

## REACH Identification Appeals Timeline

### ***Math & ELA***

**Students Currently in Grade 5 (for Grade 6 Placement)**

**2022-2023**

ACTIVITY	DATES
NWEA MAP Fall Testing	September 6 - 23
End of Trimester 1 <i>For Math only</i>	November 4, 2022
CogAT Administration	December 5 - 16
NWEA MAP Winter Testing	January 9 - 26
End of Trimester 2 - <i>SBR Grades - Math Only</i> <i>Common Writing Assessment (completed in class)- ELA Only</i>	February 17, 2023
Teacher Recommendation Window	March 6 - 10
Student/Family Notification	No later than March 17, 2023

*See identification rubrics on page 2 and 3.*

## ELA REACH APPEAL Identification

Students Currently in Grades 5 (for Grade 6 Placement)

2022-2023

<b>Highest Score of MAP Reading Percentile</b> <i>For 22-23 Administrations</i>	85th and below 6	86th-90th 12	91st-95th 18	96th and above 24
<b>CogAT Verbal (V) SAS</b> <i>December 2022 Administration</i>	116 and below 6	117 - 120 12	121 - 125 18	126 and above 24
<b>Common Writing Assessment Score</b> <i>This is administered during a student's ELA class and graded anonymously by multiple educators.</i>	6	12	18	24
<b>Assessment Totals to Move to Teacher Recommendation</b>	Assessment metrics below 50 - Student doesn't qualify for REACH ELA.		Assessment metrics exceed 49- Continue to teacher recommendation.	
<b>Writing Proficiency</b> <ul style="list-style-type: none"> <li>• Uses advanced vocabulary</li> <li>• Uses sophisticated syntax</li> <li>• Explains precisely and clearly</li> <li>• Uses language in unusual or novel ways</li> <li>• Uses mature themes</li> <li>• Can find many ways to express ideas</li> <li>• Is able to discuss literature or ideas at an interpretive or explanatory level</li> </ul>	Rarely  Student rarely exhibits these behaviors in comparison to his or her age peers.  3	Same  Student exhibits these behaviors about the same as his or her age peers.  6	Somewhat More  Student exhibits these behaviors somewhat more in comparison to his or her age peers.  9	Much More  Student exhibits these behaviors much more in comparison to his or her age peers.  12
<b>Literacy Learning Proficiency</b> <ul style="list-style-type: none"> <li>• Has excellent reasoning ability</li> <li>• Establishes cause-effect relationships easily</li> <li>• Can analyze an issue from many points of view</li> <li>• Is able to reach good conclusions based on evidence</li> <li>• Is curious and seeks answers to questions</li> <li>• Asks complex questions about a topic</li> <li>• Is able to rapidly understand novel tasks</li> <li>• Can easily relate new information to old information</li> </ul>	Rarely  Student rarely exhibits these behaviors in comparison to his or her age peers.  3	Same  Student exhibits these behaviors about the same as his or her age peers.  6	Somewhat More  Student exhibits these behaviors somewhat more in comparison to his or her age peers.  9	Much More  Student exhibits these behaviors much more in comparison to his or her age peers.  12
<b>Final School Recommendation</b>	Demonstrates learning behaviors seldomly with REACH academic expectations. 2	Demonstrates learning behaviors occasionally with REACH academic expectations. 4	Demonstrates learning behaviors consistently with REACH academic expectations. 6	

## Score Totals and Placement

Total Points Available = 102

REACH English Language Arts Eligibility = 80 or Higher

**MATH REACH APPEAL Identification**  
**Students Currently in Grade 5 (for Grade 6 Placement)**  
**2022-2023**

<b>Highest Score of MAP Math Percentile</b> <i>For SY 2022-2023 Administrations</i>	90th and below 2	91st-95th 4	96th-97th 6	98th and above 8
<b>CogAT Quantitative (Q) SAS</b>	120 and below 2	121-125 4	126-131 6	132 and above 8
<b>SBR Math Grades</b> <i>Average of Standards-Based Scores from Trimester 1 &amp; Trimester 2</i>	Quartile 1 <i>Average of SBR math scores across Tri 1 &amp; 2 is between 1st and 25th percentile of scores within grade level.</i> 2	Quartile 2 <i>Average of SBR math scores across Tri 1 &amp; 2 is between 25th and 50th percentile of scores within grade level.</i> 4	Quartile 3 <i>Average of SBR math scores across Tri 1 &amp; 2 is between 50th and 75th percentile of scores within grade level.</i> 6	Quartile 4 <i>Average of SBR math scores across Tri 1 &amp; 2 is between 75th and 99th percentile of scores within grade level.</i> 8
<b>Assessment Totals to Move to Teacher Recommendation</b>	Assessment metrics below 18 - <i>Student doesn't qualify for REACH MATH.</i>		Assessment metrics exceed 17- <i>Continue to teacher recommendation.</i>	
<b>Math Proficiency</b> <ul style="list-style-type: none"> <li>Recognizes mathematical patterns and relationships (e.g. extends a sequence of numbers, analyzes how two numbers "go together")</li> <li>Applies ideas from one mathematical problem to another</li> <li>Is persistent in finding solutions to mathematical problems</li> <li>Easily distinguishes between relevant and irrelevant information in mathematical problems</li> <li>Uses creative or unusual strategies to solve mathematics problems</li> <li>Is successful with advanced-level mathematical concepts</li> <li>Uses correct mathematical language</li> <li>Intuitively knows the answer to many mathematical problems</li> <li>Develops multiple strategies to solve mathematical problems</li> </ul>	Rarely  Student rarely exhibits these behaviors in comparison to his or her age peers.  1	Same  Student exhibits these behaviors about the same as his or her age peers.  2	Somewhat More  Student exhibits these behaviors somewhat more in comparison to his or her age peers.  3	Much More  Student exhibits these behaviors much more in comparison to his or her age peers.  4
<b>Math Learning Proficiency</b> <ul style="list-style-type: none"> <li>Has excellent reasoning ability</li> <li>Establishes cause-effect relationships easily</li> <li>Can analyze an issue from many points of view</li> <li>Is able to reach good conclusions based on evidence</li> <li>Is curious and seeks answers to questions</li> <li>Asks complex questions about a topic</li> <li>Is able to rapidly understand novel tasks</li> <li>Is able to figure out what is needed to solve a problem</li> <li>Can easily relate new information to old information</li> </ul>	Rarely  Student rarely exhibits these behaviors in comparison to his or her age peers.  1	Same  Student exhibits these behaviors about the same as his or her age peers.  2	Somewhat More  Student exhibits these behaviors somewhat more in comparison to his or her age peers.  3	Much More  Student exhibits these behaviors much more in comparison to his or her age peers.  4
<b>Final School Recommendation</b>	Demonstrates learning behaviors seldomly with REACH academic expectations. 1	Demonstrates learning behaviors occasionally with REACH academic expectations 2	Demonstrates learning behaviors consistently with REACH academic expectations. 3	

**Score Totals and Placement**

Total Points Available = 35

REACH Math Eligibility = 29 or Higher