



DEPARTMENT OF EDUCATION

Guide to Test Interpretation

Working Together for Student Success

Indiana Standards Tool for
Alternate Reporting (*ISTAR*)
2016–2017





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A Message from the Indiana Department of Education

Dear Educator:

As you prepare to receive the results of the *ISTAR* assessment, 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.

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.

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

Sincerely,

The Indiana Department of Education

Table of Contents

| | |
|--|-----------|
| PURPOSE | 1 |
| Student Participation | 2 |
| The <i>ISTAR</i> Test Design | 3 |
| Assessment Development Process | 4 |
| Scoring | 4 |
| OVERVIEW | 5 |
| Performance Levels | 5 |
| Table 1 | 6 |
| Performance by Reporting Category | 8 |
| Mean Scores | 8 |
| Reports | 8 |
| Report Distribution | 9 |
| Report Labeling | 9 |
| REPORTS FOR TEACHERS | 10 |
| Student Report | 10 |
| Mathematics Student Report | 11 |
| Highlights of the Mathematics Student Report (Front) | 11 |
| Highlights of the Mathematics Student Report (Back) | 12 |
| English/Language Arts Student Report | 13 |
| Social Studies Student Report | 15 |
| Science Student Report | 17 |
| English/Language Arts Student Report: No Mode of Communication (NMC) | 19 |
| Science Student Report: Undetermined (UND) | 20 |
| Class Roster Report | 21 |
| English/Language Arts Class Roster Report | 22 |
| Highlights of the Class Roster Report | 22 |
| Mathematics Class Roster Report | 23 |
| Science Class Roster Report | 24 |
| Social Studies Class Roster Report | 25 |
| REPORTS FOR THE SCHOOL ADMINISTRATOR | 26 |
| School Summary Report | 26 |
| Highlights of the School Summary Report | 27 |
| School Disaggregation Summary Report | 28 |
| Highlights of the School Disaggregation | 29 |
| School Roster Report | 30 |
| Highlights of the School Roster Report | 31 |
| Student Label | 32 |
| Highlights of the Student Label | 33 |
| REPORTS FOR THE CORPORATION ADMINISTRATOR | 34 |
| Corporation Summary Report | 34 |
| Corporation Disaggregation Summary Report | 35 |
| Highlights of the Corporation Disaggregation | 36 |
| APPENDIX A | 37 |
| Performance Level Descriptors | 37 |
| REFERENCE | 38 |
| Glossary | 38 |

Purpose

Federal law (IDEA 2008), Every Student Succeeds Act (ESSA) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ assessments, with or without accommodations. For students with significant cognitive disabilities, however, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that *ISTAR* (Indiana Standards Tool for Alternate Reporting) is the most appropriate assessment for the student.

ISTAR is based on the same foundation of rigorous, real-world content included in ISTEP+, while taking into account the unique characteristics of students with significant cognitive disabilities. The Content Connectors are the alternate achievement standards aligned to and derived from the Indiana Academic Standards. They include the necessary knowledge and skills that students with significant cognitive disabilities need in order to reach the learning targets within the Indiana Academic Standards.

This guide provides information regarding the administration and results of the spring 2017 *ISTAR* assessments to corporation and school personnel.

Student Participation

The criteria for student participation in the *ISTAR* assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. The table below shows the participation criteria and the descriptors used to determine eligibility for participation for each student. Students must meet the following eligibility criteria:

| Participation Criterion | Participation Criterion Descriptors |
|---|--|
| 1. The student has a significant cognitive disability | Review of the student’s record indicates a disability that significantly impacts intellectual functioning and adaptive behavior within multiple environments. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life. |
| 2. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum. | <p>The student</p> <ul style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary nature, and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. |
| 3. The student is primarily being instructed using the Indiana Content Connectors. | Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Achievement Standards (Indiana Content Connectors). |

Assessments for students with significant cognitive disabilities rely on a foundation of communicative competence. Students who do not have receptive and expressive communication are unlikely to be able to demonstrate what they know and can do on an assessment. Students who do not have a mode of communication are identified during the assessment process. Schools will be receiving follow-up guidance from the Office of Special Education in collaboration with the Office of Assessment, to ensure that these students are receiving appropriate interventions to promote communicative competence.

The *ISTAR* Test Design

ISTAR is a student interactive online assessment with multiple-choice and technology enhanced items. It is also available in a paper/pencil format for students with that accommodation. *ISTAR* is administered in grades 3-8 and 10 in English/language arts and mathematics. It is also administered in grades 4, 6 and 10 for science, and in grades 5 and 7 for social studies.

ISTAR is delivered during two test windows. In the first testing window (Part 1), all students participate with the same test form that consists of items from a range of complexities. Generally, Tier 1 items are less complex and require less interaction with the content than Tier 2 items, and Tier 2 items are less complex and have less interaction than Tier 3 items. Performance on Part 1 informs placement into one of three tiered forms for the second testing window (Part 2). Each tiered form contains a mixture of items from adjacent tiers. For example, the easiest tiered form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for the final summative student score. Each content area consists of 37–44 items that are mostly selected response.

ISTAR assesses grade-level Alternate Academic Achievement Standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities which are called Tiers.

| Tier | Questions and Answer Choices | Visual Supports |
|------|--|---|
| 1 | Low structural level | Graphics and/or pictures to support text |
| 2 | Medium structural level (more introductory phases) | Some graphics and/or pictures and text |
| 3 | High structural level (more abstract idea and inferencing) | Few to no graphics and/or pictures and text |

ISTAR is given in 2 parts. In Part 1, all students take the same test form that consists of items from a range of complexities. Performance on Part 1 informs placement into one of three forms for Part 2. Each form contains a mixture of items. For example, the least complex form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for a final summative student score. Each content area consists of 37–44 items.

Complexity Levels of English/Language Arts Passages

Low complexity: brief text with familiar ideas; short, simple sentences; and substantial graphic support.

Moderate complexity: longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support.

High complexity: longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, and minimal graphic support.

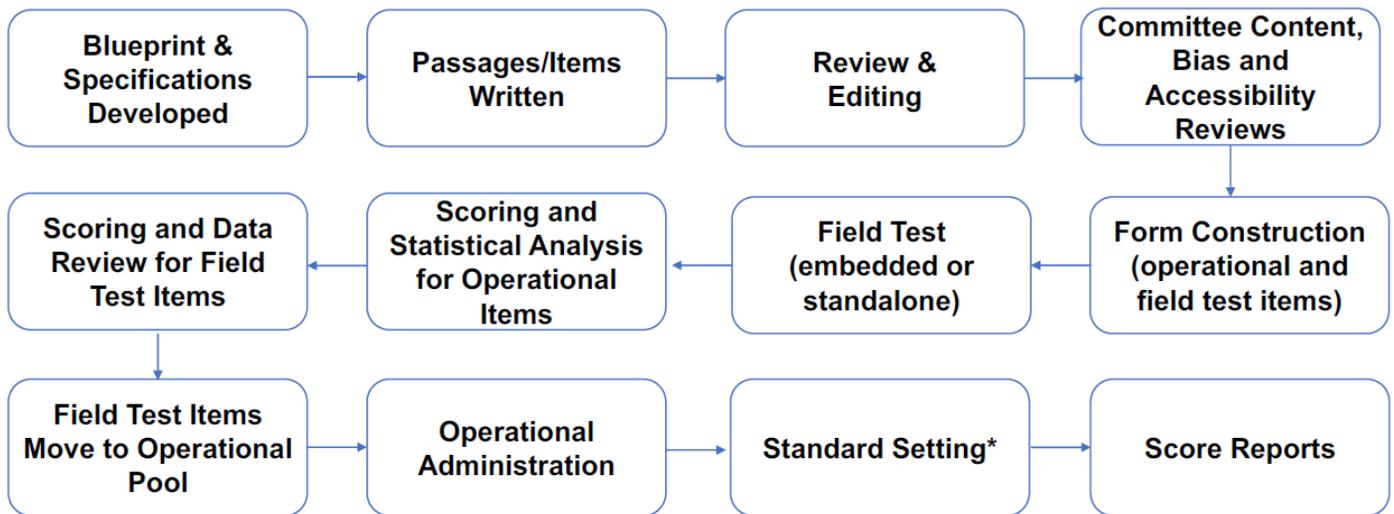
Description of *ISTAR* Item Types

- Multiple-Choice-Static: Student selects the answer from 3 options
- Multiple-Choice-Dynamic: Students select a response from a drop-down menu embedded in the question. Students select the box to expose the options.

- Multi-Select: There is more than one answer. Students can change the answer by selecting the box again and selecting a different answer choice.
- Multi-Select Table: Students select one or more of the cells to the right of the text or the expressions/equations. When students select a cell, a checkmark will appear.
- Two-Part multiple choice: Students answers Part 1 first, then Part 2, which is evidence for Part 1.

Assessment Development Process

Below is a diagram that outlines the assessment development journey:



*Standard setting needed when transitioning blueprints or standards.

Scoring

Multiple choice questions are scored as 1 point. Two-part items have a maximum score of 2. Multiple-select questions which have more than one correct answer and multiple-select tables range from 1 to 3 points.

ISTAR 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 Content Connectors that are aligned to and derived from the Indiana Academic Standards. 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. The most valuable application of criterion-referenced information is to identify a student’s strengths and needs in order to plan appropriate instruction.

Overview

This guide describes the various types of score reports provided for the Spring 2017 administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Users of score report results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information on student performance (e.g., IEP progress reports and report cards).

Key features of the ISTAR score reporting system include:

- *Reporting of performance level.* Performance levels for ISTAR were established after the 2016–17 administration of the assessment. Broad-based committees of educators assembled to establish levels of performance on ISTAR defined as “performance levels.” The performance level reporting system reflects the ISTAR Cut Scores and Performance Level Descriptors (PLDs) approved by the State Board of Education on August 22, 2017 based on the recommendations made by the standard-setting committees. Each student’s performance level is reported by content area.
- *Reporting of scale scores.* Each student’s performance is reported using a scale score. The scale score provides more precise information about the student’s performance than performance level alone. Scale scores may be used to make comparisons of performance within each content area across grades.
- *Descriptive and informative reports.* In addition to including student demographic information, performance level, and scale scores, the Individual Student Report contains supportive information about student performance and what ISTAR measures.

Performance Levels

The ISTAR assessment uses a scale score system to express the student’s specific performance score. The scale score is used as the basis for assigning a student’s performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student’s demonstration of the grade level skills and knowledge required by the assessment is reported as a performance level ranging from Developing Proficiency, Meeting Proficiency and Exceeding Proficiency.

Performance Level Descriptors were developed for English/language arts (ELA) and mathematics at grades 3-8 and 10, Science at grades 4, 6 and 10, and Social Studies at grades 5 and 7 through an iterative process involving multiple stakeholder groups. These stakeholders developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for ISTAR that students need to attain at each level of achievement (Developing, Meeting and Exceeding Proficiency). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels

Descriptions of performance levels can be found in Appendix A. The Performance Level Descriptors (PLDs) provided in Appendix A differ from those used in the Individual Student Report. Those presented in Appendix A are more detailed and may be more useful for corporations and school staff.

It is through PLDs that teachers, parents, and the public can see not only what grade-level content a student should know and do to meet expectations, but also how well the student needs to perform—what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

Table 1

ISTAR Grades 3–8, 10 Approved Cut Scores; Scale Score Ranges

| English/Language Arts | | | | |
|-----------------------|---------------------|-----------------------|---------------|---------------|
| Grade | Meeting Proficiency | Exceeding Proficiency | Minimum Score | Maximum Score |
| 3 | 351 | 382 | 200 | 500 |
| 4 | 355 | 385 | 200 | 500 |
| 5 | 354 | 391 | 200 | 500 |
| 6 | 348 | 388 | 200 | 500 |
| 7 | 343 | 378 | 200 | 500 |
| 8 | 351 | 380 | 200 | 500 |
| 10 | 344 | 386 | 200 | 500 |

| Mathematics | | | | |
|-------------|---------------------|-----------------------|---------------|---------------|
| Grade | Meeting Proficiency | Exceeding Proficiency | Minimum Score | Maximum Score |
| 3 | 353 | 379 | 200 | 500 |
| 4 | 365 | 386 | 200 | 500 |
| 5 | 354 | 381 | 200 | 500 |
| 6 | 348 | 379 | 200 | 500 |
| 7 | 347 | 380 | 200 | 500 |
| 8 | 350 | 382 | 200 | 500 |
| 10 | 352 | 390 | 200 | 500 |

| Science | | | | |
|---------|---------------------|-----------------------|---------------|---------------|
| Grade | Meeting Proficiency | Exceeding Proficiency | Minimum Score | Maximum Score |
| 4 | 354 | 388 | 200 | 500 |
| 6 | 355 | 393 | 200 | 500 |
| 10 | 342 | 383 | 200 | 500 |

| Social Studies | | | | |
|----------------|---------------------|-----------------------|---------------|---------------|
| Grade | Meeting Proficiency | Exceeding Proficiency | Minimum Score | Maximum Score |
| 5 | 340 | 385 | 200 | 500 |
| 7 | 353 | 386 | 200 | 500 |

In addition, an “Undetermined” category is reported for any student whose *ISTAR* scores cannot be reported because results are not available for one or more portions of the test (i.e., all or part of a test was not taken).

An “Invalidated” category is reported when a student marks most of all answers randomly, loses a significant amount of time during the test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

A “No Mode of Communication” category is reported when a student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student’s skills.

Performance by Reporting Category

The Reporting Category in each content area are listed on the Student Report, the Class Roster Report, and the School Roster Report.

The percent correct is used to indicate a student's performance on the Reporting Categories.

The Student Report shows each Reporting Category as well as the item type and percent correct.

The Class Roster Report indicates the number of items for each Recording Category at the class level. Symbols appearing on this report include:

1) No Mode of Communication (NMC), 2) Invalidated (INV) or 3) Undetermined (UND).

The School Roster Report indicates proficiency for each Academic Standard at the class level. Symbols appearing on this report include:

1) No Mode of Communication (NMC), 2) Invalidated (INV) or 3) Undetermined (UND).

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

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

Mean Scores

On *ISTAR* 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.

Reports

This guide is designed to help you understand *ISTAR* reports more clearly and to assist you in answering questions from parents, students, and other members of the educational community regarding *ISTAR* results.

The 2016–17 *ISTAR* are reported by three performance levels: Developing Proficiency, Meeting Proficiency, and Exceeding Proficiency.

Each *ISTAR* 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.

Report Distribution

All reports will be available online via the EAS Admin site at: <https://ineca.questarai.com/admin/>. The ISTAR 2016–17 Report QRG (Quick Reference Guide) can be found under the Help tab.

| ISTAR Report Information | | |
|---|---------------|----------------|
| Reports | Online | Printed |
| 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 |
| For the Corporation Administrator | | |
| Corporation Summary Report | X | |
| Corporation Disaggregation Summary Report | X | |

The *ISTAR* 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 *ISTAR* or the testing and scoring terms, please review the previous sections in this guide.

Report Labeling

The *ISTAR* reports will have “Indiana’s Alternate Assessment” printed in the top left. The test administration year is indicated on the right.

Reports for Teachers

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

Student Report (Front)

The Student Report is designed to clearly communicate student performance in a specific content area. The report shows the Student Score and Proficiency Rating as well as a definition of the Proficiency Rating.

This following example report presents results for Rose V. Sample. The sample shown is the ISTAR: Mathematics Student Report. The middle section of this page describes Rose's proficiency as measured against the Content Connectors based on the Indiana Academic Standards, and it shows her achievement level in a three-digit Student Score. Rose's score of 365 means she has performed at a Meeting Proficiency level for skills in basic mathematics concepts and vocabulary.

The Student Report also details Performance by Reporting Category. Each reporting category is listed along with the Item Type, and the percent correct.

Mathematics Student Report: (Front)

Updated 09/22/2017

**Indiana's Alternate Assessment
Mathematics Report**



Student Report for
SAMPLE, ROSE V

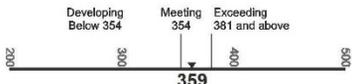
A STN: 999999999
 Grade: 03
 Birthdate: 10/10/2006
 Test Administration: Spring, 2017
 Corporation: Sample Corporation (9999)
 School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

B Proficiency Rating: Meeting

Student Score: 359



A student performing at a Meeting Proficiency level demonstrates proficient skills in basic mathematics concepts and vocabulary. He/she is able to solve simple problems without graphic support and more difficult problems with graphic support. This student represents, identifies, and compares numbers up to 100, adds and subtracts two-digit numbers without regrouping, and identifies and compares fractional parts. He/she begins to apply math concepts to evaluate simple real-world problems and uses graphs to answer questions. Basic geometry and measurement skills such as telling time to the half hour, solving time lapse problems, and identifying 3-dimensional figures are demonstrated.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| Mathematics | Item Type | Percent Correct |
|------------------------------------|-----------|-----------------|
| Algebraic Thinking & Data Analysis | (MC) | 63 |
| Geometry & Measurement | (MC) | 80 |
| Number Sense and Computation | (MC) | 75 |

Highlights of the Mathematics Student Report (Front)

- A** Identifies the student's name, grade, and birth date.
Identifies the test administration, school, and corporation.
- B** Explains the student's performance relative to the cut scores established by the Indiana State Board of Education.
- C** Provides details on student level performance by reporting categories.

Mathematics Student Report: (Back)

On the back of the Mathematics Student Report, information is provided regarding the *ISTAR* Test Design, Item Types on the test, as well as sample test questions in each test.

Understanding Indiana's Alternate Assessment Report

Test Design A

ISTAR assesses grade-level Alternate Academic Achievement Standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities which are called Tiers.

| Tier | Questions and Answer Choices | Visual Supports |
|------|--|---|
| 1 | Low structural level | Graphics and/or pictures to support text |
| 2 | Medium structural level (more introductory phases) | Some graphics and/or pictures and text |
| 3 | High structural level (more abstract idea and inferencing) | Few to no graphics and/or pictures and text |

ISTAR is given in 2 parts. In Part 1, all students take the same test form that consists of items from a range of complexities. Performance on Part 1 informs placement into one of three forms for Part 2. Each form contains a mixture of items. For example, the least complex form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for a final summative student score.

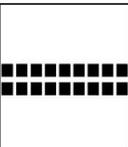
Below are samples of test questions in each tier for a Mathematics standard.

Indiana Academic Standard: MA.5.C.1 Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
Content Connector: 5.C.1.a.1 Use fact families to help multiply factors up to 10 (0-10).

D

Tier 1 Question

What is 2×9 ?



(A) 7
(B) 11
(C) 18

Tier 2 Question

Multiply

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

(A) 9
(B) 15
(C) 36

Tier 3 Question

Multiply:

$$18 \times 10$$

(A) 8
(B) 28
(C) 180

Additional sample items and the Content Connectors can be found at www.doe.in.gov/assessment/alternate-assessments. Also available from this link is "ISTAR Experience Online". The purpose of Experience is for students, educators, parents, and community members to experience various item types that will appear on the ISTAR online system.

Highlights of the Mathematics Student Report (Back)

- A** Describes the Test Design.
- B** Defines "Tier" levels.
- C** Explains the different test forms.
- D** Provides a sample test question.

The following pages contain sample Student Reports for English/ Language Arts, Social Studies, and Science. The sections of the reports are the same, however, the details of each section are specific to each content area.

English/Language Arts Student Report: (Front)

Indiana's Alternate Assessment English/Language Arts Report



Simulated Data

Updated 09/22/2017

Student Report for
SAMPLE, ROSE V

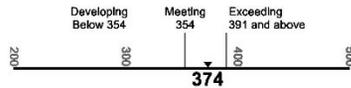
STN: 999999999
 Grade: 03
 Birthdate: 10/10/2006
 Test Administration: Spring, 2017
 Corporation: Sample Corporation (9999)
 School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

Proficiency Rating: Meeting

Student Score: 374



A student performing at a Meeting Proficiency level demonstrates proficient skills in engagement with low- to moderately complex literature and nonfiction text, and emerging engagement with highly complex text. Reading skills include answering questions with specific details to explain what the text says explicitly, using the text to identifying the meaning of unknown words and identifying key details to support the main idea. While reading longer texts reading skills include answering questions with specific details, describing the character, setting or event in literature, and identifying the main idea in nonfiction. Writing skills including identifying long vowel spelling words within the context of a sentence, and applying the correct use of capitalization.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| English/Language Arts | Item Type | Percent Correct |
|--|-----------|-----------------|
| Reading: Literature, Vocabulary | (MC) | 64 |
| Reading: Nonfiction, Vocabulary | (MC) | 91 |
| Writing: Genres, Conventions of Standard English | (MC) | 40 |

English/Language Arts Student Report: (Back)

Understanding Indiana's Alternate Assessment Report

Test Design

ISTAR assesses grade-level Alternate Academic Achievement Standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities which are called Tiers.

| Tier | Questions and Answer Choices | Visual Supports |
|------|--|---|
| 1 | Low structural level | Graphics and/or pictures to support text |
| 2 | Medium structural level (more introductory phases) | Some graphics and/or pictures and text |
| 3 | High structural level (more abstract idea and inferencing) | Few to no graphics and/or pictures and text |

ISTAR is given in 2 parts. In Part 1, all students take the same test form that consists of items from a range of complexities. Performance on Part 1 informs placement into one of three forms for Part 2. Each form contains a mixture of items. For example, the least complex form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for a final summative student score.

Complexity Levels of English Language Arts Passages

Low complexity: brief text with familiar ideas; short, simple sentences; and substantial graphic support.

Moderate complexity: longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support.

High complexity: longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, and minimal graphic support.

Below are samples of test questions in each tier for an English/Language Arts standard.

Standard: 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

Content Connector: 5.RV.2.1.a.1 Use context and text features to determine the meanings of unknown words.

Tier 1 Question

Read the sentences from the story.

Josh's dad pointed to another hill that was not as **steep**.
The two slid down the smaller hill several times.

What is the meaning of the word **steep**?



(A) high



(B) cold



(C) snowy

Tier 2 Question

Read the sentence from the story.

James walked down the sidewalk as Bella happily **trotted** along.

What is the meaning of the word **trotted**?

(A) jogged
(B) chased
(C) stopped

Tier 3 Question

Read the sentences from the story.

Grandpa helped Kim pull on her fishing pole. She slowly **reeled** in the fish.

What is the meaning of the word **reeled**?

(A) caught
(B) wound
(C) threw

Additional sample items and the Content Connectors can be found at www.doe.in.gov/assessment/alternate-assessments. Also available from this link is "ISTAR Experience Online". The purpose of Experience is for students, educators, parents, and community members to experience various item types that will appear on the ISTAR online system.

Social Studies Student Report: (Front)

Updated 09/22/2017

Indiana's Alternate Assessment Social Studies Report

Student Report for
SAMPLE, ROSE V



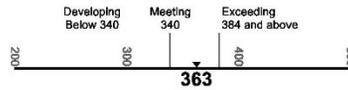
STN: 256310033
Grade: 05
Birthdate: 10/10/2006
Test Administration: Spring, 2017
Corporation: Sample Corporation (9999)
School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

Proficiency Rating: Meeting

Student Score: 363



A student performing at a Meeting Proficiency level demonstrates proficient skills in basic social studies concepts and terms. He/she is able to identify that Indiana is part of the United States, locate it on a map and identify its capital. This student can identify some of the different groups of people who settled North America, identify that colonists won the American Revolution and identify some of the rights of citizens. He/she can identify the governor as an elected official, identify ways people save money and identify goods that people create.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| Social Studies | Item Type | Percent Correct |
|---------------------|-----------|-----------------|
| Civics & Government | (MC) | 70 |
| Economics | (MC) | 50 |
| History & Geography | (MC) | 64 |

Social Studies

Student Report:

(Back)

Understanding Indiana's Alternate Assessment Report

Test Design

ISTAR assesses grade-level Alternate Academic Achievement Standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities which are called Tiers.

| Tier | Questions and Answer Choices | Visual Supports |
|------|--|---|
| 1 | Low structural level | Graphics and/or pictures to support text |
| 2 | Medium structural level (more introductory phases) | Some graphics and/or pictures and text |
| 3 | High structural level (more abstract idea and inferencing) | Few to no graphics and/or pictures and text |

ISTAR is given in 2 parts. In Part 1, all students take the same test form that consists of items from a range of complexities. Performance on Part 1 informs placement into one of three forms for Part 2. Each form contains a mixture of items. For example, the least complex form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for a final summative student score.

Below are samples of test questions in each tier for a Social Studies standard.

Indiana Academic Standard: 5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household savings and spending decisions in early United States history and today.

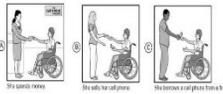
Content Connector: 5.4.9.a.1 People plan how to save and spend their money.

Tier 1 Question

Look at the picture of the woman paying her bill.



Every month, Lori spends money to keep her cell phone. What does Lori do to keep her cell phone?



Ⓐ She spends money.
Ⓑ She calls her cell phone.
Ⓒ She gives a cell phone to a server.

Tier 2 Question

Look at the picture of Keisha counting money.



Keisha puts away some of her babysitting money every month to buy her grandmother a birthday present. What is Keisha's plan to get her grandmother a birthday present?

Ⓐ Her parents are going to pay for it.
Ⓑ She is going to make the present at art class.
Ⓒ She is saving money to spend it on the present.

Tier 3 Question

Jane creates a budget by figuring out how much she makes and how much she has to spend. She puts away half of the money she makes every week to buy something special for her sister.

saves
 spends
 wastes

Jane _____ half of her allowance each week so she can buy something special for her sister.

Additional sample items and the Content Connectors can be found at www.doe.in.gov/assessment/alternate-assessments. Also available from this link is "ISTAR Experience Online". The purpose of Experience is for students, educators, parents, and community members to experience various item types that will appear on the ISTAR online system.

Science Student Report: (Front)

Updated 09/22/2017

Indiana's Alternate Assessment Science Report

Student Report for
SAMPLE, ROSE V



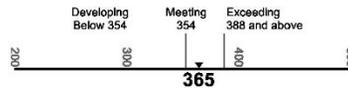
STN: 999999999
 Grade: 04
 Birthdate: 10/10/2006
 Test Administration: Spring, 2017
 Corporation: Sample Corporation (9999)
 School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

Proficiency Rating: Meeting

Student Score: 365



A student performing at a Meeting Proficiency level demonstrates proficient skills in basic science concepts and terms. He/she is able to identify that light travels in a straight line, identify whether a circuit is complete and can identify that plants and animals need food/energy, water, and soil/shelter. This student can identify that wind and water can reshape Earth's surface, describe that natural resources are limited and accurately measure plant growth over time. He/she can describe that organisms have heritable traits that can be advantageous based on their environment, identify what various scientific tools measure, identify where/how a particular form of transportation is used and identify problems and/or solutions in a scenario.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| Science | Item Type | Percent Correct |
|---|-----------|-----------------|
| Life Science | (MC) | 50 |
| Physical Science, Earth and Space Science | (MC) | 45 |
| The Nature of Science, The Design Process, Science, Engineering, and Technology | (MC) | 100 |

Science Student Report: (Back)

Understanding Indiana's Alternate Assessment Report

Test Design

ISTAR assesses grade-level Alternate Academic Achievement Standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities which are called Tiers.

| Tier | Questions and Answer Choices | Visual Supports |
|------|--|---|
| 1 | Low structural level | Graphics and/or pictures to support text |
| 2 | Medium structural level (more introductory phases) | Some graphics and/or pictures and text |
| 3 | High structural level (more abstract idea and inferencing) | Few to no graphics and/or pictures and text |

ISTAR is given in 2 parts. In Part 1, all students take the same test form that consists of items from a range of complexities. Performance on Part 1 informs placement into one of three forms for Part 2. Each form contains a mixture of items. For example, the least complex form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for a final summative student score.

Below are samples of test questions in each tier for a Science standard.

Indiana Academic Standard: 4.3.1 Observe and describe how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.

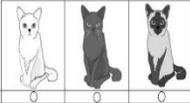
Content Connector: 4.3.1.a.1 Traits that are passed from parent to offspring may be advantageous for survival.

Tier 1 Question

Look at the picture of the mother and father cat.



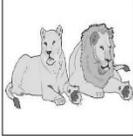
Which kitten would **MOST LIKELY** be their baby? Choose **ONE** in the row.



Which kitten?

Tier 2 Question

Look at the picture of the mother and father lion.

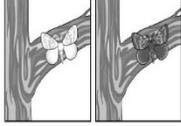


The lions have a cub. Which would be **most** different from the parents that would allow it to catch its food? Choose **TWO**.

- long tail
- heavy fur
- strong legs
- sharp claws

Tier 3 Question

Look at the pictures of the white and brown moths in the woods in summer.



A mother and a father moth live in the woods in the summer. They have a baby that is brown and a baby that is white. Birds like to eat moths.

The white moth can hide from the birds.

The brown

Neither

Additional sample items and the Content Connectors can be found at www.doe.in.gov/assessment/alternate-assessments. Also available from this link is "ISTAR Experience Online". The purpose of Experience is for students, educators, parents, and community members to experience various item types that will appear on the ISTAR online system.

**English/Language
Arts Student
Report: No Mode of
Communication (NMC)
(Front)**

Updated 09/27/2017

**Indiana's Alternate Assessment
English/Language Arts Report**

**Student Report for
SAMPLE, ROSE V**



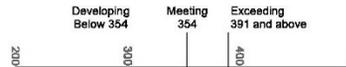
STN: 999999999
 Grade: 03
 Birthdate: 10/10/2006
 Test Administration: Spring, 2017
 Corporation: Sample Corporation (9999)
 School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

Proficiency Rating: **NO MODE OF COMMUNICATION**

Student Score: NMC



NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| English/Language Arts | Item Type | Percent Correct |
|--|-----------|-----------------|
| Reading: Literature, Vocabulary | (MC) | NA |
| Reading: Nonfiction, Vocabulary | (MC) | NA |
| Writing: Genres, Conventions of Standard English | (MC) | NA |

**Science Student
Report:
Undetermined (UND)
(Front)**

Updated 09/22/2017

**Indiana's Alternate Assessment
Science Report**

**Student Report for
SAMPLE, ROSE V**



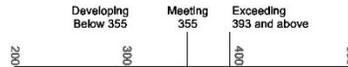
STN: 999999999
Grade: 04
Birthdate: 10/10/2006
Test Administration: Spring, 2017
Corporation: Sample Corporation (9999)
School: SAMPLE MIDDLE SCHOOL (9999)

Indiana Standards Tools for Alternate Reporting (ISTAR)

The purpose of an alternate assessment is to measure student achievement in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7) based on Alternate Academic Achievement Standards. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment.

Proficiency Rating: **UNDETERMINED**

Student Score: **UND**



UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Performance by Reporting Category

Student Performance on the ISTAR assessment may be described in terms of percent points earned for each of the reporting categories. All item types are Multiple Choice (MC).

| Science | Item Type | Percent Correct |
|---|-----------|-----------------|
| Life Science | (MC) | NA |
| Physical Science, Earth and Space Science | (MC) | NA |
| The Nature of Science, The Design Process, Science, Engineering, and Technology | (MC) | NA |

Class Roster Report

This report lists all students in the class alphabetically and shows the teacher how each student performed on each reporting category in the content area. The sample shown is an *ISTAR*: English/Language Arts Grade 10 Class Roster Report. (Similar Class Rosters follow for the additional content areas). Also shown are the Student Score and Proficiency Rating for each student.

English/ Language Arts Class Roster Report

Updated 09/27/2017



ISTAR: English/Language Arts Grade 10 ISTAR 2016-17 Class Roster Report

Simulated Data

A Date: October 03, 2017
 Teacher: Sample, Rose
 Class: Sample Class
 Number of Students Tested in Class = 1
 Number of Students with Completed Tests in Class = 1

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

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Reading: Literature, Vocabulary | Reading: Nonfiction, Vocabulary | Writing: Genres, Research Process, Conventions of Standard English | |
|--|------|--------------------|---------------|---------------------|---------------------------------|---------------------------------|--|------|
| | | | | | Number of Items | | | |
| Student Score Range | | | | | 9 | 13 | 10 | |
| | | | | | Student Score - % Correct | | | |
| B SAMPLE, ALBERT M STN: 999999999 Teacher: Sample, Rose | 1 | 327 | 344 | C Developing | 33 | 31 | 40 | |
| Summary E | | Mean Student Score | | % Passing | % Correct | | | |
| Class Summary Number Tested = 1 | | NA | 327 | 344 | 0 % | 33 % | 31 % | 40 % |
| School Summary Number Tested = 3 | | NA | 362 | 344 | 67 % | 44 % | 59 % | 70 % |
| Corporation Summary Number Tested = 44 | | NA | 358 | 344 | 63 % | 51 % | 52 % | 62 % |
| State Summary Number Tested = 1419 | | NA | 369 | 344 | 70 % | 55 % | 54 % | 67 % |

F NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Page No. 1 of 1

Highlights of the Class Roster Report

- A** Indicates the school year, 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 proficiency rating.
- D** Provides each student's score for each reporting category.
- E** Provides summary information for the class and the school.
- F** Defines the symbols and abbreviations used in this report.

Mathematics Class Roster Report



ISTAR: Mathematics Grade 03 ISTAR 2016-17 Class Roster Report

Updated 09/21/2017

Simulated Data

Date: September 22, 2017

Teacher: SAMPLE, SARAH

Class: SAMPLE, SARAH-1

Number of Students Tested in School = 3

Number of Students with Completed Tests in School = 3

School: Sample School (9999)

Corporation: Sample Corporation (9999)

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Algebraic Thinking & Data Analysis | Geometry & Measurement | Number Sense and Computation |
|--|------|---------------------------|---------------|--------------------|------------------------------------|------------------------|------------------------------|
| | | | | | Number of Items | | |
| | | | | | 6 | 12 | 14 |
| Student Score Range | | | | | | | |
| Student Score - % Correct | | | | | | | |
| SAMPLE, JOE STN: 999999999 Teacher: SAMPLE, SARAH | 2 | 345 | 353 | Developing | 50 | 54 | 36 |
| SAMPLE, MARY STN: 999999999 Teacher: SAMPLE, SARAH | *** | *** | 353 | UND | *** | *** | *** |
| SAMPLE, EDWARD STN: 999999999 Teacher: SAMPLE, SARAH | 3 | 409 | 353 | Exceeding | 67 | 86 | 93 |
| Summary | | Mean Student Score | | % Passing | % Correct | | |
| Class Summary Number Tested = 3 | NA | 377 | 353 | 100 % | 39 % | 48 % | 43 % |
| School Summary Number Tested = 3 | NA | 377 | 353 | 100 % | 39 % | 48 % | 43 % |
| Corporation Summary Number Tested = 43 | NA | 349 | 353 | 7 % | 36 % | 47 % | 45 % |
| State Summary Number Tested = 862 | NA | 351 | 353 | 0 % | 38 % | 47 % | 44 % |

NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Science Class Roster Report



ISTAR: Science Grade 10 ISTAR 2016-17 Class Roster Report

Updated 09/27/2017

Simulated Data

Date: October 04, 2017
 Teacher: Sample, Rose
 Class: Sample Class
 Number of Students Tested in Class = 1
 Number of Students with Completed Tests in Class = 1

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

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Molecular Basis of Heredity, Cellular Reproduction, Genetics, Evolution | The Nature of Science | Cellular Chemistry, Cellular Structure, Matter Cycles, Energy Transfer, and Interdependence | |
|--|------|---------------------------|---------------|--------------------|---|-----------------------|---|------|
| | | | | | 6 | 16 | 10 | |
| Student Score Range | | | | | Number of Items | | | |
| | | | | | Student Score - % Correct | | | |
| SAMPLE, BEN STN: 999999999 Teacher: Sample, Rose | 2 | 344 | 342 | Meeting | 50 | 56 | 30 | |
| Summary | | Mean Student Score | | % Passing | % Correct | | | |
| Class Summary Number Tested = 1 | | NA | 344 | 342 | 100 % | 50 % | 56 % | 30 % |
| School Summary Number Tested = 1 | | NA | 344 | 342 | 100 % | 50 % | 56 % | 30 % |
| Corporation Summary Number Tested = 44 | | NA | 362 | 342 | 84 % | 51 % | 59 % | 60 % |
| State Summary Number Tested = 1403 | | NA | 374 | 342 | 76 % | 53 % | 62 % | 63 % |

NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Social Studies Class Roster Report



ISTAR: Social Studies Grade 07 ISTAR 2016-17 Class Roster Report

Updated 09/27/2017

Simulated Data

Date: October 04, 2017
 Teacher: Sample, Rose
 Class: Sample, Rose
 Number of Students Tested in Class = 2
 Number of Students with Completed Tests in Class = 2

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

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Civics & Government | Economics | History & Geography |
|---|------|--------------------|---------------|--------------------|---------------------------|-----------|---------------------|
| | | | | | Number of Items | | |
| Student Score Range | | | | | 6 | 6 | 20 |
| | | | | | Student Score - % Correct | | |
| SAMPLE, RYAN STN: 999999999 Teacher: Sample, Rose | 3 | 374 | 353 | Meeting | 50 | 83 | 70 |
| SAMPLE, JENNIFER STN: 999999999 Teacher: Sample, Rose | 2 | 343 | 353 | Developing | 25 | 33 | 52 |
| Summary | | Mean Student Score | | % Passing | % Correct | | |
| Class Summary Number Tested = 2 | NA | 359 | 353 | 50 % | 38 % | 58 % | 61 % |
| School Summary Number Tested = 2 | NA | 359 | 353 | 50 % | 38 % | 58 % | 61 % |
| Corporation Summary Number Tested = 48 | NA | 347 | 353 | 42 % | 51 % | 46 % | 46 % |
| State Summary Number Tested = 1200 | NA | 361 | 353 | 53 % | 56 % | 48 % | 53 % |

NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

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 *ISTAR* information. The English/Language Arts School Summary Report is shown below.

Updated 09/22/2017



ISTAR: English/Language Arts ISTAR 2016-17 School Summary Report

Simulated Data

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

Number of Classes: 4

| Class | Grade | Tested | Completed Tests | Tier 1 | Tier 2 | Tier 3 | Percent Passed | NMC ¹ | INV ² | UND ³ |
|--|-------|-------------|-----------------|-------------|-------------|-------------|----------------|------------------|------------------|------------------|
| SAMPLE, KELLY-1 | 03 | 4 | 3 | 3 | 0 | 0 | 0 % | 0 | 0 | 1 |
| SAMPLE, ROBERT-1 | 03 | 3 | 2 | 0 | 0 | 2 | 100 % | 0 | 0 | 1 |
| SAMPLE, ROBERT-1 | 04 | 1 | 1 | 1 | 0 | 0 | 0 % | 0 | 0 | 0 |
| SAMPLE, MARY-1 | 04 | 1 | 1 | 0 | 1 | 0 | 100 % | 0 | 0 | 0 |
| SAMPLE, MARY-1 | 05 | 3 | 3 | 2 | 1 | 0 | 0 % | 0 | 0 | 0 |
| SAMPLE, JANE-1 | 05 | 1 | 1 | 1 | 0 | 0 | 0 % | 1 | 0 | 0 |
| SAMPLE, MARY-1 | 06 | 5 | 4 | 2 | 1 | 1 | 50 % | 0 | 0 | 1 |
| School Summary: Sample School (9999) - All Grades | | 18 | 15 | 9 | 3 | 3 | 33 % | 1 | 0 | 3 |
| Corporation Summary - All Grades | | 314 | 308 | 95 | 130 | 83 | 54 % | 10 | 0 | 6 |
| Spring, 2017 State Summary - All Grades | | 7859 | 7656 | 2057 | 3192 | 2407 | 53 % | 482 | 0 | 203 |

¹ NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

² INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

³ UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Page No. 1 of 1



ISTAR: English/Language Arts ISTAR 2016-17 School Summary Report

Simulated Data

A Number of Classes: 4

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

| D Class | Grade | Tested | Completed Tests | Tier 1 | Tier 2 | Tier 3 | Percent Passed | NMC ¹ | INV ² | UND ³ |
|--|-------|--------|-----------------|--------|--------|--------|----------------|------------------|------------------|------------------|
| SAMPLE, KELLY-1 | 03 | 4 | 3 | 3 | 0 | 0 | 0 % | 0 | 0 | 1 |
| SAMPLE, ROBERT-1 | 03 | 3 | 2 | 0 | 0 | 2 | 100 % | 0 | 0 | 1 |
| SAMPLE, ROBERT-1 | 04 | 1 | 1 | 1 | 0 | 0 | 0 % | 0 | 0 | 0 |
| SAMPLE, MARY-1 | 04 | 1 | 1 | 0 | 1 | 0 | 100 % | 0 | 0 | 0 |
| SAMPLE, MARY-1 | 05 | 3 | 3 | 2 | 1 | 0 | 0 % | 0 | 0 | 0 |
| SAMPLE, JANE-1 | 05 | 1 | 1 | 1 | 0 | 0 | 0 % | 1 | 0 | 0 |
| SAMPLE, MARY-1 | 06 | 5 | 4 | 2 | 1 | 1 | 50 % | 0 | 0 | 1 |
| C School Summary: Sample School (9999) - All Grades | | 18 | 15 | 9 | 3 | 3 | 33 % | 1 | 0 | 3 |
| Corporation Summary - All Grades | | 314 | 308 | 95 | 130 | 83 | 54 % | 10 | 0 | 6 |
| Spring, 2017 State Summary - All Grades | | 7859 | 7656 | 2057 | 3192 | 2407 | 53 % | 482 | 0 | 203 |

E ¹NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

²INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

³UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Highlights of the School Summary Report

- A** Indicates the school year, the number of classes, number of students who started the test, and number of students who completed tests in the school.
- B** Identifies the school and the corporation.
- C** Provides summary information for the school, corporation, and state.
- D** Lists each class in the school in that content area, alphabetically by teacher.
- E** Defines the symbols and abbreviations used in this report.

School Disaggregation Summary Report

The School Disaggregation Summary Report presents the total number of students with scores identified as Exceeding, Meeting, Exceeds or Meets, Developing, No Mode of Communication, and Undetermined/Invalid. This information is given at the group level and describes achievement for each reporting population.

The sample shown is an *ISTAR*: English/Language Arts report.



ISTAR: English/Language Arts
ISTAR 2016-17
School Disaggregation
Summary Report

Updated 09/28/2017

Simulated Data

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

| | Total Number of Students | Exceeding | | Meeting | | Exceeds or Meets | | Developing | | NMC | | UND / INV | | Mean Scale Score |
|---|--------------------------|-----------|-----------|----------|-----------|------------------|-----------|------------|-----------|----------|----------|-----------|-----------|------------------|
| | | N | % | N | % | N | % | N | % | N | % | N | % | |
| All Students | 18 | 2 | 11 | 3 | 17 | 5 | 28 | 9 | 50 | 1 | 6 | 3 | 17 | 332.0 |
| Special Education | | | | | | | | | | | | | | |
| With Accommodations | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 60 | 1 | 20 | 1 | 20 | 288.0 |
| Without Accommodations | 13 | 2 | 15 | 3 | 23 | 5 | 38 | 6 | 46 | 0 | 0 | 2 | 15 | 344.0 |
| TOTAL Special Education | 18 | 2 | 11 | 3 | 17 | 5 | 28 | 9 | 50 | 1 | 6 | 3 | 17 | 332.0 |
| Disability | | | | | | | | | | | | | | |
| Multiple Disabilities | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 291.0 |
| Orthopedic Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Blind or Low Vision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Deaf or Hard of Hearing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Emotional Disability (Full Time) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Emotional Disability (Other) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Specific Learning Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Language or Speech Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Mild Cognitive Disability | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 | 0 | 0 | 314.0 |
| Moderate Cognitive Disability | 3 | 0 | 0 | 1 | 33 | 1 | 33 | 2 | 67 | 0 | 0 | 0 | 0 | 325.0 |
| Severe Cognitive Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Deaf-blind | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Autism Spectrum Disorder | 10 | 2 | 20 | 2 | 20 | 4 | 40 | 3 | 30 | 0 | 0 | 3 | 30 | 347.0 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Other Health Impairment | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 318.0 |
| Limited English Proficiency | | | | | | | | | | | | | | |
| With Accommodations | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0.0 |
| Without Accommodations | 1 | 0 | 0 | 1 | 100 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 363.0 |
| TOTAL Limited English Proficiency | 2 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 363.0 |
| Gender | | | | | | | | | | | | | | |
| Male | 13 | 2 | 15 | 2 | 15 | 4 | 31 | 5 | 38 | 1 | 8 | 3 | 23 | 330.0 |
| Female | 5 | 0 | 0 | 1 | 20 | 1 | 20 | 4 | 80 | 0 | 0 | 0 | 0 | 334.0 |
| SES | | | | | | | | | | | | | | |
| Free or reduced lunch | 15 | 2 | 13 | 3 | 20 | 5 | 33 | 7 | 47 | 0 | 0 | 3 | 20 | 338.0 |
| No valid information | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Black | 10 | 0 | 0 | 1 | 10 | 1 | 10 | 6 | 60 | 1 | 10 | 2 | 20 | 321.0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Hispanic Ethnicity and of any race | 2 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 363.0 |
| White | 5 | 2 | 40 | 1 | 20 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 348.0 |
| Multiracial (two or more races) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 291.0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |

The Lowest/Highest Scale Score Possible for ELA is 200/500.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.



ISTAR: English/Language Arts
ISTAR 2016-17
School Disaggregation
Summary Report

Updated 09/26/2017

A

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

Simulated Data

| | Total Number of Students | D | | | | C | | | | | Mean Scale Score | | | |
|---|--------------------------|-----------|-----------|----------|-----------|------------------|-----------|------------|-----------|-----------|------------------|----------|-----------|--------------|
| | | Exceeding | | Meeting | | Exceeds or Meets | | Developing | NMC | UND / INV | | | | |
| | | N | % | N | % | N | % | N | % | N | % | | | |
| All Students | 18 | 2 | 11 | 3 | 17 | 6 | 28 | 9 | 50 | 1 | 6 | 3 | 17 | 332.0 |
| Special Education | | | | | | | | | | | | | | |
| With Accommodations | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 60 | 1 | 20 | 1 | 20 | 288.0 |
| Without Accommodations | 13 | 2 | 15 | 3 | 23 | 5 | 38 | 6 | 46 | 0 | 0 | 2 | 15 | 344.0 |
| TOTAL Special Education | 18 | 2 | 11 | 3 | 17 | 5 | 28 | 9 | 50 | 1 | 6 | 3 | 17 | 332.0 |
| Disability | | | | | | | | | | | | | | |
| Multiple Disabilities | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 291.0 |
| Orthopedic Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Blind or Low Vision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Deaf or Hard of Hearing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Emotional Disability (Full Time) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Emotional Disability (Other) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Specific Learning Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Language or Speech Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Mild Cognitive Disability | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 | 0 | 0 | 314.0 |
| Moderate Cognitive Disability | 3 | 0 | 0 | 1 | 33 | 1 | 33 | 2 | 67 | 0 | 0 | 0 | 0 | 325.0 |
| Severe Cognitive Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Deaf-blind | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Autism Spectrum Disorder | 10 | 2 | 20 | 2 | 20 | 4 | 40 | 3 | 30 | 0 | 0 | 3 | 30 | 347.0 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Other Health Impairment | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 318.0 |
| Limited English Proficiency | | | | | | | | | | | | | | |
| With Accommodations | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0.0 |
| Without Accommodations | 1 | 0 | 0 | 1 | 100 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 363.0 |
| TOTAL Limited English Proficiency | 2 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 363.0 |
| Gender | | | | | | | | | | | | | | |
| Male | 13 | 2 | 15 | 2 | 15 | 4 | 31 | 5 | 38 | 1 | 8 | 3 | 23 | 330.0 |
| Female | 5 | 0 | 0 | 1 | 20 | 1 | 20 | 4 | 80 | 0 | 0 | 0 | 0 | 334.0 |
| SES | | | | | | | | | | | | | | |
| Free or reduced lunch | 15 | 2 | 13 | 3 | 20 | 5 | 33 | 7 | 47 | 0 | 0 | 3 | 20 | 338.0 |
| No valid information | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Black | 10 | 0 | 0 | 1 | 10 | 1 | 10 | 6 | 60 | 1 | 10 | 2 | 20 | 321.0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Hispanic Ethnicity and of any race | 2 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 363.0 |
| White | 5 | 2 | 40 | 1 | 20 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 348.0 |
| Multiracial (two or more races) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 291.0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |

The Lowest-Highest Scale Score Possible for ELA is 200-600.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

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 Exceeding, Meeting, Exceeds or Meets, Developing, No Mode of Communication, and Undetermined/Invalid.
- E** Indicates the mean scale scores.
- F** Indicates the lowest and highest scale scores obtained.

School Roster Report

This report lists all students in the school alphabetically and shows the principal how each student performed on each content area. Also shown is the Student Score and Proficiency Rating for each student. The sample shown is an *ISTAR: English/Language Arts Grade 10 School Roster Report*.



ISTAR: English/Language Arts Grade 10 ISTAR 2016-17 School Roster Report

Updated 09/27/2017

Simulated Data

Date: October 03, 2017
 Number of Students Tested in Grade = 3
 Number of Students with Completed Tests in Grade = 3

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

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Reading: Literature, Vocabulary | Reading: Nonfiction, Vocabulary | Writing: Genres, Research Process, Conventions of Standard English | |
|---|------|---------------------------|---------------|--------------------|----------------------------------|---------------------------------|--|------|
| | | | | | 9 | 13 | 10 | |
| Student Score Range | | | | | Number of Items | | | |
| | | | | | Student Score - % Correct | | | |
| SAMPLE, ALBERT M STN: 999999999 | 1 | 327 | 344 | Developing | 33 | 31 | 40 | |
| SAMPLE, EDWARD STN: 999999999 | 3 | 395 | 344 | Exceeding | 38 | 86 | 100 | |
| SAMPLE, JANE STN: 999999999 | 2 | 365 | 344 | Meeting | 63 | 57 | 70 | |
| Summary | | Mean Student Score | | % Passing | % Correct | | | |
| School Summary Number Tested = 3 | | NA | 362 | 344 | 67 % | 44 % | 59 % | 70 % |
| Corporation Summary Number Tested = 44 | | NA | 358 | 344 | 63 % | 51 % | 52 % | 62 % |
| State Summary Number Tested = 1419 | | NA | 369 | 344 | 70 % | 55 % | 54 % | 67 % |

NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Page No. 1 of 1



**ISTAR: English/Language Arts
Grade 10
ISTAR 2016-17
School Roster Report**

Updated 09/27/2017

Simulated Data

A

Date: October 03, 2017
Number of Students Tested in Grade = 3
Number of Students with Completed Tests in Grade = 3

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

| Student Name | Tier | Student Score | Passing Score | Proficiency Rating | Reading: Literature, Vocabulary | Reading: Nonfiction, Vocabulary | Writing: Genres, Research Process, Conventions of Standard English |
|---|------|--------------------|---------------|--------------------|---------------------------------|---------------------------------|--|
| | | | | | Number of Items | | |
| Student Score Range | | | | | 9 | 13 | 10 |
| Student Score - % Correct | | | | | | | |
| B SAMPLE, ALBERT M STN: 999999999 | 1 | 327 | 344 | Developing | 33 | 31 | 40 |
| SAMPLE, EDWARD STN: 999999999 | 3 | 395 | 344 | Exceeding | 38 | 86 | 100 |
| SAMPLE, JANE STN: 999999999 | 2 | 365 | 344 | Meeting | 63 | 57 | 70 |
| Summary | | Mean Student Score | | % Passing | % Correct | | |
| D School Summary Number Tested = 3 | NA | 362 | 344 | 67 % | 44 % | 59 % | 70 % |
| Corporation Summary Number Tested = 44 | NA | 358 | 344 | 63 % | 51 % | 52 % | 62 % |
| State Summary Number Tested = 1419 | NA | 369 | 344 | 70 % | 55 % | 54 % | 67 % |

NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

E

INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Highlights of the School Roster Report

- A** Indicates the school year, 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 proficiency rating.
- D** Provides summary information for the class and the school.
- E** Defines the symbols and abbreviations used in this report.

Student Label

An individual white label is provided for each student by content area. These student labels indicate the student’s status relative to proficiency rating. 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

| | |
|--|---|
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, OLIVIA C Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> <p><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 605 Result: Exceeding</p> | <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, ROSE V Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> <p><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: # Result: UNDETERMINED</p> |
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, PAUL B Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> <p><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 316 Result: Developing</p> | <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, XANDER M Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> <p><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 577 Result: Meeting</p> |

| | |
|---|--|
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, OLIVIA C Student ID: 999999999 Birthdate: 10/10/1993 A Grade: 10 A Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> | <p style="text-align: center;">B</p> <p style="text-align: center;"><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 605 C Result: Exceeding</p> |
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, PAUL B Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> | <p style="text-align: center;"><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 316 Result: Developing</p> |
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, ROSE V Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> | <p style="text-align: center;"><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: # Result: UNDETERMINED</p> |
| <p>ISTAR: 2016-17 ALTERNATE ASSESSMENT SAMPLE, XANDER M Student ID: 999999999 Birthdate: 10/10/1993 Grade: 10 Corp: Sample Corp (9999) School: Sample High School (9999) Test Date: 2016-2017</p> | <p style="text-align: center;"><u>ISTAR: English 10</u></p> <p>Cut-Score: 360 Obtained: 577 Result: Meeting</p> |

Highlights of the Student Label

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

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 *ISTAR* assessments, summarizing the performance of students for an individual school.

The sample shown is an *ISTAR*: English/Language Arts report.



**ISTAR: English/Language Arts
ISTAR 2016-17
Corporation Summary Report**

Updated 09/22/2017

Simulated Data

Number of Schools: 2 Corporation: Sample Corporation (9999)

| School | Grade | Tested | Completed Tests | Tier 1 | Tier 2 | Tier 3 | Percent Passed | NMC ¹ | INV ² | UND ³ |
|---|-------|--------|-----------------|--------|--------|--------|----------------|------------------|------------------|------------------|
| SAMPLE HIGH SCHOOL (9999) | 06 | 2 | 2 | 1 | 0 | 1 | 50 % | 0 | 0 | 0 |
| SAMPLE HIGH SCHOOL (9999) | 07 | 9 | 8 | 4 | 4 | 0 | 13 % | 0 | 0 | 1 |
| SAMPLE HIGH SCHOOL (9999) | 08 | 3 | 2 | 1 | 1 | 0 | 0 % | 0 | 0 | 1 |
| SAMPLE HIGH SCHOOL (9999) | 10 | 3 | 3 | 2 | 1 | 0 | 0 % | 0 | 0 | 0 |
| School Summary: SAMPLE HIGH SCHOOL (9999) - All Grades | | 17 | 15 | 8 | 6 | 1 | 13 % | 0 | 0 | 2 |
| SAMPLE ELEMENTARY SCHOOL (9999) | 03 | 4 | 4 | 3 | 1 | 0 | 0 % | 0 | 0 | 0 |
| SAMPLE ELEMENTARY SCHOOL (9999) | 04 | 2 | 1 | 1 | 0 | 0 | 0 % | 0 | 0 | 1 |
| SAMPLE ELEMENTARY SCHOOL (9999) | 05 | 2 | 2 | 2 | 0 | 0 | 0 % | 0 | 0 | 0 |
| School Summary: SAMPLE ELEMENTARY SCHOOL (9999) - All Grades | | 8 | 7 | 6 | 1 | 0 | 0 % | 0 | 0 | 1 |
| Corporation Summary - All Grades | | 25 | 22 | 14 | 7 | 1 | 9 % | 0 | 0 | 3 |
| Spring, 2017 State Summary - All Grades | | 7859 | 7656 | 2057 | 3192 | 2407 | 54 % | 482 | 0 | 203 |

¹ NMC (No Mode of Communication) - This student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

² INV (Invalidated) - A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand. Scores are invalid because of local test invalidation. Contact the school for more information.

³ UND (Undetermined) - The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.

Page No. 1 of 1

Corporation Disaggregation Summary Report

The Corporation Disaggregation Summary Report presents the total number of students with scores identified as Exceeding, Meeting, Exceeds or Meets, Developing, No Mode of Communication, and Undetermined/Invalid.

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

The sample shown is an *ISTAR*: English/Language Arts report.



**ISTAR: English/Language Arts
ISTAR 2016-17
Corporation Disaggregation
Summary Report**

Updated 09/28/2017

Simulated Data

Corporation: Sample Corporation (9999)

| | Total Number of Students | Exceeding | | Meeting | | Exceeds or Meets | | Developing | | NMC | | UND / INV | | Mean Scale Score |
|---|--------------------------------|-------------|-----------|-------------|-----------|---------------------|-----------|-------------|-----------|------------|----------|------------|----------|------------------------|
| | | N | % | N | % | N | % | N | % | N | % | N | % | |
| All Students | 7610 | 1674 | 22 | 2410 | 32 | 4084 | 54 | 2886 | 38 | 482 | 6 | 166 | 2 | 361.0 |
| Special Education | | | | | | | | | | | | | | |
| With Accommodations | 718 | 123 | 17 | 192 | 27 | 315 | 44 | 307 | 43 | 81 | 11 | 15 | 2 | 356.0 |
| Without Accommodations | 6872 | 1547 | 23 | 2210 | 32 | 3757 | 55 | 2573 | 37 | 401 | 6 | 139 | 2 | 361.0 |
| TOTAL Special Education | 7590 | 1670 | 22 | 2402 | 32 | 4072 | 54 | 2880 | 38 | 482 | 6 | 154 | 2 | 361.0 |
| Disability | | | | | | | | | | | | | | |
| Multiple Disabilities | 899 | 53 | 6 | 175 | 19 | 228 | 25 | 369 | 41 | 241 | 27 | 61 | 7 | 344.0 |
| Orthopedic Impairment | 93 | 30 | 32 | 26 | 28 | 56 | 60 | 27 | 29 | 9 | 10 | 1 | 1 | 369.0 |
| Blind or Low Vision | 34 | 10 | 29 | 10 | 29 | 20 | 59 | 12 | 35 | 2 | 6 | 0 | 0 | 370.0 |
| Deaf or Hard of Hearing | 55 | 17 | 31 | 12 | 22 | 29 | 53 | 25 | 45 | 1 | 2 | 0 | 0 | 365.0 |
| Emotional Disability (Full Time) | 117 | 62 | 53 | 39 | 33 | 101 | 86 | 15 | 13 | 0 | 0 | 1 | 1 | 390.0 |
| Emotional Disability (Other) | 18 | 14 | 78 | 3 | 17 | 17 | 94 | 1 | 6 | 0 | 0 | 0 | 0 | 404.0 |
| Specific Learning Disability | 147 | 107 | 73 | 32 | 22 | 139 | 95 | 8 | 5 | 0 | 0 | 0 | 0 | 403.0 |
| Language or Speech Impairment | 12 | 1 | 8 | 4 | 33 | 5 | 42 | 6 | 50 | 0 | 0 | 1 | 8 | 342.0 |
| Mild Cognitive Disability | 1739 | 639 | 37 | 743 | 43 | 1382 | 79 | 355 | 20 | 2 | 0 | 0 | 0 | 376.0 |
| Moderate Cognitive Disability | 1783 | 220 | 12 | 568 | 32 | 788 | 44 | 931 | 52 | 50 | 3 | 14 | 1 | 350.0 |
| Severe Cognitive Disability | 165 | 1 | 1 | 11 | 7 | 12 | 7 | 78 | 47 | 48 | 29 | 26 | 16 | 325.0 |
| Deaf-Blind | 4 | 1 | 25 | 0 | 0 | 1 | 25 | 1 | 25 | 2 | 50 | 0 | 0 | 375.0 |
| Autism Spectrum Disorder | 2092 | 361 | 17 | 617 | 29 | 978 | 47 | 956 | 46 | 111 | 5 | 46 | 2 | 355.0 |
| Traumatic Brain Injury | 48 | 14 | 29 | 14 | 29 | 28 | 58 | 12 | 25 | 8 | 17 | 0 | 0 | 368.0 |
| Other Health Impairment | 382 | 139 | 36 | 147 | 38 | 286 | 75 | 84 | 22 | 8 | 2 | 4 | 1 | 376.0 |
| Limited English Proficiency | | | | | | | | | | | | | | |
| With Accommodations | 71 | 5 | 7 | 16 | 23 | 21 | 30 | 37 | 52 | 11 | 15 | 2 | 3 | 343.0 |
| Without Accommodations | 581 | 80 | 14 | 179 | 31 | 259 | 45 | 277 | 48 | 30 | 5 | 15 | 3 | 351.0 |
| TOTAL Limited English Proficiency | 652 | 85 | 13 | 195 | 30 | 280 | 43 | 314 | 48 | 41 | 6 | 17 | 3 | 350.0 |
| Gender | | | | | | | | | | | | | | |
| Male | 4956 | 1066 | 22 | 1612 | 33 | 2678 | 54 | 1891 | 38 | 293 | 6 | 92 | 2 | 360.0 |
| Female | 2654 | 608 | 23 | 798 | 30 | 1406 | 53 | 995 | 37 | 189 | 7 | 64 | 2 | 361.0 |
| SES | | | | | | | | | | | | | | |
| Free or reduced lunch | 4583 | 1064 | 23 | 1504 | 33 | 2568 | 56 | 1669 | 36 | 263 | 6 | 82 | 2 | 362.0 |
| No valid information | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| American Indian/Alaskan Native | 17 | 5 | 29 | 6 | 35 | 11 | 65 | 6 | 35 | 0 | 0 | 0 | 0 | 383.0 |
| Black | 1266 | 215 | 17 | 429 | 34 | 644 | 51 | 507 | 40 | 82 | 6 | 32 | 3 | 357.0 |
| Asian | 117 | 16 | 14 | 27 | 23 | 43 | 37 | 61 | 52 | 10 | 9 | 3 | 3 | 352.0 |
| Hispanic Ethnicity and of any race | 786 | 123 | 16 | 247 | 31 | 370 | 47 | 354 | 45 | 42 | 5 | 20 | 3 | 354.0 |
| White | 5045 | 1235 | 24 | 1599 | 32 | 2834 | 56 | 1798 | 36 | 319 | 6 | 93 | 2 | 363.0 |
| Multiracial (two or more races) | 371 | 79 | 21 | 101 | 27 | 180 | 49 | 154 | 42 | 29 | 8 | 8 | 2 | 358.0 |
| Native Hawaiian or Other Pacific Islander | 8 | 1 | 13 | 1 | 13 | 2 | 25 | 6 | 75 | 0 | 0 | 0 | 0 | 341.0 |
| Migrant | 16 | 2 | 13 | 5 | 31 | 7 | 44 | 6 | 38 | 3 | 19 | 0 | 0 | 349.0 |

The Lowest/Highest Scale Score Possible for ELA is 200/600.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.



ISTAR: English/Language Arts
 ISTAR 2016-17
 Corporation Disaggregation
 Summary Report

Updated 09/28/2017

A Corporation: Sample Corporation (9999) **E** Simulated Data

| | Total Number of Students | D | | | | Developing | | NMC | | UND / INV | | Mean Scale Score | | |
|---|--------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|------------|----------|------------------|----------|--------------|
| | | Exceeding N | % | Meeting N | % | N | % | N | % | N | % | | | |
| All Students | 7610 | 1674 | 22 | 2410 | 32 | 4084 | 64 | 2886 | 38 | 482 | 6 | 156 | 2 | 361.0 |
| Special Education | | | | | | | | | | | | | | |
| With Accommodations | 718 | 123 | 17 | 192 | 27 | 315 | 44 | 307 | 43 | 81 | 11 | 15 | 2 | 356.0 |
| Without Accommodations | 6872 | 1547 | 23 | 2210 | 32 | 3757 | 55 | 2573 | 37 | 401 | 6 | 139 | 2 | 361.0 |
| TOTAL Special Education | 7590 | 1670 | 22 | 2402 | 32 | 4072 | 54 | 2880 | 38 | 482 | 6 | 154 | 2 | 361.0 |
| Disability | | | | | | | | | | | | | | |
| Multiple Disabilities | 899 | 53 | 6 | 175 | 19 | 228 | 25 | 369 | 41 | 241 | 27 | 61 | 7 | 344.0 |
| Orthopedic Impairment | 93 | 30 | 32 | 28 | 28 | 56 | 60 | 27 | 29 | 9 | 10 | 1 | 1 | 369.0 |
| Blind or Low Vision | 34 | 10 | 29 | 10 | 29 | 20 | 59 | 12 | 35 | 2 | 6 | 0 | 0 | 370.0 |
| Deaf or Hard of Hearing | 55 | 17 | 31 | 12 | 22 | 29 | 53 | 25 | 45 | 1 | 2 | 0 | 0 | 365.0 |
| Emotional Disability (Full Time) | 117 | 62 | 53 | 39 | 33 | 101 | 86 | 15 | 13 | 0 | 0 | 1 | 1 | 390.0 |
| Emotional Disability (Other) | 18 | 14 | 78 | 3 | 17 | 17 | 94 | 1 | 6 | 0 | 0 | 0 | 0 | 404.0 |
| Specific Learning Disability | 147 | 107 | 73 | 32 | 22 | 139 | 95 | 8 | 5 | 0 | 0 | 0 | 0 | 403.0 |
| Language or Speech Impairment | 12 | 1 | 8 | 4 | 33 | 5 | 42 | 6 | 50 | 0 | 0 | 1 | 8 | 342.0 |
| Mild Cognitive Disability | 1739 | 639 | 37 | 743 | 43 | 1382 | 79 | 355 | 20 | 2 | 0 | 0 | 0 | 376.0 |
| Moderate Cognitive Disability | 1783 | 220 | 12 | 568 | 32 | 788 | 44 | 931 | 52 | 50 | 3 | 14 | 1 | 350.0 |
| Severe Cognitive Disability | 165 | 1 | 1 | 11 | 7 | 12 | 7 | 78 | 47 | 48 | 29 | 26 | 16 | 325.0 |
| Deafblind | 4 | 1 | 25 | 0 | 0 | 1 | 25 | 1 | 25 | 2 | 50 | 0 | 0 | 375.0 |
| Autism Spectrum Disorder | 2092 | 361 | 17 | 617 | 29 | 978 | 47 | 956 | 46 | 111 | 5 | 46 | 2 | 355.0 |
| Traumatic Brain Injury | 48 | 14 | 29 | 14 | 29 | 28 | 58 | 12 | 25 | 8 | 17 | 0 | 0 | 368.0 |
| Other Health Impairment | 382 | 139 | 36 | 147 | 38 | 286 | 75 | 84 | 22 | 8 | 2 | 4 | 1 | 376.0 |
| Limited English Proficiency | | | | | | | | | | | | | | |
| With Accommodations | 71 | 5 | 7 | 16 | 23 | 21 | 30 | 37 | 52 | 11 | 15 | 2 | 3 | 343.0 |
| Without Accommodations | 581 | 80 | 14 | 179 | 31 | 259 | 45 | 277 | 48 | 30 | 5 | 15 | 3 | 351.0 |
| TOTAL Limited English Proficiency | 652 | 85 | 13 | 195 | 30 | 280 | 43 | 314 | 48 | 41 | 6 | 17 | 3 | 350.0 |
| Gender | | | | | | | | | | | | | | |
| Male | 4956 | 1068 | 22 | 1612 | 33 | 2678 | 54 | 1891 | 38 | 293 | 6 | 92 | 2 | 360.0 |
| Female | 2654 | 606 | 23 | 798 | 30 | 1406 | 53 | 995 | 37 | 189 | 7 | 64 | 2 | 361.0 |
| SES | | | | | | | | | | | | | | |
| Free or reduced lunch | 4583 | 1064 | 23 | 1504 | 33 | 2588 | 56 | 1669 | 36 | 263 | 6 | 82 | 2 | 362.0 |
| No valid information | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| American Indian/Alaskan Native | 17 | 5 | 29 | 6 | 35 | 11 | 65 | 6 | 35 | 0 | 0 | 0 | 0 | 383.0 |
| Black | 1266 | 215 | 17 | 429 | 34 | 644 | 51 | 507 | 40 | 82 | 6 | 32 | 3 | 357.0 |
| Asian | 117 | 16 | 14 | 27 | 23 | 43 | 37 | 61 | 52 | 10 | 9 | 3 | 3 | 352.0 |
| Hispanic Ethnicity and of any race | 786 | 123 | 16 | 247 | 31 | 370 | 47 | 354 | 45 | 42 | 5 | 20 | 3 | 354.0 |
| White | 5045 | 1235 | 24 | 1599 | 32 | 2834 | 56 | 1798 | 36 | 319 | 6 | 93 | 2 | 363.0 |
| Multiracial (two or more races) | 371 | 79 | 21 | 101 | 27 | 180 | 49 | 154 | 42 | 29 | 8 | 8 | 2 | 358.0 |
| Native Hawaiian or Other Pacific Islander | 8 | 1 | 13 | 1 | 13 | 2 | 25 | 6 | 75 | 0 | 0 | 0 | 0 | 341.0 |
| Migrant | 16 | 2 | 13 | 5 | 31 | 7 | 44 | 6 | 38 | 3 | 19 | 0 | 0 | 349.0 |

F The Lowest/Highest Scale Score Possible for ELA is 200/600.
 Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.

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 identified as Exceeding, Meeting, Exceeds or Meets, Developing, No Mode of Communication, and Undetermined/Invalid.
- E** Indicates the mean scale scores.
- F** Indicates the lowest and highest scale scores obtained.

Appendix A

Performance Level Descriptors

Performance Level Descriptors (PLDs) provide information about ISTAR for students, parents, educators, and others. Information may be found on the Indiana Department of Education website at the following location: <https://www.doe.in.gov/assessment/alternate-assessments>

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:

Exceeding: The student who scores at or above the Exceeding cut score demonstrates exemplary skills in engagement with low to highly complex concepts.

Meeting: The student who scores at or above the Meeting cut score demonstrates proficient skills in low to moderately complex concepts.

Developing: The student who scores below the cut score level demonstrates emerging skills in introductory concepts.

Indiana Academic Standards

To promote student academic achievement, the Indiana State Board of Education has adopted alternate academic achievement 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.

Indiana Scale Score

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTAR* scale scores. These three-digit, equal-interval scores are expressed on a vertical scale by content area. *ISTAR* scale scores range from 200 to 500.

Glossary (Cont.)

Invalidated

A test can be invalidated when a student marks most or all answers randomly, loses a significant amount of time during that test, or the teacher gives any physical prompting, including hand over hand.

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.

No Mode of Communication

The student did not show a consistent observable mode of communication during the test, and the test was closed by the test administrator. Since the student did not complete the test, the results may be an inaccurate representation of the student's skill.

Performance Levels

For *ISTAR*, student achievement is reported in terms of three performance levels: Developing Proficiency, Meeting Proficiency, and Exceeding Proficiency.

Undetermined

The student's score cannot be reported because results are not available for one or more portions of the test. Since the student did not complete the test, the results may be an inaccurate representation of the student's skills.