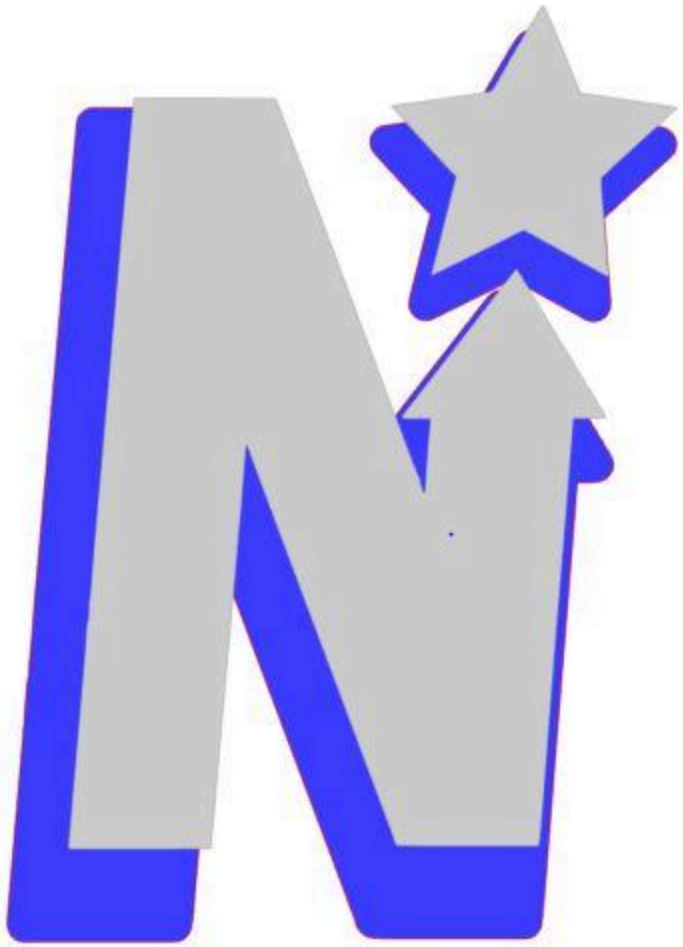
NOTTAWA COMMUNITY SCHOOL DISTRICT



Benchmark Testing and Learning Goal Plan
Bi-Annual Reporting is Required by:

February 2025 Board of Education Meeting
and
June 2025 Board of Education Meeting

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Narrative:
Nottawa Community School District is a small public school district in a rural setting. Benchmark assessments are conducted within Michigan statute Sec. 98a(4)(a) accounts for FAPE needs of all student groups. This year 90.3% of students were identified under 31a as at risk.

The district also serves an Amish cultural minority group, which comprises approximately 40% of the public district's student population for the Nottawa district. This group, for sincerely held religious reasons, do not allow computers or internet in the home and almost all do not allow electricity in the home. During 2019-2020 our district has also identified that approximately 60% of children do not have internet access due to sincerely held religious or personal beliefs. As a consequence of this unique feature the district gave local benchmark assessments for students in grades K-2 were given paper pencil and students in grades 3-8 use IXL, a district selected nationally normed benchmark assessment. Our decision is key in maintaining a continuity of FAPE for all students, in particular Amish students. This decision is harmonious with the aforementioned state statute, supported by law, and upheld by the United States Supreme Court in Wisconsin v. Yoder, 406 U.S. 205 (1972).

Additional K-8 local data and longitudinal data is collected by the district. *Local data from the following district assessments and screeners: My View Acadience, DRA, and IXL. LETRS training will improve our professional ability to diagnose difficulties (i.e. gaps) and accelerate student learning. Finally, our district MLL population is just over 40% representing Amish language and Russian language speakers. For these pupils we also use WIDA testing and provide bilingual instructional supports in alignment with MDE and the stipulated guidelines set by OCR (the Office of Civil Rights).*

Goal Category	**Goal Related to Achievement or Growth on K - 8 Benchmarks**
Middle of the Year Reading Goal	Mid year goals should progress not less than 40% within their pathway of progress as determined by screener, interim assessment benchmark, or satisfactorily demonstrate grade level application of 40% of the essential standards of a related content area demonstrated through local summative assessment.
End of the Year Reading Goal	Target Goal- All students at Nottawa Community School will become proficient in ELA, or make 1 grade level year of progress within the school year
Middle of the Year Mathematics Goal	Mid year goals should progress not less than 40% within their pathway of progress as determined by interim assessment benchmark or satisfactorily demonstrate grade level application of 40% of the essential standards of a related content area demonstrated through local summative assessment.
End of the Year Mathematics Goal	Target Goal - All students at Nottawa Community School will become proficient in mathematics, or make 1 grade level year of progress within the school year.

Achievement or Growth on Benchmark Assessment

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students = 100%						
Econ. Disadvantaged *** = 50.1%	*	*	*	*	*	*
Special Education 8% without speech	*	*	*	*	*	*
English Learner (and FEL) = 41%						
Female= 43%						
Male= 57%						
Race/Ethnicity White /Caucasian 92.4%						
Race/Ethnicity African American* = 4%	*	*	*	*	*	*
Race/Ethnicity Hispanic or Lattino=1.1%	*	*	*	*	*	*
Multi ethnic = 2.5%	*	*	*	*	*	*

* Indicates non-statistically significant population data or FERPA Protection of Data. Some parents refuse to report any race or have intentionally reported an alternate racial code.

Benchmark Data Gathered for this Report

GradeLevel	Math	Reading
K	**Local Assessment**: St. Joseph County ISD Common Core Benchmark Assessment ● Beginning of Year Benchmark ● Mid Year Block to determine progress. ● End of Year Benchmark	**Local Assessment:** DRA Baseline for Pre Test **Screener:** Dibels/Acadience (K-2 Progress Fall and Winter Data in this report. Spring Data included in end of year report) **Local Assessment:** DRA for Post Test
1-2	**Local Assessment**: St. Joseph County ISD Common Core Benchmark Assessment ● Beginning of Year Benchmark ● Mid Year Block to determine progress. ● End of Year Benchmark	**Local Assessment:** Savvas MyView Baseline for Pre Test **Screener:** Dibels/Acadience (K-2 Progress Fall and Winter Data in this report. Spring Data included in end of year report) **Local Assessment:** Savvas, My View Benchmark for Post Test
3-8	**IXL** Beginning of Year: Screener Mid Year: Benchmark End of Year: ICA and MStep	**IXL** Beginning of Year: Screener Mid Year: Benchmark End of Year: ICA and MStep
Tier 3 Student Data	**Local Assessment:** IXL	**Local Assessment:** IXL and DRA3

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TREND DATA DUE TO THE BOARD OF EDUCATION BY THE FIRST REGULARLY SCHEDULED BOARD OF EDUCATION MEETING IN FEBRUARY OF 2025

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SUMMATIVE END OF YEAR BENCHMARK AND TREND DATA DUE BY THE FIRST REGULARLY SCHEDULED BOARD OF EDUCATION MEETING IN JUNE OF 2025

APPENDICES: Interpretive Guides/Statements

APPENDIX A: Accadiance/Dibles Interpretive Statement

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

	Beg K	Mid K	End K	Beg 1	Mid 1	End 1	Beg 2	Mid 2	End 2	Beg 3	Mid 3	End 3	Beg 4	Mid 4	End 4	Beg 5	Mid 5	End 5	Beg 6	Mid 6	End 6
DIBELS Composite Score	26 13	122 85	119 89	113 97	130 100	155 111	141 109	190 145	238 180	220 180	285 235	330 280	290 245	330 290	391 330	357 258	372 310	415 340	344 280	358 285	380 324
First Sound Fluency (FSF)	10 5	30 20																			
Letter Naming Fluency (LNF)	No benchmark set for LNF																				
Phoneme Segmentation Fluency (PSF)		20 10	40 25	40 25																	
Nonsense Word Fluency (NWF) Correct Letter Sounds		17 8	28 15	27 18	43 33	58 47	54 35														
Nonsense Word Fluency (NWF) Whole Words Read			1 0	8 3	13 6	13 6															
DIBELS Oral Reading Fluency (DORF) Words Correct				23 16	47 32	52 37	72 55	87 65	70 55	86 68	100 80	90 70	103 79	115 95	111 96	120 101	130 105	107 90	109 92	120 95
DORF Accuracy				78% 68%	90% 82%	90% 81%	96% 91%	97% 93%	95% 89%	96% 92%	97% 94%	96% 93%	97% 94%	98% 95%	98% 95%	98% 96%	99% 97%	97% 94%	97% 94%	98% 96%
DORF Retell					15 0	16 8	21 13	27 18	20 10	26 18	30 20	27 14	30 20	33 24	33 22	36 25	36 25	27 16	29 18	32 24
DORF Retell Quality of Response						Retell Quality of Response	2 1	2 1	2 1	2 1	3 2	2 1	2 1	3 2	2 1	3 2	3 2	2 1	2 1	3 2
Daze									8 5	11 7	19 14	15 10	17 12	24 20	18 12	20 13	24 18	18 14	19 14	21 15

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later importing reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

Kindergarten Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	26 +	122 +	119 +
Composite	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	At or Above Benchmark	Likely to Need Core Support	10 +	30 +	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	At or Above Benchmark	Likely to Need Core Support		20 +	40 +
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	At or Above Benchmark	Likely to Need Core Support		17 +	28 +
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

First Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	113 +	130 +	155 +
Composite	Below Benchmark	Likely to Need Strategic Support	97 - 112	100 - 129	111 - 154
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 96	0 - 99	0 - 110
PSF	At or Above Benchmark	Likely to Need Core Support	40 +		
	Below Benchmark	Likely to Need Strategic Support	25 - 39		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 24		
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	27 +	43 +	58 +
	Below Benchmark	Likely to Need Strategic Support	18 - 26	33 - 42	47 - 57
	Well Below Benchmark	Likely to Need Intensive Support	0 - 17	0 - 32	0 - 46
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	1 +	8 +	13 +
	Below Benchmark	Likely to Need Strategic Support	0	3 - 7	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 2	0 - 5
DORF	At or Above Benchmark	Likely to Need Core Support		23 +	47 +
Words	Below Benchmark	Likely to Need Strategic Support		16 - 22	32 - 46
Correct	Well Below Benchmark	Likely to Need Intensive Support		0 - 15	0 - 31
DORF	At or Above Benchmark	Likely to Need Core Support		78% +	90% +
Accuracy	Below Benchmark	Likely to Need Strategic Support		68% - 77%	82% - 89%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 67%	0% - 81%
Retell	At or Above Benchmark	Likely to Need Core Support			15 +
	Below Benchmark	Likely to Need Strategic Support			0 - 14
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Second Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	141 +	190 +	238 +
	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	54 +		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	13 +		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	52 +	72 +	87 +
	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	90% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	At or Above Benchmark	Likely to Need Core Support	16 +	21 +	27 +
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support		2 +	2 +
	Below Benchmark	Likely to Need Strategic Support		1	1
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Third Grade Benchmark Goals and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support[a]	289 +	349 +	405 +
	At Benchmark	**Likely to Need Core Support**[b]	**220** - 288	**285** - 348	**330** - 404
	Below Benchmark	Likely to Need Strategic Support	*180* - 219	*235* - 284	*280* - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
ORF Words Correct	Above Benchmark	Likely to Need Core Support[a]	90 +	105 +	118 +
	At Benchmark	**Likely to Need Core Support**[b]	**70** - 89	**86** - 104	**100** - 117
	Below Benchmark	Likely to Need Strategic Support	*55* - 69	*68* - 85	*80* - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
ORF Accuracy	Above Benchmark	Likely to Need Core Support[a]	98% +	99% +	99% +
	At Benchmark	**Likely to Need Core Support**[b]	**95%** - 97%	**96%** - 98%	**97%** - 98%
	Below Benchmark	Likely to Need Strategic Support	*89%* - 94%	*92%* - 95%	*94%* - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	Above Benchmark	Likely to Need Core Support[a]	33 +	40 +	46 +
	At Benchmark	**Likely to Need Core Support**[b]	**20** - 32	**26** - 39	**30** - 45
	Below Benchmark	Likely to Need Strategic Support	*10* - 19	*18* - 25	*20* - 29
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
Retell Quality of Response	**At or Above Benchmark**	**Likely to Need Core Support**[b]	**2 +**	**2 +**	**3 +**
	Below Benchmark	Likely to Need Strategic Support	*1*	*1*	*2*
	Well Below Benchmark	Likely to Need Intensive Support			1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support[a]	11 +	16 +	23 +
	At Benchmark	**Likely to Need Core Support**[b]	**8** - 10	**11** - 15	**19** - 22
	Below Benchmark	Likely to Need Strategic Support	*5* - 7	*7* - 10	*14* - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

[a] Some students may benefit from instruction on more advanced skills.

[b] Some students may require monitoring and strategic support on component skills.

Fourth Grade Benchmark Goals and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support[a]	341 +	383 +	446 +
	At Benchmark	**Likely to Need Core Support**[b]	**290** - 340	**330** - 382	**391** - 445
	Below Benchmark	Likely to Need Strategic Support	*245* - 289	*290* - 329	*330* - 390
	Well Below Benchmark	Likely to Need Intensive Support	0 - 244	0 - 289	0 - 329
ORF Words Correct	Above Benchmark	Likely to Need Core Support[a]	104 +	121 +	133 +
	At Benchmark	**Likely to Need Core Support**[b]	**90** - 103	**103** - 120	**115** - 132
	Below Benchmark	Likely to Need Strategic Support	*70* - 89	*79* - 102	*95* - 114
	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 78	0 - 94
ORF Accuracy	Above Benchmark	Likely to Need Core Support[a]	98% +	99% +	100% +
	At Benchmark	**Likely to Need Core Support**[b]	**96%** - 97%	**97%** - 98%	**98%** - 99%
	Below Benchmark	Likely to Need Strategic Support	*93%* - 95%	*94%* - 96%	*95%* - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 92%	0% - 93%	0% - 94%
Retell	Above Benchmark	Likely to Need Core Support[a]	36 +	39 +	46 +
	At Benchmark	**Likely to Need Core Support**[b]	**27** - 35	**30** - 38	**33** - 45
	Below Benchmark	Likely to Need Strategic Support	*14* - 26	*20* - 29	*24* - 32
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 19	0 - 23
Retell Quality of Response	**At or Above Benchmark**	**Likely to Need Core Support**[b]	**2 +**	**2 +**	**3 +**
	Below Benchmark	Likely to Need Strategic Support	*1*	*1*	*2*
	Well Below Benchmark	Likely to Need Intensive Support			1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support[a]	18 +	20 +	28 +
	At Benchmark	**Likely to Need Core Support**[b]	**15** - 17	**17** - 19	**24** - 27
	Below Benchmark	Likely to Need Strategic Support	*10* - 14	*12* - 16	*20* - 23
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 11	0 - 19

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

[a] Some students may benefit from instruction on more advanced skills.

[b] Some students may require monitoring and strategic support on component skills.

Fifth Grade Benchmark Goals and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support[a]	386 +	411 +	466 +
	At Benchmark	**Likely to Need Core Support[b]**	**357** - 385	**372** - 410	**415** - 465
	Below Benchmark	Likely to Need Strategic Support	*258* - 356	*310* - 371	*340* - 414
	Well Below Benchmark	Likely to Need Intensive Support	0 - 257	0 - 309	0 - 339
ORF Words Correct	Above Benchmark	Likely to Need Core Support[a]	121 +	133 +	143 +
	At Benchmark	**Likely to Need Core Support[b]**	**111** - 120	**120** - 132	**130** - 142
	Below Benchmark	Likely to Need Strategic Support	*96* - 110	*101* - 119	*105* - 129
	Well Below Benchmark	Likely to Need Intensive Support	0 - 95	0 - 100	0 - 104
ORF Accuracy	Above Benchmark	Likely to Need Core Support[a]	99% +	99% +	100%
	At Benchmark	**Likely to Need Core Support[b]**	**98%**	**98%**	**99%**
	Below Benchmark	Likely to Need Strategic Support	*95%* - 97%	*96%* - 97%	*97%* - 98%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 94%	0% - 95%	0% - 96%
Retell	Above Benchmark	Likely to Need Core Support[a]	40 +	46 +	52 +
	At Benchmark	**Likely to Need Core Support[b]**	**33** - 39	**36** - 45	**36** - 51
	Below Benchmark	Likely to Need Strategic Support	*22* - 32	*25* - 35	*25* - 35
	Well Below Benchmark	Likely to Need Intensive Support	0 - 21	0 - 24	0 - 24
Retell Quality of Response	**At or Above Benchmark**	**Likely to Need Core Support[b]**	**2 +**	**3 +**	**3 +**
	Below Benchmark	Likely to Need Strategic Support	*1*	*2*	*2*
	Well Below Benchmark	Likely to Need Intensive Support		1	1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support[a]	21 +	21 +	28 +
	At Benchmark	**Likely to Need Core Support[b]**	**18** - 20	**20**	**24** - 27
	Below Benchmark	Likely to Need Strategic Support	*12* - 17	*13* - 19	*18* - 23
	Well Below Benchmark	Likely to Need Intensive Support	0 - 11	0 - 12	0 - 17

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

[a] Some students may benefit from instruction on more advanced skills.

[b] Some students may require monitoring and strategic support on component skills.

APPENDIX B: IXL Interpretive Statement

Overview

The following report presents national norms for the IXL Diagnostic in mathematics and English language arts (ELA) from kindergarten through twelfth grade. Norm tables are presented by grade and time of year in which these measures are used for benchmarking: beginning of year (BOY; August-November), middle of year (MOY; December-February), or end of year (EOY; March-June).

The national norms presented in this technical report are based on IXL Diagnostic Snapshot data from the 2022-23 school year.

IXL Diagnostic development and administration modes

The IXL Diagnostic is a formative and interim assessment developed by a collaborative team of educators and subject matter experts that covers material aligned with the Common Core and other academic standards (see Bashkov et al., 2021). IXL's Diagnostic is especially valuable because it provides insights for students and educators about students' knowledge levels in key strands of math and ELA.

IXL's Diagnostic is a reliable, valid assessment that can be used in two ways to best meet students'

and educators' needs. In Real-Time mode, students can use the diagnostic anytime, allowing for real-time assessment of their current knowledge. After completing the initial assessment, which takes

only 45 minutes per subject, students can answer just a handful of diagnostic questions each week to keep their diagnostic results and personalized recommendations up to date, ensuring that they make meaningful progress on their learning goals. Teachers can use the immediate insights from the Real-Time Diagnostic to understand exactly what students need to improve on a day-to-day basis and to easily differentiate instruction.

IXL's Diagnostic can also be used in Snapshot mode, which serves as a flexible, lightweight benchmark assessment. Snapshot mode allows administrators to capture student knowledge levels at a fixed point in time, across all students in a target grade level, school, or district. Unlike the Diagnostic's Real-Time mode, which provides assessment to ensure that students' personalized recommendations stay up-to-date, Snapshot mode is designed to be used one or more

discrete
times throughout the school year to provide a high-level overview of students' grade-level proficiency in key math and ELA strands. For example, a school administrator may administer the
Diagnostic Snapshot for beginning-of-year benchmarking and then conduct a mid-year Snapshot
to see how students' knowledge has grown. Snapshot mode allows administrators to easily track
student progress between Snapshots, which can help inform school or district-level planning and
decision-making.

2
IXL Diagnostic strands and scoring
To measure students' knowledge levels, the IXL Diagnostic applies item response theory to estimate
the numeric scores that represent student knowledge levels in math and ELA overall and across key
strands (i.e., broad skill categories). For math, the strands include (a) Numbers & Operations, (b)
Algebra & Algebraic Thinking, (c) Fractions, (d) Geometry, (e) Measurement, and (f) Data, Statistics, &
Probability. For ELA, the strands include (a) Reading Strategies, (b) Vocabulary, (c) Writing Strategies,
and (d) Grammar & Mechanics. A Reading Level score for ELA is also provided. The overall diagnostic
scores for math and ELA are weighted averages of the strand scores. IXL Diagnostic scores are
scaled such that scores correspond to grade levels. For example, a score of 350 indicates that the
student has acquired about 50% of third-grade material, whereas a score of 400 indicates that the
student is ready to learn fourth-grade material.

Reliability and validity
Numerous studies have examined the psychometric properties of the IXL Diagnostic and have yielded desirable reliability and validity evidence, including coherent internal structure (IXL Learning,
2020a), multi-group measurement invariance (An et al., 2022), high reliability (IXL Learning, 2020a;
Schonberg, 2021a), and strong predictive validity coefficients using multiple well-established assessments as criterion measures (An, 2021, 2022a, 2022b, 2022c, 2023; Hargis, 2022, 2023; IXL
Learning, 2020b; Schonberg, 2021a, 2021b, 2022, 2023).

Norming
Assessment norms provide information about the typical levels of performance for an identifiable
population of students or schools. For example, a student may achieve the highest test score

**in her
class on a given assessment but still fall below the national average of students at her grade level
who have completed the same assessment (i.e., a percentile rank < 50). This information allows
educators to compare their students' scores to the scores of students across the United States
who completed the same assessment. Such comparisons are often used to help educators to appropriately target resources to maximize student learning and achievement.**

3

Norming Sample

**The sample included IXL Diagnostic Snapshots administered to 734,064 students from 2,690 schools
in 48 states and Washington D.C. during the 2022-23 academic year. School-level demographic data
were obtained from the National Center for Education Statistics (NCES;
https://nces.ed.gov/ccd).
After matching the IXL Diagnostic sample with school-level demographics, we were able to compare
the IXL Diagnostic student demographics with the national averages. As seen in Table 1, the IXL
Diagnostic sample is sufficiently representative of student demographics nationwide.**

IXL Diagnostic Norms

**The tables in the appendices show percentile ranks and corresponding IXL Diagnostic scores by
grade. Percentile ranks indicate the percentage of students scoring below a specific score. This
allows for the comparison of individual student scores to students nationwide. For example, if a
fifth-grade student at the beginning of the year earned an overall score of 450 on the IXL Diagnostic
in math, then that student scored in the 65th percentile (see Table A1). In other words, the student
scored higher than 65% of students who completed the IXL Diagnostic math assessment.**

Table 1. Demographics

4

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