

# Guide to Test Interpretation

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Grades 3–8

*Indiana Spring 2014*



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## *A Message from Superintendent Ritz*

Dear Educators:

As you prepare to receive the results of the *ISTEP+*, *IREAD-3*, and *IMAST* assessments, I would like to draw your attention to the *Guide to Test Interpretation* (GTI) as it contains important information designed to assist you in interpreting assessment results. The GTI should prove helpful in providing a greater understanding of the data as you begin to communicate with teachers, parents, students, and your communities.

More importantly, as we continue to pursue our mission of preparing every child to compete with students from across the country and around the world, we must thoroughly and accurately identify individual strengths and areas of need. By learning to interpret the assessment data correctly, we can be sure we are delivering education in a manner that addresses the learning needs of each student.

The release of the assessment data may trigger program evaluations, research-based activities, and a strong communications effort within school buildings and in your local communities. I urge you to encourage such activities to facilitate improvement, to engage parents, and to open dialogue with community leaders. Emphasizing the importance of accurately interpreted data will assist in preparing children for post-secondary opportunities and help us reach the goal of 100% proficiency in English/Language Arts and Mathematics.

I expect that the GTI will be helpful to you in these endeavors and will strengthen your knowledge of *ISTEP+*, *IREAD-3*, and *IMAST* and the results of these assessments. If you have any questions, please don't hesitate to contact my office.

Sincerely,

A handwritten signature in black ink that reads "Glenda S. Ritz". The signature is written in a cursive style with a large, looped "G" and "R".

Glenda S. Ritz  
Superintendent of Public Instruction

# Understanding Test Results

## What can you learn from test results?

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 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 will 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, Science, and Social Studies content areas.
- to what extent the students as a group—in your classroom, school, and corporation—are attaining mastery of the 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 9 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 cut score based on Indiana Academic Standards. A student’s score is developed based on Item Response Theory (see page 7). 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 Standards within each content area, as follows:

Criterion-Referenced Score Categories		
Content Area	English/Language Arts	Mathematics
Academic Standards	3.1 Vocabulary	3.1 Number Sense
	3.2 Nonfiction/Info Text	3.2 Computation
	⋮	⋮

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## Understanding Test Results

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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 distinguishes 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.

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### 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. Using the IRT model, pattern scoring incorporates item information, such as how difficult an item is for students to formulate a correct response. In contrast, raw scoring or number-correct scoring simply notes whether 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.

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### 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.

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### 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 8—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

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## Understanding Test Results

in North Dakota on the Celsius scale and the temperature in Florida on the Fahrenheit scale, one can report conditions in both areas on the Fahrenheit scale.

Similarly, instead of having a different scale at each grade, there is only one scale for each content area in Grades 3–8. 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 scores and mean scores for Grade 3 are lower than those for Grades 4–8.

The range of possible scores has been defined so that there is a lowest possible scale score and a highest possible scale score, or “obtainable” scale score, 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 3–8 are on only one vertical scale.

### Illustration of LOSS, HOSS, and Score Overlaps:

Grade X	200	_____	800
Grade Y	220	_____	810
Grade Z	230	_____	830

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 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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## Understanding Test Results

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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 meanings associated with those levels. For Grades 3–8, 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 performance level 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, the categories “Undetermined” and “Participated in IMAST” are also reported for any student whose *ISTEP+* scores for English/Language Arts, Mathematics, Science, and/or Social Studies are incomplete. A student is assigned the category “Participated in IMAST” for a content area if he or she participated in the *IMAST* test instead of the *ISTEP+* test. A student is reported “Undetermined” if all or part of a test was not taken, was considered invalid by the examiner, or was not received by the examiner.

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### 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’s score (based on the IPI) and the Target Score (see page 70).

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## Understanding Test Results

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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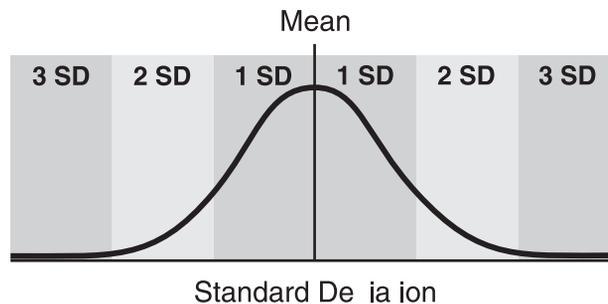
### Mean and Median Scores

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.)

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### 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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# The Testing Program for Grades 3–8

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## Reports for Grades 3–8

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 that is specific to students in Grades 3–8 is included on page 71.

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:** All reports include the English/Language Arts and Mathematics content areas. In addition, Grades 4 and 6 reports include Science, and Grades 5 and 7 reports include Social Studies.

## Report Information

<i>Report</i>	<i>Number of Paper Copies INORS*</i>	
<b>For Teachers</b>		
<i>ISTEP+</i> Student Report	1	1
Class Proficiency Grouping Report (Grades 3–6 only)	0	1
<i>ISTEP+</i> Proficiency Roster	0	1
Class Academic Standards Report	0	1
<i>ISTEP+</i> Label	1	0
<b>For the School Administrator</b>		
<i>ISTEP+</i> Proficiency Roster (school)	0	1
School Proficiency Performance Summary	0	1
Disaggregation Summary Report (school)	0	1
Applied Skills Frequency Distribution (school)	0	1
Undetermined Status Roster	0	1
<b>For the Corporation Administrator</b>		
Proficiency Roster (school)	0	1
School Proficiency Performance Summary	0	1
Corporation Proficiency Performance Summary	0	1
Group Academic Standards Summary (corporation)	0	1
Academic Standards Summary (corporation)	0	1
Disaggregation Summary Report (school)	0	1
Disaggregation Summary Report (corporation)	0	1
Applied Skills Frequency Distribution (school)	0	1
Applied Skills Frequency Distribution (corporation)	0	1
Undetermined Status Roster	0	1
Academic Standards Frequency Distribution (corporation)	0	1

\*Indiana Online Reporting System

## The Testing Program for Grades 3–8

<i>Report</i>	<i>Number of Paper Copies INORS*</i>	
	<i>Copies</i>	<i>INORS*</i>
<b>For Teachers</b>		
<i>IREAD-3</i> Student Report	1	1
<i>IREAD-3</i> Proficiency Roster	0	1
<i>IREAD-3</i> Label	1	0
<b>For the School Administrator</b>		
<i>IREAD-3</i> Proficiency Roster (school)	0	1
<b>For Teachers</b>		
<i>IMAST</i> Student Report	1	1
<i>IMAST</i> Proficiency Roster	0	1
<i>IMAST</i> Label	1	0
<b>For the School Administrator</b>		
<i>IMAST</i> Proficiency Roster (school)	0	1

\*Indiana Online Reporting System

Images of student responses to the open-ended items will be available through the Indiana Online Reporting System at <https://indiana.ctb.com/onlineresults>.

The purpose of the Student Report is to communicate individual student performance. Only one paper copy of the Student Report will be provided to the corporations. However, a PDF version of the Student Report will be available through the Indiana Online Reporting System at <https://indiana.ctb.com/onlineresults>.

In order to interpret and apply the information in all of the reports for Grades 3 through 8, it is necessary to understand the meaning of the scores presented. If you are unfamiliar with *ISTEP+* or 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 this guide.

### Sample Letter to Parents

To help teachers explain the *ISTEP+* reports to parents, a Sample Letter to Parents that is specific to students in Grades 3–8 is provided on page 71. You may duplicate or edit the letter to make it appropriate for your use.



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# ***ISTEP+* Reports for Teachers**

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

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## ***ISTEP+* Student Report (front)**

The Student Report is designed to clearly communicate student performance. The front of the report shows the student's 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 9 for an explanation of performance levels.) The front of the report also provides guidance to parents who may want to obtain more information about or assistance for their child. One paper copy of this report is provided. A PDF version of the Student Report is available online through the Indiana Online Reporting System at <<https://indiana.ctb.com/onlineresults>>.

**Sample Student Report**

This sample Student Report presents results for Patricia L. Smith, a fictional student who took the *ISTEP+* test. The middle section of this page describes Patricia's performance, and it shows her achievement for each content area as a three-digit score. The score required to pass English/Language Arts is 437. Patricia's score of 337 means she did not pass that content area. The score required to pass in Mathematics is 445. Patricia's score of 562 means she passed the test for that content area. The Student Report indicates that Patricia did not take the Science test and received Undetermined results.

## ISTEP+ Student Report

Using Assessment to Help Students Grow

**Your Child's Spring YYYY ISTEP+ Results**  
For the parent or guardian of:

**Patricia L. Smith**

Grade **4**  
Class **D. Cooper**  
School **Due Pix School**  
Corp/Diocese **Dear Meadow District**  
Birthdate **MM-DD-YY**

**B How do I use this report?**

Dear Parent/Guardian,

This report provides information about your child's achievement on ISTEP+. Please take the time to study your child's results, to contact your child's school for additional documentation of learning progress, and to understand how the staff will utilize this ISTEP+ report to support your child during the 2014-2015 school year.

*Glenda S. Ritz*  
Glenda S. Ritz  
State Superintendent of Public Instruction

After reviewing all of the information contained in this report and talking with your child about it, you may want to meet with your child's teacher to discuss these results. The teacher can talk with you about your child's academic strengths and areas of need. The teacher can also tell you about extra help your child can receive, if necessary.

Indiana schools are required to provide remediation for students who do not pass ISTEP+, and it is your responsibility to make sure your child participates in these opportunities.

For more information, call our ISTEP+ Hotline at 888-544-7837 (888-54-ISTEP), visit the Indiana Department of Education website at [www.doe.in.gov/assessment](http://www.doe.in.gov/assessment), or send an email to [istep@doe.in.gov](mailto:istep@doe.in.gov).

### Overall Score and Performance Levels

	English/Language Arts	Mathematics	Science
<b>Pass +</b>	535-800	541-750	535-750
<b>Pass</b>	437-534	445-540	463-534
<b>Did Not Pass</b>	140-436	185-444	200-462

Your child's scale score is **337**, which **Did Not Pass** the minimum score expected at grade level.

**What this score means:**  
*Did Not Pass* students demonstrate limited understanding when reading, comparing, and responding to grade-level text, including stories and informational texts. *Did Not Pass* students display limited writing skills and basic Standard English conventions when producing different writing forms, as well as brief narrative and descriptive compositions, and simple letters.

Your child's scale score is **562**, which is in the **Pass +** performance level.

**What this score means:**  
*Pass +* students demonstrate advanced mathematical and problem-solving skills. Students competently solve a variety of problems using addition, subtraction, multiplication and division and display a highly-developed understanding of perimeter, area, volume, capacity, shapes, time and money. *Pass +* students demonstrate superior ability to organize, represent and interpret data, while clearly communicating and supporting solutions to multiple-step problems.

Your child did not take this test and received **Undetermined** results.

**What this score means:**  
Your child's score cannot be reported because results are not available for one or more portions of the test. Contact the school for more information as to why your child's score is undetermined.

In order to pass, students must score within these levels.

Over >

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**Highlights of the Student Report (front)**

- A** Identifies the student’s name and Grade. Also identifies the Class, School, Corp/Diocese, and student’s Birthdate.
- B** Provides information for parents.
- C** Explains the student’s performance relative to the cut scores established by the Indiana State Board of Education.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

**Student Report  
(back)**

The back of the Student Report details Performance by Content Area and Performance on Open-Ended Items. On the left side of the page, each Topic is listed along with the Target Score, Your Child's Score, the State Average, and Your Child's Comparison to Target Score. Reading to the right of the first Topic, Vocabulary, you will see that Patricia achieved a score of 63, or 1 point lower than the Target Score, which is 64. The State Average score for that Topic is 72.

**Patricia L. Smith**

Simulated Data

**Performance by Content Area**

Scores on this part of the report indicate a student's performance in each content area. These scores show the expected number of items the student would have answered correctly if each topic had 100 items. (Note: These 2-digit scores cannot be added together to equal the 3-digit score found on page 1 of this report.)

The Target Score (the score typical of students who passed the test) for each topic is shown, along with your child's score. Comparing the Target Score to your child's score results in a rating of At or Above Target or Below Target.

**English/Language Arts**

**E**

Results:

A Topic	B Target Score	C Your Child's Score	D State Average	E Your Child's Comparison (✓) to Target Score	
				F Below Target	At or Above Target
Vocabulary	64	63	72	✓	
Nonfiction/Info Text*†	53	67	64		✓
Literary Text*†	62	20	72	✓	
Writing Process	61	82	68		✓
Writing Applications*	54	47	61	✓	
Lang. Conventions*	61	87	69		✓

**Performance on Open-Ended Items**

This part of the report shows your child's performance on open-ended (OE) items (an essay and short-answer questions). Each item is listed below, along with the topic measured, the page number in the test booklet, and the number of points your child earned. Parents may request a rescore of any open-ended items. See the English/Spanish Guide to the Student Report on Indiana Parent Network<sup>SM</sup> for more information. This report is most helpful when you use it with a copy of your child's work, which is available on the Indiana Parent Network. More information about the open-ended test items can be found on our website at [www.doe.in.gov/assessment](http://www.doe.in.gov/assessment).

Results on Open-Ended items:

F Page	Item	G Topic	H Points Earned
26	1A	Writing Applications	5 of 6
26	1B	Lang. Conventions	2 of 4
37	1	Nonfiction/Info Text	1 of 2
37	2	Nonfiction/Info Text	2 of 2

**Mathematics**

Results:

Topic	Target Score	Your Child's Score	State Average	Your Child's Comparison (✓) to Target Score	
				Below Target	At or Above Target
Number Sense	57	86	68		✓
Computation	65	67	72		✓
Algebra & Functions	48	90	62		✓
Geometry*	55	82	64		✓
Measurement*	40	55	56		✓
Data Analysis & Prob	72	87	79		✓
Problem Solving*	26	87	38		✓

Results on Open-Ended items:

Page	Item	Topic	Points Earned
6	1A	Geometry	1 of 2
6	1B	Problem Solving	2 of 2
7	2B	Problem Solving	2 of 2
8	3A	Measurement	0 of 2
8	3B	Problem Solving	1 of 2

**Science**

Results:

Topic	Target Score	Your Child's Score	State Average
Physical Science	48	##	58
Earth & Space Science	53	##	63
Life Science	43	##	53
Science Eng & Tech	65	##	72
The Nature of Science	55	##	64
The Design Process	43	##	58

Results on Open-Ended items:

Page	Item	Topic	Points Earned
32	1	The Nature of Science	# of 2
34	2	Earth & Space Science	# of 2
35	3	Physical Science	# of 2
36	4	Life Science	# of 4

# Invalid/omitted session

\* Indicates that tested topic contains open-ended items  
 † Reading Comprehension is contained within this topic  
 ## No score due to invalid/omitted subtest

**I**

Condition Codes:

- A = Blank/no response
- B = Illegible/unable to score
- C = Written predominantly in a language other than English/unable to score
- Note: All condition codes convert to 0 points

- D = Insufficient response/unable to score/ copied from text
- E = Response not related to test question or scoring rule

10/31/13

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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 and the topic being measured. One can observe on this simulated report, for example, in the English/Language Arts section, that item 1A, Writing Applications, is located on page 26 of the test book and that the student scored five points out of six points possible for this item. Imaged student responses will be available online through the Indiana Online Reporting System at <<https://indiana.ctb.com/onlineresults>>.

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**Highlights of the Student Report (back)**

- A** Lists Topics, grouped by content area.
- B** Indicates the Target Score for each Topic.
- C** Shows Your Child's Score for each Topic.
- D** Shows the State Average (mean) score.
- E** Shows Your Child's Comparison to Target Score.
- F** Indicates the page on which each open-ended item appears in the test book.
- G** Lists each open-ended item and its Topic by content area.
- H** Indicates the number of score points the student earned and the number of points possible for each open-ended item.
- I** Explains the condition codes.

## Class Proficiency Grouping Report (Grades 3–6 only)

This report groups students according to their performance relative to the cut scores (see page 68 for a definition of *Cut Scores*) in the content areas assessed by *ISTEP+*. For example, students whose names appear in the rectangle marked as **1** have obtained scores in the Pass+ performance level in both English/Language Arts and Mathematics. Students reported in the rectangle marked as **2** 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.

TEST ADMINISTRATION ISTEP+ Spring ...	<b>A</b>	TEST PROGRAM Public Schools	CORP/DIOCESE WILSON	<b>B</b>	SCHOOL BOULDER
GRADE Grade 3	<b>C</b>	CLASS SMITH			

**SIMULATED DATA**

Class Proficiency Grouping

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, Class: SMITH, Grade: Grade 3

	English/Language Arts Pass +	English/Language Arts Pass	<b>D</b> English/Language Arts Did Not Pass	English/Language Arts Undetermined/IMAST
<b>Mathematics Pass +</b>	ELA Pass + and Math Pass + BEGLEY, JOE HAVILAND, LUCY HOFFMAN, GABE MILLER, JUAN <b>1</b>	ELA Pass and Math Pass + BARON, JAMIE G BRONSON, EDWARD A STUCKEY, MARY <b>2</b>	ELA Did Not Pass and Math Pass +	ELA Math Undetermined/IMAST and Math Pass +
<b>Mathematics Pass E</b>	ELA Pass + and Math Pass PAOLETTI, LARENC <b>F</b>	ELA Pass and Math Pass CALOWAY, MARK DONALDSON, KADIN GEORGE, DAVID MARKS, CARSON MILLERTON, RAYLEEN MOSS, MARTIN ORTIZ, BENJAM G SEIDEL, HARVEY SHOEMAKER, GARY SULEMAN, MARIO P	ELA Did Not Pass and Math Pass	ELA Math Undetermined/IMAST and Math Pass
<b>Mathematics Did Not Pass</b>	ELA Pass + and Math Did Not Pass	ELA Pass and Math Did Not Pass NUNES, KNOELLE K SANDERS, ALEX	ELA Did Not Pass and Math Did Not Pass	ELA Math Undetermined/IMAST and Math Did Not Pass
<b>Mathematics Undetermined/IMAST</b>	ELA Pass + and Math Undetermined/IMAST <b>G</b>	ELA Pass and Math Undetermined/IMAST	ELA Did Not Pass and Math Undetermined/IMAST	ELA Math Undetermined/IMAST and Math Undetermined/IMAST

No Of Students : 20  
 Note: Students listed in the four boxes within the bold lines have passed both English/Language Arts and Mathematics.  
 Undetermined/IMAST: Student is Undetermined or the Student Participated in IMAST.

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

**Report Privacy Notice**  
 Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of the  
Class Proficiency  
Grouping Report**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** The **columns** report performance levels for English/Language Arts.
- E** The **rows** report performance levels for Mathematics.
- F** Lists students alphabetically within performance levels for both content areas. The students listed in this box scored in the Pass+ performance level in English/Language Arts and the Pass performance level in Mathematics.
- G** Indicates the Number of Students.

**Note:** Science data are included on all of the reports for Grades 4 and 6.  
Social Studies data are included on all of the reports for Grades 5 and 7.

## ISTEP+ Proficiency Roster

This report lists alphabetically all students in the class and tells the teacher how each student performed in the content areas of English/Language Arts, Mathematics, Science, and/or Social Studies. 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 group 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.

TEST ADMINISTRATION  
ISTEP+ Spring ...

GRADE  
Grade 5

**A**

**C**

TEST PROGRAM  
Public Schools

CLASS  
SMITH

**B**

CORP/DIOCESE  
WILSON

SCHOOL  
BOULDER

Page 1 of 5

**Proficiency Roster** SIMULATED DATA

Test Administration: IMAST Spring 20YY, Test Program: Public Schools, Corp/Diocees: WILSON, School: BOULDER, Class: SMITH, Grade: Grade 5

Student	English/Language Arts		Mathematics		Social Studies	
	Scale Score	Category	Scale Score	Category	Scale Score	Category
BARON, JAMIE G	540	Pass	507	Pass +	550	Pass +
BEGLEY, JOE	570	Pass +	610	Pass +	578	Pass +
BRONSON, EDWARD A	527	Pass	570	Pass +	510	Pass
CALOWAY, MARK	520	Pass	553	Pass	507	Pass
DONALDSON, KADIN	484	Pass	467	Pass	504	Pass
GEORGE, DAVID	500	Pass	507	Pass	497	Pass
HAVILAND, LUCY	525	Pass	544	Pass	539	Pass
HOFFMAN, GABE	489	Pass	503	Pass	509	Pass +
MILLER, HARVEY	562	Pass +	610	Pass +	581	Pass +
MARKS, CARSON	520	Pass	545	Pass	538	Pass
MILLERTON, RAYLEEN	545	Pass	522	Pass	500	Pass +
MOSS, MARTIN	519	Pass	544	Pass	489	Pass
NUNES, KNOELLE K	510	Pass	557	Pass +	510	Pass
ORTIZ, BENJAM G	555	Pass +	577	Pass +	572	Pass +
PAOLETTI, LARENC	589	Pass +	574	Pass +	577	Pass +
SANDERS, ALEX	528	Pass	505	Pass +	554	Pass +
SEIDEL, HARVEY	509	Pass	540	Pass	575	Pass +
SHOEMAKER, GARY	614	Pass +	545	Pass	587	Pass +

#: No score due to invalid or omitted subtest.  
 UND: Undetermined - See Undetermined Status Roster for details. #MAST: Student participated in IMAST.  
 Note: Sorting can be performed by clicking interactive column headers. When sorting by Scale Score or Category, student names will display out of alphabetical order.

English/Language Arts			
Highest SS Obtained	731	No./PCT Pass+	27/31%
Mean Scale Score (SS)	528.8	No./PCT Pass	54/62%
Lowest SS Obtained	393	No./PCT DNP	5/6%
Standard Deviation	48.4	No./PCT UNDI/MAST	1/1%
Low/High Score Possible	160-820	No. of Students Listed	87
Score Range:	DNP 160-467 Pass 468-547 Pass + 548-820		

Mathematics			
Highest SS Obtained	775	No./PCT Pass+	39/45%
Mean Scale Score (SS)	554.5	No./PCT Pass	44/51%
Lowest SS Obtained	393	No./PCT DNP	3/3%
Standard Deviation	60.3	No./PCT UNDI/MAST	1/1%
Low/High Score Possible	245-775	No. of Students Listed	87
Score Range:	DNP 245-462 Pass 463-555 Pass + 556-775		

Social Studies			
Highest SS Obtained	626	No./PCT Pass+	38/44%
Mean Scale Score (SS)	537.3	No./PCT Pass	42/48%
Lowest SS Obtained	432	No./PCT DNP	7/8%
Standard Deviation	41.2	No./PCT UNDI/MAST	0/0%
Low/High Score Possible	220-760	No. of Students Listed	87
Score Range:	DNP 220-482 Pass 483-549 Pass + 550-760		

**Report Purpose**

This report provides a listing of students and their results.

**Report Legend**

DNP: Did Not Pass  
UND: Undetermined

**Report Privacy Notice**

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**Highlights of the Proficiency Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists students alphabetically within the class.
- E** Provides each student’s scale score and performance level within the English/Language Arts content area.
- F** Provides each student’s scale score and performance level within the Mathematics content area.
- G** Provides each student’s scale score and performance level within the Social Studies content area.
- H** Provides English/Language Arts summary information for the class.
- I** Provides Mathematics summary information for the class.
- J** Provides Social Studies summary information for the class.
- K** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

## 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 on the left side of the report. To the right of each student's name is the mastery information for that student. The Academic Standards for the grade appear at the top of the report.

Below 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.

TEST ADMINISTRATION  
ISTEP+ Spring ...

GRADE  
Grade 5

**A**

**C**

TEST PROGRAM  
Public Schools

CLASS  
SMITH

CORP/DIOCESE  
WILSON

**B**

SCHOOL  
BOULDER

Page 1 of 2
SIMULATED DATA

**Class Academic Standards**

NOTE: The Class Academic Standards online report displays student names along the left-hand side of the page and Content Area/Academic Standard across the top.

	Content Area/Academic Standard													
	English/Language Arts							Mathematics						
	Vocabulary (MC)	Nonfiction/Info Text (MC)	Literary Text (MC,OE)	Writing Process (MC)	Writing Applications (MC,OE)	Lang. Conventions (MC,OE)	Number Sense (MC,OE)	Computation (MC,OE)	Algebra & Functions (MC)	Geometry (MC)	Measurement (MC,OE)	Problem Solving (MC,OE)		
Number Mastery	18	18	18	17	18	18	17	17	18	15	17	18		
Percent Mastery	100	100	100	94	100	100	94	94	100	83	94	100		
<b>E</b>	<b>D</b>													
<b>F</b>														
Students														
BEGLEY, JOE	M	M	M	M	M	M	M	M	M	M	M	M	M	
HOFFMAN, GABE	M	M	M	M	M	M	M	M	M	M	M	M	M	
MILLER, HARVEY	M	M	M	NM	M	M	M	M	M	M	M	M	M	
HAVILAND, LUCY	M	M	M	M	M	M	M	M	M	NM	M	M	M	
BARON, JAMIE G	M	M	M	M	M	M	M	M	M	M	M	M	M	
BRONSON, EDWARD A	M	M	M	M	M	M	M	M	M	M	M	M	M	
STUCKEY, MARY	M	M	M	M	M	M	M	M	M	M	M	M	M	
PAOLETTI, LARENC	M	M	M	M	M	M	M	M	M	M	M	M	M	
CALOWAY, MARK	M	M	M	M	M	M	NM	NM	M	NM	NM	M	M	
GEORGE, DAVID	M	M	M	M	M	M	M	M	M	M	M	M	M	
DONALDSON, KADIN	M	M	M	M	M	M	M	M	M	M	M	M	M	
MARKS, CARSON	M	M	M	M	M	M	M	M	M	M	M	M	M	
No Of Students: 18	<b>H</b>													

† Reading Comprehension is contained within this standard.

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.

**Report Purpose**

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

**Report Legend**

M - Mastery  
 NM - Non-Mastery  
 MC - Multiple-choice Items  
 OE - Open-ended Items  
 GR - Gridded response items  
 # - No score due to invalid or omitted subtest

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

**Highlights of the Class Academic Standards Report**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists Academic Standards for the grade.
- E** Shows the number of students who mastered each Academic Standard.
- F** Shows the percentage of students who mastered each Academic Standard.
- G** Lists students alphabetically by name.
- H** Indicates the Number of Students.
- I** Defines the symbols and abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

**ISTEP+ Label**

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

GOODNIGHT    MARTHA S		Simulated Data		
GOODNIGHT    MARTHA S		ISTEP+		
DOB:	MM/DD/YY	ENGLISH/LANGUAGE ARTS		MATHEMATICS
STN:	123456789	PASS CUT SCORE	404	393
GRADE:	3	PASS+ CUT SCORE	510	491
TEST DATE:	MM/DD/YY	STUDENT SCORE	520	
SCHOOL:	SCHOOL ONE	PROFICIENCY LEVEL	PASS+	IMAST
CORP:	CORP ONE			

# ISTEP+ Reports for the School Administrator

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

## ISTEP+ 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, Science, and/or Social Studies. 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 group 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.

TEST ADMINISTRATION  
ISTEP+ Spring

GRADE  
Grade 5

**A**

**C**

TEST PROGRAM  
Public Schools

CLASS  
All Classes

CORP/DIOCESE  
WILSON

**B**

SCHOOL  
BOULDER

Page 1 of 5

**Proficiency Roster** SIMULATED DATA

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Dioceese: WILSON, School: BOULDER, Class: All Classes, Grade: Grade 5

Student	English/Language Arts		Mathematics		Social Studies	
	Scale Score	Category	Scale Score	Category	Scale Score	Category
BEGLEY, JOE	540	Pass	557	Pass +	550	Pass +
HOFFMAN, GABE	570	Pass +	610	Pass +	578	Pass +
MILLER, HARVEY	527	Pass	570	Pass +	510	Pass
HAVILAND, LUCY	520	Pass	553	Pass	507	Pass
BARON, JAMIE G	484	Pass	487	Pass	504	Pass
BRONSON, EDWARD A	500	Pass	507	Pass	457	Pass
STUCKEY, MARY	525	Pass	544	Pass	539	Pass
PAOLETTI, LARENC	489	Pass	503	Pass	559	Pass +
CALOWAY, MARK	552	Pass +	610	Pass +	581	Pass +
GEORGE, DAVID	520	Pass	545	Pass	538	Pass
DONALDSON, KADIN	545	Pass	522	Pass	556	Pass +
MARKS, CARSON	519	Pass	544	Pass	489	Pass
MILLERTON, RAHLEEN	515	Pass	557	Pass +	510	Pass
MOSS, MARTIN	555	Pass +	577	Pass +	572	Pass +
SEIDEL, HARVEY	599	Pass +	574	Pass +	577	Pass +
SHOEMAKER, GARY	528	Pass	555	Pass +	554	Pass +
SULEMAN, MARIO P	509	Pass	540	Pass	575	Pass +
ORTIZ, BENJAM G	614	Pass +	545	Pass	587	Pass +

# No score due to invalid or omitted student.  
 UND: Undetermined - See Undetermined Status Roster for details. IMAST: Student participated in IMAST.  
 Note: Sorting can be performed by clicking interactive column headers. When sorting by Scale Score or Category, student names will display out of alphabetical order.

English/Language Arts			
Highest SS Obtained	731	No./PCT Pass+	27/31%
Mean Scale Score (SS)	526.8	No./PCT Pass	54/62%
Lowest SS Obtained	393	No./PCT DNP	5/5%
Standard Deviation	48.4	No./PCT UNDIMAST	1/1%
Low/High Score Possible	160-820	No. of Students Listed	87
Score Range: DNP 160-467 Pass 468-547 Pass + 548-820			
Mathematics			
Highest SS Obtained	775	No./PCT Pass+	39/45%
Mean Scale Score (SS)	554.5	No./PCT Pass	44/51%
Lowest SS Obtained	393	No./PCT DNP	3/3%
Standard Deviation	60.3	No./PCT UNDIMAST	1/1%
Low/High Score Possible	245-775	No. of Students Listed	87
Score Range: DNP 245-462 Pass 463-555 Pass + 556-775			
Social Studies			
Highest SS Obtained	628	No./PCT Pass+	30/44%
Mean Scale Score (SS)	537.3	No./PCT Pass	42/48%
Lowest SS Obtained	432	No./PCT DNP	7/8%
Standard Deviation	41.2	No./PCT UNDIMAST	0/0%
Low/High Score Possible	220-760	No. of Students Listed	87
Score Range: DNP 220-482 Pass 483-549 Pass + 550-760			

**Report Purpose**

This report provides a listing of students and their results.

**Report Legend**

DNP: Did Not Pass  
 UND: Undetermined

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**Highlights of the Proficiency Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists students alphabetically within the school for the grade tested.
- E** Provides each student’s scale score and performance level within the English/Language Arts content area.
- F** Provides each student’s scale score and performance level within the Mathematics content area.
- G** Provides each student’s scale score and performance level within the Social Studies content area.
- H** Provides English/Language Arts summary information for the school.
- I** Provides Mathematics summary information for the school.
- J** Provides Social Studies summary information for the school.
- K** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

**Proficiency Performance Summary**

This report summarizes groups of students according to performance levels of 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 4 and 6. Information for Social Studies 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
<b>Mathematics Pass+</b>	<b>1</b> Students who scored in the Pass+ performance level in both ELA and Math.	<b>2</b> Students who scored in the Pass performance level in ELA and the Pass+ level in Math.	<b>3</b> Students who scored in the Did Not Pass performance level in ELA and the Pass+ level in Math.
<b>Mathematics Pass</b>	<b>4</b> Students who scored in the Pass+ performance level in ELA and the Pass level in Math.	<b>5</b> Students who scored in the Pass performance level in both ELA and Math.	<b>6</b> Students who scored in the Did Not Pass performance level in ELA and the Pass level in Math.
<b>Mathematics Did Not Pass</b>	<b>7</b> Students who scored in the Pass+ performance level in ELA and the Did Not Pass level in Math.	<b>8</b> Students who scored in the Pass performance level in ELA and the Did Not Pass level in Math.	<b>9</b> Students who scored in the Did Not Pass performance level in both ELA 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 titled “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.

# ISTEP+ Reports for the School Administrator

TEST ADMINISTRATION: **A** ISTEP+ Spring **C** GRADE: Grade 5

TEST PROGRAM: Public Schools

CORP/DIOCESE: WILSON **B** SCHOOL: BOULDER

### Proficiency Performance Summary

SIMULATED DATA

Test Administration: ISTEP+ Spring 2011, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Grade: Grade 5

	English/Language Arts Pass +	English/Language Arts Pass	English/Language Arts Did Not Pass	English/Language Arts Underdetermined/MAST	Mathematics TOTALS
Mathematics Pass +	20 21	19 22	0	0	45 38 Students Pass + in Math
Mathematics Pass	7 8	33 38	4	0	51 44 Students Pass in Math
Mathematics Did Not Pass	0	2	1	0	3 Students Did Not Pass in Math
Mathematics Underdetermined/MAST	0	0	0	1	1 Students Underdetermined/MAST in Math
English/Language Arts TOTALS	27 31	52 64	5	1	Summary of Student Counts Total Grade Count 87 Complete Tests 88 Underdetermined/MAST Scores ELA Only 0 Math Only 0 Both 1

Note: Students listed in the four boxes within the bold lines have passed both English/Language Arts and Mathematics. Underdetermined/MAST: Student is Underdetermined or the student participated in IMAST.

Summary of Scores	ELA	Pass	Simulated Data	English/Language Arts	Pass	Did Not Pass
Mean Scale Score	529.3	MISS	507	511.8	MISS	434.6
Pass Cut Score	440	SD	39.3	50	SD	14.8
Pass + Cut Score	548	L/H Dist.	100.731	469.847	L/H Dist.	193.493
Standard Deviation	48.4	L/H Range	148.820	468.647	L/H Range	160.467
Lowest/Highest State Score Obtained	393-731					
Lowest/Highest State Score Passes	100-820	27 Students Pass +		54 Students Pass		5 Students Did Not Pass

Summary of Scores	Math	Pass +	Pass	Did Not Pass			
Mean Scale Score	554.9	MISS	611.3	MISS	621.7	MISS	428.3
Pass Cut Score	493	SD	62.0	SD	28.2	SD	14.8
Pass + Cut Score	606	L/H Dist.	167.775	L/H Dist.	467.054	L/H Dist.	193.493
Standard Deviation	60.3	L/H Range	166.775	L/H Range	463.055	L/H Range	245.462
Lowest/Highest State Score Obtained	393-775						
Lowest/Highest State Score Passes	245-775	39 Students Pass +		44 Students Pass		3 Students Did Not Pass	

Social Studies Pass +	Social Studies Pass	Social Studies Did Not Pass	Social Studies Underdetermined/MAST	Summary of Student Counts
44	38	42	7	Total Grade Count 87

Note: Students listed to the left of the solid line have passed Social Studies. Underdetermined/MAST: Student is Underdetermined or the student participated in IMAST.

Summary of Scores	Social Studies	Pass +	Pass	Did Not Pass			
Mean Scale Score	517.5	MISS	574.0	MISS	517.3	MISS	485.1
Pass Cut Score	443	SD	71.0	SD	71.7	SD	14.8
Pass + Cut Score	600	L/H Dist.	160.428	L/H Dist.	464.548	L/H Dist.	432.478
Standard Deviation	41.2	L/H Range	160.700	L/H Range	463.049	L/H Range	220.462
Lowest/Highest State Score Obtained	432-628						
Lowest/Highest State Score Passes	220-700	39 Students Pass +		42 Students Pass		7 Students Did Not Pass	

Subtotal numbers are rounded within each category. Additive subtotals may not equal 100%.

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

Report Legend: MISS: Mean Scale Score; SD: Standard Deviation; L/H Dist.: Lowest/Highest State Score Distribution; L/H Range: Lowest/Highest State Score Range of Proficiency Levels.

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## Highlights of the Proficiency Performance Summary

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade.
- D** The **columns** report performance levels for English/Language Arts.
- E** The **rows** report performance levels for Mathematics.
- F** Reports the Summary of Student Counts.
- G** Provides school summary information for English/Language Arts.
- H** Provides school summary information for Mathematics.
- I** Provides school summary information for Social Studies.
- J** Provides school summary scores by performance level for English/Language Arts, Mathematics, and Social Studies.
- K** Defines the abbreviations used in this report.

## 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.

TEST ADMINISTRATION: ISTEP+ Spring ... **A**  
 TEST PROGRAM: Public Schools **B**  
 CORP/DIOCESE: WILSON **B**  
 SCHOOL: BOULDER **B**  
 GRADE: Grade 3 **C**  
 SUBJECT: English Langu... **C**

### Disaggregation Summary

**SIMULATED DATA**

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Grade: Grade 3, Subject: English/Language Arts

English/Language Arts Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Scale Score		
		N	%	N	%	N	%	N	%	N	%	Median	Low	High
All Students <b>D</b>	114	22	19	77	68	99	87	14	12	1	1	478.0	275	634
General Education														
TOTAL General Education	106	22	21	71	67	93	88	12	11	1	1	479.0	275	634
Special Education <b>H</b>														
With Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	8	***	***	***	***	***	***	***	***	***	***	***	***	***
English Learner														
With Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	10	1	10	7	70	8	80	2	20	0	0	453.5	275	523
TOTAL English Learner	14	1	7	9	64	10	71	4	29	0	0	448.0	275	523
Non-English Learner														
With Accommodations	7	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	93	21	23	64	69	85	91	7	8	1	1	484.0	378	634
TOTAL Non-English Learner	100	21	21	68	68	89	89	10	10	1	1	480.7	291	634
Gender														
Male	58	12	21	40	69	52	90	6	10	0	0	468.5	275	634
Female	56	10	18	37	66	47	84	8	14	1	2	480.0	291	589
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***	***
SES														
Paid Lunch	79	20	25	55	70	75	95	4	5	0	0	487.0	275	634
Free or Reduced Lunch	33	2	6	20	61	22	67	10	30	1	3	448.0	291	546
No valid information	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity														
American Indian or Alaska Native	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Black or African American	0	***	***	***	***	***	***	***	***	***	***	***	***	***
Asian	14	7	50	6	43	13	93	1	7	0	0	516.5	275	634
Hispanic	16	0	0	12	75	12	75	4	25	0	0	450.0	365	480
Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***
White	80	14	18	56	70	70	88	9	11	1	1	469.0	291	593
Multiracial	0	***	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	0	***	***	***	***	***	***	***	***	***	***	***	***	***

The cut score of Pass is 417. The cut score of Pass+ is 521. Lowest/Highest Scale Score for English/Language Arts is 120-780. Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

**Report Purpose**  
 This report describes group achievement for selected reporting populations.

**Report Legend**  
 N: Number of students **I**  
 %: Percent of students

**Report Privacy Notice**  
 Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of the  
Disaggregation  
Summary Report**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Subject.
- D** Provides the total number of students.
- E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or whose scores were “Undetermined.” (The Total Passing column indicates the total number of students in the Pass+ and Pass columns.)
- 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 English/Language Arts content area.
- I** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

## 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 whether 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.

TEST ADMINISTRATION

ISTEP+ Spring ... **A**

GRADE

Grade 5 **C**

TEST PROGRAM

Public Schools

SUBJECT

English/Langu...

CORP/DIOCESE

WILSON **B**

SCHOOL

BOULDER

SIMULATED DATA

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Grade: Grade 5, Subject: English/Language Arts

Click on any item below to view the item text. To protect copyrights, item passages are not included in the item texts.

Click here for the downloadable version of the **E** Skills Assessment Test Book. Scroll down the test **F** page to locate the desired year and grade.

English/Language Arts	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications																
1A-2-Writing Applications	6	114			5	4	17	15	24	21	37	32	22	19	8	7
4A-3-Writing Applications	4	114			6	5	28	25	33	29	43	38				
Lang. Conventions																
1B-2-Lang. Conventions	4	114			2	2	17	15	31	27	63	55				
4B-3-Lang. Conventions	4	114			5	4	22	19	41	36	44	39				
Literary Text†																
1-3-Literary Text†	2	114	23	20	58	51	32	28								
2-3-Literary Text†	2	114	8	7	24	21	81	71								
3-3-Literary Text†	2	114	12	11	76	67	25	22								

English/Language Arts	Total Number of Stdnts	Condition Code A Blank Response		Condition Code B Illegible		Condition Code C Non-English		Condition Code D Insufficient		Condition Code E Off Topic		Invalid / Omitted Test	
		N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications													
1A-2-Writing Applications	114	0	0	0	0	0	0	0	0	0	0	1	1
4A-3-Writing Applications	114	1	1	0	0	0	0	0	0	2	2	1	1
Lang. Conventions													
1B-2-Lang. Conventions	114	0	0	0	0	0	0	0	0			1	1
4B-3-Lang. Conventions	114	1	1	0	0	0	0	0	0			1	1
Literary Text†													
1-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1
2-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1
3-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1

† Reading Comprehension is contained within this standard.

**Report Purpose**

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

**Report Legend**

N: Number of students **H**  
 %: Percent of students

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of  
the Applied  
Skills Frequency  
Distribution**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Subject.
- D** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring notes, can be found on the Indiana Department of Education website at <http://www.doe.in.gov/assessment>.
- E** Lists the total number of students tested in the school.
- F** Lists the number and percentage of students obtaining each score point.
- G** Lists by condition code the number and percentage of students who did not receive a score.

**Condition Codes**

- A = Blank Response
- B = Illegible
- C = Non-English
- D = Insufficient
- E = Off Topic

If the writing prompt receives a **Condition Code A**, the student will receive an “Undetermined” status for English/Language Arts.

- H** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

## Undetermined Status Roster

This report lists all students in the corporation who have an “Undetermined” status. Students are listed alphabetically by grade and by school. Students who fail to complete one or more subtests in English/Language Arts, Mathematics, Science, and/or Social Studies and students who participate in *IMAST* are listed as “Undetermined.” This report explains the reason for the “Undetermined” status by indicating whether the subtest was not taken, not received, or not valid, or whether the student participated in *IMAST*.

TEST ADMINISTRATION: ISTEP+ Spring ... **A** TEST PROGRAM: Public Schools CORP/DIOCESE: WILSON **B** SCHOOL: BOULDER

GRADE: Grade 5 **C**

### Undetermined Status Roster

**SIMULATED DATA**

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Grade: Grade 5

Students	Undetermined in Category	English/Language Arts				Mathematics			Social Studies		
		Writing S2 - OE	ELA S3 - OE	ELA S3 - MC	ELA S4 - MC	Math S1 - OE	Math S1 - MC	Math S2 - MC	Social Studies	Social Studies	Social Studies
TEST NOT RECEIVED:		0	0	1	1	0	1	1	0	1	1
TEST NOT TAKEN:		3	2	1	1	1	0	0	2	1	1
TEST INVALIDATED:		0	0	0	0	0	0	0	0	0	0
Participated in IMAST:		0	0	0	0	0	0	0	0	0	0
UNDETERMINED in ELA :	4										
UNDETERMINED in Math:	2										
UNDETERMINED in Social Studies:	3										

Students	Category	Prof Level	English/Language Arts				Mathematics			Social Studies		
			Writing S2 - OE	ELA S3 - OE	ELA S3 - MC	ELA S4 - MC	Math S1 - OE	Math S1 - MC	Math S2 - MC	Social Studies	Social Studies	Social Studies
<b>D</b> SANDERS, ALEX Birthdate: MM/DD/YY Student ID: 0123456789	ELA Math Social	UND Pass UND	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Valid Attempt	Valid Attempt	Valid Attempt	Test Not Taken	Test Not Taken	Test Not Taken

Note: Test Not Taken, Test Not Received, or Invalid by School, results in an Undetermined status.  
IF A STUDENT IS LISTED ON THIS REPORT IN ERROR, CONTACT THE CTB/Indiana Help DESK TOLL FREE AT 800-282-1132

Test Not Taken is indicated when the student does not attempt any item in that test session.  
Test Not Received is indicated when the student's test document for these sessions/test components are not received.  
IMAST Partic. is indicated when the student participated in IMAST.

#### Report 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.

#### Report Legend

MC : Multiple-choice Items **G**  
OE : Open-ended Items  
DNP: Did Not Pass  
UND: Undetermined  
GR: Gridded response items

#### Report Privacy Notice

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of the  
Undetermined  
Status Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade.
- D** Lists alphabetically students who have an “Undetermined” status in English/Language Arts, Mathematics, or Social Studies.
- E** Indicates whether the “Undetermined” status is in English/Language Arts, Mathematics, or Social Studies.
- F** Indicates the reason for the “Undetermined” status (i.e., a subtest was invalidated or not taken), or the student participated in *IMAST*.
- G** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.



# ISTEP+ Reports for the Corporation Administrator

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

## Proficiency Performance Summary

This report summarizes groups of students according to performance levels of 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 4 and 6. Information for Social Studies 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
<b>Mathematics Pass+</b>	<b>1</b> Students who scored in the Pass+ performance level in both ELA and Math.	<b>2</b> Students who scored in the Pass performance level in ELA and the Pass+ level in Math.	<b>3</b> Students who scored in the Did Not Pass performance level in ELA and the Pass+ level in Math.
<b>Mathematics Pass</b>	<b>4</b> Students who scored in the Pass+ performance level in ELA and the Pass level in Math.	<b>5</b> Students who scored in the Pass performance level in both ELA and Math.	<b>6</b> Students who scored in the Did Not Pass performance level in ELA and the Pass level in Math.
<b>Mathematics Did Not Pass</b>	<b>7</b> Students who scored in the Pass+ performance level in ELA and the Did Not Pass level in Math.	<b>8</b> Students who scored in the Pass performance level in ELA and the Did Not Pass level in Math.	<b>9</b> Students who scored in the Did Not Pass performance level in both ELA 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 titled “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.

# ISTEP+ Reports for the Corporation Administrator

TEST ADMINISTRATION: ISTEP+ Spring ...  
 GRADE: Grade 5  
 TEST PROGRAM: Public Schools  
 CORP/DIOCESE: WILSON  
 SCHOOL: All Schools

**A** **C** **B**

### Proficiency Performance Summary

**SIMULATED DATA**

Test Administration: ISTEP+ Spring 2017, Test Program: Public Schools, Corp/Dioocese: WILSON, School: BOULDER, Grade: Grade 5

	English/Language Arts Pass +	English/Language Arts Pass	English/Language Arts Did Not Pass	English/Language Arts Undetermined/IMAST	Mathematics TOTALS
Mathematics Pass +	20 23 Students Pass + in ELA and Math	19 22 Students Pass in ELA and Pass + in Math	0 Students Did Not Pass in ELA and Pass + in Math	0 Students Undetermined/IMAST in ELA and Pass + in Math	45 39 Students Pass + in Math
Mathematics Pass	7 8 Students Pass + in ELA and Pass in Math	33 38 Students Pass in ELA and Math	4 5 Students Did Not Pass in ELA and Pass in Math	0 0 Students Undetermined/IMAST in ELA and Pass in Math	51 44 Students Pass in Math
Mathematics Did Not Pass	0 0 Students Pass + in ELA and Did Not Pass in Math	2 2 Students Pass in ELA and Did Not Pass in Math	1 1 Students Did Not Pass in ELA and Math	0 0 Students Undetermined/IMAST in ELA and Did Not Pass in Math	3 3 Students Did Not Pass in Math
Mathematics Undetermined/IMAST	0 0 Students Pass + in ELA and Undetermined/IMAST in Math	0 0 Students Pass in ELA and Undetermined/IMAST in Math	0 0 Students Did Not Pass in ELA and Undetermined/IMAST in Math	1 1 Students Undetermined/IMAST in ELA and Math	1 1 Students Undetermined/IMAST in Math
English/Language Arts TOTALS	31 27 Students Pass + in ELA	62 64 Students Pass in ELA	5 6 Students Did Not Pass in ELA	1 1 Students Undetermined/IMAST in ELA	Summary of Student Counts Total Grade Count: 87 Complete Tests: 88 Undetermined/IMAST Scores: ELA Only: 0 Math Only: 0 Both: 1

Note: Students listed in the four boxes within the bold lines have passed both English/Language Arts and Mathematics. Undetermined/IMAST: Student is Undetermined or the student participated in IMAST.

**SIMULATED DATA**

Summary Of Scores	ELA	English/Language Arts Pass +	English/Language Arts Pass	English/Language Arts Did Not Pass
Mean Scale Score	528.8	MSS: 550.3	MSS: 511.8	MSS: 434.6
Pass Cut Score	405	SD: 89.3	SD: 21.3	SD: 28.6
Pass + Cut Score	548	L/H Out: 550-731	L/H Out: 455-547	L/H Out: 393-483
Standard Deviation	48.4	L/H Range: 548-820	L/H Range: 408-547	L/H Range: 100-407
Lowest/Highest Scale Score Obtained	393-731	27 Students Pass +	54 Students Pass	5 Students Did Not Pass
Lowest/Highest Scale Score Possible	160-820			

Summary Of Scores	Math	Mathematics Pass +	Mathematics Pass	Mathematics Did Not Pass
Mean Scale Score	554.6	MSS: 601.3	MSS: 521.7	MSS: 428.3
Pass Cut Score	403	SD: 51.1	SD: 25.2	SD: 34.6
Pass + Cut Score	586	L/H Out: 587-775	L/H Out: 487-554	L/H Out: 393-482
Standard Deviation	50.3	L/H Range: 568-775	L/H Range: 483-555	L/H Range: 245-482
Lowest/Highest Scale Score Obtained	393-775	39 Students Pass +	44 Students Pass	3 Students Did Not Pass
Lowest/Highest Scale Score Possible	245-775			

Social Studies Pass +	Social Studies Pass	Social Studies Did Not Pass	Social Studies Undetermined/IMAST	Social Studies TOTALS
44 38 Students Pass + in Social Studies	48 42 Students Pass in Social Studies	7 5 Students Did Not Pass in Social Studies	0 0 Students Undetermined/IMAST in Social Studies	Summary of Student Counts Total Grade Count: 87

Note: Students listed to the left of the bold line have passed Social Studies. Undetermined/IMAST: Student is Undetermined or the student participated in IMAST.

Summary Of Scores	Social Studies	Social Studies Pass +	Social Studies Pass	Social Studies Did Not Pass
Mean Scale Score	537.3	MSS: 574.6	MSS: 517.3	MSS: 455.1
Pass Cut Score	483	SD: 15.0	SD: 16.7	SD: 16.3
Pass + Cut Score	550	L/H Out: 550-620	L/H Out: 494-548	L/H Out: 432-478
Standard Deviation	41.2	L/H Range: 550-760	L/H Range: 483-548	L/H Range: 220-482
Lowest/Highest Scale Score Obtained	432-628	38 Students Pass +	42 Students Pass	7 Students Did Not Pass
Lowest/Highest Scale Score Possible	220-760			

Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

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

**Report Legend**  
 MSS: Mean Scale Score  
 SD: Standard Deviation  
 L/H Out: Lowest/Highest Scale Score Obtained  
 L/H Range: Lowest/Highest Scale Score Range of Proficiency Level.

**Report Privacy Notice**  
 Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of  
the Proficiency  
Performance  
Summary**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade.
- D** The **columns** report performance levels for English/Language Arts.
- E** The **rows** report performance levels for Mathematics.
- F** Reports the Summary of Student Counts.
- G** Provides corporation summary information for the English/Language Arts content area.
- H** Provides corporation summary information for the Mathematics content area.
- I** Provides corporation summary information for the Social Studies content area.
- J** Provides corporation summary scores by performance level for English/Language Arts, Mathematics, and Social Studies.
- K** Defines the abbreviations used in this report.

# Group Academic Standards Summary

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

TEST ADMINISTRATION: ISTEP+ Spring ... **A** TEST PROGRAM: Public Schools CORP/DIOCESE: WILSON **B** GRADE: Grade 6

**SIMULATED DATA**

Page 1 of 1

## Group Academic Standards Summary

NOTE: The Group Academic Standards Summary online report displays summary information along the left-hand side of the page and Content Area/Academic Standards across the top.

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, Grade: Grade 6

C	English/Language Arts						Mathematics						Science						
	Vocabulary	Nonfiction/Info Text	Literary Text	Writing Process	Writing Applications	Lang. Conventions	Number Sense	Computation	Algebra & Functions	Geometry	Measurement	Data Analysis & Prob	Problem Solving	Physical Science	Earth & Space Science	Life Science	Science Eng & Tech	The Nature of Science	The Design Process
Item Type	MC	MC,OE	MC	MC	MC,OE	MC,OE	MC	MC,OE,GR	MC,OE,GR	MC,GR	MC,OE,GR	MC	MC,OE	MC,OE	MC,OE	MC,OE	MC	MC,OE	MC
Points Possible	8	19	10	8	13	11	10	10	12	8	7	6	11	12	10	12	5	10	6
IPI at Pass**	72	56	74	59	59	68	43	36	47	43	36	36	18	53	64	54	67	66	48
WILSON Summary • Number of Students: 93	*Number of Students: 88						*Number of Students: 92						*Number of Students: 91						
Mean Number Correct	6.9	13.0	8.2	6.3	9.3	8.8	7.3	6.7	9.6	5.6	4.4	3.7	5.9	8.6	7.5	7.8	3.6	7.7	3.6
Mean IPI	84.2	70.2	84.2	75.4	69.3	78.9	71.5	66.5	78.2	69.1	63.3	63.0	54.6	70.1	75.5	64.8	73.6	77.2	63.3
Difference	12.2	14.2	10.2	16.4	10.3	10.9	28.5	30.5	31.2	26.1	28.3	27.0	36.5	17.1	11.5	10.8	16.6	11.2	15.3
Number Mastery	76	73	73	75	73	72	88	85	88	87	86	85	87	72	72	69	72	71	69
Percent Mastery	84	82	81	83	83	82	95	92	96	94	93	91	95	79	79	76	78	78	75
BOULDER Summary																			
Mean IPI	84.2	70.2	84.2	75.4	69.3	78.9	71.5	66.5	78.2	69.1	63.3	63.0	54.6	70.1	75.5	64.8	73.6	77.2	63.3
Difference	12.2	14.2	10.2	16.4	10.3	10.9	28.5	30.5	31.2	26.1	28.3	27.0	36.5	17.1	11.5	10.8	16.6	11.2	15.3

\*Number of students that completed all tests in a content area.  
 \*\*Expected IPI for a student at the passing cut score.  
 • Total number of all students that tested in any 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.  
 † Reading Comprehension is contained within this standard.  
 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.

**Report 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.

**Report Legend**

MC: Multiple-choice Items  
 OE: Open-ended Items  
 GR: Gridded response items

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of the  
Group Academic  
Standards  
Summary**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and Grade.
- C** Lists Academic Standards for the grade.
- D** Shows the number of score points that assess each Academic Standard and lists the expected Indiana Performance Index (IPI) at the passing cut score. (See page 69 for the definition of *Indiana Performance Index*.)
- E** Indicates the Number of Students.
- F** 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.
- G** 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).
- H** Lists schools alphabetically by name.
- I** Defines the abbreviations used in this report.

**Note:** All reports include the English/Language Arts and Mathematics content areas. In addition, Grades 4 and 6 reports include Science, and Grades 5 and 7 reports include Social Studies.

# Academic Standards Summary

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

TEST ADMINISTRATION  
ISTEP+ Spring ...

GRADE  
Grade 6

**A**

**C**

TEST PROGRAM  
Public Schools

**B**

CORP/DIOCESE  
WILSON

SCHOOL  
All Schools

SIMULATED DATA

### Academic Standards Summary

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, Grade: Grade 6

Content Area/Academic Standard	Item Type	Points Possible	IPi at Pass**	State Summary				WILSON Summary					
				Mean Number Correct	Mean IPi	Difference	Number Mastery	Percent Mastery	Mean Number Correct	Mean IPi	Difference	Number Mastery	Percent Mastery
<b>English/Language Arts</b>													
Vocabulary	(MC)	8	72	6.4	80.6	8.6	59451	77	6.9	84.2	12.2	76	84
Nonfiction/Info Text†	(MC,OE)	19	56	12.6	87.6	11.6	57873	75	13.0	70.2	14.2	73	82
Literary Text†	(MC)	10	74	7.8	80.5	6.5	56542	73	8.2	84.2	10.2	73	81
Writing Process	(MC)	8	59	6.0	72.7	13.7	60769	79	6.3	75.4	16.4	75	83
Writing Applications	(MC,OE)	13	59	9.5	86.9	9.9	62356	81	9.3	69.3	10.3	73	83
Lang. Conventions	(MC,OE)	11	68	8.9	78.1	10.1	60889	79	8.8	78.9	10.9	72	82
*Number of students: 88													
<b>Mathematics</b>													
Number Sense	(MC)	10	43	6.5	63.0	20.0	64439	83	7.3	71.5	28.5	88	95
Computation	(MC,OE,GR)	10	36	6.0	58.4	22.4	64556	84	6.7	66.5	30.5	85	92
Algebra & Functions	(MC,OE,GR)	12	47	8.4	69.1	22.1	64006	83	9.6	78.2	31.2	88	96
Geometry	(MC,GR)	8	43	5.2	61.7	18.7	64004	83	5.6	69.1	26.1	87	94
Measurement	(MC,OE,GR)	7	35	3.9	55.3	20.3	64389	83	4.4	63.3	28.3	86	93
Data Analysis & Prob	(MC)	6	36	3.4	56.2	20.2	64098	83	3.7	63.0	27.0	85	91
Problem Solving	(MC,OE)	11	18	4.6	44.1	26.1	64416	84	5.9	54.5	36.5	87	96
*Number of students: 92													
<b>Science</b>													
Physical Science	(MC,OE)	12	53	7.5	62.6	9.6	51789	67	6.6	70.1	17.1	72	79
Earth & Space Science	(MC,OE)	10	64	7.0	69.7	5.7	51759	67	7.5	75.5	11.5	72	79
Life Science	(MC,OE)	12	54	7.2	60.4	6.4	51818	67	7.8	64.8	10.8	69	76
Science Eng & Tech	(MC)	5	57	3.4	67.1	10.1	52650	68	3.6	73.6	16.6	72	78
The Nature of Science	(MC,OE)	10	66	7.1	70.9	4.9	51504	67	7.7	77.2	11.2	71	78
The Design Process	(MC)	6	48	3.5	58.2	10.2	52000	67	3.6	63.3	15.3	69	75
*Number of students: 91													
****Total Number of students: 93													

\*Number of students that completed all tests in a content area.  
 \*\*Expected IPi for a student at the passing cut score.  
 \*\*\*Total number of all 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.  
 † Reading Comprehension is contained within this standard.  
 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.

**Report 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.

**Report Legend**

MC: Multiple-choice items  
 OE: Open-ended items  
 GR: Gridded response items

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

---

## **Highlights of the Academic Standards Summary**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade.
- D** Shows the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the standard. (See page 69 for the definition of *Indiana Performance Index*.)
- E** Lists the number of students and the percentage of students in the state who obtained mastery of each Academic Standard (i.e., achieved an IPI at or above the standard).
- F** 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.
- G** Lists Academic Standards for the grade.
- H** Indicates the Number of students who completed all tests in a content area.
- I** Defines the abbreviations used in this report.

**Note:** All reports include the English/Language Arts and Mathematics content areas. In addition, Grades 4 and 6 reports include Science, and Grades 5 and 7 reports include Social Studies.

## 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.

TEST ADMINISTRATION: ISTEP+ Spring ... **A**  
 TEST PROGRAM: Public Schools **B**  
 CORP/DIOCESE: WILSON  
 SCHOOL: All Schools  
 GRADE: Grade 3 **C**  
 SUBJECT: English/Langu... **F**

### Disaggregation Summary

**SIMULATED DATA**

Test Administration: ISTEP+ Spring 20Y, Test Program: Public Schools, Corp/Dioocese: WILSON, School: BOULDER, Grade: Grade 3, Subject: English/Language Arts

English/Language Arts Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Scale Score		
		N	%	N	%	N	%	N	%	N	%	Median	Low	High
All Students <b>G</b>	114	22	19	77	68	99	87	14	12	1	1	476.0	275	634
General Education														
TOTAL General Education	106	22	21	71	67	93	88	12	11	1	1	479.0	275	634
Special Education <b>H</b>														
With Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	8	***	***	***	***	***	***	***	***	***	***	***	***	***
English Learner														
With Accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	10	1	10	7	70	8	80	2	20	0	0	453.5	275	523
TOTAL English Learner	14	1	7	9	64	10	71	4	29	0	0	448.0	275	523
Non-English Learner														
With Accommodations	7	***	***	***	***	***	***	***	***	***	***	***	***	***
Without Accommodations	93	21	23	64	69	85	91	7	8	1	1	484.0	378	634
TOTAL Non-English Learner	100	21	21	68	68	89	89	10	10	1	1	480.7	291	634
Gender														
Male	58	12	21	40	69	52	90	6	10	0	0	468.5	275	634
Female	56	10	18	37	66	47	84	8	14	1	2	480.0	291	589
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***	***
SES														
Paid Lunch	79	20	25	55	70	75	95	4	5	0	0	487.0	275	634
Free or Reduced Lunch	33	2	6	20	61	22	67	10	30	1	3	448.0	291	546
No valid information	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity														
American Indian or Alaska Native	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Black or African American	0	***	***	***	***	***	***	***	***	***	***	***	***	***
Asian	14	7	50	6	43	13	93	1	7	0	0	516.5	275	634
Hispanic	16	0	0	12	75	12	75	4	25	0	0	450.0	365	480
Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***
White	80	14	18	56	70	70	88	9	11	1	1	469.0	291	593
Multiracial	0	***	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	2	***	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	0	***	***	***	***	***	***	***	***	***	***	***	***	***

The cut score of Pass is 417. The cut score of Pass+ is 521. Lowest/Highest Scale Score for English/Language Arts is 120-780. Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

**Report Purpose**  
 This report describes group achievement for selected reporting populations.

**Report Legend**  
 N: Number of students **I**  
 %: Percent of students

**Report Privacy Notice**  
 Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

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**Highlights of the  
Disaggregation  
Summary Report**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Subject.
- D** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or whose scores were “Undetermined.” (The Total Passing column indicates the total number of students in the Pass+ and Pass columns.)
- E** Indicates the median scale scores, which are not computed for groups with fewer than 10 students.
- F** Indicates the lowest and highest scale scores obtained.
- G** Provides the total number of students.
- H** Identifies the reporting populations in the English/Language Arts content area.
- I** Defines the abbreviations used in this report.

**Note:** All reports include the English/Language Arts and Mathematics content areas. In addition, Grades 4 and 6 reports include Science, and Grades 5 and 7 reports include Social Studies.

## 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 whether 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.

TEST ADMINISTRATION  
ISTEP+ Spring ... **A**

GRADE  
Grade 5 **C**

TEST PROGRAM  
Public Schools

SUBJECT  
English/Langu...

CORP/DIOCESE  
WILSON **B**

SCHOOL  
BOULDER

**SIMULATED DATA**

**Applied Skills Frequency Distribution**

Test Administration: ISTEP+ Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Grade: Grade 5, Subject: English/Language Arts

Click on any item below to view the item text. To protect copyrights, item passages are not included in the item texts.  
[Click here for the downloadable version of the English/Language Arts Skills Assessment Test Book.](#) Scroll down the test book page to locate the desired year and grade.

English/Language Arts Item # - Session # - Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications																
1A-2-Writing Applications	6	114			5	4	17	15	24	21	37	32	22	19	8	7
4A-3-Writing Applications	4	114			6	5	28	25	33	29	43	38				
Lang. Conventions																
1B-2-Lang. Conventions	4	114			2	2	17	15	31	27	63	55				
4B-3-Lang. Conventions	4	114			5	4	22	19	41	36	44	39				
Literary Text†																
1-3-Literary Text†	2	114	23	20	58	51	32	28								
2-3-Literary Text†	2	114	8	7	24	21	81	71								
3-3-Literary Text†	2	114	12	11	76	67	25	22								

English/Language Arts Item # - Session # - Applied Skill	Total Number of Stdnts	Condition Code A Blank Response		Condition Code B Illegible		Condition Code C Non-English		Condition Code D Insufficient		Condition Code E Off Topic		Invalid / Omitted Test	
		N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications													
1A-2-Writing Applications	114	0	0	0	0	0	0	0	0	0	0	1	1
4A-3-Writing Applications	114	1	1	0	0	0	0	0	0	2	2	1	1
Lang. Conventions													
1B-2-Lang. Conventions	114	0	0	0	0	0	0	0	0			1	1
4B-3-Lang. Conventions	114	1	1	0	0	0	0	0	0			1	1
Literary Text†													
1-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1
2-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1
3-3-Literary Text†	114	0	0	0	0	0	0	0	0	0	0	1	1

† Reading Comprehension is contained within this standard.

**Report Purpose**

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

**Report Legend**

N: Number of students **H**  
%: Percent of students

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

---

**Highlights of  
the Applied  
Skills Frequency  
Distribution**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Subject.
- D** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring notes, can be found on the Indiana Department of Education website at <http://www.doe.in.gov/assessment>.
- E** Lists the Total Number of Students tested in the corporation.
- F** Lists the number and percentage of students obtaining each score point.
- G** Lists by condition code the number and percentage of students who did not receive a score.

**Condition Codes**

- A = Blank Response
- B = Illegible
- C = Non-English
- D = Insufficient
- E = Off Topic

If the writing prompt receives a **Condition Code A**, the student will receive an “Undetermined” status for English/Language Arts.

- H** Defines the abbreviations used in this report.

**Note:** All reports include the English/Language Arts and Mathematics content areas. In addition, Grades 4 and 6 reports include Science, and Grades 5 and 7 reports include Social Studies.

## 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.

TEST ADMINISTRATION  
ISTEP+ Spring ... **A**

TEST PROGRAM  
Public Schools

CORP/DIOCESE  
WILSON **B**

GRADE  
Grade 6

Page 1 of 10
SIMULATED DATA

### Academic Standards Frequency Distribution

Administration: ISTEP+ **D** @ 20YY, Test Program: Public Schools, Co **E** rporation: WILSON, Grade: Grade 6 **F**

Scale Score	English/Language Arts				Mathematics				Science				Scale Score
	Freq	Percent	Cum Freq	Cum Percent	Freq	Percent	Cum Freq	Cum Percent	Freq	Percent	Cum Freq	Cum Percent	
725	1	1.14	88	100.00									725
698					1	1.09	92	100.00					698
687	1	1.14	87	98.86									687
673	1	1.14	86	97.73									673
672					1	1.09	91	98.91					672
663	1	1.14	85	96.59									663
655	1	1.14	84	95.45									655
653					1	1.09	90	97.83					653
640	1	1.14	83	94.32	1	1.09	89	96.74					640
637					1	1.09	88	95.65					637
632					1	1.09	87	94.57					632
631	1	1.14	82	93.18	1	1.09	86	93.48					631
630	1	1.14	81	92.05									630
628					1	1.09	85	92.39					628
627					1	1.09	84	91.30					627
624					1	1.09	83	90.22					624
623					1	1.09	82	89.13					623
622	1	1.14	80	90.91	1	1.09	81	88.04					622

ALL DATA NOT SHOWN ON MOCKUP

202	1	0.00	7	0.01									202
160	6	0.01	6	0.01									160

Note: Sorting can be performed by clicking interactive column headers. When sorting by Frequency or Percent, Scale Scores will display out of order.

Summary	English/Language Arts	Mathematics	Science
Number of Students	88	92	91
High Score	725	698	602
Low Score	393	423	389
Local Percentiles			
90	620.8	624.9	561.6
75	579.0	604.7	548.1
50 (Median)	538.5	569.0	515.3
25	500.0	534.0	471.5
10	453.1	496.4	445.8
Mean	539.1	567.2	508.2
Standard Deviation	63.8	50.9	47.8
Score Ranges			
Pass+	679-850	590-790	531-765
Pass	478-678	487-589	467-530
Did not Pass	180-477	290-486	200-466

**Report Purpose**

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

**Report Legend**

Freq: Frequency  
Cum Freq: Cumulative Frequency  
Cum Percent: Cumulative Percent

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

---

**Highlights of  
the Academic  
Standards  
Frequency  
Distribution**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and Grade.
- C** Lists the scale scores achieved on the English/Language Arts, Mathematics, and Science tests.
- D** Shows the number and percentage of students who achieved each scale score on the English/Language Arts test.
- E** Shows the number and percentage of students who achieved each scale score on the Mathematics test.
- F** Shows the number and percentage of students who achieved each scale score on the Science test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).
- H** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.



---

# ***IREAD-3* Reports for Teachers**

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

---

## ***IREAD-3* Student Report**

The *IREAD-3* Student Report is designed to clearly communicate student performance. The report shows the student's score and whether the student is placed in the Pass or Did Not Pass performance level. The two performance levels were established by the Indiana State Board of Education. Students whose scores place them in the Pass performance level meet the standards. The report also provides guidance to parents who may want to obtain more information about or assistance for their child. One paper copy of this report is provided. A PDF version of the Student Report is available online through the Indiana Online Reporting System at <<https://indiana.ctb.com/onlineresults>>.

**Sample Student Report**

This sample Student Report presents results for Audrey K. Horn, a fictional student who took the IREAD-3 test. The middle section of this page describes Audrey’s foundational reading performance as measured against the Indiana Academic Standards, and it shows her achievement as a three-digit score. The score required to pass is 446. Audrey’s score of 452 means she passed.

# IREAD-3

## Student Report

Using Assessment to Help Students Grow



Simulated Data

**Your Child’s Spring YYYY IREAD-3 Results**  
For the parent or guardian of:

**Audrey K. Horn**

Grade **3**  
Class **D. Cooper** A  
School **Due Pix School**  
Corporation **Dear Meadow District**  
Birthdate **MM-DD-YY**

---

Dear Parent/Guardian,

This report provides information about your child’s achievement on the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment. Please take the time to study your child’s results, to contact your child’s school for additional documentation of learning progress, and to understand how the staff will utilize this IREAD-3 report to support your child during the 2014-2015 school year.

Based on the Indiana Academic Standards, the IREAD-3 assessment measures foundational reading standards through grade 3. Student results on IREAD-3 are reported as three-digit scale scores. These scale scores connect to performance levels (Pass and Did Not Pass), based on the Indiana Academic Standards related to reading.



Glenda S. Ritz  
State Superintendent of Public Instruction

**B How do I use this report?**

After reviewing all of the information contained in this report and talking with your child about it, you may want to meet with your child’s teacher to discuss these results. The teacher can talk with you about your child’s academic strengths and areas of need. The teacher can also tell you about extra help your child can receive, if necessary.

Indiana schools are required to provide remediation for students who do not pass IREAD-3.

For more information, call our office of Student Assessment at 888-544-7837 (888-54-ISTEP), visit the Indiana Department of Education website at [www.doe.in.gov/assessment](http://www.doe.in.gov/assessment), or send an email to [IREAD@doe.in.gov](mailto:IREAD@doe.in.gov).

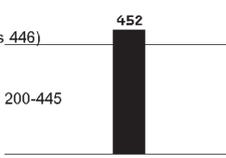
---

**Overall Score and Performance Levels**

**C** **Reading**

●	<b>Pass</b>	446-650
●	<b>Did Not Pass</b>	200-445

(Passing Score is 446)



Your child’s scale score is **452**, which is in the **Pass** performance level.

**What this score means:**  
*Pass* students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

**D** **Reading**

Results by Academic Standard:

Academic Standard	Your Child’s Score
Vocabulary	<b>63</b>
Nonfiction/Info Text*	<b>67</b>
Literary Text*	<b>20</b>

\* Reading Comprehension is contained within this standard  
## No score due to invalid/omitted subtest

---

**Highlights of the  
IREAD-3 Student  
Report**

- A** Identifies the student's name and Grade. Also identifies the Class, School, Corporation, and student's Birthdate.
- B** Provides information for parents.
- C** Explains the student's performance relative to the cut scores established by the Indiana State Board of Education.
- D** Lists Academic Standards within the Reading content area.
- E** Shows the percent of items your child answered correctly for each Academic Standard.

## IREAD-3 Proficiency Roster

This report lists alphabetically all students in the class and tells the teacher how each student performed in the content area of Reading. Also shown is the scale score for each student in Reading.

TEST ADMINISTRATION

IREAD-3 Sprin... **A**

GRADE

Grade 3 **C**

TEST PROGRAM

Public Schools

CLASS

BROWN T

CORP/DIOCESE

WINFIELD **B**

SCHOOL

JACKSON

◀ ◁ ▷ ▶

Proficiency Roster

SIMULATED DATA

Test Administration: IREAD-3 Spring YYYY, Test Program: Public Schools, Corp/Diocese: WINFIELD, School: Jackson, Class: BROWN T, Grade: Grade 3

Student	Reading	
	Scale Score	Category
ALVIN, LARRY <b>D</b>	497	<b>E</b> Pass
BARDFIELD, AMY G	471	Pass
BATTLES, MARY	553	Pass
BECHSHORE, IVAN	401	DNP
BENZ, ANDY R	541	Pass
BETH, TIMMY N	511	Pass
BIRD, GARY	468	Pass
BOOKER, ALICE	484	Pass
BOWER, DIANE	447	Pass
BROWNIE, ELLEN A	548	Pass
BURGESS, CONNIE	513	Pass
CALLFIELD, MARK	514	Pass
CAROL, MEGAN	502	Pass
CLARKSVILLE, KAREN	539	Pass
CURRRAGE, SAMULE R	493	Pass

#: No score due to invalid or omitted subtest  
 UND: Undetermined  
 Note: Sorting can be performed by clicking interactive column headers. When sorting by Scale Score or Category, student names will display out of alphabetical order.

**Report Purpose**

This report provides a listing of students and their results.

**Report Legend**

DNP: Did Not Pass **F**  
 UND: Undetermined

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

**Highlights of the Proficiency Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists students alphabetically within the class.
- E** Provides each student’s scale score and performance level within the Reading content area.
- F** Defines the abbreviations used in this report.

**IREAD-3 Label**

The *IREAD-3* Label presents an individual student’s criterion-referenced test results in a form that you can easily attach to the student’s permanent record.

**IREAD-3**

SCHOENLEBER DONNA E	Simulated Data		
SCHOENLEBER DONNA E DOB: MM/DD/YY STN: 123456789 GRADE: 3 TEST DATE: MM/DD/YY SCHOOL: SCHOOL ONE CORP: CORP ONE	IREAD-3  PASS CUT SCORE STUDENT SCORE PROFICIENCY LEVEL	READING  446 582 PASS	

# IREAD-3 Report for the School Administrator

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

## IREAD-3 Proficiency Roster

This report lists alphabetically all students in the school by grade and tells the principal how each student performed in the content area of Reading. Also shown is the scale score for each student in Reading.

TEST ADMINISTRATION

IREAD-3 Sprin... **A**

GRADE

Grade 3 **C**

TEST PROGRAM

Public Schools

CLASS

All Classes

CORP/DIOCESE

WINFIELD **B**

SCHOOL

JACKSON

◀ ▶ ⏪ ⏩ ↺ ↻

### Proficiency Roster

SIMULATED DATA

Test Administration: IREAD-3 Spring YYYY, Test Program: Public Schools, Corp/Diocese: WINFIELD, School: Jackson, Class: BROWN T, Grade: Grade 3

Student	Reading	
	Scale Score	Category
ALVIN, LARRY <b>D</b>	497 <b>E</b>	Pass
BARDFIELD, AMY G	471	Pass
BATTLES, MARY	553	Pass
BECHSHORE, IVAN	401	DNP
BENZ, ANDY R	541	Pass
BETH, TIMMY N	511	Pass
BIRD, GARY	468	Pass
BOOKER, ALICE	484	Pass
BOWER, DIANE	447	Pass
BROWNIIE, ELLEN A	548	Pass
BURGESS, CONNIE	513	Pass
CALLFIELD, MARK	514	Pass
CAROL, MEGAN	502	Pass
CLARKSVILLE, KAREN	539	Pass
CURRAGE, SAMULE R	493	Pass

#: No score due to invalid or omitted subtest.  
 UND: Undetermined  
 Note: Sorting can be performed by clicking interactive column headers. When sorting by Scale Score or Category, student names will display out of alphabetical order.

**Report Purpose**

This report provides a listing of students and their results.

**Report Legend**

DNP: Did Not Pass **F**  
 UND: Undetermined

**Report Privacy Notice**

Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

---

**Highlights of the Proficiency Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists students alphabetically within the school for the grade tested.
- E** Provides each student's scale score and performance level within the Reading content area.
- F** Defines the abbreviations used in this report.



---

# ***IMAST* Reports for Teachers**

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

---

## ***IMAST* Student Report (front)**

The *IMAST* Student Report is designed to clearly communicate student performance. The front of the report shows the student's 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 9 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 about or assistance for their child. One paper copy of this report is provided. A PDF version of the Student Report is available online through the Indiana Online Reporting System at <<https://indiana.ctb.com/onlineresults>>.

**Sample Student Report**

This sample Student Report presents results for Jeffrey C. Hall, a fictional student who took the *IMAST* test. The middle section of this page describes Jeffrey's performance as measured against the Indiana Academic Standards, and it shows his achievement for each content area as a three-digit score. The score required to pass the Indiana Academic Standards in English/Language Arts is 437. Jeffrey's score of 438 means he passed the Indiana Academic Standards for that content area. The score required to pass in Mathematics is 445. Jeffrey's score of 749 means he passed the Indiana Academic Standards for that content area. The Student Report indicates that Jeffrey did not take the Science test and received Undetermined results.

## IMAST

### Student Report

Using Assessment to Help Students Grow

Indiana Department of Education

Simulated Data

**Your Child's Spring YYYY IMAST Results**  
For the parent or guardian of:

**Jeffrey C. Hall**

Grade **4**

Class **D. Cooper**

School **Due Pix School**

Corporation **Dear Meadow District**

Birthdate **MM-DD-YY**

Dear Parent/Guardian,

This report provides information about your child's achievement on IMAST. Please take the time to study your child's results, to contact your child's school for additional documentation of learning progress, and to understand how the staff will utilize this IMAST report to support your child during the 2014-2015 school year.

Glenda S. Ritz  
State Superintendent of Public Instruction

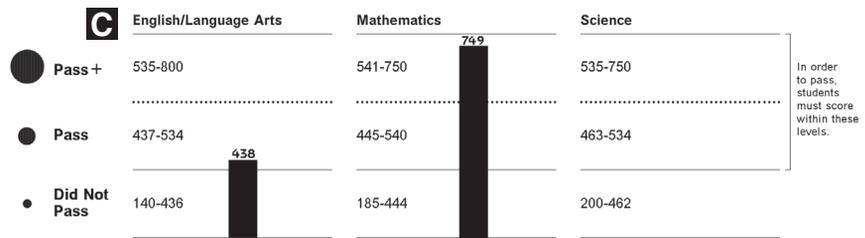
**B How do I use this report?**

After reviewing all of the information contained in this report and talking with your child about it, you may want to meet with your child's teacher to discuss these results. The teacher can talk with you about your child's academic strengths and areas of need. The teacher can also tell you about extra help your child can receive, if necessary.

Indiana schools are required to provide remediation for students who do not pass IMAST, and it is your responsibility to make sure your child participates in these opportunities.

For more information, call our IMAST Hotline at 888-544-7837 (888-54-ISTEP), visit the Indiana Department of Education website at [www.doe.in.gov/assessment](http://www.doe.in.gov/assessment), or send an email to [istep@doe.in.gov](mailto:istep@doe.in.gov).

**Overall Score and Performance Levels**



Your child's scale score is **438**, which is in the **Pass** performance level.

**What this score means:**  
*Pass* students demonstrate sufficient understanding when reading, comparing and responding to grade-level text, including stories and informational texts. *Pass* students 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.

Your child's scale score is **749**, which is in the **Pass+** performance level.

**What this score means:**  
*Pass+* students demonstrate advanced mathematical and problem-solving skills. Students competently solve a variety of problems using addition, subtraction, multiplication and division and display a highly-developed understanding of perimeter, area, volume, capacity, shapes, time and money. *Pass+* students demonstrate superior ability to organize, represent and interpret data, while clearly communicating and supporting solutions to multiple-step problems.

Your child did not take this test. The school indicated that your child participated in ISTEP.

**What this score means:**  
Your child does not have a score for this content area because one or more portions of the test were not taken and the school marked the *Student Participated in ISTEP* indicator. Contact the school for more information.

In order to pass, students must score within these levels.

Over → 1/29/14

CTBID: 00000000000000-00-00000-000000

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**Highlights of the  
IMAST Student  
Report (front)**

- A** Identifies the student's name and Grade. Also identifies the Class, School, Corporation, and student's Birthdate.
- B** Provides information for parents.
- C** Explains the student's performance relative to the cut scores established by the Indiana State Board of Education.

**Note:** Science data are included on all of the reports for Grades 4 and 6.  
Social Studies data are included on all of the reports for Grades 5 and 7.

# Jeffrey C. Hall

Simulated Data

## Performance by Content Area

Scores on this part of the report indicate a student's performance in each content area. These scores show the percent of items the student answered correctly.  
(Note: These scores cannot be added together to equal the 3-digit score found on page 1 of this report.)

## English/Language Arts

<b>A</b> Results:	<b>B</b> Percent Correct
Topic	Your Child's Score
Vocabulary	63
Nonfiction/Info Text*	67
Literary Text*	20
Writing Process*	82
Writing Applications	47
Lang. Conventions	87

## Mathematics

Results:	Percent Correct
Topic	Your Child's Score
Number Sense	86
Computation	67
Algebra & Functions	90
Geometry	82
Measurement	55
Data Analysis & Prob	87
Problem Solving	87

## Science

Results:	Percent Correct
Topic	Your Child's Score
Physical Science	##
Earth Science	##
Life Science	##
Science Eng & Tech	##
The Nature of Science	##
The Design Process	##

\* Reading Comprehension is contained within this topic  
## No score due to invalid/omitted subtest

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**Highlights of the  
*IMAST* Student  
Report (back)**

- A** Lists Topic, grouped by content area.
- B** Shows the percent of items your child answered correctly for each Academic Standard.

**Note:** Science data are included on all of the reports for Grades 4 and 6.  
Social Studies data are included on all of the reports for Grades 5 and 7.

# IMAST Proficiency Roster

This report lists alphabetically all students in the class and tells the teacher how each student performed in the content areas of English/Language Arts, Mathematics, Science, and/or Social Studies. Also shown is the scale score for each student in each of the content areas.

TEST ADMINISTRATION: **A** IMAST Spring | TEST PROGRAM: Public Schools | CORP/DIOCESE: WILSON | SCHOOL: BOULDER | **B**  
 GRADE: **C** Grade 5 | CLASS: SMITH

Page 1 of 5

## Proficiency Roster

**SIMULATED DATA**

Test Administration: IMAST Spring 20YY, Test Program: Public Schools, Corp/Diocese: WILSON, School: BOULDER, Class: SMITH, Grade: Grade 5

Student	English/Language Arts		Mathematics		Social Studies	
	Scale Score	Category	Scale Score	Category	Scale Score	Category
BARON, JAMIE G	545	Pass	587	Pass +	550	Pass +
BEGLEY, JOE	570	Pass +	610	Pass +	578	Pass +
BRONSON, EDWARD A	527	Pass	570	Pass +	510	Pass
CALOWAY, MARK	520	Pass	553	Pass	507	Pass
DONALDSON, KADIN	484	Pass	487	Pass	504	Pass
GEORGE, DAVID	500	Pass	507	Pass	487	Pass
HAVILAND, LUCY	525	Pass	544	Pass	539	Pass
HOFFMAN, GABE	489	Pass	503	Pass	559	Pass +
MILLER, HARVEY	562	Pass +	610	Pass +	581	Pass +
MARKS, CARSON	520	Pass	545	Pass	538	Pass
MILLERTON, RAYLEEN	545	Pass	522	Pass	556	Pass +
MOSS, MARTIN	519	Pass	544	Pass	489	Pass
NUNES, KNOELLE K	516	Pass	557	Pass +	510	Pass
ORTIZ, BENJAM G	555	Pass +	577	Pass +	572	Pass +
PAOLETTI, LARENC	599	Pass +	574	Pass +	577	Pass +
SANDERS, ALEX	528	Pass	565	Pass +	554	Pass +
SEIDEL, HARVEY	509	Pass	540	Pass	575	Pass +
SHOEMAKER, GARY	614	Pass +	545	Pass	587	Pass +

# No score due to invalid or omitted subtest.  
 UND: Undetermined - See Undetermined Status Roster for details. IMAST: Student participated in IMAST.  
 Note: Sorting can be performed by clicking interactive column headers. When sorting by Scale Score or Category, student names will display out of alphabetical order.

English/Language Arts			
Highest SS Obtained	731	No./PCT Pass+	27/31%
Mean Scale Score (SS)	528.8	No./PCT Pass	54/62%
Lowest SS Obtained	393	No./PCT DNP	5/6%
Standard Deviation	48.4	No./PCT UND/IMAST	1/1%
Low/High Score Possible	160-820	No. of Students Listed	87
Score Range: DNP 160-467 Pass 468-547 Pass + 548-820			
Mathematics			
Highest SS Obtained	775	No./PCT Pass+	39/45%
Mean Scale Score (SS)	554.5	No./PCT Pass	44/51%
Lowest SS Obtained	393	No./PCT DNP	3/3%
Standard Deviation	60.3	No./PCT UND/IMAST	1/1%
Low/High Score Possible	245-775	No. of Students Listed	87
Score Range: DNP 245-462 Pass 463-555 Pass + 556-775			
Social Studies			
Highest SS Obtained	626	No./PCT Pass+	38/44%
Mean Scale Score (SS)	537.3	No./PCT Pass	42/48%
Lowest SS Obtained	432	No./PCT DNP	7/8%
Standard Deviation	41.2	No./PCT UND/IMAST	0/0%
Low/High Score Possible	220-760	No. of Students Listed	87
Score Range: DNP 220-482 Pass 483-549 Pass + 550-760			

**Report Purpose**  
 This report provides a listing of students and their results.

**Report Legend**  
 DNP: Did Not Pass | UND: Undetermined

**Report Privacy Notice**  
 Student information is protected by the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, and other federal and state laws.

**Highlights of the Proficiency Roster**

- A** Indicates the Test Administration and Test Program.
- B** Identifies the Corp/Diocese and School.
- C** Identifies the Grade and Class.
- D** Lists students alphabetically within the class.
- E** Provides each student’s scale score and performance level within the English/Language Arts content area.
- F** Provides each student’s scale score and performance level within the Mathematics content area.
- G** Provides each student’s scale score and performance level within the Social Studies content area.
- H** Defines the abbreviations used in this report.

**Note:** Science data are included on all of the reports for Grades 4 and 6. Social Studies data are included on all of the reports for Grades 5 and 7.

**IMAST Label**

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

**IMAST**

GOODNIGHT	MARTHA	S	Simulated Data			
GOODNIGHT	MARTHA	S	IMAST	ENGLISH/LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES
DOB:	10/15/00		PASS CUT SCORE	447	428	479
STN:	123456789		PASS+ CUT SCORE	553	524	571
GRADE	5		STUDENT SCORE	582	UND.	501
TEST DATE:	XX/XX/XX		PROFICIENCY LEVEL	PASS +	UND.	PASS
SCHOOL:	SCHOOL ONE					
CORP:	CORP ONE					

# IMAST Report for the School Administrator

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

## IMAST 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, Science, and/or Social Studies. Also shown is the scale score for each student in each of the content areas.

TEST ADMINISTRATION  
IMAST Spring

GRADE  
Grade 5

**A**

**C**

TEST PROGRAM  
Public Schools

CLASS  
ALL CLASSES

**B**

CORP/DIOCESE  
WILSON

**B**

SCHOOL  
BOULDER

Page 1 of 5

**Proficiency Roster**

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# Reference

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## 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, Science, and/or Social Studies is high-achieving in these subjects.

*Pass*: The student who scores at or above the Pass cut score in English/Language Arts, Mathematics, Science, and/or Social Studies demonstrates proficiency in these subjects.

*Did Not Pass*: The student who scores below the Pass cut score may require remedial assistance to be successful at the current grade level.

In addition, the categories “Undetermined” and “Participated in IMAST” are also reported for any student whose *ISTEP+* scores for English/Language Arts, Mathematics, Science, and/or Social Studies are incomplete. A student is assigned the category “Participated in IMAST” for a content area if he or she participated in the *IMAST* test instead of the *ISTEP+* test. A student is reported “Undetermined” if all or part of a test was not taken, was considered invalid by the examiner, or was not received 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 students should know and be able to do at their grade levels. The standards for English/Language Arts include Vocabulary, Nonfiction/Informational Text, Literary Text, Writing Process, Writing Applications, and Language Conventions. The standards for Mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability (Grades 4 through 8 only), and Problem Solving. The standards for Grade 4 Science include Physical Science; Earth Science; Life Science; Science, Engineering and Technology; The Nature of Science; and The Design Process. The standards for Grade 6 Science include Physical Science; Earth and Space Science; Life Science; Science, Engineering and Technology; The Nature of Science; and The Design Process. The standards for Social Studies include History, Civics and Government, Geography, and Economics.

**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**

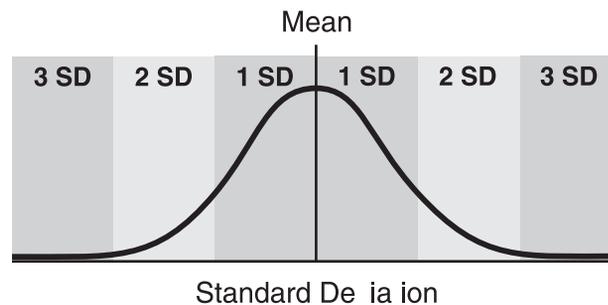
For *ISTEP+* and *IMAST*, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass. For *IREAD-3*, student achievement is reported in terms of only two performance levels: Pass and Did Not Pass.

**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.

**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.

**Target Score**

The score needed to pass the test.

**Test Session**

A subtest within a given content area.

**Undetermined**

A scoring category for students whose *ISTEP+* English/Language Arts, Mathematics, Science, and/or Social Studies scores are incomplete (i.e., all or part of the test was not taken, was considered invalid by the examiner, or was not received by the examiner), or the student participated in *IMAST*.

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## Sample Letter to Parents

Dear Parent:

This past spring, students in Grades 3–8 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/Language Arts, Mathematics, Science, and/or Social Studies parts of the test.

A student who scores in the Pass+ or Pass performance levels exceeds or meets the cut scores in English/Language Arts, Mathematics, Science, and/or Social Studies. A student who scores in the Did Not Pass performance level may require additional 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/Language Arts, Mathematics, Science, and/or Social Studies 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 on the Indiana Parent Network. Your child’s school will provide details regarding the Indiana Parent Network, including your login information.

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

Sincerely,

**CTB/McGra - ill**  
20 Ryan Ranch Road  
Monterey, California 9394 -  
| www.ctb.co



# Guide to Test Interpretation

## Grades 3–8

