



## A Parent's Guide to Understanding the Virginia Growth Assessments\* for 6th Grade Students

Virginia students take Growth Assessments in Math and Reading in the fall and winter and the Standards of Learning (SOL) Assessments in the spring. During the fall and winter, teachers are using the results of these tests to understand how much students learned. As partners to our teachers and students, we have created this guide for any parent or caregiver who would like to learn more about the Virginia Growth Assessments and how results can be used to celebrate growth and advocate for additional support, such as tutoring, to strengthen foundational skills.

### Let's get started!

*\*Note: This guide is a complement to the parent resources found [here](#). If you are new to the Virginia Growth Assessments, please visit the link and read the [ALL In Parent Letter and Guide](#), [Score Report at a Glance](#), [Guiding Questions for Caregivers and Parents](#), and the [Parent-Teacher Planning Tool](#).*

1. Locate your child's **Student Detail by Question (SDBQ)** report for the Fall or Winter Virginia Growth Assessment for each test (label 1).

**STUDENT NAME**  
State Testing Identifier: 1000000000  
Grade: 6 Group: SAMPLE GROUP  
School: 0000 - EXAMPLE MS  
Division: 000 - EXAMPLE COUNTY

*Student Detail by Question*

Virginia Assessment Program  
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GR 6 MATHEMATICS GROWTH CAT 1

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Vertical Scaled Score: 1492 2

Right now, teachers are looking at your child's **growth assessment score**, which tells us how close your child is to being proficient (on grade level).

2. Find your child's growth assessment score (label 2), called **Vertical Scaled Score** on the report. Using the chart below, find the range that includes your child's score and read the information related to that number. *Example: A score of 1603 in Grade 6 Mathematics is a score that says your child is generally well prepared, on grade level, and will not receive additional tutoring.*

Based on your child's score on the growth assessment, your child:			
	needs additional support.	is at risk.	is generally well prepared.
Grade 6 Mathematics	1050-1495	1496-1602	1603 and above
Grade 6 Reading	1050-1521	1522-1662	1663 and above

3. Please open the [Guiding Questions for Caregivers and Parents](#) as you continue to review the report.

4. A question-by-question description of everything covered on your student's test is what we want to look at next. **Locate the charts that look like this on the report.**

The item descriptor, SOL measured, and level of difficulty for each test question presented to the student during this Gr 6 Mathematics Growth CAT test are grouped by reporting category and shown below.

H Item difficulty level is high.      ✓ Student answered item correctly.      ‡ Indicates the test item was administered in a section of the test where the students were not provided with a calculator.  
M Item difficulty level is medium.      ✗ Student answered item incorrectly or did not provide a response.  
L Item difficulty level is low.

Reporting Category		Item Descriptor and SOL Measured		
Number and Number Sense				
Item Difficulty	H	M	L	Item Descriptor and SOL Measured
	✗			Identify prime and composite numbers. (5.3A)
	✓			‡ Compare and order fractions and decimals. (5.2B)

5. Information on the **SDBQ Report** is divided into groups called **Reporting Categories**, such as "Number and Number Sense." Each question's difficulty level is provided. Questions may be low, medium, or high difficulty. A 'check' shows that a question was answered correctly, and an 'x' shows that a question was answered incorrectly.

**Item descriptors** describe the content and skills for each test question. **The tested SOL** appears at the end of the item descriptor. *On the growth assessments, your child may have received questions for SOL that are above or below their current grade level.*

6. To understand how well your child performed in different reporting categories, **look for questions with the same or similar descriptors.** This shows you how well your child did with different questions addressing the same content and skills.

Answering questions about the same content and skills correctly shows that your child has some understanding in this area. **Answering questions about the same content and skills incorrectly shows that your child may benefit from more support and practice in this area.** If your child answers some questions with the same or similar descriptions correctly and others incorrectly, this inconsistency indicates that your child may benefit from additional practice with this content or skill.

7. Next, using the Student Detail by Question report, take a few minutes to think about the **Questions to Ask the Teacher** found in the [Guiding Questions for Caregivers and Parents](#), copied here for your convenience.

Name of the test that you're reviewing: \_\_\_\_\_

What is the VERTICAL SCALED SCORE? \_\_\_\_\_ (hint- number between 900-2000)

Look at the REPORTING CATEGORIES, one at a time and tally the number of items they got right (✓).

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

Now go back to the REPORTING CATEGORIES and tally the number of items they got wrong (✗).

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

Using your highlighter or other colorful writing tool, highlight the questions that all have the same SOL Measured (number and letter) and write down the SOLs measured that have the most ✗'s.

\_\_\_\_\_

These are the opportunities for growth this year through tutoring and teacher guided support!

8. If your child's scores show that your child may need tutoring, you are encouraged to contact your child's school to see what help is available. The [Parent-Teacher Planning Tool](#) can help you facilitate conversations with your child's teacher.
9. Bookmark the Virginia Department of Education website page for [ALL In Tutoring](#) as a resource for educators and families this year. Additional resources are available online to assist you in supporting your child. Visit the [Parent and Caregiver Resources for Virginia Assessments](#) for more information.