Guide to Test Interpretation

Indiana Department of Education

Grades 3–10

Fall 2004

School Year 2004–2005

ISTEP+

Indiana Statewide Testing
For Educational Progress

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A Message from Dr. Suellen Reed

December 2004

Dear Educators:

The *Guide to Test Interpretation* (GTI) provides important information to aid you in interpreting your students' test scores. Greater understanding of the results will help you better communicate them to other educators, parents, students, and community members.

The fall 2004 administration of *ISTEP+* measured the performance of Indiana's students against Indiana's highly acclaimed Academic Standards. The standards are clear, concise, and jargon-free, and they are clearly more rigorous than those on which assessments were based prior to 2002. In addition to parent/student and teacher's editions of the standards, Curriculum Frameworks have been made available to educators to support their classroom activities.

The 2002 test data serve as the baseline for Indiana in meeting the mandate contained in the No Child Left Behind Act of 2001—having 100 percent of students proficient in English and mathematics by the school year 2013–2014. This mandate intensifies the need to interpret test data thoroughly and accurately. Students' weaknesses and strengths, as identified by the test results, should serve as the basis for making informed decisions about individual students' instructional needs.

Many activities may occur at the local level with the release of this test data. Program evaluations, research-based activities, and a strong communication effort within school buildings and school communities alike can help facilitate improvement. Emphasizing the significance of this data and fostering the involvement of parents and stakeholders in a continuous improvement model will help us move farther and faster toward the goal of 100 percent proficiency by 2013–2014.

We expect the *Guide to Test Interpretation* will be helpful to you and will strengthen your knowledge of *ISTEP+* and its results.

Sincerely,

Dr. Suellen Reed
Superintendent of Public Instruction

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Understanding *ISTEP+* Test Results

What can you learn from *ISTEP+?*

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

> *"Are all of our students attaining the skills they need to succeed?"*
>
> *"What kind of individual instruction would help my child?"*

ISTEP+ provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Academic Standards in the English/language arts and mathematics content areas.
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of Academic Standards.
- Where the students in your class, school, or corporation are relative to the Indiana Academic Standards established by the State Board of Education (see page 10 for definitions of performance levels).

What is a criterion-referenced score?

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standard. These scores are developed based on Item Response Theory (see page 8). The most valuable application of criterion-referenced information is to identify a student's strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Academic Standard within each content area, as follows:

Criterion-Referenced Score Categories

Domain	English/language arts	Mathematics
Academic Standards	3.1 Reading Vocabulary 3.2 Reading Comprehension ⋮	3.1 Number Sense 3.2 Computation ⋮

Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions, or items, and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice items, and another is used for the constructed-response items.

The two models are used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item accurately identifies students who do and do not have the skill being tested by the item. The multiple-choice model also describes the degree to which students can guess the correct answer to each item.

Pattern Scoring

The statistical characteristics of the items can affect a student's total test score (scale score). This is particularly true with *ISTEP+* because it is pattern scored. Pattern scoring incorporates information from items using the IRT model. In contrast, raw scoring or number-correct scoring simply notes whether or not the student answered the item correctly. Both pattern scores and raw scores can be considered ability scores used to represent a student's ability level. To illustrate the differences between pattern scoring and raw scoring, consider two students, Student 1 and Student 2, who both correctly answer 20 items. Student 1 answers the 20 most difficult items, while Student 2 answers the 20 easiest. With raw scoring, both students receive the same raw (ability) score, indicating both students have the same "ability," and the highest raw score possible is equal to the total number of items on a test. In contrast, when the pattern of the items answered correctly is taken into account—that is, when the information about the difficulty of the items (among other item characteristics) is considered—Student 1 rightly receives a higher ability score.

Scale Scores

When ability scores are placed on a scale different from the raw score or number-correct scale, they are called "scale scores." The ability scores are transformed and placed onto a scale, much like taking a degree of temperature on the Celsius scale and transforming it onto the Fahrenheit scale. How hot or cold the temperature is does not change. What does change is the scale used to describe the temperature. In the same way, ability scores can be described by different scales and still maintain their meaning as an indication of ability.

Vertical Scale

The *ISTEP+* tests have been placed on yet another scale, a "vertical scale." Instead of having a different scale for each grade, the *ISTEP+* ability scores have been placed on two scales that move vertically from Grade 3 through Grade 9—one for English/language arts and one for mathematics. Without a vertical scale, one would not be able to make a direct comparison of an individual student's performance from grade to grade within a content area. To return to the temperature example, instead of having to report the temperature in North Dakota on the Celsius scale and the temperature in Florida on the Fahrenheit scale, one can report conditions in both areas on the Fahrenheit scale.

Similarly, instead of having a different scale at each grade, there is only one scale for each content area in Grades 3–9. One thing to keep in mind: The temperature range and average (mean) temperature in North Dakota are usually lower than they are in Florida, although the states sometimes have similar temperatures. In the same way, the ranges of and mean scores for Grade 3 are lower than those for Grades 4–9.

The range of scores possible has been defined so that there is a lowest scale score and a highest scale score possible, or "obtainable," for the vertical scale. We call the lowest obtainable scale score the "LOSS" and the highest obtainable scale score the "HOSS." For ease of grade distinction, each grade also has a LOSS and HOSS. Again, the scores for a specific content area for Grades 3–9 are on only one vertical scale.

Illustration of LOSS, HOSS, and Score Overlaps:

Grade X 100_____200

Grade Y 120_____220

Grade Z 130_____230

To interpret a student's progress from grade to grade, you can check to see whether the student's scale scores are moving upward along the vertical scale each year. The amount of movement, or the number of scale score points increased or decreased, will likely vary from year to year and grade to grade as the test items change from year to year. However, generally speaking, you may be able to gauge the student's progress (or lack thereof) as he or she moves up or down the scale from grade to grade.

Direct comparisons of individual student scores should not be made across content areas. For example, a score of 185 in English/language arts does not mean the same thing as a score of 185 in mathematics. Also, minor fluctuations in a student's score from year to year should not be used as the sole source for making high-stakes decisions about a student's progress. It is very important to take into account, before interpretation of student progress, that the difficulty of the content increases from grade to grade and that there are overlaps in scores, as described. Be sure to note where most students are performing—i.e., the mean. If the student performs below the mean one year and above the mean the next, it is likely the student is making progress, compared to same-grade peers. Because of the variability in scores from year to year, it is also very important to consider the student's overall performance level (Did Not Pass, Pass, or Pass+).

Cut Scores and Performance Levels

New federal legislation, the No Child Left Behind Act (NCLB), requires that student achievement be reported in terms of at least three performance levels. One of these performance levels is designated as the proficient level. Each state must determine the number of performance levels to use, as well as the meaning associated with those levels. For Grades 3–9, the *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates two performance levels. Based on their *ISTEP+* scale score, students are placed into one of three performance levels: Did Not Pass, Pass, and Pass+. For Indiana students, the performance level labeled "Pass" is the proficient level.

Each performance level has a descriptor: a description of what students can do in terms of the content and skills measured by *ISTEP+.* By examining the descriptor for a level in which a student has been placed, teachers, parents/guardians, and the student can gain an understanding of the student's current knowledge of a particular content area. Performance level information can be used to help plan individual instructional goals for the student.

In addition, an Undetermined category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner).

Academic Standards Scores

Indiana's Academic Standards are listed by content area on the Student Report, the Class Academic Standards Report, and the Group Academic Standards Summary.

The Indiana Performance Index (IPI) is used to indicate a student's performance on the Academic Standards. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 similar items for the specific Academic Standard on the test. It is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Academic Standard, the Student Performance score is shown, along with the Passing Level score for a student at the standard and the difference between the two scores.

The Class Academic Standards Report indicates whether students have mastered each Academic Standard. Symbols appear on this report indicating 1) mastery, 2) non-mastery, and 3) whether a subtest was omitted or invalid. Mastery of an Academic Standard indicates that the Student Performance is equal to or greater than the Passing Level for a student at the standard.

The corporation Group Academic Standards Summary provides a summary of students' performance for all schools in the corporation.

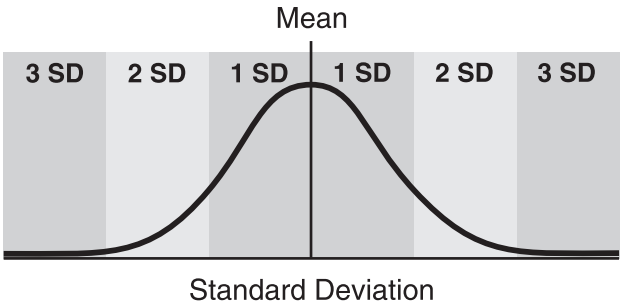
Note: All sample reports shown in this guide contain simulated data only.

Mean and Median Scores

On *ISTEP+* reports, summary information for a group (such as a class) is often presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. The median is the middle score (50% of the scores fall below it).

Standard Deviation

The Standard Deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five standard deviations of the mean score.



The *ISTEP+* Testing Program

Reports for Grades 3, 6, and 8

This guide will help you understand *ISTEP+* test results and reports more clearly and, using those results, provide educational opportunities for students more effectively. The guide will also help you be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a sample letter to parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience for and number of copies of each report are listed in the table on the following page.

Reports for Grades 4, 5, 7, and 9

For fall 2004, students in Grades 4, 5, 7, and 9 will receive all of the regular *ISTEP+* reports, and results at these grades will be used for statewide accountability purposes. Grade 5 reports will include three content areas: English/language arts, mathematics, and science. Reports will be generated and delivered in a separate shipment in 2005. The delivery date is still to be determined.

Reports for Grade 10

The fall 2004 *ISTEP+* test for Grade 10 is newly aligned with the Indiana Academic Standards. Student achievement will now be reported by three performance levels: Did Not Pass, Pass, and Pass+. A cut score setting will be held in January 2005 to determine the cut scores for the three performance levels. Score reports will be generated and delivered after the Indiana Board of Education approves the final cut scores.

Reports for GQE – First Edition (Retest)

Reports for anyone taking the GQE – First Edition (Retest) will be the same as the reports in the past—i.e., student achievement will be reported by two performance levels. These reports will be delivered at the same time as the reports for Grades 3, 6, and 8.

ISTEP+ Report Information	
Report	***Number of Copies***
For Teachers	
Student Report	3
Class Proficiency Grouping Report (Grades 3 and 6 only)	1
Proficiency Roster	1
Class Academic Standards Report	1
Undetermined Status Roster	2
ISTEP+ Label	1
For the School Administrator	
Proficiency Roster	1
School Proficiency Performance Summary	1
Group Academic Standards Summary	2
Disaggregation Summary Report	1
Applied Skills Frequency Distribution	1
For the Corporation Administrator	
Proficiency Roster (school)	1
School Proficiency Performance Summary	1
Corporation Proficiency Performance Summary	2
Disaggregation Summary Report (school)	1
Disaggregation Summary Report (corporation)	2
Group Academic Standards Summary (corporation)	2
Applied Skills Frequency Distribution (school/corporation)	1 each
Undetermined Status Roster	1
Academic Standards Frequency Distribution	1

Copies of student answers to the constructed-response, or open-ended, items, as they appeared in the Applied Skills Assessment test books, will be returned to teachers to assist them in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guide*s, in further evaluating a student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The *ISTEP+* score reports are packaged by class, school, and corporation, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. Please review the previous section in this guide, "Understanding *ISTEP+* Test Results." You will also find a glossary at the end of the guide.

Sample Letter to Parents

To help the teacher explain the *ISTEP+* reports to parents, a sample letter to parents is provided on page 59. You may duplicate or edit the letter to make it appropriate for your use.

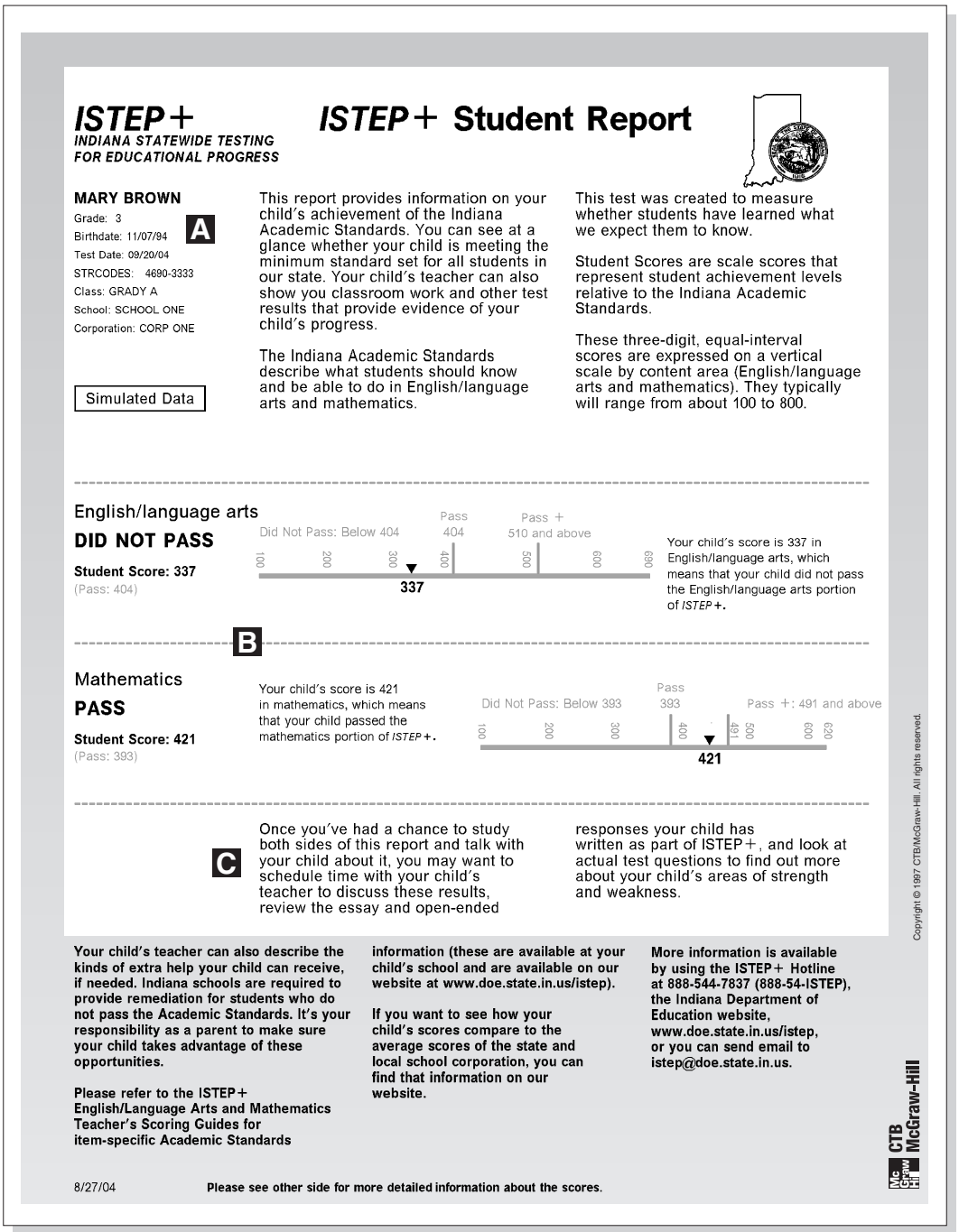
Reports for Teachers

Student Report (Front)

The Student Report has been redesigned to more clearly communicate student performance. The front of the report shows the Student Score and whether the student is placed in the Did Not Pass, Pass, or Pass+ performance level in each content area. The three performance levels were established by the Indiana Board of Education (see page 10 for an explanation of performance levels). Students whose scores place them in the Pass or Pass+ performance levels meet the Indiana Academic Standards. The front of the report also provides guidance to parents who may want to obtain more information or assistance for their child. Three copies of this report are provided. Two copies are for school use and one copy is for the parent.

Sample Student Report

The sample Student Report presents results for Mary Brown, a third-grade student who took the *ISTEP+* test. The middle section of this page describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a three-digit Student Score. The score required to pass the Indiana Academic Standards in English/language arts is 404. Mary's score of 337 means she did not pass the Indiana Academic Standards for that content area. The score required to pass in mathematics is 393. Mary's score of 421 means she passed the Indiana Academic Standards for that content area.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

ISTEP+ Student Report

MARY BROWN
Grade: 3
Birthdate: 11/07/94
Test Date: 09/20/04
STRCODES: 4690-3333
Class: GRADY A
School: SCHOOL ONE
Corporation: CORP ONE

A

Simulated Data

This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.

The Indiana Academic Standards describe what students should know and be able to do in English/language arts and mathematics.

This test was created to measure whether students have learned what we expect them to know.

Student Scores are scale scores that represent student achievement levels relative to the Indiana Academic Standards.

These three-digit, equal-interval scores are expressed on a vertical scale by content area (English/language arts and mathematics). They typically will range from about 100 to 800.

English/language arts
DID NOT PASS
Student Score: 337
(Pass: 404)

Did Not Pass: Below 404 | Pass 404 | Pass + 510 and above
100 200 300 400 500 600 690
337

Your child's score is 337 in English/language arts, which means that your child did not pass the English/language arts portion of *ISTEP+*.

B

Mathematics
PASS
Student Score: 421
(Pass: 393)

Your child's score is 421 in mathematics, which means that your child passed the mathematics portion of *ISTEP+*.

Did Not Pass: Below 393 | Pass 393 | Pass +: 491 and above
100 200 300 400 491 500 600 620
421

C

Once you've had a chance to study both sides of this report and talk with your child about it, you may want to schedule time with your child's teacher to discuss these results, review the essay and open-ended responses your child has written as part of ISTEP+, and look at actual test questions to find out more about your child's areas of strength and weakness.

Your child's teacher can also describe the kinds of extra help your child can receive, if needed. Indiana schools are required to provide remediation for students who do not pass the Academic Standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

Please refer to the ISTEP+ English/Language Arts and Mathematics Teacher's Scoring Guides for item-specific Academic Standards

information (these are available at your child's school and are available on our website at www.doe.state.in.us/istep).

If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.

More information is available by using the ISTEP+ Hotline at 888-544-7837 (888-54-ISTEP), the Indiana Department of Education website, www.doe.state.in.us/istep, or you can send email to istep@doe.state.in.us.

8/27/04 **Please see other side for more detailed information about the scores.**

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Highlights of the Student Report (Front)

A Identifies the student's name and grade. Indicates the test date and identifies the corporation-school number, class, school, and corporation.

B Explains the student's performance relative to the cut scores established by the Board of Education.

C Provides information for parents.

Student Report (Back)

The back of the Student Report details Performance by Standard and Performance on Open-Ended Items. On the left side of the page, each Academic Standard is listed along with the item type, the Student Score, the Score Needed for Passing, the difference between the student score and the passing score (Strength or Weakness), and the State Average score. Reading to the right of the first Academic Standard, Reading Vocabulary, you will see that Mary achieved a Student Score of 63 as compared with the Score Needed for Passing, which is 82. Mary's score is 19 points lower than the Score Needed for Passing. The State Average score is 95.

Simulated Data

Performance by Standard

Student Performance scores are an indication of a student's performance on the individual Indiana Academic Standards. These scores represent the expected number of items that the student would have answered correctly if the student had taken 100 similar items for the specific Academic Standard.

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score Needed for Passing for each Academic Standard is provided along with the Strength or Weakness (-), which shows the difference between the Student Score and the Score Needed for Passing.

Performance on Open-Ended Items

The Applied Skills portion of this report tells you how your child performed on the tests that require writing an essay and answering open-ended (OE) questions. This part of the report shows the skill the item measures, the page number of the item, how many points your child earned, and how many points were possible. For this report to be the most beneficial, you need to use it with the copy of your child's actual work. The copy of your child's work will be available at the school.

Condition Codes:
- **A = Blank/no response**
- **B = Illegible/unable to score**
- **C = Written predominantly in a language other than English/unable to score**
- **D = Insufficient response/unable to score/copied from text**
- **E = Response not related to test question or scoring rule**

NOTE: All condition codes convert to 0 points

A B C D E

English/Language Arts

	Item Type	Student Score	Score Needed for Passing	Strength or Weakness	State Average
Reading Vocabulary	(MC)	**63**	82	-19	95
Reading Comp.	(MC)	**50**	47	3	58
Lit. Response & Analysis	(MC)	**85**	87	-2	84
Writing Process	(MC)	**82**	63	19	78
Writing Applications	(MC, OE)	**47**	50	-3	49
Lang. Conventions	(MC, OE)	**87**	85	2	84

MC: Multiple-choice items
OE: Open-ended items. Test questions requiring a created response, such as sentences or paragraphs written by the student.

F

G H I J

Test 3

Item	Standard	Page Number	Points Earned	Points Possible
1a	Writing Applications	31	**5**	6
1b	Lang. Conventions	31	**2**	4

Mathematics

	Item Type	Student Score	Score Needed for Passing	Strength or Weakness	State Average
Number Sense	(MC, OE)	**85**	64	21	78
Computation	(MC)	**91**	87	4	49
Algebra & Functions	(MC)	**96**	85	11	84
Geometry	(MC, OE)	**96**	74	22	95
Measurement	(MC)	**96**	84	12	58
Problem Solving	(OE)	**86**	86	0	84

MC: Multiple-choice items
OE: Open-ended items. Test questions requiring a created response, such as sentences or paragraphs written by the student.

Test 6

Item	Standard	Page Number	Points Earned	Points Possible
1	Geometry	67	**2**	2
2	Number Sense	68	**2**	2
3	Problem Soving	69	**2**	2
4	Problem Solving	70	**2**	4
5	Problem Solving	71	**1**	2
6	Problem Solving	72	**1**	2
7	Problem Solving	73	**0**	3
8	Problem Solving	74	**0**	2

8/30/04

On the right side of the page, the points earned by the student for each open-ended item are listed, along with the points for each item and test session. For example, in the English/language arts section, Test 3, you will see that Item 1a, Writing Applications, is located on page 31 of the test book and that Mary scored five points out of six points possible for this item. This report is used in conjunction with the *Teacher's Scoring Guide*s and the imaged student responses to help the teacher explain the scores and the scoring process. Imaged student responses will be returned to the schools in December 2004.

Highlights of the Student Report (Back)

A Lists Academic Standards, grouped by content area.

B Shows the Student Score for each Academic Standard.

C Indicates the Score Needed for Passing for each Academic Standard for a student meeting the standard.

D Shows the difference (+ or –) between the Student Score and the Score Needed for Passing for a student at the standard.

E Shows the State Average (mean) score.

F Defines the abbreviations used in this report.

G Lists each item and its Academic Standard by content area and test session.

H Indicates the page on which the item appears in the test book.

I Indicates the number of score points that the student earned for the given open-ended item or, if no score, the letter of the condition code.

J Shows the number of points possible for the given open-ended item.

K Explains condition codes.

Class Proficiency Grouping Report
(Grades 3 and 6 only)

This report groups students according to their performance relative to the cut scores (see page 55 for a definition of cut scores) in the content areas assessed by *ISTEP+*. For example, students whose names appear in the rectangle in the upper left-hand corner of the report ❶ have obtained scores in the Pass+ performance level in both English/language arts and mathematics. Students reported in the rectangle immediately below the upper left-hand rectangle ❷ have scored in the Pass+ performance level in the English/language arts standard and in the Pass performance level in mathematics. Take a moment to familiarize yourself with the layout of this report.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Class Proficiency Grouping Report

Class: WEBB
Grade: 3
A

Simulated Data

Purpose
This report groups the students alphabetically by proficiency category. This report helps identify students with similar knowledge and skills by content area.

No. of Students: 28

Test Date: 09/20/04
E
STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

B

	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass	English/language arts Undetermined
Mathematics Pass+	E/la Pass+ and Math Pass+ PEARSON, BETH A QUINCY, MATTHEW F SILVER, DEBRA E ❶	E/la Pass and Math Pass+ QUINCY, MARIA L REYNOLDS, STEVE	E/la Did Not Pass and Math Pass+ WESTON, EDWARD G	E/la Undetermined and Math Pass+ RAMIREZ, JAMES WATSON, JOHN
Mathematics Pass	E/la Pass+ and Math Pass SHEARING, DEBRA M TENNEY, DONNA J YOUNG, STEVE ❷	E/la Pass and Math Pass PARKER, ZACH E	E/la Did Not Pass and Math Pass NELSON, DAVE R	E/la Undetermined and Math Pass NELSON, DAN PLATT, TONY B SINCLAIR, ROBERT
Mathematics Did Not Pass	E/la Pass+ and Math Did Not Pass SHAW, EDWARD A WHITE, RAY J YAMAMOTO, CHRIS L D	E/la Pass and Math Did Not Pass TUCKER, ALEX N	E/la Did Not Pass and Math Did Not Pass	E/la Undetermined and Math Did Not Pass
Mathematics Undetermined	E/la Pass+ and Math Undetermined POWELL, PETER R SANFORD, MARCUS C SPRY, BILL S	E/la Pass and Math Undetermined BRADLEY, PAMELA	E/la Did Not Pass and Math Undetermined CARTWRIGHT, NANCY GOLD, KENNETH	E/la Undetermined and Math Undetermined MARTIN, DOUG SMITH, LISA

C

Note: Students listed in the four boxes within the bold lines have passed both English/language arts and mathematics.

Page 1

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Highlights of the Class Proficiency Grouping Report

A Identifies the class by the teacher's name and grade.

B The **columns** report performance levels for English/language arts.

C The **rows** report performance levels for mathematics.

D Lists students alphabetically within performance levels for both content areas. In this box, the students listed scored in the Pass+ performance level in English/language arts and the Did Not Pass performance level in mathematics.

E Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Proficiency Roster

Class: GRADY A A

Grade: 3

Simulated Data

Purpose
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.

Test Date: 09/20/04

G
STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Page 1

English/language arts E

Highest Scale Score Obtained	628	No./PCT Pass+	5 / 21%
Mean Scale Score (SS)	395.8	No./PCT Pass	4 / 17%
Lowest Scale Score Obtained	144	No./PCT Did Not Pass	7 / 29%
Standard Deviation	57.4	No./PCT Undetermined	8 / 33%
Low/High Score Possible	100-690	No. of Students Listed	24

Score Range: Did Not Pass 100-403 Pass 404-509 Pass+ 510-690

Mathematics F

Highest Scale Score Obtained	471	No./PCT Pass+	4 / 17%
Mean Scale Score (SS)	374.6	No./PCT Pass	9 / 37%
Lowest Scale Score Obtained	248	No./PCT Did Not Pass	5 / 21%
Standard Deviation	31.8	No./PCT Undetermined	6 / 25%
Low/High Score Possible	100-620	No. of Students Listed	24

Score Range: Did Not Pass 100-392 Pass 393-490 Pass+ 491-620

No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F	391	D.N.P.	1	ARCHER, DANIEL F	477	Pass
2	BAIRD, BRUCE	536	Pass+	2	BAIRD, BRUCE	529	Pass+
3	BENSON, JIM L	#	UND	3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND	4	BRADFORD, NELL	#	UND
5	BROWN, BARBARA	354	D.N.P.	5	BROWN, BARBARA	462	Pass
6	BROWN, MARY	435	Pass	6	BROWN, MARY	505	Pass+
7	CARTER, MARCUS W	336	D.N.P.	7	CARTER, MARCUS W	441	D.N.P.
8	CHONG, SUSAN	371	D.N.P.	8	CHONG, SUSAN	468	D.N.P.
9	DECKER, TERRI M	417	Pass	9	DECKER, TERRI M	500	Pass
10	DODSON, PAUL L	486	Pass	10	DODSON, PAUL L	525	Pass
11	FREEBORN, LARRY	528	Pass+	11	FREEBORN, LARRY	543	Pass
12	GARCIA, HANK	#	UND	12	GARCIA, HANK	412	D.N.P.
13	GREEN, JAMES	#	UND	13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	551	Pass+	14	JACKSON, BETTY	552	Pass
15	JOHNSON, ELLEN	406	Pass	15	JOHNSON, ELLEN	490	Pass
16	LETTERMAN, NICOLE	#	UND	16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHERINE	606	Pass+	17	LOWREY, KATHERINE	597	Pass+
18	MAHLER, CARINE	551	Pass+	18	MAHLER, CARINE	552	Pass+
19	MALDONADO, MARLA	354	D.N.P.	19	MALDONADO, MARLA	#	UND
20	MASSEY, RICHARD N	#	UND	20	MASSEY, RICHARD N	365	D.N.P.
21	NALLEN, TOM	330	D.N.P.	21	NALLEN, TOM	417	Pass
22	OTTENWALTER, MIMI	#	UND	22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	#	UND	23	PARKER, ALICE C	359	D.N.P.
24	WILMONT, JARROD A	350	D.N.P.	24	WILMONT, JARROD A	447	Pass

B C D

#: No score due to invalid or omitted subtest
UND: Undetermined

H

D.N.P.: Did Not Pass

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Highlights of the Proficiency Roster

A Identifies the class by the teacher's name and grade.

B Lists students alphabetically within the class.

C Provides each student's scale score and performance level within the English/language arts content area.

D Provides each student's scale score and performance level within the mathematics content area.

E Provides English/language arts summary information for the class.

F Provides mathematics summary information for the class.

G Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

H Defines the symbols and acronyms used in this report.

Class Academic Standards Report

The Class Academic Standards Report provides Academic Standards information for all the students in your class on a single report. It presents mastery information for each student and summarizes the performance of the class as a whole.

Academic Standards Information

The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Academic Standards for the grade appear on the left side of the report.

To the right of each Academic Standard the following information appears:

- the number of students who mastered the Academic Standard, and
- the percentage of students who mastered the Academic Standard.

You can use this information to identify areas in which students may need additional instruction.

ISTEP+
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Class Academic Standards Report (G)

Class: GRADY A (A)

Grade: 3

Simulated Data

Purpose
This report provides an analysis of Academic Standards performance and can be used to analyze curriculum strengths and needs.

No. of Students: 36

Test Date: 09/20/04 (F)

School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)
The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. A student has mastered a given Academic Standard if the student's IPI meets or exceeds the IPI expected for a student at the passing cut score.

● : Mastery
○ : Non-Mastery
MC : Multiple-choice items
OE : Open-ended items
: No score due to invalid or omitted subtest

	(D) Number Mastery	(E) Percent Mastery	(B) ABERCROMBIE DANIEL L	BAIRD BRUCE M	BENSON JIM	BRADFORD NELL S	BROWN BARBARA	BROWN MARY	CARTER MARCUS J	CHONG SUSAN A	DECKER TERRI L	DODSON PAUL	FREEBORN LARRY A	GARFIELD HANK	GREEN JAMES F	JACKSON BETTY	JOHNSON ELLEN D
(C) English/language arts																	
1. Reading Vocabulary(MC)	14	58	●	●	●	○	●	●	●	●	●	○	●	#	●	●	○
2. Reading Comp.(MC)	13	54	●	●	●	○	●	●	○	○	●	○	●	#	○	●	○
3. Lit. Response & Analysis(MC)	14	58	●	●	●	●	○	●	○	○	●	○	○	#	●	●	○
4. Writing Process(MC)	14	58	●	●	○	○	●	○	●	○	●	○	●	#	●	●	○
5. Writing Applications(MC,OE)	14	58	○	●	○	○	●	○	○	○	○	○	○	#	●	○	○
6. Lang. Conventions(MC,OE)	14	58	●	●	●	○	●	○	●	○	○	○	●	#	●	○	○
Mathematics																	
1. Number Sense(MC,OE)	15	63	○	●	#	●	●	○	○	○	○	#	●	#	●	○	○
2. Computation(MC)	13	54	●	●	#	○	●	○	●	●	●	#	●	#	●	●	○
3. Algebra & Functions(MC)	14	58	●	●	#	○	●	○	○	●	●	#	●	#	●	●	○
4. Geometry(MC,OE)	14	58	●	●	#	●	●	●	●	●	●	#	●	#	●	●	○
5. Measurement(MC)	13	54	●	●	#	●	●	●	●	●	●	#	●	#	●	●	●
6. Problem Solving(OE)	14	58	●	●	#	●	●	○	○	●	●	#	●	#	●	●	●

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Highlights of the Class Academic Standards Report

A Identifies the class by the teacher's name and grade.

B Lists students alphabetically by name from left to right.

C Lists Academic Standards for the grade.

D Shows the number of students who mastered each Academic Standard.

E Shows the percentage of students who mastered each Academic Standard.

F Indicates the test date, and identifies the school, corporation, county, and state.

G Defines the symbols and acronyms used in this report.

Undetermined Status Roster

This report lists alphabetically all students in the class who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the Undetermined status.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Undetermined Status Roster

Class: GRADY A

Grade: 3

A

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.

Test Date: 09/20/04

E

School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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B Students	C Undetermined in Category	D English/language arts						Mathematics				
		E/la T1 - MC	E/la T2 - MC		Writing T3 - OE			Math T4 - MC	Math T5 - MC		Math T6 - OE	
BAILEY, ERNST M Birthdate: 8/ 3/96 Special Codes Student ID 9000026393 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken*		Test not taken*			Valid Attempt	Test not taken*		Test not taken*	
BAIRD, BRUCE Birthdate: 9/13/96 Special Codes Student ID 9000024355 Other (K-T) 3133110003	E/la Undetermined Math Undetermined	Test not taken*	Valid Attempt		Valid Attempt			Test not taken*	Valid Attempt		Valid Attempt	
BENSON, JIM L Birthdate: 6/25/96 Special Codes Student ID 9000036593 Other (K-T) 3133110113	E/la Undetermined Math Did Not Pass	Test not taken*	Valid Attempt		Valid Attempt			Valid Attempt	Valid Attempt		Valid Attempt	
BRADFORD, NELL Birthdate: 5/ 4/96 Special Codes Student ID 9000045373 Other (K-T) 3133110111	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken*		Test Inv.*			Valid Attempt	Test not taken*		Test not taken*	
BROWN, MARY Birthdate: 8/23/96 Special Codes Student ID 9000016234 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken*			Valid Attempt	Valid Attempt		Test not taken*	
BROWN, TONY M Birthdate: 12/ 3/96 Special Codes Student ID 9000047393 Other (K-T) 3133110123	E/la Did Not Pass Math Undetermined	Valid Attempt	Valid Attempt		Valid Attempt			Valid Attempt	Test not taken*		Valid Attempt	

MC: Multiple-choice items OE: Open-ended items Inv.: Test Invalidated by School
*Note: Test not taken or Test Inv. results in an Undetermined status
IF A STUDENT IS LISTED ON THIS REPORT IN ERROR, CONTACT THE HELP DESK AT (800) 282-1132.

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Highlights of the Undetermined Status Roster

A Identifies the class by teacher's name and grade.

B Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.

C Indicates whether the Undetermined status is in English/language arts and/or mathematics.

D Indicates which subtest was invalidated or not completed.

E Indicates the test date and identifies the school, corporation, county, and state.

ISTEP+ Label

The *ISTEP+* Label presents an individual student's criterion-referenced test results in a form that you can easily attach to the student's permanent record.

GOODNIGHT MARTHA S

Simulated Data

GOODNIGHT MARTHA S
DOB: 10/15/94
STN: 123456789
GRADE: 3
TEST DATE: 09/20/04
SCHOOL: SCHOOL ONE
CORP: CORP ONE

ISTEP+

	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
PASS CUT SCORE	404	393	
PASS+ CUT SCORE	510	491	
STUDENT SCORE	520	UND.	
PROFICIENCY LEVEL	PASS +	UND.	

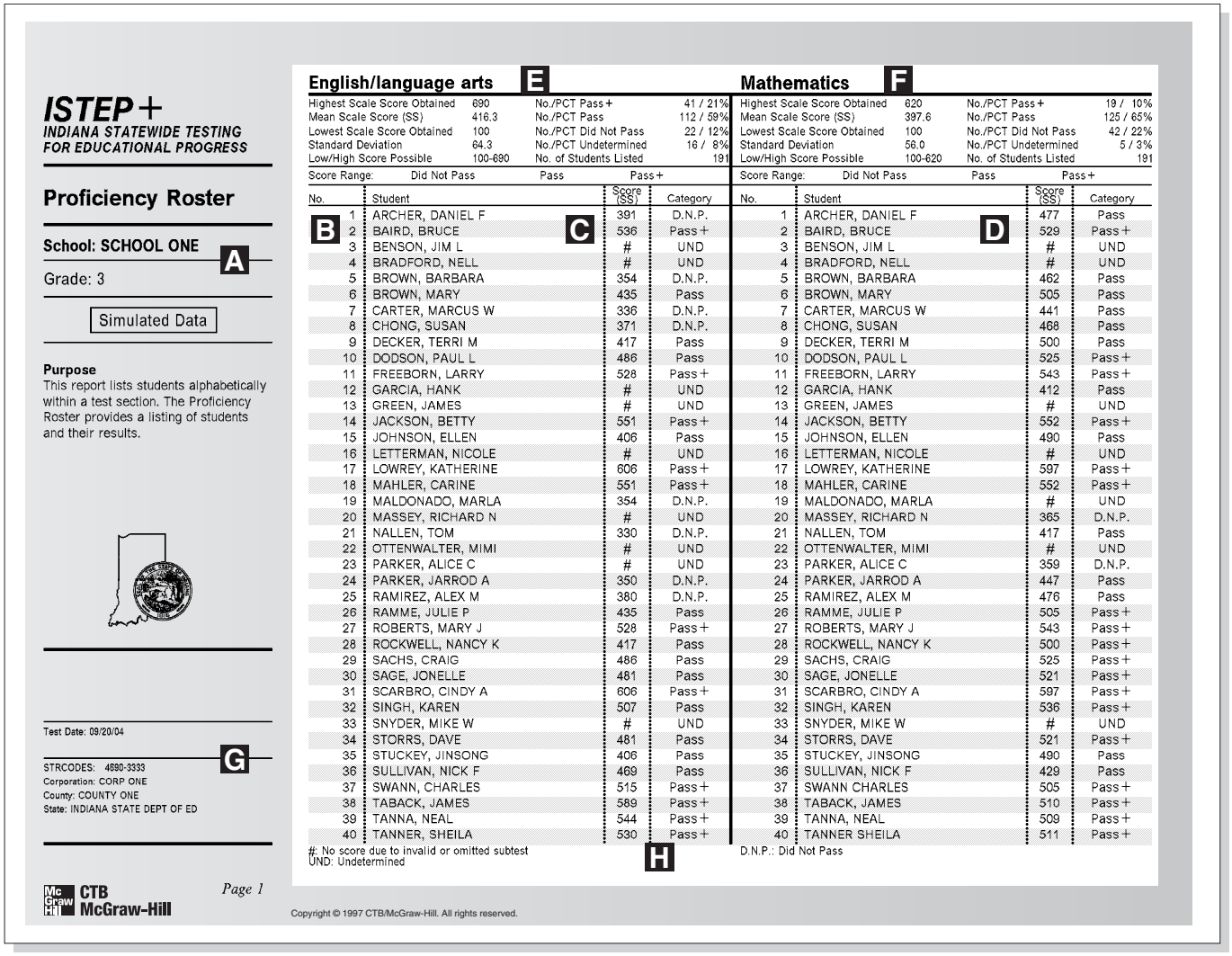
Reports for the School Administrator

Proficiency Roster

This report lists alphabetically all students in the school by grade and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the school as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Proficiency Roster

School: SCHOOL ONE A

Grade: 3

Simulated Data

Purpose
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.

Test Date: 09/20/04

STRCODES: 4690-3333 G
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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English/language arts E

Highest Scale Score Obtained	690	No./PCT Pass+	41 / 21%
Mean Scale Score (SS)	416.3	No./PCT Pass	112 / 59%
Lowest Scale Score Obtained	100	No./PCT Did Not Pass	22 / 12%
Standard Deviation	64.3	No./PCT Undetermined	16 / 8%
Low/High Score Possible	100-690	No. of Students Listed	191

Score Range: Did Not Pass Pass Pass+

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F	391	D.N.P.
2	BAIRD, BRUCE	536	Pass+
3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND
5	BROWN, BARBARA	354	D.N.P.
6	BROWN, MARY	435	Pass
7	CARTER, MARCUS W	336	D.N.P.
8	CHONG, SUSAN	371	D.N.P.
9	DECKER, TERRI M	417	Pass
10	DODSON, PAUL L	486	Pass
11	FREEBORN, LARRY	528	Pass+
12	GARCIA, HANK	#	UND
13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	551	Pass+
15	JOHNSON, ELLEN	406	Pass
16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHERINE	606	Pass+
18	MAHLER, CARINE	551	Pass+
19	MALDONADO, MARLA	354	D.N.P.
20	MASSEY, RICHARD N	#	UND
21	NALLEN, TOM	330	D.N.P.
22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	#	UND
24	PARKER, JARROD A	350	D.N.P.
25	RAMIREZ, ALEX M	380	D.N.P.
26	RAMME, JULIE P	435	Pass
27	ROBERTS, MARY J	528	Pass+
28	ROCKWELL, NANCY K	417	Pass
29	SACHS, CRAIG	486	Pass
30	SAGE, JONELLE	481	Pass
31	SCARBRO, CINDY A	606	Pass+
32	SINGH, KAREN	507	Pass
33	SNYDER, MIKE W	#	UND
34	STORRS, DAVE	481	Pass
35	STUCKEY, JINSONG	406	Pass
36	SULLIVAN, NICK F	469	Pass
37	SWANN, CHARLES	515	Pass+
38	TABACK, JAMES	589	Pass+
39	TANNA, NEAL	544	Pass+
40	TANNER, SHEILA	530	Pass+

B C

#: No score due to invalid or omitted subtest
UND: Undetermined

Mathematics F

Highest Scale Score Obtained	620	No./PCT Pass+	19 / 10%
Mean Scale Score (SS)	397.6	No./PCT Pass	125 / 65%
Lowest Scale Score Obtained	100	No./PCT Did Not Pass	42 / 22%
Standard Deviation	56.0	No./PCT Undetermined	5 / 3%
Low/High Score Possible	100-620	No. of Students Listed	191

Score Range: Did Not Pass Pass Pass+

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F	477	Pass
2	BAIRD, BRUCE	529	Pass+
3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND
5	BROWN, BARBARA	462	Pass
6	BROWN, MARY	505	Pass
7	CARTER, MARCUS W	441	Pass
8	CHONG, SUSAN	468	Pass
9	DECKER, TERRI M	500	Pass
10	DODSON, PAUL L	525	Pass+
11	FREEBORN, LARRY	543	Pass+
12	GARCIA, HANK	412	Pass
13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	552	Pass+
15	JOHNSON, ELLEN	490	Pass
16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHERINE	597	Pass+
18	MAHLER, CARINE	552	Pass+
19	MALDONADO, MARLA	#	UND
20	MASSEY, RICHARD N	365	D.N.P.
21	NALLEN, TOM	417	Pass
22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	359	D.N.P.
24	PARKER, JARROD A	447	Pass
25	RAMIREZ, ALEX M	476	Pass
26	RAMME, JULIE P	505	Pass+
27	ROBERTS, MARY J	543	Pass+
28	ROCKWELL, NANCY K	500	Pass+
29	SACHS, CRAIG	525	Pass+
30	SAGE, JONELLE	521	Pass+
31	SCARBRO, CINDY A	597	Pass+
32	SINGH, KAREN	536	Pass+
33	SNYDER, MIKE W	#	UND
34	STORRS, DAVE	521	Pass+
35	STUCKEY, JINSONG	490	Pass
36	SULLIVAN, NICK F	429	Pass
37	SWANN CHARLES	505	Pass+
38	TABACK, JAMES	510	Pass+
39	TANNA, NEAL	509	Pass+
40	TANNER SHEILA	511	Pass+

D

D.N.P.: Did Not Pass

H

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Highlights of the Proficiency Roster

A Identifies the school and grade.

B Lists students alphabetically within the school for the grade tested.

C Provides each student's scale score and performance level within the English/language arts content area.

D Provides each student's scale score and performance level within the mathematics content area.

E Provides English/language arts summary information for the school.

F Provides mathematics summary information for the school.

G Indicates the test date and identifies the corporation-school number, corporation, county, and state.

H Defines the symbols and acronyms used in this report.

School Proficiency Performance Summary

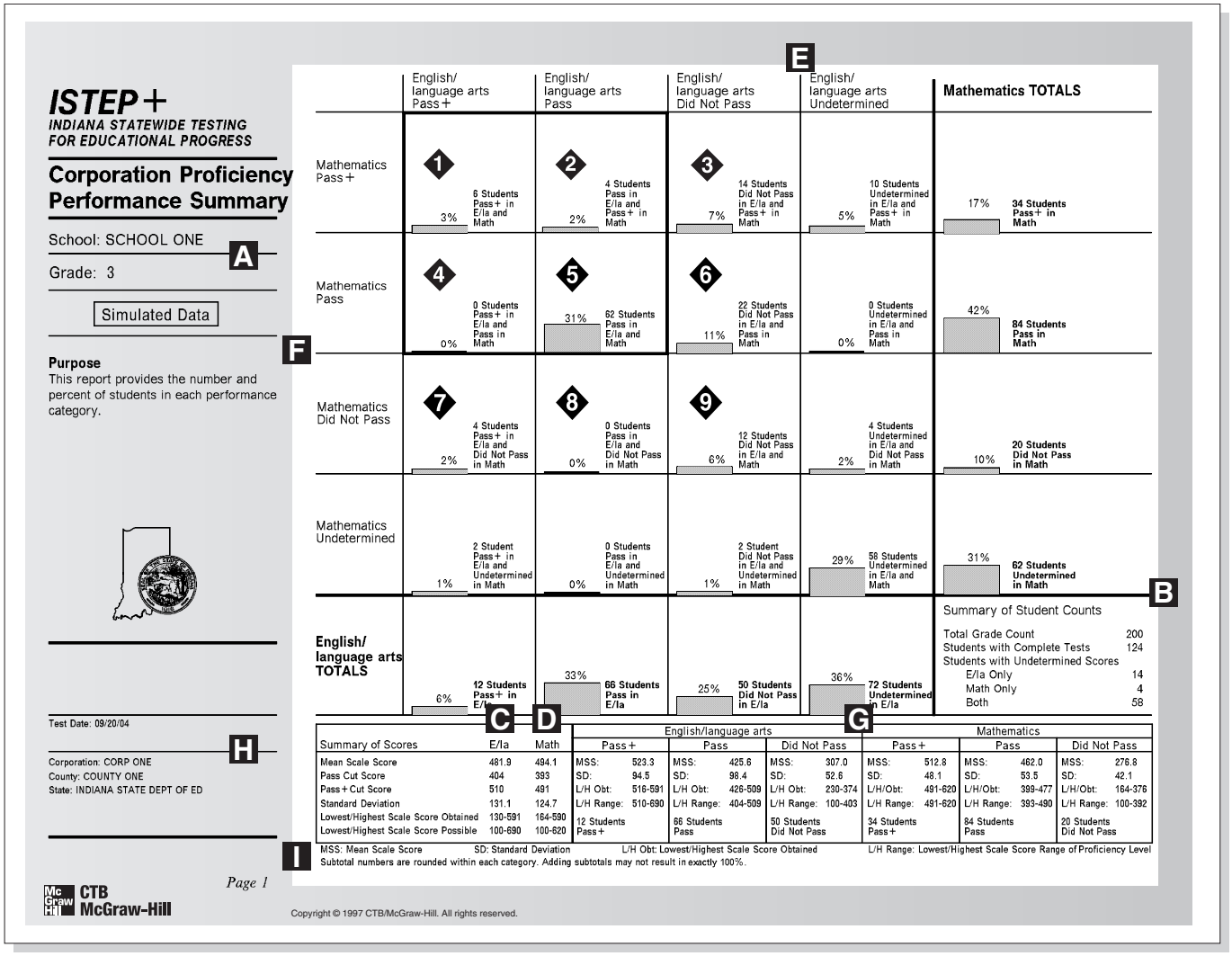
This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each combination of performance levels. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts Pass+	**English/language arts Pass**	**English/language arts Did Not Pass**
Mathematics Pass+	1 Students who scored in the Pass+ performance level in both E/la and math.	2 Students who scored in the Pass performance level in E/la and the Pass+ level in math.	3 Students who scored in the Did Not Pass performance level in E/la and the Pass+ level in math.
Mathematics Pass	4 Students who scored in the Pass+ performance level in E/la and the Pass level in math.	5 Students who scored in the Pass performance level in both E/la and math.	6 Students who scored in the Did Not Pass performance level in E/la and the Pass level in math.
Mathematics Did Not Pass	7 Students who scored in the Pass+ performance level in E/la and the Did Not Pass level in math.	8 Students who scored in the Pass performance level in E/la and the Did Not Pass level in math.	9 Students who scored in the Did Not Pass performance level in both E/la and math.

Students whose scores are summarized in the bold box in the upper left-hand corner of the report on the next page passed both English/language arts and mathematics.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both content areas, and the number with Undetermined status in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels—Pass+, Pass, and Did Not Pass—the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Corporation Proficiency Performance Summary

School: SCHOOL ONE (A)

Grade: 3

Simulated Data

Purpose
This report provides the number and percent of students in each performance category.

Test Date: 09/20/04 (H)

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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(E) English/language arts Pass+ | English/language arts Pass | English/language arts Did Not Pass | English/language arts Undetermined | Mathematics TOTALS

(F) Mathematics Pass+: 1 — 3%, 6 Students Pass+ in E/la and Math; 2 — 2%, 4 Students Pass in E/la and Pass+ in Math; 3 — 7%, 14 Students Did Not Pass in E/la and Pass+ in Math; 10 Students Undetermined in E/la and Pass+ in Math; 17%, 34 Students Pass+ in Math

Mathematics Pass: 4 — 0%, 0 Students Pass+ in E/la and Pass in Math; 5 — 31%, 62 Students Pass in E/la and Math; 6 — 11%, 22 Students Did Not Pass in E/la and Pass in Math; 0 Students Undetermined in E/la and Pass in Math; 42%, 84 Students Pass in Math

Mathematics Did Not Pass: 7 — 2%, 4 Students Pass+ in E/la and Did Not Pass in Math; 8 — 0%, 0 Students Pass in E/la and Did Not Pass in Math; 9 — 6%, 12 Students Did Not Pass in E/la and Math; 4 Students Undetermined in E/la and Did Not Pass in Math; 10%, 20 Students Did Not Pass in Math

Mathematics Undetermined: 1%, 2 Student Pass+ in E/la and Undetermined in Math; 0%, 0 Students Pass in E/la and Undetermined in Math; 1%, 2 Student Did Not Pass in E/la and Undetermined in Math; 29%, 58 Students Undetermined in E/la and Math; 31%, 62 Students Undetermined in Math

English/language arts TOTALS: 6%, 12 Students Pass+ in E/la; 33%, 66 Students Pass in E/la; 25%, 50 Students Did Not Pass in E/la; 36%, 72 Students Undetermined in E/la

(B) Summary of Student Counts

Total Grade Count	200
Students with Complete Tests	124
Students with Undetermined Scores	
E/la Only	14
Math Only	4
Both	58

(C) (D) (G)

Summary of Scores	E/la	Math	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass	Mathematics Pass+	Mathematics Pass	Mathematics Did Not Pass
Mean Scale Score	481.9	494.1	MSS: 523.3	MSS: 425.6	MSS: 307.0	MSS: 512.8	MSS: 462.0	MSS: 276.8
Pass Cut Score	404	393	SD: 94.5	SD: 98.4	SD: 52.6	SD: 48.1	SD: 53.5	SD: 42.1
Pass+Cut Score	510	491	L/H Obt: 516-591	L/H Obt: 426-509	L/H Obt: 230-374	L/H/Obt: 491-620	L/H/Obt: 399-477	L/H/Obt: 164-376
Standard Deviation	131.1	124.7	L/H Range: 510-690	L/H Range: 404-509	L/H Range: 100-403	L/H Range: 491-620	L/H Range: 393-490	L/H Range: 100-392
Lowest/Highest Scale Score Obtained	130-591	164-590	12 Students Pass+	66 Students Pass	50 Students Did Not Pass	34 Students Pass+	84 Students Pass	20 Students Did Not Pass
Lowest/Highest Scale Score Possible	100-690	100-620						

(I) MSS: Mean Scale Score SD: Standard Deviation L/H Obt: Lowest/Highest Scale Score Obtained L/H Range: Lowest/Highest Scale Score Range of Proficiency Level
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

Highlights of the School Proficiency Performance Summary

A Identifies the school and grade.

B Reports the number of students.

C Provides school summary information for English/language arts.

D Provides school summary information for mathematics.

E The **columns** report performance levels for English/language arts.

F The **rows** report performance levels for mathematics.

G Provides school summary scores by performance level for both English/language arts and mathematics.

H Indicates the test date and identifies the corporation, county, and state.

I Defines the acronyms used in this report.

Group Academic Standards Summary

The Group Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for an individual school by grade. In the past, this report was sent only to the corporation. For fall 2004, this report is also included in the reports sent to each school.

ISTEP+
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Group Academic Standards Summary

School: ANYSCHOOL **A**

Grade: 3

Simulated Data

Purpose
This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.

No. of Students: 341

Test Date: 09/20/04

H

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standards. The Difference score is the Mean IPI minus the IPI at the passing cut score.

G
MC : Multiple-choice items
OE : Open-ended items
GR : Gridded response items
** : Expected IPI for a student at the passing cut score

	School Summary							Class Summary **B**					
	D			**E**		**F**		CLASS ONE		CLASS TWO			
	Points Possible	IPI at Pass**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.
C English/language arts													
1. Reading Vocabulary(MC,OE)	4	69	2.1	55.3	-13.7	114	50	55.5	-13.5	55.1	-13.9		
2. Reading Comp.(MC,OE)	6	76	3.3	57.0	-19.0	45	42	56.2	-19.8	57.8	-18.2		
3. Lit. Response & Analysis(MC,OE)	4	61	0.9	26.0	-35.0	38	16	26.4	-34.6	25.6	-35.4		
4. Writing Process(MC)	10	70	5.0	49.7	-20.3	38	21	50.4	-19.6	49.4	-20.6		
5. Writing Applications(OE)	8	91	2.1	28.3	-62.7	26	15	29.4	-61.6	27.8	-63.2		
6. Lang. Conventions(MC,OE)	4	56	1.4	40.7	-15.3	74	32	40.9	-15.1	40.5	-15.5		
Number of Students: 106													
Mathematics													
1. Number Sense(MC,OE)	29	52	13.7	49.0	-3.0	48	44	48.9	-3.1	49.1	-2.9		
2. Computation(MC)	7	57	3.8	54.4	-2.6	70	64	54.5	-2.5	54.3	-2.7		
3. Algebra & Functions(MC,OE)	7	60	4.2	57.6	-2.4	58	53	57.7	-2.3	57.5	-2.5		
4. Geometry(MC,OE,GR)	7	46	2.2	37.6	-8.4	63	38	39.7	-6.3	36.6	-9.4		
5. Measurement(MC,OE)	8	72	3.3	50.5	-21.5	46	41	50.6	-21.4	50.4	-21.6		
6. Data Analysis & Prob.(MC,OE)	6	45	2.6	46.1	1.1	51	46	45.8	0.8	46.5	1.5		
7. Problem Solving(MC,OE)	10	64	7.4	70.1	6.1	116	71	69.2	5.2	70.5	6.5		
Number of Students: 110													

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Highlights of the Group Academic Standards Summary

A Identifies the school and grade.

B Identifies the names of individual classes.

C Lists Academic Standards for the grade.

D Shows the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the passing cut score.

E Lists the mean number of score points obtained by the students in your school by grade, the mean IPI obtained by your students, and the difference between the mean IPI and the IPI at the passing cut score.

F Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).

G Defines report symbols and acronyms used in this report.

H Indicates the test date and identifies the corporation, county, and state.

Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), not passing (Did Not Pass), and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

School One
Grade: 3
County One
Corporation One

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

INDIANA STATE Department of Education

STR Codes 4690-3333

Disaggregation Summary Report

Test Date: 09/20/04

English/language arts	Total Number of Students	Pass+ N	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	**192**	**31**	**16**	**113**	**59**	**144**	**75**	**42**	**22**	**6**	**3**	**512.3**	**330/680**
General Education													
TOTAL General Education	166	29	17	104	63	133	81	28	17	5	3	515.1	330/680
Special Education													
With accommodations	13	0	0	2	15	2	15	10	77	1	8	406.5	330/536
Without accommodations	12	2	17	7	58	9	75	3	25	0	0	509.0	411/590
TOTAL Special Education	25	2	8	9	36	11	44	13	52	1	4	457.8	330/590
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Non-Limited English Proficiency													
With accommodations	14	0	0	2	14	2	14	11	79	1	7	405.0	330/539
Without accommodations	177	31	17	112	63	142	80	30	17	5	3	514.7	390/681
TOTAL Non-Limited English Proficiency	192	31	16	113	59	144	75	41	21	6	3	507.0	330/681
Gender													
Male	83	15	18	50	60	65	78	15	52	3	4	512.8	375/681
Female	105	16	15	60	57	76	72	26	60	3	3	511.5	33./681
No valid information	3	***	***	***	***	***	***	***	***	***	***	***	***/***
SES													
Paid lunch	154	27	18	97	63	124	81	30	17	0	0	514.7	375/681
Free or reduced lunch	36	4	11	15	42	19	53	12	15	5	14	499.0	330/628
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***/***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Black (Not of Hispanic Origin)	3	***	***	***	***	***	***	***	***	***	***	***	***/***
Asian or Pacific Islander	2	***	***	***	***	***	***	***	***	***	***	***	***/***
Hispanic	2	***	***	***	***	***	***	***	***	***	***	***	***/***
White (Not of Hispanic Origin)	182	29	16	109	60	139	76	40	22	4	2	512.8	330/681
Multiracial	2	***	***	***	***	***	***	***	***	***	***	***	***/***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***

The cut score at Pass is 404. The cut score at Pass+ is 510.
The Lowest/Highest Scale Score Possible for English/language arts is 100/690.

*** Value not computed for fewer than 10 students

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Summary Report

Test Date: 09/20/04

School One
Grade: 3
County One
Corporation One

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

INDIANA STATE Department of Education

STR Codes 4690-3333

		Pass N	Pass %			Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	**192**	**20**	**10**	**125**	**65**	**145**	**75**	**42**	**22**	**5**	**3**	**509.4**	**364/720**
General Education													
TOTAL General Education	167	17	10	114	68	131	79	30	17	5	3	513.0	419/720
Special Education													
With accommodations	13	1	8	3	23	4	31	9	69	0	0	458.0	364/527
Without accommodations	12	1	8	8	67	9	75	3	25	0	0	509.7	451/720
TOTAL Special Education	25	2	8	11	44	13	52	12	48	0	0	482.8	364/720
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Non-Limited English Proficiency													
With accommodations	14	1	7	3	21	4	29	10	71	0	0	512.0	364/527
Without accommodations	178	18	10	123	69	141	79	32	18	5	3	500.0	419/720
TOTALNon-Limited English Proficiency	192	19	10	125	65	144	75	42	22	5	3	***	***/***
Gender													
Male	86	9	11	62	72	71	83	13	15	2	2	511.3	364/677
Female	106	10	9	64	60	74	69	29	27	3	3	502.8	403/720
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***
SES													
Paid lunch	156	16	10	107	68	123	79	33	21	0	0	511.3	364/720
Free or reduced lunch	36	3	8	19	53	22	61	9	25	5	5	500.0	410/568
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Black (Not of Hispanic Origin)	3	***	***	***	***	***	***	***	***	***	***	***	***/***
Asian or Pacific Islander	2	***	***	***	***	***	***	***	***	***	***	***	***/***
Hispanic	2	***	***	***	***	***	***	***	***	***	***	***	***/***
White (Not of Hispanic Origin)	182	18	10	121	66	139	76	40	22	3	3	509.8	364/720
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	***/***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***

The cut score at Pass is 393. The cut score at Pass+ is 491.
The Lowest/Highest Scale Score Possible for Mathematics arts is 100/620.

*** Value not computed for fewer than 10 students

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Page 2

Highlights of the Disaggregation Summary Report

A Identifies the school, grade, county, and corporation.

B Indicates the test date.

C Identifies the subgroups in the English/language arts content area.

D Provides the total number of students.

E Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.

F Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)

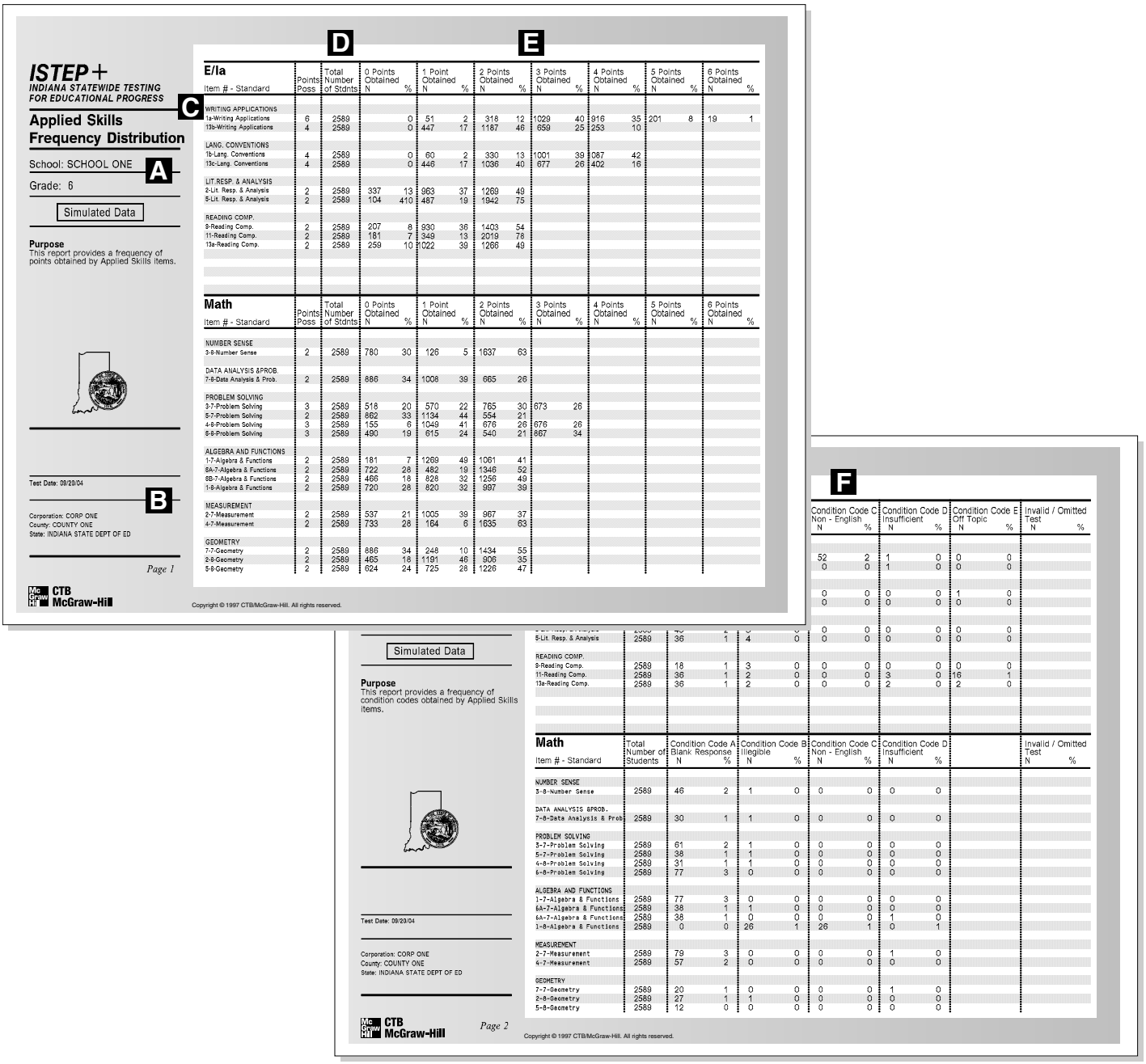
G Indicates the lowest and highest scale scores obtained.

H Identifies the subgroups in the mathematics content area.

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the school level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your school show strengths or needs on specific Applied Skills items and, therefore, in the Academic Standards that are assessed by these items.

Note: All sample reports shown in this guide contain simulated data only.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Applied Skills Frequency Distribution

School: SCHOOL ONE (A)

Grade: 6

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.

Test Date: 09/20/04 (B)

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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(C) (D) (E)

E/la Item # - Standard	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
WRITING APPLICATIONS																
1a-Writing Applications	6	2589		0	51	2	318	12	1029	40	916	35	201	8	19	1
13b-Writing Applications	4	2589		0	447	17	1187	46	659	25	253	10				
LANG. CONVENTIONS																
1b-Lang. Conventions	4	2589		0	60	2	330	13	1001	39	087	42				
13c-Lang. Conventions	4	2589		0	446	17	1036	40	677	26	402	16				
LIT.RESP. & ANALYSIS																
2-Lit. Resp. & Analysis	2	2589	337	13	963	37	1269	49								
5-Lit. Resp. & Analysis	2	2589	104	410	487	19	1942	75								
READING COMP.																
9-Reading Comp.	2	2589	207	8	930	36	1403	54								
11-Reading Comp.	2	2589	181	7	349	13	2019	78								
13a-Reading Comp.	2	2589	259	10	022	39	1266	49								

Math Item # - Standard	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
NUMBER SENSE																
3-8-Number Sense	2	2589	780	30	126	5	1637	63								
DATA ANALYSIS &PROB.																
7-8-Data Analysis & Prob.	2	2589	886	34	1008	39	665	26								
PROBLEM SOLVING																
3-7-Problem Solving	3	2589	518	20	570	22	765	30	673	26						
5-7-Problem Solving	2	2589	862	33	1134	44	554	21								
4-8-Problem Solving	3	2589	155	6	1049	41	676	26	676	26						
6-8-Problem Solving	3	2589	490	19	615	24	540	21	867	34						
ALGEBRA AND FUNCTIONS																
1-7-Algebra & Functions	2	2589	181	7	1269	49	1061	41								
6A-7-Algebra & Functions	2	2589	722	28	482	19	1346	52								
6B-7-Algebra & Functions	2	2589	466	18	826	32	1256	49								
1-8-Algebra & Functions	2	2589	720	28	820	32	997	39								
MEASUREMENT																
2-7-Measurement	2	2589	537	21	1005	39	967	37								
4-7-Measurement	2	2589	733	28	164	6	1635	63								
GEOMETRY																
7-7-Geometry	2	2589	886	34	248	10	1434	55								
2-8-Geometry	2	2589	465	18	1191	46	906	35								
5-9-Geometry	2	2589	624	24	725	28	1226	47								

(F)

				Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%	Invalid / Omitted Test N	%
				52	2	1	0	0	0		
				0	0	1	0	0	0		
				0	0	0	0	1	0		
				0	0	0	0	0	0		
				0	0	0	0	0	0		
5-Lit. Resp. & Analysis	2589	36	1	4	0	0	0	0	0		
READING COMP.											
9-Reading Comp.	2589	18	1	3	0	0	0	0	0		
11-Reading Comp.	2589	36	1	2	0	0	0	3	0	16	1
13a-Reading Comp.	2589	36	1	2	0	0	0	2	0	2	0

Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.

Test Date: 09/20/04

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Math Item # - Standard	Total Number of Students	Condition Code A: Blank Response N	%	Condition Code B: Illegible N	%	Condition Code C: Non - English N	%	Condition Code D: Insufficient N	%		Invalid / Omitted Test N	%
NUMBER SENSE												
3-8-Number Sense	2589	46	2	1	0	0	0	0	0			
DATA ANALYSIS &PROB.												
7-8-Data Analysis & Prob	2589	30	1	1	0	0	0	0	0			
PROBLEM SOLVING												
3-7-Problem Solving	2589	61	2	1	0	0	0	0	0			
5-7-Problem Solving	2589	38	1	1	0	0	0	0	0			
4-8-Problem Solving	2589	31	1	1	0	0	0	0	0			
6-8-Problem Solving	2589	77	3	0	0	0	0	0	0			
ALGEBRA AND FUNCTIONS												
1-7-Algebra & Functions	2589	77	3	0	0	0	0	0	0			
6A-7-Algebra & Functions	2589	38	1	1	0	0	0	0	0			
6A-7-Algebra & Functions	2589	38	1	0	0	0	0	1	0			
1-8-Algebra & Functions	2589	0	0	26	1	26	1	0	1			
MEASUREMENT												
2-7-Measurement	2589	79	3	0	0	0	0	1	0			
4-7-Measurement	2589	57	2	0	0	0	0	0	0			
GEOMETRY												
7-7-Geometry	2589	20	1	0	0	0	0	1	0			
2-8-Geometry	2589	27	1	1	0	0	0	0	0			
5-8-Geometry	2589	12	0	0	0	0	0	0	0			

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Highlights of the Applied Skills Frequency Distribution

A Identifies the school and grade.

B Indicates the test date and identifies the corporation, county, and state.

C Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guide*s.

D Lists the total number of students tested in the school.

E Lists the number and percentage of students obtaining each score point.

F Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes
A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
Note: All condition codes convert to 0 points obtained.

Reports for the Corporation Administrator

Corporation Proficiency Performance Summary

This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each combination of performance levels. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts Pass+	**English/language arts Pass**	**English/language arts Did Not Pass**
Mathematics Pass+	1 Students who scored in the Pass+ performance level in both E/la and math.	2 Students who scored in the Pass performance level in E/la and the Pass+ level in math.	3 Students who scored in the Did Not Pass performance level in E/la and the Pass+ level in math.
Mathematics Pass	4 Students who scored in the Pass+ performance level in E/la and the Pass level in math.	5 Students who scored in the Pass performance level in both E/la and math.	6 Students who scored in the Did Not Pass performance level in E/la and the Pass level in math.
Mathematics Did Not Pass	7 Students who scored in the Pass+ performance level in E/la and the Did Not Pass level in math.	8 Students who scored in the Pass performance level in E/la and the Did Not Pass level in math.	9 Students who scored in the Did Not Pass performance level in both E/la and math.

Students whose scores are summarized in the bold box in the upper left-hand corner of the report on the next page passed both English/language arts and mathematics.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both content areas, and the number with Undetermined status in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels—Pass+, Pass, and Did Not Pass—the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Corporation Proficiency Performance Summary

Corporation: CORP ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides the number and percent of students in each performance category.

Test Date: 09/20/04 **H**

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

E

	English/ language arts Pass+	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	Mathematics TOTALS
Mathematics Pass+	1 — 3% — 6 Students Pass+ in E/la and Math	2 — 2% — 4 Students Pass in E/la and Pass+ in Math	3 — 7% — 14 Students Did Not Pass in E/la and Pass+ in Math	5% — 10 Students Undetermined in E/la and Pass+ in Math	17% — **34 Students Pass+ in Math**
Mathematics Pass	4 — 0% — 0 Students Pass+ in E/la and Pass in Math	5 — 31% — 62 Students Pass in E/la and Math	6 — 11% — 22 Students Did Not Pass in E/la and Pass in Math	0% — 0 Students Undetermined in E/la and Pass in Math	42% — **84 Students Pass in Math**
Mathematics Did Not Pass	7 — 2% — 4 Students Pass+ in E/la and Did Not Pass in Math	8 — 0% — 0 Students Pass in E/la and Did Not Pass in Math	9 — 6% — 12 Students Did Not Pass in E/la and Math	2% — 4 Students Undetermined in E/la and Did Not Pass in Math	10% — **20 Students Did Not Pass in Math**
Mathematics Undetermined	1% — 2 Student Pass+ in E/la and Undetermined in Math	0% — 0 Students Pass in E/la and Undetermined in Math	1% — 2 Student Did Not Pass in E/la and Undetermined in Math	29% — 58 Students Undetermined in E/la and Math	31% — **62 Students Undetermined in Math**
English/ language arts TOTALS	6% — **12 Students Pass+ in E/la**	33% — **66 Students Pass in E/la**	25% — **50 Students Did Not Pass in E/la**	36% — **72 Students Undetermined in E/la**	

F

B

Summary of Student Counts

Total Grade Count	200
Students with Complete Tests	124
Students with Undetermined Scores	
E/la Only	14
Math Only	4
Both	58

C **D** **G**

Summary of Scores	E/la	Math	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass	Mathematics Pass+	Mathematics Pass	Mathematics Did Not Pass
Mean Scale Score	481.9	494.1	MSS: 523.3	MSS: 425.6	MSS: 307.0	MSS: 512.8	MSS: 462.0	MSS: 276.8
Pass Cut Score	404	393	SD: 94.5	SD: 98.4	SD: 52.6	SD: 48.1	SD: 53.5	SD: 42.1
Pass+ Cut Score	510	491	L/H Obt: 516-591	L/H Obt: 426-509	L/H Obt: 230-374	L/H/Obt: 491-620	L/H/Obt: 399-477	L/H/Obt: 164-376
Standard Deviation	131.1	124.7	L/H Range: 510-690	L/H Range: 404-509	L/H Range: 100-403	L/H Range: 491-620	L/H Range: 393-490	L/H Range: 100-392
Lowest/Highest Scale Score Obtained	130-591	164-590	12 Students Pass+	66 Students Pass	50 Students Did Not Pass	34 Students Pass+	84 Students Pass	20 Students Did Not Pass
Lowest/Highest Scale Score Possible	100-690	100-620						

I

MSS: Mean Scale Score SD: Standard Deviation L/H Obt: Lowest/Highest Scale Score Obtained L/H Range: Lowest/Highest Scale Score Range of Proficiency Level
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

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Highlights of the Corporation Proficiency Performance Summary

A Identifies the corporation and grade.

B Reports the number of students.

C Provides corporation summary information for the English/language arts content area.

D Provides corporation summary information for the mathematics content area.

E The **columns** report performance levels for English/language arts.

F The **rows** report performance levels for mathematics.

G Provides corporation summary scores by performance level for both English/language arts and mathematics.

H Indicates the test date and identifies the county and state.

I Defines the acronyms used in this report.

Group Academic Standards Summary

The corporation Group Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for each school by grade.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Group Academic Standards Summary

Corporation: CORP ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.

No. of Students: ■115

Test Date: 09/20/04

H

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standards. The Difference score is the Mean IPI minus the IPI at the passing cut score.

G
MC : Multiple-choice items
OE : Open-ended items
GR : Gridded response items
** : Expected IPI for a student at the passing cut score

	Corporation Summary							School Summary **B**					
		D		**E**			**F**	SCHOOL ONE		SCHOOL TWO			
	Points Possible	IPI at Pass**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.
English/language arts													
C 1. Reading Vocabulary(MC,OE)	4	69	2.1	55.3	-13.7	114	50	55.5	-13.5	55.1	-13.9		
2. Reading Comp.(MC,OE)	6	76	3.3	57.0	-19.0	45	42	56.2	-19.8	57.8	-18.2		
3. Lit. Response & Analysis(MC,OE)	4	61	0.9	26.0	-35.0	38	16	26.4	-34.6	25.6	-35.4		
4. Writing Process(MC)	10	70	5.0	49.7	-20.3	38	21	50.4	-19.6	49.4	-20.6		
5. Writing Applications(OE)	8	91	2.1	28.3	-62.7	26	15	29.4	-61.6	27.8	-63.2		
6. Lang. Conventions(MC,OE)	4	56	1.4	40.7	-15.3	74	32	40.9	-15.1	40.5	-15.5		
Number of Students: *106													
Mathematics													
1. Number Sense(MC,OE)	29	52	13.7	49.0	-3.0	48	44	48.9	-3.1	49.1	-2.9		
2. Computation(MC,GR)	7	57	3.8	54.4	-2.6	70	64	54.5	-2.5	54.3	-2.7		
3. Algebra & Functions(MC,OE,GR)	7	60	4.2	57.6	-2.4	58	53	57.7	-2.3	57.5	-2.5		
4. Geometry(MC,OE,GR)	7	46	2.2	37.6	-8.4	63	38	39.7	-6.3	36.6	-9.4		
5. Measurement(MC,OE,GR)	8	72	3.3	50.5	-21.5	46	41	50.6	-21.4	50.4	-21.6		
6. Data Analysis & Prob.(MC,OE,GR)	6	45	2.6	46.1	1.1	51	46	45.8	0.8	46.5	1.5		
7. Problem Solving(MC,OE)	10	64	7.4	70.1	6.1	116	71	69.2	5.2	70.5	6.5		
Number of Students: *110													

Note: Two-digit IPI at the passing cut scores cannot be added together to total the three digit student score found on the Student Report.

* Number of students that completed all tests in the content area.

■ Total number of all students that tested in either content area. Any student tested in both content areas is counted once.

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Highlights of the Group Academic Standards Summary

A Identifies the corporation and grade.

B Lists schools alphabetically by name from left to right.

C Lists Academic Standards for the grade.

D Shows the number of score points that assess each Academic Standard and lists the expected Indiana Performance Index (IPI) at the passing cut score.

E Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean IPI and the IPI at the passing cut score.

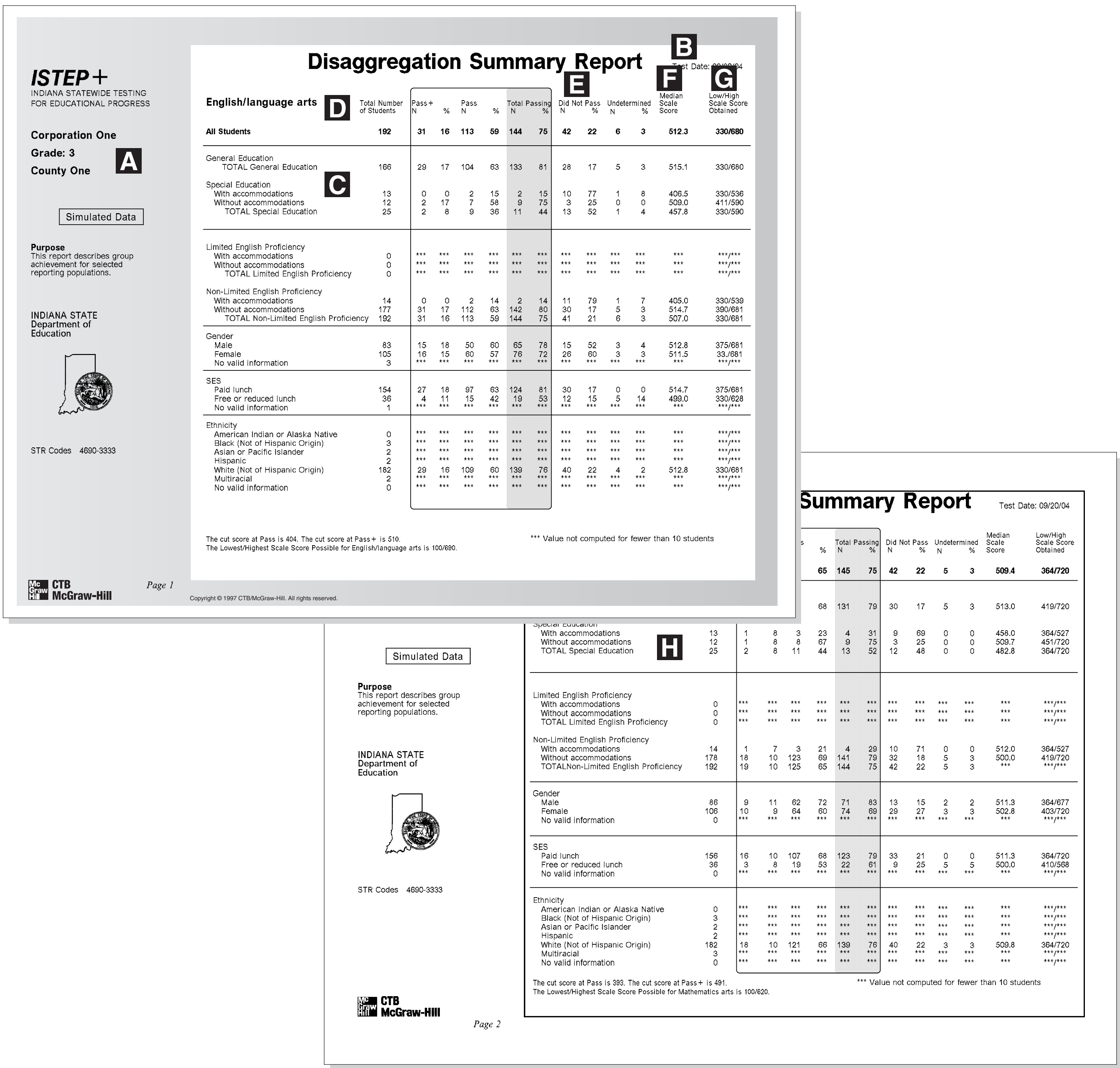
F Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).

G Defines the report symbols and acronyms used in this report.

H Indicates the test date and identifies the corporation, county, and state.

Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), not passing (Did Not Pass), and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.



Disaggregation Summary Report (Page 1)

English/language arts	Total Number of Students	Pass+ N	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	**192**	**31**	**16**	**113**	**59**	**144**	**75**	**42**	**22**	**6**	**3**	**512.3**	**330/680**
General Education													
TOTAL General Education	166	29	17	104	63	133	81	28	17	5	3	515.1	330/680
Special Education													
With accommodations	13	0	0	2	15	2	15	10	77	1	8	406.5	330/536
Without accommodations	12	2	17	7	58	9	75	3	25	0	0	509.0	411/590
TOTAL Special Education	25	2	8	9	36	11	44	13	52	1	4	457.8	330/590
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Non-Limited English Proficiency													
With accommodations	14	0	0	2	14	2	14	11	79	1	7	405.0	330/539
Without accommodations	177	31	17	112	63	142	80	30	17	5	3	514.7	390/681
TOTAL Non-Limited English Proficiency	192	31	16	113	59	144	75	41	21	6	3	507.0	330/681
Gender													
Male	83	15	18	50	60	65	78	15	52	3	4	512.8	375/681
Female	105	16	15	60	57	76	72	26	60	3	3	511.5	33./681
No valid information	3	***	***	***	***	***	***	***	***	***	***	***	***/***
SES													
Paid lunch	154	27	18	97	63	124	81	30	17	0	0	514.7	375/681
Free or reduced lunch	36	4	11	15	42	19	53	12	15	5	14	499.0	330/628
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***/***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Black (Not of Hispanic Origin)	3	***	***	***	***	***	***	***	***	***	***	***	***/***
Asian or Pacific Islander	2	***	***	***	***	***	***	***	***	***	***	***	***/***
Hispanic	2	***	***	***	***	***	***	***	***	***	***	***	***/***
White (Not of Hispanic Origin)	182	29	16	109	60	139	76	40	22	4	2	512.8	330/681
Multiracial	2	***	***	***	***	***	***	***	***	***	***	***	***/***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***

The cut score at Pass is 404. The cut score at Pass+ is 510.
The Lowest/Highest Scale Score Possible for English/language arts is 100/690.

*** Value not computed for fewer than 10 students

Summary Report (Page 2) Test Date: 09/20/04

					%	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
					65	**145**	**75**	**42**	**22**	**5**	**3**	**509.4**	**364/720**
					68	131	79	30	17	5	3	513.0	419/720
Special Education													
With accommodations	13	1	8	3	23	4	31	9	69	0	0	458.0	364/527
Without accommodations	12	1	8	8	67	9	75	3	25	0	0	509.7	451/720
TOTAL Special Education	25	2	8	11	44	13	52	12	48	0	0	482.8	364/720
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Non-Limited English Proficiency													
With accommodations	14	1	7	3	21	4	29	10	71	0	0	512.0	364/527
Without accommodations	178	18	10	123	69	141	79	32	18	5	3	500.0	419/720
TOTALNon-Limited English Proficiency	192	19	10	125	65	144	75	42	22	5	3	***	***/***
Gender													
Male	86	9	11	62	72	71	83	13	15	2	2	511.3	364/677
Female	106	10	9	64	60	74	69	29	27	3	3	502.8	403/720
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***
SES													
Paid lunch	156	16	10	107	68	123	79	33	21	0	0	511.3	364/720
Free or reduced lunch	36	3	8	19	53	22	61	9	25	5	5	500.0	410/568
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Black (Not of Hispanic Origin)	3	***	***	***	***	***	***	***	***	***	***	***	***/***
Asian or Pacific Islander	2	***	***	***	***	***	***	***	***	***	***	***	***/***
Hispanic	2	***	***	***	***	***	***	***	***	***	***	***	***/***
White (Not of Hispanic Origin)	182	18	10	121	66	139	76	40	22	3	3	509.8	364/720
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	***/***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***

The cut score at Pass is 393. The cut score at Pass+ is 491.
The Lowest/Highest Scale Score Possible for Mathematics arts is 100/620.

*** Value not computed for fewer than 10 students

Highlights of the Disaggregation Summary Report

A Identifies the corporation, grade, and county.

B Indicates the test date.

C Identifies the subgroups in the English/language arts content area.

D Provides the total number of students.

E Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.

F Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)

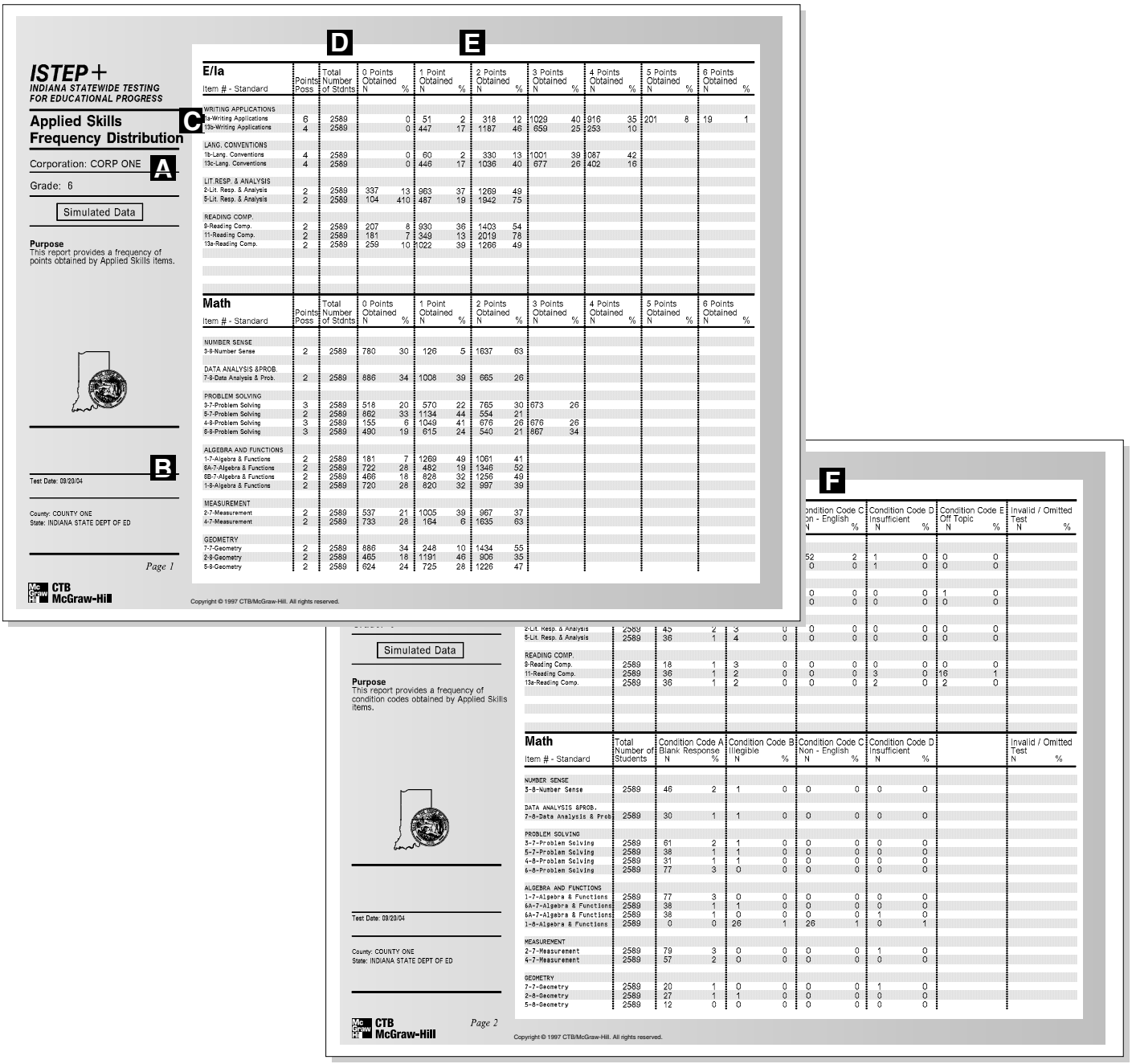
G Indicates the lowest and highest scale scores obtained.

H Identifies the subgroups in the mathematics content area.

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths or needs on specific Applied Skills items and, therefore, in the Academic Standards that are assessed by these items.

Note: All sample reports shown in this guide contain simulated data only.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Applied Skills Frequency Distribution

Corporation: CORP ONE

Grade: 6

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.

Test Date: 09/20/04

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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E/la Item # - Standard	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
WRITING APPLICATIONS																
11a-Writing Applications	6	2589		0	51	2	318	12	1029	40	916	35	201	8	19	1
13b-Writing Applications	4	2589		0	447	17	1187	46	659	25	253	10				
LANG. CONVENTIONS																
1b-Lang. Conventions	4	2589		0	60	2	330	13	1001	39	087	42				
13c-Lang. Conventions	4	2589		0	446	17	1036	40	677	26	402	16				
LIT.RESP. & ANALYSIS																
2-Lit. Resp. & Analysis	2	2589	337	13	963	37	1269	49								
5-Lit. Resp. & Analysis	2	2589	104	410	487	19	1942	75								
READING COMP.																
9-Reading Comp.	2	2589	207	8	930	36	1403	54								
11-Reading Comp.	2	2589	181	7	349	13	2019	78								
13a-Reading Comp.	2	2589	259	10	022	39	1266	49								

Math Item # - Standard	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
NUMBER SENSE																
3-8-Number Sense	2	2589	780	30	126	5	1637	63								
DATA ANALYSIS &PROB.																
7-8-Data Analysis & Prob.	2	2589	886	34	1008	39	665	26								
PROBLEM SOLVING																
3-7-Problem Solving	3	2589	518	20	570	22	765	30	673	26						
5-7-Problem Solving	2	2589	862	33	1134	44	554	21								
4-8-Problem Solving	3	2589	155	6	1049	41	676	26	676	26						
6-8-Problem Solving	3	2589	490	19	615	24	540	21	867	34						
ALGEBRA AND FUNCTIONS																
1-7-Algebra & Functions	2	2589	181	7	1269	49	1061	41								
6A-7-Algebra & Functions	2	2589	722	28	482	19	1346	52								
6B-7-Algebra & Functions	2	2589	466	18	828	32	1256	49								
1-8-Algebra & Functions	2	2589	720	28	820	32	987	39								
MEASUREMENT																
2-7-Measurement	2	2589	537	21	1005	39	967	37								
4-7-Measurement	2	2589	733	28	164	6	1635	63								
GEOMETRY																
7-7-Geometry	2	2589	886	34	248	10	1434	55								
2-8-Geometry	2	2589	465	18	1191	46	906	35								
5-8-Geometry	2	2589	624	24	725	28	1226	47								

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Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.

Test Date: 09/20/04

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Math Item # - Standard	Total Number of Students	Condition Code A Blank Response N	%	Condition Code B Illegible N	%	Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%	Invalid / Omitted Test N	%
NUMBER SENSE													
3-8-Number Sense	2589	46	2	1	0	0	0	0	0				
DATA ANALYSIS &PROB.													
7-8-Data Analysis & Prob	2589	30	1	1	0	0	0	0	0				
PROBLEM SOLVING													
3-7-Problem Solving	2589	61	2	1	0	0	0	0	0				
5-7-Problem Solving	2589	38	1	1	0	0	0	0	0				
4-8-Problem Solving	2589	31	1	1	0	0	0	0	0				
6-8-Problem Solving	2589	77	3	0	0	0	0	0	0				
ALGEBRA AND FUNCTIONS													
1-7-Algebra & Functions	2589	77	3	0	0	0	0	0	0				
6A-7-Algebra & Functions	2589	38	1	1	0	0	0	0	0				
6A-7-Algebra & Functions	2589	38	1	0	0	0	0	1	0				
1-8-Algebra & Functions	2589	0	0	26	1	26	1	0	1				
MEASUREMENT													
2-7-Measurement	2589	79	3	0	0	0	0	1	0				
4-7-Measurement	2589	57	2	0	0	0	0	0	0				
GEOMETRY													
7-7-Geometry	2589	20	1	0	0	0	0	1	0				
2-8-Geometry	2589	27	1	1	0	0	0	0	0				
5-8-Geometry	2589	12	0	0	0	0	0	0	0				

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Highlights of the Applied Skills Frequency Distribution

A Identifies the corporation and grade.

B Indicates the test date and identifies the county and state.

C Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guide*s.

D Lists the total number of students tested in the corporation.

E Lists the number and percentage of students obtaining each score point.

F Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes
A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
Note: All condition codes convert to 0 points obtained.

Undetermined Status Roster

This report lists alphabetically by school all students in the corporation who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the Undetermined status.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Undetermined Status Roster

School: SCHOOL ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.

Test Date: 09/20/04

E

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Page 1

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B Students	C Undetermined in Category	D English/language arts						Mathematics				
		E/la T1 - MC	E/la T2 - MC		Writing T3 - OE			Math T4 - MC	Math T5 - MC		Math T6 - OE	
BAILEY, ERNST M Birthdate: 8/ 3/93 Special Codes Student ID 9000026393 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken*		Test not taken*			Valid Attempt	Test not taken*		Test not taken*	
BAIRD, BRUCE Birthdate: 9/13/93 Special Codes Student ID 9000024355 Other (K-T) 3133110003	E/la Undetermined Math Undetermined	Test not taken*	Valid Attempt		Valid Attempt			Test not taken*	Valid Attempt		Valid Attempt	
BENSON, JIM L Birthdate: 6/25/93 Special Codes Student ID 9000036593 Other (K-T) 3133110113	E/la Undetermined Math Did Not Pass	Test not taken*	Valid Attempt		Valid Attempt			Valid Attempt	Valid Attempt		Valid Attempt	
BRADFORD, NELL Birthdate: 5/ 4/93 Special Codes Student ID 9000045373 Other (K-T) 3133110111	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken*		Test Inv.*			Valid Attempt	Test not taken*		Test not taken*	
BROWN, MARY Birthdate: 8/23/93 Special Codes Student ID 9000016234 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken*			Valid Attempt	Valid Attempt		Test not taken*	
BROWN, TONY M Birthdate: 12/ 3/93 Special Codes Student ID 9000047393 Other (K-T) 3133110123	E/la Did Not Pass Math Undetermined	Valid Attempt	Valid Attempt		Valid Attempt			Valid Attempt	Test not taken*		Valid Attempt	

MC: Multiple-choice items OE: Open-ended items Inv.: Test Invalidated by School
*Note: Test not taken or Test Inv. results in an Undetermined status
IF A STUDENT IS LISTED ON THIS REPORT IN ERROR, CONTACT THE HELP DESK AT (800) 282-1132.

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Highlights of the Undetermined Status Roster

A Identifies the school and grade.

B Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.

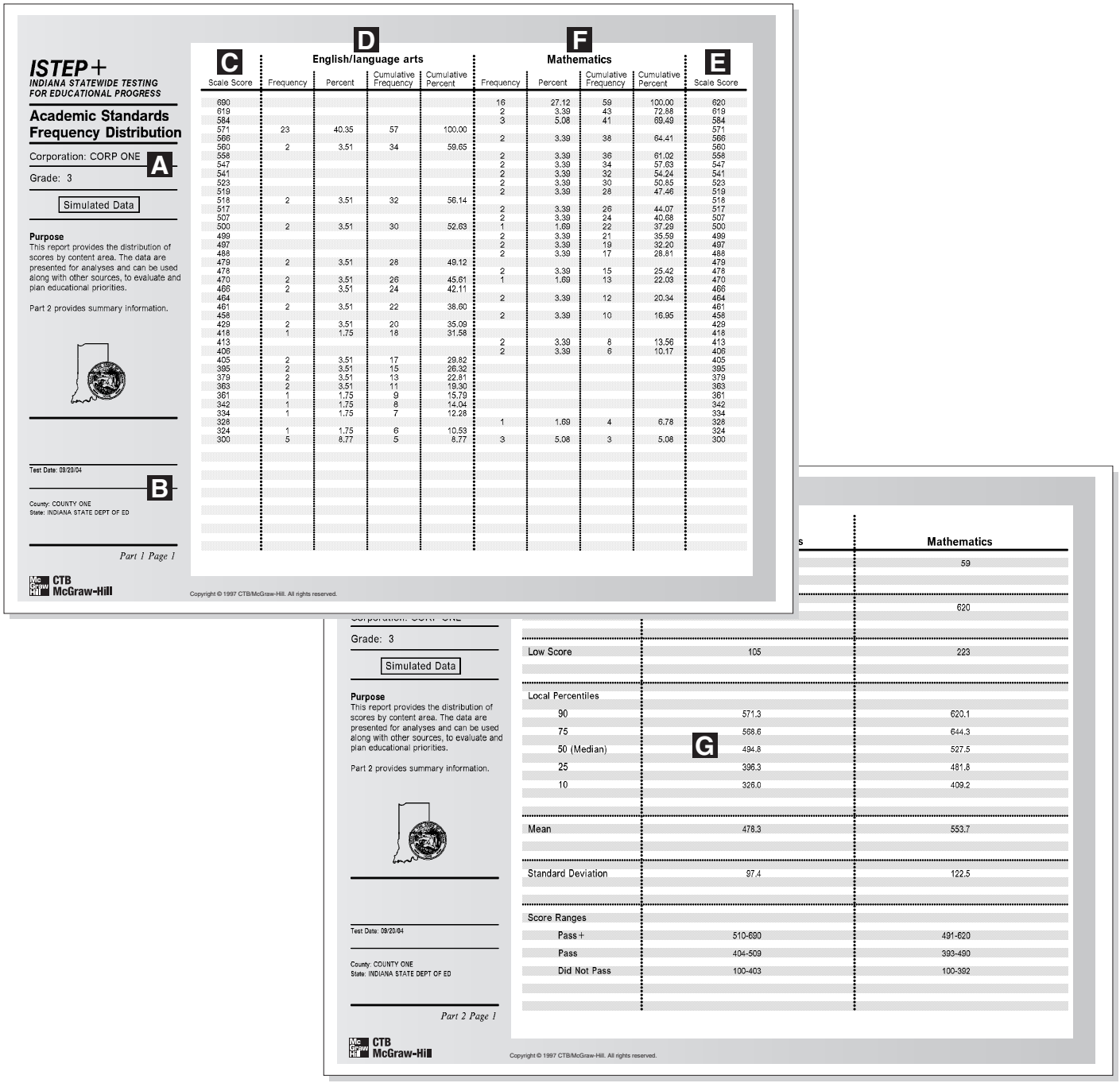
C Indicates whether the Undetermined status is in English/language arts and/or mathematics.

D Indicates which subtest was invalidated or not completed.

E Indicates the test date and identifies the corporation, county, and state.

Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other resources, to evaluate and plan educational priorities.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Academic Standards Frequency Distribution

Corporation: CORP ONE (A)

Grade: 3

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources, to evaluate and plan educational priorities.

Part 2 provides summary information.

Test Date: 09/20/04 (B)

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Part 1 Page 1

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C Scale Score	D English/language arts Frequency	Percent	Cumulative Frequency	Cumulative Percent	F Mathematics Frequency	Percent	Cumulative Frequency	Cumulative Percent	E Scale Score
690					16	27.12	59	100.00	620
619					2	3.39	43	72.88	619
584					3	5.08	41	69.49	584
571	23	40.35	57	100.00					571
566					2	3.39	38	64.41	566
560	2	3.51	34	59.65					560
558					2	3.39	36	61.02	558
547					2	3.39	34	57.63	547
541					2	3.39	32	54.24	541
523					2	3.39	30	50.85	523
519					2	3.39	28	47.46	519
518	2	3.51	32	56.14					518
517					2	3.39	26	44.07	517
507					2	3.39	24	40.68	507
500	2	3.51	30	52.63	1	1.69	22	37.29	500
499					2	3.39	21	35.59	499
497					2	3.39	19	32.20	497
488					2	3.39	17	28.81	488
479	2	3.51	28	49.12					479
478					2	3.39	15	25.42	478
470	2	3.51	26	45.61	1	1.69	13	22.03	470
466	2	3.51	24	42.11					466
464					2	3.39	12	20.34	464
461	2	3.51	22	38.60					461
458					2	3.39	10	16.95	458
429	2	3.51	20	35.09					429
418	1	1.75	18	31.58					418
413					2	3.39	8	13.56	413
406					2	3.39	6	10.17	406
405	2	3.51	17	29.82					405
395	2	3.51	15	26.32					395
379	2	3.51	13	22.81					379
363	2	3.51	11	19.30					363
361	1	1.75	9	15.79					361
342	1	1.75	8	14.04					342
334	1	1.75	7	12.28					334
328					1	1.69	4	6.78	328
324	1	1.75	6	10.53					324
300	5	8.77	5	8.77	3	5.08	3	5.08	300

		Mathematics
		59
		620
Low Score	105	223
Local Percentiles		
90	571.3	620.1
75	568.6	644.3
50 (Median)	494.8	527.5
25	396.3	481.8
10	326.0	409.2
Mean	478.3	553.7
Standard Deviation	97.4	122.5
Score Ranges		
Pass+	510-690	491-620
Pass	404-509	393-490
Did Not Pass	100-403	100-392

G

Grade: 3

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources, to evaluate and plan educational priorities.

Part 2 provides summary information.

Test Date: 09/20/04

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Part 2 Page 1

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Highlights of the Academic Standards Frequency Distribution

A Identifies the corporation and grade.

B Indicates the test date and identifies the county and state.

C Lists the scale scores achieved on the English/language arts test.

D Shows the number and percentage of students who obtained each scale score on the English/language arts test.

E Lists the scale scores achieved on the mathematics test.

F Shows the number and percentage of students who achieved each scale score on the mathematics test.

G Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).

Reference

Glossary

Criterion-Referenced Test
A test that reports students' scores relative to the Indiana Academic Standards.

Cut Scores
Cut scores are scale scores that separate and define the performance levels. The cut scores define three general levels of knowledge and skill as follows:

Pass+: The student who scores at or above the cut score in English/language arts or mathematics and is high achieving in these subjects.

Pass: The student who scores at or above the cut score in English/language arts or mathematics and demonstrates proficiency in these subjects.

Did Not Pass: The student who scores below the cut score and in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

Indiana Academic Standards (Grades 3–10)
To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for English/language arts include Reading Vocabulary, Reading Comprehension, Literary Response and Analysis, Writing Process, Writing Applications, Language Conventions, and Listening and Speaking. Because the latter standard does not lend itself to a paper-and-pencil test, it is not currently being assessed by *ISTEP+*. The standards for mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

Indiana Performance Index
The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Academic Standards that are measured by *ISTEP+*. It represents the expected number of items that the student would have answered correctly if the student had taken 100 similar items for the specific Academic Standard.

Indiana Scale Score
Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on a vertical scale by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 100 to about 800.

Mean
The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

Median
The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

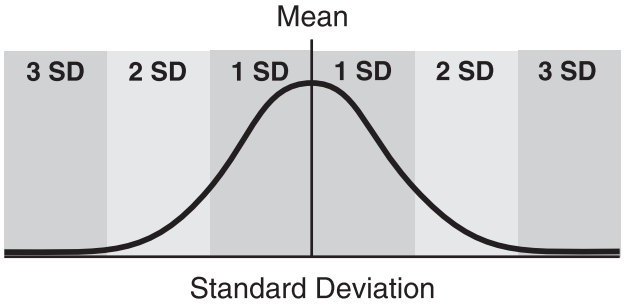
Number-Correct Scoring
A scoring procedure that involves adding up students' scores on the test questions in a test.

Pattern Scoring
A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

Performance Levels
For Grades 3–10, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass. For Retest students, the performance levels are different from those of Grades 3–10. Students are reported as performing above the standard or below the standard.

Raw Score
A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

Standard Deviation (SD)
A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five SDs of the mean score.



Standardized Test
A test administered in accordance with explicit directions for uniform administration.

Test Section
A subtest of a given content area.

Vertical Scale
A single, continuous scale that is directly related to the level of skill and difficulty of content. As a student progresses from one grade to the next, acquiring greater skill and knowledge, so does the student progress up the vertical scale by receiving higher scale scores.

Sample Letter to Parents (for students in Grades 3–10)

Dear Parent:

This past fall, students in Grades 3–10 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report is enclosed for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child scored at the Pass+, Pass, or Did Not Pass performance level on the English, mathematics, or science parts of the test.

A student who scores in the Pass+ or Pass performance levels exceeds or meets the cut scores in English or mathematics. A student who scores in the Did Not Pass performance level may require remedial assistance in order to be successful at the current grade.

The back of the Student Report shows how your child did on each of the English and mathematics standards and how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these Applied Skills items will be available for your inspection at the school in December.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

Sincerely,

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Guide to Test Interpretation

Grades 3–10

Indiana Department of Education