## Assessment Score Reporting Template

| **Teacher** |  |
| --- | --- |
| **Grade** |  |
| **Standard(s)** |  |

**Directions:**

1. Select a balanced representative sampling of student assessments that were administered to your class (5 lower range, 5 middle, 5 high).
2. Place student in order—lowest overall score to highest overall score and assign each student a corresponding number 1-15 (1-lowest performing, 15-highest)
3. *Only include selected response items in your analysis.* Referring to your assessment and learning progression---enter the selected response assessment item numbers in the chart below for each item that represents the corresponding level on your learning progression. For items that span more than one level on the learning progression, identify the learning progression level needed for a student to get the item completely correct. *Adjust the columns as needed to reflect your assessment.*
4. In each cell, indicate whether the student got the question right (1) or wrong (0).
5. Reflect on what you see across all selected response items and students. ***Note:*** Ideally, what you should see is for the lower left hand part of the chart to be mostly 1s and the upper right to be mostly 0s. If this pattern doesn’t hold for one of the items or one of the students, make note of it and investigate a little further.

Preliminary Scoring Guide (not for sharing with students): Adjust number of levels as needed; adjust right column text as needed. 

Table with three columns (first one blank) Description of types of students responses - What this response represents about the student's knowledge or skill - Scoring Value with 5 rows:
1) Correct Answer, plus additional content: Student has the knowlede or skill represented at the learning progression level that this item aligns with as well as knowledge and skills that exceed learning progression level. - 4
2) Correct Answer: Student has the knowledge or skill represented at the learning progression level that this item aligns with. - 3
3) Incorrect Answer: Student has slight misunderstanding/incomplete knowledge - 2
4) Incorrect Answer: Student substantial misunderstanding/large gaps in knowledge - 1
5) Irrelevant/Off topic answer - 0

| Location on  Learning Progression | **LOWER ANCHOR** | | **LEVEL 1** | | **LEVEL 2** | | **LEVEL 3** | | **LEVEL 4** | | **LEVEL 5** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** |
| **Student 1** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 2** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 3** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 4** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 5** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 6** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 7** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 8** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 9** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 10** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 11** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 12** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 13** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 14** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 15** |  |  |  |  |  |  |  |  |  |  |  |  |

| Location on  Learning Progression | **LEVEL 6** | | **LEVEL 7** | | **LEVEL 8** | | **LEVEL 9** | | **LEVEL 10** | | **UPPER ANCHOR** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** | **Item #\_\_\_** |
| **Student 1** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 2** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 3** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 4** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 5** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 6** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 7** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 8** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 9** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 10** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 11** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 12** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 13** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 14** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student 15** |  |  |  |  |  |  |  |  |  |  |  |  |

**Based on the results—what can you identify about your students’ understanding of this concept?**

|  | **What is this student’s level of understanding of this concept?** | **Where does this student have gaps in their understanding of this concept?** |
| --- | --- | --- |
| **Student 1** |  |  |
| **Student 2** |  |  |
| **Student 3** |  |  |
| **Student 4** |  |  |
| **Student 5** |  |  |
| **Student 6** |  |  |
| **Student 7** |  |  |
| **Student 8** |  |  |
| **Student 9** |  |  |
| **Student 10** |  |  |
| **Student 11** |  |  |
| **Student 12** |  |  |
| **Student 13** |  |  |
| **Student 14** |  |  |
| **Student 15** |  |  |

**How do these results inform your instruction? (Where do you go from here based on the results?)**

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