



Guide to Test Interpretation

ISTEP+ End of Course Assessments

2014–15

ISTEP+

Indiana Statewide Testing
For Educational Progress





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A Message from the Indiana Department of Education

Dear Educator:

As you prepare to receive the results of the *ISTEP+* exam, we would like to draw your attention to the *Guide to Test Interpretation* (GTI), an important informational aid in interpreting the 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.

But more important, 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 their individual strengths and areas of need. By learning to interpret the assessment data correctly, we can be sure we are delivering students' education in a manner that addresses their individual needs.

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. We 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 help us achieve our goal of preparing our children for postsecondary opportunities.

We expect that the GTI will be helpful to you in these endeavors and will strengthen your knowledge of *ISTEP+* and its results.

Sincerely,

The Indiana Department of Education

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Understanding *ISTEP+* Test Results

What can you learn from *ISTEP+*?

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

“Are all of our students attaining the skills they need to succeed?”

“What kind of individual instruction would help my child?”

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

- To what extent an individual student has mastered the Indiana Academic Standards in the Algebra I, English 10, and Biology I content areas.
- To what extent the students as a group, in your classroom, school, and corporation, are attaining mastery of Academic Standards.
- Where the students in your classroom, school, or corporation stand relative to the three performance levels established by the Indiana State Board of Education. (See page 8 for more information about performance levels.)

What is a criterion-referenced score?

ISTEP+ is a criterion-referenced test. It consists of items that assess a student’s performance with respect to particular criteria—in this case, to the Indiana Academic Standards established by the Indiana State Board of Education. The test does not provide norm-referenced information; that is, it does not compare the performance of Indiana students with that of students across the nation. Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards. These scores are developed based on Item Response Theory (see page 6). The most valuable application of criterion-referenced information is to identify a student’s strengths and needs in order to plan appropriate instruction.

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

Criterion-Referenced Score Categories			
Content Area	Algebra I	English 10	Biology I
Academic Standards	<ul style="list-style-type: none">• Linear Equations and Inequalities• Sketching and Interpreting Graphs• Systems of Linear Equations• Polynomials• Quadratic Equations	<ul style="list-style-type: none">• Reading Comprehension• Writing Applications	<ul style="list-style-type: none">• Cellular Chemistry and Structure• Matter Cycles, Energy Transfer, and Interdependence• Genetics and the Monocular Basis of Heredity• Cellular Reproduction• Evolution

Item Response Theory

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

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

Pattern Scoring

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

Scale Scores

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

Understanding *ISTEP+* Test Results

Direct comparisons of individual student scores should not be made across content areas. For example, a score of 185 in Algebra I does not mean the same thing as a score of 185 in Biology I or English 10. 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 No Child Left Behind Act (NCLB) is federal legislation that requires that student achievement be reported in terms of at least three performance levels. One of these performance levels is designated as the proficient level. Each state must determine the number of performance levels to use, as well as the meaning associated with those levels. The *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates two performance levels. Based on their *ISTEP+* scale score, students are placed into one of three performance levels: Pass+, Pass, or Did Not Pass. For Indiana students, the performance level labeled “Pass” is the proficient level.

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

In addition, an “Undetermined” category is reported for any student whose *ISTEP+* scores for Algebra I, English 10, and Biology I are incomplete (i.e., all or part of a test was not taken).

An “Invalid” category is reported for any student whose *ISTEP+* scores for Algebra I, English 10, and Biology I were invalidated by a school administrator.

Academic Standards Scores

Indiana’s Academic Standards in each content area are listed on the Student Report, the Class Roster Report, the School Roster Report, the School Summary Report, the School Rescore Summary Report, the Corporation Summary Report, and the Corporation Rescore Summary Report.

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

The Student Report shows each Academic Standard as well as the Student Score (based on the IPI), the Score Needed for Passing, and the difference between the two scores.

The Class Roster Report indicates whether students have mastered each Academic Standard at the class level. 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.

Understanding *ISTEP+* Test Results

The School Roster Report indicates whether students have mastered each Academic Standard at the school level.

The School Summary Report provides a summary of students' performance for all classes in the school.

The School Rescore Summary Report provides a summary of students for whom rescoring was requested for all classes in the school.

The Corporation Summary Report provides a summary of students' performance for all schools in the corporation.

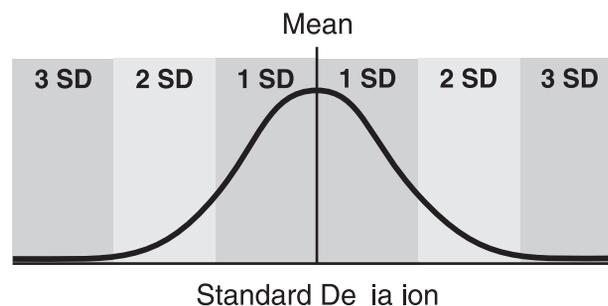
The Corporation Rescore Summary Report provides a summary of students for whom rescoring was requested for all schools in the corporation.

Mean Scores

On *ISTEP+* reports, summary information for a group (such as a class) is presented using mean 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.

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 \pm two SDs of the mean.



The *ISTEP+* Testing Program for the End of Course Assessments

Reports for the End of Course Assessments

This guide is designed to help you understand *ISTEP+* ECA reports more clearly and to assist you in answering questions from parents, students, and other members of the educational community regarding *ISTEP+* results. A Sample Letter to Parents is included on page 67 for your use.

The 2014–15 *ISTEP+* ECAs are reported by three performance levels: Pass+, Pass, and Did Not Pass.

Each *ISTEP+* report is designed to clearly present the most useful information for you and for your discussions with parents. The audience for each report is listed in the table on the following page. All reports are available online to schools and corporations.

Student Reports and Student Labels are also printed and shipped to corporations for distribution to schools.

The *ISTEP+* Testing Program for the End of Course Assessments

Report Distribution

All reports will be available online via iTester at:
<https://ineca.questarai.com/admin/>.

<i>ISTEP+</i> Report Information		
<i>Reports</i>	<i>Online</i>	<i>Printed</i>
For Teachers		
Student Report	X	X
Class Roster Report	X	
For the School Administrator		
School Summary Report	X	
School Disaggregation Summary Report	X	
School Roster Report	X	
Student Labels		X
School Rescore Summary Report	X	
For the Corporation Administrator		
Corporation Summary Report	X	
Corporation Disaggregation Summary Report	X	
Corporation Rescore Summary Report	X	

The *ISTEP+* Testing Program for the End of Course Assessments

Students participate in one or more parts of the End of Course Assessment program, which includes tests in Algebra I, English 10, and Biology I.

Online images of student responses to the constructed-response items will be made available to parents to assist them in reviewing their students' performance.

The *ISTEP+* score reports are packaged by school and corporation, and they are shrink-wrapped to prevent damage during handling.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. If you are unfamiliar with *ISTEP+* or the testing and scoring terms, please review the previous section in this guide, "Understanding *ISTEP+* Test Results." You will also find a glossary specific to the End of Course Assessments beginning on page 64.

Sample Letter to Parents

To help teachers explain the *ISTEP+* reports to parents, a Sample Letter to Parents specific to the End of Course Assessments is provided on page 67. You may duplicate or edit the letter to make it appropriate for your use.

Report Labeling

The ECA reports will have "*ISTEP+*: Algebra I Graduation Examination", "*ISTEP+*: English 10 Graduation Examination", or "*ISTEP+*: Biology I" printed in the top margins.

Reports for Teachers

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

Student Report (Page 1)

The Student Report is designed to clearly communicate student performance in a specific content area. The first page of the report shows the Student Score and whether the student is placed in the Pass+, Pass, or Did Not Pass performance level. The three performance levels were established by the Indiana State Board of Education. (See page 8 for an explanation of performance levels.) Students whose scores place them in the Pass+ or Pass performance level meet or exceed the Indiana Academic Standards. The front of the report also provides guidance to parents who may want to obtain more information or assistance for their student.

This report presents results for Olivia C Sample. The sample shown is the *ISTEP+*: Algebra I Student Report. (Similar Student Reports follow for *ISTEP+*: Biology I and *ISTEP+*: English 10.) The middle section of this page describes Olivia's performance as measured against the Indiana Academic Standards, and it shows her achievement as a three-digit Student Score. The score required to pass the Indiana Academic Standards in Algebra I is 564. Olivia's score of 612 means she passed the Indiana Academic Standards for Algebra I.

The first page of the Student Report also details Performance by Standard. Each Academic Standard is listed along with the Item Type, the Student Score, the Score Needed for Passing, and the difference between the Student Score and the Score Needed for Passing (Strength or Weakness). Reading to the right of the first Academic Standard, Linear Equations and Inequalities, you will see that Olivia achieved a Student Score of 46, the minimum Score Needed for Passing.

Highlights of the Algebra I Student Report (Page 1)

- A** Identifies the student's name, grade, and birth date. Identifies the class, school, and corporation.
- B** Explains the student's performance relative to the cut scores established by the Indiana State Board of Education.
- C** Provides information for parents.

Algebra I Student Report (Page 1)

Simulated Data Updated mm/dd/yyyy

**ISTEP+: Algebra I
Graduation Examination**



**Student Report for
SAMPLE, OLIVIA C**

A	STN: 999999999 Grade: 10 Birthdate: 10/10/1993 Test Administration: (Testing Window, School Year) Corporation: Sample Corporation (9999) School: Sample High School (9999) Teacher: Sample, Kelly Class: 101 Retester: Yes
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Indiana Academic Standards

The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what we expect them to know.

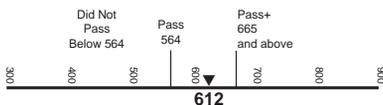
Student Scores are scale scores that represent student achievement levels relative to the Indiana Academic Standards.

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

Proficiency Rating

B **PASS**

Student Score: 612
(Pass 564)



Pass students demonstrate proficient mathematical and problem-solving skills, model and solve problems involving linear relationships and basic quadratic relationships, and make valid interpretations from graphs.

Performance by Standard

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

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score at Passing for each standard is provided along with the Strength or Area of Need (-), which shows the difference between the Student Score for a Standard and the Score at Passing.

Algebra I	Item Type	Student Score	Score at Passing	Strength or Area of Need
Linear Equations and Inequalities	(MC,CR,GR)	46	46	0
Sketching and Interpreting Graphs	(MC,CR,XY)	52	47	5
Systems of Linear Equations	(MC,CR,GR)	40	41	-1
Polynomials	(MC)	75	56	19
Quadratic Equations	(MC,CR,GR)	77	28	49

MC: Multiple-choice items
 CR: Constructed-response items
 GR: Gridded response items
 XY: Graphing items

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

Questar mockup 7/12/2013aes

Algebra I Student Report (Page 2)

Simulated Data

SAMPLE, OLIVIA C
STN: 999999999

Algebra I

Performance on Constructed-Response Items

A

This part of the report tells you how your student performed on questions that require answering constructed-response (CR) and graphing (XY) questions.

The tables show the type of item, the skill each item measures, how many points your student earned, and how many points were possible.

B

Session 1

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
3	CR	Linear Equations and Inequalities		1	2
7	CR	Quadratic Equations		1	2
11	CR	Sketching and Interpreting Graphs		0	2

Session 2

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
7	XY	Sketching and Interpreting Graphs		0	1
14	CR	Sketching and Interpreting Graphs		1	2
17	CR	Linear Equations and Inequalities		1	2
22	CR	Quadratic Equations	BL	0	2
25	XY	Sketching and Interpreting Graphs		1	2

F

Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.

NOTE: All scoring codes convert to 0 points.

Questar mockup 7/12/2013aes

On page 2 of the Algebra I Student Report, the points earned by the student for each constructed-response and graphing item are listed, along with the points possible for each item. One can observe on this simulated report, for example, that on item 7, Quadratic Equations, in the Algebra I Session I section, Olivia scored one point out of two points possible for this item. This report should be used in conjunction with the imaged student responses to help parents understand their students' scores.

Highlights of the Algebra I Student Report (Page 2)

- A** Describes the tables displayed on this page of this report.
- B** Lists each constructed-response item, the item type, and the Academic Standard by test session.
- C** Shows the Scoring Code if the student earned no points for that item.
- D** Indicates the number of score points that the student earned for each constructed-response item.
- E** Shows the number of points possible for each constructed-response item.
- F** Explains the scoring codes.

The following pages contain sample Student Reports for Biology I and English 10. The sections of the reports are the same, however, the details of each section are specific to each content area. For example, on page 18, the Proficiency Rating section includes the performance level description for Passing the Biology I ECA. Pages 22 – 25 provide samples of Student Reports for students who received an “Undetermined” score or whose test was invalidated by a school administrator.

Biology I Student Report (Page 1)

Updated mm/dd/yyyy

Simulated Data

ISTEP+: Biology I



**Student Report for
SAMPLE, MICHAEL L**

STN: 999999999
Grade: 10
Birthdate: 10/10/1993
Test Administration: (Testing Window, School Year)
Corporation: Sample Corp (9999)
School: Sample High School (9999)
Teacher: Sample, Mark
Class: 101
Retester: Yes

Indiana Academic Standards

The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what we expect them to know.

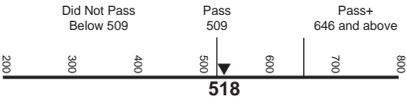
Student Scores are scale scores that represent student achievement levels relative to the Indiana Academic Standards.

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

Proficiency Rating

PASS

Student Score: 518
(Pass 509)



Pass students demonstrate an understanding of the structure, function and processes of cells and the interdependencies of organisms. Students have knowledge of the concepts and theories that enable them to understand the living environment. Students are able to analyze data at a basic level in a variety of familiar situations to solve problems.

Performance by Standard

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

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score at Passing for each standard is provided along with the Strength or Area of Need (-), which shows the difference between the Student Score for a Standard and the Score at Passing.

Biology I		Item Type	Student Score	Score at Passing	Strength or Area of Need
Cellular Chemistry and Structure		(MC, CR)	53	51	2
Matter Cycles, Energy Transfer, and Interdependence		(MC,CR)	67	60	7
Genetics and the Molecular Basis of Heredity		(MC,CR)	42	65	-23
Cellular Reproduction		(MC,CR)	43	43	0
Evolution		(MC)	72	90	-18

MC: Multiple-choice items
CR: Constructed-response items

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

Questar mockup 7/12/2013aes

Biology I Student Report (Page 2)

Simulated Data

SAMPLE, MICHAEL L
STN: 99999999

Biology I

Performance on Constructed-Response Items

This part of the report tells you how your student performed on questions that require answering constructed-response (CR) questions.

The tables show the type of item, the skill each item measures, how many points your child earned, and how many points were possible.

Session 1					
Item	Type	Standard	Scoring Code	Points Earned	Points Possible
5	CR	Cellular Chemistry and Structure		1	3
9	CR	Evolution		0	3
17	CR	Cellular Reproduction		1	2
28	CR	Genetics and the Molecular Basis of Heredity		1	3
32	CR	Cellular Reproduction		0	2
40	CR	Genetics and the Molecular Basis of Heredity		0	3

Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.

NOTE: All scoring codes convert to 0 points.

Questar mockup 7/12/2013aes

**English 10
Student Report
(Page 1)**

Simulated Data

Updated mm/dd/yyyy

**ISTEP+: English 10
Graduation Examination**



**Student Report for
SAMPLE, XANDER M**

STN: 999999999
Grade: 10
Birthdate: 10/10/1993
Test Administration: (Testing Window, School Year)
Corporation: Sample Corp (9999)
School: Sample High School (9999)
Teacher: Sample, Mary
Class: 102
Retester: Yes

Indiana Academic Standards

The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what we expect them to know.

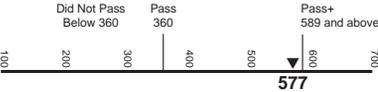
Student Scores are scale scores that represent student achievement levels relative to the Indiana Academic Standards.

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

Proficiency Rating

PASS

Student Score: 577
(Pass 360)



Pass students display proficient understanding when approaching grade-level text, and they demonstrate satisfactory skills in writing, including adequate word usage, organization, and appropriate tone. Pass students identify literary devices and draw conclusions using text-based support.

Performance by Standard

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

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score at Passing for each standard is provided along with the Strength or Area of Need (-), which shows the difference between the Student Score for a Standard and the Score at Passing.

English 10		Item Type	Student Score	Score at Passing	Strength or Area of Need
Reading Comprehension	(MC,CR)		85	70	15
Writing Applications	(MC,ES)		95	69	26

MC: Multiple-choice items
CR: Constructed-response items
ES: Essay

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

Questar mockup 7/12/2013aes

English 10 Student Report (Page 2)

English 10

Simulated Data

SAMPLE, XANDER M
STN: 999999999

Performance on Constructed-Response Items

This part of the report tells you how your student performed on questions that require writing an essay (ES) and answering constructed-response (CR) questions.

The tables show the type of item, the skill each item measures, how many points your student earned, and how many points were possible.

Session 1

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
8	CR	Reading Comprehension		2	2
18	CR	Reading Comprehension		2	2
35	CR	Reading Comprehension		2	2

Session 2

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
1	ES	Writing Applications		4	6
1	ES	Language Conventions		4	4

Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points
OT	Off Topic/Task: This student's essay does not attempt to respond to the prompt.	0 possible points with the exception that Language Conventions may receive 0 – 4 possible points.
LD	Lack of Development: This student's essay has a lack of development and does not meet minimum standards for scoring.	0 possible points with the exception that Language Conventions may receive 0 – 2 possible points.

Questar mockup 7/12/2013aes

**English 10
Student Report:
Undetermined
(Page 1)**

Updated mm/dd/yyyy

Simulated Data

**ISTEP+: English 10
Graduation Examination**



Indiana
Department of Education

**Student Report for
SAMPLE, ROSE V**

STN: 999999999
Grade: 10
Birthdate: 10/10/1993
Test Administration: (Testing Window, School Year)
Corporation: Sample Corp (9999)
School: Sample High School (9999)
Teacher: Sample, Mary
Class: 102
Retester: No

Indiana Academic Standards

The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what we expect them to know.

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

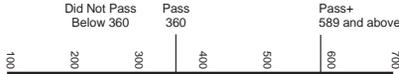
This report provides information on your student's achievement of the Indiana Academic Standards. You can see at a glance whether your student is meeting the minimum standard set for all students in our state. Your student's teacher can also show you classroom work and other test results that provide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

Proficiency Rating

UNDETERMINED

Student Score: UND
(Pass 360)

Did Not Pass Below 360 Pass 360 Pass+ 589 and above



Your student's score cannot be reported because results are not available for one or more portions of the test. Contact the school for more information.

Performance by Standard

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

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score at Passing for each standard is provided along with the Strength or Area of Need (-), which shows the difference between the Student Score for a Standard and the Score at Passing.

English 10		Item Type	Student Score	Score at Passing	Strength or Area of Need
Reading Comprehension		(MC,CR)	**	70	**
Writing Applications		(MC,ES)	**	69	**

MC: Multiple-choice items
CR: Constructed-response items
ES: Essay

** Score not reported because one or more sessions of the test was incomplete or invalidated.

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

If you want to see how your student's scores compare to the average scores of the state and local school corporation, you can find that information and more at the Indiana Department of Education website, www.doe.in.gov/assessment, or you can send an email to ECA@doe.in.gov.

Questar mockup 7/12/2013as

**English 10
Student Report:
Undetermined
(Page 2)**

Simulated Data

SAMPLE, ROSE V
STN: 999999999

English 10

Performance on Constructed-Response Items

This part of the report tells you how your student performed on questions that require writing an essay (ES) and answering constructed-response (CR) questions.

The tables show the type of item, the skill each item measures, how many points your student earned, and how many points were possible.

Session 1

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
8	CR	Reading Comprehension		1	2
18	CR	Reading Comprehension	BL	0	2
35	CR	Reading Comprehension	BL	0	2

Session 2

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
1	ES	Writing Applications	BL	0	6
1	ES	Language Conventions	BL	0	4

Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points
OT	Off Topic/Task: This student's essay does not attempt to respond to the prompt.	0 possible points with the exception that Language Conventions may receive 0 – 4 possible points.
LD	Lack of Development: This student's essay has a lack of development and does not meet minimum standards for scoring.	0 possible points with the exception that Language Conventions may receive 0 – 2 possible points.

Questar mockup 7/12/2013aes

Algebra I Student Report: Invalid (Page 1)

Simulated Data

Updated mm/dd/yyyy

**ISTEP+: Algebra I
Graduation Examination**




**Student Report for
SAMPLE, ROSE V**

STN: 99999999
Grade: 10
Birthdate: 10/10/1993
Test Administration: (Testing Window, School Year)
Corporation: Sample Corporation (9999)
School: Sample High School (9999)
Teacher: Sample, Kelly
Class: 101
Retester: No

Indiana Academic Standards

The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what we expect them to know.

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

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

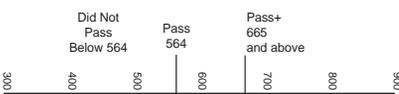
Proficiency Rating

INVALID

Did Not Pass Below 564

Pass 564

Pass+ 665 and above



Your student's score cannot be reported because results are not available for one or more portions of the test. Contact the school for more information.

Student Score: INV
(Pass 564)

Performance by Standard

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

These 2-digit scores cannot be added together to total the 3-digit Student Score. The Score at Passing for each standard is provided along with the Strength or Area of Need (-), which shows the difference between the Student Score for a Standard and the Score at Passing.

Algebra I	Item Type	Student Score	Score at Passing	Strength or Area of Need
Linear Equations and Inequalities	(MC,CR,GR)	**	46	**
Sketching and Interpreting Graphs	(MC,CR,XY)	**	47	**
Systems of Linear Equations	(MC,CR,GR)	**	41	**
Polynomials	(MC)	**	56	**
Quadratic Equations	(MC,CR,GR)	**	28	**

MC: Multiple-choice items
 CR: Constructed-response items
 GR: Gridded response items
 XY: Graphing items

** Score not reported because one or more sessions of the test was incomplete or invalidated.

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

If you want to see how your student's scores compare to the average scores of the state and local school corporation, you can find that information and more at the Indiana Department of Education website, www.doe.in.gov/assessment, or you can send an email to ECA@doe.in.gov.

Questar mockup 7/12/2013aes

Note: The student data file (i.e., CSV file) can be used to access a list of students with Undetermined or Invalidated status.

Algebra I Student Report: Invalid (Page 2)

Simulated Data

SAMPLE, ROSE V
 STN: 999999999

Algebra I

Performance on Constructed-Response Items

This part of the report tells you how your student performed on questions that require answering constructed-response (CR) and graphing (XY) questions.

The tables show the type of item, the skill each item measures, how many points your student earned, and how many points were possible.

Session 1

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
3	CR	Linear Equations and Inequalities		*	2
7	CR	Quadratic Equations		*	2
11	CR	Sketching and Interpreting Graphs		*	2

Session 2

Item	Type	Standard	Scoring Code	Points Earned	Points Possible
7	XY	Sketching and Interpreting Graphs		*	1
14	CR	Sketching and Interpreting Graphs		*	2
17	CR	Linear Equations and Inequalities		*	2
22	CR	Quadratic Equations		*	2
25	XY	Sketching and Interpreting Graphs		*	2

* Score not reported because one or more sessions of the test was incomplete or invalidated.

Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.

NOTE: All scoring codes convert to 0 points.

Parent/Guardian Log-in Information

Please refer to the letter and instructions provided with this report for specific steps to view your student's responses and request rescors for items from the *ISTEP+* End-of-Course Assessments as needed.

Go to the following website, <https://in-servicepoint.questarai.com/Login.aspx>, and use the initial login values below to access the system.

User Name: **SDZ-NINET40328**
 Password: **DYP5HDYP**

Note: Rescore requests cannot be made for students that receive an UND or INV score on the student report. Please contact your student's school for additional information.

Questar mockup 7/12/2013aes

Class Roster Report

This report lists all students in the class alphabetically and shows the teacher how each student performed on each Academic Standard in the content area. The sample shown is an *ISTEP+*: English 10 Class Roster Report. (Similar Class Rosters follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.) Also shown is the Student Score and Proficiency Rating for each student.

In the lower portion of the report, summary information is provided for the class as a whole. Shown are the class average (mean scale score), as well as the school average and the state average.

Note: Summary information is separated by students testing for the first time and students retaking the test.

The group's performance is also compared to the cut scores to show the percentage of students scoring at the Pass or Pass+ performance levels.


Updated mm/dd/yyyy

ISTEP+ English 10
Graduation Examination
 (Testing Window, School Year)
Class Roster

Simulated Data

A Date: Month dd, yyyy
 Teacher: SAMPLE, MARY Class: 102
 Number of Students Tested in Class = 4
 Number of Students with Completed Tests in Class = 3

School: Sample High School (9999)
 Corporation: Sample Corp (9999)

Student Name	Student Score	Proficiency Rating	Reading Comprehension	Writing Applications				
Student Score Range	100-700	Pass+/ Pass/ Did Not Pass	IPI Score at Pass					
			70	69				
			Student IPI Score					
SAMPLE, OLIVIA C STN: 999999999		C Pass+	97	85				
SAMPLE, PAUL B STN: 999999999	316	Did Not Pass	57	74				
SAMPLE, ROSE V STN: 999999999	***	UND	***	***				
SAMPLE, XANDER M STN: 999999999	577	Pass	85	D 95				
	Retester							
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 3	461	33%	50%	77	7	100%	80	11
School Summary Number Tested = 3	592	56%	58%	78	8	63%	73	4
2013-14 STATE SUMMARY Number Tested = 100,000	500	85%	85%	N/A	N/A	85%	N/A	N/A
RETESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 1	577	100%	100%	85	15	100%	95	26
School Summary Number Tested = 1	577	100%	100%	85	15	100%	95	26
2013-14 STATE SUMMARY Number Tested = 30,000	475	80%	80%	N/A	N/A	80%	N/A	N/A

E Student Score: A Scale Score of at least 360 on the English 10... **F** Passing. A Scale Score of 589 or greater is considered Pass+.

Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.

IPI Score at Pass: Expected IPI for a student at the passing cut score.

INV: Scores are invalid because of local test invalidation. These students are not included in the calculation of mean.

UND: Scores are undetermined due to one or more sessions not meeting attempt criteria. These students are not included in the calculation of mean.

NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

Page No. 1 of 1
Questar mockup 7/12/2013aes

Highlights of the Class Roster Report

- A** Indicates the test date, teacher, the number of students tested, and number of students who completed tests. Identifies the corporation-school number, school, and corporation.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance level (category).
- D** Provides each student's IPI score for each Academic Standard.
- E** Provides summary information for the class and the school. The percent passing includes the students with a Proficiency Rating of Pass or Pass+. State Summary data will be updated annually after the Spring administration.
- F** Defines the symbols and abbreviations used in this report.

Sample Algebra I Class Roster Report



Updated mm/d/yyyy

ISTEP+: Algebra I Graduation Examination (Testing Window, School Year) Class Roster

Simulated Data

Date: Month dd, yyyy
 Teacher: Sample, Kelly
 Class: 101
 Number of Students Tested in Class = 4
 School: Sample High School (9999)
 Number of Students with Completed Tests in Class = 3
 Corporation: Sample Corporation (9999)

Student Name	Student Score	Proficiency Rating	Linear Equations and Inequalities			Sketching and Interpreting Graphs			Systems of Linear Equations			Polynomials			Quadratic Equations		
			Pass+/Pass/Did Not Pass	IPI Score at Pass	46	47	41	56	28	Student IPI Score							
SAMPLE, ALBERT M STN: 999999999	506	Did Not Pass	31	30	20	52	6										
SAMPLE, OLIVIA C STN: 999999999	612	Pass	46	52	40	75	77										
SAMPLE, PAUL B STN: 999999999	539	Did Not Pass	31	44	32	61	13										
SAMPLE, ROSE V STN: 999999999	***	INV	***	***	***	***	***										
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 3	523	0%	0%	31	-15	0%	37	-10	0%	26	-15	50%	57	1	0%	10	-18
School Summary Number Tested = 3	523	0%	0%	31	-15	0%	37	-10	0%	26	-15	50%	57	1	0%	10	-18
2013-14 STATE SUMMARY Number Tested = 100,000	750	85%	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A
RETESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 1	612	100%	100%	46	0	100%	52	5	0%	40	-1	100%	75	19	100%	77	49
School Summary Number Tested = 1	612	100%	100%	46	0	100%	52	5	0%	40	-1	100%	75	19	100%	77	49
2013-14 STATE SUMMARY Number Tested = 50,000	700	80%	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A

Student Score: A Scale Score of at least 564 on the Algebra I test is passing. A Scale Score of 665 or greater is considered Pass+.
 Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.
 IPI Score at Pass: Expected IPI for a student at the passing cut score.

Sample Biology I Class Roster Report



Updated mm/dd/yyyy

Simulated Data

ISTEP+: Biology I (Testing Window, School Year) Class Roster

Date: Month dd, yyyy
 Teacher: Sample, Mark Class: 101
 Number of Students Tested in Class = 4
 Number of Students with Completed Tests in Class = 4
 School: Sample High School (9999)
 Corporation: Sample Corporation (9999)

Student Name	Student Score	Proficiency Rating	Cellular Chemistry and Structure			Matter Cycles, Energy Transfer, and Interdependence			Genetics and the Molecular Basis of Heredity			Cellular Reproduction			Evolution		
			51	60	65	43	90	51	60	65	43	90	51	60	65	43	90
IPI Score at Pass																	
Student IPI Score																	
SAMPLE, MICHAEL L STN: 999999999	518	Pass	53			67			42			43			72		
SAMPLE, OLIVIA C STN: 999999999	366	Did Not Pass	31			33			14			30			65		
SAMPLE, PAUL B STN: 999999999	396	Did Not Pass	23			52			14			47			60		
SAMPLE, ROSE V STN: 999999999	274	Did Not Pass	20			36			12			40			30		
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 3	345	0%	0%	25	-26	0%	40	-20	0%	13	-52	67%	39	-4	0%	52	-38
School Summary Number Tested = 3	345	0%	0%	25	-26	0%	40	-20	0%	13	-52	67%	39	-4	0%	52	-38
2013-14 STATE SUMMARY Number Tested = 100,000	600	85%	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A	85%	N/A	N/A
RETESTERS	Mean Student Score	% Passing	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference	% Mastery	Mean	Difference
Class Summary Number Tested = 1	518	100%	100%	53	2	100%	67	7	0%	42	-23	100%	43	0	0%	72	-18
School Summary Number Tested = 1	518	100%	100%	53	2	100%	67	7	0%	42	-23	100%	43	0	0%	72	-18
2013-14 STATE SUMMARY Number Tested = 20,000	550	80%	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A	80%	N/A	N/A

Student Score: A Scale Score of at least 509 on the Biology I test is passing. A Scale Score of 646 or greater is considered Pass+.
 Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.
 IPI Score at Pass: Expected IPI for a student at the passing cut score.
 INV: Scores are invalid because of local test invalidation. These students are not included in the calculation of mean.
 UND: Scores are undetermined due to one or more sessions not meeting attempt criteria. These students are not included in the calculation of mean.
 NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+.
 Undetermined and invalidated results are considered not passing.
 State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

Reports for the School Administrator

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

School Summary Report

The School Summary Report provides criterion-referenced *ISTEP+* information from the *ISTEP+*: End of Course Assessments. The English 10 School Summary Report is shown below. (Similar School Summary Reports follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.)


Updated mm/dd/yyyy

**ISTEP+: English 10
Graduation Examination
(Testing Window, School Year)
School Summary Report
First Time Testers**

Simulated Data

A Date: Month dd, yyyy
Number of Classes: 2
Number of Students Tested in School = 32
Number of Students with Completed Tests in School = 31

B School: Sample High School (9999)
Corporation: Sample Corp (9999)

Class Roster	# of Students	Mean Student Score	Proficiency Rating	Reading Comprehension	Writing Applications
Student Score Range		100-700	% Passing	E IPI Score at Pass	
				70	69
				% Mastery	
D Teacher: SAMPLE, MARY Class: 009	29	594	59%	59%	62%
Teacher: SAMPLE, MARY Class: 102	2	461	33%	50%	100%
F School Summary	31	592	56%	58%	63%
G 2013-14 STATE SUMMARY	100,000	500	85%	85%	85%

C

H NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

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**Highlights of the
School Summary
Report**

- A** Indicates the test date, the number of classes, number of students tested, and number of students who completed tests in the school.
- B** Identifies the school and the corporation.
- C** Lists the mean number of score points in the content area obtained by the students in each class.
- D** Lists each class in the school in that content area, alphabetically by teacher.
- E** Lists the percentage of students who obtained mastery of each Academic Standard (i.e., achieved an IPI at or above the standard) in each class.
- F** Provides summary information for the school.
- G** State Summary data will be updated annually after the Spring administration.
- H** Defines the symbols and abbreviations used in this report.

Sample Algebra I School Summary Report



Updated mm/dd/yyyy

**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
School Summary Report
First Time Testers**

Simulated Data

Date: Month dd, yyyy
 Number of Classes: 1
 Number of Students Tested in School = 3
 Number of Students with Completed Tests in School = 2

School: Sample High School (9999)
 Corporation: Sample Corporation (9999)

Class Roster	# of Students	Mean Student Score	Proficiency Rating	Linear Equations and Inequalities	Sketching and Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
Student Score Range		300-900	% Passing	IPI Score at Pass				
				46	47	41	56	28
				% Mastery				
Teacher: Sample, Kelly Class: 101	2	523	0%	0%	0%	0%	50%	0%
School Summary	2	523	0%	0%	0%	0%	50%	0%
2013-14 STATE SUMMARY	100,000	750	85%	85%	85%	85%	85%	85%

Student Score: A Scale Score of at least 564 on the Algebra I test is passing. A Scale Score of 665 or greater is considered Pass+.
 Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.
 IPI Score at Pass: Expected IPI for a student at the passing cut score.
 NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.
 State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

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Questar mockup 7/12/2013aes

Sample Biology I School Summary Report



Updated mm/dd/yyyy

Simulated Data

ISTEP+: Biology I (Testing Window, School Year) School Summary Report First Time Testers

Date: Month dd, yyyy
 Number of Classes: 1
 Number of Students Tested in School = 3
 Number of Students with Completed Tests in School = 3

School: Sample High School (9999)
 Corporation: Sample Corporation (9999)

Class Roster	# of Students	Mean Student Score	Proficiency Rating	Cellular Chemistry and Structure	Matter Cycles, Energy Transfer, and Interdependence	Genetics and the Molecular Basis of Heredity	Cellular Reproduction	Evolution
Student Score Range		200-800	% Passing	IPI Score at Pass				
				51	60	65	43	90
				% Mastery				
Teacher: Sample, Mark Class: 101	3	345	0%	0%	0%	0%	67%	0%
School Summary	3	345	0%	0%	0%	0%	67%	0%
2013-14 STATE SUMMARY	100,000	600	85%	85%	85%	85%	85%	85%

Student Score: A Scale Score of at least 509 on the Biology I test is passing. A Scale Score of 646 or greater is considered Pass+.

Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.

IPI Score at Pass: Expected IPI for a student at the passing cut score.

NOTE: The Percent Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

School Disaggregation Summary Report

The School Disaggregation Summary Report presents the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), not passing (Did Not Pass), “Undetermined”, and “Invalid.” This information is given at the group level and describes achievement for each reporting population.

The sample shown is an *ISTEP+*: English 10 report. (Similar reports follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.)

Updated mm/dd/yyyy

Simulated Data



ISTEP+: English 10 Graduation Examination (Testing Window, School Year) Corporation Disaggregation Summary Report First Time Testers

A Corporation: Sample Corp (9999)

	B Total Number of Students	Pass+				D Total Passing		Did Not Pass				E Mean Scale Score		Standard Deviation
		N	%	N	%	N	%	N	%	N	%	Score	Deviation	
All Students	293	16	5	180	61	196	67	86	29	11	4	391.3	25.3	
General Education														
TOTAL General Education	283	13	5	174	61	187	66	85	30	11	4	398.0	44.5	
Special Education														
With accommodations	C 4	***	***	***	***	***	***	***	***	***	***	***	***	
Without accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL Special Education	10	3	30	6	60	9	90	1	10	0	0	387.4	22.6	
Limited English Proficiency														
With accommodations	10	2	20	2	20	4	40	6	60	0	0	383.2	31.6	
Without accommodations	5	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL Limited English Proficiency	15	3	20	3	20	6	40	7	47	2	13	389.9	32.2	
Non-Limited English Proficiency														
With accommodations	29	4	14	8	28	12	41	8	28	9	31	331.2	32.1	
Without accommodations	249	9	4	169	68	178	71	71	29	0	0	394.1	25.6	
TOTAL Non-Limited English Proficiency	278	13	5	177	64	190	68	79	28	9	3	391.6	27.2	
Gender														
Male	137	7	5	90	66	97	71	35	26	5	4	392.9	31.1	
Female	156	9	6	90	58	99	63	51	33	6	4	396.6	37.9	
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***	
SES														
Paid lunch	285	11	4	178	62	189	66	86	30	10	4	389.2	37.2	
Free or reduced lunch	8	***	***	***	***	***	***	***	***	***	***	***	***	
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***	
Race/Ethnicity														
American Indian or Alaskan Native	6	***	***	***	***	***	***	***	***	***	***	***	***	
Black	11	0	0	5	45	5	45	6	55	0	0	367.7	27.5	
Asian	25	0	0	11	44	11	44	13	52	1	4	345.6	32.6	
Hispanic Ethnicity and of any race	36	1	3	19	53	20	56	16	44	0	0	396.2	51.2	
White	212	14	7	138	65	152	72	50	24	10	5	396.0	53.6	
Multiracial (two or more races)	3	***	***	***	***	***	***	***	***	***	***	***	***	
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***	
Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	

F The cut score at Pass is 360. The cut score at Pass+ is 589.
The Lowest/Highest Scale Score Possible for English 10 is 100/700.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

**Highlights of
the School
Disaggregation
Summary Report**

- A** Identifies the corporation and the school.
- B** Provides the total number of students.
- C** Identifies the different reporting populations.
- D** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores. (The Total Passing column indicates the total number and percentage of students in the Pass+ and Pass columns.)
- E** Indicates the mean scale scores.
- F** Indicates the lowest and highest scale scores obtained.

Note: If the reporting population is less than 10 students, only the total number of students is reported, and the remaining data fields are noted by “****”.

Sample Algebra I School Disaggregation Summary Report



Updated mm/dd/yyyy

Simulated Data

ISTEP+: Algebra I Graduation Examination (Testing Window, School Year) School Disaggregation Summary Report First Time Testers

Corporation: Sample Corporation (9999)
School: Sample High School (9999)

	Total Number of Students	Pass+		Pass		Total Passing		Did Not Pass		UND / INV		Mean Scale Score	Standard Deviation
		N	%	N	%	N	%	N	%	N	%		
All Students	3	***	***	***	***	***	***	***	***	***	***	***	***
General Education													
TOTAL General Education	1	***	***	***	***	***	***	***	***	***	***	***	***
Special Education													
With accommodations	2	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	2	***	***	***	***	***	***	***	***	***	***	***	***
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	2	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Non-Limited English Proficiency	3	***	***	***	***	***	***	***	***	***	***	***	***
Gender													
Male	2	***	***	***	***	***	***	***	***	***	***	***	***
Female	1	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	1	***	***	***	***	***	***	***	***	***	***	***	***
Free or reduced lunch	2	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Race/Ethnicity													
American Indian or Alaskan Native	0	***	***	***	***	***	***	***	***	***	***	***	***
Black	0	***	***	***	***	***	***	***	***	***	***	***	***
Asian	0	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic Ethnicity and of any race	1	***	***	***	***	***	***	***	***	***	***	***	***
White	2	***	***	***	***	***	***	***	***	***	***	***	***
Multiracial (two or more races)	0	***	***	***	***	***	***	***	***	***	***	***	***
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	0	***	***	***	***	***	***	***	***	***	***	***	***

The cut score at Pass is 564. The cut score at Pass+ is 665.
 The Lowest/Highest Scale Score Possible for Algebra I is 300/900.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

Page 1 of 1
Questar mockup 7/12/2013aes

Sample Biology I School Disaggregation Summary Report



Updated mm/dd/yyyy

Simulated Data

ISTEP+: Biology I (Testing Window, School Year) School Disaggregation Summary Report First Time Testers

Corporation: Sample Corporation (9999)
School: Sample High School (9999)

	Total Number of Students	Pass+	Pass	Total Passing		Did Not Pass	UND / INV	Mean	Standard
		N	%	N	%	N	%	Scale Score	Deviation
All Students	3	***	***	***	***	***	***	***	***
General Education									
TOTAL General Education	0	***	***	***	***	***	***	***	***
Special Education									
With accommodations	2	***	***	***	***	***	***	***	***
Without accommodations	1	***	***	***	***	***	***	***	***
TOTAL Special Education	3	***	***	***	***	***	***	***	***
Limited English Proficiency									
With accommodations	0	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***
TOTAL Limited English Proficiency	0	***	***	***	***	***	***	***	***
Non-Limited English Proficiency									
With accommodations	2	***	***	***	***	***	***	***	***
Without accommodations	1	***	***	***	***	***	***	***	***
TOTAL Non-Limited English Proficiency	3	***	***	***	***	***	***	***	***
Gender									
Male	1	***	***	***	***	***	***	***	***
Female	1	***	***	***	***	***	***	***	***
No valid information	1	***	***	***	***	***	***	***	***
SES									
Paid lunch	2	***	***	***	***	***	***	***	***
Free or reduced lunch	1	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***
Race/Ethnicity									
American Indian or Alaskan Native	0	***	***	***	***	***	***	***	***
Black	1	***	***	***	***	***	***	***	***
Asian	0	***	***	***	***	***	***	***	***
Hispanic Ethnicity and of any race	0	***	***	***	***	***	***	***	***
White	2	***	***	***	***	***	***	***	***
Multiracial (two or more races)	0	***	***	***	***	***	***	***	***
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***
Migrant	0	***	***	***	***	***	***	***	***

The cut score at Pass is 509. The cut score at Pass+ is 646.
 The Lowest/Highest Scale Score Possible for Biology I is 200/800.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

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School Roster Report

This report lists all students in the school alphabetically and shows the principal how each student performed on each Academic Standard in the content area. Also shown is the Student Score and Proficiency Rating for each student. The sample shown is an *ISTEP+*: English 10 School Roster Report. (Similar School Roster Reports follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.)



Updated mm/dd/yyyy

Simulated Data

ISTEP+: English 10 Graduation Examination (Testing Window, School Year) School Roster

A Date: Month dd, yyyy
 Number of Students Tested in School = 33
 Number of Students with Completed Tests in School = 32
 School: Sample High School (9999)
 Corporation: Sample Corp (9999)

Student Name	Student Score	Proficiency Rating	Reading Comprehension	Writing Applications
Student Score Range	100-700	Pass+/ Pass/ Did Not Pass	IPI Score at Pass	
			70	69
			Student IPI Score	
SAMPLE, RAINA S STN: 999999999 Teacher: Sample, Mary Class: 009	612	Pass+	87	92
B SAMPLE, REX T STN: 999999999 Teacher: Sample, Mary Class: 009	C 316	Did Not Pass	51	67
SAMPLE, ROSE V STN: 999999999 Teacher: Sample, Mary Class: 102	***	UND	***	***
SAMPLE, XANDER M STN: 999999999 Teacher: Sample, Mary Class: 102	577	Pass	D 85	95
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery	
School Summary Number Tested = 33	592	56%	53%	63%
2013-14 STATE SUMMARY Number Tested = 100,000	500	85%	85%	85%
E RETESTERS	Mean Student Score	% Passing	% Mastery	
School Summary Number Tested = 1	577	100%	100%	100%
F 2013-14 STATE SUMMARY Number Tested = 30,000	450	80%	80%	80%

Student Score: A Scale Score of at least 360 on the English 10 test is passing. A Scale Score of 589 or greater is considered Pass+.

Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.

IPI Score at Pass: Expected IPI for a student at the passing score.

INV: Scores are invalid because of local test invalidation. These students are not included in the calculation of mean.

UND: Scores are undetermined due to one or more sessions not meeting attempt criteria. These students are not included in the calculation of mean.

*** Score not reported because one or more sessions of the test was incomplete or invalidated.

NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

Highlights of the School Roster Report

- A** Indicates the test date, the number of students tested, and number of students who completed tests. Identifies the corporation-school number, school, and corporation.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance level (category).
- D** Provides each student's IPI score for each Academic Standard.
- E** Provides summary information for the class and the school. The percent passing includes the students with a Proficiency Rating of Pass or Pass+.
- F** Summary data will be updated annually after the Spring administration.
- G** Defines the symbols and abbreviations used in this report.

Sample Algebra I School Roster Report



Updated mm/dd/yyyy

**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
School Roster**

Simulated Data

Date: Month dd, yyyy
 Number of Students Tested in School = 4
 Number of Students with Completed Tests in School = 3

School: Sample High School (9999)
 Corporation: Sample Corporation (9999)

Student Name	Student Score	Proficiency Rating	Linear Equations and Inequalities	Sketching and Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
Student Score Range		300-900	IPI Score at Pass				
		Pass+/ Pass/ Did Not Pass	46	47	41	56	28
Student IPI Score							
SAMPLE, ALBERT M STN: 999999999 Teacher: Sample, Kelly Class: 101	506	Did Not Pass	31	30	20	52	6
SAMPLE, OLIVIA C STN: 999999999 Teacher: Sample, Kelly Class: 101	612	Pass	46	52	40	75	77
SAMPLE, PAUL B STN: 999999999 Teacher: Sample, Kelly Class: 101	539	Did Not Pass	31	44	32	61	13
SAMPLE, ROSE V STN: 999999999 Teacher: Sample, Kelly Class: 101	***	INV	***	***	***	***	***
FIRST TIME TESTERS		Mean Student Score	% Mastery				
School Summary Number Tested = 3		523	0%	0%	0%	50%	0%
2013-14 STATE SUMMARY Number Tested = 100,000		750	85%	85%	85%	85%	85%
RETESTERS		Mean Student Score	% Mastery				
School Summary Number Tested = 1		612	100%	100%	0%	100%	100%
2013-14 STATE SUMMARY Number Tested = 30,000		700	80%	80%	80%	80%	80%

Student Score: A Scale Score of at least 564 on the Algebra I test is passing. A Scale Score of 665 or greater is considered Pass+.
 Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.
 IPI Score at Pass: Expected IPI for a student at the passing cut score.

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Sample Biology I School Roster Report

Updated mm/dd/yyyy



Simulated Data

ISTEP+: Biology I (Testing Window, School Year) School Roster

Date: Month dd, yyyy
 Number of Students Tested in School = 4
 Number of Students with Completed Tests in School = 4
 School: Sample High School (9999)
 Corporation: Sample Corporation (9999)

Student Name	Student Score	Proficiency Rating	Cellular Chemistry and Structure	Matter Cycles, Energy Transfer, and Interdependence	Genetics and the Molecular Basis of Heredity	Cellular Reproduction	Evolution
Student Score Range	200-800	Pass+/ Pass/ Did Not Pass	IPI Score at Pass				
			51	60	65	43	90
			Student IPI Score				
SAMPLE, MICHAEL L STN: 999999999 Teacher: Sample, Mark Class: 101	518	Pass	53	67	42	43	72
SAMPLE, OLIVIA C STN: 999999999 Teacher: Sample, Mark Class: 101	366	Did Not Pass	31	33	14	30	65
SAMPLE, PAUL B STN: 999999999 Teacher: Sample, Mark Class: 101	396	Did Not Pass	23	52	14	47	60
SAMPLE, ROSE V STN: 999999999 Teacher: Sample, Mark Class: 101	274	Did Not Pass	20	36	12	40	30
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery				
School Summary Number Tested = 3	345	0%	0%	0%	0%	67%	0%
2013-14 STATE SUMMARY Number Tested = 100,000	600	85%	85%	85%	85%	85%	85%
RETESTERS	Mean Student Score	% Passing	% Mastery				
School Summary Number Tested = 1	518	100%	100%	100%	0%	100%	0%
2013-14 STATE SUMMARY Number Tested = 20,000	550	80%	80%	80%	80%	80%	80%

Student Score: A Scale Score of at least 509 on the Biology I test is passing. A Scale Score of 646 or greater is considered Pass+.

Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.

IPI Score at Pass: Expected IPI for a student at the passing cut score.

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Student Label

An individual white label is provided for each student by content area. These student labels indicate the student’s status relative to meeting the standard in Algebra I, English 10, and Biology I. Labels will also be provided for students who received an “Undetermined” or “Invalid” status in any of the content areas.

CORP-SCH: 9999-9999 Student Labels

Simulated Data

A	<p>ISTEP+: End of Course Assessments INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</p> <p>SAMPLE, ALBERT M Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: mm/dd/yyyy</p>	B	<p>ISTEP+: Algebra I</p> <hr/> <p>Standard: 564 Obtained: 506 Result: DID NOT PASS</p>	<p>ISTEP+: End of Course Assessments INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</p> <p>SAMPLE, PAUL B Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: mm/dd/yyyy</p>	C	<p>ISTEP+: Algebra I</p> <hr/> <p>Standard: 564 Obtained: 539 Result: DID NOT PASS</p>
	<p>ISTEP+: End of Course Assessments INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</p> <p>SAMPLE, OLIVIA C Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: mm/dd/yyyy</p>	RETESTER	<p>ISTEP+: Algebra I</p> <hr/> <p>Standard: 564 Obtained: 612 Result: PASS</p>	<p>ISTEP+: End of Course Assessments INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</p> <p>SAMPLE, ROSE V Student ID: 999999999 Birthdate: 10/21/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: mm/dd/yyyy</p>	RETESTER	<p>ISTEP+: Algebra I</p> <hr/> <p>Standard: 564 Obtained: # Result: INVALID</p>

**Highlights of the
Student Labels**

- A** Identifies student information, grade, corporation, school, and test date.
- B** Identifies the content area.
- C** Indicates the standard established by the Indiana State Board of Education, the score obtained by the student, and the performance level achieved.

School Rescore Summary Report (Page 1)

This report identifies the items available for rescore and lists all the students alphabetically for whom a rescore was requested. The report also provides summary information on which items were requested at the student level, along with information on score point, scale score, and proficiency level changes at the item level. (A similar School Rescore Summary Report follows for *ISTEP+*: Algebra I.)




ISTEP+: English 10 Graduation Examination (Testing Window, School Year) School Rescore Summary Report

Released mm/dd/yyyy

Simulated Data

Rescores were requested for English 10 constructed-response and essay items. The report on the following pages details items requested for rescore that were adjusted to receive a higher number of points.

If the rescore resulted in a revised Scale Score and Proficiency Level for a student, these are also displayed in the report.

English 10 Constructed-Response (CR) and Essay (ES) Items

Session 1 (S1)

Item	Type	Standard	Points Possible
8	CR	Reading Comprehension	2
18	CR	Reading Comprehension	2
35	CR	Reading Comprehension	2

Session 2 (S2)

Item	Type	Standard	Points Possible
1	ES	Writing Applications	6
1	ES	Language Conventions	4

Note: The Essay item receives two scores, one for Writing Applications and one for Language Conventions. Both scores are displayed on this report.

Definitions:

Items Requested for Rescore - Specific items that were requested to be rescored for Session 1 and/or Session 2.

Original Item Points - The original number of points assessed and/or the scoring code for each item prior to the rescore.

Revised Item Points - The final adjusted number of points and/or scoring code for each item after the rescore. NC is displayed when the item score did not change.

Original Scale Score - The Scale Score reported prior to the rescore.

Original Proficiency Level - The Proficiency Level reported prior to the rescore.

Revised Scale Score - The final adjusted Scale Score after the rescore. NC is displayed when there is no change.

Revised Proficiency Level - The final adjusted Proficiency Level after the rescore. NC is displayed when there is no change.

English 10 Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points
OT	Off Topic/Task: This student's essay does not attempt to respond to the prompt.	0 possible points with the exception that Language Conventions may receive 0 – 4 possible points.
LD	Lack of Development: This student's essay has a lack of development and does not meet minimum standards for scoring.	0 possible points with the exception that Language Conventions may receive 0 – 2 possible points.

English 10 Score Ranges:

Pass+	589 - 700
Pass	360 - 588
Did Not Pass (D.N.P.)	100 - 359

*** No score due to results not available for one or more portions of the test

**Highlights of the
School Rescore
Summary Report
(Page 1)**

- A** Lists items available to be rescored by session and includes item type, standard, and possible points.
- B** Defines terms used in this report.
- C** Defines scoring codes.
- D** Lists proficiency ratings.

**School Rescore
Summary Report
(Page 2)**



**ISTEP+: English 10
Graduation Examination
(Testing Window, School Year)
School Rescore Summary Report**

Released mm/dd/yyyy

Simulated Data

A Corporation: Sample ABC Corporation (9990)
School: Sample ABC High School (9991)

C

D

Student Name	STN	Teacher	Class	Grade	Retester	Session	Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Anderson, Bradley H	123456789	Sample, Lee	101	11	N	S1	8	0	1	330	D.N.P.	341	NC
						S1	18	0	1				
						S1	35	0	2				
						S2	Essay	4	5				
						S2	Essay	3	4				
Banning, Jennifer L	987654321	Sample, Lee	102	9	N	S1	8	0	1	486	Pass	492	NC
						S1	35	0	1				
						S2	Essay	5	6				
						S2	Essay	3	4				
						S2	Essay	3	4				
Cunningham, Judith T	565656566	Sample, Joe	202	10	Y	S1	18	0	1	580	Pass	592	Pass+
						S1	35	1	NC				
						S2	Essay	LD/2	3				
						S2	Essay	LD/2	3				
						S2	Essay	LD/2	4				
Davis, Charles S	787878789	Sample, Beth	101	10	N	S1	8	IL/0	2	521	Pass	568	NC
						S1	18	1	2				
						S1	35	1	NC				
						S1	18	1	NC				
						S1	35	1	NC				
Evans, Juan W	121212121	Sample, Joe	202	9	N	S1	18	1	NC	320	D.N.P.	NC	NC
						S1	35	1	NC				

B

**Highlights of the
School Rescore
Summary Report
(Page 2)**

- A** Identifies corporation and school name and number.
- B** Lists students who had items requested for rescore.
- C** Lists items requested for rescore, along with the original points and revised points per item.
- D** Provides each student's original scale score and original proficiency level as well as the student's revised scale score and revised proficiency level.

Sample Algebra I School Rescore Summary Report (Page 1)



ISTEP+: Algebra I Graduation Examination (Testing Window, School Year) School Rescore Summary Report

Released mm/dd/yyyy

Simulated Data

Rescores were requested for Algebra I constructed-response and graphing items. The report on the following pages details items requested for rescore that were adjusted to receive a higher number of points.

If the rescore resulted in a revised Scale Score and Proficiency Level for a student, these are also displayed in the report.

Algebra I Constructed-Response (CR) and Graphing (XY) Items

Session 1 (S1)

Item	Type	Standard	Points Possible
1, 2, 3, 4	CR	Linear Equations and Inequalities	2
7	CR	Quadratic Equations	2
11	CR	Sketching and Interpreting Graphs	2

Session 2 (S2)

Item	Type	Standard	Points Possible
7	XY	Sketching and Interpreting Graphs	1
14	CR	Sketching and Interpreting Graphs	2
17	CR	Linear Equations and Inequalities	2
22	CR	Quadratic Equations	2
25	XY	Sketching and Interpreting Graphs	2

Algebra I Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points

Definitions:

Items Requested for Rescore - Specific items that were requested to be rescored for Session 1 and/or Session 2.

Original Item Points - The original number of points assessed and/or the scoring code for each item prior to the rescore.

Revised Item Points - The final adjusted number of points and/or scoring code for each item after the rescore. NC is displayed when the item score did not change.

Original Scale Score - The Scale Score reported prior to the rescore.

Original Proficiency Level - The Proficiency Level reported prior to the rescore.

Revised Scale Score - The final adjusted Scale Score after the rescore. NC is displayed when there is no change.

Revised Proficiency Level - The final adjusted Proficiency Level after the rescore. NC is displayed when there is no change.

Algebra I Score Ranges:

Pass+	665 - 900
Pass	564 - 664
Did Not Pass (D.N.P.)	300 - 563
*** No score due to results not available for one or more portions of the test	

**Sample Algebra I School
Rescore Summary
Report (Page 2)**



**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
School Rescore Summary Report**

Released mm/dd/yyyy

Simulated Data

Corporation: Sample ABC Corporation (9990)
School: Sample ABC High School (9991)

Student Name	STN	Teacher	Class	Grade	Retester	Session	Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Anderson, Bradley S	123456789	Sample, Mary	101	11	Y	S1	3	0	1	320	D.N.P.	351	NC
						S1	7	0	1				
						S1	11	0	2				
						S2	7	0	1				
						S2	14	1	2				
						S2	17	1	2				
Banning, Jennifer R	987654321	Sample, Mary	102	9	N	S1	3	0	2	586	Pass	592	NC
						S1	7	1	NC				
						S1	11	0	2				
						S2	14	0	2				
						S2	25	0	1				
						Cunningham, Judith H	565656566	Sample, John	202				
S1	11	1	2										
S2	7	0	1										
S2	22	1	NC										
Davis, Charles W	787878789	Sample, Mary	101	10	N	S1	3	IL/0	2	645	Pass	662	NC

Reports for the Corporation Administrator

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

Corporation Summary Report

The Corporation Summary Report provides criterion-referenced information from the *ISTEP+* End of Course Assessments, summarizing the performance of students for an individual school.

The sample shown is an *ISTEP+*: English 10 report. (Similar reports follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.)


Updated mm/dd/yyyy

**ISTEP+ English 10
Graduation Examination
(Testing Window, School Year)
Corporation Summary Report
First Time Testers**

Simulated Data

A Date: Month dd, yyyy
 Number of Schools: 3
 Number of Students Tested in Corporation = 293
 Number of Students with Completed Tests in Corporation = 282

D Corporation: Sample Corp (9999)

School Roster	# of Students	Mean Student Score	Proficiency Rating	Reading Comprehension	Writing Application
C Student Score Range		100-700	% Passing	IPI Score at Pass	
				70	69
				% Mastery	
School: SAMPLE HIGH SCHOOL (9999)	31	592	56%	58%	63%
School: SAMPLE SR HIGH SCHOOL (9996)	158	394	68%	65%	64%
School: SAMPLE JR HIGH SCHOOL (9995)	92	387	66%	67%	54%
Corporation Summary	282	391	67%	66%	61%
G 2013-14 STATE SUMMARY	100,000	500	85%	85%	85%

F

H NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

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Questar mockup 7/12/2013aes

**Highlights of
the Corporation
Summary Report**

- A** Indicates the number of schools, number of students tested, number of students who completed tests, and the test date.
- B** Identifies the corporation.
- C** Lists the individual schools in the corporation.
- D** Lists the mean number of score points in the content area obtained by the students in each school.
- E** Lists the percentage of students who obtained mastery of each Academic Standard (i.e., achieved an IPI at or above the standard).
- F** Lists the Indiana Performance Index (IPI) at passing for each Academic Standard.
- G** State Summary data will be updated annually after the Spring administration.
- H** Defines the symbols and abbreviations used in this report.

Sample Algebra I
Corporation Summary
Report



Updated mm/dd/yyyy

**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
Corporation Summary Report
First Time Testers**

Simulated Data

Date: Month dd, yyyy
Number of Schools: 5
Number of Students Tested in Corporation = 1255
Number of Students with Completed Tests in Corporation = 1251 Corporation: Sample Corporation (9999)

School Roster	# of Students	Mean Student Score	Proficiency Rating	Linear Equations and Inequalities	Sketching and Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
Student Score Range		300-900	% Passing	IPI Score at Pass				
				46	47	41	56	28
				% Mastery				
School: Sample Cedar High School (9991)	224	715	99 %	100%	99%	98%	98%	99%
School: Sample High School (9999)	2	523	0 %	0%	0%	0%	50%	0%
School: Sample Maple High School (9992)	174	736	100 %	99%	100%	98%	99%	100%
School: Sample Oak Middle School (9993)	166	735	100 %	99%	99%	98%	100%	100%
School: Sample Pine High School (9994)	685	652	94 %	91%	90%	86%	91%	86%
Corporation Summary	1,251	686	96 %	95%	94%	91%	94%	92%
2013-14 STATE SUMMARY	100,000	750	85%	85%	85%	85%	85%	85%

Student Score: A Scale Score of at least 564 on the Algebra I test is passing. A Scale Score of 665 or greater is considered Pass+.

Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.

IPI Score at Pass: Expected IPI for a student at the passing cut score.

NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.

State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

Page No. 1 of 1
Questar mockup 7/12/2013aes

Sample Biology I Corporation Summary Report



Updated mm/dd/yyyy

ISTEP+: Biology I
(Testing Window, School Year)
Corporation Summary Report
First Time Testers

Simulated Data

Date: Month dd, yyyy
 Number of Schools: 2
 Number of Students Tested in Corporation = 1085
 Number of Students with Completed Tests in Corporation = 1084 Corporation: Sample Corporation (9999)

School Roster	# of Students	Mean Student Score	Proficiency Rating	Cellular Chemistry and Structure	Matter Cycles, Energy Transfer, and Interdependence	Genetics and the Molecular Basis of Heredity	Cellular Reproduction	Evolution
				IPI Score at Pass				
Student Score Range		200-800	% Passing	51	60	65	43	90
% Mastery								
School: Sample High School (9999)	3	345	0%	0%	0%	0%	67%	0%
School: Sample Pine High School (9993)	1,081	582	80%	86%	91%	46%	84%	36%
Corporation Summary	1,084	581	80%	86%	91%	46%	84%	36%
2013-14 STATE SUMMARY	100,000	600	85%	85%	85%	85%	85%	85%

Student Score: A Scale Score of at least 509 on the Biology I test is passing. A Scale Score of 646 or greater is considered Pass+.
 Student IPI Score: The IPI (Indiana Performance Index) is the expected number of items correct had 100 similar items been taken for the given subject.
 IPI Score at Pass: Expected IPI for a student at the passing cut score.
 NOTE: The % Passing associated with the Proficiency Rating is composed of the total number of students with a Proficiency Rating of Pass or Pass+. Undetermined and invalidated results are considered not passing.
 State Summary combines results from all administrations for the school year. State Summary data are displayed after all reports for the Spring administration are released.

Page No. 1 of 1
Questar mockup 7/12/2013aes

**Corporation
Disaggregation
Summary Report**

The Corporation Disaggregation Summary Report presents the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), not passing (Did Not Pass), “Undetermined,” and “Invalid.” This information is given at the group level and describes achievement for each reporting population.

The sample shown is an *ISTEP+*: English 10 report. (Similar reports follow for *ISTEP+*: Algebra I and *ISTEP+*: Biology I.)

Updated mm/dd/yyyy

Simulated Data




**ISTEP+: English 10
Graduation Examination
(Testing Window, School Year)
Corporation Disaggregation Summary Report
First Time Testers**

A Corporation: Sample Corp (9999)

	B Total Number of Students	D				E							
		Pass+ N	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	UND / INV N	UND / INV %	Mean Scale Score	Standard Deviation
All Students	293	16	5	180	61	196	67	86	29	11	4	391.3	25.3
General Education													
TOTAL General Education	C 283	13	5	174	61	187	66	85	30	11	4	398.0	44.5
Special Education													
With accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	10	3	30	6	60	9	90	1	10	0	0	387.4	22.6
Limited English Proficiency													
With accommodations	10	2	20	2	20	4	40	6	60	0	0	383.2	31.6
Without accommodations	5	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Limited English Proficiency	15	3	20	3	20	6	40	7	47	2	13	389.9	32.2
Non-Limited English Proficiency													
With accommodations	29	4	14	8	28	12	41	8	28	9	31	331.2	32.1
Without accommodations	249	9	4	169	68	178	71	71	29	0	0	394.1	25.6
TOTAL Non-Limited English Proficiency	278	13	5	177	64	190	68	79	28	9	3	391.6	27.2
Gender													
Male	137	7	5	90	66	97	71	35	26	5	4	392.9	31.1
Female	156	9	6	90	58	99	63	51	33	6	4	396.6	37.9
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	285	11	4	178	62	189	66	86	30	10	4	389.2	37.2
Free or reduced lunch	8	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Race/Ethnicity													
American Indian or Alaskan Native	6	***	***	***	***	***	***	***	***	***	***	***	***
Black	11	0	0	5	45	5	45	6	55	0	0	367.7	27.5
Asian	25	0	0	11	44	11	44	13	52	1	4	345.6	32.6
Hispanic Ethnicity and of any race	36	1	3	19	53	20	56	16	44	0	0	398.2	51.2
White	212	14	7	138	65	152	72	50	24	10	5	396.0	53.6
Multiracial (two or more races)	3	***	***	***	***	***	***	***	***	***	***	***	***
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***

F The cut score at Pass is 360. The cut score at Pass+ is 589.
 The Lowest/Highest Scale Score Possible for English 10 is 100/700.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

**Highlights of
the Corporation
Disaggregation
Summary Report**

- A** Identifies the corporation.
- B** Provides the total number of students.
- C** Identifies the different reporting populations.
- D** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores. (The Total Passing column indicates the total number and percentage of students in the Pass+ and Pass columns.)
- E** Indicates the mean scale scores.
- F** Indicates the lowest and highest scale scores obtained.

Note: If the reporting population is less than 10 students, only the total number of students is reported, and the remaining data fields are noted by “***”.

Sample
Algebra I
Corporation
Disaggregation
Summary Report



Updated mm/dd/yyyy

Simulated Data

**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
Corporation Disaggregation Summary Report
First Time Testers**

Corporation: Sample Corporation (9999)

	Total Number of Students	Pass+		Pass		Total Passing		Did Not Pass		UND / INV		Mean Scale Score	Standard Deviation
		N	%	N	%	N	%	N	%	N	%		
All Students	1255	755	60	453	36	1208	96	43	3	4	0	685.7	71.1
General Education	1174	733	62	407	35	1140	97	30	3	4	0	690.1	68.1
TOTAL General Education													
Special Education	62	16	26	33	53	49	79	13	21	0	0	616.4	89.3
With accommodations	19	6	32	13	68	19	100	0	0	0	0	644.8	50.9
Without accommodations	43	10	23	20	45	30	79	13	21	0	0	623.1	92.8
TOTAL Special Education	81	22	27	46	57	68	84	13	16	0	0	623.1	92.8
Limited English Proficiency	8	***	***	***	***	***	***	***	***	***	***	***	***
With accommodations	25	21	84	4	16	25	100	0	0	0	0	747.3	84.5
Without accommodations	33	27	82	6	18	33	100	0	0	0	0	749.1	86.2
TOTAL Limited English Proficiency													
Non-Limited English Proficiency	62	16	26	33	53	49	79	13	21	0	0	616.4	89.3
With accommodations	1160	712	61	414	36	1126	97	30	3	4	0	687.6	66.7
Without accommodations	1222	728	60	447	37	1175	96	43	4	4	0	684.0	69.8
TOTAL Non-Limited English Proficiency													
Gender													
Male	645	418	65	203	31	621	96	22	3	2	0	691.5	71.7
Female	607	335	55	249	41	584	96	21	3	2	0	679.7	70.0
No valid information	3	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	1161	721	62	408	35	1129	97	28	2	4	0	689.9	68.0
Free or reduced lunch	94	34	36	45	48	79	84	15	16	0	0	634.2	85.7
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Race/Ethnicity													
American Indian or Alaskan Native	0	***	***	***	***	***	***	***	***	***	***	***	***
Black	46	7	15	29	63	36	78	8	17	2	4	608.4	82.7
Asian	126	104	83	21	17	125	99	0	0	1	1	729.6	68.5
Hispanic Ethnicity and of any race	24	10	42	13	54	23	96	1	4	0	0	661.0	63.2
White	1028	613	60	382	37	995	97	32	3	1	0	684.0	66.8
Multiracial (two or more races)	30	20	67	8	27	28	93	2	7	0	0	697.6	87.9
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***

The cut score at Pass is 564. The cut score at Pass+ is 665.
The Lowest/Highest Scale Score Possible for Algebra I is 300/900.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

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Questar mockup 7/12/2013aes

Sample
Biology I
Corporation
Disaggregation
Summary Report


Updated mm/dd/yyyy

Simulated Data

ISTEP+: Biology I (Testing Window, School Year) Corporation Disaggregation Summary Report First Time Testers

Corporation: Sample Corporation (9999)

	Total Number of Students	Pass+		Pass		Total Passing		Did Not Pass		UND / INV		Mean Scale Score	Standard Deviation
		N	%	N	%	N	%	N	%	N	%		
All Students	1085	259	24	607	56	866	80	218	20	1	0	581.3	97.4
General Education	1080	259	24	607	56	866	80	213	20	1	0	582.3	96.4
Special Education													
With accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	5	***	***	***	***	***	***	***	***	***	***	***	***
Limited English Proficiency													
With accommodations	10	0	0	4	40	4	40	6	60	0	0	435.9	132.1
Without accommodations	7	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Limited English Proficiency	17	0	0	7	41	7	41	10	59	0	0	457.1	120.2
Non-Limited English Proficiency													
With accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	1064	259	24	600	56	859	81	204	19	1	0	584.6	94.7
TOTAL Non-Limited English Proficiency	1068	259	24	600	56	859	80	208	19	1	0	583.0	95.8
Gender													
Male	523	132	25	309	59	441	84	81	15	1	0	589.5	94.7
Female	561	127	23	298	53	425	76	136	24	0	0	574.7	98.0
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	1010	252	25	569	56	821	81	188	19	1	0	585.9	95.0
Free or reduced lunch	75	7	9	38	51	45	60	30	40	0	0	520.2	98.7
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Race/Ethnicity													
American Indian or Alaskan Native	1	***	***	***	***	***	***	***	***	***	***	***	***
Black	41	5	12	14	34	19	46	22	54	0	0	504.4	106.2
Asian	100	51	51	33	33	84	84	15	15	1	1	633.6	117.5
Hispanic Ethnicity and of any race	21	1	5	14	67	15	71	6	29	0	0	548.0	76.2
White	894	194	22	530	59	724	81	170	319	0	0	579.0	91.8
Multiracial (two or more races)	28	7	25	16	57	23	82	5	18	0	0	581.6	92.9
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Migrant	0	***	***	***	***	***	***	***	***	***	***	***	***

The cut score at Pass is 500. The cut score at Pass+ is 646.
 The Lowest/Highest Scale Score Possible for Biology I is 200/800.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

*** Value not computed for fewer than 10 students.

Page 1 of 1
Questar mockup 7/12/2013aes

**Corporation
Rescore
Summary Report
(Page 1)**

This report identifies the items available for rescore and lists all the students alphabetically for whom a rescore was requested. The report also provides summary information on which items were requested at the student level, along with information on score point, scale score, and proficiency level changes at the item level. (A similar Corporation Rescore Summary Report follows for *ISTEP+*: Algebra I.)



**ISTEP+: English 10
Graduation Examination
(Testing Window, School Year)
Corporation Rescore Summary Report**

Released mm/dd/yyyy

Simulated Data

Rescores were requested for English 10 constructed-response and essay items. The report on the following pages details items requested for rescore that were adjusted to receive a higher number of points.

If the rescore resulted in a revised Scale Score and Proficiency Level for a student, these are also displayed in the report.

Definitions:

Items Requested for Rescore - Specific items that were requested to be rescored for Session 1 and/or Session 2.

Original Item Points - The original number of points assessed and/or the scoring code for each item prior to the rescore.

Revised Item Points - The final adjusted number of points and/or scoring code for each item after the rescore. NC is displayed when the item score did not change.

Original Scale Score - The Scale Score reported prior to the rescore.

Original Proficiency Level - The Proficiency Level reported prior to the rescore.

Revised Scale Score - The final adjusted Scale Score after the rescore. NC is displayed when there is no change.

Revised Proficiency Level - The final adjusted Proficiency Level after the rescore. NC is displayed when there is no change.

English 10 Constructed-Response (CR) and Essay (ES) Items

Session 1 (S1)

Item	Type	Standard	Points Possible
8	CR	Reading Comprehension	2
18	CR	Reading Comprehension	2
35	CR	Reading Comprehension	2

Session 2 (S2)

Item	Type	Standard	Points Possible
1	ES	Writing Applications	6
1	ES	Language Conventions	4

Note: The Essay item receives two scores, one for Writing Applications and one for Language Conventions. Both scores are displayed on this report.

English 10 Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points
OT	Off Topic/Task: This student's essay does not attempt to respond to the prompt.	0 possible points with the exception that Language Conventions may receive 0 – 4 possible points.
LD	Lack of Development: This student's essay has a lack of development and does not meet minimum standards for scoring.	0 possible points with the exception that Language Conventions may receive 0 – 2 possible points.

English 10 Score Ranges:

Pass+	589 - 700
Pass	360 - 588
Did Not Pass (D.N.P.)	100 - 359

*** No score due to results not available for one or more portions of the test

Page 1 of 2

Questar mockup 7/12/2013aes

Reports for the Corporation Administrator

Highlights of the Corporation Rescore Summary Report (Page 1)

- A** Lists items available to be rescored by session and includes item type, standard, and possible points.
- B** Defines terms used in this report.
- C** Defines scoring codes.
- D** Lists proficiency ratings.

Reports for the Corporation Administrator

**Corporation
Rescore
Summary Report
(Page 2)**



**ISTEP+: English 10
Graduation Examination
(Testing Window, School Year)
Corporation Rescore Summary Report**

Released mm/dd/yyyy

Simulated Data

A Corporation: Sample ABC Corporation (9990)

C

D

School: Sample ABC High School (9991)							Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Student Name	STN	Teacher	Class	Grade	Retester	Session							
Anderson, Bradley H	123456789	Sample, Lee	101	11	N	S1	8	0	1	330	D.N.P.	341	NC
						S1	18	0	1				
						S1	35	0	2				
						S2	Essay	4	5				
						S2	Essay	3	4				
Banning, Jennifer L	987654321	Sample, Lee	102	9	N	S1	8	0	1	486	Pass	492	NC
						S1	35	0	1				
						S2	Essay	5	6				
						S2	Essay	3	4				
						S2	Essay	3	4				
Cunningham, Judith T	565656566	Sample, Joe	202	10	Y	S1	18	0	1	580	Pass	592	Pass+
						S1	35	1	NC				
						S2	Essay	LD/2	3				
						S2	Essay	LD/2	4				
						S2	Essay	LD/2	4				
Davis, Charles S	787878789	Sample, Beth	101	10	N	S1	8	1L/0	2	521	Pass	568	NC
						S1	18	1	2				
						S1	35	1	NC				
						S1	18	1	NC				
						S1	35	1	NC				
Evans, Juan W	121212121	Sample, Joe	202	9	N	S1	18	1	NC	320	D.N.P.	NC	NC
						S1	35	1	NC				

School: Sample ABC Middle School (9992)							Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Student Name	STN	Teacher	Class	Grade	Retester	Session							
Alexander, Lucy	657720369	Sample, Jan	103	7	N	S1	3	0	1	302	D.N.P.	318	NC
						S1	18	0	NC				
						S1	35	0	2				
						S2	Essay	4	5				
						S2	Essay	3	4				

**Highlights of
the Corporation
Rescore Summary
Report
(Page 2)**

- A** Identifies corporation and school name and number.
- B** Lists students who had items requested for rescore.
- C** Lists items requested for rescore, along with the original points and revised points per item.
- D** Provides each student's original scale score and original proficiency level as well as the student's revised scale score and revised proficiency level.

Sample Algebra I Corporation Rescore Summary Report (Page 1)



ISTEP+: Algebra I Graduation Examination (Testing Window, School Year) Corporation Rescore Summary Report

Released mm/dd/yyyy

Simulated Data

Rescores were requested for Algebra I constructed-response and graphing items. The report on the following pages details items requested for rescore that were adjusted to receive a higher number of points.

If the rescore resulted in a revised Scale Score and Proficiency Level for a student, these are also displayed in the report.

Definitions:

Items Requested for Rescore - Specific items that were requested to be rescored for Session 1 and/or Session 2.

Original Item Points - The original number of points assessed and/or the scoring code for each item prior to the rescore.

Revised Item Points - The final adjusted number of points and/or scoring code for each item after the rescore. NC is displayed when the item score did not change.

Original Scale Score - The Scale Score reported prior to the rescore.

Original Proficiency Level - The Proficiency Level reported prior to the rescore.

Revised Scale Score - The final adjusted Scale Score after the rescore. NC is displayed when there is no change.

Revised Proficiency Level - The final adjusted Proficiency Level after the rescore. NC is displayed when there is no change.

Algebra I Constructed-Response (CR) and Graphing (XY) Items

Session 1 (S1)

Item	Type	Standard	Points Possible
1, 2, 3, 4	CR	Linear Equations and Inequalities	2
7	CR	Quadratic Equations	2
11	CR	Sketching and Interpreting Graphs	2

Session 2 (S2)

Item	Type	Standard	Points Possible
7	XY	Sketching and Interpreting Graphs	1
14	CR	Sketching and Interpreting Graphs	2
17	CR	Linear Equations and Inequalities	2
22	CR	Quadratic Equations	2
25	XY	Sketching and Interpreting Graphs	2

Algebra I Scoring Codes:

BL	Blank/Refusal: This student's response has no writing submitted for evaluation.	0 possible points
IL	Illegible: This student's response is not written in a way that can be understood or deciphered.	0 possible points

Algebra I Score Ranges:

Pass+	665 - 900
Pass	564 - 664
Did Not Pass (D.N.P.)	300 - 563
*** No score due to results not available for one or more portions of the test	

**Sample Algebra I
Corporation Rescore
Summary Report
(Page 2)**



**ISTEP+: Algebra I
Graduation Examination
(Testing Window, School Year)
Corporation Rescore Summary Report**

Released mm/dd/yyyy

Simulated Data

Corporation: Sample ABC Corporation (9990)

School: Sample ABC High School (9991)													
Student Name	STN	Teacher	Class	Grade	Retester	Session	Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Anderson, Bradley S	123456789	Sample, Mary	101	11	Y	S1	3	0	1	320	D.N.P.	351	NC
						S1	7	0	1				
						S1	11	0	2				
						S2	7	0	1				
						S2	14	1	2				
						S2	17	1	2				
						S2	22	1	2				
Banning, Jennifer R	987654321	Sample, Mary	102	9	N	S1	3	0	2	586	Pass	592	NC
						S1	7	1	NC				
						S1	11	0	2				
						S2	14	0	2				
						S2	25	0	1				
Cunningham, Judith H	565656566	Sample, John	202	10	N	S1	7	0	1	662	Pass	670	Pass+
						S1	11	1	2				
						S2	7	0	1				
						S2	22	1	NC				
Davis, Charles W	787878789	Sample, Mary	101	10	N	S1	3	IL/0	2	645	Pass	662	NC

School: Sample ABC Middle School (9992)													
Student Name	STN	Teacher	Class	Grade	Retester	Session	Items Requested for Rescore	Original Item Points	Revised Item Points	Original Scale Score	Original Proficiency Level	Revised Scale Score	Revised Proficiency Level
Angel, Jessica J	237587244	Sample, JoAnn	107	8	Y	S1	3	0	1	515	D.N.P.	521	NC
						S2	7	0	NC				
Beard, Rachel B	423782301	Sample, Bud	111	7	N	S1	3	0	2	578	Pass	582	NC
						S1	7	1	NC				
						S1	11	0	2				
Cooper, John L	740993456	Sample, Lynn	201	7	N	S1	7	0	NC	663	Pass	667	Pass+
						S1	11	1	2				
						S2	7	0	1				
						S2	22	1	2				

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 Algebra I, English 10, and Biology I is high-achieving in these subjects.

Pass: The student who scores at or above the Pass cut score in Algebra I, English 10, and Biology I demonstrates proficiency in these subjects.

Did Not Pass: The student who scores below the cut score may require remedial assistance to be successful in the current course.

In addition, a category referred to as “Undetermined” is for learners whose *ISTEP+* scores for Algebra I, English 10, and Biology I are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

Indiana Academic Standards

To promote student academic achievement, the Indiana State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level/course completed by the student. The standards for each content area are listed in the chart on page 5.

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 (Algebra I, English 10, and Biology I). *ISTEP+* scale scores typically will range from about 100 to about 800.

Glossary

Invalid

Scores are invalid because of local test invalidation.

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.

Number-Correct Scoring

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

Pattern Scoring

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

Performance Levels

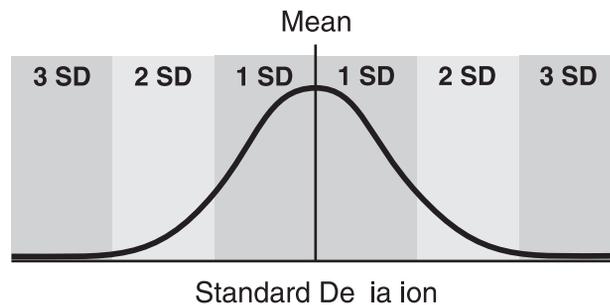
For *ISTEP+*, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass.

Raw Score

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

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 \pm two SDs of the mean.



Standardized Test

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

Test Section

A subtest of a given content area.

Undetermined

A scoring category for students whose *ISTEP+*: Algebra I, *ISTEP+*: English 10, and *ISTEP+*: Biology I are incomplete (i.e., all or part of the test was not taken or was considered invalid by the examiner).

Sample Letter to Parents

Dear Parent:

All students who are eligible to participate are required to meet the *ISTEP+* End of Course Assessment standard in order to qualify for a state-recognized diploma. Your son or daughter participated in one or more parts of the *ISTEP+* End of Course Assessment program, which includes Algebra I, English 10, and Biology I, and the Student Report is enclosed for your review.

The first page of the Student Report shows your student's performance based on the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your student scored at the Pass+, Pass, or Did Not Pass performance level on the test.

The second page of the Student Report shows how your student performed on each of the constructed-response items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer to a multiple-choice question. Your student's answers to these constructed-response items will be available online for your review. Watch for more information coming soon!

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

Sincerely,

Guide to Test Interpretation

ISTEP+ End of Course Assessments

2014-15



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