



## Smarter Balanced Assessment Interpretive Guide

### Key Terms

**Scale Score** is the score assigned to the student based on their results from the content test and the performance task. The scale has a range of 2000 – 3000.

**Average Scale Score** provides data about the average performance of the school and district for the grade and subject.

**Standard Error of Measurement** indicates the range of possible scores if a student took the same test a number of times.

**Achievement Level** – There are 4 levels indicating progress toward meeting the expectation of content mastery and college and career readiness.

**ELA** is the English language Arts/literacy assessment and includes reading, writing, and listening skills.

**Mathematics** is the mathematics assessment and includes computation, problem solving, and communicating reasoning.

**Claims** are groups of test questions that measure similar or related knowledge or skills.

**Claim Performance** describes student performance as “below standard”, at/near standard”, or “above standard”.

**Computer Adaptive Test** is the content test given online and adapts to each student’s ability.

**Performance Task** is a collection of questions and activities connected to a single theme or situation. Students write short essays for ELA and solve multi-step problems on one topic for math.

**Scale Score** = Computer Adaptive Test + Performance Task for each assessment

**2473 $\pm$ 10 Scale Score with Standard Error of Measurement** If the student took the test 10 times, the student would likely get a score between 2463 and 2483 each time the test was taken.

### Achievement Levels Descriptors:

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future

### Claims and the Claims Performance Levels

Claims	
English/Language Arts	Mathematics
Reading	Concepts & Procedures
Writing	Problem Solving and Modeling & Data Analysis
Speaking & Listening	Communicating Reasoning
Research	

### Claims Performance Levels and Key

Below Standard  At/Near Standard  Above Standard 

**College and Career Readiness:** The goal of the assessment is to provide information on a student’s progress of being college and career ready as a high school graduate. Grade 11 students scoring 3 or 4 are considered ready for credit-bearing courses at South Dakota’s public universities.



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Note: this is not an actual student report but a mockup of the report layout.

What test?

## Individual Student Report

How did my student perform on the English Language Arts/Literacy test?

Test: Smarter Balanced Summative ELA/Literacy Grade 4

Year: 2014-2015

Name: Jackson, Cynthia K.

### Legend: Claims Performance Levels

-  Below Standard
-  At/Near Standard
-  Above Standard

Claims Performance Levels Legend

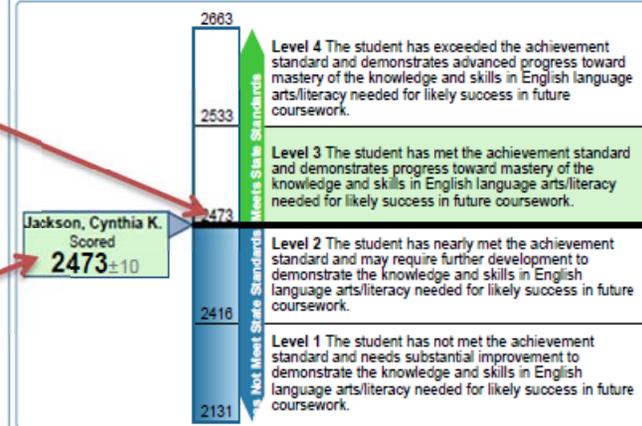
### Student Test Performance

Name	SSID	Scale Score	Achievement Level
Jackson, Cynthia K.	99998702	2473 ±10	Level 1

**Achievement Level** There are 4 levels with level 3 and 4 considered meeting expectations for being proficient.

How did my student do overall? What achievement level? What does this mean? Is my student proficient?

### Scale Score and Overall Performance



Scale Score and Standard Error of Measurement

### Comparison Scores

Name	Average Scale Score
TestDISTRICT12 (9998)	2382 <sub>±15</sub>
TestSCHOOL9 (9998_9000)	2382 <sub>±15</sub>

How does my student compare to the students in the district and school?

### Student Performance on Claims

Claim	Performance	Claim Description
Reading		Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening and Speaking		Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.
Writing		Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry		Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

How did my student do for each claim? What are the strengths? What content/skills need work? See the **Legend for Claims Performance Levels** for interpreting the symbols.