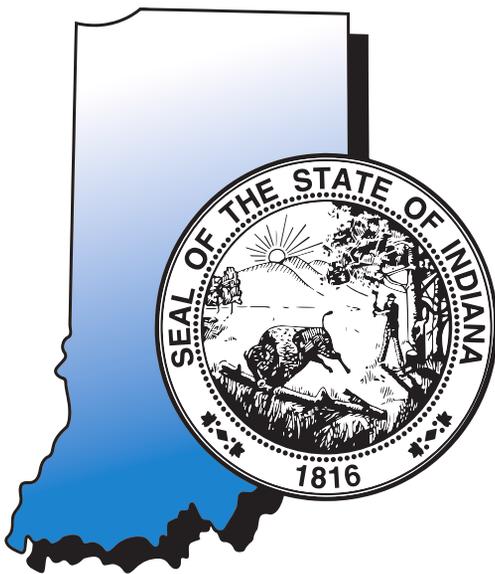


***ISTEP+* Spring 2016**

Indiana Statewide Testing for Educational Progress–Plus

Guide to Test Interpretation ***ISTEP+* Spring 2016**



Indiana Department of Education

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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 4 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 2). 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. Examples are presented below:

Criterion-Referenced Score Categories		
Content Area	English/Language Arts	Mathematics
Academic Standards	3.1 Reading: Literature 3.2 Reading: Nonfiction & Media Literacy	3.1 Number Sense 3.2 Computation

Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These 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 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).

Cut Scores and Performance Levels

The Every Student Succeeds Act (ESSA) 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 and 10, the *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates two performance levels. Based on their *ISTEP+* scale score, students are placed into one of three performance levels: Pass+, Pass, or Did Not Pass. For Indiana students, the cut score for the “Pass” performance level represents the point on the scale above which performance is considered proficient.

Performance level information can be used to help plan individual instructional goals for the student. 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 school, or was not received by the test vendor.

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 23).

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 on the standard.

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

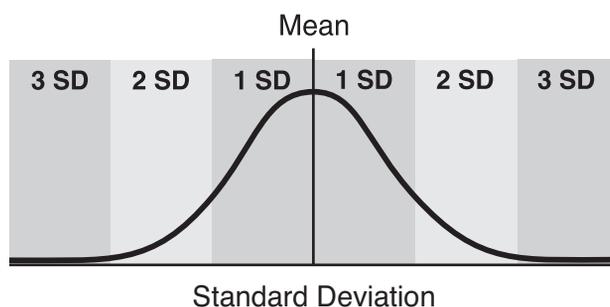
Mean and Median Scores

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, and fifty percent fall above 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 and 10

Reports for Grades 3–8 and 10

This guide will help you understand *ISTEP+* test results and report forms more clearly and, using those results, provide educational opportunities for students more effectively. This guide will also help you be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results.

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 below.

The purpose of the Student report is to communicate individual student performance. Only one paper copy of the Student Report will be provided to corporations. However, a PDF version of the Student Report will be available in PearsonAccess^{next}.

Report Information

<i>Report</i>	<i>Number of Paper</i>	
	<i>Copies</i>	<i>PearsonAccess^{next}</i>
For Teachers		
ISTEP+ Student Report	1	1
ISTEP+ Label	1	0
ISTEP+ Proficiency and Undetermined Status Roster--Reporting Groups Enabled	0	1
Proficiency Grouping Report--Reporting Groups Enabled	0	1
Academic Standards Summary--Reporting Groups Enabled	0	1
For the School Administrator		
ISTEP+ Proficiency and Undetermined Status Roster	0	1
Applied Skills Frequency Distribution	0	1
Proficiency Grouping Report	0	1
Academic Standards Summary	0	1
Disaggregation Summary Report <i>(Coming Soon!)</i>	0	1
For the Corporation Administrator		
ISTEP+ Proficiency and Undetermined Status Roster	0	1
Applied Skills Frequency Distribution (School and Corporation)	0	1
Proficiency Grouping Report (School and Corporation)	0	1
Academic Standards Summary (School and Corporation)	0	1
Disaggregation Summary Report (School and Corporation) <i>(Coming soon!)</i>	0	1
Academic Standards Frequency Distribution	0	1

Images of student responses to the open-ended items are available through Pearson's Parent Portal at <https://results.pearsonaccessnext.com/login>.

In order to interpret and apply the information in all of the Grades 3–8 and 10 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.

***ISTEP+* Student Reports**

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

***ISTEP+* Student Report**

An individual Student Report, by subject area tested, will be generated for each student who participated in the Spring 2016 *ISTEP+* Assessment. The *ISTEP+* 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. The front of the report also provides information about the Learning Locator™, a resource of online learning activities mapped specifically to the student's performance on *ISTEP+*. One paper copy of the Student Report is provided. A PDF version of the report is also available for teachers through PearsonAccess^{next} at <https://in.pearsonaccessnext.com>. Parents will have access to their child's Student Report through the Parent Portal.

Sample Student Report

This sample Student Report presents results for Karen M. Smith, a fictional student who took the *ISTEP+* English/Language Arts (ELA) assessment. The middle section of this page shows Karen's scale score and her associated performance level in this content area. The Student Learning Resource section near the bottom of the first page provides information on how to access the online learning resource that contains learning activities specific to Karen's performance.

A Grade 4 ELA		KAREN M. SMITH	B	BIRTH DATE: mm/dd/ccyy ENROLLED GRADE 3 SCHOOL NAME CORPORATION NAME												
ISTEP+ ENGLISH/LANGUAGE ARTS STUDENT REPORT SPRING 2016																
<p>Dear Parent/Guardian,</p> <p>This report provides information about your student's achievement on the Spring 2016 English/Language Arts (ELA) ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus) Assessment. Please take the time to study your student's results, to contact your student's school for additional documentation of learning progress, and to understand how the staff will utilize this ISTEP+ report to support your student during the school year.</p> <p>The graph below shows your student's scale score and performance level. Your student's teacher can also show you classroom work and other test results that provide evidence of your student's progress.</p> <p>The Learning Locator™ provided below is a resource with a wide range of online learning activities mapped specifically to your student's English/language arts performance on the ISTEP+. Indiana schools are required to provide remediation for students who do not pass the ISTEP+, and it is your responsibility to make sure your student participates in these opportunities.</p> <p>For more information, please see the section titled 'Additional Information' on the back of this page.</p> <div style="text-align: center;">  Glenda S. Ritz State Superintendent of Public Instruction </div>																
C																
GRADE 4 ENGLISH/LANGUAGE ARTS																
Your student's 2016 Performance: Scale Score = 999 Performance Level = PASS																
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">999</td> <td style="padding: 5px;">999</td> <td style="padding: 5px;">999</td> <td style="padding: 5px;">999</td> </tr> <tr> <td colspan="4" style="text-align: center;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="margin-right: 20px;">Your Student 999</div> <div style="width: 80%; border-bottom: 2px solid blue; position: relative;"> <div style="width: 100%; height: 10px; background-color: #0070C0;"></div> </div> </div> </td> </tr> <tr> <td style="text-align: center; width: 33%;">DID NOT PASS</td> <td style="text-align: center; width: 33%;">PASS</td> <td colspan="2" style="text-align: center; width: 34%;">PASS+</td> </tr> </table>					999	999	999	999	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="margin-right: 20px;">Your Student 999</div> <div style="width: 80%; border-bottom: 2px solid blue; position: relative;"> <div style="width: 100%; height: 10px; background-color: #0070C0;"></div> </div> </div>				DID NOT PASS	PASS	PASS+	
999	999	999	999													
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="margin-right: 20px;">Your Student 999</div> <div style="width: 80%; border-bottom: 2px solid blue; position: relative;"> <div style="width: 100%; height: 10px; background-color: #0070C0;"></div> </div> </div>																
DID NOT PASS	PASS	PASS+														
<p>Your student's scale score on the English/language arts assessment is 999. Scale scores are determined by mapping students' scores on individual questions onto a consistent and standardized scale.</p> <hr/> <p>Fourth-grade students performing at the <i>Pass</i> level demonstrate proficient understanding when reading, comparing, and responding to a range of grade-level appropriate texts, including literature and nonfiction. Students display proficient writing skills using mostly appropriate Standard English conventions when producing different writing forms.</p>																
D																
STUDENT LEARNING RESOURCE																
<p>Learning Locator™ XXXXXXXXXX</p> <p>To find English/language arts content chosen specifically for your student based on his or her performance on the ISTEP+ test, visit the Learning Locator™ website at in.pearsonperspective.com and enter the number above. There you can select from the list of engaging interactive learning videos and instruction, returning as often as you like.</p>																
Page 1 of 2 mmdyy-Z0000000-0000-0000-00000000																

Highlights of the *ISTEP+* Student Report

- A** Identifies the reports Grade and Subject area. The student will receive a separate report for each *ISTEP+* subject area tested.
- B** Identifies the student's name, Birthdate, Enrolled Grade, School Name, and Corporation Name.
- C** Explains the student's performance relative to the cut scores established by the Indiana State Board of Education.
- D** Lists more information about the Student Learning Resource, Learning Locator™.

Sample Student Report – Back of Report (Page 2)

The top portion on the back of the Student Report details Karen's performance on each of the topics, also known as strands, covered by the content area, in this case, ELA. In addition to the student's individual score, the state average score and target score are also provided. The middle portion on page 2 shows Karen's performance on the ELA open-ended items, an essay and short-answer questions. Each item is listed, along with the strand measured, and the number of points Karen earned. This section also details how parents may access the Parent Portal to view their child's responses to these open-ended items. Finally, the section at the bottom of the page provides ways to obtain more information about the assessment and the Indiana Academic Standards.

FIRSTNAME M. LASTNAME

SPRING 2016

Grade 4 ELA

GRADE 4 ENGLISH/LANGUAGE ARTS RESULTS BY STRAND

Your student's performance on the English/language arts assessment may be described by the Indiana Performance Index (IPI) for each of the strands listed in the table below. The IPI for each strand ranges from 0 to 100, with the target score set as the level expected of students just earning the "Pass" level. The targets and state averages are unique to this year's assessment items and may vary from year to year, so they should not be compared across years like scale scores may be.

STRAND	A	Student Score and State Average Score Compared to the Target Score	STUDENT SCORE	STATE AVERAGE SCORE	TARGET SCORE
			B	C	D
Reading: Literature and Vocabulary			65 ↑	53	65
Reading: Nonfiction Vocabulary and Media Literacy			62 ↑	58	60
Writing: Genres, Writing Process, Research Process			46 ↓	70	71
Writing: Conventions of Standard English			63 ↑	49	55

↑ At or Above Target Score; Strand Mastered
 ↓ Below Target Score; Strand Not Mastered

GRADE 4 ENGLISH/LANGUAGE ARTS RESULTS ON OPEN-ENDED ITEMS

This part of the report shows your student's performance on the English/language arts open-ended (OE) items (an essay and short-answer questions). Each item is listed below, along with the strand measured, and the number of points your student earned. This report is most helpful when you use it with a copy of your student's work. To view your student's responses to these items, **access the Parent Portal at <https://results.pearsonaccessnext.com> and enter your unique Claim Code: XXXXXXXXXX.** Please see the section titled 'Additional Information' below if you have any questions.

ITEM NUMBER	STRAND	POINTS EARNED	F
1	Reading: Literature and Vocabulary	0 of 2	F *Condition Codes (all condition codes convert to 0 points) A = Blank / No response / Refusal B = Illegible C = Written predominantly in language other than English D = Insufficient response / Copied from text E = Response not related to test questions or scoring rule
2	Reading: Literature and Vocabulary	2 of 2	
3	Reading: Literature and Vocabulary	1 of 2	
1.1	Writing: Genres, Writing Process, Research Process	1 of 6	
1.2	Writing: Conventions of Standard English	0 of 4	

G

ADDITIONAL INFORMATION

Please see below for ways to obtain more information about this assessment and/or the Indiana Academic Standards:

- Visit www.doe.in.gov/assessment/istep-grades-3-8;
- Access the site using a smart phone or tablet and the Quick Response Code (QR Code) to the right;
- Call the Indiana Help Desk at 866-683-6668; or
- Send an email to Indiana.Helpdesk@support.pearson.com.

Parent Portal web address: <https://results.pearsonaccessnext.com>.



Highlights of the Student Report – Back of Report (Page 2)

- A** Lists the strand (or topics) of the *ISTEP+* Assessment content area.
- B** Shows the student's score for each strand.
- C** Shows the state average score for the 2016 Assessment in each strand.
- D** Shows the target score for the 2016 Assessment for each strand.
- E** Shows the student's performance on the open-ended items by strand. Listed is the specific item number on the assessment and the points earned out of the maximum number of points available, i.e., 0 of 2.
- F** Provides an explanation of the reason or code score of zero was received.

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.

**ISTEP+
SPRING 2016**

SPRING 2016

SMITH, KAREN M.

DOB: mm/dd/ccyy

STN: 123456789

ENROLLED GRADE: 5

School: **SCHOOL NAME**

Corp: **CORPORATION NAME**

ISTEP+	GR 5 ELA	GR 5 MATH	GR 5 SOCIAL STUDIES
PASS CUT SCORE	404	393	
PASS+ CUT SCORE	510	491	
STUDENT SCORE	520	491	
PROFICIENCY LEVEL	PASS+	DID NOT PASS	UNDETERMINED

ISTEP+ Class/School Reports

ISTEP+ Proficiency and Undetermined Status Roster

The Proficiency and Undetermined Status Roster lists alphabetically all students in the reporting group and shows the scale score and performance level for students in each of the content areas (English Language Arts, Mathematics, Science, and/or Social Studies). This report also provides the Overall Undetermined Status reason, if a student has a performance level of Undetermined.

The Proficiency and Undetermined Status Roster can be printed or downloaded in a PDF, XLS, or CSV format.

By selecting the section-specific Undetermined Status under the manage columns button, the report will show each of the sections for the grade/subject and the Undetermined reason for that section. Students who fail to complete one or more sections in the content area are listed as “Undetermined.”

The screenshot shows the PearsonAccessnext interface for the ISTEP+ Proficiency and Undetermined Status Roster. The top navigation bar includes 'Home', 'Setup', 'Testing', 'Reports', 'Test Config', 'Tools', and 'Support'. The main header is 'OnDemand Reports'. Below this is a 'Find Students' section with a search bar and a 'Search' button. To the left is a 'Filters' panel with sections for 'Organization Name' (selected as 'IDOE Sample School A'), 'Test Name', 'Subject Name', 'Enrolled Grade', and 'Performance Level'. The main area displays a table of student data with 160 total students reported. The table columns are: Student Name, STN, Student Local ID, Date of Birth, Subject, Scale Score, Performance Level, Overall Undetermined Status, and Undetermined Status - P1, S1. The table lists students like ABEL AMBER, ABEL DAVID, ABEL SUSIE, ABEL TOMMY, and ADAMS AMBER/DAVID with their respective scores and performance levels.

Student Name	STN	Student Local ID	Date of Birth	Subject	Scale Score	Performance Level	Overall Undetermined Status	Undetermined Status - P1, S1
ABEL AMBER	000018200		08/01/2004	ELA	900	Pass+		
ABEL AMBER	000018200		08/01/2004	Science	656	Pass+		
ABEL AMBER	000018200		08/01/2004	Math	697	Pass+		
ABEL DAVID	000000100		01/10/2007	ELA	731	Pass+		
ABEL DAVID	000000100		01/10/2007	Math	690	Pass+		
ABEL SUSIE	000006100		01/01/2006	ELA	850	Pass+		
ABEL SUSIE	000006100		01/01/2006	Science	750	Pass+		
ABEL SUSIE	000006100		01/01/2006	Math	707	Pass+		
ABEL TOMMY	000024100		08/05/2003	Math	UND	Undetermined	Test Not Taken	Test Not Taken
ABEL TOMMY	000024100		08/05/2003	Social Studies	760	Pass+		
ABEL TOMMY	000024100		08/05/2003	ELA	UND	Undetermined	Test Not Taken	Test Not Taken
ADAMS AMBER	000018300		07/29/2004	Science	200	Did Not Pass		
ADAMS AMBER	000018300		07/29/2004	ELA	315	Did Not Pass		
ADAMS AMBER	000018300		07/29/2004	Math	270	Did Not Pass		
ADAMS DAVID	000000200		12/09/2007	ELA	277	Did Not Pass		
ADAMS DAVID	000000200		12/09/2007	Math	185	Did Not Pass		

Highlights of the *ISTEP+* Proficiency and Undetermined Status Roster

- A** Indicates the Test Administration and Corporation or School.
- B** Filters the data by Reporting Group(s).
- C** Lists students according to the specified filtering criteria.
- D** Displays the specific subject for a student.
- E** Displays each student scale score and performance level within the content area.
- F** Adds or removes columns of information to be displayed in the Proficiency Roster report.

Academic Standards Summary

The Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students in the corporation by grade and subject. The summary level data will be presented to State level users, Corporation Test Coordinators, and School Test Coordinators.

Note: Default view in PearsonAccess^{next} will be based on the user's role within the organization.

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
Reading: Literature	81	88%
Reading: Nonfiction & Media Literacy	82	89%
Writing: Genres, Writing & Research Process	81	88%
Writing: Conventions of Standard English	82	89%

- A** Identifies the Corporation and/or School.
- B** Identifies the Grade and Subject.
- C** Lists the number of students and the percentage of students in the organization who maintained mastery of each Academic Standard (i.e., achieved an IPI at or above the standard).
- D** Identifies the Academic Standard by strand for the content area.

Academic Standards Summary—Detailed View

A detailed summary is available based on the Group(s) of students the teacher is associated with. This report presents mastery information for each student.

The name of each student in the group 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 and subject appear at the top.

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

Both the Summary and Detail version of this report can also be downloaded as a PDF.

Academic Standards Summary

Filters A Clear Hide		Total Students Reported: 92 F		Displaying 25 D			
Organization Name	Test Name B	Group C	Student Name E	Reading: Literature	Reading: Nonfiction & Media Literacy	Writing: Genres, Writing & Research Process	Writing: Conventions of Standard English
Boulder	5 ELA Battery	My Class	Benson, Ralph (9876543210)	✓	✓	✓	✓
			Miller, John (1234567890)	✓	✓	✓	✓
			Smith, Karen M (0123456789)	✓	✓	✓	✓
			Haviland, Lucille (1234567890)	✓	✓	✓	○
			Begley, Joseph (2323456123)	✓	✓	✓	---
			Hoffman, Gabrielle (1234567890)	✓	✓	✓	✓
			Miller, Juanita M (0123456789)	✓	✓	✓	✓
			Baron, James (1234567890)	✓	✓	✓	✓
			Anderson, Joe (3456789012)	✓	✓	✓	✓
			Jones, Suzie (4567890123)	✓	✓	✓	✓
			Sanders, Alex (2345678901)	✓	✓	✓	✓
			Thomas, Bill T (5678901234)	✓	✓	✓	✓
			Wilson, Sue (6789012345)	✓	✓	✓	✓

- A** Identifies the Corporation and/or School.
- B** Identifies the Grade and Subject.
- C** Identifies the Group.
- D** Lists the Academic Standards for that grade and subject.
- E** Lists students alphabetically by name.
- F** Indicates the number of students.

Proficiency Grouping Report

Summary View

The summary report displays the number of students according to performance levels by subject and the percentage of students at those performance levels.

The number of students displayed is based on the specific organization and the tested grade selected.

The summary view can be downloaded as a PDF.

	ELA PASS+		ELA PASS		ELA Did Not Pass		ELA Undetermined	
	Total Students	% of Students	Total Students	% of Students	Total Students	% of Students	Total Students	% of Students
Math PASS+	8	40%	3	15%	0	0%	0	0%
Math PASS	0	0%	0	0%	0	0%	0	0%
Math Did Not Pass	0	0%	0	0%	2	10%	0	0%
Math Undetermined	5	25%	0	0%	0	0%	2	10%

- A** Identifies the Corporation and/or School.
- B** Identifies the Group.
- C** Identifies the Tested Grade.
- D** Provides content area summary information for the organization.

PDF View of the Proficiency Grouping Report

ISTEP+ Spring 2016 Proficiency Grouping Report

Organization Name IDOE Sample Corporation	A	Group ALL	B	Grade 03	C
Proficiency Grouping All	D	Total Students Reported 69			

	E ELA PASS+		ELA PASS		ELA Did Not Pass		ELA Undetermined	
	Total Students	% of Students	Total Students	% of Students	Total Students	% of Students	Total Students	% of Students
Math PASS+	3	4%	0	0%	2	3%	0	0%
Math PASS	0	0%	1	1%	0	0%	0	0%
Math Did Not Pass	5	7%	3	4%	13	19%	0	0%
Math Undetermined	0	0%	23	33%	17	25%	2	3%

- A** Identifies the Corporation and/or School.
- B** Identifies the Group.
- C** Identifies the Tested Grade.
- D** Identifies the Proficiency Grouping.
- E** Displays the number of students and the percentage based on the filters selected.

Detailed View

The detail version of this report is based on the Groups of students the user is associated with. Users can drill into this version by selecting a Group within their organization. This report groups students according to performance levels for English/Language Arts and Mathematics assessed by *ISTEP+*.

The columns report performance levels by content area, while the rows indicate the specific student. The students are alphabetical within each grouping.

Both the Summary and Detail version of this report can also be downloaded as a PDF.

Proficiency Grouping Report

Filters Clear Hide

Organization Name **A**
x IDOE Sample School A (9999-9999)

Group **B**
Grade 4 Sample

Tested Grade **C**
Grade 4

Proficiency Grouping **D**
Passing

Total Students Reported: 2 **G** Displaying 25

Student Name	ELA Pass+ Math Pass+	ELA Pass Math Pass+	ELA Pass+ Math Pass	ELA Pass Math Pass
Cooper, Susie (000007100)	F	--	--	--
Boyd, Susie (000006800)	--	--		--

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- A** Identifies the Corporation and/or School.
- B** Identifies the Group.
- C** Identifies the Tested Grade.
- D** Identifies the Proficiency Grouping.
- E** The columns report performance level by content area.
- F** Lists students alphabetically within performance levels for both content areas.
- G** Indicates the number of students.

PDF View of the Detailed Proficiency Grouping Report

ISTEP+ Spring 2016 Proficiency Grouping Report

Organization Name IDOE Sample School A	A	Group Grade 3 Pass+	B	Grade 03	C
Proficiency Grouping ALL	D	Total Students Reported 3	G		

Student Name	ELA Pass+ Math Pass+	ELA Pass Math Pass+	ELA Pass+ Math Pass	ELA Pass Math Pass
Passing both ELA and Math	3 (100%)	0 (0%)	0 (0%)	0 (0%)
Smith, Karen M (123456789)	✔	--	--	--
Walker, Tex (012345678)	✔	--	--	--
Xanadu, Mary (987654321)	✔	--	--	--

- A** Identifies the Corporation and/or School.
- B** Identifies the Group.
- C** Identifies the Tested Grade.
- D** Identifies the Proficiency Grouping.
- E** The columns report performance level by content area.
- F** Lists students alphabetically within performance levels for both content areas.
- G** Indicates the number of students.

Academic Standards Frequency Distribution

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

Scale Score	# of Students	% of Students
850	1	1.13%
848	2	2.27%
840	1	1.13%
832	2	2.27%
824	3	3.4%
816	1	1.13%
799	3	3.4%
787	1	1.13%
578	3	3.4%
575	1	1.13%
568	3	3.4%

Users in PearsonAccess^{next} will have access to this report based on the organization or group within their organization that they are assigned to. This report can be filtered to show a group, test, and performance level. This report can also be downloaded as a PDF.

- A** Indicates the Organization the data is coming from.
- B** Filters the data by Reporting Groups.
- C** Filters the data by Test Name.
- D** Filters the data by Performance Level.
- E** Indicates the scale score.
- F** Indicates the number of students that achieved that scale score.
- G** Indicates the percentage of students that achieved that scale score.
- H** Indicates the number of students reported out (based on the number of students for that test with that Organization and Group selection).

PDF View of the Academic Frequency Distribution Report

Indiana ISTEP+

Academic Standards Frequency

Filter Criteria

Corporation/Diocese Wilson Community School District School Name Boulder Elementary School	A	Group My Class Performance Level Pass	Test Name English/Language Arts Grade 6 Total Students Reported 20 of 53
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Scale Score	# of Students	% of Students
PASS	20	2.98%
578	3	3.4%
575	1	1.13%
568	3	3.4%
559	1	1.13%
540	2	2.27%
527	4	4.54%
523	2	2.27%
516	4	4.54%

* This report only includes students with a Scale Score

- A** Indicates the filtered data used for the PDF Report.
- B** Indicates the Scale Score.
- C** Indicates the number of students that achieved that scale score.
- D** Indicates the percentage of students that achieved that scale score.

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.

ISTEP+ SPRING 2016 Applied Skills Frequency Distribution Report

Corporation A IDOE SAMPLE CORPORATION (9999-0000)	Subject B ELA	Tested Grade 04
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Strand Section - Item Number C	Points Possible	Total Number of Students D	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Reading: Literature and Vocabulary									
Section 1 - 1	2	100	33 33%	34 34%	33 33%				
Section 1 - 2	2	100	20 20%	50 50%	30 33%				
Section 1 - 3	2	100	35 35%	35 35%	20 20%				
Writing: Conventions of Standard English									
Section 3 - 8.2	6	100	0 0%	15 15%	20 20%	15 15%	15 15%	20 20%	15 15%
Writing: Genres, Writing Process, Research Process									
Section 3 - 8.1	4	100	0 0%	25 25%	25 25%	25 25%	25 25%		

Strand Section - Item Number	Total Number of Students	Condition Code A N %	Condition Code B N %	Condition Code C N %	Condition Code D N %	Condition Code E N %	Undetermined N %
Reading: Literature and Vocabulary							
Section 1 - 1	100	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Section 1 - 2	100	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Section 1 - 3	100	5 5%	1 1%	1 1%	1 1%	2 2%	0 0%
Writing: Conventions of Standard English							
Section 3 - 8.2	100	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Writing: Genres, Writing Process, Research Process							
Section 3 - 8.1	100	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

Condition Codes:

- A** = Blank / No response / Refusal
- B** = Illegible
- C** = Written predominantly in language other than English
- D** = Insufficient response / Copied from text
- E** = Response not related to test questions or scoring rule

- A** Indicates the program and Corporation/School.
- B** Indicates the Grade and Subject.
- C** Identifies the strand, section, and item number 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>.
- D** Lists the total number of students tested.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes:

A = Blank Response/Refusal

B = Illegible

C = Non-English

D = Insufficient Response/Copied from Text

E = Off Topic

Disaggregation Summary Report

To Come

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 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 school, or was not received by the test vendor.

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.

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.

Test Section

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 school, or was not received by the test vendor).

Guide to Test Interpretation

ISTEP+



Indiana Department of Education