Guide to Test Interpretation

Indiana Department of Education

Grades 3–10 and the GQE Retest

Fall 2007

School Year 2007–2008

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ISTEP+

Indiana Statewide Testing
For Educational Progress

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A Message from Dr. Suellen Reed

December 2007

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 2007 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 the Indiana Academic Standards in the English/language arts, Mathematics, and Science content areas.
- To what extent the students as a group, in your classroom, school, and corporation, are attaining mastery of Academic Standards.
- Where the students in your classroom, school, or corporation stand relative to the three performance levels established by the Indiana State Board of Education. (See page 10 for more information about performance levels.)

What is a criterion-referenced score?

ISTEP+ is a criterion-referenced test. It consists of items that assess a student's performance with respect to particular criteria—in this case, to the Indiana Academic Standards established by the Indiana State Board of Education. The test does not provide norm-referenced information; that is, it does not compare the performance of Indiana students with that of students across the nation. Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards. 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 in order to plan appropriate instruction.

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

Criterion-Referenced Score Categories

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

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Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These statistical models analyze the data obtained from test questions, or items. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice items, and another is used for the open-ended 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 10—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.

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Similarly, instead of having a different scale at each grade, there is only one scale for each content area in Grades 3–10. 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 4–10.

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 3–10 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 each 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 (Pass+, Pass, or Did Not Pass).

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Cut Scores and Performance Levels

The No Child Left Behind Act (NCLB) is federal legislation that 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 3–10, 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: Pass+, Pass, or Did Not 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, Mathematics, and/or Science 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.

The Student Report shows each Academic Standard as well as the Student Score (based on the IPI), the Score Needed for Passing, 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, or 3) whether a subtest was invalid or omitted. 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.

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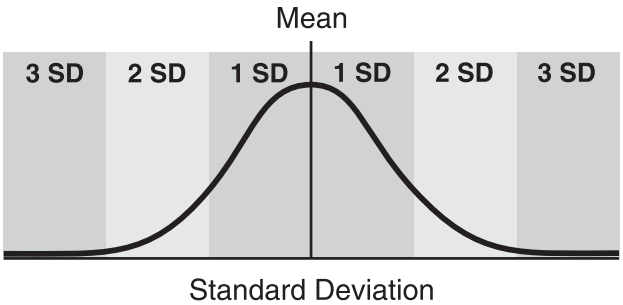
Mean and Median Scores

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. (Fifty percent 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 SDs of the mean score.



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Section I:

The *ISTEP+* Testing Program for Grades 3 Through 10

Reports for Grades 3 Through 10

This guide will help you understand *ISTEP+* test results and report forms more clearly and, using those results, provide educational opportunities for students more effectively. This 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 specific to students in Grades 3–10 is included on page 91 for your use.

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

Note: Grades 5 and 7 reports will include three content areas: English/language arts, Mathematics, and Science.

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ISTEP+ Report Information

Report	*Number of Paper Copies*
For Teachers	
Student Report	3
Class Proficiency Grouping Report (Grades 3–6 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
Academic Standards Summary	0
Disaggregation Summary Report	1
Applied Skills Frequency Distribution	1
For the Corporation Administrator	
Proficiency Roster (school)	0
School Proficiency Performance Summary	0
Corporation Proficiency Performance Summary	0
Group Academic Standards Summary (corporation)	0
Academic Standards Summary (corporation)	0
Disaggregation Summary Report (school)	0
Disaggregation Summary Report (corporation)	1
Applied Skills Frequency Distribution (school)	0
Applied Skills Frequency Distribution (corporation)	0
Undetermined Status Roster (school)	1
Academic Standards Frequency Distribution (corporation)	0

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

The *ISTEP+* score reports are packaged by 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. If you are unfamiliar with *ISTEP+* or the testing and scoring terms, 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 teachers explain the *ISTEP+* reports to parents, a Sample Letter to Parents specific to students in Grades 3–10 is provided on page 91. You may duplicate or edit the letter to make it appropriate for your use.

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Reports for Teachers

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

Student Report (front)

The Student Report is designed to clearly communicate student performance. The front of the report shows the Student Score and whether the student is placed in the Pass+, Pass, or Did Not Pass performance level in each content area. The three performance levels were established by the Indiana State Board of Education. (See page 10 for an explanation of performance levels.) Students whose scores place them in the Pass+ or Pass performance level 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(s).

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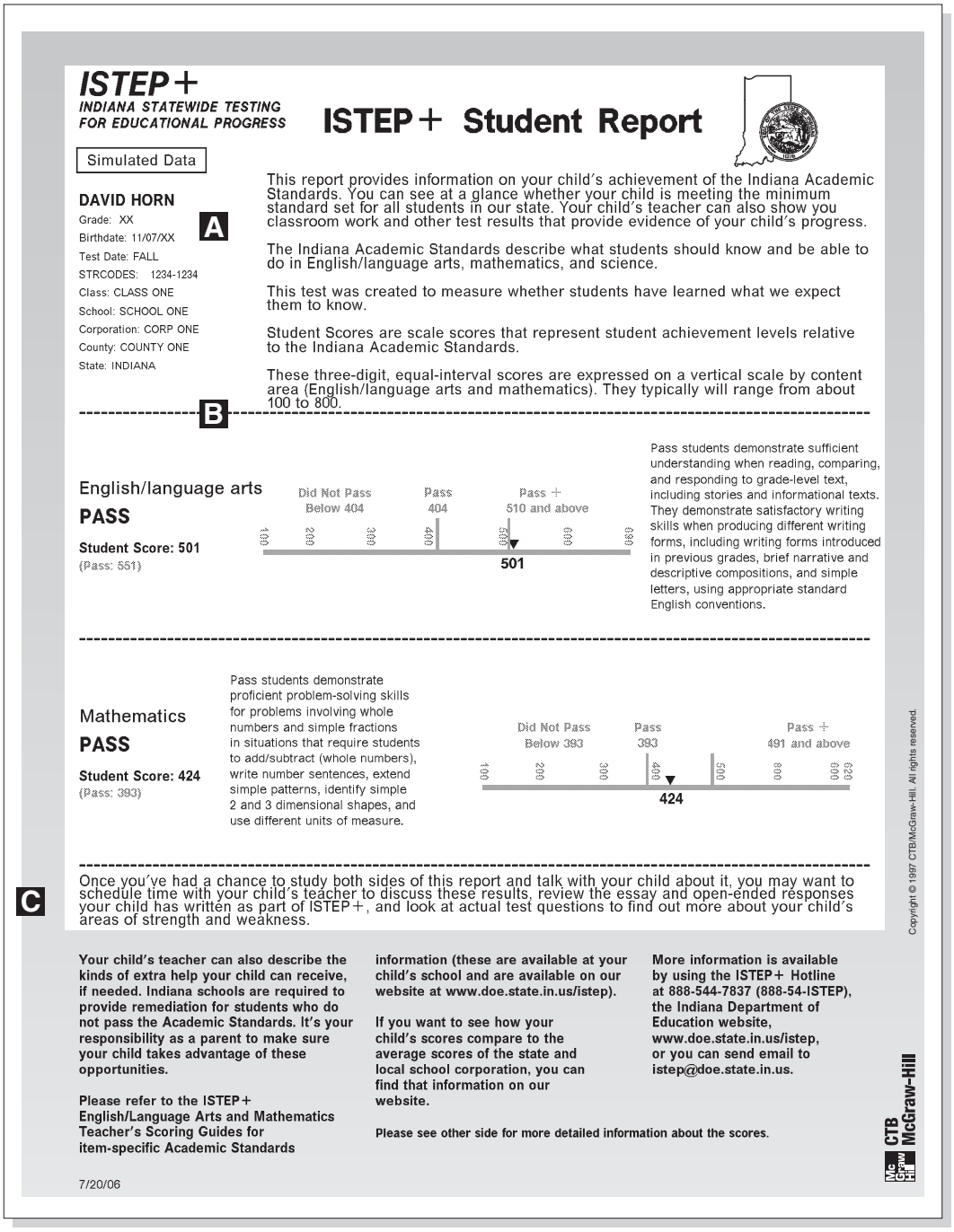
Sample Student Report

The sample Student Report presents results for David Horn, a student who took the *ISTEP+* test. The middle section of this page describes David's performance as measured against the Indiana Academic Standards, and it shows his achievement for each content area as a three-digit Student Score. The score required to pass the Indiana Academic Standards in English/language arts is 404. David's score of 501 means he passed the Indiana Academic Standards for that content area. The score required to pass in Mathematics is 393. David's score of 424 means he passed the Indiana Academic Standards for that content area.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

ISTEP+ Student Report

Simulated Data

DAVID HORN
Grade: XX
Birthdate: 11/07/XX
Test Date: FALL
STRCODES: 1234-1234
Class: CLASS ONE
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

A

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, mathematics, and science.

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.

B

English/language arts
PASS
Student Score: 501
(Pass: 551)

Did Not Pass Below 404 | Pass 404 | Pass + 510 and above
100 200 300 400 500 600 700
501

Pass students demonstrate sufficient understanding when reading, comparing, and responding to grade-level text, including stories and informational texts. They demonstrate satisfactory writing skills when producing different writing forms, including writing forms introduced in previous grades, brief narrative and descriptive compositions, and simple letters, using appropriate standard English conventions.

Mathematics
PASS
Student Score: 424
(Pass: 393)

Pass students demonstrate proficient problem-solving skills for problems involving whole numbers and simple fractions in situations that require students to add/subtract (whole numbers), write number sentences, extend simple patterns, identify simple 2 and 3 dimensional shapes, and use different units of measure.

Did Not Pass Below 393 | Pass 393 | Pass + 491 and above
100 200 300 400 500 600 700 800
424

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.

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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.

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 class, school, corporation, county, and state.

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

C Provides information for parents.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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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 Score Needed for Passing (Strength or Weakness), and the State Average score. Reading to the right of the first Academic Standard, Reading Vocabulary, you will see that David achieved a Student Score of 63, or 19 points lower than the Score Needed for Passing, which is 82. The State Average score for that Academic Standard is 95.

DAVID HORN

Grade: XX
Birthdate: 11/07/XX
Student ID: 000000000

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

G

A B C D E F H I J

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.

K

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 Solving	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

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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. One can observe on this simulated report, for example, in the English/language arts section, Test 3, that item 1a, Writing Applications, is located on page 31 of the test book and that David scored five points out of six points possible for this item. This report should be used in conjunction with the *ISTEP+ 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 2007.

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 each Academic 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 Lists each open-ended item and its Academic Standard by content area and test session.

G Explains the condition codes.

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

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

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

K Defines the abbreviations used in this report.

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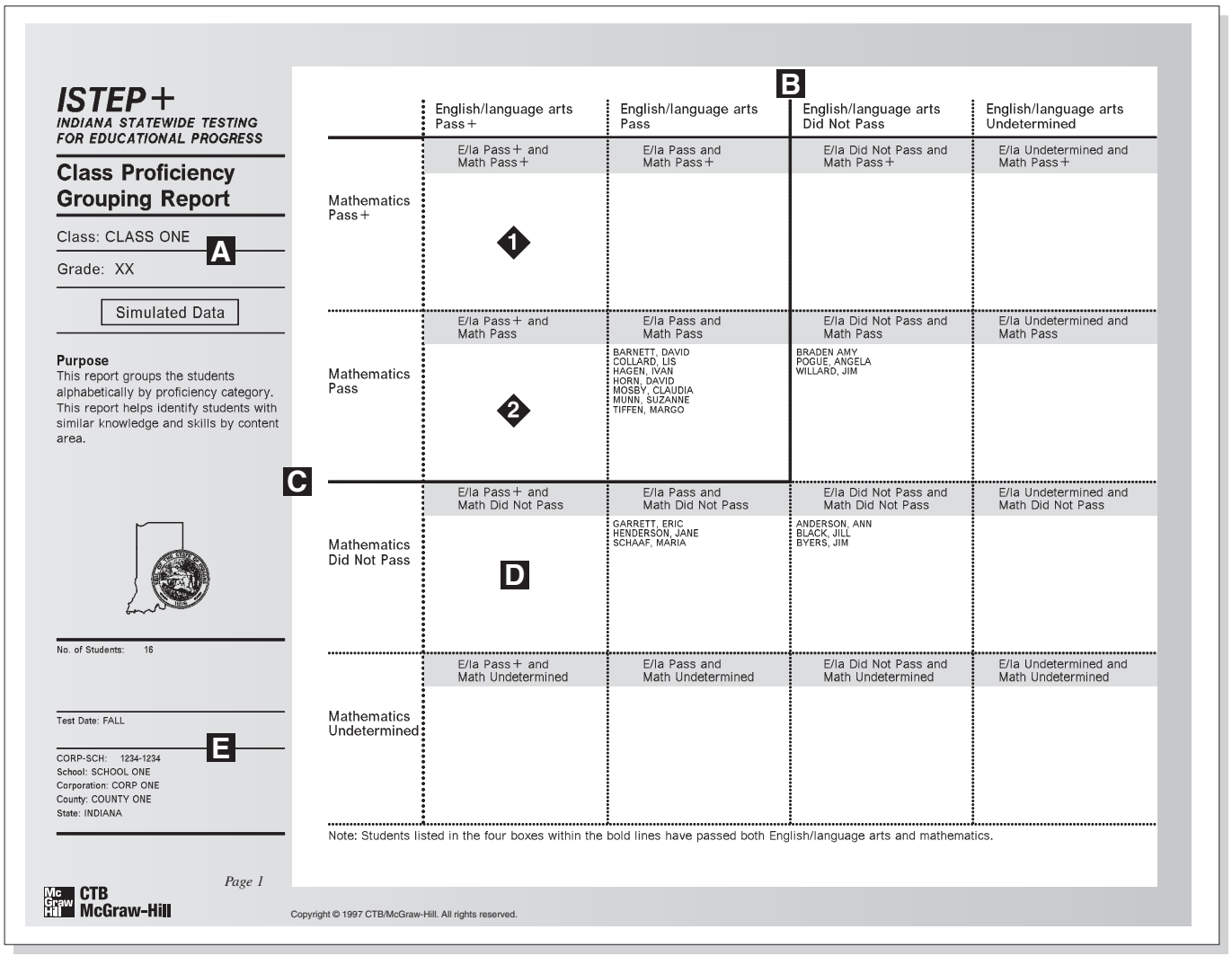
Class Proficiency Grouping Report
(Grades 3–6 only)

This report groups students according to their performance relative to the cut scores (see page 88 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: CLASS ONE (A)
Grade: XX

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: 16

Test Date: FALL

(E)
CORP-SCH: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

(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+ ❶	E/la Pass and Math Pass+	E/la Did Not Pass and Math Pass+	E/la Undetermined and Math Pass+
Mathematics Pass	E/la Pass+ and Math Pass ❷	E/la Pass and Math Pass BARNETT, DAVID COLLARD, LIS HAGEN, IVAN HORN, DAVID MOSBY, CLAUDIA MUNN, SUZANNE TIFFEN, MARGO	E/la Did Not Pass and Math Pass BRADEN AMY POGUE, ANGELA WILLARD, JIM	E/la Undetermined and Math Pass
Mathematics Did Not Pass	E/la Pass+ and Math Did Not Pass (D)	E/la Pass and Math Did Not Pass GARRETT, ERIC HENDERSON, JANE SCHAAF, MARIA	E/la Did Not Pass and Math Did Not Pass ANDERSON, ANN BLACK, JILL BYERS, JIM	E/la Undetermined and Math Did Not Pass
Mathematics Undetermined	E/la Pass+ and Math Undetermined	E/la Pass and Math Undetermined	E/la Did Not Pass and Math Undetermined	E/la Undetermined and Math Undetermined

(C)

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

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Highlights of the Class Proficiency Grouping Report

A Identifies the class 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 number of students and test date and identifies the corporation-school number, school, corporation, county, and state.

Note: Science data will be included on the back of the Grade 5 report.

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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, Mathematics, and Science. Also shown is the scale score for each student in each of the content areas.

In the lower portion of the report, summary information is given for the class as a whole. Shown for each of the content areas are the lowest and highest scale scores obtained by the students in the group, the 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: CLASS ONE (A)

Grade: XX

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: FALL

(E)
CORP-SCH: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

(B) (C) (D)

No.	Student	English/language arts		Mathematics	
		Scale Score	Category	Scale Score	Category
1	ANDERSON, ANN	398	D.N.P.	277	D.N.P.
2	BARNETT, DAVID	438	Pass	402	Pass
3	BLACK, JILL	378	D.N.P.	374	D.N.P.
4	BRADEN AMY	402	D.N.P.	402	Pass
5	BYERS, JIM	426	D.N.P.	389	D.N.P.
6	COLLARD, LIS	405	Pass	424	Pass
7	GARRETT, ERIC	412	Pass	366	D.N.P.
8	HAGEN, IVAN	417	Pass	422	Pass
9	HENDERSON, JANE	436	Pass	386	D.N.P.
10	HORN, DAVID	501	Pass	424	Pass
11	MOSBY, CLAUDIA	437	Pass	394	Pass
12	MUNN, SUZANNE	425	Pass	430	Pass
13	POGUE, ANGELA	364	D.N.P.	430	Pass
14	SCHAAF, MARIA	434	Pass	370	D.N.P.
15	TIFFEN, MARGO	496	Pass	463	Pass
16	WILLARD, JIM	377	D.N.P.	420	Pass

(F) #: No score due to invalid or omitted subtest UND: Undetermined - See Undetermined Status Roster for details D.N.P.: Did Not Pass

(G)

English/language arts			
Highest SS Obtained	501	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	415.4	No./PCT Pass	10 / 63%
Lowest SS Obtained	326	No./PCT D.N.P.	6 / 38%
Standard Deviation	44.6	No./PCT UND	0 / 0%
Low/High Score Possible	100-690	No. of Students Listed	16

Score Range: D.N.P. 100-403 Pass 404-509 Pass+ 510-690

(H)

Mathematics			
Highest SS Obtained	463	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	398.3	No./PCT Pass	10 / 63%
Lowest SS Obtained	277	No./PCT D.N.P.	6 / 38%
Standard Deviation	41.6	No./PCT UND	0 / 0%
Low/High Score Possible	100-620	No. of Students Listed	16

Score Range: D.N.P. 100-392 Pass 393-490 Pass+ 491-620

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Highlights of the Proficiency Roster

A Identifies the class and grade.

B Lists students alphabetically within the class.

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

D Provides each student's scale score and performance level (category) within the Mathematics content area.

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

F Defines the symbols and abbreviations used in this report.

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

H Provides Mathematics summary information for the class.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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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.

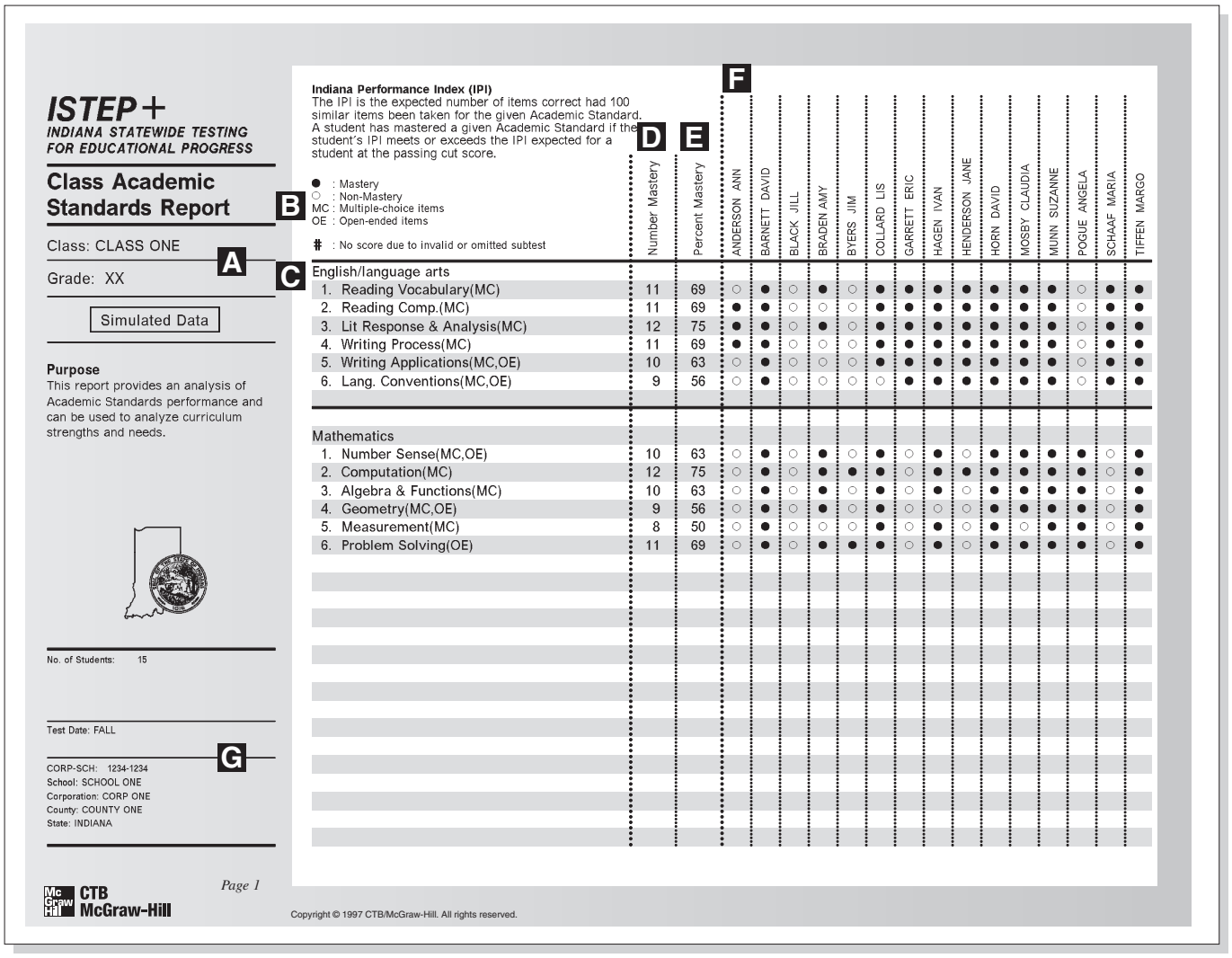
Academic Standards Information

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+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Class Academic Standards Report (B)

Class: CLASS ONE (A)

Grade: XX

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: 15

Test Date: FALL

CORP-SCH: 1234-1234 (G)
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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

(C)	(D) Number Mastery	(E) Percent Mastery	(F) ANDERSON ANN	BARNETT DAVID	BLACK JILL	BRADEN AMY	BYERS JIM	COLLARD LIS	GARRETT ERIC	HAGEN IVAN	HENDERSON JANE	HORN DAVID	MOSBY CLAUDIA	MUNN SUZANNE	POGUE ANGELA	SCHAAF MARIA	TIFFEN MARGO
English/language arts																	
1. Reading Vocabulary(MC)	11	69	○	●	○	●	○	●	●	●	●	●	●	●	○	●	●
2. Reading Comp.(MC)	11	69	●	●	○	○	○	●	●	●	●	●	●	●	○	●	●
3. Lit Response & Analysis(MC)	12	75	●	●	○	●	○	●	●	●	●	●	●	●	○	●	●
4. Writing Process(MC)	11	69	●	●	○	○	○	●	●	●	●	●	●	●	○	●	●
5. Writing Applications(MC,OE)	10	63	○	●	○	○	○	●	●	●	●	●	●	●	○	●	●
6. Lang. Conventions(MC,OE)	9	56	○	●	○	○	○	○	●	●	●	●	●	●	○	●	●
Mathematics																	
1. Number Sense(MC,OE)	10	63	○	●	○	●	○	●	○	●	○	●	●	●	●	○	●
2. Computation(MC)	12	75	○	●	○	●	●	●	○	●	●	●	●	●	●	○	●
3. Algebra & Functions(MC)	10	63	○	●	○	●	○	●	○	●	○	●	●	●	●	○	●
4. Geometry(MC,OE)	9	56	○	●	○	●	○	●	○	○	○	●	●	●	●	○	●
5. Measurement(MC)	8	50	○	●	○	○	○	●	○	●	○	●	○	●	●	○	●
6. Problem Solving(OE)	11	69	○	●	○	●	●	●	○	●	○	●	●	●	●	○	●

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Highlights of the Class Academic Standards Report

A Identifies the class and grade.

B Defines the symbols and abbreviations used in this report.

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 Lists students alphabetically by name from left to right.

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

Note: Science data will be included on all of the reports for Grades 5 and 7.

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Undetermined Status Roster

This report lists alphabetically all students in a class who have an "Undetermined" status. Students who fail to complete one or more subtests in English/language arts, Mathematics, and/or Science are listed as "Undetermined." The report indicates whether a 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: CLASS ONE
Grade: XX

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: FALL

E

CORP-SCH: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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D

B Students	C Undetermined in Category	English/language arts						Mathematics				
		E/la T1 - MC	E/la T2 - MC	Writing T3 - OE	E/la T4 - MC, OE			Math T5 - MC	Math T6 - MC	Math T7 - OE	Math T8 - OE	
VICKERS, JOHN Birthdate: 12/26/XX Special Codes Student ID 987654321 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt			Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	

F

MC: Multiple-choice items OE: Open-ended items
Note: Test not taken or Invalid by School 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 and grade.

B Lists alphabetically students who have an "Undetermined" status in English/language arts, Mathematics, and/or Science.

C Indicates whether the "Undetermined" status is in English/language arts, Mathematics, and/or Science.

D Indicates which subtest was invalidated or not completed.

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

F Defines the abbreviations used in this report.

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.

HORN DAVID

Simulated Data

HORN	DAVID	ISTEP+		
DOB:	9/14/XX		ENGLISH/LANGUAGE ARTS	MATHEMATICS
STN:	000000000			
GRADE:	XX	PASS CUT SCORE	404	393
TEST DATE:	FALL	PASS+ CUT SCORE	510	491
SCHOOL:	SCHOOL ONE	STUDENT SCORE	501	424
CORP:	CORP ONE	PROFICIENCY LEVEL	PASS	PASS

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Reports for the School Administrator

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

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, Mathematics, and Science. Also shown is the scale score for each student in each of the content areas.

In the lower portion of the report, summary information is given for the school as a whole. Shown for each of the content areas are the lowest and highest scale scores obtained by the students in the group, the 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: XX

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: FALL

STRCODES: 1234-1234 **E**
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

			C		D	
	No.	Student	English/language arts		Mathematics	
			Scale Score	Category	Scale Score	Category
B	1	ANDERSON, ANN	398	D.N.P.	277	D.N.P.
	2	BANNISTER, KANE	381	D.N.P.	400	Pass
	3	BARNETT, DAVID	438	Pass	402	Pass
	4	BLACK, JILL	378	D.N.P.	374	D.N.P.
	5	BOLDERY, JIM	425	Pass	391	D.N.P.
	6	BRADEN AMY	402	D.N.P.	402	Pass
	7	BYERS, JIM	326	D.N.P.	389	D.N.P.
	8	COLLARD, LIS	405	Pass	424	Pass
	9	FARMER, MACK	547	Pass+	483	Pass
	10	GARRETT, ERIC	412	Pass	366	D.N.P.
	11	HAGEN, IVAN	417	Pass	422	Pass
	12	HARRIS HENRY	437	Pass	409	Pass
	13	HENDERSON, JANE	436	Pass	386	D.N.P.
	14	HORN, DAVID	501	Pass	424	Pass
	15	HOUGH, JAY	392	D.N.P.	374	D.N.P.
	16	LEWIS, KEN	411	Pass	348	D.N.P.
	17	MAZE, DEVIN	382	D.N.P.	391	D.N.P.
	18	MOSBY, CLAUDIA	437	Pass	394	Pass
	19	MOUNT, JAKE	398	D.N.P.	410	Pass
	20	MUNN, SUZANNE	425	Pass	430	Pass
	21	NAPIER, ERIC	350	D.N.P.	361	D.N.P.
	22	POGUE, ANGELA	364	D.N.P.	430	Pass
	23	RED, JOSH	521	Pass+	462	Pass
	24	REIC, MORGAN	482	Pass	436	Pass
	25	ROSS, AMY	440	Pass	416	Pass
	26	SCHAAF, MARIA	434	Pass	370	D.N.P.
	27	SCHOEN, JIM	446	Pass	456	Pass
	28	SHUEY, SYLVIA	394	D.N.P.	441	Pass
	29	SHULER, ERIC	347	D.N.P.	352	D.N.P.
	30	SHULER, BARRY	350	Pass	386	D.N.P.
	31	SIMMON, BRYAN	396	D.N.P.	394	Pass
	32	SMITH, NATE	440	Pass	366	D.N.P.
	33	SOTO, KEN	436	Pass	384	D.N.P.
	34	TIFFEN, MARGO	496	Pass	463	Pass
	35	WHITE, ALEX	496	Pass	415	Pass
	36	WILLARD, JIM	377	D.N.P.	420	Pass
	37	WILSON, DELL	409	Pass	410	Pass

#: No score due to invalid or omitted subtest **F** UND: Undetermined - See Undetermined Status Roster for details D.N.P.: Did Not Pass

English/language arts

Highest SS Obtained	547	No./PCT Pass+	2 / 5%
Mean Scale Score (SS)	422.3	No./PCT Pass	21 / 57%
Lowest SS Obtained	326	No./PCT D.N.P.	14 / 38%
Standard Deviation	48.5	No./PCT UND	0 / 0%
Low/High Score Possible	100-690	No. of Students Listed	37

Score Range: D.N.P. 100-403 Pass 404-509 Pass+ 510-690

G

Mathematics

Highest SS Obtained	483	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	401.6	No./PCT Pass	22 / 59%
Lowest SS Obtained	277	No./PCT D.N.P.	15 / 41%
Standard Deviation	38.2	No./PCT UND	0 / 0%
Low/High Score Possible	100-620	No. of Students Listed	37

Score Range: D.N.P. 100-392 Pass 393-490 Pass+ 491-620

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

F Defines the symbols and abbreviations used in this report.

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

H Provides Mathematics summary information for the school.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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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). Information for Science appears on a separate page for Grades 5 and 7. 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 of students with “Undetermined” status in one or both areas.

The 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.

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ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

School Proficiency Performance Summary

School: SCHOOL ONE
Grade: XX
Simulated Data

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

Test Date: FALL

CORP: 1234-1234
Corporation: COUNTY ONE
County: COUNTY ONE
State: INDIANA

	English/ language arts Pass+	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	Mathematics TOTALS
Mathematics Pass+	1 — 0% — 0 Students Pass+ in E/la and Math	2 — 0% — 0 Students Pass in E/la and Pass+ in Math	3 — 2% — 1 Student Did Not Pass in E/la and Pass+ in Math	0% — 0 Students Undetermined in E/la and Pass+ in Math	2% — **1 Student Pass+ in Math**
Mathematics Pass	4 — 5% — 2 Students Pass+ in E/la and Pass in Math	5 — 52% — 23 Students Pass in E/la and Math	6 — 7% — 3 Students Did Not Pass in E/la and Pass in Math	0% — 0 Students Undetermined in E/la and Pass in Math	64% — **28 Students Pass in Math**
Mathematics Did Not Pass	7 — 0% — 0 Students Pass+ in E/la and Did Not Pass in Math	8 — 11% — 5 Students Pass in E/la and Did Not Pass in Math	9 — 20% — 9 Students Did Not Pass in E/la and Math	0% — 0 Students Undetermined in E/la and Did Not Pass in Math	32% — **14 Students Did Not Pass in Math**
Mathematics Undetermined	0% — 0 Students Pass+ in E/la and Undetermined in Math	0% — 0 Students Pass in E/la and Undetermined in Math	2% — 1 Student Did Not Pass in E/la and Undetermined in Math	0% — 0 Students Undetermined in E/la and Math	2% — **1 Students Undetermined in Math**
English/ language arts TOTALS	5% — **2 Students Pass+ in E/la**	64% — **28 Students Pass in E/la**	32% — **14 Students Did Not Pass in E/la**	0% — **0 Students Undetermined in E/la**	

Summary of Student Counts

Total Grade Count	44
Students with Complete Tests	43
Students with Undetermined Scores	
E/la Only	0
Math Only	1
Both	0

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	528.7	533.3	MSS: 614.5	MSS: 547.1	MSS: 479.6	MSS: 651.0	MSS: 554.5	MSS: 482.6
Pass Cut Score	516	517	SD: 2.1	SD: 20.9	SD: 32.8	SD:	SD: 23.9	SD: 38.4
Pass+ Cut Score	611	629	L/H Obt: 613-616	L/H Obt: 521-599	L/H Obt: 398-513	L/H/Obt: 651-651	L/H/Obt: 518-597	L/H/Obt: 379-514
Standard Deviation	44.1	48.0	L/H Range: 611-770	L/H Range: 516-610	L/H Range: 175-515	L/H Range: 629-870	L/H Range: 517-628	L/H Range: 260-516
Lowest/Highest Scale Score Obtained	398-616	379-651	2 Students Pass+	28 Students Pass	14 Students Did Not Pass	1 Students Pass+	28 Students Pass	14 Students Did Not Pass
Lowest/Highest Scale Score Possible	175-770	260-870						

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 School Proficiency Performance Summary

A Identifies the school and grade.

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

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

D Indicates the test date and identifies the corporation number, corporation, county, and state.

E Provides school summary information for English/language arts.

F Provides school summary information for Mathematics.

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

H Reports the number of students.

I Defines the abbreviations used in this report.

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Academic Standards Summary

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

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Academic Standards Summary

Corporation: CORP ONE **A**

Grade: XX

Simulated Data **B**

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. **G**

■No. of Students: 40

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA **H**

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Indiana Performance Index (IPI)

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

MC : Multiple-choice items
OE : Open-ended items

** : Expected IPI for a student at the passing cut score

			CORPORATION SUMMARY					CORP ONE				
	Points Possible (C)	IPI at Pass** (C)	Mean Number Correct	Mean IPI (D)	Difference	Number Mastery	Percent Mastery (E)	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery
English/language arts												
1. Reading Vocabulary(MC)	7	71	5.2	72.8	1.8	26	65	5.2	72.8	1.8	26	65
2. Reading Comp.(MC,OE)	16	52	9.2	57.3	5.3	24	60	9.2	57.3	5.3	24	60
3. Lit Response & Analysis(MC,OE)	23	60	14.7	64.3	4.3	26	65	14.7	64.3	4.3	26	65
4. Writing Process(MC)	5	74	3.6	71.9	-2.1	24	60	3.6	71.9	-2.1	24	60
5. Writing Applications(OE)	10	50	5.3	52.0	2.0	26	65	5.3	52.0	2.0	26	65
6. Lang. Conventions(MC,OE)	15	68	10.5	70.5	2.5	24	60	10.5	70.5	2.5	24	60
*Number of Students: 40												
Mathematics												
1. Number Sense(MC,OE)	12	62	8.3	70.4	8.4	30	75	8.3	70.4	8.4	30	75
2. Computation(MC)	12	74	10.4	80.9	6.9	32	80	10.4	80.9	6.9	32	80
3. Algebra & Functions(MC,OE)	12	50	7.2	60.7	10.7	28	70	7.2	60.7	10.7	28	70
4. Geometry(MC,OE)	11	62	7.2	67.7	5.7	29	73	7.2	67.7	5.7	29	73
5. Measurement(MC,OE)	13	47	7.3	57.3	10.3	30	75	7.3	57.3	10.3	30	75
6. Data Analysis & Prob(MC,OE)	10	66	7.5	74.3	8.3	29	73	7.5	74.3	8.3	29	73
7. Problem Solving(OE)	11	20	3.6	33.1	13.1	26	65	3.6	33.1	13.1	26	65
*Number of Students: 40												
Science												
1. Nature of Science & Tech(MC,OE)	13	60	8.0	61.4	1.4	20	50	8.0	61.4	1.4	20	50
2. Scientific Thinking(MC,OE)	10	53	5.4	55.7	2.7	20	50	5.4	55.7	2.7	20	50
3. The Physical Setting(MC,OE)	16	53	8.5	53.9	0.9	20	50	8.5	53.9	0.9	20	50
4. The Living Environment(MC,OE)	14	54	8.3	57.4	3.4	21	53	8.3	57.4	3.4	21	53
5. The Mathematical World(MC)	7	72	5.2	73.3	1.3	22	55	5.2	73.3	1.3	22	55
6. Common Themes(MC,OE)	8	70	5.3	69.7	-0.3	19	48	5.3	69.7	-0.3	19	48
*Number of Students: 40												

* Number of students that completed all tests in the content area. ■ Total number of students that tested in either content area. Any student tested in more than one content area is counted once. Adding the two-digit "IPI at Pass" scores will not result in the three-digit student score found on the Student Report.

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Highlights of the Academic Standards Summary

A Identifies the corporation and grade.

B Defines the symbols and abbreviations used in this report.

C Shows the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the standard. (See page 89 for the definition of *Indiana Performance Index.*)

D Lists the mean IPI obtained by the students in the corporation by grade, the mean number of score points obtained by the students, and the difference between the mean IPI and standard IPI for each Academic Standard.

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

F Identifies the name of an individual school (one school per page).

G Lists Academic Standards for the grade.

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

Note: Science data will be included on all of the reports for Grades 5 and 7.

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Disaggregation Summary Report

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 given at the group level and describes achievement for each reporting population.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

School: SCHOOL ONE **A**
Grade: XX

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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Page 1

Disaggregation Summary Report

E Test Date: FALL

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 (**B**)	**56**	**2**	**4**	**30**	**54**	**32**	**57**	**24**	**43**	**0**	**0**	**491.0**	**310 / 612**
General Education													
TOTAL General Education	49	2	4	30	61	32	65	17	35	0	0	497.0	391 / 612
Special Education (**C**)													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	2	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	7	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	51	2	4	30	59	32	63	19	37	0	0	494.4	391 / 612
TOTAL Non-Limited English Proficiency	56	2	4	30	54	32	57	24	43	0	0	491.0	310 / 612
Gender													
Male	29	0	0	18	62	18	62	11	38	0	0	490.0	310 / 556
Female	27	2	7	12	44	14	52	13	48	0	0	492.0	353 / 612
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
SES													
Paid lunch	33	2	6	22	67	24	73	3	27	0	0	502.0	357 / 612
Free or reduced lunch	23	0	0	8	35	8	35	15	65	0	0	452.0	310 / 539
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	53	2	4	27	51	29	55	24	45	0	0	485.0	310 / 612
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***	***	***	***	***	***	***	*** / ***

The cut score at Pass is 472. The cut score at Pass+ is 570.
The Lowest/Highest Scale Score Possible for English/language arts is 135/740.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students

F **G**

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Summary Report

Test Date: FALL

School: SCHOOL ONE
Grade: XX

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Page 2

	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	**56**	**1**	**2**	**31**	**55**	**32**	**57**	**23**	**41**	**1**	**2**	**491.0**	**344 / 570**
General Education													
TOTAL General Education	49	1	2	29	59	30	61	18	37	1	2	493.0	376 / 570
Special Education (**H**)													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	2	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	7	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Limited English Proficiency													
With accommodations													
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency													
With accommodations													
Without accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTALNon-Limited English Proficiency	51	1	2	31	61	32	63	18	35	1	2	496.3	376 / 570
	56	1	2	31	55	32	57	23	41	1	2	491.0	344 / 570
Gender													
Male	29	1	3	17	59	18	62	11	38	0	0	494.7	344 / 570
Female	27	0	0	14	52	14	52	12	44	1	4	478.5	476 / 549
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
SES													
Paid lunch	33	1	3	24	73	25	76	8	24	0	0	502.0	344 / 570
Free or reduced lunch	23	0	0	7	30	7	30	15	65	1	4	447.0	350 / 527
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	53	1	2	28	53	29	55	23	43	1	2	488.0	344 / 570
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***	***	***	***	***	***	***	*** / ***

The cut score at Pass is 464. The cut score at Pass+ is 559.
The Lowest/Highest Scale Score Possible for mathematics is 220/760.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%

*** Value not computed for fewer than 10 students

6/23/06

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Highlights of the Disaggregation Summary Report

A Identifies the school, grade, corporation-school number, corporation, county, and state in the left column.

B Provides the total number of students.

C Identifies the reporting populations in the English/language arts content area.

D 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.)

E Indicates the test date.

F Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

G Indicates the lowest and highest scale scores obtained.

H Identifies the reporting populations in the Mathematics content area.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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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.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS B

Applied Skills Frequency Distribution

School: SCHOOL ONE

Grade: XX A

Simulated Data

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

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA E

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C D

E/la Item # - Test #	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-3-Writing Applications	6	60			0	0	9	15	41	69	9	15	0	0	0	0
13b-4-Writing Applications	4	60			10	17	30	50	11	18	0	0				
Lang. Conventions																
1b-3-Lang. Conventions	4	60			1	2	6	10	26	44	26	44				
13c-4-Lang. Conventions	4	60			12	20	24	40	10	17	6	10				
Reading Comp.																
3-4-Reading Comp.	2	60	14	23	14	23	23	38								
6-4-Reading Comp.	2	60	8	13	17	28	33	55								
9-4-Reading Comp.	2	60	11	18	26	43	17	28								
11-4-Reading Comp.	2	60	4	7	20	33	29	48								
Lit. Response & Analysis																
12a-4-Lit. Response & Analysis	2	60	18	30	15	25	18	30								

Math Item # - Test #	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	%
Algebra & Functions																
1-7-Algebra & Functions	2	60	32	53	2	3	25	42								
2-7-Algebra & Functions	2	60	42	70	12	20	6	10								
7-7-Algebra & Functions	2	60	20	33	9	15	31	52								
Computation																
3-7-Computation	2	60	51	85	3	5	6	10								
Geometry																
4-7-Geometry	2	60	54	90	5	8	1	2								
Problem Solving																
3-7-Problem Solving	2	60	34	57	7	12	16	27								
2-8-Problem Solving	2	60	44	73	13	22	3	5								
3-8-Problem Solving	2	60	49	82	2	3	7	12								
5-8-Problem Solving	3	60	27	45	19	32	2	3	2	3						
Number Sense																
6-7-Number Sense	2	60	24	40	23	38	12	20								
Data Analysis & Prob.																
1-8-Data Analysis & Prob.	2	60	17	28	10	17	33	55								
4-8-Data Analysis & Prob.	2	60	13	22	17	28	30	50								
7-8-Data Analysis & Prob.	2	60	24	40	5	8	30	50								
Measurement																
6-8-Measurement	2	60	40	67	2	3	18	30								

Science Item # - Test #	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	%
Common Themes																
1-3-Common Themes	2	60	13	22	27	45	16	27								
Scientific Thinking																
2-3-Scientific Thinking	2	60	28	47	21	35	6	10								
Nature of Science & Tech																
3-3-Nature of Science & Tech	2	60	19	32	23	38	16	27								
The Physical Setting																
4-3-The Physical Setting	3	60	11	18	12	20	10	17	19	32						
7-3-The Physical Setting	3	60	22	37	31	52	6	10	0	0						
The Living Environment																
5-3-The Living Environment	2	60	28	47	17	28	8	13								
8-3-The Living Environment	2	60	18	30	21	35	14	23								
The Mathematical World																
6-3-The Mathematical World	3	60	15	25	14	23	13	22	16	27						

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F

Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%	Invalid / Omitted Test N	%
0	0	0	0	0	0	0	0
0	0	0	0	1	2	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	1	2	0	0

Simulated Data

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

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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Math Item # - Test #	Total Number of Stdnts	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	%
Algebra & Functions													
1-7-Algebra & Functions	60	1	2	0	0	0	0	0	0			0	0
2-7-Algebra & Functions	60	0	0	0	0	0	0	0	0			0	0
7-7-Algebra & Functions	60	0	0	0	0	0	0	0	0			0	0
Computation													
3-7-Computation	60	0	0	0	0	0	0	0	0			0	0
Geometry													
4-7-Geometry	60	0	0	0	0	0	0	0	0			0	0
Problem Solving													
3-7-Problem Solving	60	3	5	0	0	0	0	0	0			0	0
2-8-Problem Solving	60	0	0	0	0	0	0	0	0			0	0
3-8-Problem Solving	60	2	3	0	0	0	0	0	0			0	0
5-8-Problem Solving	60	10	17	0	0	0	0	0	0			0	0
Number Sense													
6-7-Number Sense	60	1	2	0	0	0	0	0	0			0	0
Data Analysis & Prob.													
1-8-Data Analysis & Prob.	60	0	0	0	0	0	0	0	0			0	0
4-8-Data Analysis & Prob.	60	0	0	0	0	0	0	0	0			0	0
7-8-Data Analysis & Prob.	60	1	2	0	0	0	0	0	0			0	0
Measurement													
6-8-Measurement	60	0	0	0	0	0	0	0	0			0	0

Science Item # - Test #	Total Number of Stdnts	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	%
Common Themes													
1-3-Common Themes	60	4	7	0	0	0	0	0	0	0	0	0	0
Scientific Thinking													
2-3-Scientific Thinking	60	5	8	0	0	0	0	0	0	0	0	0	0
Nature of Science & Tech													
3-3-Nature of Science & Tech	60	2	3	0	0	0	0	0	0	0	0	0	0
The Physical Setting													
4-3-The Physical Setting	60	8	13	0	0	0	0	0	0	0	0	0	0
7-3-The Physical Setting	60	1	2	0	0	0	0	0	0	0	0	0	0
The Living Environment													
5-3-The Living Environment	60	7	12	0	0	0	0	0	0	0	0	0	0
8-3-The Living Environment	60	7	12	0	0	0	0	0	0	0	0	0	0
The Mathematical World													
6-3-The Mathematical World	60	2	3	0	0	0	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 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.

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

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

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

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 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 (English/language arts and Science only)

If the writing prompt receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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Reports for the Corporation Administrator

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

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). Information for Science appears on a separate page for Grades 5 and 7. 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.

The section at the bottom of the report called “Summary of Scores” provides corporation 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.

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ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Corporation Proficiency Performance Summary

Corporation: CORP ONE **A**

Grade: XX

Simulated Data **C**

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

Test Date: FALL

D

CORP: 1234
County: COUNTY ONE
State: INDIANA

I

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B

	English/ language arts Pass+	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	**Mathematics TOTALS**
Mathematics Pass+	1 — 0% — 0 Students Pass+ in E/la and Math	2 — 0% — 0 Students Pass in E/la and Pass+ in Math	3 — 2% — 1 Student Did Not Pass in E/la and Pass+ in Math	0% — 0 Students Undetermined in E/la and Pass+ in Math	2% — **1 Student Pass+ in Math**
Mathematics Pass	4 — 5% — 2 Students Pass+ in E/la and Pass in Math	5 — 52% — 23 Students Pass in E/la and Math	6 — 7% — 3 Students Did Not Pass in E/la and Pass in Math	0% — 0 Students Undetermined in E/la and Pass in Math	64% — **28 Students Pass in Math**
Mathematics Did Not Pass	7 — 0% — 0 Students Pass+ in E/la and Did Not Pass in Math	8 — 11% — 5 Students Pass in E/la and Did Not Pass in Math	9 — 20% — 9 Students Did Not Pass in E/la and Math	0% — 0 Students Undetermined in E/la and Did Not Pass in Math	32% — **14 Students Did Not Pass in Math**
Mathematics Undetermined	0% — 0 Students Pass+ in E/la and Undetermined in Math	0% — 0 Students Pass in E/la and Undetermined in Math	2% — 1 Student Did Not Pass in E/la and Undetermined in Math	0% — 0 Students Undetermined in E/la and Math	2% — **1 Students Undetermined in Math**
English/ language arts TOTALS	5% — **2 Students Pass+ in E/la**	64% — **28 Students Pass in E/la**	32% — **14 Students Did Not Pass in E/la**	0% — **0 Students Undetermined in E/la**	

H

Summary of Student Counts

Total Grade Count	44
Students with Complete Tests	43
Students with Undetermined Scores	
E/la Only	0
Math Only	1
Both	0

E **F** **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	528.7	533.3	MSS: 614.5	MSS: 547.1	MSS: 479.6	MSS: 651.0	MSS: 554.5	MSS: 482.6
Pass Cut Score	516	517	SD: 2.1	SD: 20.9	SD: 32.8	SD:	SD: 23.9	SD: 38.4
Pass+Cut Score	611	629	L/H Obt: 613-616	L/H Obt: 521-599	L/H Obt: 398-513	L/H/Obt: 651-651	L/H/Obt: 518-597	L/H/Obt: 379-514
Standard Deviation	44.1	48.0	L/H Range: 611-770	L/H Range: 516-610	L/H Range: 175-515	L/H Range: 629-870	L/H Range: 517-628	L/H Range: 260-516
Lowest/Highest Scale Score Obtained	398-616	379-651	2 Students Pass+	28 Students Pass	14 Students Did Not Pass	1 Students Pass+	28 Students Pass	14 Students Did Not Pass
Lowest/Highest Scale Score Possible	175-770	260-870						

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

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

D Indicates the test date and identifies the corporation number, county, and state.

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

F Provides corporation summary information for the Mathematics content area.

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

H Reports the number of students.

I Defines the abbreviations used in this report.

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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: XX **B**

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. **G**

■No. of Students: 40

Test Date: FALL

CORP: 1234 **H**
County: COUNTY ONE
State: INDIANA

Indiana Performance Index (IPI)

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

MC : Multiple-choice items
OE : Open-ended items

** : Expected IPI for a student at the passing cut score

	Corporation Summary							School Summary **F**					
		C		**D**		**E**		SCHOOL ONE					
	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													
1. Reading Vocabulary(MC)	7	71	5.2	72.8	1.8	26	65	72.8	1.8				
2. Reading Comp.(MC,OE)	16	52	9.2	57.3	5.3	24	60	57.3	5.3				
3. Lit Response & Analysis(MC,OE)	23	60	14.7	64.3	4.3	26	65	64.3	4.3				
4. Writing Process(MC)	5	74	3.6	71.9	-2.1	24	60	71.9	-2.1				
5. Writing Applications(OE)	10	50	5.3	52.0	2.0	26	65	52.0	2.0				
6. Lang. Conventions(MC,OE)	15	68	10.5	70.5	2.5	24	60	70.5	2.5				
*Number of Students: 40													
Mathematics													
1. Number Sense(MC,OE)	12	62	8.3	70.4	8.4	30	75	70.4	8.4				
2. Computation(MC)	12	74	10.4	80.9	6.9	32	80	80.9	6.9				
3. Algebra & Functions(MC,OE)	12	50	7.2	60.7	10.7	28	70	60.7	10.7				
4. Geometry(MC,OE)	11	62	7.2	67.7	5.7	29	73	67.7	5.7				
5. Measurement(MC,OE)	13	47	7.3	57.3	10.3	30	75	57.3	10.3				
6. Data Analysis & Prob(MC,OE)	10	66	7.5	74.3	8.3	29	73	74.3	8.3				
7. Problem Solving(OE)	11	20	3.6	33.1	13.1	26	65	33.1	13.1				
*Number of Students: 40													
Science													
1. Nature of Science & Tech(MC,OE)	13	60	8.0	61.4	1.4	20	50	61.4	1.4				
2. Scientific Thinking(MC,OE)	10	53	5.4	55.7	2.7	20	50	55.7	2.7				
3. The Physical Setting(MC,OE)	16	53	8.5	53.9	0.9	20	50	53.9	0.9				
4. The Living Environment(MC,OE)	14	54	8.3	57.4	3.4	21	53	57.4	3.4				
5. The Mathematical World(MC)	7	72	5.2	73.3	1.3	22	55	73.3	1.3				
6. Common Themes(MC,OE)	8	70	5.3	69.7	-0.3	19	48	69.7	-0.3				
*Number of Students: 40													

* Number of students that completed all tests in the content area. ■ Total number of all students that tested. Any student tested in more than one content area is counted once.
Adding the two-digit "IPI at Pass" scores will not result in the three-digit student score found on the Student Report.

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Highlights of the Group Academic Standards Summary

A Identifies the corporation and grade.

B Defines the report symbols and abbreviations used in this report.

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

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

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

F Lists schools alphabetically by name from left to right.

G Lists Academic Standards for the grade.

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

Note: Science data will be included on all of the reports for Grades 5 and 7.

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Disaggregation Summary Report

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 given at the group level and describes achievement for each reporting population.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Corporation: CORP ONE

Grade: XX

Simulated Data **A**

Purpose
This report describes group achievement for selected reporting populations.

CORP-SCH: 1234-1234
County: COUNTY ONE
State: INDIANA

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Disaggregation Summary Report **E**

Test Date: FALL

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 **B**	**56**	**2**	**4**	**30**	**54**	**32**	**57**	**24**	**43**	**0**	**0**	**491.0**	**310 / 612**
General Education													
TOTAL General Education	49	2	4	30	61	32	65	17	35	0	0	497.0	391 / 612
Special Education													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	2	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	7	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	51	2	4	30	59	32	63	19	37	0	0	494.4	391 / 612
TOTAL Non-Limited English Proficiency	56	2	4	30	54	32	57	24	43	0	0	491.0	310 / 612
Gender													
Male	29	0	0	18	62	18	62	11	38	0	0	490.0	310 / 556
Female	27	2	7	12	44	14	52	13	48	0	0	492.0	353 / 612
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
SES													
Paid lunch	33	2	6	22	67	24	73	3	27	0	0	502.0	357 / 612
Free or reduced lunch	23	0	0	8	35	8	35	15	65	0	0	452.0	310 / 539
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	53	2	4	27	51	29	55	24	45	0	0	485.0	310 / 612
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***	***	***	***	***	***	***	*** / ***

D **F** **G**

The cut score at Pass is 472. The cut score at Pass+ is 570.
The Lowest/Highest Scale Score Possible for English/language arts is 135/740.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students

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Corporation: CORP ONE

Grade: XX

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP-SCH: 1234-1234
County: COUNTY ONE
State: INDIANA

Page 2

Summary Report

Test Date: FALL

All Students	**56**	**1**	**2**	**31**	**55**	**32**	**57**	**23**	**41**	**1**	**2**	**491.0**	**344 / 570**
General Education													
TOTAL General Education **H**	49	1	2	29	59	30	61	18	37	1	2	493.0	376 / 570
Special Education													
With accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	2	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	7	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Limited English Proficiency													
With accommodations													
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency													
With accommodations													
Without accommodations	5	***	***	***	***	***	***	***	***	***	***	***	*** / ***
TOTALNon-Limited English Proficiency	51	1	2	31	61	32	63	18	35	1	2	496.3	376 / 570
	56	1	2	31	55	32	57	23	41	1	2	491.0	344 / 570
Gender													
Male	29	1	3	17	59	18	62	11	38	0	0	494.7	344 / 570
Female	27	0	0	14	52	14	52	12	44	1	4	478.5	476 / 549
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
SES													
Paid lunch	33	1	3	24	73	25	76	8	24	0	0	502.0	344 / 570
Free or reduced lunch	23	0	0	7	30	7	30	15	65	1	4	447.0	350 / 527
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	53	1	2	28	53	29	55	23	43	1	2	488.0	344 / 570
Multiracial	3	***	***	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***	***	***	***	***	***	***	*** / ***

The cut score at Pass is 464. The cut score at Pass+ is 559.
The Lowest/Highest Scale Score Possible for mathematics is 220/760.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%

*** Value not computed for fewer than 10 students

6/23/06

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Highlights of the Disaggregation Summary Report

A Identifies the corporation, grade, corporation-school number, county, and state in the left column.

B Provides the total number of students.

C Identifies the reporting populations in the English/language arts content area.

D 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.)

E Indicates the test date.

F Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

G Indicates the lowest and highest scale scores obtained.

H Identifies the reporting populations in the Mathematics content area.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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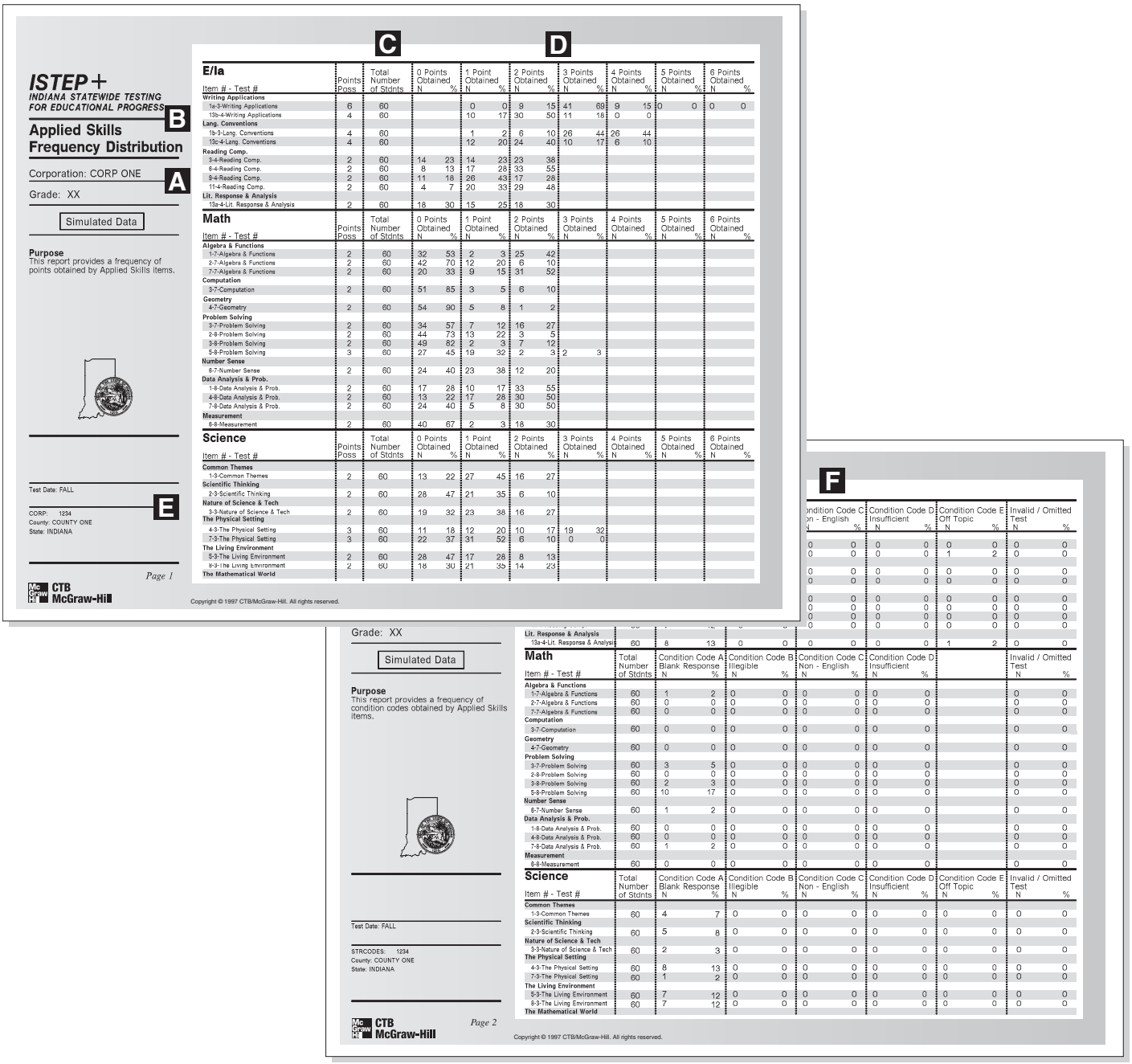
Applied Skills Frequency Distribution

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.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

B Applied Skills Frequency Distribution

Corporation: CORP ONE

A Grade: XX

Simulated Data

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

Test Date: FALL

E CORP: 1234
County: COUNTY ONE
State: INDIANA

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C D

E/la Item # - Test #	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-3-Writing Applications	6	60			0	0	9	15	41	69	9	15	0	0	0	0
13b-4-Writing Applications	4	60			10	17	30	50	11	18	0	0				
Lang. Conventions																
1b-3-Lang. Conventions	4	60			1	2	6	10	26	44	26	44				
13c-4-Lang. Conventions	4	60			12	20	24	40	10	17	6	10				
Reading Comp.																
3-4-Reading Comp.	2	60	14	23	14	23	23	38								
6-4-Reading Comp.	2	60	8	13	17	28	33	55								
9-4-Reading Comp.	2	60	11	18	26	43	17	28								
11-4-Reading Comp.	2	60	4	7	20	33	29	48								
Lit. Response & Analysis																
13a-4-Lit. Response & Analysis	2	60	18	30	15	25	18	30								

Math Item # - Test #	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	%
Algebra & Functions																
1-7-Algebra & Functions	2	60	32	53	2	3	25	42								
2-7-Algebra & Functions	2	60	42	70	12	20	6	10								
7-7-Algebra & Functions	2	60	20	33	9	15	31	52								
Computation																
3-7-Computation	2	60	51	85	3	5	6	10								
Geometry																
4-7-Geometry	2	60	54	90	5	8	1	2								
Problem Solving																
3-7-Problem Solving	2	60	34	57	7	12	16	27								
2-8-Problem Solving	2	60	44	73	13	22	3	5								
3-8-Problem Solving	2	60	49	82	2	3	7	12								
5-8-Problem Solving	3	60	27	45	19	32	2	3	2	3						
Number Sense																
6-7-Number Sense	2	60	24	40	23	38	12	20								
Data Analysis & Prob.																
1-8-Data Analysis & Prob.	2	60	17	28	10	17	33	55								
4-8-Data Analysis & Prob.	2	60	13	22	17	28	30	50								
7-8-Data Analysis & Prob.	2	60	24	40	5	8	30	50								
Measurement																
6-8-Measurement	2	60	40	67	2	3	18	30								

Science Item # - Test #	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	%
Common Themes																
1-3-Common Themes	2	60	13	22	27	45	16	27								
Scientific Thinking																
2-3-Scientific Thinking	2	60	28	47	21	35	6	10								
Nature of Science & Tech																
3-3-Nature of Science & Tech	2	60	19	32	23	38	16	27								
The Physical Setting																
4-3-The Physical Setting	3	60	11	18	12	20	10	17	19	32						
7-3-The Physical Setting	3	60	22	37	31	52	6	10	0	0						
The Living Environment																
5-3-The Living Environment	2	60	28	47	17	28	8	13								
8-3-The Living Environment	2	60	18	30	21	35	14	23								
The Mathematical World																

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F

Lit. Response & Analysis																
13a-4-Lit. Response & Analysis	60	8	13	0	0	0	0	0	0	1	2	0	0			

Grade: XX

Simulated Data

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

Test Date: FALL

STRCODES: 1234
County: COUNTY ONE
State: INDIANA

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Math Item # - Test #	Total Number of Stdnts	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	%
Algebra & Functions													
1-7-Algebra & Functions	60	1	2	0	0	0	0	0	0			0	0
2-7-Algebra & Functions	60	0	0	0	0	0	0	0	0			0	0
7-7-Algebra & Functions	60	0	0	0	0	0	0	0	0			0	0
Computation													
3-7-Computation	60	0	0	0	0	0	0	0	0			0	0
Geometry													
4-7-Geometry	60	0	0	0	0	0	0	0	0			0	0
Problem Solving													
3-7-Problem Solving	60	3	5	0	0	0	0	0	0			0	0
2-8-Problem Solving	60	0	0	0	0	0	0	0	0			0	0
3-8-Problem Solving	60	2	3	0	0	0	0	0	0			0	0
5-8-Problem Solving	60	10	17	0	0	0	0	0	0			0	0
Number Sense													
6-7-Number Sense	60	1	2	0	0	0	0	0	0			0	0
Data Analysis & Prob.													
1-8-Data Analysis & Prob.	60	0	0	0	0	0	0	0	0			0	0
4-8-Data Analysis & Prob.	60	0	0	0	0	0	0	0	0			0	0
7-8-Data Analysis & Prob.	60	1	2	0	0	0	0	0	0			0	0
Measurement													
6-8-Measurement	60	0	0	0	0	0	0	0	0			0	0

Science Item # - Test #	Total Number of Stdnts	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	%
Common Themes													
1-3-Common Themes	60	4	7	0	0	0	0	0	0	0	0	0	0
Scientific Thinking													
2-3-Scientific Thinking	60	5	8	0	0	0	0	0	0	0	0	0	0
Nature of Science & Tech													
3-3-Nature of Science & Tech	60	2	3	0	0	0	0	0	0	0	0	0	0
The Physical Setting													
4-3-The Physical Setting	60	8	13	0	0	0	0	0	0	0	0	0	0
7-3-The Physical Setting	60	1	2	0	0	0	0	0	0	0	0	0	0
The Living Environment													
5-3-The Living Environment	60	7	12	0	0	0	0	0	0	0	0	0	0
8-3-The Living Environment	60	7	12	0	0	0	0	0	0	0	0	0	0
The Mathematical World													

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Highlights of the Applied Skills Frequency Distribution

A Identifies the corporation and grade.

B 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.

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

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

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

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 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
(English/language arts and Science only)

If the writing prompt receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

Note: Science data will be included on all of the reports for Grades 5 and 7.

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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, Mathematics, and/or Science are listed as "Undetermined." This 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: XX

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: FALL

E

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

B Students	**C** Undetermined in Category	**D** English/language arts						Mathematics				
		E/la T1 - MC	E/la T2 - MC	Writing T3 - OE	E/la T4 - MC, OE			Math T5 - MC	Math T6 - MC	Math T7 - OE	Math T8 - OE	
VICKERS, JOHN Birthdate: 12/26/XX Special Codes Student ID 987654321 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt			Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	

F MC: Multiple-choice items OE: Open-ended items
Note: Test not taken or Invalid by School 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, Mathematics, and/or Science.

C Indicates whether the "Undetermined" status is in English/language arts, Mathematics, and/or Science.

D Indicates which subtest was invalidated or not completed.

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

F Defines the abbreviations used in this report.

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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: XX

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: FALL **F**

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 1 Page 1

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B Scale Score	C English/language arts Frequency	Percent	Cumulative Frequency	Cumulative Percent	D Mathematics Frequency	Percent	Cumulative Frequency	Cumulative Percent	E Scale Score
678					1	2.50	40	100.00	678
665					1	2.50	39	97.50	665
662					2	5.00	38	95.00	662
653					1	2.50	36	90.00	653
638	1	2.50	40	100.00					638
631	1	2.50	39	97.50					631
628					1	2.50	35	87.50	628
616					1	2.50	34	85.00	616
615					1	2.50	33	82.50	615
613	1	2.50	38	95.00	1	2.50	32	80.00	613
612	1	2.50	37	92.50					612
610					1	2.50	31	77.50	610
605					1	2.50	30	75.00	605
603	1	2.50	36	90.00					603
595	1	2.50	35	87.50					595
591	1	2.50	34	85.00					591
586					1	2.50	29	72.50	586
581	1	2.50	33	82.50	1	2.50	28	70.00	581
580					1	2.50	27	67.50	580
579					1	2.50	26	65.00	579
577	1	2.50	32	80.00	1	2.50	25	62.50	577
575					1	2.50	24	60.00	575
573	1	2.50	31	77.50	1	2.50	23	57.50	573
568					1	2.50	22	55.00	568
566	2	5.00	30	75.00					566
565	2	5.00	28	70.00					565
564	1	2.50	26	65.00					564
562	1	2.50	25	62.50					562
561	2	5.00	24	60.00					561
559					1	2.50	21	52.50	559
557	2	5.00	22	55.00	1	2.50	20	50.00	557
554					2	5.00	19	47.50	554
553					1	2.50	17	42.50	553
549					2	5.00	16	40.00	549
548					1	2.50	14	35.00	548
544					3	7.50	13	32.50	544
541	1	2.50	20	50.00					541
538	1	2.50	19	47.50					538
537	1	2.50	18	45.00					537
535	1	2.50	17	42.50					535
532	1	2.50	16	40.00					532
531					1	2.50	10	25.00	531
528					1	2.50	9	22.50	528
527					1	2.50	8	20.00	527
470									470
457					1	2.50	4	10.00	457
455					1	2.50	3	7.50	455
438					1	2.50	2	5.00	438
435					1	2.50	1	2.50	435
413	1	2.50	2	5.00					413
407	1	2.50	1	2.50					407

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Grade: XX

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: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 2 Page 1

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		Mathematics
		40
		678
Low Score	407	435
Local Percentiles		
90	607.5	656.0
75	570.7	607.5
50 (Median)	546.3	558.0
25	496.5	534.3
10	473.0	470.5
Mean	539.5	563.8
Standard Deviation	53.6	60.5
Score Ranges		
Pass+	843-795	644-900
Pass	521-642	541-643
Did Not Pass	195-520	280-540

G

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Highlights of the Academic Standards Frequency Distribution

A Identifies the corporation and grade.

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

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

D Shows the number and percentage of students who achieved each scale score on the Mathematics test.

E Lists the scale scores achieved on the Mathematics test.

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

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

Note: Science data will be included on all of the reports for Grades 5 and 7.

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Section II:

The *ISTEP+* Testing Program for the GQE Retest

Reports for the GQE Retest

This guide will help you understand *ISTEP+* test results and report forms 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 specific to GQE Retest students is included on page 92 for your use.

The fall 2007 *ISTEP+* test for the GQE will be reported by three performance levels: Pass+, Pass, and Did Not Pass.

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

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ISTEP+ Report Information

Report	*Number of Paper Copies*
For Teachers	
Student Report	3
Proficiency Roster	1
Class Academic Standards Report	1
Undetermined Status Roster	2
For School Administrators	
Proficiency Roster	1
Academic Standards Summary (corporation)	0
GQE Required Retest List	1
Disaggregation Summary Report	1
Pass/Retest Labels	1
Applied Skills Frequency Distribution	1
For Corporation Administrators	
Proficiency Roster (school)	0
Academic Standards Summary (corporation)	0
Group Academic Standards Summary (corporation)	0
Disaggregation Summary Report (school)	0
Disaggregation Summary Report (corporation)	1
Applied Skills Frequency Distribution (school)	0
Applied Skills Frequency Distribution (corporation)	0
Undetermined Status Roster (school)	1
Academic Standards Frequency Distribution (corporation)	0

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GQE Retest students must take both the Multiple-Choice and Applied Skills sections of the GQE Retest for each content area they have not yet passed.

Note: Failure to return both the completed Multiple-Choice answer booklet and Applied Skills test book(s) will result in a student receiving a status of "Undetermined" on the GQE Retest.

Copies of student answers to the open-ended items, as they appeared in the Applied Skills test books, will be returned to teachers to assist them in reviewing the students' performance. Teachers may use these papers, in conjunction with information in the *ISTEP+ Teacher's Scoring Guide*s, to further evaluate each student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in the shrink-wrapped folder marked "Student RPT for Image." This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The *ISTEP+* score reports are packaged by 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. If you are unfamiliar with *ISTEP+* or the testing and scoring terms, please review the previous section in this guide, "Understanding *ISTEP+* Test Results." You will also find a glossary specific to the GQE Retest beginning on page 88.

Sample Letter to Parents

To help teachers explain the *ISTEP+* reports to parents, a Sample Letter to Parents specific to GQE Retest students is provided on page 92. You may duplicate or edit the letter to make it appropriate for your use.

Report Labeling

The GQE Retest reports will have margin labels reading "GQE RETEST."

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Reports for Teachers

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

Student Report (front)

The Student Report is designed to clearly communicate student performance. The front of the report shows the Student Score and whether the student is placed in the Pass+, Pass, or Did Not Pass performance level in each content area. The three performance levels were established by the Indiana State Board of Education. (See page 10 for an explanation of performance levels.) Students whose scores place them in the Pass+ or Pass performance level 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(s).

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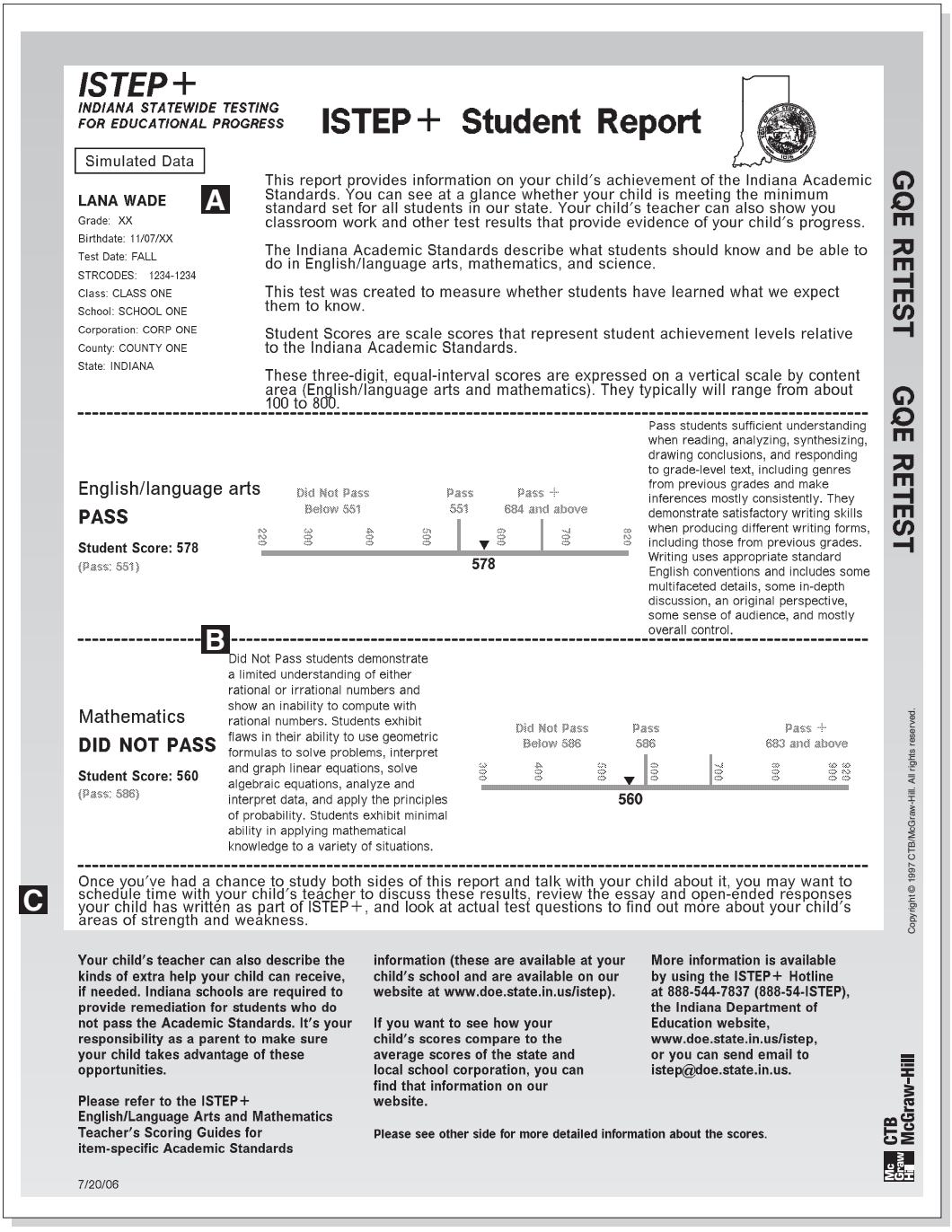
Sample Student Report

The sample Student Report presents results for Lana Wade, a retest student who took the *ISTEP+* test. The middle section of this page describes Lana's performance as measured against the Indiana Academic Standards, and it shows her achievement for each content area as a three-digit Student Score. The score required to pass the Indiana Academic Standards in English/language arts is 551. Lana's score of 578 means she passed the Indiana Academic Standards for that content area. The score required to pass in Mathematics is 586. Lana's score of 560 means she did not pass the Indiana Academic Standards for that content area.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

ISTEP+ Student Report

Simulated Data

LANA WADE
Grade: XX
Birthdate: 11/07/XX
Test Date: FALL
STRCODES: 1234-1234
Class: CLASS ONE
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

A

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, mathematics, and science.

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
PASS
Student Score: 578
(Pass: 551)

Did Not Pass Below 551 | Pass 551 | Pass + 684 and above
220 300 400 500 600 700 820
578

Pass students sufficient understanding when reading, analyzing, synthesizing, drawing conclusions, and responding to grade-level text, including genres from previous grades and make inferences mostly consistently. They demonstrate satisfactory writing skills when producing different writing forms, including those from previous grades. Writing uses appropriate standard English conventions and includes some multifaceted details, some in-depth discussion, an original perspective, some sense of audience, and mostly overall control.

B

Mathematics
DID NOT PASS
Student Score: 560
(Pass: 586)

Did Not Pass a limited understanding of either rational or irrational numbers and show an inability to compute with rational numbers. Students exhibit flaws in their ability to use geometric formulas to solve problems, interpret and graph linear equations, solve algebraic equations, analyze and interpret data, and apply the principles of probability. Students exhibit minimal ability in applying mathematical knowledge to a variety of situations.

Did Not Pass Below 586 | Pass 586 | Pass + 683 and above
300 400 500 600 700 800 920
560

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.

GQE RETEST GQE RETEST

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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.

Please see other side for more detailed information about the scores.

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7/20/06

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Highlights of the Student Report (front)

A Identifies the student's name, grade, and birth date. Indicates the test date and identifies the class, school, corporation, county, and state.

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

C Provides information for parents.

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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, and the difference between the Student Score and the Score Needed for Passing (Strength or Weakness). Reading to the right of the first Academic Standard, Reading Vocabulary, you will see that Lana achieved a Student Score of 76 as compared with the Score Needed for Passing, which is 66. Lana's score is 10 points higher than the Score Needed for Passing.

LANA WADE

Grade: RETEST
Birthdate: 11/10/XX
Student ID: 123456789

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

F

A B C D E G H I

English/Language Arts

	Item Type	Student Score	Score Needed for Passing	Strength or Weakness
Reading Vocabulary	(MC)	**76**	66	10
Reading Comp.	(MC,OE)	**75**	62	13
Lit Response & Analysis	(MC,OE)	**74**	65	9
Writing Process	(MC)	**76**	64	12
Writing Applications	(OE)	**73**	68	5
Lang. Conventions	(MC,OE)	**79**	70	9

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

J

Test 1

Item	Standard	Page Number	Points Earned	Points Possible
1a	Writing Applications	1	**4**	6
1b	Lang. Conventions	1	**3**	4

Test 2

Item	Standard	Page Number	Points Earned	Points Possible
2	Lit. Response & Analysis	16	**1**	2
4	Lit. Response & Analysis	17	**1**	2
13	Reading Comp.	24	**2**	2
14a	Reading Comp.	25	**1**	2
14b	Writing Applications	25	**3**	4
14c	Lang. Conventions	25	**3**	4

Mathematics

	Item Type	Student Score	Score Needed for Passing	Strength or Weakness
Number Sense	(MC,GR)	**31**	39	-8
Computation	(MC,GR)	**41**	48	-7
Algebra & Functions	(MC,OE,GR)	**24**	34	-10
Geometry	(MC,OE)	**31**	42	-11
Measurement	(MC,OE,GR)	**34**	42	-8
Data Analysis & Prob.	(MC,OE,GR)	**51**	59	-8
Problem Solving	(MC,OE,GR)	**19**	27	-8

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

Test 1

Item	Standard	Page Number	Points Earned	Points Possible
1	Data Analysis & Prob.	2	**2**	2
2	Algebra & Functions	3	**0**	2
3	Problem Solving	4	**0**	2
4	Algebra & Functions	4	**0**	2
5	Algebra & Functions	5	**0**	2
6	Problem Solving	6	**0**	2
7	Algebra & Functions	7	**0**	3
8	Algebra & Functions	7	**0**	2

Test 2

Item	Standard	Page Number	Points Earned	Points Possible
1	Measurement	12	**0**	2
2	Algebra & Functions	13	**0**	2
3	Geometry	14	**0**	2
4	Data Analysis & Prob.	15	**0**	2
5	Measurement	16	**0**	2
6	Problem Solving	17	**0**	3
7	Problem Solving	18	**0**	3
8	Problem Solving	19	**3**	3

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GQE RETEST GQE RETEST

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On the right side of the page, the points earned by the student for each open-ended item are listed, along with the points possible for each item in each test. One can observe on this simulated report, for example, in the English/language arts section, Test 1, that item 1a, Writing Applications, is located on page 1 of the test book and that Lana scored four points out of six points possible for this item. This report should be used in conjunction with the *ISTEP+ 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 2007.

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 each Academic Standard.

D Shows the difference (+ or –) between the student score and the score needed for passing for a student at the standard.

E Lists each open-ended item and its Academic Standard by content area and test session.

F Explains the condition codes.

G Indicates the page on which each item appears in the test book.

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

I Shows the number of points possible for each open-ended item.

J Defines the abbreviations used in this report.

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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 lower portion of the report, summary information is given for the class as a whole. Shown for each of the content areas are the lowest and highest scale scores obtained by the students in the group, the 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.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS B

Proficiency Roster

Class: CLASS ONE

Grade: RETEST A

Simulated Data

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

No.	Student	English/language arts		Mathematics	
		Scale Score	Category	Scale Score	Category
1	AUSTIN, STEVE	455	D.N.P.	432	D.N.P.
2	BABIN, DAVID	512	D.N.P.	531	D.N.P.
3	BABLEA, KAREN	502	D.N.P.	473	D.N.P.
4	BABU, KALYN		DNR	550	D.N.P.
5	BACA, CLAUDIA	558	Pass		DNR
6	BACE, SYLVIA	543	D.N.P.		DNR
7	BACH, JANE		DNR	537	D.N.P.
8	BACON, CHERYL	513	D.N.P.	517	D.N.P.
9	BALEY, JOYCE	489	D.N.P.	436	D.N.P.
10	FABER, KATE		DNR	554	D.N.P.
11	GADD, TIMOTHY	515	D.N.P.	585	D.N.P.
12	HASS, JOHN	521	D.N.P.	562	D.N.P.
13	LABELL, CAR		DNR	601	Pass
14	MA, RUBY	576	Pass		DNR
15	MAC, DAVID	524	D.N.P.	574	D.N.P.
16	RAAB, SUSAN		DNR	595	Pass
17	SAAR, KIM	468	D.N.P.	423	D.N.P.
18	WADE, LANA	578	Pass	560	D.N.P.

C D

GQE RETEST GQE RETEST

Test Date: FALL F

CORP-SCH: 1234-1234 E
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

D.N.P.: Did Not Pass DNR: Did Not Retest

English/language arts

Highest SS Obtained	578	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	519.5	No./PCT Pass	3 / 23%
Lowest SS Obtained	455	No./PCT D.N.P.	10 / 77%
Standard Deviation	37.5		
Low/High Score Possible	220-820	No. of Students Listed	18

Score Range: D.N.P. 220-550 Pass 551-663 Pass+ 664-820

Mathematics

Highest SS Obtained	601	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	528.7	No./PCT Pass	2 / 13%
Lowest SS Obtained	423	No./PCT D.N.P.	13 / 87%
Standard Deviation	60.0		
Low/High Score Possible	300-920	No. of Students Listed	18

Score Range: D.N.P. 300-585 Pass 586-682 Pass+ 683-920

G H

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Highlights of the Proficiency Roster

A Identifies the class 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 Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

F Defines the symbols and abbreviations used in this report.

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

H Provides Mathematics summary information for the class.

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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.

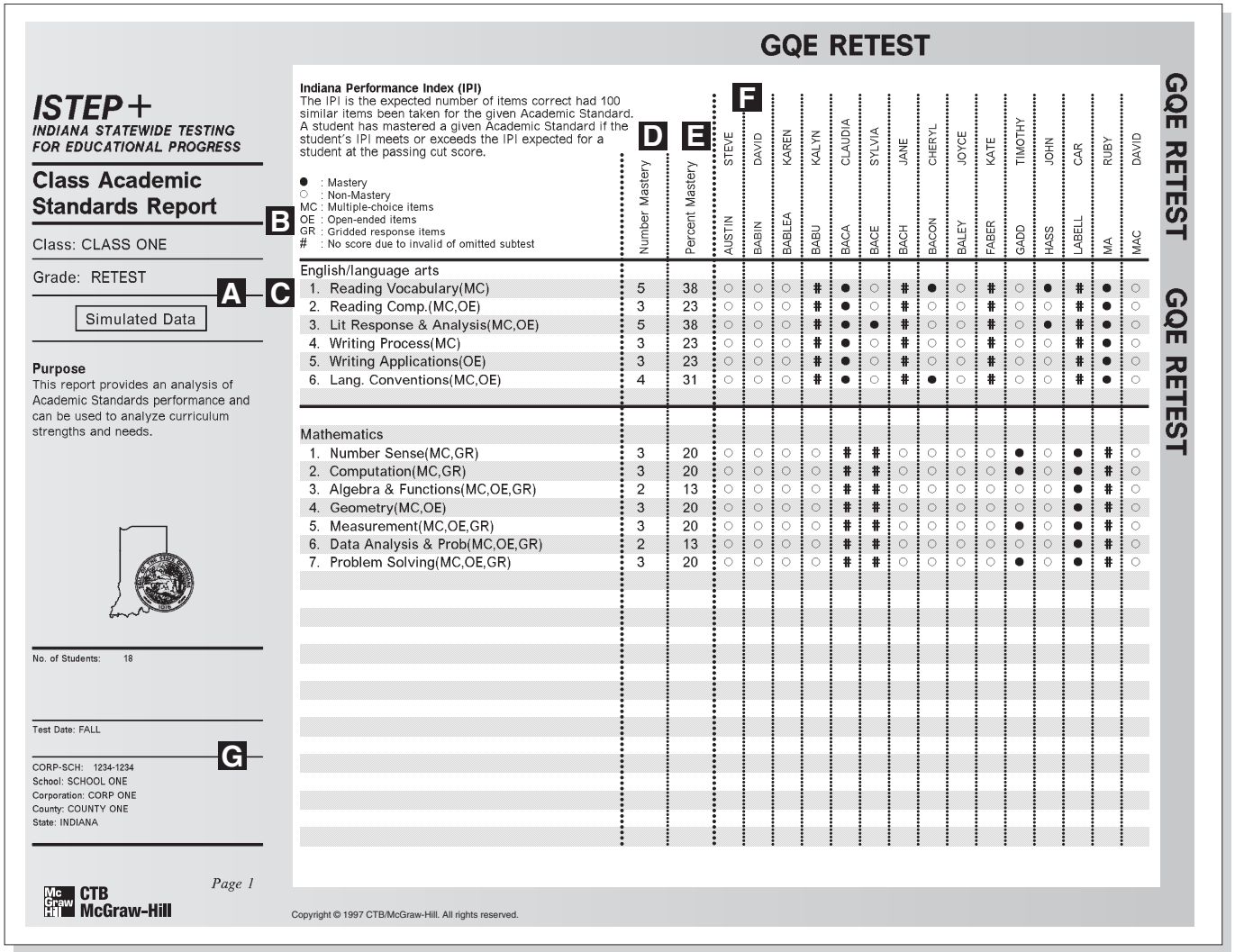
Academic Standards Information

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+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Class Academic Standards Report (B)

Class: CLASS ONE

Grade: RETEST (A) (C)

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: 18

Test Date: FALL

(G)
CORP-SCH: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Page 1

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GQE RETEST

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
GR : Gridded response items
: No score due to invalid of omitted subtest

	(D) Number Mastery	(E) Percent Mastery	(F) STEVE	DAVID	KAREN	KALYN	CLAUDIA	SYLVIA	JANE	CHERYL	JOYCE	KATE	TIMOTHY	JOHN	CAR	RUBY	DAVID
English/language arts																	
1. Reading Vocabulary(MC)	5	38	○	○	○	#	●	○	#	●	○	#	○	●	#	●	○
2. Reading Comp.(MC,OE)	3	23	○	○	○	#	●	○	#	○	○	#	○	○	#	●	○
3. Lit Response & Analysis(MC,OE)	5	38	○	○	○	#	●	●	#	○	○	#	○	●	#	●	○
4. Writing Process(MC)	3	23	○	○	○	#	●	○	#	○	○	#	○	○	#	●	○
5. Writing Applications(OE)	3	23	○	○	○	#	●	○	#	○	○	#	○	○	#	●	○
6. Lang. Conventions(MC,OE)	4	31	○	○	○	#	●	○	#	●	○	#	○	○	#	●	○
Mathematics																	
1. Number Sense(MC,GR)	3	20	○	○	○	○	#	#	○	○	○	○	●	○	●	#	○
2. Computation(MC,GR)	3	20	○	○	○	○	#	#	○	○	○	○	●	○	●	#	○
3. Algebra & Functions(MC,OE,GR)	2	13	○	○	○	○	#	#	○	○	○	○	○	○	●	#	○
4. Geometry(MC,OE)	3	20	○	○	○	○	#	#	○	○	○	○	○	○	●	#	○
5. Measurement(MC,OE,GR)	3	20	○	○	○	○	#	#	○	○	○	○	●	○	●	#	○
6. Data Analysis & Prob(MC,OE,GR)	2	13	○	○	○	○	#	#	○	○	○	○	○	○	●	#	○
7. Problem Solving(MC,OE,GR)	3	20	○	○	○	○	#	#	○	○	○	○	●	○	●	#	○

GQE RETEST GQE RETEST

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Highlights of the Class Academic Standards Report

A Identifies the class and grade.

B Defines the symbols and abbreviations used in this report.

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 Lists students alphabetically by name from left to right.

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

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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." This 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: CLASS ONE (A)

Grade: RETEST

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: FALL (E)

CODES: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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GQE RETEST

(B) Students	(C) Undetermined in Category	(D) English/language arts: Writing T1 - OE	E/la T2 - MC, OE		R/la T1 - MC	R/la T2 - MC		Mathematics: Math T1 - OE	Math T2 - OE	Math T3 - MC, GR	Math T4 - MC, GR	
CHUNG, PEGGY Birthdate: 8/03/XX Special Codes Student ID 0000000000 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken	Test not taken		Valid Attempt	Invalid by School	Valid Attempt	Valid Attempt	
DEV, JEN Birthdate: 9/13/XX Special Codes Student ID 123456789 Other (K-T) 3133110003	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken	Valid Attempt		Valid Attempt	Invalid by School	Valid Attempt	Valid Attempt	
KING, LISA Birthdate: 6/25/XX Special Codes Student ID 9000036593 Other (K-T) 3133110113	E/la Undetermined Math Did Not Pass	Invalid by School	Valid Attempt		Test not taken	Test not taken		Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	

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

GQE RETEST GQE RETEST

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Highlights of the Undetermined Status Roster

A Identifies the class 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.

F Defines symbols and abbreviations used in this report.

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Reports for the School Administrator

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

Proficiency Roster

This report lists all GQE Retest students in the school alphabetically 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 lower portion of the report, summary information is given for the school as a whole. Shown for each of the content areas are the lowest and highest scale scores obtained by the students in the group, the 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.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Proficiency Roster

School: SCHOOL ONE **A**

Grade: RETEST

Simulated Data

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

B

No.	Student	English/language arts		Mathematics	
		Scale Score	Category	Scale Score	Category
1	AUSTIN, STEVE	455	D.N.P.	432	D.N.P.
2	BABIN, DAVID	512	D.N.P.	531	D.N.P.
3	BABLEA, KAREN	502	D.N.P.	473	D.N.P.
4	BABU, KALYN		DNR	550	D.N.P.
5	BACA, CLAUDIA	558	Pass		DNR
6	BACE, SYLVIA	543	D.N.P.		DNR
7	BACH, JANE		DNR	537	D.N.P.
8	BACON, CHERYL	513	D.N.P.	517	D.N.P.
9	BALEY, JOYCE	489	D.N.P.	436	D.N.P.
10	FABER, KATE		DNR	554	D.N.P.
11	GADD, TIMOTHY	515	D.N.P.	585	D.N.P.
12	HASS, JOHN	521	D.N.P.	562	D.N.P.
13	LABELL, CAR		DNR	601	Pass
14	MA, RUBY	576	Pass		DNR
15	MAC, DAVID	524	D.N.P.	574	D.N.P.
16	RAAB, SUSAN		DNR	595	Pass
17	SAAR, KIM	468	D.N.P.	423	D.N.P.
18	WADE, LANA	578	Pass	560	D.N.P.

C **D**

GQE RETEST GQE RETEST

Test Date: FALL **E**

F D.N.P.: Did Not Pass DNR: Did Not Retest

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

English/language arts **G**

Highest SS Obtained	578	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	519.5	No./PCT Pass	3 / 23%
Lowest SS Obtained	455	No./PCT D.N.P.	10 / 77%
Standard Deviation	37.5		
Low/High Score Possible	220-820	No. of Students Listed	18

Score Range: D.N.P. 220-550 Pass 551-663 Pass+ 664-820

Mathematics **H**

Highest SS Obtained	601	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	528.7	No./PCT Pass	2 / 13%
Lowest SS Obtained	423	No./PCT D.N.P.	13 / 87%
Standard Deviation	60.0		
Low/High Score Possible	300-920	No. of Students Listed	18

Score Range: D.N.P. 300-585 Pass 586-682 Pass+ 683-920

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

F Defines the symbols and abbreviations used in this report.

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

H Provides Mathematics summary information for the school.

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GQE Required Retest List

This report lists alphabetically those students who fell below the standard established for the fall GQE Retest in either English/language arts or Mathematics or in both content areas. It also shows the performance category and scale score for each student in each of the content areas.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

GQE Required Retest List

School: SCHOOL ONE **A**

Grade: RETEST

Simulated Data

Purpose
This report lists students who have not met the Indiana Academic Standard in one or more content areas.

Test Date: FALL

E

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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C **Retest List**

B

Student	E/la Score	E/la Category	Math Score	Math Category
AUSTIN, STEVE	455	D.N.P.	432	D.N.P.
BABIN, DAVID	512	D.N.P.	531	D.N.P.
BABLEA, KAREN	502	D.N.P.	473	D.N.P.
BABU, KALYN		DNR	550	D.N.P.
BACA, CLAUDIA	558	Pass		DNR
BACE, SYLVIA	543	D.N.P.		DNR
BACH, JANE		DNR	537	D.N.P.
BACON, CHERYL	513	D.N.P.	517	D.N.P.
BALEY, JOYCE	489	D.N.P.	436	D.N.P.
FABER, KATE		DNR	554	D.N.P.
GADD, TIMOTHY	515	D.N.P.	585	D.N.P.
HASS, JOHN	521	D.N.P.	562	D.N.P.
LABELL, CAR		DNR	601	Pass
MA, RUBY	576	Pass		DNR
MAC, DAVID	524	D.N.P.	574	D.N.P.
RAAB, SUSAN		DNR	595	Pass
SAAR, KIM	468	D.N.P.	423	D.N.P.
WADE, LANA	578	Pass	560	D.N.P.

D

Student	E/la Score	E/la Category	Math Score	Math Category

F

DNR: Did not retest
D.N.P.: Did not pass

English/language arts standard: Pass+: 664 Pass: 551
Mathematics standard: Pass+: 683 Pass: 586

GQE RETEST GQE RETEST

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Highlights of the GQE Required Retest List

A Identifies the school and grade.

B Lists students alphabetically within the school who need to take the GQE Retest in one or more content areas.

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

F Defines the symbols and abbreviations used in this report.

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Disaggregation Summary Report

The Disaggregation Summary Report consists of 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), and not passing (Did Not Pass). This information is given at the group level and describes achievement for each reporting population.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

School: SCHOOL ONE (A)
Grade: RETEST
Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP-SCH: 1234-1234
Corp: CORP ONE
County: COUNTY ONE
State: INDIANA

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Page 1

GQE RETEST

Disaggregation Summary Report

(E) Test Date: FALL

GQE RETEST GQE RETEST

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 %	Median Scale Score	Low/High Scale Score Obtained
All Students (B)	**74**	**0**	**0**	**25**	**34**	**25**	**34**	**49**	**66**	**531.0**	**421 / 582**
General Education											
TOTAL General Education	48	0	0	22	46	22	46	26	54	542.5	421 / 582
Special Education (C)											
With accommodations	24	0	0	2	8	2	8	22	92	504.7	451 / 579
Without accommodations	2	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	26	0	0	3	12	3	12	23	88	504.7	451/ 581
Limited English Proficiency											
With accommodations	1	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	1	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	2	***	***	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency											
With accommodations	22	0	0	1	4	1	4	22	96	503.0	451 / 579
Without accommodations	49	0	0	23	47	23	47	26	53	544.0	421 / 582
TOTAL Non-Limited English Proficiency	72	0	0	24	33	24	33	48	67	531.0	421 / 582
Gender											
Male	50	0	0	14	28	14	28	36	72	528.0	421 / 579
Female	24	0	0	11	46	11	46	13	54	536.0	469 / 582
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
SES											
Paid lunch	36	0	0	14	39	14	39	22	61	534.0	421 / 582
Free or reduced lunch	38	0	0	11	29	11	29	27	71	527.0	468 / 582
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity											
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	39	0	0	9	23	9	23	30	77	523.0	421 / 582
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	2	***	***	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	33	0	0	15	45	15	45	18	55	541.0	451 / 582
Multiracial	0	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	2	***	***	***	***	***	***	***	***	***	*** / ***

(D)

The cut score at Pass is 551. The cut score at Pass+ is 664.
The Lowest/Highest Scale Score Possible for English/language arts is 220/820.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students

(F) (G)

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GQE RETEST

Summary Report

Test Date: FALL

GQE RETEST GQE RETEST

		Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Median Scale Score	Low/High Scale Score Obtained
		27	**27**	**27**	**27**	**73**	**73**	**557.5**	**300 / 641**
TOTAL General Education	76	0	0	26	34	26	34	565.3	300 / 641
Special Education (H)									
With accommodations	22	0	0	1	5	1	5	518.3	300 / 602
Without accommodations	2	***	***	***	***	***	***	***	*** / ***
TOTAL Special Education	24	0	0	1	4	1	4	515.5	300 / 602
Limited English Proficiency									
With accommodations	0	***	***	***	***	***	***	***	*** / ***
Without accommodations	1	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	1	***	***	***	***	***	***	***	*** / ***
Non-Limited English Proficiency									
With accommodations	22	0	0	1	5	1	5	518.5	300 / 602
Without accommodations	77	0	0	26	34	26	34	565.0	300 / 641
TOTALNon-Limited English Proficiency	99	0	0	27	27	27	27	558.0	300 / 641
Gender									
Male	53	0	0	14	26	14	26	558.0	300 / 641
Female	47	0	0	13	28	13	28	554.0	300 / 631
No valid information	0	***	***	***	***	***	***	***	*** / ***
SES									
Paid lunch	55	0	0	18	33	18	33	569.0	300 / 641
Free or reduced lunch	45	0	0	9	20	9	20	546.0	300 / 629
No valid information	0	***	***	***	***	***	***	***	*** / ***
Ethnicity									
American Indian or Alaska Native	0	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	49	0	0	6	12	6	12	545.0	300 / 641
Asian or Pacific Islander	1	***	***	***	***	***	***	***	*** / ***
Hispanic	4	***	***	***	***	***	***	***	*** / ***
White (Not of Hispanic Origin)	45	0	0	18	40	18	40	575.0	300 / 641
Multiracial	1	***	***	***	***	***	***	***	*** / ***
No valid information	0	***	***	***	***	***	***	***	*** / ***
Migrant	2	***	***	***	***	***	***	***	*** / ***

The cut score at Pass is 586. The cut score at Pass+ is 683.
The Lowest/Highest Scale Score Possible for mathematics is 300/920.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%

*** Value not computed for fewer than 10 students

School: SCHOOL ONE
Grade: RETEST
Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP: 1234-1234
Corp: CORP ONE
County: COUNTY ONE
State: INDIANA

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Highlights of the Disaggregation Summary Report

A Identifies the school, grade, corporation-school number, corporation, county, and state in the left column.

B Provides the total number of students.

C Identifies the reporting populations in the English/language arts content area.

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

E Indicates the test date.

F Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

G Indicates the lowest and highest scale scores obtained.

H Identifies the reporting populations in the Mathematics content area.

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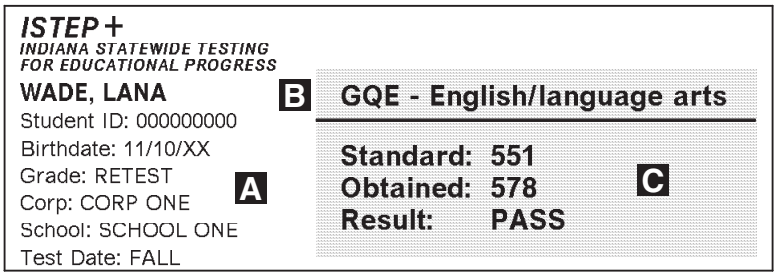
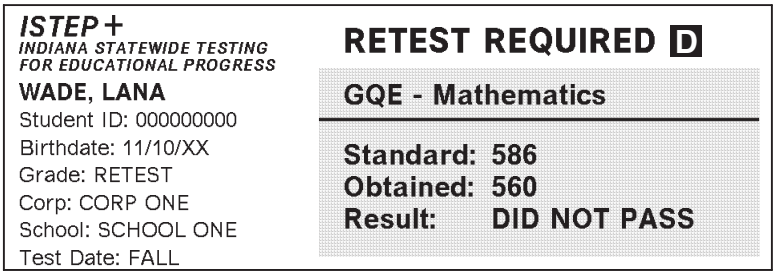
Pass/Retest Labels

An individual white label is provided for each student and for each content area. These student labels indicate the student's status relative to meeting the standard in English/language arts and Mathematics. Separate labels are provided for each content area passed and for each content area not passed. Labels will also be provided for students who did not retest or who received an "Undetermined" status in one or both content areas.



Pass label



Retest label

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Highlights of the Pass/Retest Labels

A Identifies student information, grade, corporation, school, and test date.

B Identifies the content area.

C Indicates the standard established by the Indiana State Board of Education, the score obtained by the student, and the performance level achieved.

D Identifies whether the student needs to retest based on the student's results in one or both content areas.

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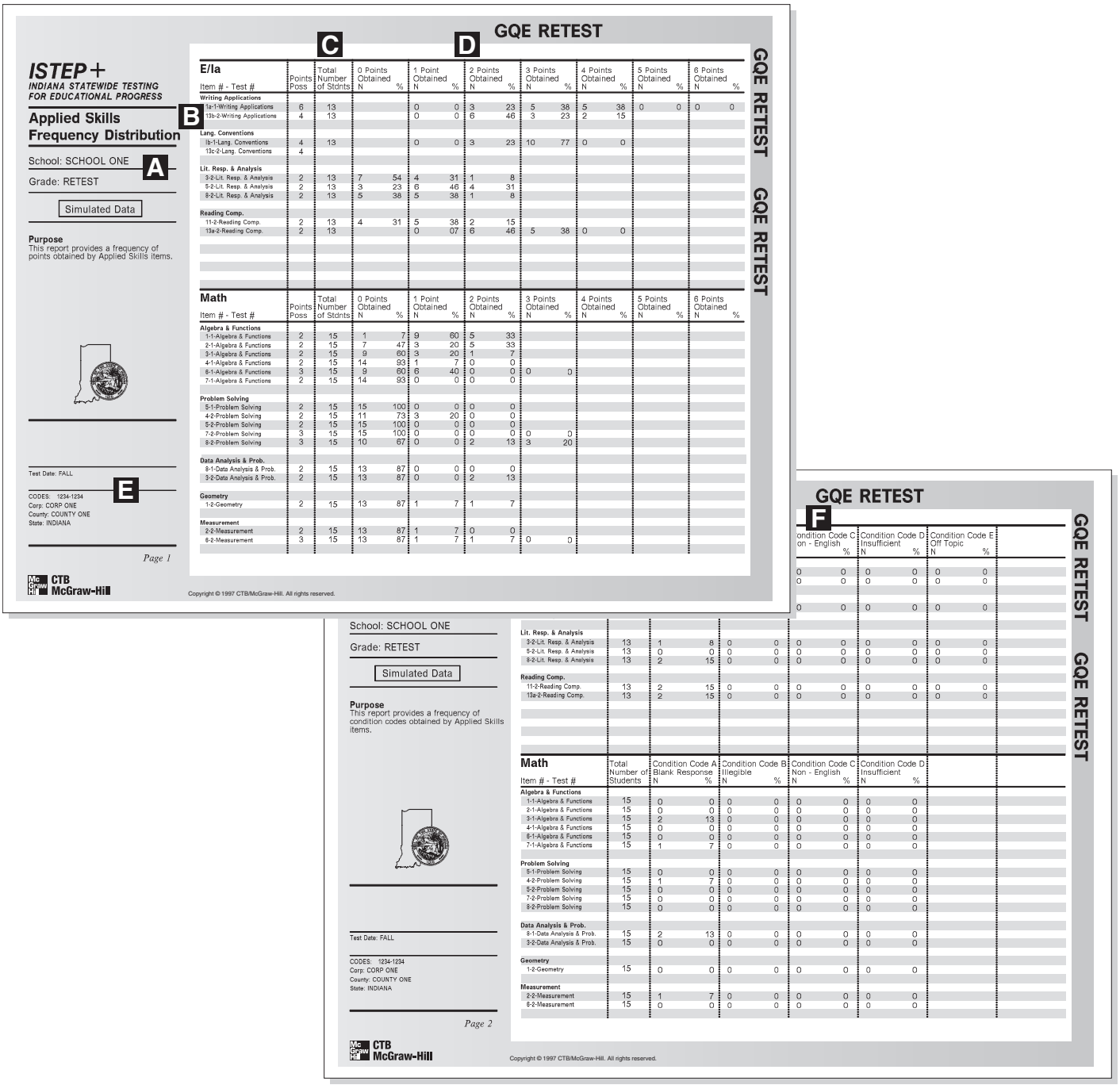
Applied Skills Frequency Distribution

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.



ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Applied Skills Frequency Distribution

School: SCHOOL ONE (A)
Grade: RETEST

Simulated Data

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

Test Date: FALL

CODES: 1234-1234
Corp: CORP ONE
County: COUNTY ONE
State: INDIANA (E)

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GQE RETEST (C) (D)

E/la Item # - Test #	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-1-Writing Applications	6	13			0	0	3	23	5	38	5	38	0	0	0	0
13b-2-Writing Applications	4	13			0	0	6	46	3	23	2	15				
Lang. Conventions																
1b-1-Lang. Conventions	4	13			0	0	3	23	10	77	0	0				
13c-2-Lang. Conventions	4															
Lit. Resp. & Analysis																
3-2-Lit. Resp. & Analysis	2	13	7	54	4	31	1	8								
5-2-Lit. Resp. & Analysis	2	13	3	23	6	46	4	31								
8-2-Lit. Resp. & Analysis	2	13	5	38	5	38	1	8								
Reading Comp.																
11-2-Reading Comp.	2	13	4	31	5	38	2	15								
13a-2-Reading Comp.	2	13			0	07	6	46	5	38	0	0				

Math Item # - Test #	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	%
Algebra & Functions																
1-1-Algebra & Functions	2	15	1	7	9	60	5	33								
2-1-Algebra & Functions	2	15	7	47	3	20	5	33								
3-1-Algebra & Functions	2	15	9	60	3	20	1	7								
4-1-Algebra & Functions	2	15	14	93	1	7	0	0								
6-1-Algebra & Functions	3	15	9	60	6	40	0	0	0	0						
7-1-Algebra & Functions	2	15	14	93	0	0	0	0								
Problem Solving																
5-1-Problem Solving	2	15	15	100	0	0	0	0								
4-2-Problem Solving	2	15	11	73	3	20	0	0								
5-2-Problem Solving	2	15	15	100	0	0	0	0								
7-2-Problem Solving	3	15	15	100	0	0	0	0	0	0						
8-2-Problem Solving	3	15	10	67	0	0	2	13	3	20						
Data Analysis & Prob.																
8-1-Data Analysis & Prob.	2	15	13	87	0	0	0	0								
3-2-Data Analysis & Prob.	2	15	13	87	0	0	2	13								
Geometry																
1-2-Geometry	2	15	13	87	1	7	1	7								
Measurement																
2-2-Measurement	2	15	13	87	1	7	0	0								
6-2-Measurement	3	15	13	87	1	7	1	7	0	0						

GQE RETEST (F)

Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

School: SCHOOL ONE
Grade: RETEST

Simulated Data

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

Test Date: FALL

CODES: 1234-1234
Corp: CORP ONE
County: COUNTY ONE
State: INDIANA

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Lit. Resp. & Analysis												
3-2-Lit. Resp. & Analysis	13	1	8	0	0	0	0	0	0	0	0	0
5-2-Lit. Resp. & Analysis	13	0	0	0	0	0	0	0	0	0	0	0
8-2-Lit. Resp. & Analysis	13	2	15	0	0	0	0	0	0	0	0	0
Reading Comp.												
11-2-Reading Comp.	13	2	15	0	0	0	0	0	0	0	0	0
13a-2-Reading Comp.	13	2	15	0	0	0	0	0	0	0	0	0

Math Item # - Test #	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	%
Algebra & Functions									
1-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
2-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
3-1-Algebra & Functions	15	2	13	0	0	0	0	0	0
4-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
6-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
7-1-Algebra & Functions	15	1	7	0	0	0	0	0	0
Problem Solving									
5-1-Problem Solving	15	0	0	0	0	0	0	0	0
4-2-Problem Solving	15	1	7	0	0	0	0	0	0
5-2-Problem Solving	15	0	0	0	0	0	0	0	0
7-2-Problem Solving	15	0	0	0	0	0	0	0	0
8-2-Problem Solving	15	0	0	0	0	0	0	0	0
Data Analysis & Prob.									
8-1-Data Analysis & Prob.	15	2	13	0	0	0	0	0	0
3-2-Data Analysis & Prob.	15	0	0	0	0	0	0	0	0
Geometry									
1-2-Geometry	15	0	0	0	0	0	0	0	0
Measurement									
2-2-Measurement	15	1	7	0	0	0	0	0	0
6-2-Measurement	15	0	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 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.

C Lists the total number of students tested in the school. The total number of students is obtained by adding the "N" counts in D and F.

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

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

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 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 (English/language arts only)

If the writing prompt receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

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Reports for the Corporation Administrator

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

Academic Standards Summary

The corporation Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for an individual school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Academic Standards Summary

Corporation: CORP ONE

Grade: RETEST (A)

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: 18

Test Date: FALL (H)

CORP: 1234
County: COUNTY ONE
State: INDIANA

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Indiana Performance Index (IPI)

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

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

	(C)		CORPORATION SUMMARY (D)			(E)		(F) SCHOOL ONE				
	Points Possible	IPI at Pass**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery
English/language arts												
1. Reading Vocabulary(MC)	6	66	2.8	57.8	- 8.2	5	38	2.8	57.8	- 8.2	5	38
2. Reading Comp.(MC,OE)	22	62	12.5	50.2	-11.8	3	23	12.5	50.2	-11.8	3	23
3. Lit Response & Analysis(MC,OE)	25	65	13.9	53.0	-12.0	5	38	13.9	53.0	-12.0	5	38
4. Writing Process(MC)	6	64	1.8	47.4	-16.6	3	23	1.8	47.4	-16.6	3	23
5. Writing Applications(OE)	10	68	5.2	55.1	-12.9	3	23	5.2	55.1	-12.9	3	23
6. Lang. Conventions(MC,OE)	16	70	8.5	58.7	-11.3	4	31	8.5	58.7	-11.3	4	31
*Number of Students: 13												
Mathematics												
1. Number Sense(MC,GR)	9	39	2.3	28.8	-10.2	3	20	2.3	28.8	-10.2	3	20
2. Computation(MC,GR)	8	48	3.1	36.7	-11.3	3	20	3.1	36.7	-11.3	3	20
3. Algebra & Functions(MC,OE,GR)	30	34	5.7	22.6	-11.4	2	13	5.7	22.6	-11.4	2	13
4. Geometry(MC,OE)	8	42	2.9	32.4	- 9.6	3	20	2.9	32.4	- 9.6	3	20
5. Measurement(MC,OE,GR)	13	42	3.9	27.7	-14.3	3	20	3.9	27.7	-14.3	3	20
6. Data Analysis & Prob(MC,OE,GR)	11	59	4.7	42.7	-16.3	2	13	4.7	42.7	-16.3	2	13
7. Problem Solving(MC,OE,GR)	17	27	3.0	16.6	-10.5	3	20	3.0	16.5	-10.5	3	20
*Number of Students: 15												

* 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. Adding the two-digit "IPI at Pass" scores will not result in the three-digit student score found on the Student Report.

GQE RETEST GQE RETEST

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Highlights of the Academic Standards Summary

A Identifies the corporation and grade.

B Defines the symbols and abbreviations used in this report.

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

D Lists the mean number of score points obtained by the students in the corporation by grade, the mean IPI obtained by the students, and the difference between the mean and standard IPI for each Academic Standard.

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

F Identifies the name of an individual school (one school per page).

G Lists Academic Standards for the grade.

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

Note: A second copy of this report is included in the School Administrator package.

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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.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Group Academic Standards Summary

Corporation: CORP ONE

Grade: RETEST **A**

Simulated Data **B**

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: 18

Test Date: FALL **H**

CORP: 1234
County: COUNTY ONE
State: INDIANA

Indiana Performance Index (IPI)

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

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 F					
		C		D		E		SCHOOL ONE					
	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													
G 1. Reading Vocabulary(MC)	6	66	2.8	57.8	- 8.2	5	38	57.8	- 8.2				
2. Reading Comp.(MC,OE)	22	62	12.5	50.2	-11.8	3	23	50.2	-11.8				
3. Lit Response & Analysis(MC,OE)	25	65	13.9	53.0	-12.0	5	38	53.0	-12.0				
4. Writing Process(MC)	6	64	1.8	47.4	-16.6	3	23	47.4	-16.6				
5. Writing Applications(OE)	10	68	5.2	55.1	-12.9	3	23	55.1	-12.9				
6. Lang. Conventions(MC,OE)	16	70	8.5	58.7	-11.3	4	31	58.7	-11.3				
*Number of Students: 13													
Mathematics													
1. Number Sense(MC,GR)	9	39	2.3	28.8	-10.2	3	20	28.8	-10.2				
2. Computation(MC,GR)	8	48	3.1	36.7	-11.3	3	20	36.7	-11.3				
3. Algebra & Functions(MC,OE,GR)	30	34	5.7	22.6	-11.4	2	13	22.6	-11.4				
4. Geometry(MC,OE)	8	42	2.9	32.4	- 9.6	3	20	32.4	- 9.6				
5. Measurement(MC,OE,GR)	13	42	3.9	27.7	-14.3	3	20	27.7	-14.3				
6. Data Analysis & Prob(MC,OE,GR)	11	59	4.7	42.7	-16.3	2	13	42.7	-16.3				
7. Problem Solving(MC,OE,GR)	17	27	3.0	16.5	-10.5	3	20	16.5	-10.5				
*Number of Students: 15													

* 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. Adding the two-digit "IPI at Pass" scores will not result in the three-digit student score found on the Student Report.

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GQE RETEST GQE RETEST

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Highlights of the Group Academic Standards Summary

A Identifies the corporation and grade.

B Defines the abbreviations used in this report.

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

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

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

F Lists schools alphabetically by name from left to right.

G Lists Academic Standards for the grade.

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

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Disaggregation Summary Report

The Disaggregation Summary Report consists of 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), and not passing (Did Not Pass). This information is given at the group level and describes achievement for each reporting population.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Corporation: CORP ONE (A)
Grade: RETEST
Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP: 1234
County: COUNTY ONE
State: INDIANA

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Page 1

GQE RETEST

Disaggregation Summary Report (E)

Test Date: FALL

English/language arts	Total Number of Students	Pass+ N (D)	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Median Scale Score	Low/High Scale Score Obtained
All Students (B)	**803**	**0**	**0**	**267**	**33**	267	33	**536**	**67**	**535.3**	**364 / 661**
General Education											
TOTAL General Education	574	0	0	232	40	232	40	342	60	544.3	407 / 661
Special Education (C)											
With accommodations	206	0	0	30	15	30	15	176	85	506.8	364 / 587
Without accommodations	23	0	0	5	22	5	22	18	78	514.0	434 / 583
TOTAL Special Education	229	0	0	35	15	35	15	194	85	507.2	364 / 587
Limited English Proficiency											
With accommodations	2	***	***	***	***	***	***	***	***	***	*** / ***
Without accommodations	55	0	0	8	15	8	15	47	85	513.8	407 / 567
TOTAL Limited English Proficiency	58	0	0	9	16	9	16	49	84	514.0	407 / 567
Non-Limited English Proficiency											
With accommodations	204	0	0	29	14	29	14	175	86	506.3	364 / 587
Without accommodations	541	0	0	229	42	229	42	312	58	545.4	421 / 661
TOTAL Non-Limited English Proficiency	745	0	0	258	35	258	35	487	65	536.9	364 / 661
Gender											
Male	429	0	0	127	30	127	30	302	70	526.1	364 / 641
Female	374	0	0	140	37	140	37	234	63	541.2	434 / 681
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
SES											
Paid lunch	405	0	0	156	39	156	39	249	61	541.0	364 / 661
Free or reduced lunch	393	0	0	109	28	109	28	284	72	529.1	394 / 627
No valid information	5	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity											
American Indian or Alaska Native	1	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	310	0	0	64	21	64	21	246	79	523.3	364 / 622
Asian or Pacific Islander	23	0	0	9	39	9	39	14	61	534.0	465 / 495
Hispanic	91	0	0	25	27	25	27	66	73	531.6	407 / 595
White (Not of Hispanic Origin)	373	0	0	168	45	168	45	205	55	546.6	386 / 661
Multiracial	4	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	1	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***		***	***	***	*** / ***

The cut score at Pass is 551. The cut score at Pass+ is 664.
The Lowest/Highest Scale Score Possible for English/language arts is 220/620.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer for 10 students (F) (G)

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GQE RETEST

Summary Report

Test Date: FALL

Corporation: CORP ONE
Grade: RETEST
Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

CORP: 1234
County: COUNTY ONE
State: INDIANA

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Page 2

		Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Median Scale Score	Low/High Scale Score Obtained
		203	**24**	**205**	**25**	**631**	**75**	**552.7**	**300 / 749**
TOTAL General Education	620	0	0	181	29	181	29	437	70	563.5	300 / 749
Special Education (H)											
With accommodations	193	0	0	20	10	20	10	173	90	514.0	300 / 662
Without accommodations	23	0	0	2	9	2	9	21	91	514.0	383 / 604
TOTAL Special Education	216	0	0	22	10	22	10	194	90	514.0	300 / 662
Limited English Proficiency											
With accommodations											
Without accommodations	2	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL Limited English Proficiency	48	0	0	11	23	11	23	36	75	542.5	300 / 699
	50	0	0	11	22	11	22	38	76	537.5	300 / 699
Non-Limited English Proficiency											
With accommodations											
Without accommodations	193	0	0	20	10	20	10	173	90	514.0	300 / 662
TOTALNon-Limited English Proficiency	593	0	0	172	29	172	29	420	71	563.4	300 / 749
	786	0	0	192	24	192	24	593	75	553.9	300 / 749
Gender											
Male	390	0	0	94	24	94	24	294	75	548.5	300 / 749
Female	446	0	0	109	24	109	24	337	76	555.3	300 / 682
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
SES											
Paid lunch	436	0	0	133	31	133	31	301	69	564.2	300 / 749
Free or reduced lunch	395	0	0	68	17	68	17	327	83	542.4	300 / 682
No valid information	5	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity											
American Indian or Alaska Native	3	***	***	***	***	***	***	***	***	***	*** / ***
Black (Not of Hispanic Origin)	343	0	0	39	11	39	11	304	89	533.5	300 / 641
Asian or Pacific Islander	20	1	5	5	25	5	25	14	70	561.0	300 / 699
Hispanic	83	0	0	26	31	26	31	57	69	555.0	300 / 653
White (Not of Hispanic Origin)	379	1	0	129	34	129	34	248	66	567.6	300 / 749
Multiracial	8	***	***	***	***	***	***	***	***	***	*** / ***
No valid information	1	***	***	***	***	***	***	***	***	***	*** / ***
Migrant	4	***	***	***	***	***	***	***	***	***	*** / ***

The cut score at Pass is 586. The cut score at Pass+ is 683.
The Lowest/Highest Scale Score Possible for mathematics is 300/920.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%

*** Value not computed for fewer for 10 students

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Highlights of the Disaggregation Summary Report

A Identifies the corporation, grade, corporation number, county, and state in the left column.

B Provides the total number of students.

C Identifies the reporting populations in the English/language arts content area.

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

E Indicates the test date.

F Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

G Indicates the lowest and highest scale scores obtained.

H Identifies the reporting populations in the Mathematics content area.

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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 students in the corporation show strengths or needs on specific applied skills items and, therefore, in the Academic Standards that are assessed by these items.

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Applied Skills Frequency Distribution B

Corporation: CORP ONE

Grade: RETEST A

Simulated Data

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

Test Date: FALL E

CODES: 1234
County: COUNTY ONE
State: INDIANA

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GQE RETEST C D

E/la

Item # - Test #	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-1-Writing Applications	6	13			0	0	3	23	5	38	5	38	0	0	0	0
13b-2-Writing Applications	4	13			0	0	6	46	3	23	2	15				
Lang. Conventions																
1b-1-Lang. Conventions	4	13			0	0	3	23	10	77	0	0				
13c-2-Lang. Conventions	4															
Lit. Resp. & Analysis																
3-2-Lit. Resp. & Analysis	2	13	7	54	4	31	1	8								
5-2-Lit. Resp. & Analysis	2	13	3	23	6	46	4	31								
8-2-Lit. Resp. & Analysis	2	13	5	38	5	38	1	8								
Reading Comp.																
11-2-Reading Comp.	2	13	4	31	5	38	2	15								
13a-2-Reading Comp.	2	13			0	07	6	46	5	38	0	0				

Math

Item # - Test #	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	%
Algebra & Functions																
1-1-Algebra & Functions	2	15	1	7	9	60	5	33								
2-1-Algebra & Functions	2	15	7	47	3	20	5	33								
3-1-Algebra & Functions	2	15	9	60	3	20	1	7								
4-1-Algebra & Functions	2	15	14	93	1	7	0	0								
6-1-Algebra & Functions	3	15	9	60	6	40	0	0	0	0						
7-1-Algebra & Functions	2	15	14	93	0	0	0	0								
Problem Solving																
5-1-Problem Solving	2	15	15	100	0	0	0	0								
4-2-Problem Solving	2	15	11	73	3	20	0	0								
5-2-Problem Solving	2	15	15	100	0	0	0	0								
7-2-Problem Solving	3	15	15	100	0	0	0	0	0	0						
8-2-Problem Solving	3	15	10	87	0	0	2	13	3	20						
Data Analysis & Prob.																
8-1-Data Analysis & Prob.	2	15	13	87	0	0	0	0								
3-2-Data Analysis & Prob.	2	15	13	87	0	0	2	13								
Geometry																
1-2-Geometry	2	15	13	87	1	7	1	7								
Measurement																
2-2-Measurement	2	15	13	87	1	7	0	0								
6-2-Measurement	3	15	13	87	1	7	1	7	0	0						

GQE RETEST GQE RETEST

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Corporation: CORP ONE

Grade: RETEST

Simulated Data

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

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

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GQE RETEST F

		Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%
		0	0	0	0	0	0
		0	0	0	0	0	0
		0	0	0	0	0	0
Lit. Resp. & Analysis							
3-2-Lit. Resp. & Analysis	13	0	0	0	0	0	0
5-2-Lit. Resp. & Analysis	13	0	0	0	0	0	0
8-2-Lit. Resp. & Analysis	13	0	0	0	0	0	0
Reading Comp.							
11-2-Reading Comp.	13	0	0	0	0	0	0
13a-2-Reading Comp.	13	0	0	0	0	0	0

Math

Item # - Test #	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	%
Algebra & Functions									
1-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
2-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
3-1-Algebra & Functions	15	2	13	0	0	0	0	0	0
4-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
6-1-Algebra & Functions	15	0	0	0	0	0	0	0	0
7-1-Algebra & Functions	15	1	7	0	0	0	0	0	0
Problem Solving									
5-1-Problem Solving	15	0	0	0	0	0	0	0	0
4-2-Problem Solving	15	1	7	0	0	0	0	0	0
5-2-Problem Solving	15	0	0	0	0	0	0	0	0
7-2-Problem Solving	15	0	0	0	0	0	0	0	0
8-2-Problem Solving	15	0	0	0	0	0	0	0	0
Data Analysis & Prob.									
8-1-Data Analysis & Prob.	15	2	13	0	0	0	0	0	0
3-2-Data Analysis & Prob.	15	0	0	0	0	0	0	0	0
Geometry									
1-2-Geometry	15	0	0	0	0	0	0	0	0
Measurement									
2-2-Measurement	15	1	7	0	0	0	0	0	0
6-2-Measurement	15	0	0	0	0	0	0	0	0

GQE RETEST GQE RETEST

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Highlights of the Applied Skills Frequency Distribution

A Identifies the corporation and grade.

B 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.

C Lists the total number of students tested in the corporation. The total number of students is obtained by adding the "N" counts in D and F.

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

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

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 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 (English/language arts only)

If the writing prompt receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

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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

Grade: RETEST

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: FALL

E

CODES: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

F

Page 1

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GQE RETEST

B Students	C Undetermined in Category	D English/language arts: Writing T1 - OE	E/la T2 - MC, OE		R/la T1 - MC	R/la T2 - MC		Mathematics: Math T1 - OE	Math T2 - OE	Math T3 - MC, GR	Math T4 - MC, GR	
CHUNG, PEGGY Birthdate: 8/03/XX Special Codes Student ID 0000000000 Other (K-T) 3133110393	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken	Test not taken		Valid Attempt	Invalid by School	Valid Attempt	Valid Attempt	
DEV, JEN Birthdate: 9/13/XX Special Codes Student ID 123456789 Other (K-T) 3133110003	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt		Test not taken	Valid Attempt		Valid Attempt	Invalid by School	Valid Attempt	Valid Attempt	
KING, LISA Birthdate: 6/25/XX Special Codes Student ID 9000036593 Other (K-T) 3133110113	E/la Undetermined Math Did Not Pass	Invalid by School	Valid Attempt		Test not taken	Test not taken		Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	

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

GQE RETEST GQE RETEST

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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.

F Defines symbols and abbreviations used in this report.

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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.

GQE RETEST

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Academic Standards Frequency Distribution

Corporation: CORP ONE

Grade: RETEST (A)

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: FALL (F)

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 1 Page 1

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B Scale Score	C English/language arts Frequency	Percent	Cumulative Frequency	Cumulative Percent	D Mathematics Frequency	Percent	Cumulative Frequency	Cumulative Percent	E Scale Score
601					1	6.67	15	100.00	601
595					1	6.67	14	93.33	595
585					1	6.67	13	86.67	585
578	1	7.69	13	100.00					578
576	1	7.69	12	92.31					576
574					1	6.67	12	80.00	574
562					1	6.67	11	73.33	562
560					1	6.67	10	66.67	560
558	1	7.69	11	84.62					558
554					1	6.67	9	60.00	554
550					1	6.67	8	53.33	550
543	1	7.69	10	76.92					543
537					1	6.67	7	46.67	537
531					1	6.67	6	40.00	531
524	1	7.69	9	69.23					524
521	1	7.69	8	61.54					521
517					1	6.67	5	33.33	517
515	1	7.69	7	53.85					515
513	1	7.69	6	46.15					513
512	1	7.69	5	38.46					512
502	1	7.69	4	30.77					502
489	1	7.69	3	23.08					489
473					1	6.67	4	26.67	473
468	1	7.69	2	15.38					468
455	1	7.69	1	7.69					455
436					1	6.67	3	20.00	436
432					1	6.67	2	13.33	432
423					1	6.67	1	6.67	423

GQE RETEST

GQE RETEST

GQE RETEST

GQE RETEST

Grade: RETEST

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: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 2 Page 1

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		Mathematics
		15
		601
Low Score	455	423
Local Percentiles		
90	576.4	595.0
75	546.8	571.0
50 (Median)	515.0	550.0
25	498.8	484.0
10	465.4	432.0
Mean	519.5	528.7
Standard Deviation	37.5	60.0
Score Ranges		
Pass+	664-820	683-920
Pass	551-663	586-682
Did Not Pass	220-550	300-585

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Highlights of the Academic Standards Frequency Distribution

A Identifies the corporation and grade.

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

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

D Shows the number and percentage of students who achieved each scale score on the Mathematics test.

E Lists the scale scores achieved on the Mathematics test.

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

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

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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 Pass+ cut score in English/language arts, Mathematics, and/or Science is high-achieving in these subjects.

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

Did Not Pass: The student who scores below the cut score may require 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, Mathematics, and/or Science 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
To promote student academic achievement, the Indiana 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, and Problem Solving. The standards for Science include The Nature of Science and Technology, Scientific Thinking, The Physical Setting, The Living Environment, The Mathematical World, and Common Themes.

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Indiana Performance Index (IPI)
The Indiana Performance Index 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 the score below which 50% of 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 *ISTEP+*, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass.

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 performances on different tests, unless other information about the characteristics of each test is known.

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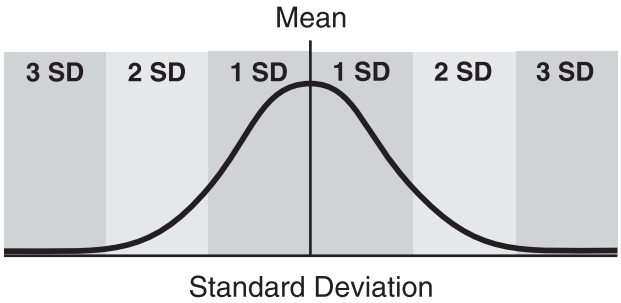
Standard Deviation (SD)
A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95%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

Undetermined
A scoring category for students whose *ISTEP+* English/language arts, Mathematics, and/or Science scores are incomplete (i.e., all or part of the test was not taken or was considered invalid by the examiner).

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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, and/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, Mathematics, and/or Science. 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 performed on each of the English, Mathematics, and/or Science standards and how your child performed 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 review at the school in December 2007.

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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Sample Letter to Parents (for GQE Retest Students)

Dear Parent:

All public school students who are eligible to participate are required to meet the GQE Retest standard in order to qualify for a state-recognized diploma. Students are provided with five opportunities to pass this test—in the fall of Grade 10 and in the fall and spring of Grades 11 and 12.

Your son or daughter participated in the *ISTEP+* Fall 2007 GQE Retest administration in English/language arts and/or Mathematics. A copy of the Student Report is enclosed for your review.

The front of the Student Report shows how your student performed compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your student scored at the Pass+, Pass, or Did Not Pass performance level on the English/language arts and Mathematics parts of the test.

The back of the Student Report shows how your student did on each of the English/language arts or Mathematics standards and how your student performed 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 to a multiple-choice question. Your student's answers to these applied skills items will be available for your review at the school in December 2007.

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

Sincerely,

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Guide to Test Interpretation

Grades 3–10 and the GQE Retest

Fall 2007

School Year 2007–2008

Indiana Department of Education

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