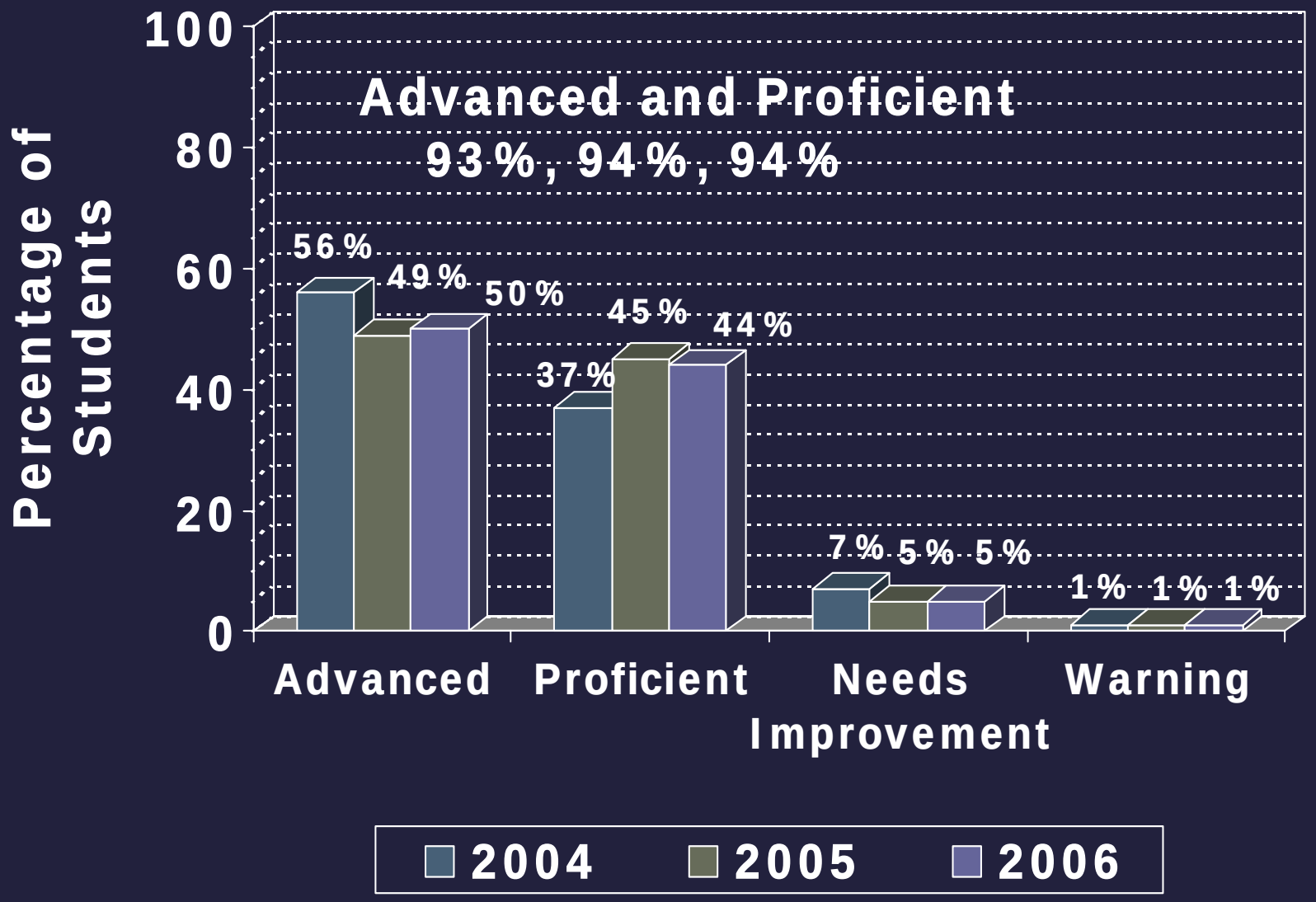
Massachusetts Comprehensive Assessment System (MCAS)

2006 Results

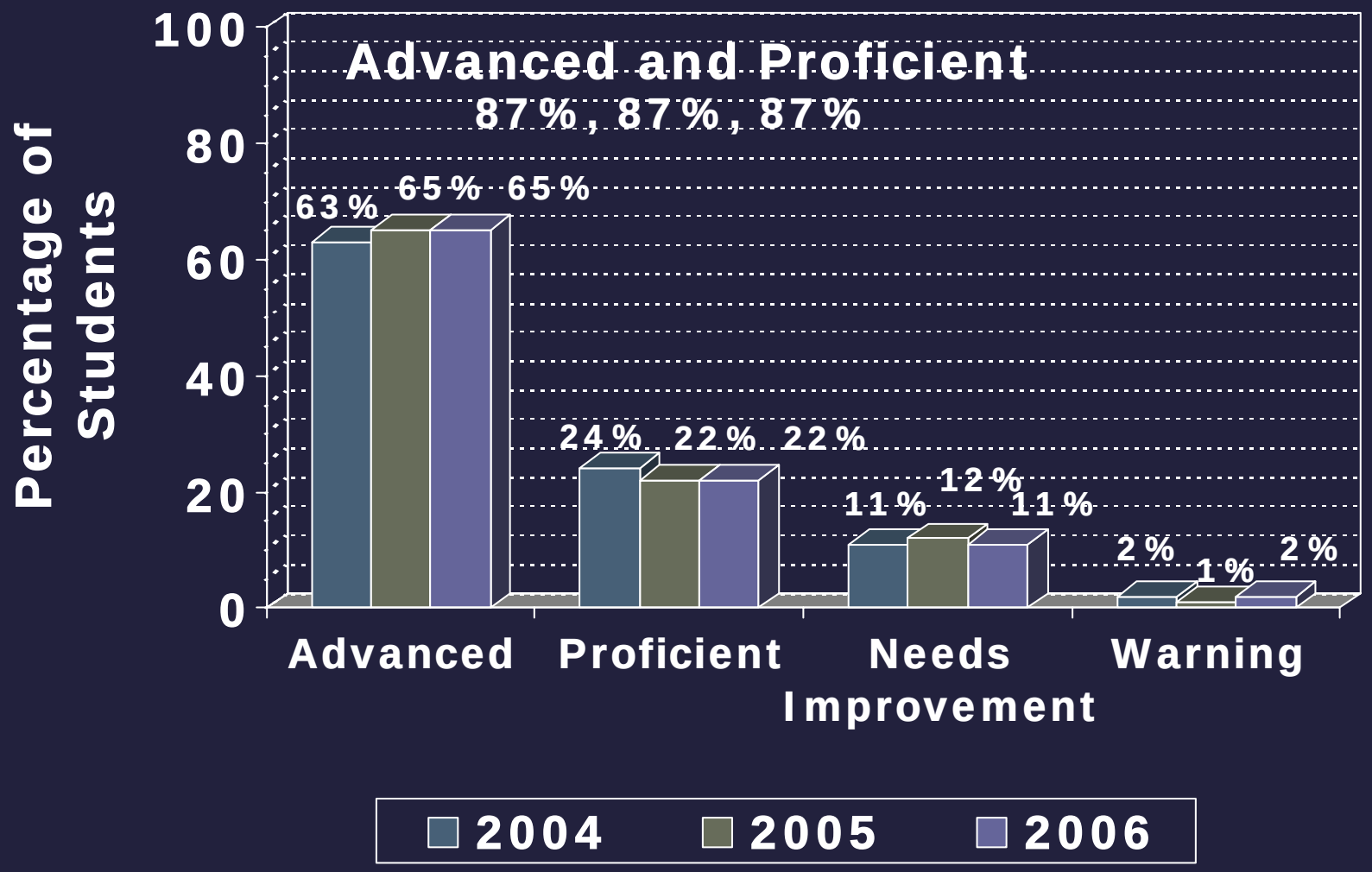
Goals

1. Increase number of students in advanced and proficient categories
2. Decrease number of students in failing/warning category
3. Provide appropriate instructional support so all students meet Massachusetts and Westwood curriculum standards

Three Year Comparison ELA
Grade 10



Three Year Comparison Math
Grade 10



First Time Tests Advanced & Proficient

ELA	GRADE 8	92%
ELA	Grade 6	91%
ELA	Grade 5	85%

Math	Grade 7	56%
Math	Grade 5	74%
Math	Grade 3	73%

Advanced and Proficient Across All Tests (16)

Year	Advanced and Proficient
2003	78%
2004	79.3%
2005	80.3%
2006	77.3%

Analyses to date:

- October 5: High School Science
- October 13: District analysis ELA
- October 18: District analysis mathematics

Ongoing and future analyses:

- Performance level results by school (elementary)
- Student item analysis
- Subgroup analysis
- Longitudinal studies
- Comparisons to like districts

Action Steps

1. Revise distribution of analyses
   a. Workshops for elementary principals
   b. Special educators
   c. Materials for pre-MCAS skills
   d. Links to released test items
   e. Analyses put in conference folders
2. Align curriculum
   a. Reorder timeline of topics
   b. Identify topics/concepts where supplemental materials/instruction needed

Action Steps

3. Prepare students
   a. Open Response questions, text evidence
   b. Partner/group experience
   c. Exposure to high quality compositions
   d. Build understanding of test-taking strategies
   e. Analysis of non-literary materials
   f. Interpreting multiple kinds of diagrams
4. Support teachers
   a. Review long compositions
   b. Summer preparation for new staff
   c. Multi-grade analysis format

2006 MCAS Question Analysis

	Grade 3	Grade 4	Grade 5
Number Sense	#2 – expanded form to standard form #27 – difference between division and multiplication	#22 – multiple-step word problem using 2-digit x 2-digit multiplication #24 – finding fraction of a number #25 – equivalent decimals and fractions #33 – multi-step multiplication/division word problem ***Vocabulary:* closest to**	#11 – multiplication with decimal point #16 – Number line, fractional parts #23 – Equivalent fractions, conversion from mixed number to improper #33 – Identifying factors #36 – Identifying decimals on a number line ***Vocabulary:* factor**
Patterns and Relationships	#8 – greater than/less than symbols, reading multi-step word problems ***Vocabulary*: number sentence**	#35 – identify later shapes in extended patterns	# 24 – Continuation of pattern to *n*th number #39 – Use proportional relationship to interpret a graph
Geometry	#5 – diagram – recognizing parallel lines #16 – open response, quadrilateral #31 – 2-D figures ***Vocabulary*: parallel, quadrilateral**	#17 – moving along a grid #28 – plotting points on a grid ***Vocabulary:* ordered pairs, shortest distance on a grid, perpendicular, line segment**	#17 – Identify lines of symmetry associated with a hexagon Naming a shape using its points #28 – Count the edges on a cube ***Vocabulary:* edge, symmetry**
	Grade 3	**Grade 4**	**Grade 5**
Measurement	#7 – writing coherent explanation for open response #34 – area vs. perimeter ***Vocabulary*: area, square feet, perimeter**	#4 – area ***Vocabulary:* area, square feet**	#31 – Identify perimeter and area of rectangles; create shapes using perimeter and area ***Vocabulary*: area, perimeter**
Statistics and Probability	#29 – line plots	#38 – find change in value between 2 data points on a line graph, reading unlabeled values on a y or x-axis	#10 – Given data, find its range and draw a bar graph #15 – Finding median #22 – Identify the probability of a random event, show response in lowest fractional terms ***Vocabulary*: range, median, probability**

Predictions and Concerns

- Number of tests will increase
- Competency requirements will increase
- Staffing will not be available to prepare students for increased requirements