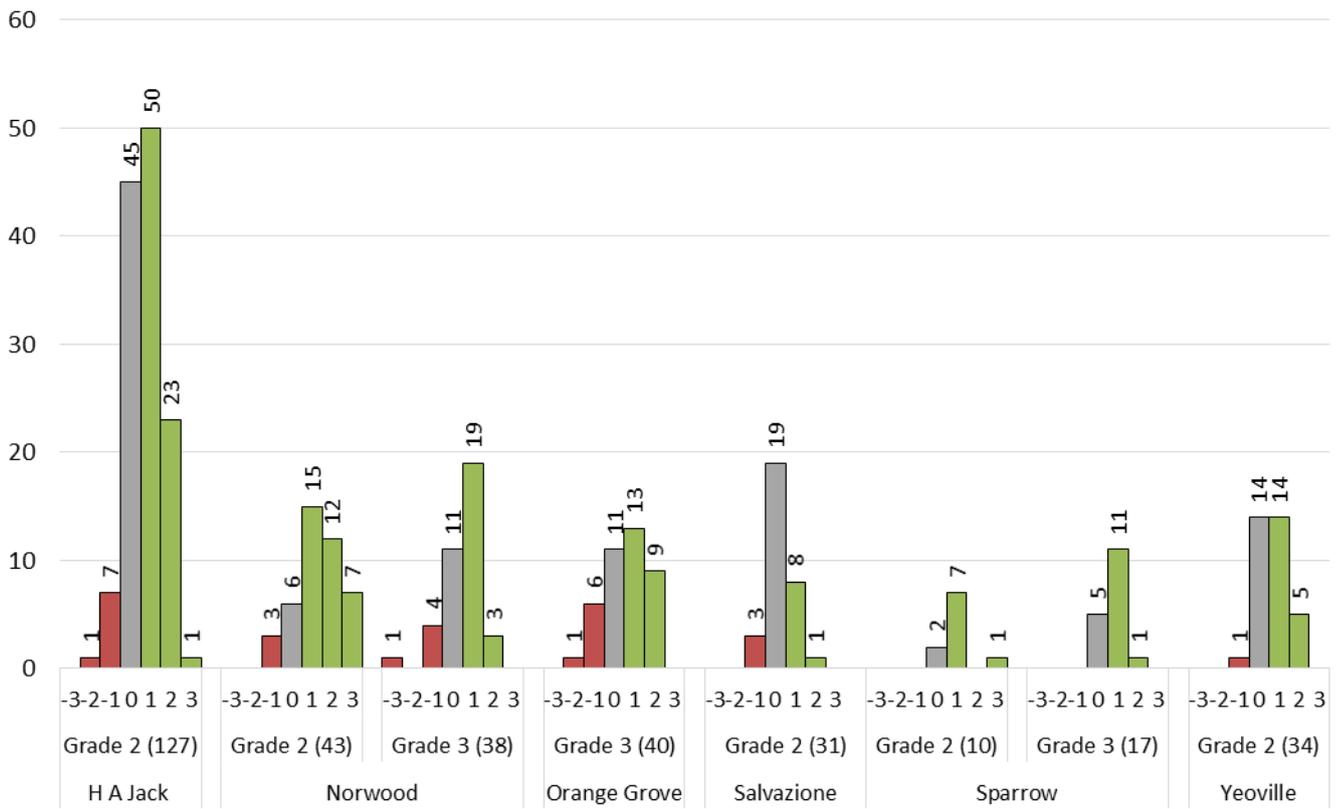


Figure 2b: Proportion of students changing performance levels by -3 to 3 performance levels from February to November

