

The Subcluster Intervention Report is a data tool and resource that is only available to individuals with teacher-level access (those with active class rosters) in Aware. Reports are based on individual lead4ward Teacher Learning Reports (TEKS Clusters) and display organized lists of students (by name) within each applicable subcluster (specific concepts or topics) on the Teacher Learning Report.

Purpose and Use

While the Teacher Learning Report helps identify specific parts of the curriculum where students may need support overall and enhances data analysis for instructional planning, the Subcluster Intervention Report helps teachers look at student performance beyond pass or fail.

Using this tool, the teacher organizes students into two categories: **Got it!** and **Not yet**. The tool places the students into either category (by subcluster) according to a cut score target determined by the teacher. The teacher selects the cut score target from a dropdown list. As an example, if a teacher selects the default option of 65%, then the report would display the following:

- **Got it!** ... students who scored greater than or equal to 65% on all items aligned to the subcluster
- **Not yet** ... students who scored below 65% on all items aligned to the subcluster

This type of data display allows teachers to analyze student performance within each subcluster as a guide in providing targeted intervention.

Note: teachers may find it helpful to have the corresponding Teacher Learning Report available when using the Subcluster Intervention Report.

Directions for using the tool and generating reports:

| | |
|--|--|
| <ol style="list-style-type: none"> login to Aware click Analyze tab select Reports | |
| <ol style="list-style-type: none"> In the Teacher lead4ward Reports listing, click the icon for Subcluster Intervention Report | |

5. choose the grade level or subject
Note: non STAAR-tested grades are listed with "(NT)"

6. select the class period or section (or choose "All Students" to combine sections)

7. choose the **Test Type** that contains the assessment you want to analyze

8. select the **cut score target** from the dropdown list

9. click "Next"

1. Grade Level / Subject

Choose a tested grade level/subject combination.

Grade 4 - Mathematics ▼

2. Filter

Only show students who are in the following class...

All Students, - ▼

3. Assessments

Choose one or more local test types for the current school year

Common Assessments ✕

Next >

4. Threshold

Select the cut score target for Got it! and Not yet categories

65% ▼

65%

50%

55%

60%

65%

70%

75%

80%

Finalizing the Report

10. Use the "x" to remove tests from the report
Note: use the gray plus button to manually add a test

11. Click "Show Report" when finished

1. Grade Level / Subject

Choose a tested grade level/subject combination.

Grade 4 - Mathematics ▼

2. Filter

Only show students who are in the following class...

All Students, - ▼

3. Assessments

Local Assessment(s) +

✕ 4 - Math - BOY Test - 2018-19

✕ 4 - Math - CBA 1 - 2018-19

11 Show Report

System Navigation

12. Use the menu with links to select a Teacher Learning Report

13. Use the the "Print/Download" features to print or save to PDF.

lead4ward
Home
Print/Download Page
Print/Download All

Representation and Comparison of Whole Numbers and Decimals

Fractions

Whole Number and Decimal Operations

Geometry

Measurement

Data Analysis

Personal Financial Literacy

Process Standards

Understanding and Using the Report

Clicking "Show Report" generates online versions of the *Subcluster Intervention Report*.

Subcluster Intervention Report: Grade 4 Math
 Teacher: Taylor Support for Math - Gr 4 (1st period)
 Date: 10/9/2019
 Assessments: 4 - Math - CBA 1

Source information (points to report title)

TEKS Cluster name (from Teacher Learning Report) (points to 4.2)

Representation and Comparison of Whole Numbers and Decimals
 4.2 The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.

Subcluster (points to subcluster title)

Subcluster data
 • average % correct for all aligned items
 • data is specific to teacher and class(es) selected

| | | Unit | Overall % |
|---|--|--|--|
| Representation of Whole Numbers and Decimals | | | 60 |
| Got It! | Not Yet | | |
| Collins, Jayme Estrada, Melanie Martinez, Edgar Pineda, Zachary Rutledge, Lee Zavalla, Stephanie | Connor, Lori Gray, Michael Ortiz, Penelope Rivera, Julie Ventura, Samuel | Anderson, Sarah Gregory, Seth Hopewell, Angela Mitchell, Thomas Robson, Aubrey | Belton, Donald Haynes, Sandra Johnson, Jeremy Rivers, Keisha Velasquez, Gustav |

Comparison of Whole Numbers and Decimals

| | | Unit | Overall % |
|----------------|--|------|-----------|
| Got It! | | | NT |

Got it! ... students who scored greater than or equal to selected **cut score target** on all items aligned to the subcluster

Not yet ... students who scored below selected **cut score target** on all items aligned to the subcluster

Teacher Learning Report (connected resource)

A corresponding Teacher Learning Report may be generated and used with Subcluster Intervention Report to review applicable Student Expectations

| Teacher Learning Report: Grade 4 Math | | Process Content Process | | |
|---|--|-------------------------------|------------|---|
| For LearnaLot Elementary on 10/9/2019 | | | | |
| Representation and Comparison of Whole Numbers and Decimals | | Unit | CHECKPOINT | |
| 4.2 Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. | | | 1 | 2 |
| <small>Connected Knowledge and Skills 4.3</small> | | | 3 | |
| Process (Tools to Know) | | Unit | CHECKPOINT | |
| 4.1(A) apply math in everyday situations ☉ | | | 1 | 2 |
| 4.1(B) use problem-solving models ☉ <small>connected 4.1(C)</small> | | | 3 | |
| Content | | Unit | CHECKPOINT | |
| Representation of Whole Numbers and Decimals | | | 1 | 2 |
| 4.2(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals ☉ | | | 3 | |
| 4.2(A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left | | | | |
| 4.2(E) represent decimals, including tenths and hundredths, using concrete and visual models and money | | | | |
| 4.2(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line | | | | |
| 4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line | | | | |