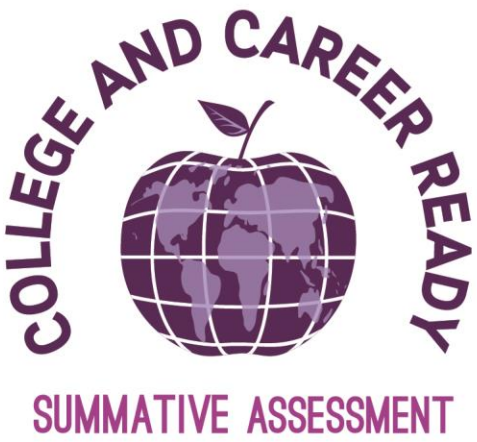
2019 Edition

Understanding the CCRS Summative Assessment Results



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
DoDEA-CAS
COMPREHENSIVE ASSESSMENT SYSTEM

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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Introduction

The DODEA Comprehensive Assessment System (DoDEA-CAS) is a critical component of College and Career Ready Standards (CCRS) implementation. DoDEA has adopted new CCRS-aligned summative assessments to measure student mastery of content standards taught for the grade level and/or course. These assessments support student learning, provide information for decision makers concerning instructional programs and services, and inform parents. The DoDEA-CAS informs continuous improvement by providing schools with valuable data that identify school improvement needs and areas of success.

Assessments provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement. Through focused collaboration, teachers use data to develop and implement strategies to build on strengths and mitigate weaknesses in student learning and monitor the impact of the strategies on student achievement.

DoDEA is committed to student achievement and assessments that raise the bar for students to ensure they are college and career ready.

For more information about the DoDEA Comprehensive Assessment System, please visit https://www.dodea.edu/assessments/index.cfm.

Section 1.0 General Information for Principals and Educators

1.1 Purpose of this Guide

This guide provides information on reports provided for the College and Career Ready Standards (CCRS) Summative Assessment results. It outlines and explains elements of the various reports that principals and teachers may use to support students.

Section 2 includes reports that may be shared with parents. This section will help parents understand their child's results.

Section 3 outlines and explains elements of the school and district level reports that may be available to school and district leaders and teachers.

1.2 The Purpose and Use of DoDEA CCRS Summative Results

The primary purpose of the DoDEA CCRS Summative Assessment is to provide high-quality assessments to measure students' progress towards college and career readiness. CCRS summative assessment results are to be used as one of many helpful tools in evaluating educational programs and student progress. These reports:

- provide a snapshot of student progress towards meeting standards-based expectations;
- provide one measure of student progress and achievement;
- capture one of several indicators, in combination with student grades, teacher feedback, classroom work, and other assessments used to create a comprehensive picture of a student's progress in school; and
- provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement.

1.3 Types of Scores

Student performance on DoDEA assessments is described using scale scores, performance levels, and subclaim performance indicators. DoDEA, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a note or dash (-) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

1.4 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. DoDEA reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. Scale scores range from 650 to 850 for all tests. Additionally, English language arts/literacy (ELA/Literacy) reports provide separate scale

scores for both Reading and Writing. Reading scale scores range from 10 to 90, and Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

1.5 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for DoDEA assessments:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/Literacy and mathematics), and at each grade level/course. PLDs are available at https://www.dodea.edu/assessments/resources/CCRS.cfm.

1.6 Subclaim Performance Indicators

Student performance is reported at the subclaim level. A subclaim represents a group of standards that are identified for reporting. For example, the subclaims in Reading are Literary Text, Informational Text, and Vocabulary.

Subclaim performance indicators for DoDEA assessments are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

College and Career Ready Standards Summative Assessment

Section 2.0 CCRS Summative Assessment Reports for Parents

2.1 CCRS Individual Student Report (ISR)

The Individual Student Report (ISR) provides information on a student's overall performance for the content areas tested at the end of the grade/course. Information is reported for each grade level/course and content area.

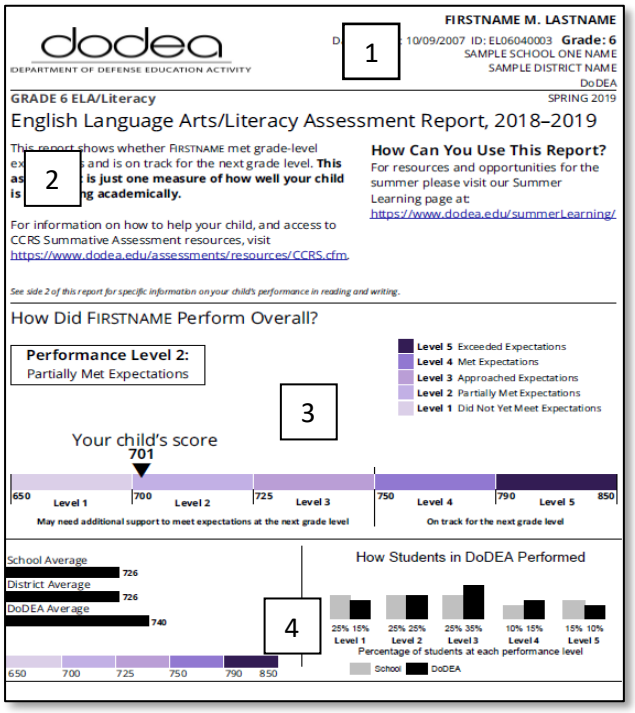
2.2 CCRS Summative 2019 Student Report

The CCRS Summative 2019 Student Report provides information on a student's overall performance for the content areas tested at the end of the grade/course.

2.1 How to Read Your Child's CCRS Individual Student Report (ISR)

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6–8 and for Grade 10.

The Individual Student Report (ISR) provides information on a student's overall performance for the content areas tested the end of the grade/course. Information is reported for each grade level/course and content area.



1. Student Information

The top section of page one of the ISR contains the student's identification information. This includes the student name, date of birth, student ID, grade level, school name, and district name.

2. Description of the Report

This section provides assessment information, including grade level/course assessed, content area and the assessment year. You will also see a brief description of the assessment, including information on how to use the report.

3. Overall Performance

This section includes the student's performance level and scale score.

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course.

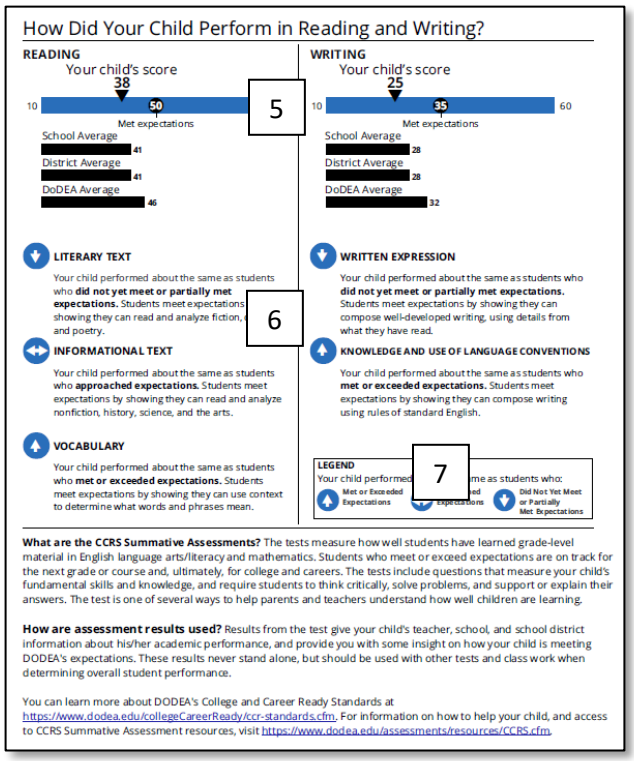
There are five performance levels: Level 5: Exceeded expectations; Level 4: Met expectations; Level 3: Approached expectations; Level 2: Partially met expectations; and Level 1: Did not yet meet expectations.

The graphic provides an illustration of where the students overall scale score is positioned within the performance levels. The scale score needed to reach performance level 2 is 700, for performance level 3 it is 725 and for performance level 4 it is 750 for all grade levels/courses for both ELA/Literacy and mathematics. The scale score needed to reach performance level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

Students performing at levels 4 and 5 met or exceeded expectations. They have demonstrated readiness for the next grade level, course and, ultimately, are likely on track for college and careers. Students performing at levels 1, 2 and 3 may need additional support to meet expectations at the next grade level.

4. Average of School, District and DoDEA

Comparative performance data allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and within DoDEA for the same grade level/course. Comparative performance data differ based on grade level/course.



5. Reporting Category (ELA/Literacy)

For ELA/Literacy student reports, there are two reporting categories, Reading and Writing, indicated by the bold headings. For each category, the student performance is provided as a scale score on a scale different from the overall scale score. For this reason, the sum of the scale score for each reporting categories will not equal the overall score. It is important to note that the range of scores for each claim category is not the same. The Reading Claim has a scale score range of 10 to 90, where a score of 50 is Met Expectations. The Writing Claim scale score has a range of 10 to 60, where 35 is Met Expectations. For each Claim, comparative performance data is also presented.

6. Subclaim Category

For ELA/Literacy, within each Claim are subcategories or "subclaims." The subclaims in Reading include Literary Text, Informational Text, and Vocabulary. While in Writing, the subclaims include Written Expression and Knowledge & Use of Language Conventions. Subclaims are provided for mathematics, but are not listed under reporting categories as they are for ELA/Literacy. The Subclaims for mathematics are Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application.

Subclaim performance is reported using categories rather than scale scores or performance levels. Performance in the Level 1 – 2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations", performance in the Level 3 range is categorized as "Approached Expectations" and performance in the Level 4 – 5 range is categorized as "Met or Exceeded Expectations".

7. **Legend**

The three categories are displayed in the LEGEND portion of the report.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations", meaning that the students subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in the subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A horizontal arrow** for the specified subclaim indicates that the student "Approached Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further students in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

How can the Individual Student Report help students?

Results from the test give teachers, schools, and school districts information about academic performance, and provide insight on how a student is meeting DODEA's expectations. These results never stand alone, but should be used with other measures of learning and class work when determining overall student performance.

How can you use this report?

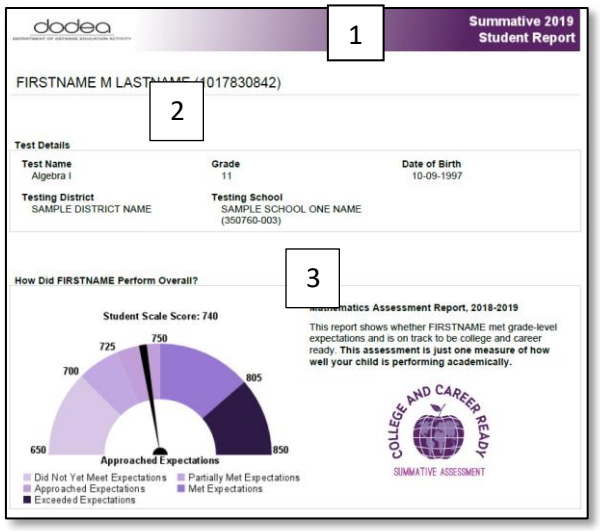
Parents may use this report to gain a better understanding of their child's progress towards mastering the CCRS in ELA/Literacy or mathematics. Parents may help their child and reinforce learning at home.

You can learn more about DoDEA's College and Career Ready Standards at https://www.dodea.edu/collegeCareerReady/ccr-standards.cfm. For information on the CCRS Summative Assessment, please visit https://www.dodea.edu/assessments/resources/CCRS.cfm.

2.2 How to Read Your Child's CCRS Summative 2019 Student Report

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in Literacy for Grades 6–8 and for Grade 10. **This guide will improve understanding of the score report.**

The Summative 2019 Student Report provides information on a student's overall performance for the content areas tested the end of the grade/course.



1. Student Information

This section of the Summative 2019 Student Report contains the student name and student ID.

2. Test Detail

This section contains the test name, grade level, date of birth, testing district, and testing school.

3. Overall Performance

This section contains assessment information, including the student scale score, the content area, and the performance level.

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course.

There are five performance levels: Level 5: Exceeded expectations; Level 4: Met expectations; Level 3: Approached expectations; Level 2: Partially met expectations; Level 1: Did not yet meet expectations. Students performing at levels 4 and 5 met or exceeded expectations. They have demonstrated readiness for the next grade level, course and, ultimately, are likely on track for college and careers.

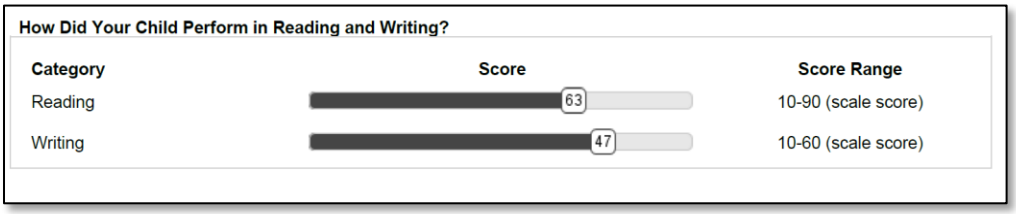
Reporting Categories

The bottom section contains information on reporting categories at the Claims or subclaims level.

4. Claims

For ELA/Literacy, each reporting category or "Claim," Reading and Writing, is displayed with its respective performance data. It is important to note that the range of scores for each claim category is not the same. The Reading Claim has a scale score range of 10 to 90, where a score of 50 is Met Expectations. The Writing Claim scale score has a range of 10 to 60, where 35 is Met Expectations.

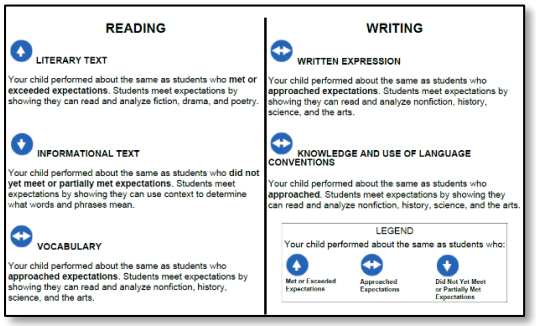
4

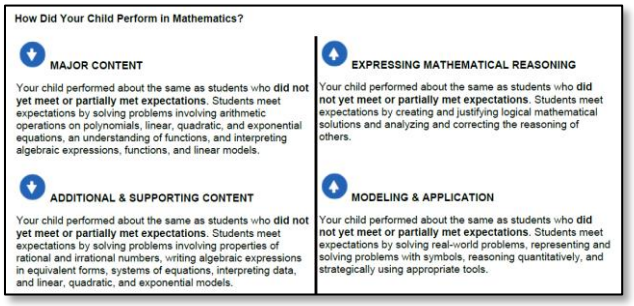


5. Subclaims

Subclaims are reported in terms of percent correct out of the total number of points within the subclaim category. The subclaim indicator reflect the performance level for the score - Met or Exceeded Expectations, Approached Expectations, or Did Not Yet Meet or Partially Met Expectations.

5





The subclaims in Reading include Literary Text, Informational Text, and Vocabulary. While in Writing, the subclaims include Written Expression and Knowledge & Use of Language Conventions.

For mathematics, the subclaims are Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application.

How can the CCRS Summative 2019 report help students?

Results from the test give teachers, schools, and school districts information about academic performance, and provide insight on how a student is meeting DODEA's expectations. These results never stand alone, but should be used with other measures of learning and class work when determining overall student performance.

How can you use this report?

Parents may help their children and reinforce learning at home. For resources and opportunities for the summer, please visit our Summer Learning page at https://www.dodea.edu/summerLearning/. For information on the CCRS Summative Assessment, please visit https://www.dodea.edu/assessments/resources/CCRS.cfm.

Section 3.0 CCRS Summative Reports for Superintendents, Principals, and/or Teachers

3.1 Student Roster Report

The Student Roster report provides information on how students in the school or district performed for the content area tested at the end of the grade/course. Information is reported for each grade level/course and content area.

3.2 District Summary Report

The District Summary report provides information on how students in the school or district performed for the content area tested at the end of the grade/course. Information is reported for each grade level/course and content area.

3.3 Performance Level Summary Report

The Performance Level Summary reports are provided at the DoDEA, district, and school level. This report breaks out the performance aggregations into subcategory levels. Information is reported for each grade level/course and content area

3.4 Evidence Statement Analysis Report

The Evidence Statement Analysis reports are two-page reports that analyze the performance of the Evidence Statements at the DoDEA, district, and school level. Information is reported for each grade level/course and content area.

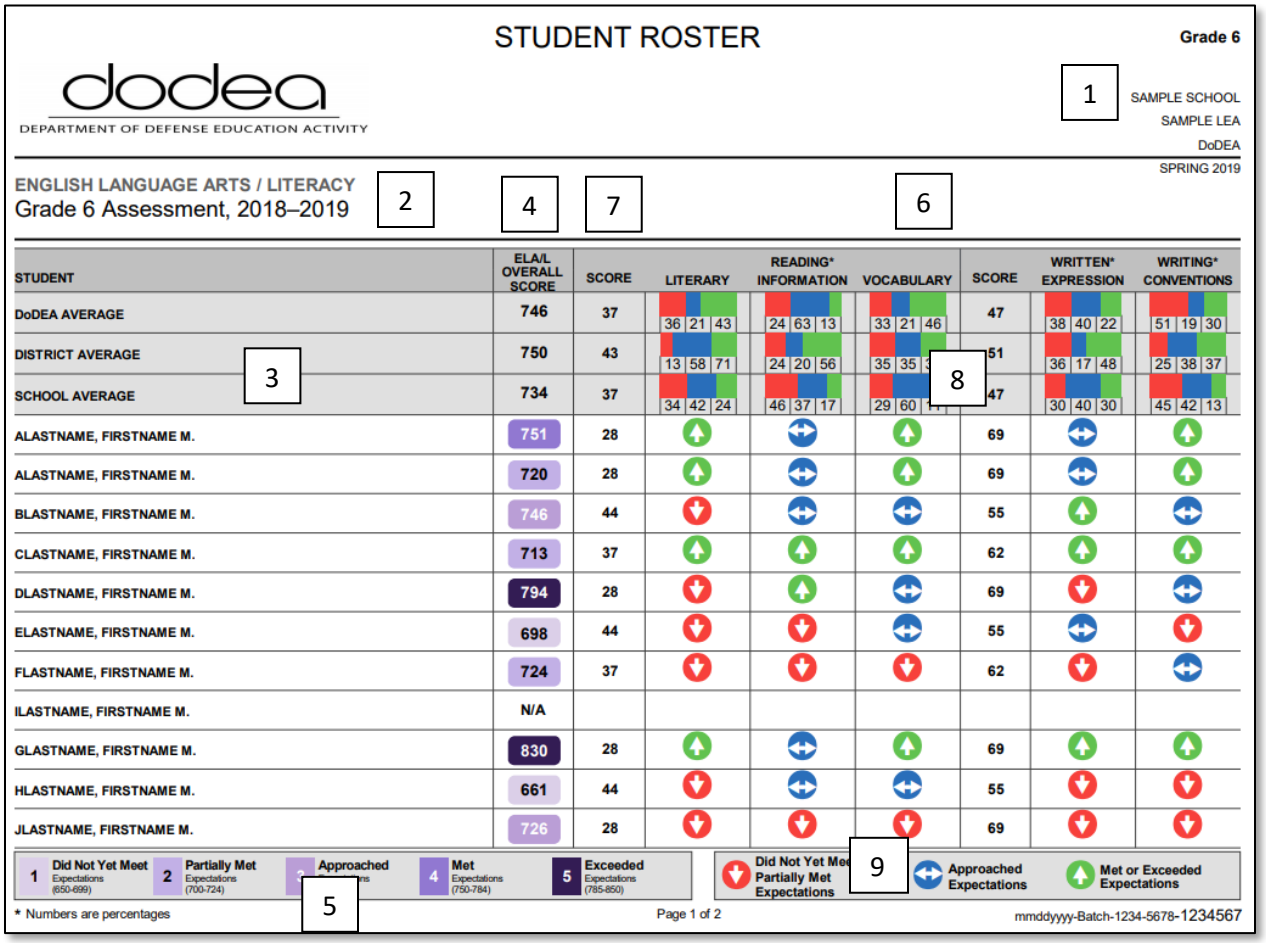
3.5 Content Standards Roster Report

The Content Standards Roster analyzes the student performance on operational items on the CCRS Summative Assessment based on the CCRS. Information is reported for each grade level/content area at a school level.

3.1 Understanding the DoDEA CCRS Student Roster Report

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6–8 and for Grade 10.

The Student Roster report provides information on how students in the school or district performed for the content area tested at the end of the grade/course. Information is reported for each grade level/course and content area.



STUDENT ROSTER

Grade 6

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

1

SAMPLE SCHOOL
SAMPLE LEA
DoDEA
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2018–2019

2 4 7 6

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
DoDEA AVERAGE	746	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
DISTRICT AVERAGE	750	43	13 58 71	24 20 56	35 35	51	36 17 48	25 38 37
SCHOOL AVERAGE	734	37	34 42 24	46 37 17	29 60	47	30 40 30	45 42 13
ALASTNAME, FIRSTNAME M.	751	28				69		
ALASTNAME, FIRSTNAME M.	720	28				69		
BLASTNAME, FIRSTNAME M.	746	44				55		
CLASTNAME, FIRSTNAME M.	713	37				62		
DLASTNAME, FIRSTNAME M.	794	28				69		
ELASTNAME, FIRSTNAME M.	698	44				55		
FLASTNAME, FIRSTNAME M.	724	37				62		
ILASTNAME, FIRSTNAME M.	N/A							
GLASTNAME, FIRSTNAME M.	830	28				69		
HLASTNAME, FIRSTNAME M.	661	44				55		
JLASTNAME, FIRSTNAME M.	726	28				69		

3 8

1 Did Not Yet Meet Expectations (650-699) 2 Partially Met Expectations (700-724) Approached 4 Met Expectations (750-784) 5 Exceeded Expectations (785-850)

5

Did Not Yet Met / Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations

9

* Numbers are percentages

Page 1 of 2

mmddyyyy-Batch-1234-5678-1234567

1. Identifying information

The top section of the page identifies the grade of the course assessed, school name and district name.

2. Assessment Information

The report heading provides the content area (English Language Arts/Literacy or Mathematics) and grade level/course assessed, as well as the assessment year.

3. DoDEA Averages and Student Roster

The first three lines of the roster display the DoDEA, district, and school averages. After the first three lines the report lists all students in the school who took the specified grade/course.

4. Scale Score and Performance Level

This column provides the student's overall scale score and color-coded performance level.

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course. Performance levels are indicated by the color highlighting behind the number.

5. Performance Level Legend

A legend at the bottom of the page can be used to match the coloring to the applicable performance level. There are five performance levels: Level 5: Exceeded expectations; Level 4: Met expectations; Level 3: Approached expectations; Level 2: Partially met expectations; Level 1: Did not yet meet expectations.

6. Reporting Categories

For ELA/Literacy, there are two reporting category areas: Reading and Writing. Subclaims fall under the corresponding category. For mathematics, reporting categories are not applicable.

7. Performance by Reporting Category

For ELA /Literacy, student performance for each reporting category is provided as a scale score on a scale different from the overall scale score. It is important to note that for this reason, the sum of the reporting category scale scores will not equal the overall scale score. The reporting scale score for each student can be compared to the DoDEA, district, and school levels.

As mentioned above, Mathematics do not have reporting categories, so the "Score" columns will not be displayed.

8. Subclaim Category

Within each reporting category for ELA/Literacy are specific skill sets (subclaims) students demonstrate on the DoDEA CCRS Summative Assessment. Subclaims are provided for mathematics as well, but do not correspond to a reporting category. The first three rows of each subclaim provide the DoDEA, district, and school averages. Below the first three rows, an icon is displayed representing the student's performance.

9. Subclaim Performance Indicators

The three categories are displayed in the LEGEND portion of the report.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations", meaning that the students subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in the subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- **A horizontal arrow** for the specified subclaim indicates that the student "Approached Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further students in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

How can the Student Roster Report help students?

The **Student Roster Report** provides information on students' overall performance for the content areas tested the end of the grade/course. This report contains information on the student performance and claim and subclaim performance for a group of students at the school.

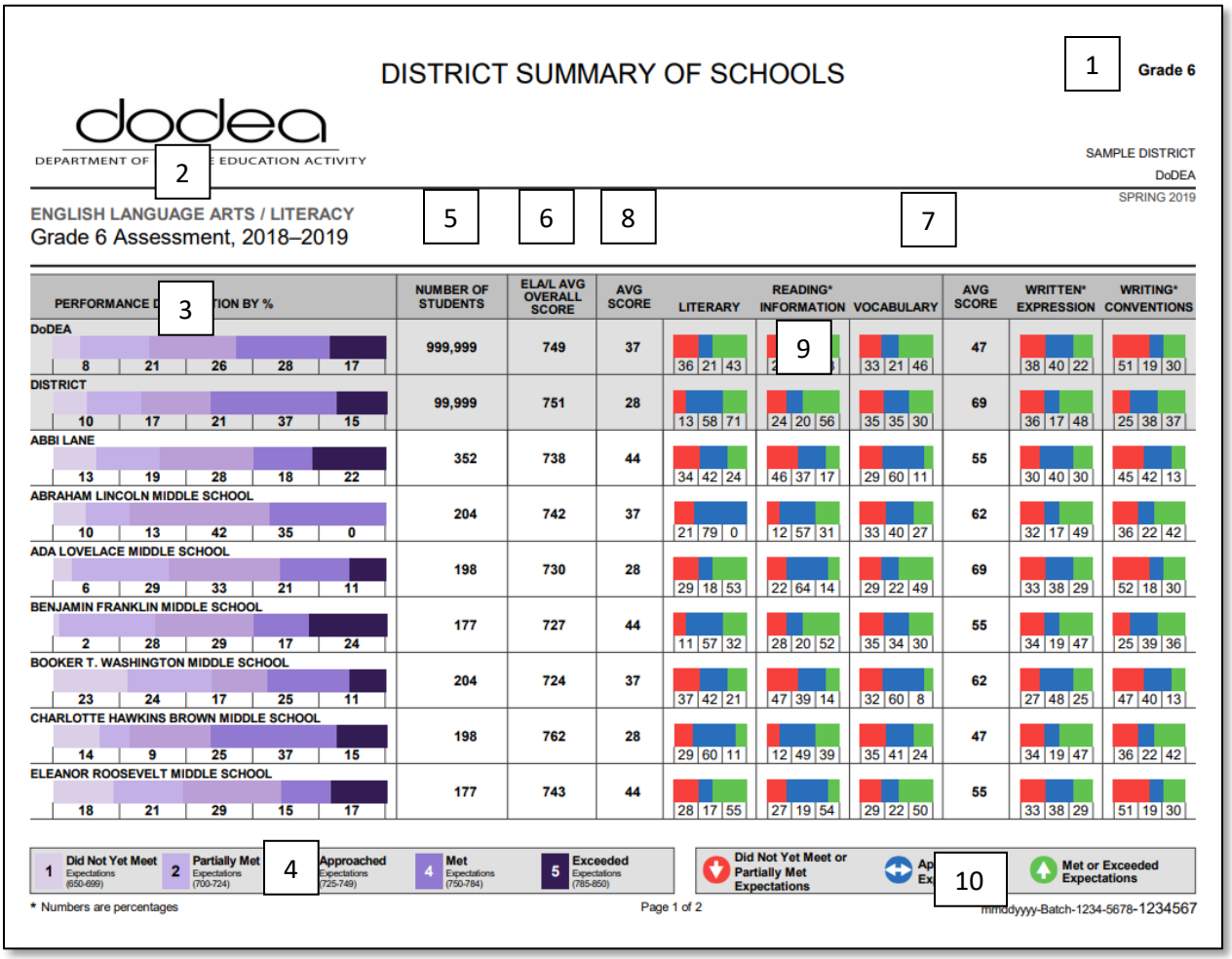
How can you use this report?

- Discuss the overall school performance with the faculty.
- Review the CCRS Summative Assessment Report Guide with the faculty.
- Share hard copies of the Student Roster Report to grade level/course teachers for discussion during Focused Collaboration meeting. Remind the teachers of the confidential nature of the report.

3.2 Understanding the DoDEA CCRS Summative District Summary

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6–8 and for Grade 10.

The District Summary report provides information on how students in the school or district performed for the content area tested at the end of the grade/course. Information is reported for each grade level/course and content area.



DISTRICT SUMMARY OF SCHOOLS

1 Grade 6

dodea

DEPARTMENT OF 2 EDUCATION ACTIVITY

SAMPLE DISTRICT
DoDEA
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2018–2019

5 6 8 7

PERFORMANCE D 3 TION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION 9	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
DoDEA 8 21 26 28 17	999,999	749	37	36 21 43		33 21 46	47	38 40 22	51 19 30
DISTRICT 10 17 21 37 15	99,999	751	28	13 58 71	24 20 56	35 35 30	69	36 17 48	25 38 37
ABBI LANE 13 19 28 18 22	352	738	44	34 42 24	46 37 17	29 60 11	55	30 40 30	45 42 13
ABRAHAM LINCOLN MIDDLE SCHOOL 10 13 42 35 0	204	742	37	21 79 0	12 57 31	33 40 27	62	32 17 49	36 22 42
ADA LOVELACE MIDDLE SCHOOL 6 29 33 21 11	198	730	28	29 18 53	22 64 14	29 22 49	69	33 38 29	52 18 30
BENJAMIN FRANKLIN MIDDLE SCHOOL 2 28 29 17 24	177	727	44	11 57 32	28 20 52	35 34 30	55	34 19 47	25 39 36
BOOKER T. WASHINGTON MIDDLE SCHOOL 23 24 17 25 11	204	724	37	37 42 21	47 39 14	32 60 8	62	27 48 25	47 40 13
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL 14 9 25 37 15	198	762	28	29 60 11	12 49 39	35 41 24	47	34 19 47	36 22 42
ELEANOR ROOSEVELT MIDDLE SCHOOL 18 21 29 15 17	177	743	44	28 17 55	27 19 54	29 22 50	55	33 38 29	51 19 30

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 4 Approached Expectations (725-749) | 4 Met Expectations (750-784) | 5 Exceeded Expectations (785-850)

Did Not Yet Meet or Partially Met Expectations | Ap Ex | 10 | Met or Exceeded Expectations

* Numbers are percentages

Page 1 of 2

mmddyyyy-Batch-1234-5678-1234567

1. Identifying Information

The top section of the page identifies the grade of the course assessed and district name.

2. Assessment Information

The report heading provides the content area (English Language Arts/Literacy or Mathematics) and the grade level/course assessed, as well as the assessment year.

3. Percentage of Students at Each Performance Level

The first column in the report shows the distribution of the students that fall into each performance level at the DoDEA, district and school levels. Each section of the graph represents a performance level, beginning with level 1 on the left through level 5 on the right. The numerical values underneath the visual indicate the percentage of students who fall into each performance level. Please note that the numbers may not appear centered under each color.

4. Performance Level Legend

A legend at the bottom of the page can be used to match the coloring to the applicable performance level. There are five performance levels: Level 5: Exceeded expectations; Level 4: Met expectations; Level 3: Approached expectations; Level 2: Partially met expectations; Level 1: Did not yet meet expectations.

5. Number of Students

The second column indicates the number of students that aggregate to the DoDEA, district, and each school listed on the report.

6. Average Overall Scale Score

This column provides the average overall scale score for all students assessed at the DoDEA, district, and school levels shown on the report.

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course. Performance levels are indicated by the color highlighting behind the number.

7. Reporting Categories

For English Language Arts, there are two reporting category areas: Reading and Writing. Subclaims fall under the corresponding category. For Mathematics, reporting categories are not applicable.

8. Performance by Reporting Category

For English Language Arts, student performance for each reporting category is provided as a scale score on a scale different from the overall scale score. It is important to note that for this reason, the sum of the reporting category scale scores will not equal the overall scale score. The reporting scale score for each student can be compared to the DoDEA, district, and school levels.

As mentioned above, Mathematics does not have reporting categories, so the "Score" columns will not be displayed.

9. Subclaim Category

Within each reporting category for ELA/Literacy are specific skill sets (subclaims) students demonstrate on the DoDEA CCRS Summative Assessment. Subclaims are provided for mathematics as well, but do not correspond to a reporting category. The first three rows of each subclaim provide the DoDEA, district, and school averages. Below the first three rows, an icon is displayed representing the student's performance.

10. Subclaim Performance Indicators

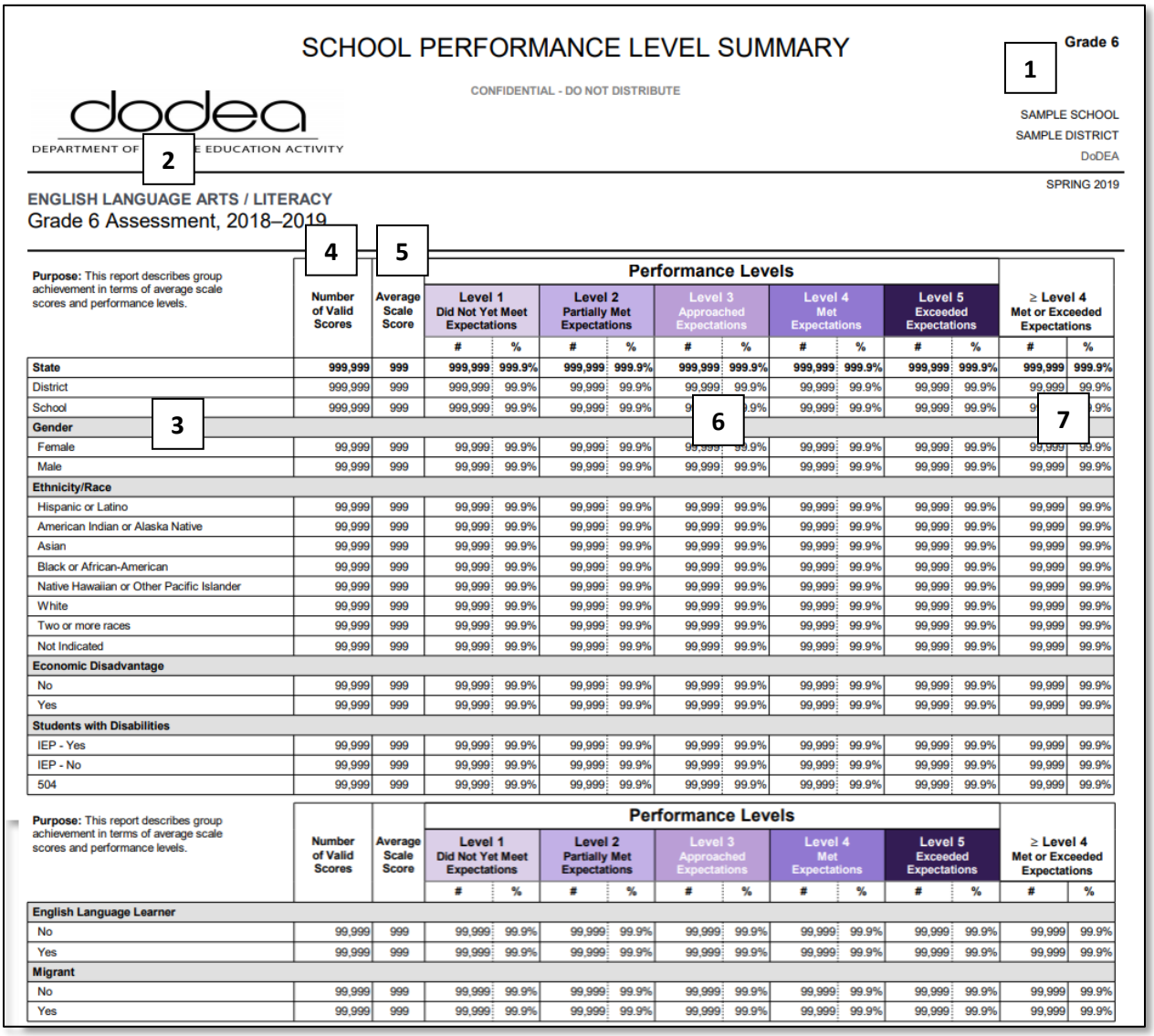
The three categories are displayed in the LEGEND portion of the report.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations", meaning that the students subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in the subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A horizontal arrow** for the specified subclaim indicates that the student "Approached Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further students in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations", meaning that the student's subclaim performance reflects a level of proficiency consistent with performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

3.3 Understanding the DoDEA CCRS Summative Performance Level Summary Report

DoDEA schools around the world administered College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6–8 and for Grade 10.

The Performance Level Summary reports are provided at the DoDEA, District and School level. This report breaks out the performance aggregations into subcategory levels. Information is reported for each grade level/course and content area.



SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 6

1

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DEPARTMENT OF E EDUCATION ACTIVITY

2

SAMPLE SCHOOL
SAMPLE DISTRICT
DoDEA

SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2018–2019

4 5

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%
District	999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
School	999,999	999	999,999	99.9%	99,999	99.9%	9	9.9%	99,999	99.9%	99,999	99.9%	9	.9%
Gender														
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race														
Hispanic or Latino	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African-American	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Economic Disadvantage														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities														
IEP - Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
504	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

3 6 7

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Migrant														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

1. Identifying Information

The top section of the page identifies the grade of the course assessed, school name (if a school level report) and district name.

2. Assessment Information
The report heading provides the content area (English Language Arts/Literacy or Mathematics) and the grade level/course assessed, as well as the assessment year.

3. Demographic and Student Groups
Demographic and program categories with student groups are listed on the first column of the table. Please see the list of terminologies found in Appendix B.

4. Number of Valid Scores
The second column indicates the number of students that aggregate to the DoDEA, district, and each school listed on the report. This column does not include students with no score.

5. Average Scale Score
The average scale score is displayed for DoDEA, District, and school (if school level report).

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course. Performance levels are indicated by the color highlighting behind the number.

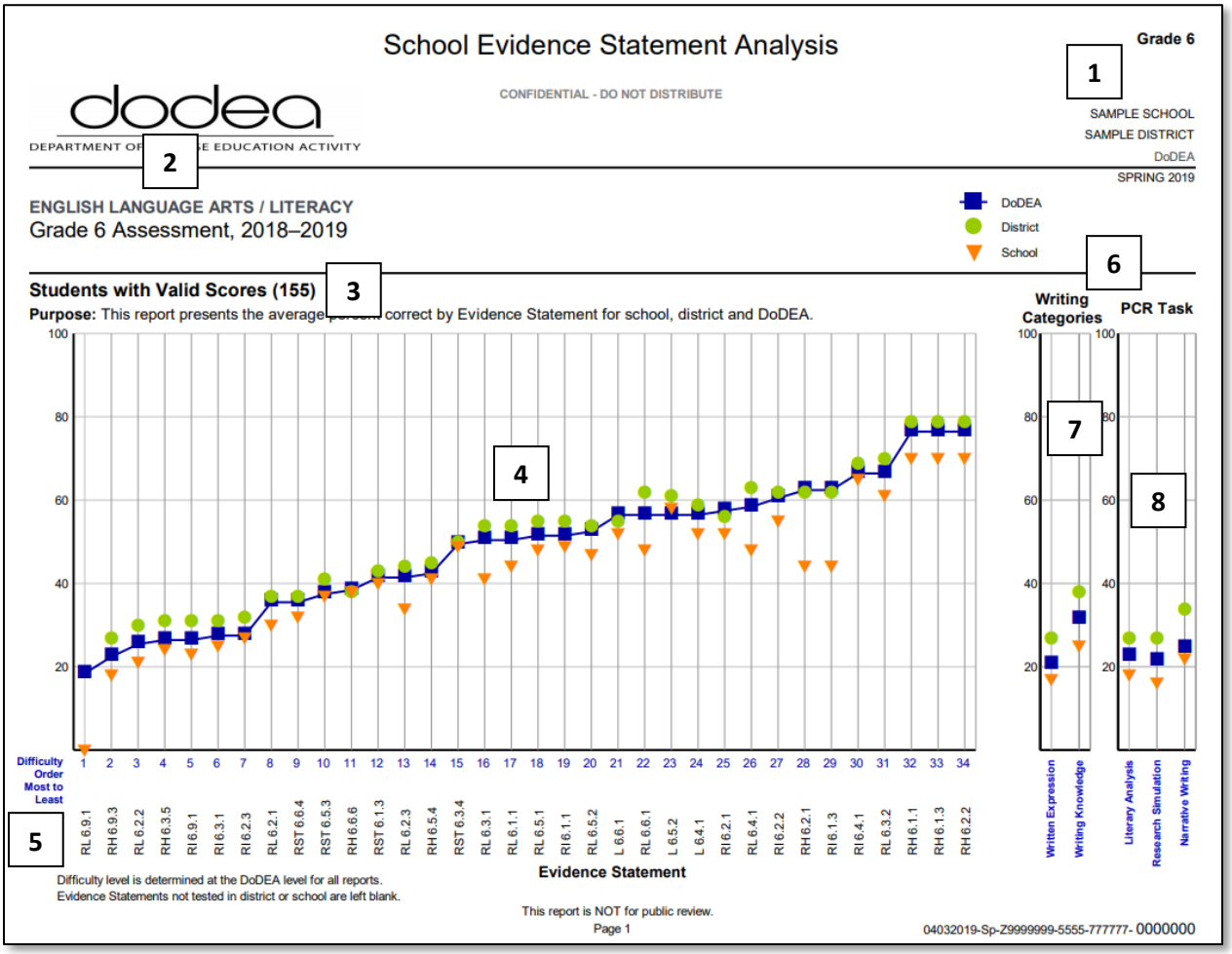
6. Performance Level Results
The bulk of the report will show the number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations levels for each demographic or student group.

7. Count and Percentage of Students at or Above Performance Level 4
The last columns provide a count and percentage of the students who fell into performance level 4 or 5 (Met or Exceeded Expectations) for each demographic or student group.

3.4 Understanding the DoDEA CCRS Summative Evidence Statement Analysis Report

DoDEA schools around the world administered College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6-8 and for Grade 10.

The Evidence Statement Analysis reports are two-page reports that analyze the performance of the Evidence Statements at a DoDEA, district and school level. Information is reported for each grade level/course and content area.



1. Identifying Information

The top section of the page identifies the grade of the course assessed, school name (if school level report) and district name.

2. Assessment Information

The report header provides the content area (English Language Arts/Literacy or Mathematics) and grade level/course assessed, as well as the assessment year.

3. Students with Valid Scores

The total number of students with a valid score are shown on the graph header. This report presents the average percent correct by evidence statement for students who have a reportable summative scale score. Reportable scores are those records that have met attemptedness, are non-voided and are without a suppression code.

4. Graph

The graph shown reflects the average percent correct per each evidence statement. DoDEA placement is represented by a blue square, district by a green circle and school by an orange triangle. The DoDEA level is connected by a solid line. District and school symbols are not connected because depending on the form assignment selection taken at the school and district, all evidence statements may not be represented.

5. Evidence Statements

Items on the CCRS Summative Assessment are written to specific Evidence Statements, which are based on the College and Career Ready Standards (CCRS). Each item on the assessment is combined into an evidence statement group. For ELA/Literacy, items may be aligned to more than one evidence statement. These items are aligned on the report in every evidence statement group that applied to that item. This means that the same item could be represented several times on the report depending on the alignment.

The evidence statements on the bottom of the graph are placed in order from most, to least difficult. This determination is made by the overall performance level of each item based on the DoDEA level.

6. Writing Tasks

This section will only show for ELA/Literacy and will not show for mathematics. For ELA/Literacy this will chart information related to the performance of writing tasks included in the test.

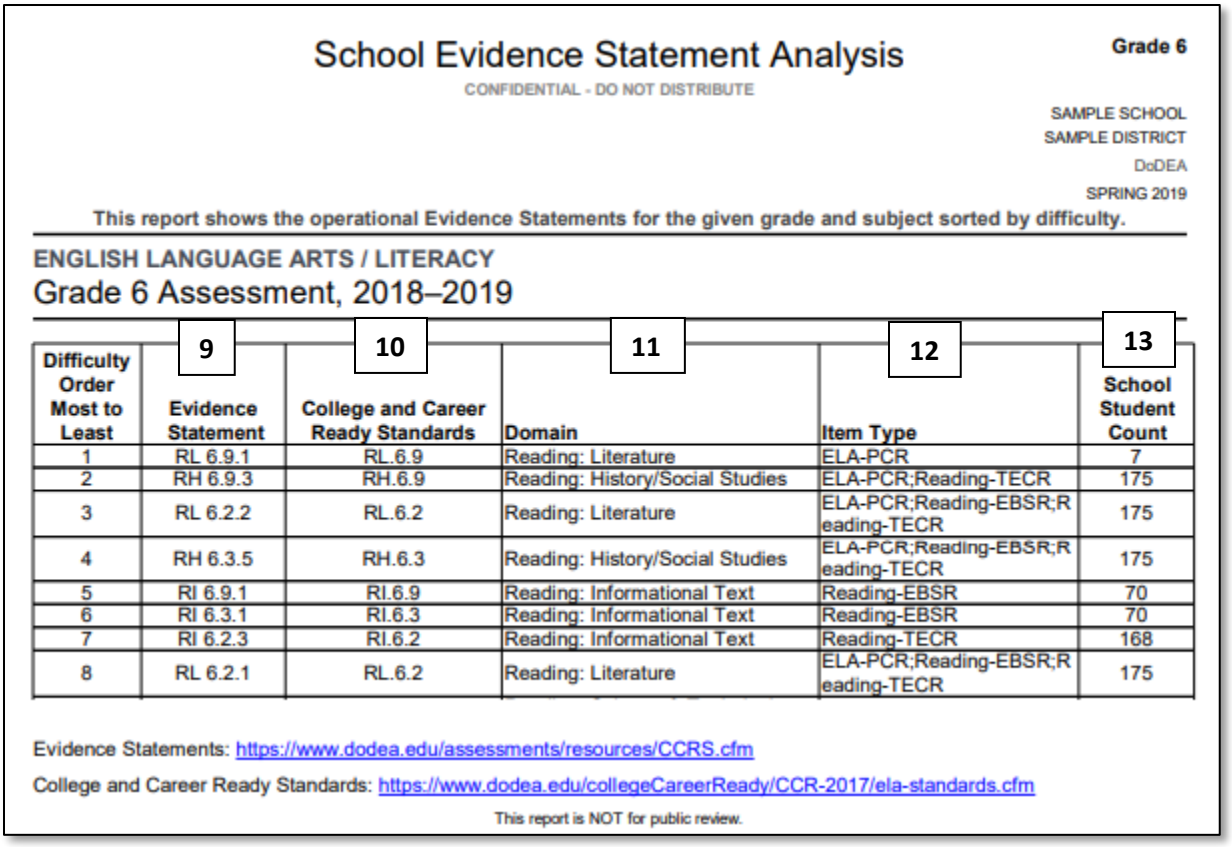
7. Written Expression and Writing Knowledge

Written Expression includes the development of ideas, organization, and clarification of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

Aggregate percent correct is displayed at the DoDEA, district, and school levels.

8. Prose Constructive Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included in the CCRS Summative Assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or information pieces in the categories of Literary Analysis, Research Simulation, and Narrative Writing.



School Evidence Statement Analysis

Grade 6

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SAMPLE SCHOOL
SAMPLE DISTRICT
DoDEA
SPRING 2019

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment, 2018–2019

Difficulty Order Most to Least	9 Evidence Statement	10 College and Career Ready Standards	11 Domain	12 Item Type	13 School Student Count
1	RL 6.9.1	RL.6.9	Reading: Literature	ELA-PCR	7
2	RH 6.9.3	RH.6.9	Reading: History/Social Studies	ELA-PCR;Reading-TECR	175
3	RL 6.2.2	RL.6.2	Reading: Literature	ELA-PCR;Reading-EBSR;Reading-TECR	175
4	RH 6.3.5	RH.6.3	Reading: History/Social Studies	ELA-PCR;Reading-EBSR;Reading-TECR	175
5	RI 6.9.1	RI.6.9	Reading: Informational Text	Reading-EBSR	70
6	RI 6.3.1	RI.6.3	Reading: Informational Text	Reading-EBSR	70
7	RI 6.2.3	RI.6.2	Reading: Informational Text	Reading-TECR	168
8	RL 6.2.1	RL.6.2	Reading: Literature	ELA-PCR;Reading-EBSR;Reading-TECR	175

Evidence Statements: https://www.dodea.edu/assessments/resources/CCRS.cfm

College and Career Ready Standards: https://www.dodea.edu/collegeCareerReady/CCR-2017/ela-standards.cfm

This report is NOT for public review.

9. Evidence Statement

Evidence Statements are listed in the same order as page 1, from most to least difficult.

10. College and Career Ready Standards (CCRS)

The CCRS linked to the Evidence Statements are listed in the third column. An evidence statement could be connected to multiple standards. There are some evidence statements that do not directly align to a CCRS. For those statements that are considered Modeling or Modeling & Reasoning – Securely Help Knowledge, that verbiage is indicated on the chart on page 2. Additionally, some integrated evidence statements are across multiple domains and are also not firmly linked to a specific CCRS. Those statements will indicate "Multiple" on the report.

11. Domain

The Common Core domain level is listed in this column.

12. Item Type

The item type column includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the "Item Type" column on page 2 of the report. Mathematics item types are Mathematics - Type I (tasks assessing concepts, skills and procedures), Mathematics - Type II (tasks assessing expressing mathematical reasoning), and Mathematics - Type III (tasks assessing modeling/applications). ELA/Literacy item types are Prose Constructed Response (PCR), Evidence Based Selected Response-Multiple Choice (EBSR), and Technology Enhanced Constructed Response (TECR). For samples of item types, please visit: https://dodea.mypearsonsupport.com/practice-tests/.

13. Student Count

The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row as there are different forms of the assessment and not all forms include all items or evidence statements

How can the Evidence Statement Analysis Report help students?

The **School Evidence Statement Analysis Report** provides information on school overall performance for evidence statements for content areas tested. This report compares the school performance on each evidence statement with the district and DoDEA.

How will Directors of Student Excellence use this report with Superintendent and Community Superintendents?

- Discuss goal setting and professional learning needs of principals and district leaders.

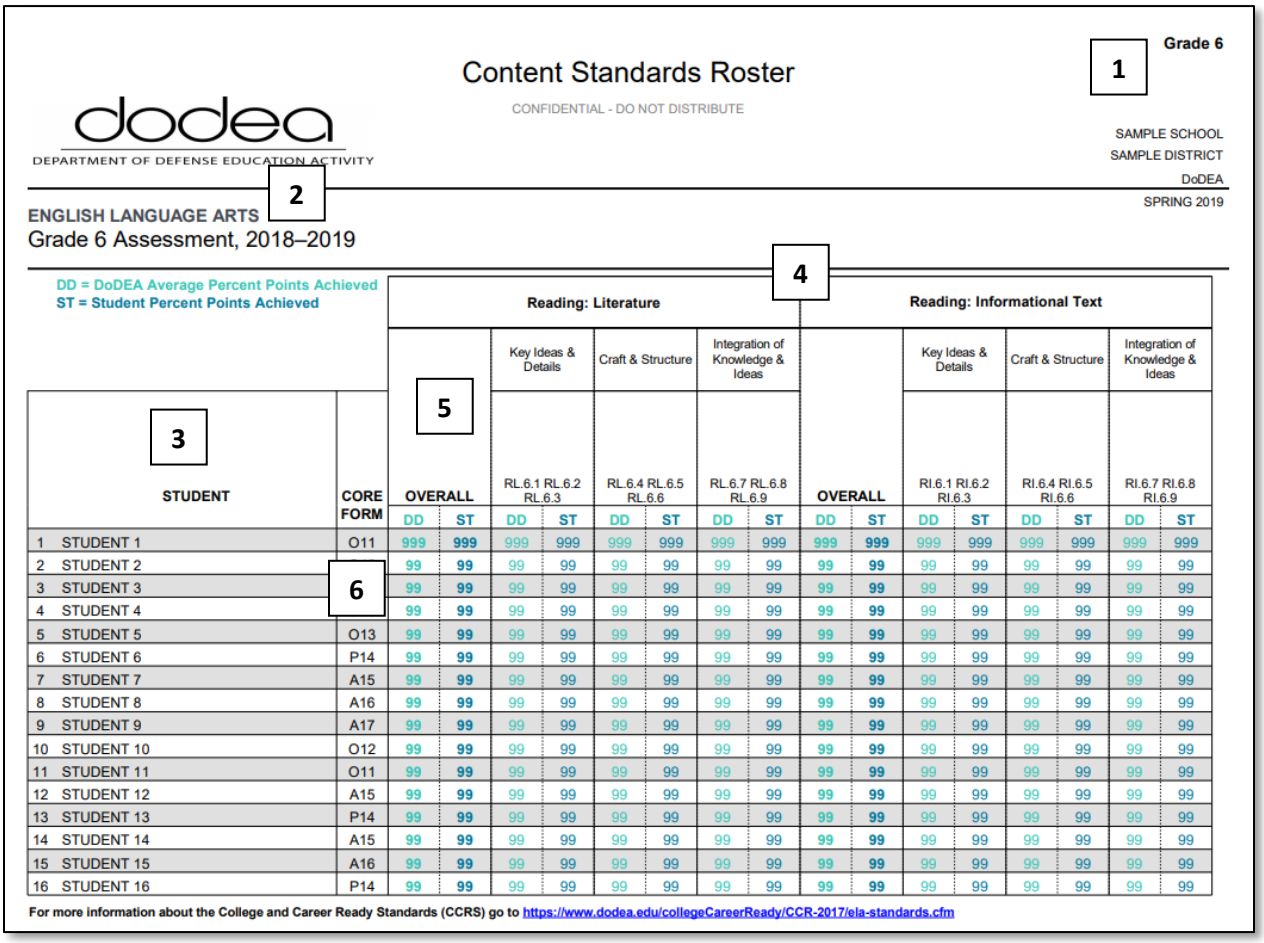
How can principals use this report with the School Leadership team?

- Discuss the overall school performance with the faculty.
- Review the CCRS Summative Assessment Report Guide with the faculty.
- Discuss the results with the Leadership team. Remind the team of the confidential nature of the report.

3.5 Understanding the DoDEA CCRS Summative Content Standards Roster

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative Assessment for students in mathematics (Grades 3–6), Algebra I, Geometry, Algebra II, and in English-language arts/literacy (ELA/Literacy) for Grades 6–8 and for Grade 10.

The Content Standards Roster analyzes the student performance on operational items on the CCRS Summative Assessment based on the CCR Standards. Information is reported for each grade level/content area at a school level.



Content Standards Roster

1 Grade 6

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

SAMPLE SCHOOL
SAMPLE DISTRICT
DoDEA
SPRING 2019

2 ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2018–2019

DD = DoDEA Average Percent Points Achieved
ST = Student Percent Points Achieved

4

3 STUDENT	CORE FORM	5 OVERALL		Reading: Literature: Key Ideas & Details RL.6.1 RL.6.2 RL.6.3		Reading: Literature: Craft & Structure RL.6.4 RL.6.5 RL.6.6		Reading: Literature: Integration of Knowledge & Ideas RL.6.7 RL.6.8 RL.6.9		Reading: Informational Text: OVERALL		Reading: Informational Text: Key Ideas & Details RI.6.1 RI.6.2 RI.6.3		Reading: Informational Text: Craft & Structure RI.6.4 RI.6.5 RI.6.6		Reading: Informational Text: Integration of Knowledge & Ideas RI.6.7 RI.6.8 RI.6.9	
		DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST
1 STUDENT 1	O11	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
2 STUDENT 2		99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3 STUDENT 3		99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4 STUDENT 4		99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
5 STUDENT 5	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
6 STUDENT 6	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
7 STUDENT 7	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
8 STUDENT 8	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
9 STUDENT 9	A17	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
10 STUDENT 10	O12	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
11 STUDENT 11	O11	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
12 STUDENT 12	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
13 STUDENT 13	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
14 STUDENT 14	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
15 STUDENT 15	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
16 STUDENT 16	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99

6

For more information about the College and Career Ready Standards (CCRS) go to https://www.dodea.edu/collegeCareerReady/CCR-2017/ela-standards.cfm

Grade 6

Content Standards Roster

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

SAMPLE SCHOOL
SAMPLE DISTRICT
DoDEA
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2018–2019

7 8

DD = DoDEA Average Percent Points Achieved
ST = Student Percent Points Achieved

			Language		Reading				Writing Categories				Prose Constructed Response					
			Vocabulary Acquisition & Use		Literacy in History / Social Studies		Literacy in Science & Technical Subjects											
	STUDENT	CORE FORM	L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.a L.6.5.b L.6.5.c L.6.6		RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10		RST.6-8.1 RST.6-8.2 RST.6-8.3 RST.6-8.4 RST.6-8.5 RST.6-8.6 RST.6-8.7 RST.6-8.8 RST.6-8.9 RST.6-8.10		Written Expression		Writing Knowledge		Literary Analysis		Research Simulation		Narrative Writing	
			DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST
1	STUDENT 1	O11	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
2	STUDENT 2	O12	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3	STUDENT 3	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4	STUDENT 4	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
5	STUDENT 5	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
6	STUDENT 6	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
7	STUDENT 7	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
8	STUDENT 8	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
9	STUDENT 9	A17	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
10	STUDENT 10	O12	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
11	STUDENT 11	O11	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
12	STUDENT 12	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
13	STUDENT 13	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
14	STUDENT 14	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
15	STUDENT 15	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
16	STUDENT 16	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99

For more information about the College and Career Ready Standards (CCRS) go to https://www.dodea.edu/collegeCareerReady/CCR-2017/ela-standards.cfm

Page 2 of 2

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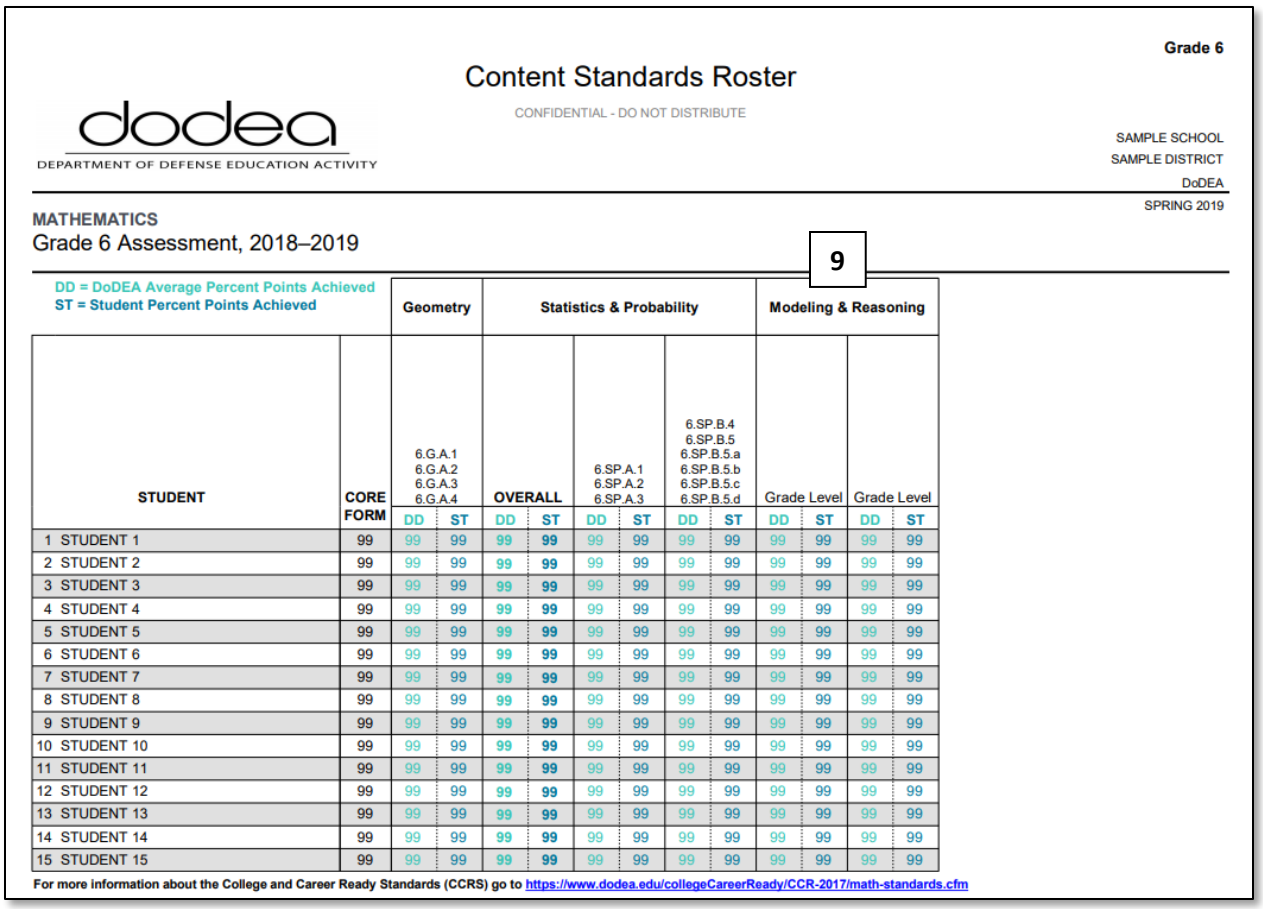

Grade 6

Content Standards Roster

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

SAMPLE SCHOOL
SAMPLE DISTRICT
DoDEA
SPRING 2019

MATHEMATICS
Grade 6 Assessment, 2018–2019

9

DD = DoDEA Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Geometry		Statistics & Probability						Modeling & Reasoning			
		6.G.A.1 6.G.A.2 6.G.A.3 6.G.A.4		OVERALL		6.SP.A.1 6.SP.A.2 6.SP.A.3		6.SP.B.4 6.SP.B.5 6.SP.B.5.a 6.SP.B.5.b 6.SP.B.5.c 6.SP.B.5.d		Grade Level		Grade Level	
		DD	ST	DD	ST	DD	ST	DD	ST	DD	ST	DD	ST
1 STUDENT 1	99	99	99	99	99	99	99	99	99	99	99	99	99
2 STUDENT 2	99	99	99	99	99	99	99	99	99	99	99	99	99
3 STUDENT 3	99	99	99	99	99	99	99	99	99	99	99	99	99
4 STUDENT 4	99	99	99	99	99	99	99	99	99	99	99	99	99
5 STUDENT 5	99	99	99	99	99	99	99	99	99	99	99	99	99
6 STUDENT 6	99	99	99	99	99	99	99	99	99	99	99	99	99
7 STUDENT 7	99	99	99	99	99	99	99	99	99	99	99	99	99
8 STUDENT 8	99	99	99	99	99	99	99	99	99	99	99	99	99
9 STUDENT 9	99	99	99	99	99	99	99	99	99	99	99	99	99
10 STUDENT 10	99	99	99	99	99	99	99	99	99	99	99	99	99
11 STUDENT 11	99	99	99	99	99	99	99	99	99	99	99	99	99
12 STUDENT 12	99	99	99	99	99	99	99	99	99	99	99	99	99
13 STUDENT 13	99	99	99	99	99	99	99	99	99	99	99	99	99
14 STUDENT 14	99	99	99	99	99	99	99	99	99	99	99	99	99
15 STUDENT 15	99	99	99	99	99	99	99	99	99	99	99	99	99

For more information about the College and Career Ready Standards (CCRS) go to https://www.dodea.edu/collegeCareerReady/CCR-2017/math-standards.cfm

1. Identifying Information

The top section of the page identifies the grade of the course assessed, school name, and district name.

2. Assessment Information

The report header provides the content area (English Language Arts/Literacy or Mathematics) and grade level/course assessed, as well as the assessment year.

3. Student Information

Students will be listed by last name in alphabetical order. Students are listed if a valid score is available.

4. College and Career Ready Domain and Standard

All operational items are combined into the CCRS Domain and Standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level/course, then a total column will also be provided.

A description of the standards and their domains can be found at the link https://www.dodea.edu/collegeCareerReady/ccr-standards.cfm

5. DoDEA and Student Average

This column shows the overall DoDEA average percent achieved for all students with valid scores for each domain, as well as the percent achieved for each student listed in the report. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct.

6. Core Form

This column indicates the operational core form taken by each student listed for the Spring 2019 administration. The form is determined by the core operational form. Form codes starting with the letter P are paper; forms starting with the letter O are online and forms starting with the letter A are accommodated forms. Information for all columns (Total Points Possible, Student Percent Achieved, State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

7. Writing Categories

ELA/Literacy reports include a breakdown for writing categories. Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar, and usage.

8. Prose Constructed Response (PCR)

ELA/Literacy reports include a breakdown of the PCR. This section breaks down the writing tasks by the three types of PCR items included on the CCRS Summative Assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Literary Analysis, Research Simulation, and Narrative Writing.

9. Modeling and Reasoning

Mathematics includes Evidence Statements that are in the category of Modeling and Reasoning. When linked to the CCRS, Modeling and Reasoning items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). On Grade Level items are aligned to standards that are the same grade as the grade of the current assessment. For Example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to Grade 3 level standards (3.OA.A, 3.MD.B). These are considered On Grade Level. Securely Held Knowledge items are aligned to standards that are a grade below the grade of the test given. For example, a Grade 3 Math assessment may have Modeling and Reasoning items that area aligned to grade 2 standards (2.OA.A, 2.MD.B). These are considered Securely Held Knowledge.

The **Content Standards Roster Report** provides information on students' performance for groups of standards on the CCRS Summative Assessment. This report contains information on the student performance for a set group of standards.

How can principals use this report with School Leadership team?

- Discuss the overall school performance with the faculty.
- Review the CCRS Summative Assessment Report Guide with the faculty.

- Share hard copies of the Content Standards Roster Report to grade level/course teachers for discussion during Focused Collaboration meeting. Remind the teachers of the confidential nature of the report.
- Discuss goal setting and professional learning needs of instructional staff.

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Appendix A
Scale Score Ranges

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–789
Level 5 Cut	790	Level 5 Range	790–850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–784
Level 5 Cut	785	Level 5 Range	785–850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–793
Level 5 Cut	794	Level 5 Range	794–850

Grade 10 ELA/L			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–793
Level 5 Cut	794	Level 5 Range	794–850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–789
Level 5 Cut	790	Level 5 Range	790–850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–795
Level 5 Cut	796	Level 5 Range	796–850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–789
Level 5 Cut	790	Level 5 Range	790–850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–787
Level 5 Cut	788	Level 5 Range	788–850

Algebra I			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–804
Level 5 Cut	805	Level 5 Range	805–850

Algebra II			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–807
Level 5 Cut	808	Level 5 Range	808–850

Geometry			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–782
Level 5 Cut	783	Level 5 Range	783–850

Appendix B

Glossary

Claims: The claim structures for ELA/Literacy and mathematics, grounded in the Standards, inform the design and development of the summative assessments.

College and Career Ready Domain: Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

College and Career Ready Standard (CCRS): Standards define what students should understand and be able to do for the subject and grade level.

Content Standard Roster Report: The Content Standards Roster Report analyzes the student performance of operational items on the Spring 2019 Assessment based on the Standard upon which the Evidence Statements are based. The report is by grade level/course and content area at a school level.

English Language Learner (ELL): A student who comes from non-English speaking homes and who are learning English. Many ELL students have developed basic communication skills in English but still struggle with academic language.

Ethnicity: Origin or descent; common national or cultural tradition. The category which most clearly reflects the student's recognition of his or her community or with which the individual most identifies.

Evidence Statement: Statements that describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the CCRS, and highlight their advances especially around the coherent nature of the standards.

Gender: Male or Female - as it appears on the student's birth certificate or the gender with which the student identifies.

Item Type: Mathematics item types are Mathematics - Type I (tasks assessing concepts, skills and procedures), Mathematics - Type II (tasks assessing expressing mathematical reasoning) and Mathematics - Type III (tasks assessing modeling/applications). English Language Arts / Literacy item types are Prose Constructed Response (PCR), Evidence Based Selected Response – Multiple-Choice (EBSR), and Technology Enhanced Constructed Response (TECR).

PearsonAccess^{next} (PAN): PAN is the test delivery system for managing online test administration and accessing CCRS Summative Assessment reports.

Performance Level 1 - Did not yet meet expectations: Students classified as either Level 1, Level 2 or Level 3 have not yet met the grade level expectations.

Performance Level 2 - Partially met expectations: Students classified as either Level 1, Level 2 or Level 3 have not yet met the grade level expectations.

Performance Level 3 - Approached expectations: Students classified as either Level 1, Level 2 or Level 3 have not yet met the grade level expectations.

Performance Level 4 - Met expectations: Students classified as either Level 4 or Level 5 are meeting or exceeding the grade level expectations.

Performance Level 5 - Exceeded expectations: Students classified as either Level 4 or Level 5 are meeting or exceeding the grade level expectations.

Performance Levels: Performance levels are broad, categorical levels defined by a student's overall scale score. These are used to classify students in terms of the level of knowledge and skill in the content area as students progress in their K–12 education.

Prose Constructive Response (PCR): English Language Arts tasks that connect Reading and Writing Standards. On this assessment the PCRs are broken down into categories of Literary Analysis, Research Simulation, and Narrative Writing.

Race: General racial category which most clearly reflects the student's recognition of his or her community or with which the individual most identifies.

Reporting Category: The ELA/Literacy assessment is also reported at Reading and Writing reporting categories which provides a scale score in addition to the overall scale score.

Scale Score: The scale score is a numeric value that summarizes overall student performance on the assessment based on a raw score to scale score equated conversion table.

School Evidence Statement Analysis: A two-page report which analyzes the performance of the assessment evidence statements at a school level for each operational item on the Spring 2019 assessment. Information is reported for each grade level/course and content area.

Student with Disabilities: A student who has an Individualized Education Program (IEP) or an Individualized Services Plan (ISP), regardless of the category or severity of the student's disability (includes ""speech-only"" students).

Subclaim: Subclaim represents a group of standards that are identified for reporting.

Subclaim Category: Subclaim category reporting represents how well the student performed in a subclaim. This is a measure of students proficiency for each subclaim.

Subclaim Performance Indicators: Indicators for performance on the subclaim categories are shown at three levels: Did Not Yet Meet or Partially Met Expectations; Approached Expectations and Met or Exceeded Expectations.

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