Smarter Balanced Assessment Interpretive Guide

Individual Student Report

How did my student perform on the English Language Arts/Literacy test?

Test: Smarter Balanced Summative ELA/Literacy Grade 4
Year: 2014-2015
Name: Jackson, Cynthia K.

Student Test Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>SSID</th>
<th>Scale Score</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson, Cynthia K.</td>
<td>09096702</td>
<td>2473 ±10</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Scale Score and Overall Performance

- 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 future coursework.
- 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 future coursework.
- Level 2: The student has nearly met the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
- 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 future coursework.

Claim Description

- Reading: Student can 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. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Note: This is only a sample, not an actual student report.
Key Terms

**Achievement Level** – There are 4 levels indicating progress toward meeting the expectation of content mastery and college and career readiness.

**Average Scale Score** provides data about the average performance of students in the school and district for the tested grade and subject.

**Claims** are groups of test questions that measure similar skills.

** Claims Performance** describes student performance as “below standard”, at/near standard”, or “above standard”.

**ELA** is the English Language Arts/Literacy assessment and includes reading, listening & speaking, writing and research/inquiry skills.

**Mathematics** is the Mathematics assessment and includes concepts & procedures, problem solving, and communicating reasoning.

**Scale Score** is the score assigned to the student based on his/her results on the Smarter Balanced assessment. Scores range from 2000 to 3000.

**Standard Error of Measurement** indicates the range of possible scores if a student took the same test a number of times.

NOTE: The Smarter Balanced assessment includes two components: 1) The Computer Adaptive Test is given online and adapts to each student’s ability. 2) The Performance Task is a collection of questions and activities connected to a single theme or situation. Students write short essays for ELA and solve multi-step problems on one topic for math.

**Scale Score:** Demonstrated as 2473±10 in this example, this is the student’s Scale Score with Standard Error of Measurement – meaning that if the student took the test 10 times, he/she would likely get a score between 2463 and 2483 each time the test was taken.

**Achievement Level Descriptors:**

**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 or mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**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 or mathematics needed for likely success in future coursework.

**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 or mathematics needed for likely success in future coursework.

**Claims:**

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Concepts &amp; Procedures</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Problem Solving and Modeling</td>
</tr>
<tr>
<td>Writing</td>
<td>Communicating Reasoning</td>
</tr>
<tr>
<td>Research/Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

**Claims Performance Levels Key:**

[Below Standard ![], At/Near Standard ![], Above Standard ![]]

**College and Career Readiness:** The goal of the assessment is to provide information on a student’s progress of being college and career ready as a high school graduate. Grade 11 students scoring 3 or 4 are considered ready for credit-bearing courses at South Dakota’s public universities.