

## Classroom Diagnostic Tools Student Data Analysis

### Reading

Name: \_\_\_\_\_ Class Period/Grade: \_\_\_\_\_

Date of Administration: \_\_\_\_\_ Date of Next Administration: \_\_\_\_\_

**Before reviewing results:** (Complete this section as soon as possible after completing the CDT.)

1. The Reading CDT you just took included five diagnostic categories. For each of the diagnostic categories, think about how you did. Which types of questions did you feel most prepared to answer in each diagnostic category? Were there topics that you did not know well or were not familiar with? In the spaces below, describe both your strengths and your areas that may need improvement for each diagnostic category based on your thoughts about the effort and time you spent to answer questions and how confident you were that your answers were correct. You may want to use your Skills Pamphlet for ELA: Reading to help you pinpoint your strengths and/or areas of need.

Diagnostic Category	My Strengths and Areas that Need Improvement
Key Ideas and Details – Literature Text	
Key Ideas and Details – Informational Text	
Craft and Structure, and Integration of Knowledge and Ideas – Literature Text	
Craft and Structure, and Integration of Knowledge and Ideas – Informational Text	
Vocabulary Acquisition and Use	

Look at the results in your Individual Map to complete the section below.

2. **Reviewing Results:** (Place an X in each row to show the location of each of your scores (overall and each diagnostic category). Then answer the questions below.)

Score	Red	Green	Blue
Overall Score			
Key Ideas and Details – Literature Text			
Key Ideas and Details – Informational Text			
Craft and Structure, and Integration of Knowledge and Ideas – Literature Text			
Craft and Structure, and Integration of Knowledge and Ideas – Informational Text			
Vocabulary Acquisition and Use			

Did you expect your overall score to be higher/lower or are your results consistent with your learning so far in this subject/course? Remember, if this is the beginning of the school year, it may be acceptable for you to be in the Red range right now.

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Which diagnostic category has the highest score? \_\_\_\_\_

Which diagnostic category has the lowest score? \_\_\_\_\_

Do you have any diagnostic categories of concern? Why are you concerned about these categories?

What evidence other than your CDT score do you have that this is an area of concern for you?

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Do you have any diagnostic categories of strength? Why do you feel these are areas of strength? What

evidence other than your CDT score do you have that this is an area of strength for you?

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3. **Setting Goals:** (Use the space below to set one or more goals for your learning prior to the next administration of the CDT. For each goal, consider a specific diagnostic category, and think about what you and your teacher can do to help you reach your goal. You may want to use your Skills Pamphlet for ELA: Reading to help you set your goals.)

*Goal 1:*

Which diagnostic category would you like to work on improving prior to the next administration of the CDT? \_\_\_\_\_

What will you do to improve in that category? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What support do you need from your teacher to help you improve? \_\_\_\_\_  
\_\_\_\_\_

*Goal 2:*

Which diagnostic category would you like to work on improving prior to the next administration of the CDT? \_\_\_\_\_

What will you do to improve in that category? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What support do you need from your teacher to help you improve? \_\_\_\_\_  
\_\_\_\_\_

*Goal 3:*

Which diagnostic category would you like to work on improving prior to the next administration of the CDT? \_\_\_\_\_

What will you do to improve in that category? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What support do you need from your teacher to help you improve? \_\_\_\_\_  
\_\_\_\_\_