



Oregon Department of Education

2007–2008

Technical Report

Oregon's Statewide Assessment System

Score Interpretation Guide

Volume 6

Last updated on January 27, 2009



Oregon's Statewide Assessment System
Technical Report: Volume 6, Score Interpretation Guide

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This technical report is one of a series that describes the development of Oregon's Statewide Assessment System. The complete set of volumes provides comprehensive documentation of the development, procedures, technical adequacy, and results of the system:

Volume 1: 2007–2008 Annual Technical Report

Volume 2: Test Development

Volume 3: Standard Setting

Volume 4: Reliability and Validity

Volume 5: Test Administration

Volume 6: Score Interpretation Guide

Volume 7: Alternate Assessment, Program Description

Volume 8: Alternate Assessment, 2005-06 Statistical Summary

All volumes can be found at <http://www.ode.state.or.us/search/page/?id=787>.

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1. OVERVIEW

A series of technical reports was commissioned in 2006 to provide information about the technical and procedural characteristics of Oregon's Statewide Assessment System (OSAS). OSAS was created by the Office of Assessment in the Oregon Department of Education (ODE), with considerable participation and involvement from Oregon educators.

Intended to summarize and inform audiences by compiling existing documentation from a variety of sources into a single easily accessible document, the 2005–06 technical reports are the first in a series of reports on the assessment system. Consisting of eight volumes, the reports describe the development, operational procedures, and technical features of the assessment system. This report describes the score reporting mechanism through which Oregon reports the results of student performance on the statewide assessments. It is updated as needed to reflect changes to the score reporting system.

Together, the reports describe the progress toward meeting the academic achievement standards of Oregon's public school students and the process and technical adequacy through which this process is measured.

Volume 6, Score Interpretation Guide, documents the strengths and features of Oregon's assessment system for stakeholders and is intended to help them understand and appropriately use the results of the state tests. An overview of system goals and report uses is followed by a summary of the features, graphics, and text used by each report. Additional details about each test can be found in the Annual Technical Report at <http://www.ode.state.or.us/search/page/?id=787>.

2. INTRODUCTION

Oregon's assessment system measures how well students are learning the state's curriculum as described in the Oregon Academic Content Standards. All test items are written by regional Department of Education and Oregon educators to measure specific benchmarks described in the standards. As teachers and school curriculum align with these standards, the tests results reflect student progress toward these standards.

The reports describing individual and aggregate student scores are designed to meet the following goals of the assessment system:

- **Evaluate programs.** Assessments are often the means through which perceptions of the effectiveness and quality of schools are formed. Test results are often used to evaluate programs and schools; they are important tools for educators and policymakers and are vital to innovation and educational excellence.
- **Guide instruction.** Educators use assessment results to improve teaching and learning. Oregon's reports help teachers use test results to guide instruction by individual student evaluation of progress toward obtaining the Certificate of Initial Mastery (CIM). The tests are developed to directly represent the expectations for student learning and to provide information that is instructionally useful in helping students meet these expectations.

Oregon's reports describe student performance on each content standard strand as well as performance on the state standard, identifying the relative strengths and weaknesses of individual students to help teachers teach students what they need to know.

- **Measure student growth.** Reports identify student progress toward meeting the knowledge, skills, and competencies expected from students obtaining Oregon's high school diploma. Test scores for individual students enrolled in Oregon's schools can be tracked over time to indicate progress toward meeting the grade-specific content standards and mastery of the requirements for the Certificate of Initial Mastery (CIM).
- **Meet federal accountability and AYP reporting requirements.** The OSAS tests provide the accountability measures used to meet the federal requirements of No Child Left Behind legislation (NCLB), and they describe the progress of Oregon's students toward meeting the federal expectation of proficiency for all students. Under NCLB, schools and districts are held accountable for demonstrating progress in student achievement, including Adequate Yearly Progress (AYP). Progress is measured by the percent of students, overall and by subgroup, meeting or exceeding standards and is summarized by the collection of school, district, and state AYP designations.

Oregon's assessment system is designed and implemented by dedicated staff at Oregon's Department of Education; the system is tailored to the state standards and objectives. Data collected and reported specifically address Oregon's goals and priorities and are adapted to the needs of Oregon's educators, legislators, and students. Reports from the assessments are aggregated at various levels (classrooms, schools, districts, and the state) and include test data from all students.

3. OREGON'S SCORE REPORTS

Following each administration, the state provides individual interpretive, descriptive, and diagnostic reports. The reports include reliable and valid information describing student progress toward the state content standards and are written specifically for parents, teachers, and administrators. Reliability and validity evidence is discussed at length in Volume 4, Reliability and Validity, while annually updated information about the administration and overall test results is provided in the Annual Technical Report available at <http://www.ode.state.or.us/search/page/?id=787>.

The available score reports include the following:

- Individual student reports (ISRs),
- Parent reports
- Class roster reports,
- School/district/state summary reports, and
- Group Comparison reports.

On-line reports delivered via the OAKS Online/TESA system include immediate student score reports and up-to-date and on-demand student roster reports for teachers (classrooms), principals (classrooms and schools), district administrators (class, school and district) and the state. Roster

reports describe the individual performance of students in a class, school, or district. Summary reports and parent, or family score reports are produced separately by the Department and describe student progress towards mastery of the content standards.

ISRs describe performance on the test for individual students. Class Roster Reports describe the performance of all tested students in a classroom. Summary reports aggregate test results over classrooms, schools or districts and describe/compare results for different groups of students.

Table 1 summarizes the Reports describing the results of Oregon’s Statewide Assessment System.

Table 1.
Oregon Score Report Summary

Report	Level of aggregation	Purpose	Availability
Individual Student Report (ISR)	Student	Describe student proficiency (overall and by strand) to students and families in relation to grade and subject specific performance standards; describe strengths and weaknesses.	OAKS Online: Immediate student results available for reading, math, and science; printable reports for parents are available the day after testing. Writing and paper-and-pencil accommodated test results are available in May (late July for Spring 10 th grade writing assessments).
Parent Report (Combined Score Report, CSR)	Student	Describe student performance to families in relation to grade and subject specific performance standards for all subjects tested; describe individual strengths and weaknesses.	OAKS Online: Immediate student results available for reading, math, and science; printable reports for parents are available the day after testing. Writing and paper-and-pencil accommodated test results are available in May (late July for Spring 10 th grade writing assessments).
Class Roster Reports	Class	Profile student test results by class (overall and by strand); facilitate instructional decisions; identify instructional strengths and weaknesses in terms of state performance standards	Immediate class roster results available via OAKS Online, printable online roster report available next day. Writing and paper-and-pencil accommodated test results are available in May (late July for Spring 10 th grade writing assessments).
Summary Reports	School, district, and state	Identify curricular strengths and weakness by school, district, or state in terms of state performance standards—overall and by strand	August
Group Comparison Reports	School, district, and state	Describe subgroup performance, overall and by strand, using state performance standards; identify significant subgroup differences	August

Score reports describe performance on the state tests in relation to Oregon's performance standards. Aggregate and group comparison reports (school and district) describe student performance by subgroup (race/ethnicity, English proficiency status, disability status, migrant status, and talented/gifted status).

3.1 Uses of Scores

The Department provides support for district use of assessment data as part of Oregon's *Continuous Improvement Plan*. In 2005–06, the Department proposed a professional development program in assessment literacy for educators, focusing on the effective and appropriate uses of data.

Uses mandated by Oregon's Educational Act for the 21st Century (1991, amended 1995; ORS 329) include providing information to parents about student performance and school characteristics, improving schools through greater parental involvement, and evaluating schools using criteria such as student performance and participation.

For Oregon's tests to serve the purposes of improving student learning and classroom instruction, results must be reported in a way that can be clearly and easily understood by all audiences and that facilitates the accurate and useful interpretation and application of scores. The state provides a variety of reports describing student and aggregate performance in student/parent, classroom, school, district, and state summary reports.

To meet these needs, reports include the following characteristics:

- Student performance in terms of the state's content and achievement standards is clearly presented using both graphics and text. The state's Content Standards are available <http://www.ode.state.or.us/teachlearn/real/standards/>.
- Improved performance-level descriptors (PLDs) are clear and easily understandable descriptions of what student scores mean. PLDs describe the skills and knowledge students are expected to know at each level of performance and are provided on all reports, including student/parent reports. PLDs appear on student level reports beginning with the 2006-07 school year after their adoption by the State Board of Education. The Appendix provides the PLDs for each grade and subject. They are also provided online at <http://www.ode.state.or.us/search/results/?id=223>.
- Reports consider the precision of the scores in interpretation. All test scores include some variability, and results are presented in such a way as to avoid over-interpreting results without considering this variability inherent in measurement. Reports include both graphic and textual representations of the standard error of measurement to guide appropriate interpretation and avoid making inferences about performance that are not valid.

Each of the reports is described in detail below.

3.2 Individual Student Reports

Student/parent reports give students, families, and teachers a profile of the strengths and weaknesses of individual students. Results are presented as a scale score, bracketed by one standard error of measurement (the SEM), and describe student performance in terms of state achievement standards applicable to the student's grade of enrollment. These reports describe the score reporting category level and identify the student's performance in terms of the state standards using four performance level descriptors - Exceeds, Meets, Nearly Meets, Does Not Yet Meet and help parents and educators address individual student weaknesses and instructional needs as well as guide instruction and curriculum development.

Reports include text describing scoring traits and score levels (for writing), and they identify students tested under modified administration options. Information on the ISRs is displayed in a format and language that is clear and easily understandable.

Exhibit 1. Sample Individual Student Report, Reading 2008

Student Report for		OREGON DEPARTMENT OF EDUCATION 2007-08 INDIVIDUAL STUDENT TEST RESULTS				
Grade	09	<p>Dear Parents,</p> <p>In 1996, Oregon set content standards for each of the subject areas that describe what a student should know and be able to do. One way that we measure how well students are doing is through the use of state tests. In math, science, reading, and social sciences, the state tests are multiple choice tests.</p> <p>Your child's scores on the multiple choice tests offered at his/her grade level are displayed in the table below. If more than one test was taken in a subject area, only the highest score is included. For more information regarding the specific content on the subject area tests, you may request a copy of the Oregon Standards Newspaper or visit the Oregon Department of Education website at http://www.ode.state.or.us/</p>				
SSID						
Birthdate						
School						
District						
County						
Teacher						
Test Date	1/11/2008					
Best Score	Yes					
		<p align="center">ACHIEVEMENT LEVELS Test Scale Score and (Scale Score Range)</p>				
Results by Content Area	Test Level Taken	Low	Nearly Meets	Meets	Exceeds	Achievement Description
Reading / Literature	Standard Gr 10		232 (229-235)			<p>Student scores at this level indicate an incomplete grasp of the grade level knowledge and skills outlined in the state content standards for Reading/Literature. Students may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently recognize implicit or subtle meanings or themes. They can sometimes identify an author's main purpose but lack the skills to analyze textual support, structural elements, and the author's use of devices to enrich text.</p>
Vocabulary			231 (225-237)			
Read to Perform a Task		219 (208-230)				
Demonstrate General Understanding				238 (230-246)		
Develop an Interpretation			231 (224-238)			
Examine Content and Structure: Informative Text				240 (231-249)		
Examine Content and Structure: Literary Text				237 (229-245)		
<p>Definitions Test Scale Score: A test score, which we call a RIT score, along a scale that ranges from approximately 150 to approximately 300. It is appropriate to compare a score within one subject from one grade to another (to see progress in your child's achievement), but it is not appropriate to compare the score your child receives in one subject with the score received in another subject. Third grade reading tests in Spanish, extended tests, and writing tests will have scores reported on a different scale.</p> <p>Scale Score Range: This is the range of scores for students with a test scale score like yours (also called the standard error of measurement).</p> <p align="right">4/11/2008 1:38:53 PM</p>						

The Total Test Score indicates achievement in relation to the performance standards for the test taken, in this example, Reading. The Scale Score Range (plus or minus one standard error of measurement, or SEM) identifies the range of scores that is likely to contain a student's "true" score.

Subtest scores (also called strand scores) describe specific skills within a content area and are described in the ISR below the total score. While subtest scores are not compared to the performance standards, comparing them to the total test score can identify areas of individual strengths and areas needing improvement.

Exhibit 2 provides an example Combined Student Report, showing student performance on all subject areas tested.

Exhibit 2. Sample Combined Student Report

Student Report for		OREGON DEPARTMENT OF EDUCATION 2007-08 INDIVIDUAL STUDENT TEST RESULTS				
Grade	10	<p>Dear Parents,</p> <p>In 1996, Oregon set content standards for each of the subject areas that describe what a student should know and be able to do. One way that we measure how well students are doing is through the use of state tests. In math, science, reading, and social sciences, the state tests are multiple choice tests. In writing, each student's actual writing performance is assessed by at least 2 trained scorers.</p> <p>Your child's scores on the multiple choice tests offered at his/her grade level are displayed in the table below. If more than one test was taken in a subject area, only the highest score is included. For more information regarding the specific content on the subject area tests, you may request a copy of the Oregon Standards Newspaper or visit the Oregon Department of Education website at http://www.ode.state.or.us/</p>				
SSID						
Birthdate						
School						
District						
County						
		ACHIEVEMENT LEVELS By Test Content Test Scale Score and (Scale Score Range)				
Results by Content Area	Test Level Taken	Low	Nearly Meets	Meets	Exceeds	Achievement Description
Mathematics	Standard Gr 10	224 (230 or less)				Student scores at this level indicate a minimal and/or an inaccurate grasp of the grade level knowledge and skills outlined in the state content standards for mathematics. Students indicate basic but inconsistent performance of fundamental skills. Typically, they are developing fluency in problem solving using algebra, geometry and probability.
Reading / Literature	Standard Gr 10	222 (230 or less)				Student scores at this level indicate a minimal and/or inaccurate grasp of the grade level knowledge and skills outlined in the content standards for Reading/Literature. Students have limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implicit ideas. Limited knowledge of text structures, elements and devices prevents them from meaningfully analyzing text.
Science	Standard Gr 10	221 (234 or less)				Student scores at this level indicate a minimal and/or inaccurate grasp of the benchmark level knowledge and skills outlined in the state content standards for Science. These students inconsistently explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They have a minimum and/or inaccurate understanding of Earth's properties and explain only the simplistic principles of Earth's relationship in space and interaction with other objects in space.
<p>Definitions Test Scale Score: A test score, which we call a RIT score, along a scale that ranges from approximately 150 to approximately 300. It is appropriate to compare a score within one subject from one grade to another (to see progress in your child's achievement), but it is not appropriate to compare the score your child receives in one subject with the score received in another subject. Third grade reading tests in Spanish, extended tests, and writing tests will have scores reported on a different scale.</p> <p>Scale Score Range: This is the range of scores associated with the achievement level attained by your child.</p>						

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Individual student reports for OAKS Online administered tests are available to students immediately upon completion of testing; reports for Writing and paper and pencil administrated accommodations are available in May. Score reports are also available for students, parents, and families in Spanish. Districts are able to access student results from prior years of testing, so that a 7th grade teacher can use her incoming students test scores from grades 5 and 6 to understand individual student weaknesses and guide individualized instruction and curricular planning. Historical student data is invaluable to educators as students progress through the system and advance towards mastery of the Content Standards.

3.3 Class Roster Reports

Class roster reports identify the students in each class and describe the performance for each student on each of the tests. Class roster reports include students, grade, teacher, school, and district identification and provide a list, or roster, of the total test scale score and strand (subdomain) scale scores bracketed by 1 SEM numerically for each student. Each student is designated as meeting or not meeting the state achievement standards, and each score is accompanied by state percentile rank. Class roster reports include text guiding interpretation, summarizing scoring traits and score levels (for writing). Lexile equivalents are available on class rosters for reading/literature.

Exhibit 3. Sample Class Roster Report 2008

2007-08 OREGON STATEWIDE ASSESSMENT		District: _____		School: _____ Elementary School (_____)		Grade: 04		Teacher: _____		Test Date: March 2008		Test Level Taken: Standard Gr 4	
Mathematics		Class Roster											
SSID	Student Name	Benchmark and Level	Performance on State Standard	Mathematics	Calculation and Estimations	Measurement	Statistics and Probability	Algebraic Relationships	Geometry	Percentile Rank	Special Codes		
_____	_____	G4	M	214 ± 3	204 ± 8	220 ± 7	210 ± 8	212 ± 7	219 ± 7	38			
_____	_____	G4	M	221 ± 3	244 ± 11	211 ± 7	225 ± 8	216 ± 8	210 ± 8	66			
_____	_____	G4	NM	208 ± 3	213 ± 7	213 ± 7	194 ± 8	208 ± 8	211 ± 7	20			

The numbers following each score (shown as a ±) indicate one standard error of measurement (SEM). The SEM tends to be smaller at the total test level where a greater number of items increases measurement accuracy, and larger at the subskill level, where there are fewer test items for each category.

Performance on State Standard Codes:
E = Exceeds
M = Meets
NM = Nearly Meets
L = Low

Special Codes:
ABS = Absent
CL/CH = Challenged Lower/Higher Benchmark
HS = Home-Schooled/Not Enrolled
MOD = Modified
PRQ = Parent request

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3.4 Summary and Group Comparison Score Reports

Summary score reports and aggregate student results at the school, district, and state levels are available to teachers and administrators. These reports provide the same information at each reporting level and include the percent and counts of students falling into each performance level as well as percents of students tested for each grade and subject.

Comparison group reports further describe each of the summary reports by the required subgroups and three -year summary reports describe growth over time. Participation summary reports describe the participation of Oregon students in the statewide assessment system. These reports are available to districts through the Assessment group reports application on a secure website. In prior years print copies of these reports were distributed to schools and districts.

3.5 Report Availability

ISRs describe performance on the test for individual students and are available immediately following testing. All test results for OAKS Online/TESA (Technology Enhanced Student

Assessment) administered tests are available to students and teachers the day after a test is completed .

For paper-and-pencil tests, such as Writing or accommodated administrations of the math, reading, science or social studies tests, scoring takes approximately four weeks following the testing window, and reports are available shortly after scoring is complete. Teachers receive class rosters of preliminary writing results within six weeks of the close of the writing window. Final results for paper and pencil tests and writing tests are available in May (July for 10th grade writing assessments administered in May).

Accountability reports summarize student performance for AYP. Additionally, the ODE provides additional information and public reports online:

Publicly available Report Cards and AYP Reports

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

Public Reports of Assessment Results

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

Statewide Summary Report Cards

<http://www.ode.state.or.us/search/page/?id=1821>.

3.6 Report Delivery

The state provides a Secure Assessment Reports application on the district secure website to facilitate printing and delivery of individual student reports (ISRs), class roster reports, and combined ISRs. As per NCLB regulations under Title I part A (1)(1111)(b)(3)(c)(xii), school districts are required to “produce interpretive, descriptive, and diagnostic reports...that allow parents, teachers, and principals to understand and address the specific academic needs of students and include information regarding achievement on academic assessments aligned with State academic achievement standards.” The statute also requires that the individual student reports (ISRs) are provided “as soon as possible after the assessment is given.” While districts are not required to deliver these reports by mail, this is the approach that most districts take.

Roster reports, or collections of individual student reports are available to teachers throughout the testing window, providing them with up-to-date testing data for individual students in their class. School/district summary reports summarize student performance by school, district, and state and are accessible in August when final school, district, and state assessment results for the school year are made public.

3.7 Confidentiality of Student Data

Oregon is scrupulous about maintaining the confidentiality of student test scores and information. Oregon Administrative Rules (581-21-220 through 581-22-440) mandate procedures for ensuring confidentiality. Confidentiality of student records is protected in compliance with the Family

Educational Rights and Privacy Act, 34 CFR & 99 et. Seq., and Oregon Administrative Rules relating to student records.

The relevant Oregon Administrative Rules addressing the rights of parents and students and the confidentiality of student records include the following:

581-021-0230: The Rights of Parents

581-021-0270: Rights of Inspection and Review of Education Records

581-021-0330: Prior Consent to Disclose Information

581-021-0400: Recordkeeping Requirements

581-021-0250: An Educational Agency or Institution's Policy Regarding Student Education Records

These rules are explained in test administration and coordinator manuals and are part of annual statewide training. All are available at

http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_tofc.html.

4. SUBGROUP REPORTING

Results are reported for all students and for each of the required subgroups at the school, district, and state levels. Under NCLB, the subgroups identified for determining AYP are students with disabilities; limited English proficient; economically disadvantaged; and the major racial/ethnic groups in the state (white, black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and multi-racial/multi-ethnic). Assessment results are disaggregated for talented and gifted students (TAG) and migrant students.

Subgroup membership is briefly explained in the sections below.

4.1 Subgroup Definitions for Reporting

The following sections provide definitions for each subgroup. Additional information is available online at

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/asmtsubgroupdefs0607.pdf>.

4.1.1 Students with Disabilities

This includes any student served at any time during the school year by a special education program in which the student is instructed and monitored based on decisions defined by an Individualized Education Program (IEP).

4.1.2 Students with Limited English Proficiency

A student identified by the district in the English Language Proficiency Survey as Limited English Proficient (LEP) is an individual:

- who is age 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
 - i. who was not born in the United States or whose native language is a language other than English;
 - ii. (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - iii. who is migratory, whose native language is a language other than English, and
- who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - i. the ability to meet the state's proficient level of achievement on state assessments (described in section 1111(b)(3) of the No Child Left Behind Act);
 - ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. the opportunity to participate fully in society.

For AYP reporting only, the LEP subgroup includes:

- Transitioning students: LEP students who demonstrate fluency in English on a formal English language proficiency assessment and are on monitoring status for up to two years. LEP students are on monitoring status for the two school years following the school year when they no longer need instructional services and methods provided by the district's LEP program.

Note that test results of LEP students first enrolling in a U.S. school after May 1 of the current school year are not included in the percentage of students meeting standard.

4.1.3 Economically Disadvantaged Students

Economically disadvantaged students include those eligible for free and reduced price lunch. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means.

4.1.4 Race/Ethnicity

The following definitions of race/ethnicity apply to Oregon's score reports:

- American Indian/Alaskan Native: A student having origins in any of the original peoples of North America
- Asian/Pacific Islander: A student having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent
- Black (not of Hispanic origin): A student having origins in any of the black racial groups of Africa
- Hispanic origin: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
- White (not of Hispanic origin): A student having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Multi-racial/multi-ethnic: A student having origins in more than one race or ethnicity

4.1.5 Talented and Gifted (TAG)

Intellectually gifted students are those who score at or above the 97th percentile on a nationally standardized test of mental ability. Academically talented students are students scoring at or above the 97th percentile on a standardized test of total reading or total mathematics.

4.1.6 Migrant Students

Migrant students participate in a program designed to ensure that migratory children receive full and appropriate opportunity to meet the state academic content and student academic achievement standards. Program membership defines migrant students for reporting purposes.

4.2 Data Sources for Determining Subgroup Membership

Subgroup membership information is collected from several data sources including the following:

- Identification of students with disabilities is based on district precoding of student assessment answer sheets and/or the SSID file indicating special education program participation and/or the special education program flag in the Spring Membership Collection.
- Limited English proficient students are those who are listed in the NCLB English Language Proficiency Collection as (1) served by an LEP program and have not scored proficient on a district assessment of English Language Proficiency or (2) have reached proficiency in English and exited an ELL program after August 15 of the previous school year or the school year prior to the previous school year.

- Economically disadvantaged students are those identified by the district as eligible for free or reduced price lunch in the Spring Membership Collection. In schools and districts that do not administer school lunch programs, students may be identified as economically disadvantaged by other means.
- Ethnicity is based on ethnic information in the SSID file at the time test records are loaded into Student Centered Staging.
- Talented and gifted (TAG) students are those identified as intellectually gifted or academically talented in the Spring Membership Collection.
- Migrant status is based on district precoding of student assessment answer sheets and/or the SSID file indicating migrant education program participation and/or the migrant education program flag in the Spring Membership Collection.

4.3 Minimum N for Reporting Subgroup Results

To ensure that assessment results are not reported for a group or subgroup when the participation or results may identify individual students or reveal personally identifiable information about any individual student, Oregon's minimum N for reporting subgroup performance is 6 . In addition, the percentage of students meeting standard is suppressed in public results when the percentage exceeds 95% or falls below 5%.

5 INTERPRETATION OF REPORTED SCORES

The state provides a variety of resources for assisting parents and educators understand and apply student performance results to improve student learning and classroom instruction..

Additional sample reports including interpretive guidance are available at

<http://www.ode.state.or.us/search/page/?id=661>.

and public reports of assessment results are available on the Department's website at

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>.

The sections below provide additional guidance for interpreting results.

5.1 Participation

Every student enrolled in Oregon's schools is included in the results, including students with disabilities, students with limited English proficiency, and highly mobile (migrant) students. Non-English proficient students enrolling for the first time in a U.S. public school after May 1 of the prior school year are not included in aggregate score reports. Scores aggregated at the school and district level are based on student enrollments as of the first Monday in May and include students even if they were not enrolled for the full academic year.

5.2 Special Exclusions

Students enrolled in a district special education program are included in district reports only and are not included in school reports. Students whose test record is marked with an administration code of 6 (home schooled, tuitioned, foreign exchange student), 8 (no test score and not enrolled during testing window), or 9 (medical emergency lasting the entire period of the testing window) are excluded from calculations of either participation or proficiency rates. A full explanation of the inclusion rules for Adequate Yearly Progress calculations can be found at <http://www.ode.state.or.us/search/page/?id=218>.

5.3 Highest Scores

Because students are allowed multiple opportunities (up to three) to take knowledge and skills tests, the scores are tracked, and only the highest test score obtained is reported. Rules for determining the highest test score for a student with multiple tests can be found at: <http://www.ode.state.or.us/search/page/?=218>

5.4 Strand Score Reporting and Interpretation

Strand scores require careful interpretation. Each strand in each grade consists of a different number of items, and scores based on fewer items are likely to be less precise (have larger standard errors) than scores based on more items. Student performance by strand should be interpreted as a relative indication of individual student strengths and weaknesses.

5.5 Standard Errors

Reported student scores always include the variability in measurement (called the standard error of measurement) to facilitate interpretation and prevent misinterpretation of small differences (see section below for a discussion of measurement error).

Standard error refers to the precision with which the score is associated and provides information about the certainty, or confidence, of the score's interpretation. Standard errors represent the score range in which the student would likely score if tested again. Due to measurement error in individual student scores, these scores do not provide a complete or sufficient description of individual student instructional needs. However, when supplemented by classroom assessments, these reports effectively identify strengths and weaknesses of individual students and can be used by teachers to guide instruction accordingly.

5.6 Scale Scores

Oregon reports test scores in a scale score, converting student test responses to a scale score called a RIT score, based on the pattern of questions answered correctly and incorrectly compared to the total number and difficulty of the questions on the test. The RIT scale ranges from 150 - 300 and is similar in design to the scale used by the Scholastic Assessment Test (SAT) and American College Testing (ACT) college entrance exams. Since Oregon's tests are vertically scaled, RIT scores, unlike raw scores, allow student growth to be measured over time.

Rasch IRT calibration provides standardization of the item difficulties and a bias correction (Wright & Stone, 1979), while linking new items to the same scale as previously administered items. The RIT scale has a mean of 200 and a standard deviation of 10, and these RIT scores are comparable within the same content area and grade across administrations. A RIT score of 250 from one administration indicates the same level of examinee ability as a score of 250 from another administration.

RIT stands for Rasch Unit and is named after Georg Rasch, a Danish mathematician.

5.7 Percents

When interpreting the sum of percents of students falling into performance levels, note that the percents may not always sum to 100 due to rounding.

5.8 Interpreting Group Data

When group data (averages, percents meeting each performance level category) are interpreted, it is important to look at group size. The smaller the group size, the larger the measurement error (standard error) associated with the results and the more caution required with interpretation.

APPENDIX

PERFORMANCE-LEVEL DESCRIPTORS

Summary Exceeds Performance Descriptors by Content Area				
Grade	Reading	Mathematics	Not applicable	Science
3	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text beyond their grade level of enrollment. They effectively use context clues to interpret challenging vocabulary and analyze text to determine problems, solutions, themes and messages. They make predictions based on textual evidence, identify implicit cause and effect relationships and can differentiate between facts and opinions.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect basic mathematical concepts and procedures, to more complex and novel problem situations. These students solve problems involving one operation, sets of data, properties of geometric figures, and patterns or relationships. Students use logical reasoning to draw conclusions.	Not applicable	
4	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text beyond their grade level of enrollment. They effectively use context clues to interpret challenging vocabulary and analyze text to determine themes and messages. They make predictions based on textual evidence, trace the development of ideas and plot in nonlinear text, and analyze characters' actions and motivations. They can identify elements of persuasion and cause and effect relationships in informational text and analyze its features to support comprehension.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect fundamental mathematical concepts, properties and procedures, to more complex and novel problem situations. These students solve multi-step problems involving more than one operation, multiple sets of data, properties of geometric figures, and patterns or relationships. Students use informal and some formal reasoning to evaluate and justify solutions.	Not applicable	
5	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text beyond their grade level of enrollment. They effectively use context clues to interpret challenging vocabulary and analyze text for complex themes and messages. They make insightful predictions based on foreshadowing clues, analyze characterization, and thoughtfully evaluate the author's use of devices in literary text and elements of persuasion in informative text.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect basic mathematical concepts and procedures, applying these to more complex problem situations. These students solve multistep problems involving more than one operation, multiple sets of data, properties of geometric figures, and patterns or relationships. Students use informal and some formal reasoning to evaluate and justify solutions.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Science. These students can consistently explain and describe the fundamental properties of matter, force and energy and the basic structures, functions and interactions of living organisms in the environment. They can consistently describe Earth's properties and correctly explain Earth's relationship in space.	

Summary Exceeds Performance Descriptors by Content Area

Grade	Reading	Mathematics	Science
6	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text beyond their grade level of enrollment. They effectively use context clues to interpret challenging vocabulary and analyze text for complex themes and messages. They make insightful predictions, analyze characterization, and thoughtfully evaluate the author's use of devices and implicit purpose for composing and structuring text.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect fundamental mathematical concepts, properties and procedures to more complex and novel problem situations. These students use rational numbers to solve multi-step problems, predict theoretical probabilities, define algebraic relationships and apply side and angle properties of geometric figures. Students use informal and some formal reasoning to evaluate and justify solutions.	Not applicable
7	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text beyond their grade level of enrollment. They have the ability to use multiple strategies to decipher unfamiliar vocabulary and analyze text for complex themes and messages. They make insightful predictions, analyze characterization, and thoughtfully evaluate the author's use of devices and structural elements.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect fundamental mathematical concepts, properties and procedures, to more complex and novel problem situations. These students use known objects to estimate surface area and volume; compute experimental and theoretical probabilities for single and compound events; and determine the image of a point on a graph under translations and reflections. Students use informal and some formal reasoning to evaluate and justify solutions.	Not applicable
8	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text, including idioms and figurative expressions, beyond their grade level of enrollment, and can synthesize information found in various parts of text. They analyze text for complex themes and messages, make insightful predictions, and thoughtfully evaluate the author's craft and textual support.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily identify and connect fundamental mathematical concepts, properties and procedures. For example, they apply proportional reasoning across the standards (i.e., percents, measurement conversions, similar figures, slope, and probability), to more complex problem situations. They indicate flexibility in representing mathematical relationships by using diagrams, graphs, and symbolic algebra.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Science. These students can consistently explain and describe the properties of matter, force and energy and structures, functions and interactions of living organisms in the environment. They can consistently explain and describe Earth's properties and how these properties change over time. Students can effectively explain Earth's motion and its relationship in space.
CIM level	Students who score at this level demonstrate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a thorough comprehension of text, including complex vocabulary, beyond their grade level of enrollment. They analyze text for subtle themes and messages, make insightful predictions, and effectively evaluate the author's purpose, structural choices, and craft.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for mathematics. Students readily bring together skills and knowledge from multiple concepts and areas of mathematics to solve complex problems using sophisticated strategies.	Students who score at this level indicate a strong and thorough mastery of the knowledge and skills outlined in the academic standards for Science. These students can consistently explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They can consistently describe and analyze Earth's properties and effectively explain Earth's relationship in space and interaction with other objects in space.

Summary Meets Performance Descriptors by Content Area

Grade	Reading	Mathematics	Science
3	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They recognize directly stated problems and solutions and interpret text to determine themes and messages. They make accurate predictions based on textual evidence, and can identify directly-stated cause and effect relationships and opinions. They can draw conclusions about character traits and actions.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve routine problems involving whole numbers and simple fractions; compare geometric figures; and describe data. In general, these students can interpret or provide a visual representation to match a problem situation.	Not Applicable
4	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characters, and make accurate predictions based on textual evidence. They can identify the author's purpose and the presence of persuasion in informational text.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; translate a situation using numbers and symbols; and describe data. Generally, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.	Not Applicable
5	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characterization, and make accurate predictions based on foreshadowing clues. They can identify the author's purpose and the effect of elements and devices commonly used in literary text.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve routine problems involving whole numbers, decimals and percents; use formulas to find perimeter and area; compare geometric figures; and represent and interpret data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for Science. These students can explain and describe most fundamental properties of matter, force and energy and the basic structures, functions and interactions of living organisms in the environment. They can describe most of Earth's properties and can explain Earth's relationship in space.
6	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characterization, and make accurate predictions. They can identify the author's purpose and the effect of elements and devices commonly used in literary text.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; write an equation to describe a situation; and describe data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.	Not Applicable

Summary Meets Performance Descriptors by Content Area				
Grade	Reading	Mathematics		Science
7	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify the effect of an author's use of structural elements and common literary elements and devices.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve routine problems applying mathematical properties of rational numbers; interpret algebraic equations; and interpret data using frequency distribution tables, box-and-whisker plots, stem-and-leaf plots, and line graphs. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.	Not Applicable	
8	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author's reasons for structural decisions and the use of common literary elements and devices.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, algebraic representations, and interpreting probability and data. In general these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for Science. These students can explain and describe properties of matter, force and energy and the structures, functions and interactions of living organisms in the environment. They can describe Earth's properties and how some of these properties change over time. Students can explain Earth's motion and its relationship in space.	
C/M level	Students who score at this level demonstrate a proficient mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They have an accurate comprehension of grade-level text, including unfamiliar vocabulary. They interpret text to determine themes and messages, make accurate predictions, and can identify the author's purpose, reasons for structural choices, and the effects of common literary elements and devices.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for mathematics. Students consistently solve problems with various strategies. These students can reason mathematically, and generally have a firm understanding of algebraic and geometric concepts.	Students who score at this level indicate a proficient mastery of the knowledge and skills outlined in the academic standards for Science. These students can mostly explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They can describe and analyze Earth's properties and can accurately explain Earth's relationship in space and interaction with other objects in space.	

Summary Nearly Meets Performance Descriptors by Content Area			
Grade	Reading	Mathematics	Science
3	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently interpret the meaning of implied or unstated ideas and concepts. The struggle to recognize cause and effect relationships and the presence of opinions.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students occasionally carry out routine procedures, such as computing with whole numbers, identifying examples of different 2 and 3-dimensional shapes, extending patterns and reading sets of data. These students solve problems for which the method or solution is straightforward.	Not Applicable
4	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently interpret the meaning of implied or unstated ideas and concepts. They can sometimes identify an author's main purpose, but lack the skills to recognize instances of persuasion in informational text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students inconsistently carry out routine procedures, such as rounding numbers, computing with whole numbers, identifying examples of different classes of quadrilaterals, extending patterns and finding mode, median and range of a set of data. These students solve problems for which the method or solution is easily recognized and straightforward.	Not Applicable
5	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently interpret the meaning of implied or unstated ideas and concepts. They can sometimes identify an author's main purpose, but lack the skills to recognize instances of persuasion in informational text, or how the author uses devices to enhance literary text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students inconsistently carry out routine procedures, such as computing with rational numbers, finding perimeter and area of triangles and quadrilaterals, determining patterns, finding mode, median and range of a set of data and identifying points on a coordinate graph. These students solve problems for which the method or solution is easily recognized and straightforward.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Science. These students can partially explain and describe the fundamental properties of matter, force and energy and the basic structures, functions and interactions of living organisms in the environment. They can partially identify Earth's properties and can recognize some of Earth's relationship in space.
6	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently interpret the meaning of implied or unstated ideas and concepts. They can sometimes identify an author's main purpose, but lack the skills to recognize instances of persuasion or bias in informational text, or how the author uses devices to enhance literary text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students inconsistently carry out routine procedures, such as computing with fractions, finding perimeter and area of polygons, extending patterns and predicting probabilities. These students solve problems for which the method or solution is easily recognized and straightforward.	Not Applicable

Summary Nearly Meets Performance Descriptors by Content Area				
Grade	Reading	Mathematics	Science	
7	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently recognize implied or unstated ideas and concepts. They can sometimes identify an author's main purpose, but lack the skills to recognize or analyze structural elements and how the author uses devices to enhance literary text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students inconsistently carry out routine procedures, sometimes requiring guidance for tasks such as prime factorization, evaluating how data added to a set of data affect measures of central tendency, and identifying properties of figures on a coordinate graph. These students can solve problems for which the method or solution is easily recognized and straightforward.	Not Applicable	
8	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently recognize implied or unstated ideas and concepts. They can sometimes identify an author's main purpose, but lack the skills to analyze how text is supported, its structural elements, and how the author uses devices to develop literary text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students recall and recognize mathematical concepts, terms and properties, yet are inconsistent in application. They inconsistently carry out routine procedures, such as writing numbers in scientific notation, solving equations, reading graphs, and using formulas to find areas and volumes. Students solve problems for which the method or solution is easily recognized & straightforward	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Science. These students can partially explain and describe the properties of matter, force and energy and the structures, functions and interactions of living organisms in the environment. They can partially identify Earth's properties and how these properties change over time. Students can explain some of Earth's motion and its relationship in space.	
CIM level	Students who score at this level demonstrate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Reading/Literature. They may comprehend the literal meaning of text and grade-level vocabulary, but inconsistently recognize implicit or subtle meanings or themes. They can sometimes identify an author's main purpose, but lack the skills to analyze textual support, structural elements, and the author's use of devices to enrich text.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for mathematics. Students inconsistently carry out routine procedures, such as reading graphs, performing specified computations and solving simple equations. These students solve problems for which the method or solution is easily recognized and straightforward.	Students who score at this level indicate a limited or incomplete mastery of the knowledge and skills outlined in the academic standards for Science. These students can incompletely explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They can partially describe and analyze Earth's properties and can explain some of Earth's relationship in space and interaction with other objects in space.	

Summary Does Not Meet Performance Descriptors by Content Area

Grade	Reading	Mathematics	Science
3	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary, which prevents them from making meaningful interpretations or recognizing implied ideas. They are unable to recognize cause and effect relationships and the presence of opinions in text.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of skills in number and operations, measurement, working with data, algebra and geometry. Typically, these students are developing fluency in place value and basic number operations; fitting an unknown into a pattern when given the rule; reading data in a chart, table, and graph.	Not Applicable
4	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary, which prevents them from making meaningful interpretations or recognizing implied ideas. A limited comprehension of text prevents any sort of analysis of its purpose.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental knowledge and skills in number and operations, measurement, working with data, algebra and geometry. Typically, they are developing fluency in place value and grade-level number operations; continuing a pattern when given the rule; reading data in a chart, table, and graph.	Not Applicable
5	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implied ideas. A limited recognition of text elements and devices prevents them from meaningfully analyzing text.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental knowledge and skills in number and operations, measurement, working with data, algebra and geometry. Typically, they are developing fluency in place value and fraction and decimal operations; continuing a pattern when given the rule; reading data in a chart, table, and graph.	Students who score at this level indicate a minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Science. These students inconsistently explain and/or minimally describe the fundamental properties of matter, force and energy and the basic structures, functions and interactions of living organisms in the environment. They can minimally identify Earth's properties and Earth's relationship in space.
6	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implied ideas. A limited recognition of text elements and devices prevents them from meaningfully analyzing text.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental knowledge and skills in number and operations, measurement, working with data, algebra and geometry. Typically, they are developing fluency in place value and grade-level number operations; continuing a pattern when given the rule; reading data in a chart, table, and graph.	Not Applicable

Summary Does Not Meet Performance Descriptors by Content Area			
Grade	Reading	Mathematics	Science
7	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implied ideas. A limited knowledge of text structures, elements, and devices prevents them from meaningfully analyzing text.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental knowledge and skills in number and operations, measurement, working with data, algebra and geometry. Typically, they are developing fluency in place value and grade-level number operations; continuing a pattern when given the rule; reading data in a chart, table, graph and tree diagrams	Not Applicable
8	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implied ideas. A limited knowledge of text structures, elements and devices prevents them from meaningfully analyzing text.	Students who score at this level indicate minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental knowledge and skills in number and operations, measurement, working with data, algebra and geometry. Typically, these students are developing fluency in application of powers, coordinate geometry, calculating missing geometric measurements, and predicting and reporting outcomes of probabilities.	Students who score at this level indicate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Science. These students can inconsistently explain and/or minimally describe the properties of matter, force and energy and have limited knowledge about the structures, functions and interactions of living organisms in the environment. They have a minimal and/or inaccurate understanding of Earth's properties, Earth's motion and its relationship in space.
CIM level	Students who score at this level demonstrate minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Reading/Literature. They have a limited comprehension of the literal meaning of text and grade-level vocabulary which prevents them from making meaningful interpretations or recognizing implied ideas. A limited knowledge of text structures, elements and devices prevents them from meaningfully analyzing text.	Students who score at this level indicate a minimal and/or inaccurate grasp of the knowledge and skills outlined in the academic standards for mathematics. Students indicate basic but inconsistent performance of fundamental skills. Typically, they are developing fluency in problem solving using algebra, geometry and probability.	Students who score at this level indicate a minimal and/or inaccurate understanding of the knowledge and skills outlined in the academic standards for Science. These students inconsistently explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They have a minimum and/or inaccurate understanding of Earth's properties and explain only the simplistic principles of Earth's relationship in space and interaction with other objects in space.