Classworks

Report for Jared Richardson
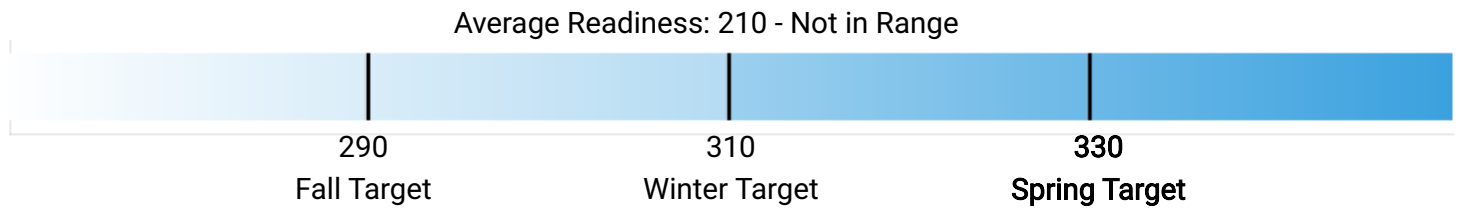
10/11/23
Spring (03/19/2022 - 10/16/2023)
Mathematics - Grade 2

What is Classworks Universal Screener?

The Universal Screener is an academic assessment that identifies readiness for on-grade level instruction. Jared has recently taken the Classworks screener at school.

Overall Performance

Average Readiness: 210 - Not in Range

290	310	330
Fall Target	Winter Target	Spring Target

Test Date	Suggested Tier	Overall Score	Percentile Rank	GLE
03/20/22	Urgent Intervention	210	5th	K

Domain Performance

Domain	Scaled Score	GLE
Geometry	210	K
Measurement	200	K
Numeration	280	1

Scaled Scores provide a single, consistent way to measure student growth from year to year. The scaled score reflects both overall growth and domain specific growth over time.

Grade Level Equivalency (GLE) is based on your student's level of performance overall and within each domain. GLEs can also be used to guide student groups and small group instruction.

CLASSWORKS CO SCHOOL DISTRICT

Dyscalculia Indicator

The Classworks Universal Screener can help identify students who may be at risk of math difficulties like dyscalculia. These results identify warning signs with students and determine if additional testing is recommended to help build important math skills.

● **Additional Testing Recommended**

Jared's Universal Screener results indicate additional testing for dyscalculia.

Early Numeracy Indicators

The Classworks Universal Screener measures early numeracy skills that provide insight into a student's future performance in mathematics. Educators can use these indicators to determine intervention or enrichment needs.

Systematic and Skip Counting

Systematic counting is the ability to count by ones, both forward and backward, and when starting at a number other than 1. Skip counting is the ability to count by sets such as by 2s, 5s, and 10s. This includes the ability to recognize and extend number patterns and, in particular, identify a missing number within a given set.

- ● **At Risk**   To strengthen counting skills, Jared may benefit from explicit instruction, modeling, and repeated practice counting on and identifying/continuing counting patterns.

Number Awareness - Recognition, Representations and Place Value

Number Awareness is measured by the ability to: (1) Identify a particular number symbol and name a number when shown its symbol; (2) Recognize, work with and make connections between different representations of system of numbers including word and expanded forms; (3) Recognize and name the value represented by a digit in a multi-digit whole number on the basis of its position in the number.

- ○ **Low Risk**   Jared demonstrated the ability to recognize whole numbers when written in different forms or in part/whole representations including identifying the digit in specific positions within multi-digit numbers.

Quantity Discrimination

The ability to identify and compare the number of objects in a set to compare magnitudes and accurately use language like 'bigger than' or 'smaller than.' Actual counts and estimates are both elements of quantity discrimination.

- ● **At Risk**   To strengthen quantity and magnitude comparison skills, Jared may benefit from explicit instruction, modeling, and repeated practice comparing whole numbers and using comparative symbols and terms.

Calculations with Whole Numbers

The ability to accurately perform grade level appropriate operations with whole numbers, including basic facts, when calculations involve story problems or written equations.

- ● **At Risk**   To strengthen calculation skills, Jared may benefit from explicit instruction, modeling, and repeated practice solving single operation problems.

Fractions and Currency

The ability to demonstrate grade level appropriate proficiency with fractional relationships involving proper fractions (½, ¼, ⅓ etc.,) and fractional currency (decimals) including the names and values of United States coins.

- ● **At Risk**   To strengthen fraction and decimal skills, Jared may benefit from explicit instruction, modeling, and repeated practice making change by adding or subtracting decimal value of US coins, and identifying common fractions such as ½, ¼, and ⅓.