Connecticut Smarter Balanced

Assessments for English Language Arts/Literacy and Mathematics

2015

Interpretive Guide

Connecticut State Board of Education

Contents

Purpose of the Interpretive Guide

The *Connecticut Smarter Balanced Assessments Interpretive Guide* is designed to help educators, parents, students, the public, and members of the media understand and explain the results of the Smarter Balanced summative assessments. This guide provides interpretation rules to consider when analyzing Smarter Balanced assessment data to ensure proper interpretation and use of the data to inform instructional plans for students, classroom instruction, professional development opportunities, and other policies.

General Principles of Test Interpretation and Use[1]

Educational assessments can offer valuable information to students, parents, educators and policymakers regarding what students know and are able to do. When used appropriately, they can provide an objective and efficient way to gauge some aspects of student learning and achievement and can inform the decision-making process about future instruction. All tests also have limitations. A single test cannot measure all the aspects of an individual's knowledge, skills and abilities. And no test can measure learning perfectly. The following general principles of test score interpretation and use are generally accepted by measurement experts and are articulated in the newly revised *Standards for Educational and Psychological Testing.*

Tests are imprecise: Even the most well designed test has measurement error (AERA, APA, & NCME, 2014; NRC, 2007). Measurement error refers to the degree of imprecision or uncertainty in any assessment procedure. Measurement error occurs due to factors unrelated to student learning. For example, student performance on an assessment may be affected by mood, health, testing conditions, and motivation, as well as uncertainty related to human scoring. Furthermore, the questions on a given test are only a sample of all the knowledge and skills that pertain to the subject being tested. If a different sample of questions had been chosen, or the questions had been posed in a different form, the student could have scored differently. Therefore, a test score is not an exact measure of a student's competencies since measurement error is inherent in all tests.

Tests provide only partial evidence about performance; thus, they should be combined with other sources of evidence for decision-making: In drawing any conclusion or making any decision, test scores should always be used in conjunction with multiple sources of evidence about performance (AERA, APA, & NCME, 2014; NRC, 2007). Consequential decisions about a student, educator or a school should not be made only or primarily based on a single test score. Because a test score is not perfect and only tells part of the story, other relevant information (e.g., student work samples, course grades, course taking record, teacher observations, and other measures) should be included to place test scores in context and allow for a broader view of performance.

The extent and nature of evidence needed may depend on characteristics of the learner (e.g., age, prior schooling, native language, learning differences), as well as the interpretation to be made (e.g., next steps for instruction, program placement, readiness for a specific experience, etc.). A range of appropriate measures about an individual's competencies will enhance the validity of the overall interpretation of the test score and the appropriateness of decisions that rely in part on test data.

The more consequential the test use, the stronger the evidence must be to support that use (AERA, APA, & NCME, 2014; NRC, 2007). High stakes demand that a stronger body of additional supporting evidence is provided in order to "minimize errors of measurement or errors in classifying individuals into categories such as 'pass,' 'fail,' 'admit,' or 'reject'" (AERA, APA, &

[1] : L. Hammond, E. Haertel, J. Pellegrino. (2015). *Making Good Use of New Assessment: Interpreting and Using Scores from the Smarter Balanced Assessment Consortium.*

NCME, 2014, p. 188). When multiple sources of evidence agree, we can have greater confidence that the inferences we base on test scores are sound ones.

Validity depends on test design and use: A test is valid only when used with the intended population of test-takers for the specific purposes and under the conditions (including prior preparation, motivation and other administration conditions) for which it was designed and validated (AERA, APA, & NCME, 2014; NRC, 2007). Test validity refers to the extent to which inferences about individuals, based on their scores on a particular test, are defensible. When used as designed, test data can provide useful information. However, any test may function poorly or have unintended consequences if used outside the specific purposes and populations for which it was designed and validated.

Test score interpretations or judgments are validated for specific purposes and validity does not automatically transfer to new uses: each different purpose must be justified and validated in its own right. No assessment is valid for all possible purposes.

Opportunities to learn influence valid inferences as well as fairness: In educational contexts, valid inferences about student ability derived from tests depend on students having been provided opportunities to learn the tested material prior to the assessment being administered. The degree to which students are afforded high-quality instruction, and are supported to perform to their full potential, affects the degree to which test scores can appropriately support consequential decisions about their knowledge, skills and abilities (NRC, 2007).

Accessing Online Assessment Results

Smarter Balanced results are available in the Score Reports feature of the Online Reporting System (ORS) located on the Connecticut Smarter Balanced Assessment Portal (CT.portal.airast.org). ORS is a password protected, web-based system that provides school district users access to individual student performance results and participation data. The Score Reports feature provides score data for each Smarter Balanced test. Users can compare score data between individual students and the school, district, or overall state average scores. ORS also provides information about performance on assessment claims and targets. The data can be disaggregated by gender, ethnicity/race, economic disadvantage, special education and English learner (EL) status. The Online Reporting System User Guide describes features of ORS, including an overview of the available score reports, and is available on the Connecticut Smarter Balanced Assessment Portal.

The CSDE Smarter Balanced Public Reporting site will be available on the Connecticut Smarter Balanced Assessment Portal. This application provides school district personnel and the general public access to nonsecure state, district and school performance results.

Additional information about the Smarter Balanced Assessment System is available through the Student Assessment link on the Connecticut State Department of Education (CSDE) Web site (www.ct.gov/sde) and on the Smarter Balanced Web site (www.smarterbalanced.org).

General questions about the Smarter Balanced Assessments should be directed to the Student Assessment Office at 860-713-6860 or ctstudentassessment@ct.gov.

Specific questions about individual student results should be directed to local school personnel.

The Assessment Development Process

Overview

In 2009, the Council of Chief State School Officers and the National Governors Association Center for Best Practices coordinated a state-led effort to develop the Common Core State Standards (CCSS) ("About the Standards," Common Core State Standards Initiative). The goal of the collaboration was to establish clear and consistent education standards in mathematics and English language arts that would help prepare all students for success in college and careers. The CCSS define what students should learn as described in learning progressions and grade-level expectations. Currently, 43 states, the District of Columbia, four U.S. territories and the Department of Defense Education Activity have voluntarily adopted the CCSS ("Standards in Your State,"). Connecticut adopted the standards on July 7, 2010.

The adoption and implementation of the CCSS required the development of next-generation assessments. The Smarter Balanced Assessment Consortium (Smarter Balanced/the consortium) is one of two state-led consortia that developed systems of assessments aligned to the CCSS under the Race to the Top (RTTT) Fund Assessment Program: Comprehensive Assessment Systems Grant.

In 2010, the consortium laid out its vision for an innovative assessment system intended to inform parents, students, teachers and policymakers about student achievement in relation to the CCSS. The consortium's work is guided by the following principles:

1. Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development.
2. Assessments produce evidence of student performance on challenging tasks that evaluate CCSS.
3. Teachers are integrally involved in the development and scoring of assessments.
4. The development and implementation of the assessment system is a State-led effort with a transparent and inclusive governance structure.
5. Assessments are structured to continuously improve teaching and learning.
6. Assessment, reporting and accountability systems provide useful information on multiple measures that is instructive for all stakeholders.
7. Design and implementation strategies adhere to established professional standards.

Connecticut joined the consortium as a governing state in June 2010. In January 2011, 10 workgroups were established:

- Item Development
- Performance Tasks
- Test Administration
- Accessibility and Accommodations
- Reporting
- Technology Approach
- Formative Assessment Practices and Professional Learning
- Test Design
- Test Administration
- Validation and Psychometrics

The work groups were made up of 110 state-level staff, including CSDE assessment consultants, who were responsible for overseeing the work of the consortium in each area. Work group members participated in the vendor-selection process and provided ongoing feedback and guidance during the development of the assessment system. Thousands of K-12 educators and

higher education faculty from across member states, including over 300 from Connecticut, also participated in various aspects of the assessment system development.

Since the end of the assessment grant in September 2014, Smarter Balanced has operated as a public agency supported by 19 states, one territory, and the Bureau of Indian Affairs. Smarter Balanced is housed at UCLA's Graduate School of Education & Information Studies (GSE&IS).

Key Components of the Assessment Development Process

Technical Advisory Committee (TAC): The consortium assembled a TAC at the beginning of the grant. The TAC met regularly over the grant period, providing technical advice and support on key decisions on all components of the assessment system.

Evidence-Based Design: As described in the Smarter Balanced Content Specifications for mathematics and ELA/literacy, the consortium made a commitment to employ an evidence-centered design (ECD) approach in the development of the assessment system. Central to EDC is the idea of collecting evidence through a student's response to an item or task that supports a claim about the extent to which a student has developed the knowledge, skill and ability that is contained in a content standard or target of instruction.

Content Specifications Development: Initial drafts of the Smarter Balanced Content Specifications for mathematics and English language arts/literacy were completed during the summer 2011. The consortium assembled a team of experts in the fields of mathematics and English language arts (ELA)/literacy education, and assessment along with the lead authors of the CCSS to write the content specifications. These documents established the assessment claims that are described below along with the evidence that the consortium would need to collect in order to support each claim by grade level. The documents specify assessment targets and lay out accessibility strategies for English learners and students with disabilities to be considered in addressing each target. Consortium staff, state work group members, and the consortium's TAC reviewed this initial draft. A revised version went through two rounds of public review during which more than 200 individuals and organizations provided feedback on the content specifications. Using the public's feedback, the documents were revised and the claims were voted on by the governing states.

Achievement Level Descriptors (ALDs) Development: In October 2012, 30 K-12 educators and 21 higher education faculty members were convened to write ALDs for ELA/literacy and mathematics. The K-12 educators were chosen to represent the various socioeconomic districts across member states. For the Grade 11 ALDs, high school teachers and college faculty worked together to articulate the knowledge, skills and processes that students would need to be considered ready for college and career. In addition to the ALDs, the Grade 11 panelists also reviewed and revised the consortium's operational definition of college content-readiness. Educators with Grades 3–8 experience made up the 3-8 panels. Three rounds of review followed the workshop, including Smarter Balanced staff, committees and more than 350 members of the public representing K-12 and higher education, who contributed to the wording of the final version. The operational definition of college content-readiness and the Grade 11 policy framework was approved by the governing states in April 2013.

Item and Task Development: The consortium developed item and task specifications to ensure that the assessment items and tasks measure the assessments' claims. The specifications delineate the types of evidence that should be elicited for each claim within a grade level. They also provide explicit guidance on how to write items in order to elicit the desired evidence. The consortium developed many different types of items beyond traditional multiple-choice items. This was done to measure the claims and assessment targets with varying degrees of complexity by allowing students to construct their responses rather than simply recognizing a correct response. All items are created using principles of universal design which aim to create items that accurately measure the assessment target for a wide range of student abilities. Item writers are

trained to consider all students who may answer a question, including students from various demographic regions or socioeconomic status, students with disabilities and English learners, to ensure that the context of the item is familiar to the majority of students in a particular grade level. The various item types are illustrated on the Item Type Tutorials page on the CSDE Smarter Balanced Assessment Portal.

The Smarter Balanced Content Specifications and Item/Task Specifications are available on the Smarter Balanced Assessments page of the Smarter Balanced Web site.

Small Scale Trials, Pilot Testing, and Field Testing: A small set of items was developed and administered in the fall of 2012 during a small-scale trial. New item types were tested prior to large-scale development for later field testing. During the small-scale trials, the consortium conducted cognitive laboratories to better understand how students solve various types of items. A cognitive laboratory uses a think-aloud methodology in which students verbalize their thinking while answering a test question. The Item and Task Specifications were again revised based on the findings of the small-scale trials. These specifications were used to develop items for the 2013 pilot test and they were again revised based on the pilot test results.

A large-scale field test was administered to approximately 4.2 million students in over 16,500 schools across the 21 governing states and the U.S. Virgin Islands in spring 2014. The field test was a practice run of the assessment system that helped ensure that test questions are accurate and fair for all students. It also gave teachers and schools a chance to gauge their readiness in advance of the first operational assessment in spring 2015. This field test allowed the consortium to evaluate the performance of the more than 19,000 items and performance tasks in the item pool. Field-test data is used to identify items that performed well and which need to be improved or rejected for use on an operational assessment. This information is also used to inform future item-writing efforts. Both before and after the field test, panels of educators reviewed all items, performance tasks and item stimuli (e.g., reading passages) for accessibility, bias/sensitivity and content. More than 400 mathematics educators from 14 states reviewed items and performance tasks.

Information about the 2014 field test is available on the Field Test page of the Smarter Balanced Web site.

Accessibility Features: To provide every student with a positive and productive assessment experience and to generate results that are a fair and accurate estimate of each student's achievement, member states worked together to create an accessibility framework that includes universal tools, designated supports and accommodations. These tools and supports all yield valid scores when used in the manner specified by the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.

Achievement Level Setting: In November 2014, the consortium involved thousands of stakeholders in setting achievement levels, using a process known as the "bookmark procedure." Approximately 500 teachers, school leaders, higher education faculty, parents, and business and community leaders met in person to review test questions and determine the threshold scores (i.e. cut scores) for four achievement levels for each grade and content area. Representatives of each member state and educators with experience teaching English learners, students with disabilities and other traditionally underrepresented students participated to help ensure that the achievement levels are fair and appropriate for all students. In addition, an online panel was open to educators, parents and other interested members of the community to provide input on the achievement levels. More than 9,500 people registered to participate in the online panel. A cross-grade review committee composed of 72 members of the in-person panels then took the results of the online and in-person panels into account to develop recommendations that coherently aligned across grades and that reflected student progress from year to year. Information about the achievement level setting process is available on the Achievement Levels page of the Smarter Balanced Web site.

The Smarter Balanced Assessment System

Overview

Smarter Balanced created an online assessment system aligned to the CCSS, referred to in Connecticut as the Connecticut Core Standards. The components of the system are designed to work together to help ensure that all students meet the consortium's overarching goal that all students leave high school prepared for postsecondary success in college or careers through increased student learning and improved teaching. The assessment system is comprised of three components:

- **a summative assessment** administered near the end of the school year;
- **optional interim assessments** administered at locally determined intervals; and
- **a digital library** that houses professional development and professional learning materials, resources and tools aligned to the CCSS, the Smarter Balanced Claims and Targets that focus on the formative assessment process.

The Summative Assessments

Connecticut General Statues (Section 10-14n) mandates that all public school students enrolled in Grades 3 through 8 and 11 participate in a "mastery examination" approved by the State Board of Education that measures essential and grade-appropriate skills in reading, writing, mathematics or science.

> Connecticut General Statute 10-14n:
>
> (b) (1) For the school year commencing July 1, 2013, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade ten or eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics.
>
> (2) For the school year commencing July 1, 2013, and each school year thereafter, each student enrolled in grade five, eight, ten or eleven in any public school shall, annually, in March or April, take a state-wide mastery examination in science.

The purpose of the Smarter Balanced summative assessments is to provide for a statewide evaluation of student performance in English language arts/literacy and mathematics and to ensure that students' academic strengths and weaknesses are identified.

Each content area summative assessment (English language arts/literacy and mathematics) is composed of two tests, a computer adaptive test and a performance task. However, the tests are untimed for scheduling purposes. Estimated testing times were established based on pilot and field-test data.

***Computer Adaptive Test (CAT)*:** Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach represents a significant improvement over traditional paper-and-pencil assessments, providing more accurate scores for all students across the full range of the achievement continuum.

Performance Tasks (PT): Performance tasks are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, or complex analysis with relevant evidence, which cannot be adequately assessed with traditional assessment questions. The performance tasks are administered on a computer (but are not computer adaptive).

The Smarter Balanced Content Specifications: The Smarter Balanced Content Specifications in English language arts/literacy and mathematics were developed to ensure that the assessments cover the range of knowledge and skills in the CCSS. The content specifications served as the basis for the development of the Smarter Balanced summative and interim assessments. They describe clear and prioritized assessment claims and targets that were used to translate the grade-level Common Core standards into content frameworks from which test blueprints and item/task specifications were established. Information about the content specifications, item specifications and test blueprints is available on the Smarter Balanced Assessments page of the Smarter Balanced Web site.

Assessment Claims: The assessments were developed using an evidenced-based design that identifies five claims—one overall composite claim associated with each content area assessment, and additional specific content claims. Assessment Claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on subsets of the assessment. Students will receive a scale score for each content area overall claim and sub-scores for each content-specific claim. These scores are derived from clusters of items in both the CAT and PT.

Assessment Targets: Each content-specific claim is accompanied by a set of assessment targets that provide more detail about the range of content and Depth of Knowledge levels. The targets were drawn from the CCSS and were intended to support the development of high-quality items and tasks that contribute evidence to the claims.

For mathematics Claim 1, the targets are drawn from the cluster level headings of the Standards for Mathematical Content (CCSS). Use of more fine-grained descriptions would risk a tendency to atomize the content and might lead to assessments that would not meet the intent of the standards. For Claims 2, 3 and 4, the targets are drawn from the language in the Standards for Mathematical Practice (CCSS). These targets are the same across all grade levels.

For ELA/literacy, the standards statements drawn from the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Studies were reorganized or combined into targets, thus changing the presentation of the standards without changing the content. This was done to develop efficient strategies for assessment and reporting. Rather than tapping only isolated skills within one strand, standards-based instruction requires students to integrate skills and concepts across strands; subsequently, Smarter Balanced ELA assessment claims and targets represent the ways in which students may be expected to learn and demonstrate their knowledge of ELA/literacy. The ELA/literacy assessment targets are focused on a subset of skills and aligned to a variety of standards. The demands within the assessment targets vary by grade and demonstrate the progression of learning as students advance from grade to grade.

Assessment target scores are provided for aggregated student-level data in the ORS.

The Mathematics Assessment*:* The Common Core State Standards for Mathematics (CCSSM) require that mathematical content and mathematical practices are connected. Students are expected to make connections between content and practice, model a mathematical situation, and

explain their reasoning when solving problems. In addition, two of the major design principles of the standards are focus and coherence. Coherence implies that the standards are more than a checklist of disconnected topics, while attending to focus allows time to learn and master grade-level content to build upon the following year. Together, these features of the standards had important implications for the design of the Smarter Balanced mathematics assessment. The mathematics claims are described below:

Claims for the Mathematics Summative Assessment

Overall Claim for Grades 3-8	"Students can demonstrate progress toward college and career readiness in mathematics."
Overall Claim for Grade 11	"Students can demonstrate college and career readiness in mathematics."
Claim 1 Concepts and Procedures	"Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."
Claim 2 Problem Solving	"Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies."
Claim 3 Communicating Reasoning	"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."
Claim 4 Modeling and Data Analysis	"Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."

NOTE: For reporting purposes, Claims 2 and 4 are combined into one reporting category.

The English Language Arts/Literacy Assessment: Aligned to the CCSS for English Language Arts and Literacy, Smarter Balanced assessments measure the success of students as they progress towards college and career readiness in reading, writing, listening, and research. The CCSS reinforce the importance for students to be able to learn to read, write, speak, listen, and use language effectively in a variety of content areas, as well as to think critically and employ cogent reasoning and evidence from source materials. The ELA/literacy claims are described below:

Claims for English Language Arts/Literacy Summative Assessment

Overall Claim for Grades 3-8	"Students can demonstrate progress toward college and career readiness in English language arts and literacy."
Overall Claim for Grade 11	"Students can demonstrate college and career readiness in English language arts and literacy."
Claim 1 Reading	"Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
Claim 2 Writing	"Students can produce effective and well-grounded writing for a range of purposes and audiences."
Claim 3 Listening	"Students can employ effective listening skills for a range of purposes and audiences."
Claim 4 Research	"Students can engage in research and inquiry to investigate topics, and to analyze, integrate and present information."

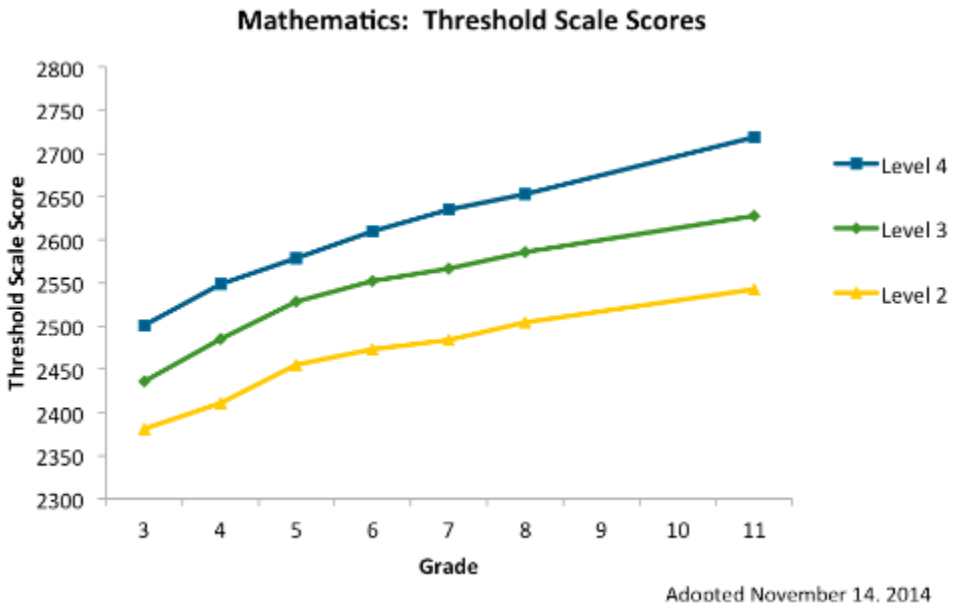
The Scores

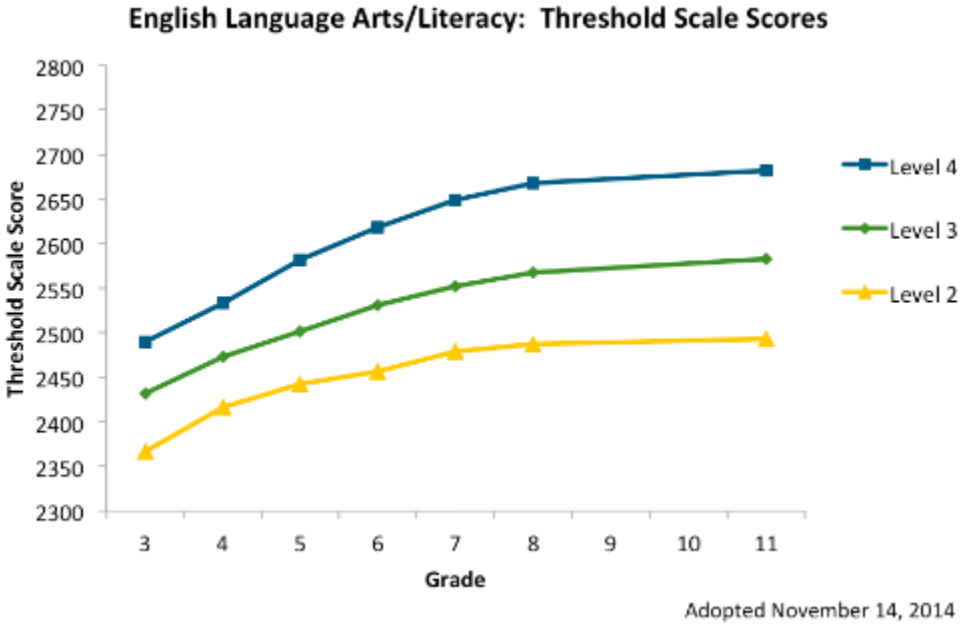
Each student who completes the Smarter Balanced summative assessment receives a total scale score and associated achievement level for each content area. Scale scores are the basic unit of reporting. A scaled score is derived from a total number of obtained score points that is statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different forms of a test either within the same administration year or across years (Tan & Michel, 2011). Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. For example, if a student receives a scale score of 2570 on the Grade 6 mathematics test and another student earns a 2570 on the Grade 6 mathematics test the following year, the scaling process ensures that both scores represent the same level of performance. Scale scores are especially suitable for comparing the performance of different groups of students in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across tests in a given content area within the same grade, they are not comparable across content areas or grades. For instance, a scale score on the mathematics test should not be compared with a scale score on the ELA/literacy test, nor should a scale score on a Grade 3 test be compared with a scale score on a Grade 4 test.

Each overall scale score is indicated by a single number. An error band is noted for each scale score. The error band indicates the range of scores that the student would be likely to achieve if he or she were to take the test multiple times.

The Smarter Balanced overall scale scores fall along a continuous vertical scale (from approximately 2000 to 3000) that increases across grade levels. These scores can be used to illustrate students' current level of achievement and their growth over time in a relatively fine-grained fashion. When aggregated, these scores can also describe school- or district-level changes

in performance on the tests and can measure gaps in achievement among different groups of students. The mathematics and ELA/literacy threshold scores are provided in the graphs below.





Detailed information regarding the calculation of scale scores is available in the 2014-15 Smarter Balanced Scoring Specifications available on the CSDE Web site.

Achievement Levels

Overview

Smarter Balanced developed a set of initial, policy achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics that are aligned with the CCSS and the Smarter Balanced assessment claims. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at four levels of achievement (i.e. Level 1, Level 2, Level 3, and Level 4).

Defining these levels of achievement ("achievement levels") is a reporting feature that is federally required under the No Child Left Behind Act and one that has become familiar to many educators. However, characterizing a student's achievement solely in terms of falling in one of four categories is an oversimplification. Achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students. That is, the achievement levels should not be interpreted as infallible predictors of students' futures. They must continuously be validated, and should be used only in the context of the multiple sources of information that we have about students and schools. ALDs do not equate directly to expectations for "on-grade" performance; rather, they represent differing levels of performance for students within a grade level. Additionally, the achievement levels do not preclude or replace other methods of evaluating assessment results, including measures of year-to-year growth that use the underlying scale scores.

Although the ALDs are intended to aid interpretation of achievement levels, they will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups, since they do not reveal changes of student scores within the bands defined by the achievement levels. Furthermore, there is not a critical shift in student knowledge or understanding that occurs at a single cut score point. Thus, the achievement levels should be understood as representing approximations of levels at which students demonstrate mastery of a set of concepts and skills, and the scale scores just above and below an achievement level as within a general band of performance.

The ALDs presented here are linked to an operational definition of college content-readiness to inform score interpretation for high schools and colleges. In particular, a score at or above "Level 3" in Grade 11 is meant to suggest conditional evidence of readiness for entry-level, transferable, credit-bearing college courses. Since college readiness encompasses a wide array of knowledge, skills and dispositions, only some of which can be measured by the Smarter Balanced assessments, "college readiness" in this context is defined as "content-readiness" in the core areas of ELA/literacy and mathematics.

High schools may combine scores at Grade 11 with additional data (courses completed, grades, portfolios, performance assessments, other test data) to determine appropriate courses of study and supports for students in Grade 12. Similarly, as colleges interpret scores on Smarter Balanced assessments, they are encouraged to evaluate additional data (courses completed, grades, portfolios, performance assessments) to determine admissions, advisement and placement in developmental or credit-bearing courses.

Smarter Balanced does not yet have a parallel operational definition and framework for career readiness.

The achievement levels for each grade-level and content area are summarized below.

Smarter Balanced Achievement Levels

Content Area Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802	2718-2862
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652	2628-2717
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585	2543-2627
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503	2280-2542
ELA/Literacy							
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769	2682-2795
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667	2583-2681
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566	2493-2582
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486	2299-2492

Achievement Level Descriptors

An ALD is included for each content area on the Individual Student Report. The ALDs are intended to help parents and educators understand the general characteristics of students who score at a particular performance level.

The Connecticut ALDs for the Grades 3-5 mathematics test are shown in the table below.

Achievement Level	Grades 3-5 Achievement Level Descriptors for Mathematics
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for mathematics expected for this grade. Students performing at this level require further development toward mastery of mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for mathematics expected for this grade. Students performing at this level in require substantial improvement toward mastery of mathematics knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

The Connecticut ALDs for the Grades 6-8 mathematics test are shown in the table below.

Achievement Level	Grades 6-8 Achievement Level Descriptors for Mathematics
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in in high school and college coursework or career training.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for mathematics expected for this grade. Students performing at this level require further development toward mastery of mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for mathematics expected for this grade. Students performing at this level in require substantial improvement toward mastery of mathematics knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in high school and college coursework or career training.

The Connecticut ALDs for the Grade 11 mathematics test are shown in the table below.

Achievement Level	Grade 11 Achievement Level Descriptors for Mathematics
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in entry-level, credit-bearing college coursework or career training.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of mathematics knowledge and skills. Students performing at this level are on track for likely success in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for mathematics expected for this grade. Students performing at this level require further development toward mastery of mathematics knowledge and skills. Students performing at this level will likely need support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for mathematics expected for this grade. Students performing at this level require substantial improvement toward mastery of mathematics knowledge and skills. Students performing at this level will likely need substantial support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.

The Connecticut ALDs for the Grades 3-5 ELA/Literacy test are shown in the table below.

Achievement Level	Grades 3-5 Achievement Level Descriptors for ELA/Literacy
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for English language arts/literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for English language arts/literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for English language arts/literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts/literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for English language arts/literacy expected for this grade. Students performing at this level require substantial improvement toward mastery of English language arts/literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

The Connecticut ALDs for the Grades 6-8 ELA/Literacy test are shown in the table below.

Achievement Level	Grades 6-8 Achievement Level Descriptors for ELA/Literacy
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for English language arts/literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for English language arts/literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for English language arts/literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts/literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for English language arts/literacy expected for this grade. Students performing at this level in require substantial improvement toward mastery of English language arts/literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in high school and college coursework or career training.

The Connecticut ALDs for the Grade 11 ELA/Literacy test are shown in the table below.

Achievement Level	Grade 11 Achievement Level Descriptors for ELA/Literacy
Level 4	***Exceeds the Achievement Level:*** The student has exceeded the achievement level for English language arts/literacy expected for high school. Students performing at this level are demonstrating mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in entry-level, credit-bearing college coursework or career training.
Level 3	***Meets the Achievement Level:*** The student has met the achievement level for English language arts/literacy expected for high school. Students performing at this level are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this level are on track for likely success in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.
Level 2	***Approaching the Achievement Level:*** The student has nearly met the achievement level for English language arts/literacy expected for high school. Students performing at this level require further development toward mastery of English language arts/literacy knowledge and skills during high school. Students performing at this level will likely need support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.
Level 1	***Does Not Meet the Achievement Level:*** The student has not yet met the achievement level for English language arts/literacy expected for high school. Students performing at this level require substantial improvement toward mastery of English language arts/literacy knowledge and skills during high school. Students performing at this level will likely need substantial support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.

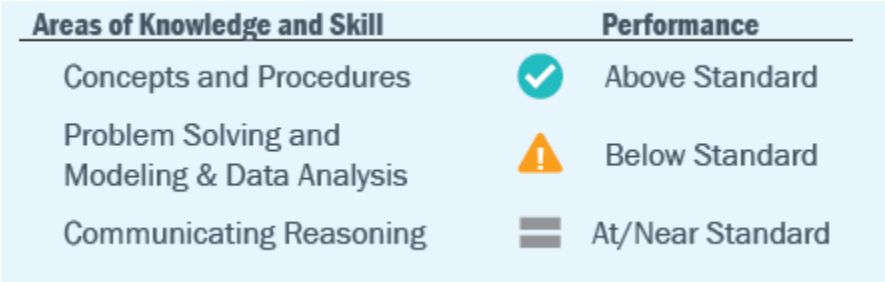
Content-Specific Claim Scores

Content-specific claim scores are useful when analyzing data about the knowledge and skill students are expected to demonstrate on the assessment related to a particular aspect of the Connecticut Core Standards. For example, mathematics Claim 2, problem solving, provides evidence on each student's ability to solve a range of well-posed problems in pure and applied mathematics, making constructive use of prior knowledge and problem solving strategies. This claim addressed the core of mathematical expertise—the set of competences that students can use when they are confronted with challenging tasks. English language arts/literacy Claim 1, reading, provides evidence on each student's ability to read closely and analytically to comprehend a range of increasingly complex literary and informational texts. Being able to read and analyze a variety of complex texts helps students make sense of information; understand diverse viewpoints; and become active, productive and informed citizens.

The content-specific claim scores are referred to as Areas of Knowledge and Skills on the paper version of the Individual Student Report. The content-specific claim scores are reported as Above Standard, At/Near Standard or Below Standard.

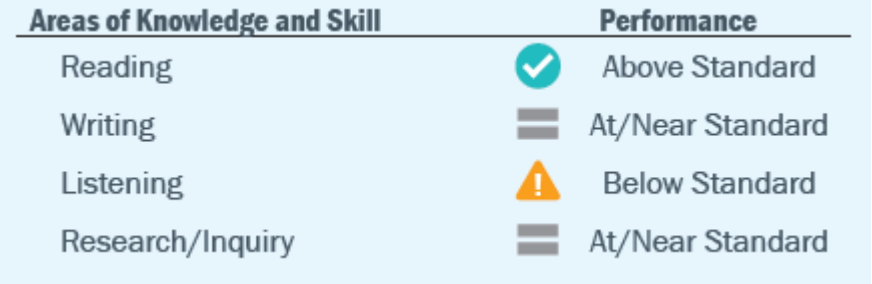
Mathematics

For mathematics, content-specific claim scores (Areas of Knowledge) are reported for Claim 1, Claim 2 and 4 combined, and Claim 3. An example of the mathematics content-specific claim scores is provided below.



English Language Arts/Literacy

For English language arts/literacy, content-specific claim scores (Areas of Knowledge) are reported for Claim 1, Claim 2, Claim 3, and Claim 4. An example of the English language arts/literacy content-specific claim scores is provided below.



Aggregate Target-Level Scores

Target-level scores are provided at the aggregate level only. The limited number of items administered to individual students by target is not large enough to provide a score from which valid inferences can be made. The performance levels indicated on the Target-level report are relative to the test as a whole. Unlike performance levels provided for each content area test, these strengths and weaknesses do not imply proficiency. Instead, they show how a group of students' performance is distributed across the target content relative to their overall performance on a content area test.

For example, overall, a group of students may have performed very well in mathematics but performed slightly lower in several targets. Thus, the minus sign for a target does not imply a lack of proficiency. Instead, it simply communicates that these students' performance on that target was statistically lower than their performance across all other targets put together. Although the students are doing well, an educator may want to focus instruction on these areas.

Icon	Target Level	Description
+	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
=	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
−	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
?	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

Interpreting Scores in the Early Years of Implementation

Scores on the Smarter Balanced assessments should not be compared to previous Connecticut Mastery Test or Connecticut Academic Performance Test results. The implementation of new standards typically results in the development of new curricula and different pedagogical strategies. For example, the CCSS Standards for Mathematical Practice describes varieties of expertise that mathematics educators at all levels should seek to develop in their students. The practices standards are not new to mathematics instruction; however, they have never been assessed on a large-scale assessment before. When compared to former assessments, changes like this may have an impact on student performance. Therefore, during the early phases of the implementation of new standards and assessments, one must be cognizant of these changes when interpreting the scores. Because the CCSS for each grade level build on learning at prior grade levels, students' instructional experience with CCSS-aligned curriculum and pedagogical strategies should also be considered. In the early years of implementation, this may be an important consideration for students at higher grade levels. One must keep in mind that when new content standards are assessed, the summative assessment scores will reflect both the degree to which the content standards are well implemented in a school and the degree to which students have learned them. Summative assessment results should be viewed as one indicator among multiple sources of evidence such as classroom-based tests, course grades, and samples of student work when making decisions about student performance.

The same caution should be exercised with respect to comparing the Smarter Balanced achievement levels to CMT and CAPT performance level descriptors. There is no correlation between the Smarter Balanced Level 3 and Goal or Proficient for CMT or CAPT. In addition, when interpreting the meaning of achievement levels one must be careful to avoid using negative descriptors to label children (e.g., “below basic” or “failing”). Substantial research strongly suggests that negative descriptors that children interpret as evidence of their ability can exert powerful influences on student behavior, learning, and demonstrations of accomplishment independent of actual knowledge or skill (Holme et al., 2010; Schmader et al., 2008).

Analyzing Achievement Level Scores Across Content Areas

Making comparisons of achievement levels across content areas will result in inaccurate interpretations. For example, one cannot legitimately compare Grade 6 performance in Level 3 range in ELA/literacy and Grade 6 performance in Level 3 in mathematics. These achievement levels represent different standards, making it inappropriate to compare across the content areas.

Individual Student Report

Paper copies of Individual Student Reports will be provided for district use. One copy is to be sent to parents and the other retained for the student’s cumulative record. The Individual Student Report provides a summary of the student’s performance on the mathematics and ELA/literacy tests.

In the section titled Overall Results, a customized message indicates the student’s overall performance for each content area. Below the message is a chart that indicates student achievement relative to the four achievement levels.

Specific information about each content area is provided. A total scale score, achievement level and an achievement level descriptor are provided. A bar graph depicts the student’s performance relative to the school and district averages.

A measurement error band is noted indicating the range of scores the student would likely receive if the test were taken several times.

Information is provided about the student’s performance on the Areas of Knowledge and Skill (Claims) for each content area. These scores are reported as Above Standard, At/Near Standard, and Below Standard.

Sample Individual Student Reports for Grades 5, 8, and 11 are provided.

Sample Grade 5 Individual Student Report

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name:	**Jonathan Doe**		
Grade:	**05**	School:	**Demo Elementary School**
Date of Birth:	**05/20/2005**	District:	**Demo District**
SASID:	**1234567891**	Test Date:	**Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jonathan's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web sites (www.ctcorestandards.org and www.ct.gov/sde).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

Sample Grade 5 Individual Student Report – Page 2

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name:	**Jonathan Doe**		
Grade:	**05**	School:	**Demo Elementary School**
Date of Birth:	**05/20/2005**	District:	**Demo District**
SASID:	**1234567891**	Test Date:	**Spring 2015**

Overall Results

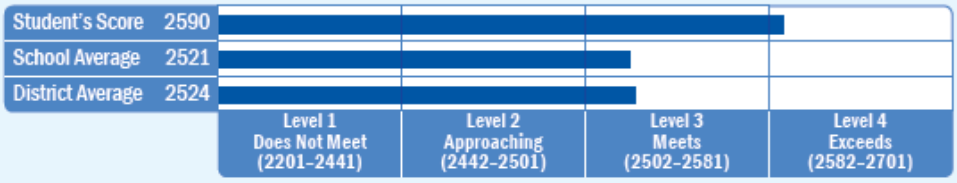
Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.

	Level 1	Level 2	Level 3	Level 4
ELA/Literacy				✓
Mathematics			✓	

ELA/Literacy Results

Jonathan's Total Scale Score=2590 (Score Scale Range 2201-2701)

Level 4: Exceeds the Achievement Level
Jonathan has **exceeded the achievement level** for English language arts and literacy expected for this grade. Students performing at this level are **demonstrating advanced progress toward mastery** of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2580 and 2600.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	Above Standard
Listening	At/Near Standard
Research/Inquiry	Above Standard

Mathematics Results

Jonathan's Total Scale Score=2563 (Score Scale Range 2219-2700)

Level 3: Meets the Achievement Level
Jonathan has **met the achievement level** for Mathematics expected for this grade. Students performing at this level are **demonstrating progress toward mastery** of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2553 and 2573.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	At/Near Standard
Communicating Reasoning	Above Standard

Sample Grade 8 Individual Student Report

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name:	**Jacqueline Doe**		
Grade:	**08**	School:	**Demo Middle School**
Date of Birth:	**05/20/2002**	District:	**Demo District**
SASID:	**1234567892**	Test Date:	**Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web sites (www.ctcorestandards.org and www.ct.gov/sde).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

Sample Grade 8 Individual Student Report – Page 2

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name:	**Jacqueline Doe**		
Grade:	**08**	School:	**Demo Middle School**
Date of Birth:	**05/20/2002**	District:	**Demo District**
SASID:	**1234567892**	Test Date:	**Spring 2015**

Overall Results

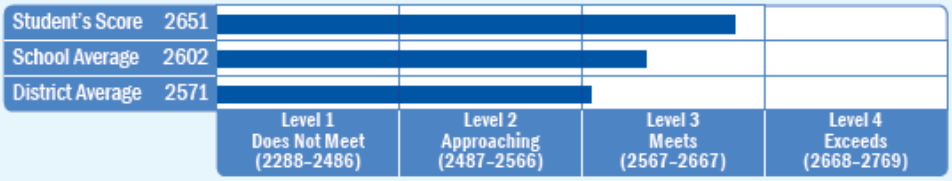
Jacqueline scored at Level 3 on the English language arts/Literacy test and scored at Level 2 on the Mathematics test.

	Level 1	Level 2	Level 3	Level 4
ELA/Literacy			✓	
Mathematics		✓		

ELA/Literacy Results

Jacqueline's Total Scale Score=2651 (Score Scale Range 2288-2769)

Level 3: Meets the Achievement Level
Jacqueline has **met the achievement level** for English language arts and literacy expected for this grade. Students performing at this level are **demonstrating progress toward mastery** of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.



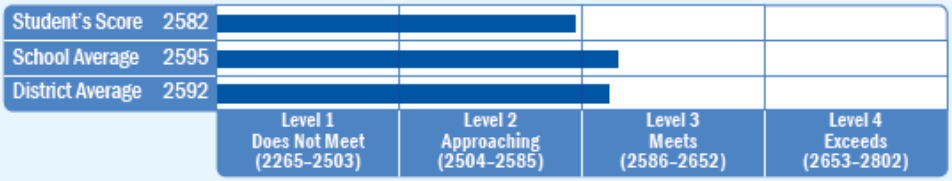
A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2641 and 2661.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	At/Near Standard
Listening	Above Standard
Research/Inquiry	At/Near Standard

Mathematics Results

Jacqueline's Total Scale Score=2582 (Score Scale Range 2265-2802)

Level 2: Approaching the Achievement Level
Jacqueline has **nearly met the achievement level** for Mathematics expected for this grade. Students performing at this level **require further development toward mastery** of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2572 and 2592.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	Below Standard
Communicating Reasoning	At/Near Standard

Sample Grade 11 Individual Student Report

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name:	**Jane Doe**		
Grade:	**11**	School:	**Demo High School**
Date of Birth:	**05/20/1997**	District:	**Demo District**
SASID:	**1234567890**	Test Date:	**Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jane's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web sites (www.ctcorestandards.org and www.ct.gov/sde).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

Sample Grade 11 Individual Student Report – Page 2

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name: **Jane Doe**
Grade: **11**
Date of Birth: **05/20/1997**
SASID: **1234567890**
School: **Demo High School**
District: **Demo District**
Test Date: **Spring 2015**

Overall Results

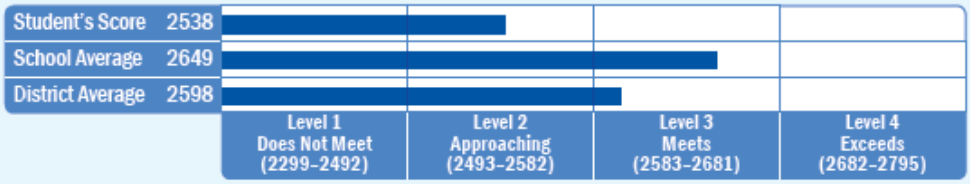
Jane scored at Level 2 on the English language arts/Literacy test and scored at Level 4 on the Mathematics test.

	Level 1	Level 2	Level 3	Level 4
ELA/Literacy		✓		
Mathematics				✓

ELA/Literacy Results

Jane's Total Scale Score=2538 (Score Scale Range 2299-2795)

Level 2: Approaching the Achievement Level
Jane has **nearly met the achievement level** for English language arts and literacy expected for high school. Students performing at this level **require further development toward mastery** of English language arts and literacy knowledge and skills during high school. Students performing at this level will likely need support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.



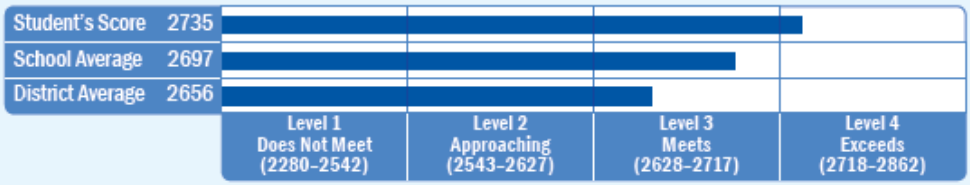
A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2528 and 2548.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	At/Near Standard
Listening	Below Standard
Research/Inquiry	At/Near Standard

Mathematics Results

Jane's Total Scale Score=2735 (Score Scale Range 2280-2862)

Level 4: Exceeds the Achievement Level
Jane has **exceeded the achievement level** for Mathematics expected for high school. Students performing at this level are **demonstrating mastery** of Mathematics knowledge and skills. Students performing at this level are on track for likely success in entry-level, credit bearing college coursework or career training.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2725 and 2745.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	Above Standard
Communicating Reasoning	Above Standard

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