

Guide to Test Interpretation



Grades 3–8

Indiana Spring 2015



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A Message from Superintendent Ritz

Dear Educators:

As you prepare to receive the results of the *ISTEP+* 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+* 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 "O" at the end of the last name.

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 Reading: Literature	3.1 Number Sense
	3.2 Reading: Nonfiction & Media Literacy	3.2 Computation
	⋮	⋮

Understanding Test Results

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.

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.

Scale Scores

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

Vertical Scale

The *ISTEP+* tests have been placed on yet another scale, a "vertical scale." Instead of having a different scale for each grade, the *ISTEP+* ability scores have been placed on two scales that move vertically from Grade 3 through Grade 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

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).

Understanding Test Results

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 category “Undetermined” is also reported for any student whose *ISTEP+* scores for English/Language Arts, Mathematics, Science, and/or Social Studies are incomplete. 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.

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 60).

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.

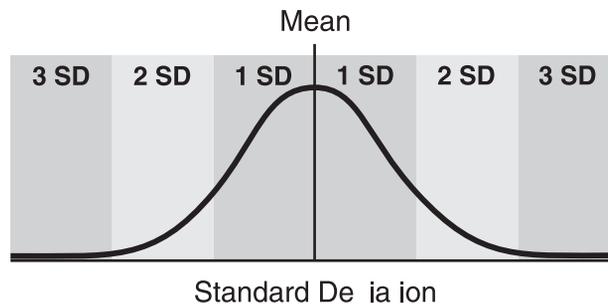
The corporation Group Academic Standards Summary provides a summary of students' performance for all schools in the corporation.

Mean and Median Scores

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

Standard Deviation

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



The Testing Program for Grades 3–8

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 61.

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>	
For Teachers		
<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
For the School Administrator		
<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
For the Corporation Administrator		
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</i>	
	<i>Copies</i>	<i>INORS*</i>
For Teachers		
<i>IREAD-3</i> Student Report	1	1
<i>IREAD-3</i> Proficiency Roster	0	1
<i>IREAD-3</i> Label	1	0
For the School Administrator		
<i>IREAD-3</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>.

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>.

In order to interpret and apply the information in all of the Grades 3–8 reports, 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 61. You may duplicate or edit the letter to make it appropriate for your use.

***ISTEP+* Reports for Teachers**

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

***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. 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>.

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 and that her score is in the Pass+ performance level. Patricia’s score of 562 means that she passed the test for that content area. The score required to pass in Science is 410. Patricia’s score of 449 means she also passed the test for that content area.

ISTEP +

Simulated Data

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

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 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, or send an email to istep@doe.in.gov.

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 2015-2016 school year.

Glenda S. Ritz
State Superintendent of Public Instruction

Overall Score and Performance Levels

	C English/Language Arts	Mathematics	Science
<p>Pass+ 529-800</p> <p>Pass 456-528</p> <p>Did Not Pass 140-455</p>	<p>337</p> <p>Your child’s scale score is 337, which is below the minimum score expected and in the Did Not Pass performance level.</p> <p>What this score means: <i>Did Not Pass</i> students demonstrate limited understanding when reading, comparing, and responding to grade-level text, including stories and informational texts. <i>Did Not Pass</i> 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.</p>	<p>562</p> <p>Your child’s scale score is 562, which is in the Pass+ performance level.</p> <p>What this score means: <i>Pass+</i> 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. <i>Pass+</i> students demonstrate superior ability to organize, represent and interpret data, while clearly communicating and supporting solutions to multiple-step problems.</p>	<p>449</p> <p>Your child’s scale score is 449, which is in the Pass performance level.</p> <p>What this score means: <i>Pass</i> students demonstrate proficient understanding of the physical world and understand that energy can be generated and transformed into other forms of energy. <i>Pass</i> students understand that organisms have adaptations that are suited to their environment. <i>Pass</i> students understand that forces act on objects. <i>Pass</i> students demonstrate proficient skills when carrying out investigations, and they understand that results of investigations may vary.</p>

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

Over >

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, 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.

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

A Topic	B Target Score	C Your Child's Score	D Your Child's Comparison (✓) to Target Score	
			Below Target	At or Above Target
Reading: Literature†	64	63	✓	
Reading: Nonfiction & Media Literacy	53	67		✓
Writing: Genres, Writing & Research Process†	61	82		✓
Writing: Conventions of Standard English†	54	47	✓	

Mathematics

Topic	Target Score	Your Child's Score	Your Child's Comparison (✓) to Target Score	
			Below Target	At or Above Target
Number Sense†	57	86		✓
Computation†	65	67		✓
Algebraic Thinking & Data Analysis†	48	90		✓
Geometry & Measurement†	55	82		✓
Math Process Standards†	X	X		

Science

Topic	Target Score	Your Child's Score	Your Child's Comparison (✓) to Target Score	
			Below Target	At or Above Target
Physical Science†	62	72		✓
Earth Science†	53	75		✓
Life Science†	66	81		✓
Science Eng & Tech	51	68		✓
The Nature of Science†	70	86		✓
The Design Process	50	68		✓

† Indicates that tested topic contains open-ended items
No score due to invalid/omitted subtest

X = Mastery for this standard not reported in 2015

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

Note: All condition codes convert to 0 points

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. See the English/Spanish Guide to the Student Report on Indiana Parent NetworkSM for more information. More information about the open-ended test items can be found on our website at www.doe.in.gov/assessment.

Results on Open-Ended Items: English/Language Arts

Page	Item	Topic	F Points Earned
24	1	Reading: Literature	1 of 2
25	2	Reading: Literature	2 of 2
25	3	Reading: Literature	1 of 2
26	4A	Writing: Genres, Writing & Research Process	3 of 4
26	4B	Writing: Conventions of Standard English	2 of 4
42	5A	Writing: Genres, Writing & Research Process	5 of 6
42	5B	Writing: Conventions of Standard English	2 of 4
52	1	Reading: Literature	1 of 2
52	2	Reading: Literature	2 of 2
52	3	Reading: Literature	1 of 2
53	4A	Writing: Genres, Writing & Research Process	3 of 4
53	4B	Writing: Conventions of Standard English	2 of 4
68	5A	Writing: Genres, Writing & Research Process	5 of 6
68	5B	Writing: Conventions of Standard English	2 of 4

Results on Open-Ended Items: Mathematics

Page	Item	Topic	Points Earned
6	1A	Computation	1 of 2
6	1B	Math Process Standards	2 of 2
7	2A	Algebraic Thinking & Data Analysis	2 of 2
7	2B	Math Process Standards	0 of 2
8	3A	Number Sense	1 of 2
8	3B	Math Process Standards	2 of 2
10	4A	Geometry & Measurement	0 of 3
10	4B	Math Process Standards	1 of 3
15	6A	Algebraic Thinking & Data Analysis	2 of 2
15	6B	Math Process Standards	0 of 2
16	7A	Number Sense	1 of 2
16	7B	Math Process Standards	2 of 2
18	8A	Geometry & Measurement	0 of 3
18	8B	Math Process Standards	1 of 3

Results on Open-Ended Items: Science

Page	Item	Topic	Points Earned
76	1	Life Science	1 of 2
78	2	Earth Science	2 of 2
79	3	Physical Science	1 of 2
80	4	The Nature of Science	3 of 4

Invalid/omitted session
** Item not tested

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9/16/15

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 1, Reading: Literature, is located on page 24 of the test book and that the student scored one point out of two points possible for this item.

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 Your Child's Comparison to Target Score.
- E** Indicates the page on which each open-ended item appears in the test book.
- F** Lists each open-ended item and its Topic by content area.
- G** Indicates the number of score points the student earned and the number of points possible for each open-ended item.
- H** 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 58 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 ...	A	TEST PROGRAM Public Schools	CORP/DIOCESE WILSON	B	SCHOOL BOULDER
GRADE Grade 3	C	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	D English/Language Arts Did Not Pass	English/Language Arts Undetermined
Mathematics Pass +	ELA Pass + and Math Pass + BEGLEY, JOE HAVILAND, LUCY HOFFMAN, GABE MILLER JUAN 1	ELA Pass and Math Pass + BARON, JAMIE G BRONSON, EDWARD A STUCKEY, MARY 2	ELA Did Not Pass and Math Pass +	ELA Math Undetermined and Math Pass +
Mathematics Pass E	ELA Pass + and Math Pass PAOLETTI, LARENC F	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 and Math Pass
Mathematics Did Not Pass	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 and Math Did Not Pass
Mathematics Undetermined	ELA Pass + and Math Undetermined G	ELA Pass and Math Undetermined	ELA Did Not Pass and Math Undetermined	ELA Math Undetermined and Math Undetermined

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

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.

**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: ISTEP+ Spring 2011, Test Program: Public Schools, Corp/Dioocese: 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	546	Pass	567	Pass +	550	Pass +
BEGLEY, JOE	570	Pass +	610	Pass +	578	Pass +
BRONSON, EDWARD A	527	Pass	570	Pass +	510	Pass
CALOWAY, MARK	520	Pass	563	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	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	567	Pass +	510	Pass
ORTIZ, BENJAM G	555	Pass +	577	Pass +	572	Pass +
PAOLETTI, LAREN C	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.
 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	1/1%
Low/High Score Possible	160-820	No. of Students Listed	87
Score Range: DNP 160 - 485 Pass 486 - 545 Pass + 546 - 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	1/1%
Low/High Score Possible	245-775	No. of Students Listed	87
Score Range: DNP 245 - 479 Pass 480 - 535 Pass + 536 - 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	0/0%
Low/High Score Possible	220-780	No. of Students Listed	87
Score Range: DNP 220 - 482 Pass 483 - 549 Pass + 550 - 780			

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** 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.

Test Administration: ISTEP+ Spring 2015, Test Program: Public Schools, Corp/Dioocese: WILSON, School: BOULDER, Class: SMITH, Grade: 3												
	Content Area/Academic Standard											
	English/Language Arts						Mathematics					
	Reading Literature	Reading Nonfiction & Media Literacy	Writing: Genre, Writing & Research Process	Writing: Conventions of Standard English	Number Sense	Computation	Algebraic Thinking & Data Analysis	Geometry & Measurement	Math Process Standards			
Number Mastery E	18	18	18	17	18	18	17	17	18	18	17	X
Percent Mastery F	100	100	100	94	100	100	94	94	100	83	94	X
Students												
BEGLEY, JOE	M	M	M	M	M	M	M	M	M	M	M	X
HOFFMAN, GABE G	M	M	M	NM	M	M	M	M	M	M	M	X
MILLER, HARVEY	M	M	M	NM	M	M	M	M	M	M	M	X
HAVILAND, LUCY	M	M	M	M	M	M	M	M	NM	M	M	X
BARON, JAMIE G	M	M	M	M	M	M	M	M	M	M	M	X
BRONSON, EDWARD A	M	M	M	M	M	M	M	M	M	M	M	X
STUCKEY, MARY	M	M	M	M	M	M	M	M	M	M	M	X
PAOLETTI, LARENC	M	M	M	M	M	M	M	M	M	M	M	X
CALOWAY, MARK	M	M	M	M	M	NM	NM	NM	NM	NM	NM	X
GEORGE, DAVID	M	M	M	M	M	M	M	M	M	M	M	X
DONALDSON, KADIN	M	M	M	M	M	M	M	M	M	M	M	X
MARKS, CARSON	M	M	M	M	M	M	M	M	M	M	M	X
No Of Students: 18 H												

X = Mastery for this standard not reported in 2015

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

: No score due to invalid or omitted subject

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+	ENGLISH/LANGUAGE ARTS	MATHEMATICS
DOB: MM/DD/YY		PASS CUT SCORE	428
STN: 123456789.		PASS+ CUT SCORE	500
GRADE: 3		STUDENT SCORE	520
TEST DATE: MM/DD/YY		PROFICIENCY LEVEL	PASS+
SCHOOL: SCHOOL ONE			UND
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
SMITH

B

CORP/DIOCESE
WILSON

SCHOOL
BOULDER

Page 1 of 5

Proficiency Roster

SIMULATED DATA

Test Administration: ISTEP+ Spring 2017, Test Program: Public Schools, Corp/Diocease: 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					
BARON, JAMIE G	546	Pass	557	Pass +	550	Pass +					
BESLEY, 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	559	Pass +					
MILLER, HARVEY	562	Pass +	610	Pass +	581	Pass +					
MARINO, 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	565	Pass +	577	Pass +	572	Pass +					
PIACLETTI, LARENCE	599	Pass +	574	Pass +	577	Pass +					
SANDERS, ALEX	528	Pass	555	Pass +	554	Pass +					
SEIDL, HARVEY	559	Pass	540	Pass	575	Pass +					
SHOENMAKER, GARY	614	Pass +	545	Pass	567	Pass +					

No score due to invalid or omitted subject.
 UND: Undetermined - See Undetermined Status Roster for details.
 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	69.2	No./PCT UND	1/1%
Low/High Score Possible	160-820	No. of Students Listed	67
Score Range: DNP 160 - 485 Pass 486 - 545 Pass + 546 - 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	69.2	No./PCT UND	1/1%
Low/High Score Possible	145-775	No. of Students Listed	67
Score Range: DNP 245 - 479 Pass 480 - 535 Pass + 536 - 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	7/6%
Standard Deviation	41.2	No./PCT UND	0/0%
Low/High Score Possible	220-760	No. of Students Listed	67
Score Range: DNP 220 - 482 Pass 483 - 548 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 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
Mathematics Pass+	1 Students who scored in the Pass+ performance level in both ELA and Math.	2 Students who scored in the Pass performance level in ELA and the Pass+ level in Math.	3 Students who scored in the Did Not Pass performance level in ELA and the Pass+ level in Math.
Mathematics Pass	4 Students who scored in the Pass+ performance level in ELA and the Pass level in Math.	5 Students who scored in the Pass performance level in both ELA and Math.	6 Students who scored in the Did Not Pass performance level in ELA and the Pass level in Math.
Mathematics Did Not Pass	7 Students who scored in the Pass+ performance level in ELA and the Did Not Pass level in Math.	8 Students who scored in the Pass performance level in ELA and the Did Not Pass level in Math.	9 Students who scored in the Did Not Pass performance level in both ELA and Math.

Students whose scores are summarized in the box with **bold** borders 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 2012
 TEST PROGRAM: Public Schools
 CORP/DIOCESE: WILSON **B**
 SCHOOL: BOULDER
 GRADE: Grade 5 **C**

Proficiency Performance Summary **SIMULATED DATA**

Test Administration: ISTEP+ Spring 2012, 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 Undetermined	Mathematics TOTALS
Mathematics Pass +	20 Students Pass + in ELA and Math	18 Students Pass in ELA and Pass + in Math	0 Students Did Not Pass in ELA and Pass + in Math	0 Students Undetermined in ELA and Pass + in Math	45 39 Students Pass + in Math
Mathematics Pass	7 Students Pass + in ELA and Pass in Math	33 Students Pass in ELA and Math	4 Students Did Not Pass in ELA and Pass in Math	0 Students Undetermined in ELA and Pass in Math	51 44 Students Pass in Math
Mathematics Did Not Pass	0 Students Pass + in ELA and Did Not Pass in Math	2 Students Pass in ELA and Did Not Pass in Math	1 Students Did Not Pass in ELA and Math	0 Students Undetermined in ELA and Did Not Pass in Math	3 Students Did Not Pass in Math
Mathematics Undetermined	0 Students Pass + in ELA and Undetermined in Math	0 Students Pass in ELA and Undetermined in Math	0 Students Did Not Pass in ELA and Undetermined in Math	1 Students Undetermined in ELA and Math	1 Students Undetermined in Math
English/Language Arts TOTALS	27 Students Pass + in ELA	62 Students Pass in ELA	5 Students Did Not Pass in ELA	1 Students Undetermined in ELA	Summary of Student Counts Total Grade Count: 87 Complete Tests: 86 Undetermined Scores: 1 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: Student is Undetermined.

Summary of Scores **G**

ELA	Pass +	Pass	Did Not Pass
Mean Scale Score: 529.8	MSB: 590.0	MSB: 511.8	MSB: 434.0
Pass Cut Score: 480	SD: 39.3	SD: 21.8	SD: 34.8
Pass + Cut Score: 548	L/H Obs: 550-731	L/H Obs: 469-547	L/H Obs: 393-493
Standard Deviation: 48.4	L/H Range: 148-820	L/H Range: 469-547	L/H Range: 190-487
Lowest/Highest Scale Score Obtained: 395-731	27 Students Pass +	54 Students Pass	5 Students Did Not Pass
Lowest/Highest Scale Score Possible: 100-820			

Summary of Scores **H**

Math	Pass +	Pass	Did Not Pass
Mean Scale Score: 554.5	MSB: 601.3	MSB: 521.7	MSB: 428.3
Pass Cut Score: 490	SD: 39.1	SD: 25.2	SD: 34.8
Pass + Cut Score: 556	L/H Obs: 557-775	L/H Obs: 467-554	L/H Obs: 393-492
Standard Deviation: 60.3	L/H Range: 156-775	L/H Range: 463-555	L/H Range: 245-492
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 + **I**

Social Studies Pass +	Social Studies Pass	Social Studies Did Not Pass	Social Studies Undetermined	Summary of Student Counts
44 Students Pass + in Social Studies	42 Students Pass in Social Studies	7 Students Did Not Pass in Social Studies	0 Students Undetermined in Social Studies	Total Grade Count: 87

Note: Students listed in the left of the bold line have passed Social Studies. Undetermined: Student is Undetermined.

Summary of Scores **J**

Social Studies	Pass +	Pass	Did Not Pass
Mean Scale Score: 537.3	MSB: 574.0	MSB: 517.3	MSB: 455.1
Pass Cut Score: 480	SD: 39.0	SD: 19.7	SD: 19.8
Pass + Cut Score: 550	L/H Obs: 550-628	L/H Obs: 484-548	L/H Obs: 432-478
Standard Deviation: 41.2	L/H Range: 150-760	L/H Range: 483-549	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. Additive subtotals may not result in exactly 100%.

Report Purpose

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

Report Legend **K**

MSB: Mean Scale Score
 SD: Standard Deviation
 L/H Obs: Lowest/Highest Scale Score Obtained
 L/H Range: Lowest/Highest Scale Score Range of Proficiency Level

Report Privacy Notice

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

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/Di... **E** WILSON, School: BOULDER, Grade: Grade 3, Sub... **F** English/Langu... **G**

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 D	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 H														
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.

**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** TEST PROGRAM: Public Schools SUBJECT: English/Langu... CORP/DIOCESE: WILSON **B** SCHOOL: BOULDER

GRADE: Grade 5 **C**

SIMULATED DATA

Applied Skills Frequency Distribution

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

English/Language Arts	Points Poss	Total Number of Stdn	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	%
Reading: Literature																
1-3 Reading: Literature	2	87	89	56	35	40	2	2								
2-3 Reading: Literature	2	87	4	5	76	87	6	7								
3-3 Reading: Literature	2	87	7	7	46	53	33	36								
1-5 Reading: Literature	2	87														
2-5 Reading: Literature	2	87														
3-5 Reading: Literature	2	87														
Writing: Genres, Writing & Research Process																
4A-3 Writing: Genres, Writing & Research Process	4	87			2	2	2	2	26	30	54	62	2	2	0	0
5A-4 Writing: Genres, Writing & Research Process	5	87			1	1	23	26	40	46	22	25				
4A-5 Writing: Genres, Writing & Research Process	5	87														
5A-6 Writing: Genres, Writing & Research Process	5	87														
Writing: Conventions of Standard English																
4B-3 Writing: Conventions of Standard English	4	87			2	2	2	2	23	26	59	68				
5B-4 Writing: Conventions of Standard English	4	87			1	1	23	26	40	46	22	25				
4B-5 Writing: Conventions of Standard English	5	87														
5B-6 Writing: Conventions of Standard English	5	87														

English/Language Arts	Total Number of Stdn	Condition Code A		Condition Code B		Condition Code C		Condition Code D		Condition Code E		Invalid / Omitted Test	
		Blank Response	Blank Response	Blank Response	Blank Response	Blank Response	Blank Response	N	%	N	%		
Reading: Literature													
1-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
2-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
3-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
1-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
2-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
3-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0	0
Writing: Genres, Writing & Research Process													
4A-3 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0	0
5A-4 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0	0
4A-5 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0	0
5A-6 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0	0
Writing: Conventions of Standard English													
4B-3 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0	0
5B-4 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0	0
4B-5 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0	0
5B-6 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0	0

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 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.

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 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.

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

GRADE
Grade 5 **C**

TEST PROGRAM
Public Schools

CORP/DIOCESE
WILSON **B**

SCHOOL
BOULDER

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									
		S3 (P1)	S4a (P1)	S4b (P1)	S5 (P1)	S6a (P1)	S6b (P1)	S4a (P2)	S4b (P2)	S5a (P2)	S5b (P2)
TEST NOT RECEIVED:		0	0	0	0	0	0	0	0	0	0
TEST NOT TAKEN:		1	1	1	1	1	1	1	1	1	1
TEST INVALIDATED:		0	0	0	0	0	0	0	0	0	0
UNDETERMINED in ELA:	1										

Students	Category	Prof Level	English/Language Arts									
			S3 (P1)	S4a (P1)	S4b (P1)	S5 (P1)	S6a (P1)	S6b (P1)	S4a (P2)	S4b (P2)	S5a (P2)	S5b (P2)
SANDERS, ALEX Birthdate: MM/DD/YY Student ID: 0123456789	ELA	UND	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	Test Not Taken	

Students	Undetermined in Category	Mathematics						
		S1 (P1)	S2 (P1)	S1 (P2)	S2 & S2a (P2)	S2b (P2)	S3 & S3a (P2)	S3b (P2)
TEST NOT RECEIVED:		0	0	0	0	0	0	0
TEST NOT TAKEN:		0	0	0	0	0	0	0
TEST INVALIDATED:		0	0	0	0	0	0	0
UNDETERMINED in Math:	0							

Students	Category	Prof Level	Mathematics						
			S1 (P1)	S2 (P1)	S1 (P2)	S2 & S2a (P2)	S2b (P2)	S3 & S3a (P2)	S3b (P2)
SANDERS, ALEX Birthdate: MM/DD/YY Student ID: 0123456789	Math	Pass	Valid Attempt						

Students	Undetermined in Category	Social Studies	
		S6 (P2)	S7 (P2)
TEST NOT RECEIVED:		0	0
TEST NOT TAKEN:		0	0
TEST INVALIDATED:		1	0
UNDETERMINED in Social Studies:	1		

Students	Category	Prof Level	Social Studies	
			S6 (P2)	S7 (P2)
SANDERS, ALEX Birthdate: MM/DD/YY Student ID: 0123456789	Social	UND	Invalid by School	Valid Attempt

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.

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

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

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).
- 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
Mathematics Pass+	1 Students who scored in the Pass+ performance level in both ELA and Math.	2 Students who scored in the Pass performance level in ELA and the Pass+ level in Math.	3 Students who scored in the Did Not Pass performance level in ELA and the Pass+ level in Math.
Mathematics Pass	4 Students who scored in the Pass+ performance level in ELA and the Pass level in Math.	5 Students who scored in the Pass performance level in both ELA and Math.	6 Students who scored in the Did Not Pass performance level in ELA and the Pass level in Math.
Mathematics Did Not Pass	7 Students who scored in the Pass+ performance level in ELA and the Did Not Pass level in Math.	8 Students who scored in the Pass performance level in ELA and the Did Not Pass level in Math.	9 Students who scored in the Did Not Pass performance level in both ELA and Math.

Students whose scores are summarized in the box with **bold** borders 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 2017
 TEST PROGRAM: Public Schools
 CORP/DIOCESE: WILSON
 SCHOOL: All Schools
 GRADE: Grade 5

Proficiency Performance Summary

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

	English/Language Arts Pass +	English/Language Arts Pass	English/Language Arts Did Not Pass	English/Language Arts Undetermined	Mathematics TOTALS
Mathematics Pass +	20 Students Pass + in ELA and Math	19 Students Pass in ELA and Pass + in Math	0 Students Did Not Pass in ELA and Pass + in Math	0 Students Undetermined in ELA and Pass + in Math	39 Students Pass + in Math
Mathematics Pass	7 Students Pass + in ELA and Pass in Math	33 Students Pass in ELA and Math	4 Students Did Not Pass in ELA and Pass in Math	0 Students Undetermined in ELA and Pass in Math	44 Students Pass in Math
Mathematics Did Not Pass	0 Students Pass + in ELA and Did Not Pass in Math	2 Students Pass in ELA and Did Not Pass in Math	1 Students Did Not Pass in ELA and Math	0 Students Undetermined in ELA and Did Not Pass in Math	3 Students Did Not Pass in Math
Mathematics Undetermined	0 Students Pass + in ELA and Undetermined in Math	0 Students Pass in ELA and Undetermined in Math	0 Students Did Not Pass in ELA and Undetermined in Math	1 Students Undetermined in ELA and Math	1 Students Undetermined in Math
English/Language Arts TOTALS	27 Students Pass + in ELA	54 Students Pass in ELA	5 Students Did Not Pass in ELA	1 Students Undetermined in ELA	Summary of Student Counts Total Grade Count: 87 Complete Tests: 86 Undetermined 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: Student is Undetermined.

Summary Of Scores	ELA	Pass +	Pass	Did Not Pass
Mean Scale Score	528.8	589.3	511.8	434.6
Pass Cut Score	465	59.3	21.3	28.6
Pass + Cut Score	448	559-731	459-547	393-453
Standard Deviation	48.4	548-820	468-547	169-467
Lowest/Highest Scale Score Obtained	393-731	27 Students Pass +	54 Students Pass	5 Students Did Not Pass
Lowest/Highest Scale Score Possible	100-820			

Summary Of Scores	Math	Pass +	Pass	Did Not Pass
Mean Scale Score	554.6	631.3	521.7	428.3
Pass Cut Score	463	51.1	25.2	34.5
Pass + Cut Score	556	587-775	487-554	393-452
Standard Deviation	60.3	558-775	483-558	245-462
Lowest/Highest Scale Score Obtained	393-775	39 Students Pass +	44 Students Pass	3 Students Did Not Pass
Lowest/Highest Scale Score Possible	246-775			

Social Studies Pass +	Social Studies Pass	Social Studies Did Not Pass	Social Studies Undetermined	Summary of Student Counts
38 Students Pass + in Social Studies	42 Students Pass in Social Studies	7 Students Did Not Pass in Social Studies	0 Students Undetermined in Social Studies	Total Grade Count: 87

Note: Students listed to the left of the bold line have passed Social Studies. Undetermined: Student is Undetermined.

Summary Of Scores	Social Studies	Pass +	Pass	Did Not Pass
Mean Scale Score	637.3	574.6	517.3	455.1
Pass Cut Score	483	19.9	16.7	16.9
Pass + Cut Score	560	559-628	454-548	432-478
Standard Deviation	61.2	550-700	483-549	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	220-700			

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 Cst: 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.

**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/Dioocese: WILSON, Grade: Grade 6

	English/Language Arts					Mathematics					Science				
	Reading: Literature	Reading, Nonfiction & Media Literacy	Writing: Genres, Writing & Research Process	Writing: Conventions of Standard English	Number Sense & Computation	Algebra & Functions	Geometry & Measurement	Data Analysis, Statistics, & Probability	Math Process Standards	Physical Science	Earth & Space Science	Life Science	Science Eng & Tech	The Nature of Science	The Design Process
C															
D	*Number of Students: 86					*Number of Students: 86					*Number of Students: 87				
WILSON Summary	75	74	73	73	81	82	81	80	X	67	67	66	67	66	67
• Number of Students: 87	87	86	85	85	94	95	94	93	X	77	77	76	77	76	77
E															
BOULDER Summary	75	74	73	73	81	82	81	80	X	67	67	66	67	66	67
Number Mastery	75	74	73	73	81	82	81	80	X	67	67	66	67	66	67
Percent Mastery	87	86	85	85	94	95	94	93	X	77	77	76	77	76	77

*Number of students that completed all tests in a content area.
 • Total number of all students that tested in any content area. Any student tested in more than one content area is counted once.
 X = Mastery for this standard not reported in 2015.

Report Purpose

This report provides an analysis of Academic Standards by subject for this group. The information may be used to analyze curriculum strengths and needs.

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

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 ... **A**

GRADE
Grade 6 **C**

TEST PROGRAM
Public Schools

CORP/DIOCESE
WILSON **B**

SCHOOL
All Schools

SIMULATED DATA

Academic Standards Summary

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

Content Area/Academic Standard	WILSON Summary		BOULDER Summary	
	Number Mastery	Percent Mastery	Number Mastery	Percent Mastery
English/Language Arts				
Reading: Literature	81	88	81	88
Reading: Nonfiction & Media Literacy E	82	89	82	89
Writing: Genres, Writing & Research Process	81	88	81	88
Writing: Conventions of Standard English	82	89	82	89
D *Number of students: 92				
Mathematics				
Number Sense	90	97	90	97
Computation	88	95	88	95
Algebraic Thinking, Data Analysis, Statistics	85	91	85	91
Geometry & Measurement	89	96	89	96
Math Process Standards	X	X	X	X
*Number of students: 93				
Social Studies				
History	75	82	75	82
Civics & Government	74	80	74	80
Geography	79	86	79	86
Economics	80	87	80	87
*Number of students: 92				
**Total Number of students: 93				

*Number of students that completed all tests in a content area.
 **Total number of all students that tested in either content area. Any student tested in more than one content area is counted once.
 X = Mastery for this standard not reported in 2015

Report Purpose

This report provides an analysis of Academic Standards by subject for this group. The information may be used to analyze curriculum strengths and needs.

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** 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).
- E** Lists Academic Standards for the grade.

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...

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 G	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 H														
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.

**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 columns indicate the total number and percentage 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 YYYY, Test Program: Public Schools, Corp/Dioocese: WILSON, School: BOULDER, Grade: Grade 5, Subject: English/Language Arts

English/Language Arts	Points Poss	Total Number of Stdn	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	%
			English/Language Arts													
Reading: Literature																
1-3 Reading: Literature	2	87	89	56	35	40	2	2								
2-3 Reading: Literature	2	87	4	5	76	87	6	7								
3-3 Reading: Literature	2	87	7	7	46	53	33	36								
1-5 Reading: Literature	2	87														
2-5 Reading: Literature	2	87														
3-5 Reading: Literature	2	87														
Writing: Genres, Writing & Research Process																
4A-3 Writing: Genres, Writing & Research Process	4	87			2	2	2	2	26	30	54	62	2	2	0	0
5A-4 Writing: Genres, Writing & Research Process	5	87			1	1	23	26	40	46	22	25				
4A-5 Writing: Genres, Writing & Research Process	5	87														
5A-6 Writing: Genres, Writing & Research Process	5	87														
Writing: Conventions of Standard English																
4B-3 Writing: Conventions of Standard English	4	87			2	2	2	2	23	26	59	68				
5B-4 Writing: Conventions of Standard English	4	87			1	1	23	26	40	46	22	25				
4B-5 Writing: Conventions of Standard English	5	87														
5B-6 Writing: Conventions of Standard English	5	87														

English/Language Arts	Total Number of Stdn	Condition Code A Blank Response		Condition Code B Blank Response		Condition Code C Blank Response		Condition Code D Blank Response		Condition Code E Blank Response		Invalid / Omitted Test
		N	%	N	%	N	%	N	%	N	%	
		English/Language Arts										
Reading: Literature												
1-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
2-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
3-3 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
1-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
2-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
3-5 Reading: Literature	87	0	0	0	0	0	0	0	0	0	0	0
Writing: Genres, Writing & Research Process												
4A-3 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0
5A-4 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0
4A-5 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0
5A-6 Writing: Genres, Writing & Research Process	87	0	0	0	0	0	0	0	0	0	0	0
Writing: Conventions of Standard English												
4B-3 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0
5B-4 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0
4B-5 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0
5B-6 Writing: Conventions of Standard English	87	0	0	0	0	0	0	0	0	0	0	0

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.

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

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

Scale Score	English/Language Arts D				Mathematics E				Science F				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	93.43	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 G			
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+	572-850	560-790	531-765
Pass	502-571	510-559	467-530
Did not Pass	180-501	290-509	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 **H**

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. 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>](https://indiana.ctb.com).

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, 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 2015-2016 school year.

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 topics 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, or send an email to IREAD@doe.in.gov.

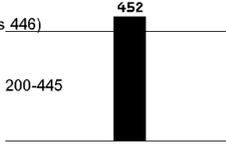
Overall Score and Performance Levels

C Reading

● **Pass** 446-650

(Passing Score is 446)

● **Did Not Pass** 200-445



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

	Percent Correct E
Results:	Your Child’s Score
Vocabulary	63
Nonfiction/Info Text*	67
Literary Text*	20

* Reading Comprehension is contained within this category
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 topics related to reading.
- E** Shows the percent of items the student answered correctly for each topic.

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

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
	548	Pass
ALVIN, LARRY D	497 E	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
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 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** TEST PROGRAM: Public Schools CLASS: All Classes CORP/DIOCESE: WINFIELD **B** SCHOOL: JACKSON

GRADE: Grade 3 **C**



Proficiency Roster

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 D	548	Pass
BARDFIELD, AMY G	497	Pass E
BATTLES, MARY	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
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

UND: Undetermined **F**

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.

Reference

Glossary

Criterion-Referenced Test

A test that reports students' scores relative to the Indiana Academic Standards.

Cut Scores

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

Pass+: The student who scores at or above the Pass+ cut score in English/Language Arts, Mathematics, 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 category “Undetermined” is also reported for any student whose *ISTEP+* scores for English/Language Arts, Mathematics, Science, and/or Social Studies are incomplete. 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 Reading: Literature; Reading: Nonfiction & Media Literacy; Writing: Genres, Writing & Research Process; and Writing: Conventions of Standard English. The standards for Grades 3–5 Mathematics include Number Sense; Computation; Algebraic Thinking & Data Analysis; Geometry & Measurement; and Math Process Standards. The standards for Grades 6–8 Mathematics include Number Sense & Computation; Algebra & Functions; Geometry & Measurement; Data Analysis, Statistics, & Probability; and Math Process Standards. 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

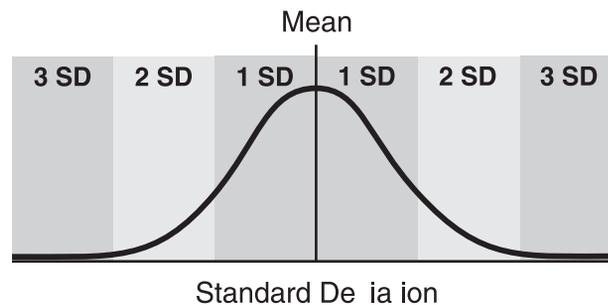
For *ISTEP+*, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass. For *IREAD-3*, student achievement is reported in terms of only two performance levels: Pass and Did Not Pass.

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).

Sample Letter to Parents

Dear Parent:

During the spring of 2015, 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 an answer.

The Indiana Parent Network contains your child’s *ISTEP+* results. The Parent Network also provides resources for you to use in working with your child at home.

Sincerely,

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



Guide to Test Interpretation

Grades 3–8

