

# Understanding your Student's Assessment Scores

2531

Meets Standard

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.

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

**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: Claims Performance Levels  
Below Standard Above Standard Above Standard

| Student Test Performance | SSID   | Scale Score | Achievement Level |
|--------------------------|--------|-------------|-------------------|
| Allen, Ethan             | 024517 | 2576        | Level 3           |

Scale Score Performance

2724  
2618  
2531  
2457  
2210

Allen, Ethan Scored **2576**±24

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.

| Name              | Average Scale Score |
|-------------------|---------------------|
| Vermont           | 2532±9              |
| Green Mountain SU | 2518±7              |
| John Dewey School | 2543±9              |

| Claim                  | Performance | Claim Description                                                                                                                    |
|------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Reading                | ⊖           | Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Listening and Speaking | ⊖           | Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.                         |
| Writing                | ⚠           | Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.                          |
| Research/Inquiry       | ✔           | Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.     |

Comparison Scores

| Name              | Average Scale Score |
|-------------------|---------------------|
| Green Mountain SU | 2518±7              |
| John Dewey School | 2543±9              |

Compares the student's score to the average scale score for the school and district.

Allen, Ethan Scored **2576**±24

2531

Meets Standard

Shows where the student's score falls within the broad achievement level

Student Test Performance

| Claim                  | Performance | Claim Description                                                                                                                    |
|------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Reading                | ⊖           | Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Listening and Speaking | ⊖           | Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.                         |
| Writing                | ⚠           | Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.                          |
| Research/Inquiry       | ✔           | 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

### 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 best possible score for the student.
- ✓ **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 score for grade 3 to the highest score for grade 11.
- ✓ **Confidence Bands** (also known as Standard Error) represent the range of scale scores a student might achieve if tested multiple times. These are the tiny “plus or minus” numbers that follow each scale score. 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 2016 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.