What Are Target Reports?
How Are They Useful?

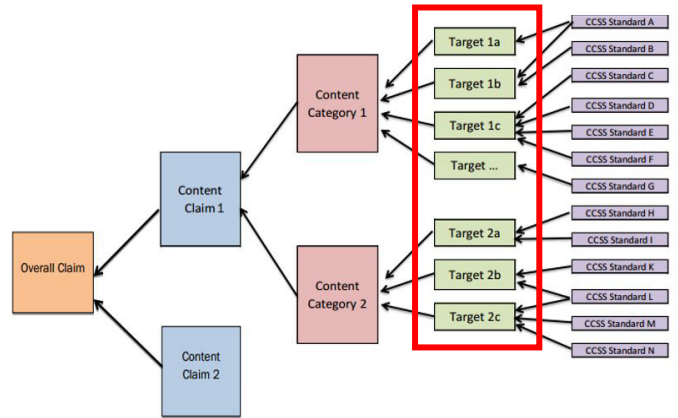OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Oregon's Summative Tests in ELA and Mathematics are built around **_claims_** -- broad statements that state what students should know and be able to do (i.e. Reading, Writing, Problem Solving).

Each claim is accompanied by grade-level assessment **_targets_** which correlate to the specific concepts associated with the Oregon State Standards and their full depth of critical thinking.

Target Reports -- show the performance of groups of students within a district or school on grade-level targets compared to proficiency, as well as which of these targets are relative strengths or growth areas.

> **"The Right Assessment for the Right Purpose"**

Summative data is typically used to inform decision-making on a **system-level**, such as identifying strengths and weaknesses in instruction or educational programming within a district or school.

Top 3 Uses for Target Reports

Is our curriculum aligned to the standards?	**Is our pacing appropriate?**	**Is our instruction effective?**
Target reports provide an opportunity to evaluate instructional materials and district/school assessment systems for alignment to the Oregon State Standards.	Target reports can indicate whether inadequate or inconsistent amounts of instructional time are dedicated to associated standards.	Target reports can be used by Professional Learning Teams (PLTs) to analyze the effectiveness of instructional practices.

Performance Relative to Proficiency displays the target performance proficiency on the test.

Sample Target Report

Performance Relative to the Test indicates the students' strengths and growth areas at each target relative to their performance on the test.

Proficient?
- **Above** — Above the Proficiency Standard
- **At/Near** — At/Near Proficiency Standard
- **Below** — Below the Proficiency Standard
- ★ Insufficient Information

Strength?
- **+** Area of Strength
- **=** Similar to performance on test as a whole
- **−** Growth Area
- ★ Insufficient Information

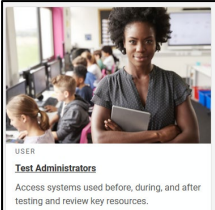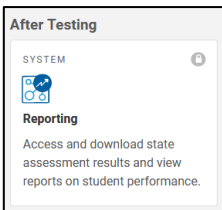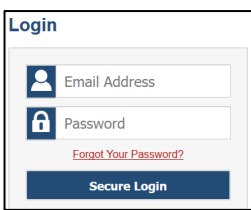For more resources on target reports and crosswalks, visit the [ODE Assessment: Professional Development website](#).

Accessing Centralized Reporting System (CRS) -- www.osasportal.org

This section explains how to log in and out of the CRS and switch between different systems.

Logging in to the CRS: To log in to the CRS, **you must have an authorized username and password**. If you have not yet received your login information, contact your District Testing Coordinator as you will need to be added to the Test Information Distribution Engine (TIDE) before you can access the CRS.

To log in to CRS:
1. Open your web browser and navigate to the OSAS Portal (www.osasportal.org).
2. Select your user role.
3. Click Centralized Reporting System (CRS). The Login page opens.
4. Enter your email address and password.
5. Click Secure Login. You will be directed to the CRS.

Step 1 and 2	Step 3	Step 4 and 5
USER **Test Administrators** Access systems used before, during, and after testing and review key resources.	**After Testing** SYSTEM **Reporting** Access and download state assessment results and view reports on student performance.	**Login** Email Address Password Forgot Your Password? **Secure Login**

For detailed directions, please refer to the Quick Reference Guide to CRS Target Reports.

Interpretation of Assessment Targets

This section provides a general interpretation of the assessment target combinations.

Proficient?	Strength?	Interpretation
Below	−	Student group performed **Below** proficiency on this target and it was a **Growth Area** indicating significant system changes may be needed to improve outcomes for students
Below	=	Student group performed **Below** proficiency on this target and it was a **Neutral** strength indicating the need for additional support to improve systems for students
Below	+	Student group performed **Below** proficiency on this target, however it was a relative **Strength** and students could be on the verge of performing "At/Near" proficiency
At/Near	−	Student group performed **At/Near** proficiency on this target and it was a **Growth Area** indicating the need for additional support to ensure systems continue to improve
At/Near	=	Student group performed **At/Near** proficiency on this target and it was a **Neutral** strength. *This indicates the system is performing at a minimum level for student success.*
At/Near	+	Student group performed **At/Near** proficiency on this target and it was a relative **Strength** and students could be on the verge of performing "Above" proficiency
Above	−	Student group performed **Above** proficiency on this target and it was a **Growth Area.** Analysis may be needed to ensure the system continues to support desired outcomes.
Above	=	Student group performed **Above** proficiency on this target and it was a **Neutral** strength; analyze opportunities to apply instructional practices to other assessment targets
Above	+	Student group performed **Above** proficiency on this target and it was a relative **Strength**; analyze opportunities to apply instructional practices to other assessment targets