What Are Target Reports?
How Are They Useful?

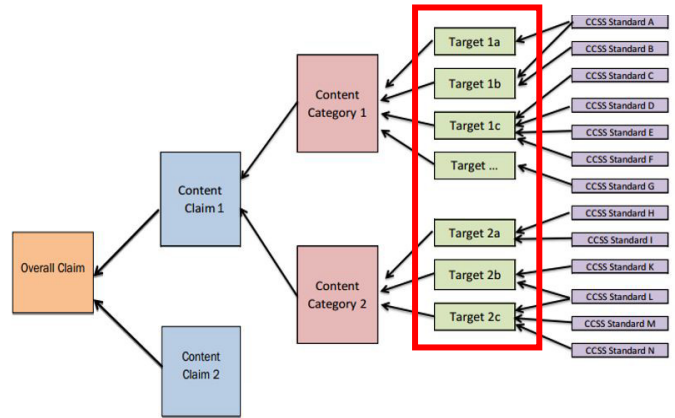OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

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 weaknesses.

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

Summative data is typically used to inform decision-making on a **systems-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 weaknesses at each target relative to their performance on the test.

Proficient?
✓ Above the Proficiency Standard
⊖ At/Near Proficiency Standard
✗ Below the Proficiency Standard
✱ Insufficient Information

A. Literary Texts

Target 03 ⓘ		Target 04 ⓘ		Target 05 ⓘ	
Proficient? ⓘ	Weak or Strong? ⓘ	Proficient? ⓘ	Weak or Strong? ⓘ	Proficient? ⓘ	Weak or Strong? ⓘ
✗	✚	✗	✚	✓	✚

Weak or Strong?
✚ Area of Strength
= Performance is similar to performance on the test as a whole
— Area of Weakness
✱ Insufficient Information

For more resources on target reports and crosswalks, visit the ODE Assessment: Professional Development website.
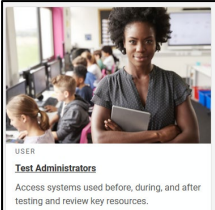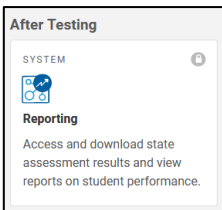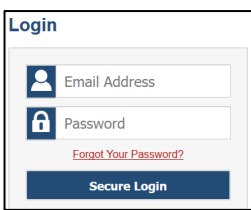
Accessing Centralized Reporting System (CRS) -- www.osasportal.org

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 the Quick Reference Guide to CRS Target Reports.

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

Proficient?	Weak or Strong?	Interpretation
✖	−	Results scored **Below** proficiency and was a **Weakness** requiring additional and strategic support to improve systems for students
✖	=	Results scored **Below** proficiency and was a **Neutral** strength which requires additional support to improve systems for students
✖	+	Results scored **Below** proficiency however this was a relative **Strength** and could be a focus target to improve systems for at/near proficiency
⊖	−	Results scored **At/Near** proficiency and was a **Weakness** requiring additional support to ensure systems continue to support student proficiency
⊖	=	Results scored **At/Near** proficiency and was a **Neutral** strength which requires additional support to strengthen systems for student proficiency
⊖	+	Results scored **At/Near** proficiency and was a relative **Strength** and could be a focus target to improve systems for above proficiency outcomes
✓	−	Results scored **Above** proficiency and was a **Weakness;** analysis to ensure the system continues to support above proficiency outcomes
✓	=	Results scored **Above** proficiency and was a **Neutral** strength; analyze opportunities to apply instructional practices to other assessment targets
✓	+	Results scored **Above** proficiency and was a relative **Strength**; analyze opportunities to apply instructional practices to other assessment targets