

# Understanding your Student's Assessment Scores



Shows where the student's score falls within the broad achievement level, including the confidence band

**VERMONT AGENCY OF EDUCATION**

**Individual Student Report**  
How did my student perform on the ELA/Literacy test?  
Test: Smarter Summative ELA/Literacy Grade 6  
Year: 2014-2015  
Name: Allen, Ethan

**Legend: Claim Achievement Category**  
 Below Standard  
 At/Near Standard  
 Above Standard

Name	SSID	Scale Score	Achievement Level
Allen, Ethan	1234567	2593 <sub>+24</sub>	Level 3

**Scale Score and Overall Performance**

Scale Score: 2593<sub>+24</sub>

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Comparison Scores**

Name	Average Scale Score
Green Mountain SU (SU000)	2563 <sub>+7</sub>

**Student Score**  
A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and graph below indicate student performance on individual claims. The check line indicates the student's score on each claim. The green ribbon shows the range of likely scores the student would receive if they took the test multiple times.

**Student Performance on Claims**

Claim	Claim Performance	Claim Description
Reading	At/Near Standard	Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing	Above Standard	Student can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	At/Near Standard	Student may be able to employ effective listening skills for a range of purposes and audiences.
Research/Inquiry	At/Near Standard	Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

**Writing Performance Based on Smarter Balanced Performance Task Writing Rubric:**

Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Explanatory	The explanatory response has a recognizable structure including a clear topic or controlling idea, adequate development, and some varied transitions to clarify ideas. The response has an adequate introduction and conclusion and a sense of completeness. (3 out of 4 points)	The explanatory response provides adequate elaboration to support the topic or controlling idea including adequate facts and details cited from sources, some elaborative techniques and general language appropriate for the audience and purpose. (3 out of 4 points)	The explanatory response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points)

**Comparison Scores**

Name	Average Scale Score
Green Mountain SU (SU000)	2563 <sub>+7</sub>

Compares the student's scale score to the average score for the Supervisory Union/District.

**Student Performance on Claims**

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Research/Inquiry	At/Near Standard	Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Shows the student's strengths and challenges on the component skills that make up ELA or Mathematics

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Identifies the type of essay the student was asked to write and how the student rated on three basic skill areas

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Describes the student's overall achievement level and how it relates to being on track for career and college readiness.

### A few Important terms and concepts:

- ✓ **Claims** are the broad categories of skills and knowledge the assessment is designed to measure. They are the things we should be able to learn about a student from the test results. On the Smarter Balanced assessments, the claims relate to how well a student is progressing toward being ready for college or a career.
- ✓ **Computer Adaptive Testing** provides each student with an individualized set of test questions that are selected by the computer based on how well the student is doing throughout the test session. If the student gets the first question correct, the next one will be a little harder. If the first answer is incorrect, the next question will be a little easier. The computer continues this process until it arrives at the most accurate ability estimate that can be made from the student's answers.
- ✓ **Performance Tasks** challenge students to use what they have learned to solve authentic "real world" problems. Students need to apply a combination of skills and factual knowledge, and are often required to defend their solutions or describe the approach they used.
- ✓ **Achievement Levels** 1 through 4 indicate how well a student did on the test. Level 4 is the highest. Students who score at Levels 3 and 4 are considered "proficient" and are said to have "met the standard." The test scores that define the four levels were set by panels of teachers and curriculum experts who reviewed test questions and student results to determine what a "proficient" student should know or be able to do. Achievement Levels provide a broad view of a student's knowledge and skills, and work best as a starting point for understanding a student's successes and needs.
- ✓ **Scale Scores** divide the achievement levels into smaller and more meaningful units. Think of this like traveling on an interstate highway: the achievement level is like the distance between two exits and the scale scores are like mile markers. The Smarter Balanced scale uses numbers between 2000 and 3000 to map student results from the lowest possible score for grade 3 to the highest possible score for grade 11.
- ✓ **Confidence Bands**, the tiny gray numbers next to the student's test score, represent the range of scale scores a student might achieve if tested multiple times. They are included because no test is 100% accurate. Each test score is an estimate of the student's true ability based on a limited number of questions, and the precision of the estimate is affected by student factors such as health and motivation on test day. Confidence bands reflect the precision of the estimate, not the skills and knowledge a student may or may not have. The reported score is our best estimate of the student's true ability.



## A Parent's Guide to the Smarter Balanced Assessments Individual Student Reports

### A new kind of test for students and a new kind of report for parents:

The Smarter Balanced Assessments are designed to help parents and educators determine if students are on track to be ready for college or the workforce by the time they graduate from high school. If that seems premature for students in the elementary grades, keep in mind that students begin learning the English Language Arts (ELA) and Mathematics skills they will need to be successful as adults from the day they start school. Be assured that the purpose of the tests is NOT to sort or label student into those who can and can't go to college. The real purpose is to help identify problems or needs early enough to help students stay on track.

The new ELA and Mathematics Assessments are very different than any Vermont students have taken in the past. The questions and tasks are delivered to students almost entirely by computers using a new technology called Computer Adaptive Testing. They also include performance tasks that challenge students to use critical thinking skills, along with their factual knowledge, to solve authentic and engaging problems. Finally, the assessments provide a variety of embedded accessibility tools that can improve the assessment experience for all students, but that are particularly helpful for students with special assessment needs.

Because the new assessments are different than tests students took in the past, the **Individual Student Reports** are also different and may present parents with interpretation challenges. This **Parent Guide** provides information that may help navigate the parts of the report that are complex and unfamiliar. It's important to note that this is only one measure of a student's achievement, and may not address all the key questions that need to be answered. Parents should consult with teachers for help interpreting the Smarter Balanced results, and to see what other useful information may be available.