

North Dakota State Assessment Student Achievement Reporting 2014-15

Frequently Asked Questions

Beginning in 2014-15, schools throughout North Dakota administered new North Dakota State Assessments (NDSA), for the general student population, and North Dakota Alternate Assessments (NDAA), for students with significant cognitive disabilities, in English language arts and mathematics in grades 3-8 and 11. These assessments are aligned to the state's new challenging academic content standards and meet well-established technical requirements to ensure the valid and reliable reporting of student achievement in terms of the state's newly defined academic achievement standards, which define overall proficiency expectations. The NDSA is available through either an online form or a paper form.

During 2014-15, North Dakota schools also administered long-standing state assessments in science in grades 4, 8, and 11. The science achievement results were reported separately. This FAQ narrative is limited to the NDSA in English language arts and mathematics. This FAQ narrative does not address either the NDAA or the science NDSA.

1. How does student achievement reporting on the 2014-15 NDSA differ from previous years?

Because the 2014-15 NDSA represents a new testing program from previous years, aligned to new content and achievement standards, the test results cannot be compared to results from previous years' state assessments, which were aligned to different standards. Although scores from previous years and this year are not comparable, the four commonly defined achievement levels do offer a structure to understand the effect of changes in testing structure and reporting.

2. How do the 2014-15 NDSA results provide an understanding of the student academic progression toward college and career readiness?

The 2014-15 NDSA results mark a baseline, recalibration year for the state's new general assessment program based on the Smarter Balanced Assessment System. The 2014-15 NDSA is aligned to the state's academic content standards based on the Common Core State Standards. These standards represent a more rigorous coverage of academic content required for successfully engaging in college and career immediately following high school graduation. The 2014-15 NDSA underwent an extensively reviewed standard setting process, resulting in new achievement cut scores that represent a more rigorous definition of proficiency. The state's new baseline marks a significant departure from previous years' results. These proficiency definitions in each of the tested grades, 3-8 and 11, provide a steady trajectory, guiding students toward readiness for successful entry into either college or career.

Appendix A presents the academic achievement standards that define the state's four achievement levels (i.e., Level 1: Novice; Level 2: Partially Proficient; Level 3: Proficient; and Level 4: Advanced). The *Level 3: Proficient* line designates at which point students are considered grade-level appropriate, whose path forward marks a strong indicator for reaching college and career readiness at high school graduation.

3. How will the 2014-15 NDSA results be used for reporting accountability and school improvement?

The results from the 2014-15 NDSA mark a baseline of student achievement for the state's new academic achievement standards. The results from the 2014-15 NDSA are used to

- Inform students, parents, and educators of each student's performance in terms of the NDSA's standards-based construct,
- Report to educators and the public overall composite student performance and disaggregated student performance by ethnicity, by grade, and by service status (i.e., economic disability status, limited English proficiency, and students with special needs), and
- Provide to educators student achievement data to guide curricular and instructional decisions.

These results are compiled and reported officially in the 2014-15 Profile Reports, which are prepared for the state, each local school district, and each school. All state, district, and school *Profile Reports* are posted on the North Dakota Department of Public Instruction's website, located at www.nd.gov/dpi/report/Profile.

Achievement results from the 2014-15 NDSA are not used for determining Adequate Yearly Progress Reports. The U. S. Department of Education granted the North Dakota Department of Public Instruction a waiver from the statutory requirement for such an annual report for 2014-15.

4. How will Adequate Yearly Progress be reported during 2014-15? Will the 2014-15 NDSA be used to calculate Adequate Yearly Progress?

The U.S. Department of Education issued to the North Dakota Department of Public Instruction a waiver to amend the state's 2014-15 Accountability Workbook, the official guidelines detailing annual accountability reporting. This waiver removed the requirements to include academic achievement results from the 2014-15 NDSA from any determination of annual Adequate Yearly Progress for the state, every local school district, and every public school. Pursuant to the state's waiver, Adequate Yearly Progress during 2014-15 is calculated on NDSA participation rates for all schools, achievement rates for elementary and secondary schools, and graduation rates for high schools.

Student achievement rates acquired from the 2014-15 NDSA are not used to calculate Adequate Yearly Progress Reports during 2014-15.

5. What information and reports will schools and school districts receive regarding their student achievement results?

The North Dakota Department of Public Instruction has prepared a package of reports for each local school district and school. This package of reports is compiled and placed within secure files on the North Dakota STARS Reporting System, available for exporting and analysis by authorized local school personnel. The following 2014-15 NDSA student achievement files are posted on STARS, under "Reports/Other/Assessment."

- *ELA/Math Proficiency Assessment Results*: a student-level file, detailing demographic data used to administer the NDSA and achievement results generated from the NDSA, for each student who participated in the 2014-15 NDSA;

- *Assessment Results ELA and Math 2015 Spec Description*: a layout document listing all data elements included in the *ELA/Math Proficiency Assessment Results* file, allowing local educators to decipher and analyze data generated from the 2014-15 NDSA;
- *ELA/Math Participation Assessment Results*: a student-level file, detailing demographic information, gathered from each student's enrollment files, used to compile student participation rates, used in state accountability reports;
- *Assessment Participation Results ELA/Math 2015 Spec Description*: a layout document listing all data elements included in the *ELA/Math Participation Assessment Results* file, allowing local educators to decipher and analyze data generated from each student's enrollment record;
- *Assessment Results Summary Reports*: PDF formatted spreadsheets, presenting school and district composite and disaggregated student achievement rates for the 2014-15 NDSA;
- *Assessment Report*: a student-level file, validated by local school personnel, specifying the official enrollment status of each student for the purposes of generating official accountability reports.

6. During the 2014-15 NDSA test administration, certain students experienced technical disruptions while taking an online test. How did these disruptions affect students' ability to perform well? How valid are test scores that result from such technical disruptions?

During the 2014-15 NDSA test administration, some students who participated in the online NDSA experienced certain computer technical disruptions that affected their ability to take the NDSA in an optimal manner. These disruptions, which varied for certain students, may have included an inability to logon to the online platform, a sporadic slow-down in computer performance, a limited number of test items that rendered inconsistently on the computer, or a student's inability to complete components of the test.

Students who participated in the 2014-15 NDSA evidenced various types of participation and levels of completion. The table below presents overall statewide, public school student participation in the 2014-15 NDSA.

**Public School Student Participation
2014-15 NDSA
By Test Form**

Subject	NDSA Online (Complete)	NDSA Paper (Complete)	NDAAs (Complete)	Partial (CAT only)*	Incomplete	Total
ELA	43,746 (79.6%)	2859 (5.2%)	621 (1.1%)	5889 (10.7%)	1868 (3.4%)	54,983 (100%)
Math	48,901 (79.8%)	2548 (4.6%)	621 (1.1%)	5824 (10.6%)	2152 (3.9%)	55,046 (100%)

*For schools that elected to administer only the Computer Adaptive Test (CAT) component of the NDSA.

Combining those students who completed either their NDSA (online- or paper-form) or NDAAs, approximately 86% of public school students completed their state assessment, producing results that constitute a complete, reportable score. An initial analysis of these results indicates that these results provide a valid measure of student achievement against the state's achievement standards.

Approximately 10.7% of public school students completed partial NDSA tests. These partial-test students resided in districts or schools who elected to participate in only the computer adaptive component of the online NDSA, employing an option provided to schools by the North Dakota Department of Public Instruction, immediately following a service disruption in early April 2015. These partial-test students did not participate in the performance task component of the NDSA, which when combined with the computer adaptive component, produces a complete, reportable score. Scoring results gathered from partial tests only generated scale scores and achievement level designations that approximate, but do not equal a complete, reportable score. Partial-test scores, since they are approximated scores, are not considered complete and are not referenced in aggregated reporting.

Approximately 3.7% of public school students did not complete the NDSA online- or paper-form tests. The reasons certain students did not complete the NDSA may include absence, inability to address the test to completion, or the effect of test disruptions. Incomplete NDSA testing does not produce valid, reportable results or approximated results.

Because test disruptions during the 2014-15 NDSA test administration were documented and uncertainty exists regarding the effect of these disruptions on the performance of individual students or on the wider testing environment within certain testing locales, the North Dakota Department of Public Instruction commissioned a study, supported by the Smarter Balanced Assessment Consortium, to analyze these specific and broadly defined concerns. This validity study is being conducted by the Center for Assessment, in Dover, New Hampshire. The North Dakota Department of Public Instruction will release the results of this study following its completion.

7. What types of student reports are generated for each student, based on each student's level of engagement in the 2014-15 NDSA?

During the 2014-15 NDSA test administration, students statewide took either an online- or paper-form NDSA, as determined by local school preferences. Based on each student's ability to fully participate in their selected test form, students may have either fully completed, partially completed, or not completed their selected online- or paper-form NDSA. The final completion status of each student determines what type of student report will be prepared and distributed for each student. Listed below are the four general types of reports prepared.

- *Fully Reportable Scores-Online NDSA form.* For those students who took the online-form NDSA that generated fully reportable scores, schools and school districts will receive student achievement results through the online reporting platform. Reports showing student achievement at the state, district, school, and grade level can be viewed onscreen or downloaded as .csv files. Individual Student Reports can be downloaded as .pdf files. More in-depth information about this system can be found here: <https://ndsasmarter.measuredprogress.org/portal/documentation/>.
- *Fully Reportable Scores-Paper NDSA form.* For those students who took the paper-form NDSA that generated fully reportable scores, schools and school districts will receive printed student achievement results by the state. The state also will provide a spreadsheet, placed in each district's STARS files, documenting the summative data to the school and school district.
- *Partial – Invalid (CAT only).* For those students who took only the computer adaptive component of the online-form NDSA, but not the separate performance task component, approximated scale score and achievement level reports will be printed and distributed to schools by the state. The state will provide a spreadsheet, placed in each district's STARS files, documenting the summative data to the school and school district.

- *Incomplete – Invalid Scores.* For those students who (1) took only the performance component section of the NDSA but not the CAT section of the NDSA, (2) did not complete a sufficient number of test items, (3) met the criteria for invalidation, or (4) experienced a test interruption that did not allow the student to complete the test, no reportable scores can be generated, but a printed score report will be issued by the state. The state will provide a spreadsheet, placed in each district's STARS files, documenting the summative data to the school and school district.

8. What is the difference among (1) a complete online test, (2) a complete paper test, (3) a partial test, and (4) an incomplete test?

The ability to dependably compare test scores is what allows teachers and parents to make inferences about what students know and can do within a content area. Typically standardized content and administration procedures are central to score comparability.

A complete online test and a complete paper test represent test scores that are largely comparable in terms of what students know and can do. These scores indicate that the student was fully able to show what they know across the entire range of standards, including complex demonstrations or applications of knowledge and skills that are the target of performance tasks.

A partial test means that we are not able to fully compare the test scores from these administrations to the fully complete, reportable scores. A partial test represents approximate scores of students who were not able to access items across the entire range of the standards. They did not complete the performance task items, but they did complete the computer adaptive component of the NDSA.

An incomplete test means that no score was able to be reported because the student did not complete a sufficient number of test items to develop an approximate score or the student met the criteria for score invalidation.

9. What does a student report look like for a student who completed an online NDSA?

Students who successfully completed the online NDSA received student reports generated by the NDSA online test delivery and reporting system. These student reports are accessible through the NDSA Portal (<https://ndsasmarter.measuredprogress.org/portal/>) for viewing and printing by authorized school personnel. The online reporting system provides various instructional supports that explain the design and presentation of student results. The online reporting system also provides composite student achievement reports for schools, districts, and the state, by grade and demographic subgroups. Refer to *Appendix B* for a sample online report.

10. What does a student report look like for a student who completed a paper NDSA?

Students who successfully completed the paper-form NDSA received student reports generated by Measured Progress, the NDSA contractor, based on an established scoring and reporting method. These student reports were generated, printed, and shipped to local school districts, for distribution to schools, in paper format for use by authorized school personnel. The Department of Public Instruction, in collaboration with Measured Progress, generated spreadsheet composite student achievement reports for schools, districts, and the state, by grade and demographic subgroups. These spreadsheet composite reports were placed in each local school district's STARS account, within the established Assessment Folder. Refer to *Appendix C* for a sample paper-form NDSA report.

11. What does a student report look like for a student who completed a partial online NDSA?

Students who completed only the computer adaptive component of the online-form NDSA received student reports generated by Measured Progress, the NDSA contractor. Using an established scoring and reporting method, Measured Progress produced approximated achievement level determinations. These student reports were generated, printed, and shipped to local school districts, for distribution to schools, in paper format for use by authorized school personnel. The Department of Public Instruction, in collaboration with Measured Progress, generated spreadsheet composite student achievement reports for schools, districts, and the state, by grade and demographic subgroups. These spreadsheet composite reports were placed in each local school district's STARS account, within the established Assessment Folder. Refer to *Appendix D* for a sample online report, including narrative defining the characteristics of a partial online NDSA report.

12. What does a student report look like for a student who did not complete the NDSA?

Students who did not sufficiently complete either the online or paper-form NDSA received student reports generated by Measured Progress, the NDSA contractor, based on an established scoring and reporting method, producing an incomplete achievement level determination. Certain students who may have encountered specific testing disruptions, such that they were unable to complete the assessment, received an incomplete NDSA report. These student reports were generated, printed, and shipped to local school districts, for distribution to schools, in paper format for use by authorized school personnel. The Department of Public Instruction, in collaboration with Measured Progress, generated spreadsheet composite student achievement reports for schools, districts, and the state, by grade and demographic subgroups. These spreadsheet composite reports were placed in each local school district's STARS account, within the established Assessment Folder. Refer to *Appendix E* for a sample online report, including narrative defining the characteristics of a incomplete online NDSA report.

13. How is student achievement reported on the 2014-15 NDSA?

The 2014–15 NDSA measures and communicates student achievement in terms of the state's academic content and achievement standards. Student achievement reports specify each student's final determination, including

- a scale score,
- an achievement level, and
- certain claims indicators (available only through online reporting)

Scale Score. The scale score is a calculated measurement, characterizing how much a student knows relative to what the child is expected to know, generated by test items placed on the same measurement scale.

Achievement Level. The achievement level, supported by the calculated scale score, describes a student's overall, global performance on a test, in terms of four differentiated levels of achievement. To support understanding a student's overall achievement, the scale score is compared to established parameters that define an achievement level on a test (refer to *Appendix A*). The achievement level describes the overall, global performance on the test.

Level 4, Advanced: The student has exceeded the achievement standard.

Level 3, Proficient: The student has met the achievement standard.

Level 2, Partially Proficient:	The student has nearly met the achievement standard and may require further development.
Level 1, Novice:	The student has not met the achievement standard and needs substantial improvement.

Each achievement level is defined by a range of scale scores. Each student's final test score falls within a defined achievement level. The scale ranges for all achievement levels can be found within *Appendix A*.

Claims Indicator. New this year in the online score reports are descriptive indicators, titled claims, which identify student performance within different aspects of mathematics or English language arts/literacy, such as reading and mathematical analysis skills. These claim-based descriptors show relative strength and weakness through the labels *Below Standard*, *At/Near Standard*, or *Above Standard*.

14. How is the NDSA scored?

The NDSA uses the Smarter Balanced assessment model's item design and scoring rules. Item types include multiple choice items, correct/incorrect response types (e.g., drag and drop items, create equations), short-answer responses, and longer performance tasks. Items that are scored as either correct or incorrect are machine scored, meaning computers determine if a student answered an item correctly. Items that can have more than one correct answer or that have a range of points possible are scored by humans. These persons have been highly trained and monitored as they scored student responses.

When the scoring of individual test items has been completed, including electronic and human scoring, the Smarter Balanced scoring system combines all test items across the entire test and proceeds to score the test based on the relative difficulty level of each test item, producing a single scale score for the test.

The achievement level for each student test is derived by matching each student's calculated scale score against the table of scale scores specifying each achievement level (refer to Appendix A). The scale score and achievement level for each student are presented on the student's achievement report.

15. How much of the NDSA must a student complete to receive a score and report?

Scoring rules for determining a student's test results are set by the NDSA Smarter Balanced scoring specification rules. To obtain a fully reportable score, students must minimally complete the computer adaptive component and begin the performance task section of the online NDSA. Students who took the paper-form NDSA must minimally complete the comparable components of the paper NDSA. If a student is unable to complete the computer adaptive component on the online NDSA (or its comparable component on the paper NDSA), no score can be generated, since a minimal number of points is required to achieve a valid score. Students who complete both the computer adaptive and the performance task components have the most information available to support understanding what they know and can do.

For those students who took only the computer adaptive test section of the NDSA and not the separate performance task section, an approximate scale score and approximate achievement level was generated to help teachers and parents estimate what students would have scored had they taken the complete test. However, because this is an estimate, the score is not recognized as reaching the level of a complete, reportable score. It is, nevertheless, instructionally useful information.

16. How can I determine what an achievement level means about student skills for the 2014–15 NDSA?

Smarter Balanced has developed extensive descriptors for each of the NDSA four achievement levels. These descriptors help educators better identify and understand the progressive skills and knowledge that become evident in the state's content standards, as students grow in their performance. The achievement level descriptors that begin on page 21 in the PDF for mathematics

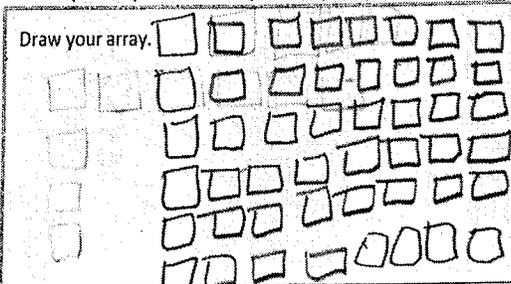
(<http://www.smarterbalanced.org/wp-content/uploads/2015/08/Smarter-Balanced-Math-ALDs.pdf>) and page 20 in the PDF for English language arts

(<http://www.smarterbalanced.org/wp-content/uploads/2015/08/Smarter-Balanced-ELA-Literacy-ALDs.pdf>) provide in-depth descriptions about expectations for student performance within an achievement level. These descriptors can be used to help identify where a student is currently and what skills they need to grow over time.

For example, look at this sample of student work from a Grade 3 teacher-created classroom assessment. This child is able to draw the requested array and is able to use repeated addition to solve a multiplication sentence he or she interpreted as the intent of the question. The child is not yet connecting the model conceptually to an algorithm, and the child, while recognizing that there is a connection between addition and multiplication, does not target the connection between the two is when there are repeated additions of equal amounts.

2. Put your chips into an array showing 6 groups of 8.

Draw your array.



Write your repeated addition sentence.

$$\begin{array}{r} 6 \times 3 = 18 \\ 6 + 6 + 6 = 18 \\ 6 + 6 + 6 = 18 \end{array}$$

Write your multiplication sentence. I had $6 \times 3 = 18$ for my awstar

How is multiplication connected to addition?
I can mutiplication when ever it is addition.

Now, investigate the Smarter Balanced achievement level descriptions for Level 1 Grade 3 mathematics that are related to this problem.

- Level 1 students should be able to represent multiplication and division problems within 100 involving equal groups of objects.

- Level 1 students should be able to multiply a one-digit number by 1, 2, and 5.
- Level 1 students should be able to represent and solve one-step problems using addition and subtraction within 100 and multiplication and division within the 10 by 10 multiplication table.

The student was able to represent multiplication by drawing an array; however, notice the student could not multiply a one-digit number by 2 (the student used repeated addition as a strategy to determine this on paper which could mean the child is not able to compute $6+6=12$ mentally), and while the student was able to represent 6×8 as an array, the student was not able to use the model to solve the multiplication problem.

Using the achievement level descriptors as a guide to reviewing student work from a classroom, we can see this child is not yet achieving the Level 1 expectations. In order to move forward, this child needs to connect the arrays he or she is able to create to number sentences and use the arrays to solve the multiplication (and likely repeated addition) problems. Once the child is able to meet the expectations for Level 1, the Level 2 achievement descriptors shows what the child needs to be able to do next to grow their skills.

17. What are the ranges for the achievement levels at each grade?

The scale score ranges for achievement levels may be found in *Appendix A*. The scores that students must obtain for entry into an achievement level is called a threshold score.
<http://www.smarterbalanced.org/achievement-levels/>

18. When can a student score be considered credible and meaningful?

A student score can be considered credible and meaningful if the information provides feedback to parents, teachers, and students about student learning and supports an instructional action or conversation about instruction of students. A student's score is most meaningful when the student has engaged across all components of the test, which will generate the most accurate and meaningful measure of a student's skills and knowledge.

19. How do 2014–15 NDSA achievement rates compare to the National Assessment for Education Progress (NAEP), the Nation's Report Card?

During the achievement level standard setting process that defined the cut scores for the Smarter Balanced Assessments, conducted among participating states within the Smarter Balanced Assessment Consortium, participants, including North Dakota educators, considered the purpose and effect of the National Assessment for Education Progress (NAEP). Participants objectively and independently set cut scores for the Smarter Balanced achievement levels, guided in part by the longitudinal data provided by NAEP. The Smarter Balanced achievement standards setting established proficiency cut scores that more closely aligned to the NAEP cut scores than previous NDSA tests.

Effectively, the NDSA and the NAEP now more closely align to comparable academic expectations. The NAEP now provides another measure to help calibrate the rigor of the NDSA. Refer to *Appendix F* for a comparison of NDSA and NAEP achievement level reporting. Note that in *Appendix F* the 2014-15 NDSA proficiency scores now more closely resemble the proficiency scores of the NAEP, compared to the state's previous proficiency cut scores.

20. How does reporting differ between a complete online NDSA and a complete paper NDSA?

The complete online NDSA reporting function is delivered online whereas the complete paper NDSA reporting functionality is delivered through paper report. Additionally, online reporting provides additional information through the claim-based descriptors. These claim-based descriptors show relative strength and weakness through the labels *Below Standard*, *At/Near Standard*, or *Above Standard*.

Electronic NDSA summary files, similar to the historical assessment results files districts have received in previous test administrations, have been provided to school personnel with a complete record of student demographic, test administration status and accommodations, and achievement results. These summary files have been posted on each district's secure STARS file.

21. Why are claims reported on the online NDSA reports but not on the paper, partial, or incomplete reports?

Claims-based reporting cannot occur for partial or incomplete reports because the students did not access items across the entire range of the standards. The paper-based reports do not provide this information because they are not generated within the online system. Paper tests are designed to be offered across three administrations, at which time all students will take the assessment using the online platform, which reports scale scores, achievement levels, and claims scores.

22. Why do partial NDSA reports present only “approximate” achievement levels, and what does that mean?

For those students who took only the computer adaptive test section of the NDSA, and not the separate performance task section, an approximate scale score and approximate achievement level was generated to help teachers and parents *estimate* what students would have scored had they taken the complete test. Because a partial NDSA produces an estimate score, it is not considered fully completed or reportable. It is, however, instructionally useful information.

23. Is there a way to drill down further into the scores and performance on the claims and standards?

No. The reporting platform provides claim-level insights for individual students, and for the list of students in a GRADE report, but Claim-level aggregations are not supported. For more information please refer to the Reporting User's Guide.
<https://ndsasmarter.measuredprogress.org/portal/wp-content/uploads/2015/02/Reporting-UserGuide.pdf>.

Smarter Balanced is currently developing additional report analysis tools that will provide educators the opportunity to drill more deeply into specific target claims and to analyze integrated skills across disciplines. Member states within the Smarter Balanced Consortium have identified the granular exploration of data and the expanded interpretation of reports as a primary priority for future development efforts.

24. Will there be growth reports like the ones we received in the past?

Growth reports will be available in the future, once the state has compiled fully comparable results across years.

Appendix A

Achievement Level Cut Points

Achievement Levels

Based on their Scale Scores, students fall into one of four categories of performance called Achievement Levels. The tables below show the threshold scores (the minimum Scale Scores that determine which Achievement Level students fall into) for Math and English Language Arts/Literacy:

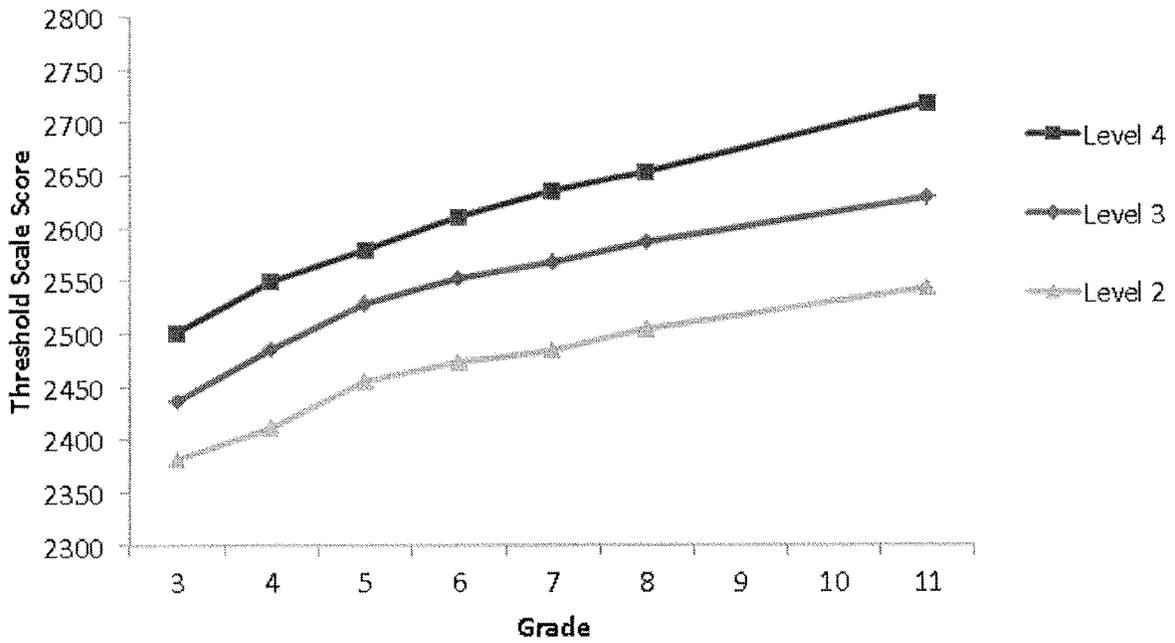
Mathematics				
Grade	Level 4	Level 3	Level 2	Level 1
3	2501–2621	2436–2500	2381–2435	2189–2380
4	2549–2659	2485–2548	2411–2484	2204–2410
5	2579–2700	2528–2578	2455–2527	2219–2454
6	2610–2748	2552–2609	2473–2551	2235–2472
7	2635–2778	2567–2634	2484–2566	2250–2483
8	2653–2802	2586–2652	2504–2585	2265–2503
11	2718–2862	2628–2717	2543–2627	2280–2542

English Language Arts/Literacy				
Grade	Level 4	Level 3	Level 2	Level 1
3	2490–2623	2432–2489	2367–2431	2114–2366
4	2533–2663	2473–2532	2416–2472	2131–2415
5	2582–2701	2502–2581	2442–2501	2201–2441
6	2618–2724	2531–2617	2457–2530	2210–2456
7	2649–2745	2552–2648	2479–2551	2258–2478
8	2668–2769	2567–2667	2487–2566	2288–2486
11	2682–2795	2583–2681	2493–2582	2299–2492

Achievement Level Descriptors

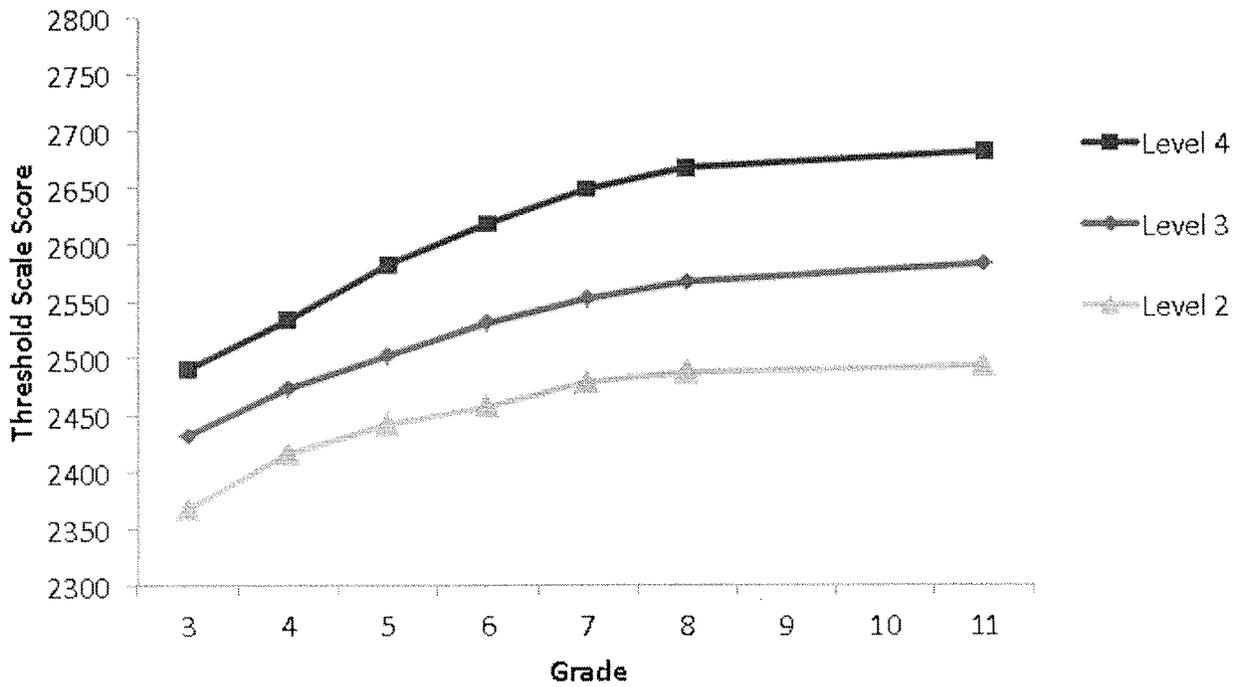
These categories are defined by Achievement Level Descriptors, the specifications for what knowledge and skills students display at each level (i.e., Level 1: Novice; Level 2: Partially Proficient; Level 3: Proficient; and Level 4: Advanced). Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.

Mathematics: Threshold Scale Scores



Adopted November 14, 2014

English Language Arts/Literacy: Threshold Scale Scores



Adopted November 14, 2014

Appendix B
NDSA Online Assessment
Student Report Template

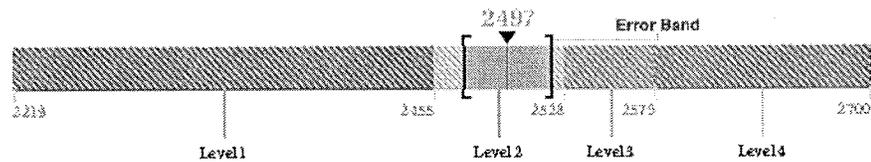
Mathematics

Summative 2014 - 2015 Date Taken: 6/7/2015

Overall Score

2497 Level 2

The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.



π Concepts & Procedures

Below Standard

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

Problem Solving and Modeling & Data Analysis

Below Standard

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

Below Standard

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

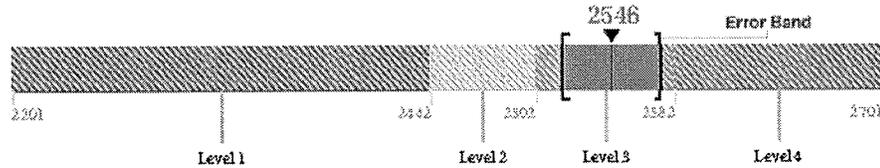
ELA/Literacy

Summative 2014 - 2015 Date Taken: 6/7/2015

Overall Score

2546 Level 3

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



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.

Speaking & 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.

Report Info:

Purpose:

This report presents individual student assessment scores and provides guidance on how to interpret the results.

Uses:

- Educators, parents or students may use this report to understand student achievement, progress toward mastery of the Common Core State Standards and attainment of the academic knowledge and skills required to be college content- and career-ready.

Understanding your score:

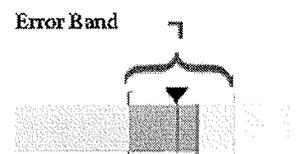
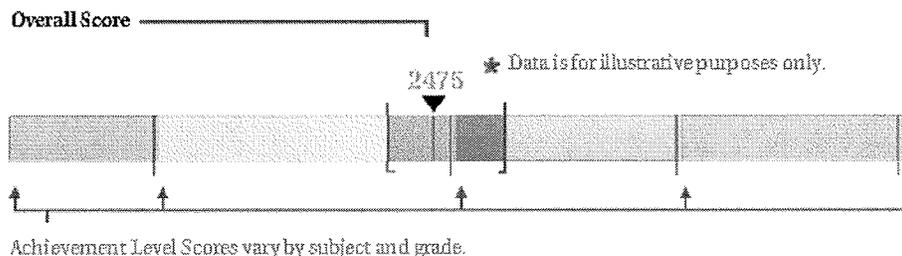
The Smarter Balanced assessment is different than other tests with which you may be familiar.

- First, the Smarter Balanced assessments are Computer Adaptive Tests and take advantage of technology to customize each test to the individual student. This means that when a student answers a question correctly, the next question they see will be slightly more difficult. Likewise, if an answer is incorrect, the next question will be somewhat less difficult. This procedure allows for more efficient and precise measurement of students' knowledge and skills.
- Second, the assessment is a criterion-referenced test, meaning that it reports individual students' understanding of a particular set of academic knowledge and skills. As a result, scores are not meant to compare students to each other, but rather to determine how well each student understands the content assessed.

Note:

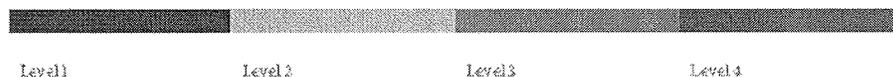
Achievement Levels illustrate how students scored on the assessment and student's strengths and areas of improvement. Test results are one of many measures of a student's academic achievement.

Legend



Smarter Balanced tests provide the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. The **error band** indicates the range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys.

Achievement Levels



Details

BELOW STANDARD

Your test results clearly show that you have not yet met the standard in this subject area for your grade.

AT/NEAR STANDARD

Your test results may be just above or just below the standard, but due to the error band (see above), the result is too close to call.

ABOVE STANDARD

Your test results clearly show that you understand and are able to apply your knowledge to the standards in this subject area of your grade.

Appendix C
NDSA Paper-Form Assessment
Student Report Template

Thomas T. Train

State: North Dakota

District: Mytown 1

School: Mytown High School

Grade: Grade 11

ELA/Literacy

Overall Score, Paper and Pencil Test

2627

**ELA/Literacy
Achievement Level 3:
Proficient**

The student has met the achievement standard.

Purpose

This report presents individual student scores from the spring 2015 ELA/Literacy North Dakota State Assessment, administered by a paper and pencil test, and which resulted in a complete assessment of content coverage. These results are valid and equivalent in content coverage as the state's computer adaptive tests. Tests with a reported score represent a substantial coverage of tested material. Tests with no score represent an insufficiently completed test.

Summary

These state assessment results report how your student performed on the paper and pencil state assessment. During the spring 2015 NDSA administration, certain schools elected to administer paper and pencil state assessments, rather than the state's primary computer adaptive tests. These paper and pencil tests covered the complete array of critical core components and high-skill performance tasks. The paper and pencil administration option was offered to any schools who sought a more traditional test format to complete testing within a set timeframe. These test results provide meaningful information of student achievement in terms of the breadth of the state's challenging academic content standards. Students with an insufficiently completed test receive no scaled score.

Understanding your student's score

The paper and pencil North Dakota State Assessments are standards-based tests, reporting an individual student's understanding of a particular set of academic knowledge and skills. As a result, scores report how well each student understands the content assessed, as presented in the state's content standards. The results of the paper and pencil North Dakota State Assessment are comparable to the results generated by the state's computer adaptive tests. Going forward, these tests will allow for a reliable means of measuring student growth across different academic years.

The North Dakota State Assessment provides the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. Schools have received an additional statistic, called the standard error of measurement (SEM). An SEM is calculated around each score and represents the probable range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys. The SEM is not displayed on these reports. This report's scaled score represents the student's best measure of achievement.

Assessing Critical Knowledge and Skills

The state assessment is derived from a collection of items that were carefully selected and reviewed by highly qualified educators from all the Smarter Balanced member states, including well-respected North Dakota teachers. Test items are weighted, balanced, and scored to offer an accurate, meaningful measurement of a student's performance. These results help measure your student's progress and provide the best educational supports for his or her continued growth.

Reporting Achievement on Challenging Grade-Level Expectations

This state assessment report presents your student's achievement based on a scale set by North Dakota educators alongside educators from other Smarter Balanced states, identifying a challenging yet achievable definition of grade-level expectations. The numerical score for each assessment shows your student's overall achievement falling within one of four achievement levels. For additional information on the Smarter Balanced Standard Setting process, and full Achievement Level Descriptors, please refer to the Smarter Balanced website: <http://www.smarterbalanced.org/achievement-levels>.

Level 4, Advanced:	The student has exceeded the achievement standard.
Level 3, Proficient:	The student has met the achievement standard.
Level 2, Partially Proficient:	The student has nearly met the achievement standard and may require further development.
Level 1, Novice:	The student has not met the achievement standard and needs substantial improvement.

Each achievement level is defined by a range of scaled scores. Each student's final test score falls within a defined achievement level. The scale ranges for all achievement levels are listed below.

	Level 1: Novice	Level 2: Partially Proficient		Level 3: Proficient		Level 4: Advanced
ELA	Below and To	From	To	From	To	From and Above
Grade 11	2492	2493	2582	2583	2681	2682

An Assessment to Advance Improvement

The North Dakota State Assessment is designed to offer insight into student achievement, so parents, schools, and communities can ensure that all students succeed academically.

What to do with these results:

- Discuss with your student's teachers what instructional supports might be most appropriate for your student. Request to see a copy of your school's instructional plan and any resources to aid you in your role as parent.
- Discuss with your student's teachers how expectations are clearly stated to students and parents. Ask how you might reinforce and support your student's efforts to achieve their true potential. It is the goal of instruction to raise all students to their highest level of achievement, where expectations are appropriately demanding.
- Discuss with your student's teachers how your school is working to improve student achievement and success. Ask what you can do to help your school in this effort. Together, we can ensure that all students succeed and flourish.

To learn more about the North Dakota State Assessment and the state's efforts to support the learning of all students, refer to the following website: https://www.nd.gov/dpi/students-parents/state_assessment.

Appendix D
NDSA Partial Assessment
Student Report Template



Thomas T. Train

State: North Dakota

District: Mytown 1

School: Mytown Elementary School

Grade: Grade 3

ELA/Literacy

Overall Score, Partially Completed Test

2446

**ELA/Literacy
Achievement Level 3:
Proficient**

The student has met the achievement standard.

Purpose

This report presents individual student scores from the spring 2015 ELA/Literacy North Dakota State Assessment for students with incomplete tests, perhaps affected by online test interruptions at the time of testing or without the benefit of certain performance task items. Tests with a reported score represent a substantial coverage of tested material. Tests with no score represent an insufficiently completed test.

Summary

These state assessment results report how your student performed on a partially completed state assessment. During the spring 2015 NDSA administration, certain schools elected to administer partial state assessments, consisting largely of critical core components but removing other high-skill performance tasks. This partial administration option was offered to schools following limited test interruptions, which affected schools' abilities to complete testing within a set timeframe. These test results provide helpful information of student achievement on critical core skills, but these results do not cover the breadth of all skills assessed in a full test administration. This report represents a *general but incomplete* presentation of a student's performance on certain core skills but not all skills specified in the breadth of the state's content standards. Any partial test should not be equated to a complete test as a sufficient coverage of content. Students with an insufficiently completed test receive no scaled score.

Understanding your student's score

The North Dakota State Assessment, based on the Smarter Balanced assessment model, is different than other tests with which you may be familiar.

The North Dakota State Assessments are computer adaptive tests, which take advantage of technology to customize each test to the individual student. This means that when a student answers a question correctly, the next question they see will be slightly more difficult. Likewise, if an answer is incorrect, the next question will be somewhat less difficult. This procedure allows for more efficient and precise measurement of students' knowledge and skills. Additionally, these state assessments measure higher, more demanding skills captured through extended performance tasks.

The North Dakota State Assessments are standards-based tests, reporting an individual student's understanding of a particular set of academic knowledge and skills. As a result, scores report how well each student understands the content assessed, as presented in the state's content standards. Going forward, these tests will allow for a reliable means of measuring student growth across different academic years.

The North Dakota State Assessment provides the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. Schools have received an additional statistic, called the standard error of measurement (SEM). An SEM is calculated around each score and represents the probable range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys. The SEM is not displayed on these reports. This report's scaled score represents the student's best measure of achievement.

Assessing Critical Knowledge and Skills

The state assessment is derived from a collection of items that were carefully selected and reviewed by highly qualified educators from all the Smarter Balanced member states, including well-respected North Dakota teachers. Test items are weighted, balanced, and scored to offer an accurate, meaningful measurement of a student's performance. These results help measure your student's progress and provide the best educational supports for his or her continued growth.

Reporting Achievement on Challenging Grade-Level Expectations

This state assessment report presents your student's achievement based on a scale set by North Dakota educators alongside educators from other Smarter Balanced states, identifying a challenging yet achievable definition of grade-level expectations. The numerical score for each assessment shows your student's overall achievement falling within one of four achievement levels. For additional information on the Smarter Balanced Standard Setting process, and full Achievement Level Descriptors, please refer to the Smarter Balanced website: <http://www.smarterbalanced.org/achievement-levels>.

Level 4, Advanced:	The student has exceeded the achievement standard.
Level 3, Proficient:	The student has met the achievement standard.
Level 2, Partially Proficient:	The student has nearly met the achievement standard and may require further development.
Level 1, Novice:	The student has not met the achievement standard and needs substantial improvement.

Each achievement level is defined by a range of scaled scores. Each student's final test score falls within a defined achievement level. The scale ranges for all achievement levels are listed below.

	Level 1: Novice	Level 2: Partially Proficient		Level 3: Proficient		Level 4: Advanced
ELA	Below and To	From	To	From	To	From and Above
Grade 3	2366	2367	2431	2432	2489	2490

An Assessment to Advance Improvement

The North Dakota State Assessment is designed to offer insight into student achievement, so parents, schools, and communities can ensure that all students succeed academically.

What to do with these results:

- Discuss with your student's teachers what instructional supports might be most appropriate for your student. Request to see a copy of your school's instructional plan and any resources to aid you in your role as parent.
- Discuss with your student's teachers how expectations are clearly stated to students and parents. Ask how you might reinforce and support your student's efforts to achieve their true potential. It is the goal of instruction to raise all students to their highest level of achievement, where expectations are appropriately demanding.
- Discuss with your student's teachers how your school is working to improve student achievement and success. Ask what you can do to help your school in this effort. Together, we can ensure that all students succeed and flourish.

To learn more about the North Dakota State Assessment and the state's efforts to support the learning of all students, refer to the following website: https://www.nd.gov/dpi/students-parents/state_assessment.

Appendix E
NDSA Incomplete Assessment
Student Report Template



Thomas T. Train
State: North Dakota
District: Mytown 1
School: Mytown Middle School
Grade: Grade 7

ELA/Literacy

Overall Score, Incomplete Online Test

Your student participated in the spring 2015 Smarter Balanced Assessment. However, they did not complete sufficient items for a score to be calculated.

Purpose

This report presents individual student scores from the spring 2015 ELA/Literacy North Dakota State Assessment for students with incomplete tests, perhaps affected by online test interruptions at the time of testing. Tests with a reported score represent a substantial coverage of tested material. Tests with no score represent an insufficiently completed test.

Summary

This report shows how your student performed on a substantially completed, online state assessment, which may have been affected by a test interruption at the time of testing. During the spring 2015 NDSA administration, certain students encountered partial test interruptions, including slowed computer responses, connection disruptions, or other technical difficulties, which may have affected the student's testing experience. These test interruptions required affected tests to be specially processed, to ensure additional quality assurance scoring. Students largely were able to proceed with testing, completing critical core components, including high-skill performance tasks. These test results provide helpful information of student achievement on core content, covering the breadth of all skills assessed in a full test administration. Students with an insufficiently completed test receive no scaled score.

Understanding your student's score

The North Dakota State Assessment, based on the Smarter Balanced assessment model, is different than other tests with which you may be familiar.

The North Dakota State Assessments are computer adaptive tests, which take advantage of technology to customize each test to the individual student. This means that when a student answers a question correctly, the next question they see will be slightly more difficult. Likewise, if an answer is incorrect, the next question will be somewhat less difficult. This procedure allows for more efficient and precise measurement of students' knowledge and skills. Additionally, these state assessments measure higher, more demanding skills captured through extended performance tasks.

The North Dakota State Assessments are standards-based tests, reporting an individual student's understanding of a particular set of academic knowledge and skills. As a result, scores report how well each student understands the content assessed, as presented in the state's content standards. Going forward, these tests will allow for a reliable means of measuring student growth across different academic years.

The North Dakota State Assessment provides the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. Schools have received an additional statistic, called the standard error of measurement (SEM). An SEM is calculated around each score and represents the probable range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys. The SEM is not displayed on these reports. This report's scaled score represents the student's best measure of achievement.

Assessing Critical Knowledge and Skills

The state assessment is derived from a collection of items that were carefully selected and reviewed by highly qualified educators from all the Smarter Balanced member states, including well-respected North Dakota teachers. Test items are weighted, balanced, and scored to offer an accurate, meaningful measurement of a student's performance. These results help measure your student's progress and provide the best educational supports for his or her continued growth.

Reporting Achievement on Challenging Grade-Level Expectations

This state assessment report presents your student's achievement based on a scale set by North Dakota educators alongside educators from other Smarter Balanced states, identifying a challenging yet achievable definition of grade-level expectations. The numerical score for each assessment shows your student's overall achievement falling within one of four achievement levels. For additional information on the Smarter Balanced Standard Setting process, and full Achievement Level Descriptors, please refer to the Smarter Balanced website: <http://www.smarterbalanced.org/achievement-levels>.

Level 4, Advanced:	The student has exceeded the achievement standard.
Level 3, Proficient:	The student has met the achievement standard.
Level 2, Partially Proficient:	The student has nearly met the achievement standard and may require further development.
Level 1, Novice:	The student has not met the achievement standard and needs substantial improvement.

Each achievement level is defined by a range of scaled scores. Each student's final test score falls within a defined achievement level. The scale ranges for all achievement levels are listed below.

	Level 1: Novice	Level 2: Partially Proficient		Level 3: Proficient		Level 4: Advanced
ELA	Below and To	From	To	From	To	From and Above
Grade 7	2478	2479	2551	2552	2648	2649

An Assessment to Advance Improvement

The North Dakota State Assessment is designed to offer insight into student achievement, so parents, schools, and communities can ensure that all students succeed academically.

What to do with these results:

- Discuss with your student's teachers what instructional supports might be most appropriate for your student. Request to see a copy of your school's instructional plan and any resources to aid you in your role as parent.
- Discuss with your student's teachers how expectations are clearly stated to students and parents. Ask how you might reinforce and support your student's efforts to achieve their true potential. It is the goal of instruction to raise all students to their highest level of achievement, where expectations are appropriately demanding.
- Discuss with your student's teachers how your school is working to improve student achievement and success. Ask what you can do to help your school in this effort. Together, we can ensure that all students succeed and flourish.

To learn more about the North Dakota State Assessment and the state's efforts to support the learning of all students, refer to the following website: https://www.nd.gov/dpi/students-parents/state_assessment.

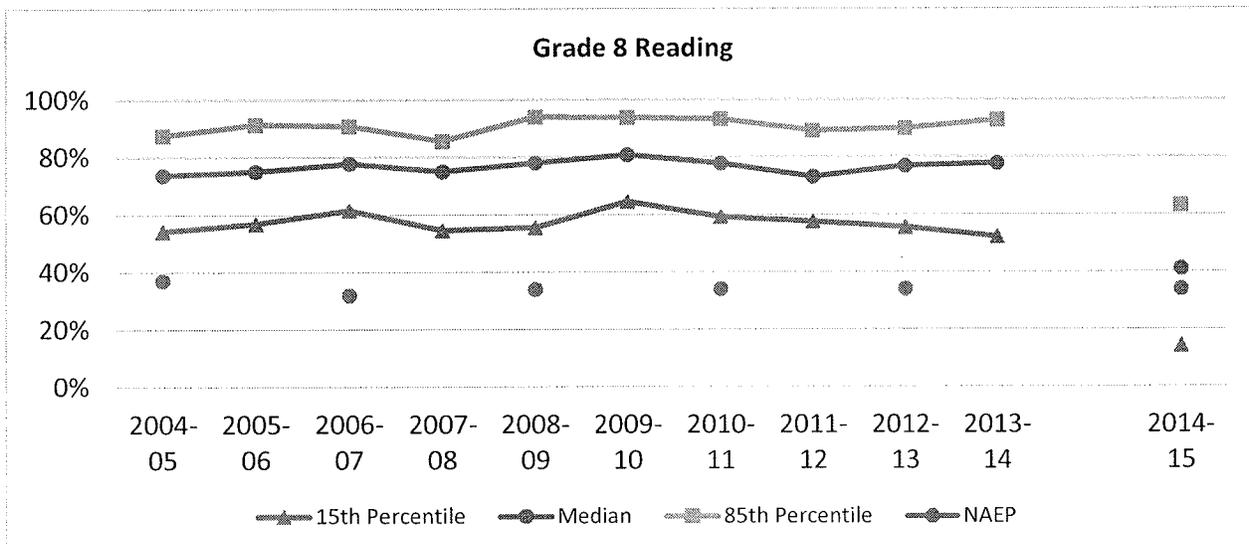
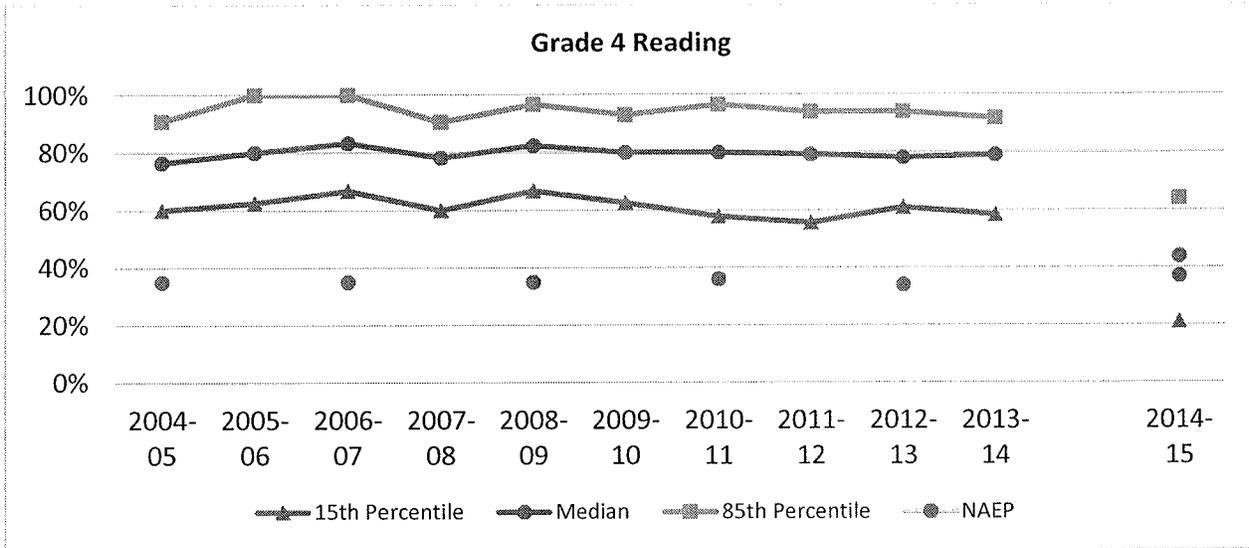
Appendix F

Achievement Rate Comparisons

Between the North Dakota State Assessment and the

National Assessment of Education Progress

**School Proficiency Rates in Reading,
NDSA 15th, Median, 85th Percentile Trending,
NAEP State-level Achievement Rates,
Grade 4 and 8**



**School Proficiency Rates in Mathematics,
NDSA 15th, Median, 85th Percentile Trending,
NAEP State-level Achievement Rates,
Grade 4 and 8**

