Scoring and Reporting

Connecticut Interim Assessments homepage

What are performance levels?

Performance levels are only reported on Smarter Balanced ELA and Mathematics Interim Assessments.

- For both ELA and math assessment claims, students are assigned to one of three performance categories: Below Standard, Approaching Standard, or Above Standard.
- In ELA/literacy, performance categories are reported for three assessment claims (Reading; Listening; and Writing and Research/Inquiry).
- In mathematics, performance categories are reported for three assessment claims (Concepts and Procedures; Communicating Reasoning; and Problem Solving and Modeling and Data Analysis).

For all NGSS Interim Assessments, scores are provided as raw scores and percent correct, teachers are also able to access the scoring assertions for each item cluster to see how the item cluster was scored. Because no hand scoring is required for the NGSS Interim Assessments, results of the assessments will be available in real time in the Centralized Reporting System as soon as the student submits the test. Teachers can view the scores for the students who were included in a test session that they proctored or for students that they are associated with by a roster. No scale scores or achievement levels will be made available for these assessments. For more information on NGSS scoring, read the Connecticut Science Assessments Reporting FAQ and the Next Generation Science Standards Interim Assessments Quick Guide.

A student's performance category for an assessment claim is derived from the student's performance on the items linked to that claim. These performance categories contain information about a student's strengths and weaknesses that may be useful to parents and teachers.

The three Performance Categories are explained below:

Below Standard: The target performance is below the proficiency standard. The group of students performed below the proficiency standard on this target.

Approaching Standard: The target performance is near the proficiency standard. The group of students performed near the proficiency standard on this target.

Above Standard: The target performance is above the proficiency standard. The group of students performed above the proficiency standard on this target.

Figure 7: Performance Category by Scale Score Example
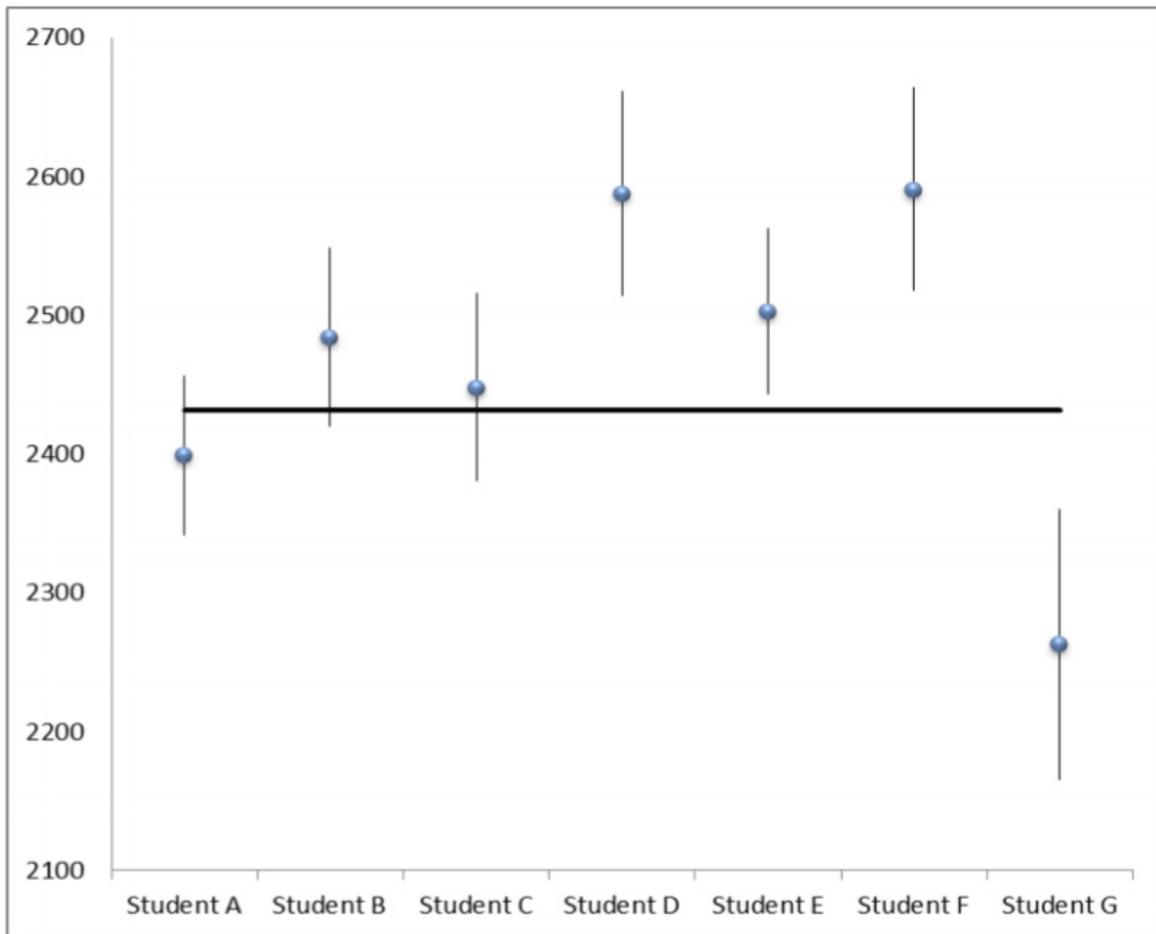
The figure above shows the scale scores for seven different students. The scale scores are represented by the blue dots. The vertical lines above and below the blue dots represent the confidence interval for the IAB scale score for each student. Because the Standard Error of Measurement represents the extent of uncertainty in a student's scale score, this confidence interval is established as 1.5 times the Standard Error of Measurement for each student, both above and below the IAB scale score for that student.

The black **horizontal line** represents the Grade 3 English Language Arts overall threshold score that divides Achievement Level 2 from Level 3. This score is 2432; it is the minimum overall vertical scale score needed on the Grade 3 ELA test for a student to be classified in Achievement Level 3.

- If a student's IAB scale score and confidence interval are entirely **below** the horizontal line, then that student is said to be performing "Below Standard" on the IAB. See Student G.
- If a student's IAB scale score and confidence interval **touch** the horizontal line, then that student is said to be performing "Approaching Standard" on that IAB. See Students A, B, and C.
- If a student's IAB scale score and confidence interval are **entirely above** the horizontal line, then that student is said to be performing "Above Standard" on that IAB. See Students D, E, and F.

For a more detailed explanation of the Smarter Balanced ELA and Mathematics Performance Categories, visit the presentation entitled Determining the Interim Assessment Block (IAB) Performance Categories.

Automated Scoring

Both the ICA and the IABs contain test items that are scored by the test delivery engine. There are also short-text, constructed-response and full-write items on both assessments that are scored by the system. All scores generated by the scoring engine can be changed if a teacher disagrees with the score provided.

In the math performance tasks, some item-dependent responses will need to be scored by hand. Those items, as well as the training and scoring materials, are available in the Centralized Reporting System. To learn more about automated scoring on the interim assessments read the Frequently Asked Questions: Smarter Balanced Interim Automated Scoring document.

Answer Keys

Smarter Balanced ELA and Mathematics Interim Assessment Answer Keys and Scoring Guides for items are available under General Resources on the TIDE Home Screen.

Figure 8: Image of TIDE General Resources
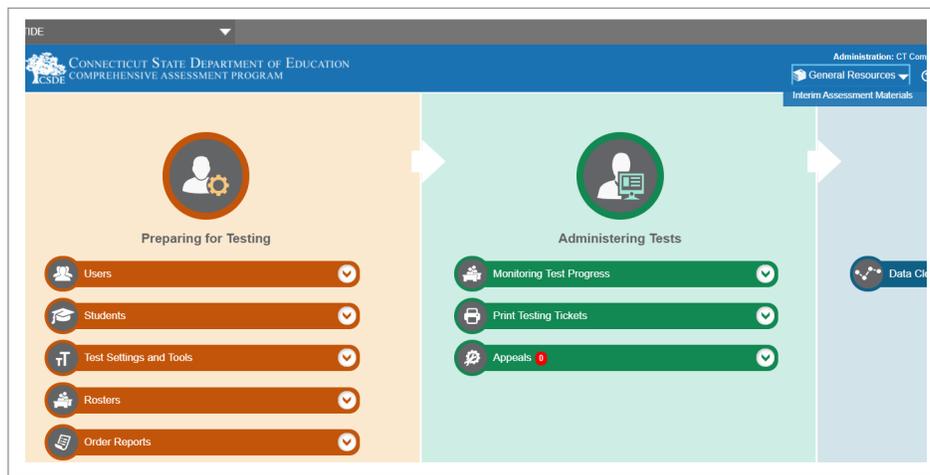
There are no answer keys for the NGSS Interim Assessments, however, all item responses are provided for NGSS Interims in the Assessment Viewing Application (AVA) as well as the Centralized Reporting System.

Answer Keys are available for the NGSS practice tests:

Grade 5 NGSS Practice Test Answer Key

Grade 8 NGSS Practice Test Answer Key

Grade 11 NGSS Practice Test Answer Key

## Data From the Centralized Reporting System (CRS)

The new Centralized Reporting System houses all test scores for the students in your district or classroom. Depending on your user level, you will have access to summative and interim scores by logging into the Connecticut Comprehensive Assessment Portal and choosing the CRS card.

**Figure 9: The Centralized Reporting System Card**

The system allows you to view current and past data by simply changing the reporting time period in the settings.

Figure 10: CRS Change Reporting Time Period
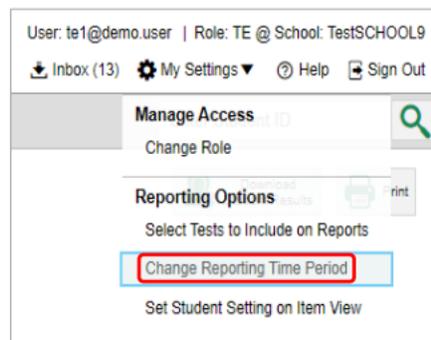
From the dashboard, you will find aggregated data from the assessments highlighted. To search other assessments, simply click on the Test Group Filter on the left side of the screen and choose between NGSS or Smarter Balanced Interim or Summative Assessments; it's that simple!

Figure 11: Dashboard Filters
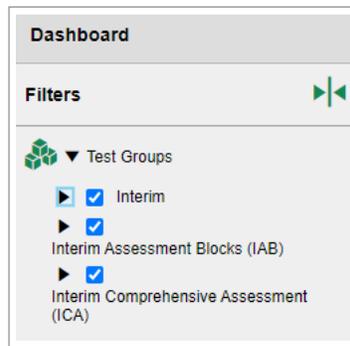
Educators can review scores by overall performance, by class rosters, or by individual students, and Individual Score Reports (ISRs) can be printed for parents. The system also allows the review of each item in an interim assessment, and the review of each child's response to that item.

Data can be downloaded to review or compare, allowing educators to adjust their teaching as necessary. All features of the CRS have been highlighted in a new series of brief training videos. When the initial video begins, roll your cursor over the left side of the screen to the full library of options.

Video: How to Analyze Basic Interim Assessment Reports

Video: How to Use the Advanced Features of the Reporting System to View Your Interim Assessment Data

For information on how to access the CRS and use the variety of tools and features in this system, review the Centralized Reporting System Quick Guide.