

Smarter Balanced Assessment Interpretive Guide

NORTH DAKOTA
STATE ASSESSMENT PROGRAM



Individual Student Report

How did my student perform on the Mathematics test?

Test: Smarter Summative Mathematics Grade 3

Year: 2016-2017

Name: Student Demo 22, ND

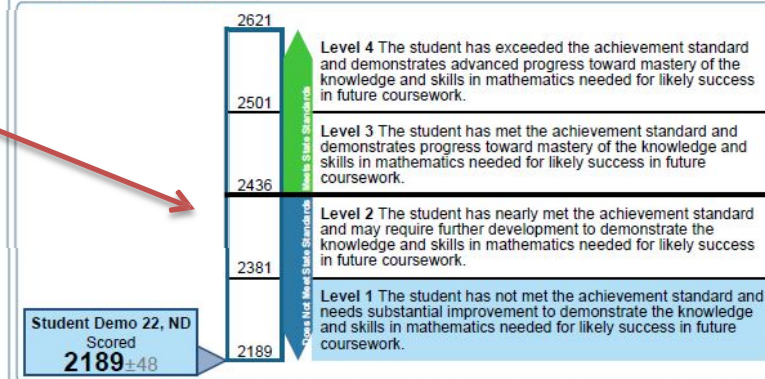
Test Name, Subject & Grade Level

Student Test Performance

Name	SSID	Scale Score	Achievement Level
Student Demo 22, ND	NDDemo22	2189 _{±48}	Level 1

Achievement Level
Levels 3 and 4 are considered performing at or above proficiency.

Scale Score and Overall Performance



Student's Scale Score

Comparison Scores

Name	Average Scale Score
North Dakota (9999)	2431 _{±1}
Demo district 9999 (9999)	2189*
Demo Institution 99999999 (9999_9999)	2189*

Average School, District, and State Scores for Tested Grade and Subject

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Student Performance on Claims

Claim	Claim Performance	Claim Description
Concepts and Procedures	Below the Standard Above the Standard	Below Standard Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Below the Standard Above the Standard	Below Standard Student has difficulty solving a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student has difficulty analyzing complex, real-world scenarios and has difficulty constructing and using mathematical models to interpret and solve problems.
Communicating Reasoning	Below the Standard Above the Standard	Below Standard Student has difficulty clearly and precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others.

Claim Description
Indicates student performance on groups of test questions that measure similar skills.

See the Claims Performance Levels Legend for interpretation of the symbols.

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



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Smarter Balanced Assessment Interpretive Guide

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 2189±48 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 2189 and 2237 each time the test was taken.

Achievement Level Descriptors:

Level 4 = Advanced: 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 = Proficient: 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 = Nearing Proficiency: 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 = Novice: 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:

English/Language Arts	Mathematics
Reading	Concepts & Procedures
Listening & Speaking	Problem Solving and Modeling & Data Analysis
Writing	Communicating Reasoning
Research/Inquiry	

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 student progress toward college and career readiness.