

Summary Key & Concepts

Parent Learning Session

How did my child do on assessments?

Summary: This session helps parents understand performance on statewide assessments. Individual student reports are discussed, along with related topics like performance levels, grade-level academic and language proficiency, and how these data are used to help all children be successful.

Key Concepts:

1. **Student scores on statewide assessments are based on academic standards — *Common Core State Standards* (CCSS) in Language Arts and Mathematics (<http://www.corestandards.org>) and *Next Generation Science Standards* (NGSS) in Science (<https://www.nextgenscience.org>) — the knowledge and skillsets that students should have by the end of each grade in these subjects.**
2. **Student performance on statewide summative assessments, including the Alternate Assessment, are reported in “scale scores” and then sorted into four different *performance levels* based on grade-level proficiency expectations and reported in *Individual Student Reports*.**
 - For each subject an overall score and different sub-scores are reported.
 - English Language Arts sub-scores: *Reading, Writing, Listening, and Research*
 - Mathematics sub-scores: *Math Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning*
 - If students score in either the *Level 3* or *Level 4* range on academic assessments, they achieve standards-based, grade-level expectations and are ***meeting grade-level proficiency***.
 - Scale scores are typically between 2000-4000 and allow performance to be compared across school years—the higher the score, the more likely a student is meeting grade-level proficiency.
3. **For English Language Learners, performance on the English Language Proficiency Assessment (ELPA) are based on the English Language Proficiency (ELP) standards, with scores sorted into five different performance levels.**
 - English Language Proficiency sub-scores: *Reading, Writing, Speaking, and Listening*
 - Scores in the *Level 4* or *Level 5* range in all domains indicate English language proficiency, and students are considered for exiting English Language Learner status.
4. **Statewide summative assessment results are important.**
 - **For *students*, the results identify areas of strength and possible improvement.** To get a well-rounded picture of learning, results should be considered along with other information like performance on standards-based interim assessment results and formative feedback.
 - **For *schools, districts* and *the state*, results are part of the information considered when planning improvement strategies and making policy decisions.**
 - For schools and districts, results help guide continuing improvement planning, including analyzing the quality of teaching and curricula, identifying areas for teacher professional development training, and making decisions about where resources are most needed.
 - For the state, results help identify areas where more resources and support are needed to build a more equitable educational system, in which all students receive a high-quality education based on high academic standards, a rigorous assessment system, and transparency in public reporting.