

Summative Math Simple ISR (Individual Student Report)

**Individual Student Report**

How did my student perform on the Mathematics test?  
 Test: Smarter Balanced Summative Mathematics Grade 8  
 Year: 2017-2018  
 Name: Challa, Timothy

**Overall Performance on the Smarter Balanced Summative Mathematics Grade 8 Test: Challa, Timothy, 2017-2018**

Name	SSID	Scale Score	Achievement Level
Challa, Timothy	1111A7777	2765 <sub>±22</sub>	Level 4

**Scale Score and Performance on the Smarter Balanced Summative Mathematics Grade 8 Test: Challa, Timothy, 2017-2018**

**Average Scale Scores on the Smarter Balanced Summative Mathematics Grade 8 Test: Midtown Public Middle School - 02 and Comparison Groups, 2017-2018**

Name	Average Scale Score
South Dakota	2542 <sub>±22</sub>
Midtown Public 10-8 (00108)	2584 <sub>±11</sub>
Midtown Public Middle School - 02 (00108_00108-02)	2584 <sub>±11</sub>

**Information on Standard Error of Measurement**

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

**Performance on the Smarter Balanced Summative Mathematics Grade 8 Test, by Claims: Challa, Timothy, 2017-2018**

Claim	Claim Performance	Claim Description
Concepts and Procedures	Above Standard	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Above Standard	Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	Above Standard	Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

**Test Name, Subject, & Grade Level**

**Student Name, SSID#, Scale Score, & Achievement Level**

**Scale Score (2000-3000) with standard error**

**Average State, School, and District scores for assessed grade and subject**



**Achievement Level: Level 3 and 4 are considered performing at or above proficiency**

**Score details**

**Performance Per Claim: Student performance descriptors and achievement ranges based on each claim**

**Claim Description: Indicates student performance on groups of assessment items that measured similar skills**

Summative ELA Simple ISR (Individual Student Report)

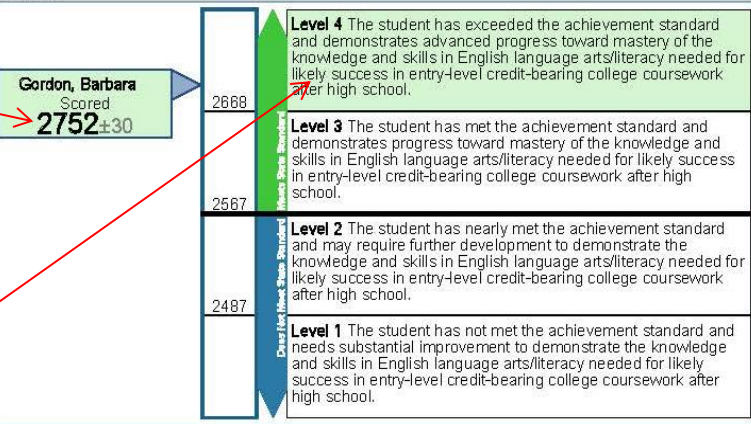
### Individual Student Report

How did my student perform on the English Language Arts test?  
 Test: Smarter Balanced Summative English Language Arts Grade 8  
 Year: 2017-2018  
 Name: Gordon, Barbara

**Overall Performance on the Smarter Balanced Summative English Language Arts Grade 8 Test: Gordon, Barbara, 2017-2018**

Name	SSID	Scale Score	Achievement Level
Gordon, Barbara	1111A7777	2752 <sub>±30</sub>	Level 4

**Scale Score and Performance on the Smarter Balanced Summative English Language Arts Grade 8 Test: Gordon, Barbara, 2017-2018**



**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Average Scale Scores on the Smarter Balanced Summative English Language Arts Grade 8 Test: Midtown Public - 02 and Comparison Groups, 2017-2018**





Name	Average Scale Score
South Dakota	2562 <sub>±22</sub>
Midtown Public 10-8 (00108)	2596 <sub>±30</sub>
Midtown Public Middle School - 02 (00108_00108-02)	2596 <sub>±30</sub>

**Information on Standard Error of Measurement**

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

**Performance on the Smarter Balanced Summative English Language Arts Grade 8 Test, by Claims: Gordon, Barbara, 2017-2018**

Claim	Claim Performance	Claim Description
Reading	 Above Standard	Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing	 Above Standard	Student can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	 Above Standard	Student can employ effective listening skills for a range of purposes and audiences.
Research/Inquiry	 Above Standard	Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

**Writing Performance on the Smarter Balanced Summative English Language Arts Grade 8 Test, Based on the Smarter Balanced Performance Task Writing Rubric: Gordon, Barbara, 2017-2018**

Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Explanatory	The explanatory response has a recognizable structure including a clear topic or controlling idea, adequate development, and some varied transitions to clarify ideas. The response has an adequate introduction and conclusion and a sense of completeness. (3 out of 4 points)	The explanatory response provides adequate elaboration to support the topic or controlling idea including adequate facts and details cited from sources, some elaborative techniques and general language appropriate for the audience and purpose. (3 out of 4 points)	The explanatory response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points)

**Test Name, Subject, & Grade Level**

**Student Name, SSID#, Scale Score, & Achievement Level**

**Scale Score (2000-3000) with standard error**

**Average State, School, and District scores for assessed grade and subject**

**Achievement Level: Level 3 and 4 are considered performing at or above proficiency**

**Score details**

**Performance Per Claim: Student performance descriptors and achievement ranges based on each claim**

**Claim Description: Indicates student performance on groups of assessment items that measured similar skills**

**Writing Performance Task Explanation: The information states the type of essay and student's performance for each of the writing characteristics assessed**

**Key Terms**

- **Achievement Level** - There are 4 levels indicating progress toward meeting the expectation of content mastery and college and career readiness.
- **Average Scale Score** - provides data about the average performance of students in the school and district for the tested grade and subject.
- **Claims** - are groups of test questions that measure similar skills.
- **Claims Performance** - describes student performance as “below standard”, at/near standard”, or “above standard”.
- **ELA** is the English Language Arts/Literacy assessment and includes reading, listening & speaking, writing and research/inquiry skills.
- **Mathematics** is the Mathematics assessment and includes concepts & procedures, problem solving, and communicating reasoning.
- **Scale Score** is the score assigned to the student based on his/her results on the Smarter Balanced assessment.
- Scores range from 2000 to 3000.
- **Standard Error of Measurement** indicates the range of possible scores if a student took the same test a number of times.

**Scale Score Sample**

A score of 2473±10 is the student’s scale score with standard error of measurement – if the student took the test 10 times, he/she would likely get a score between 2463 and 2483 each time the test was taken.

\*NOTE: The Smarter Balanced assessment includes two components: 1) The Computer Adaptive Test is given online and adapts to each student’s ability. 2) The Performance Task is a collection of questions and activities connected to a single theme or situation. Students write short essays for ELA and solve multi-step problems on one topic for math.

**Achievement Level Descriptors**

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Claims**

<b>English Language Arts (ELA)</b>	<b>Math</b>
Reading	Concepts and Procedures
Listening & Speaking	Problem Solving
Writing	Communicating Reasoning
Research	Modeling and Data Analysis

**Claims Performance Levels Key**

Below Standard  At/Near Standard  Above Standard 