Student Academic Achievement Presentation

Analysis of Student Artifacts in English Language Arts (ELA), Mathematics, and Science

April 27, 2026

***Content*:**

- Is the work aligned to standards?
- Is the work on grade level?

***Context*:**

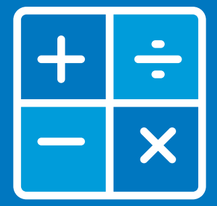
- How is the student demonstrating learning? Test?
- Real world? Classroom specific? Meaningful writing?

***Cognitive Demand*:**

- What is the rigor or Depth of Knowledge (DOK)?

SNAPSHOT OF STUDENT WORK

English Language Arts (ELA) Colllected from grades 1, 3, 7, & 10



Math collected from grades K, 4, 6, 9, & Algebra I

Science Collected from 2, 5, 8, 10, & Biology

50

Artifacts submitted for ELA

48

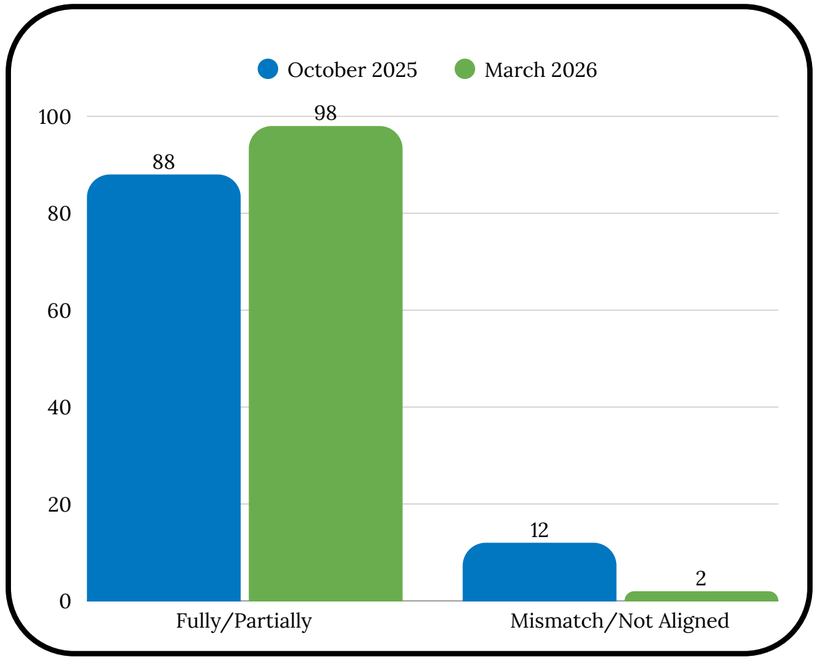
Artifacts submitted for Math

53

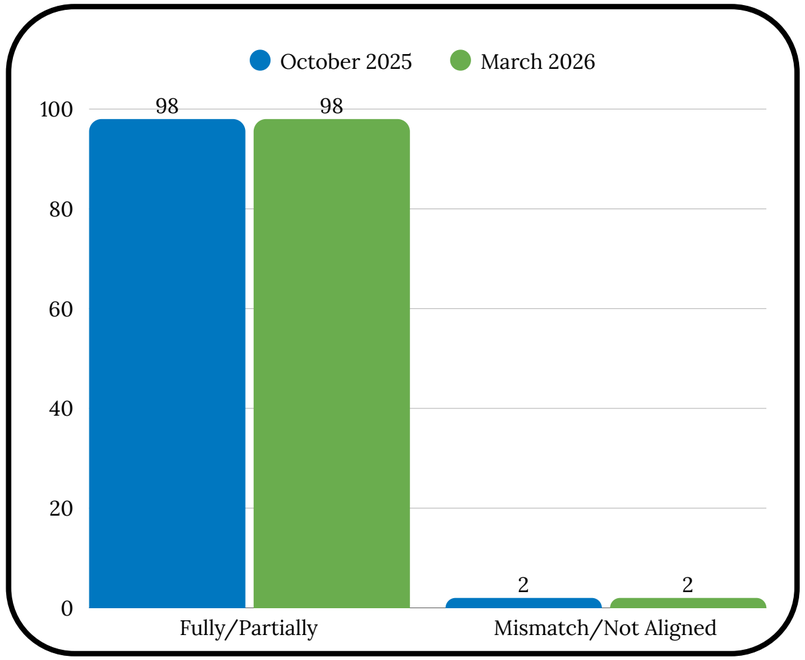
Artifacts submitted for Science

Content Alignment with Standards

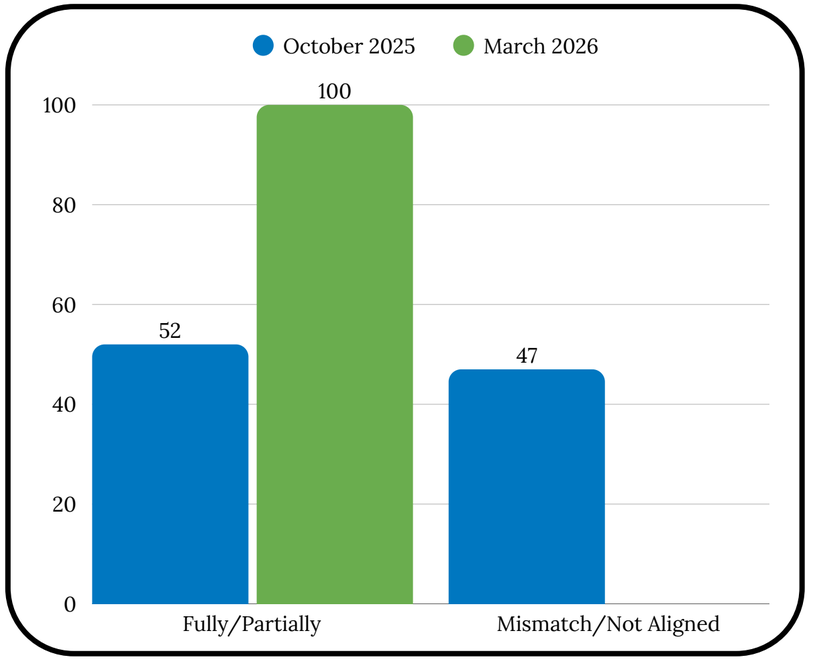
ELA %



Math %



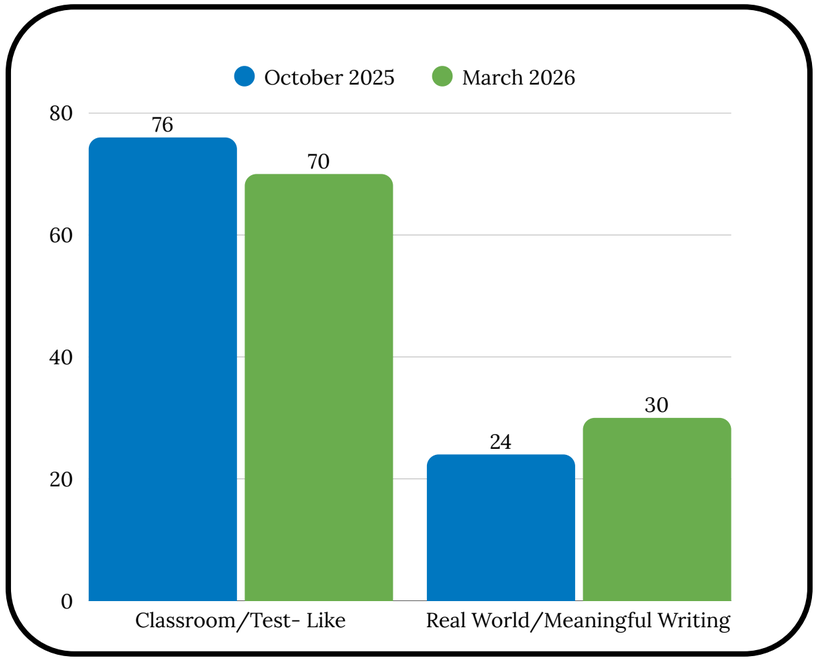
Science %



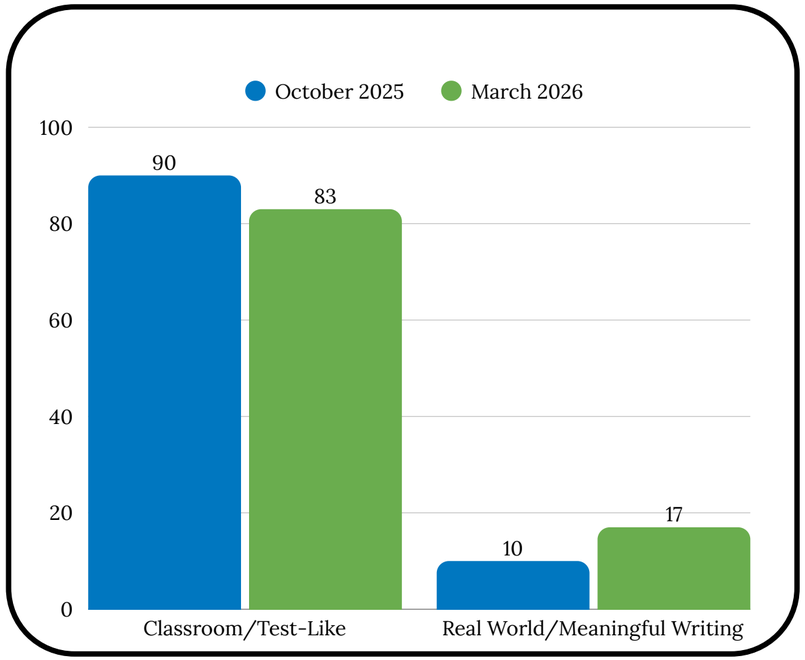
Fully or partially should be higher than Mismatch.

Context of Student Work

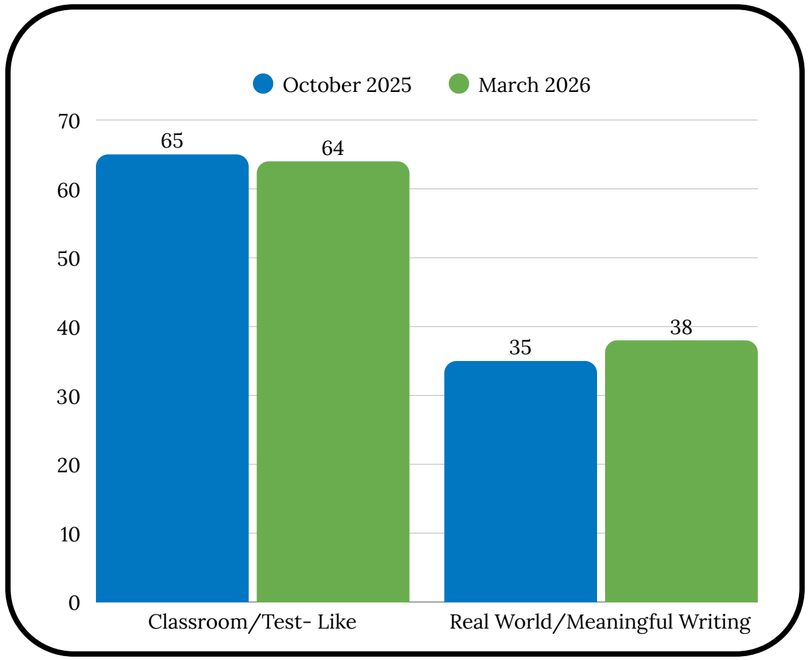
ELA %



Math %



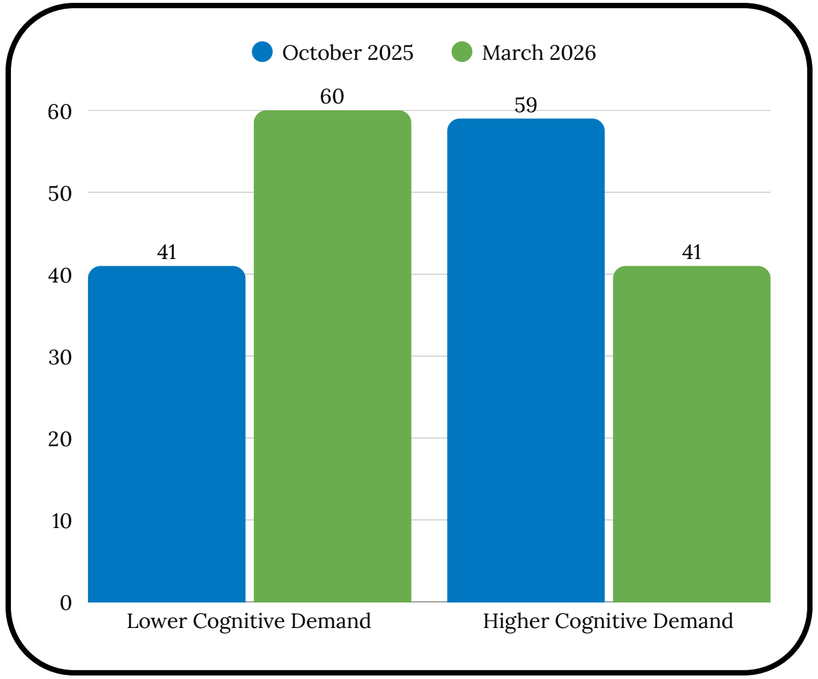
Science %



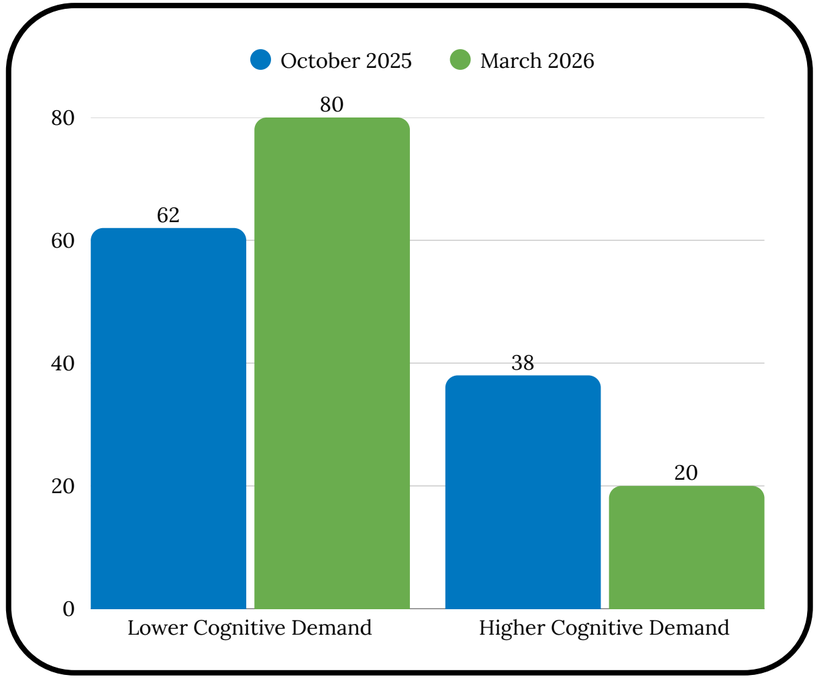
Real world should be higher than classroom.

Cognitive Demand of Student Work

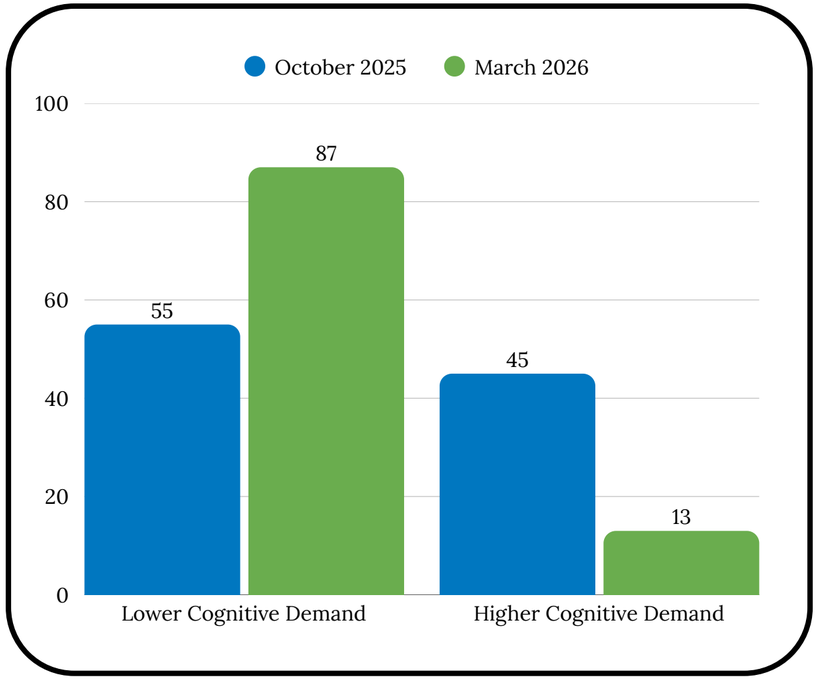
ELA %



Math %



Science %



Cognitive demand should be higher.

Celebrations for 2025-2026

- ELA and Science **increased** the percentage of work aligned with standards.
- Math maintained **strong** alignment with standards.
- ELA, Math, and Science **increased** the percentage of real world student work and meaningful writing.

Focus for 2026-2027

Increasing the cognitive demand in student work.

- Identify the **cognitive demand** in ATLAS classroom assessments and ensure alignment with the standards.
- Content coordinators' training to better support teachers in increasing the **cognitive demand** of student work.
- Continue onsite analysis of student work using exemplar lessons to increase **cognitive demand**.


Any
Questions?