Questar®

English Language Arts

Mathematics

Science

Writing

Report Interpretation Guide

Utah RISE Assessments 2018–2019

RISE

READINESS
IMPROVEMENT
SUCCESS
EMPOWERMENT

Utah State Board of Education

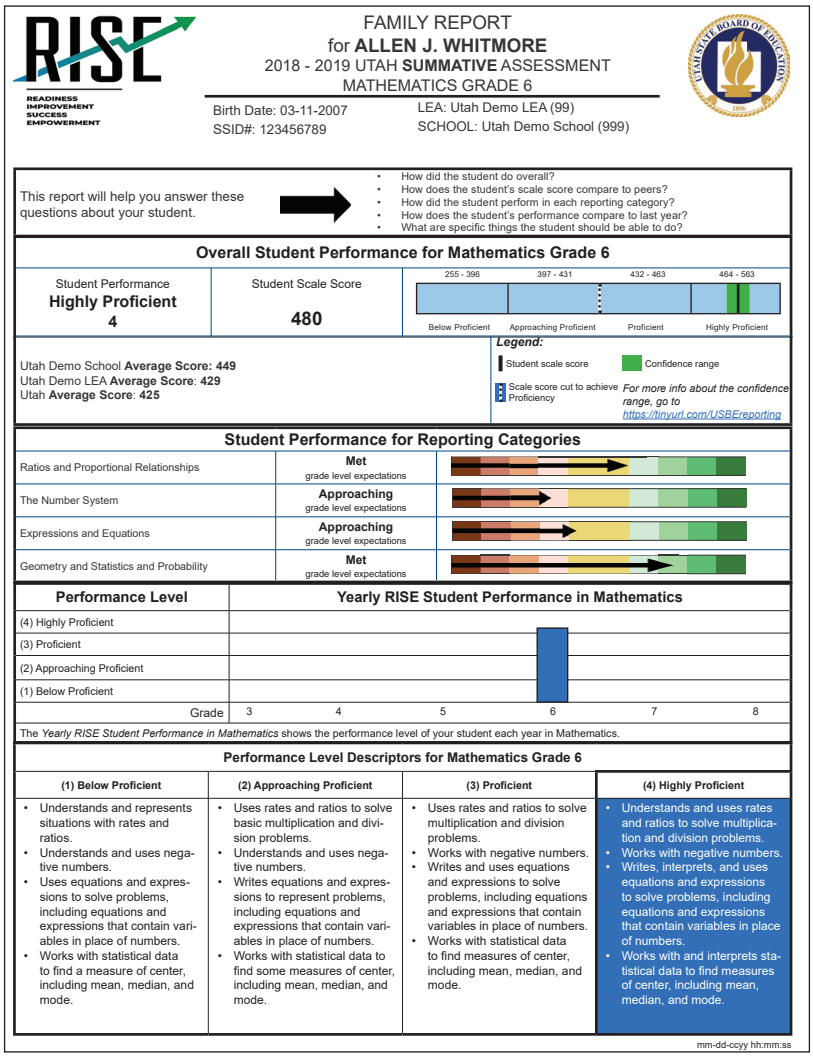
Summative & Interim Reports

Individual Student Report (ISR)

The Individual Student Report (ISR) provides performance details at the student level for a given content area. The ISR's primary audience is the parent and student. An ISR is generated for each of the content areas in which students tested during the 2018-2019 Summative and/or Interim test administration. It is the responsibility of the school to ensure that ISR results are shared with students and their families within 3 weeks of reports becoming available. This information is located in the Standard Test Administration and Testing Ethics Policy. Roles that may access ISRs through Nextera include teachers, school-level users, and LEA-level users.

Mathematics, Science, and English Language Arts

The ISR provides students and parents with specific details regarding performance in each content area assessed. For Mathematics, Science, and English Language Arts, the single-page report shows the student's overall score and performance level compared to averages at the school, LEA, and state levels for the same assessment. It also provides the student's score for each sub-score category within the content area. **English Language Arts ISRs will be available in Fall 2019.** For more information, please see the Introduction section of this guide.



RISE
READINESS IMPROVEMENT SUCCESS EMPOWERMENT

FAMILY REPORT
for **ALLEN J. WHITMORE**
2018 - 2019 UTAH **SUMMATIVE** ASSESSMENT
MATHEMATICS GRADE 6

Birth Date: 03-11-2007
SSID#: 123456789

LEA: Utah Demo LEA (99)
SCHOOL: Utah Demo School (999)

This report will help you answer these questions about your student.

- How did the student do overall?
- How does the student's scale score compare to peers?
- How did the student perform in each reporting category?
- How does the student's performance compare to last year?
- What are specific things the student should be able to do?

Overall Student Performance for Mathematics Grade 6

Student Performance	Student Scale Score
Highly Proficient 4	**480**

255 - 396 (Below Proficient) | 397 - 431 (Approaching Proficient) | 432 - 463 (Proficient) | 464 - 563 (Highly Proficient)

Utah Demo School **Average Score: 449**
Utah Demo LEA **Average Score**: **429**
Utah **Average Score**: **425**

Legend: Student scale score; Confidence range; Scale score cut to achieve Proficiency

For more info about the confidence range, go to https://tinyurl.com/USBEreporting

Student Performance for Reporting Categories

Ratios and Proportional Relationships	**Met** grade level expectations
The Number System	**Approaching** grade level expectations
Expressions and Equations	**Approaching** grade level expectations
Geometry and Statistics and Probability	**Met** grade level expectations

Performance Level / **Yearly RISE Student Performance in Mathematics**

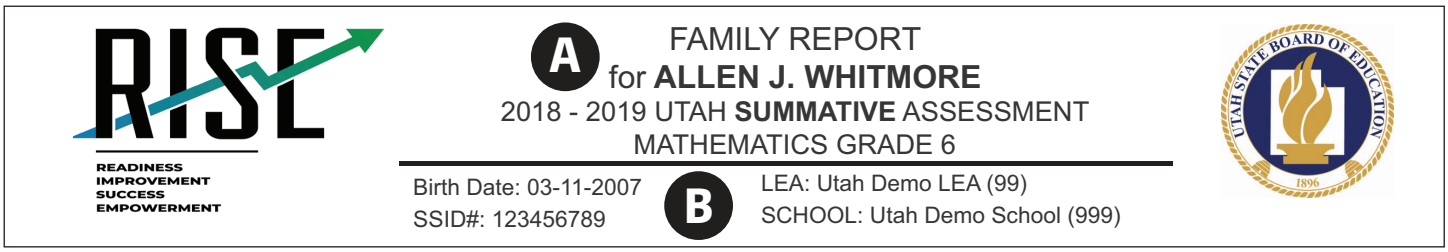
(4) Highly Proficient
(3) Proficient
(2) Approaching Proficient
(1) Below Proficient
Grade 3 4 5 6 7 8

The *Yearly RISE Student Performance in Mathematics* shows the performance level of your student each year in Mathematics.

Performance Level Descriptors for Mathematics Grade 6

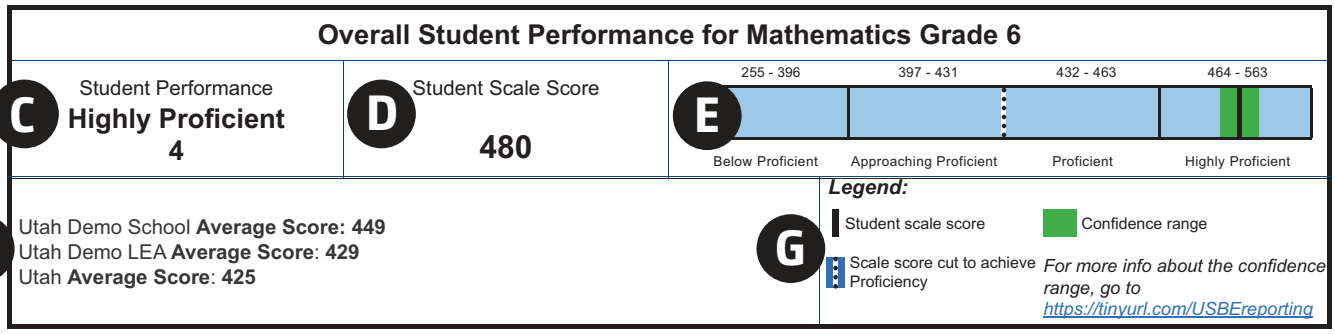
(1) Below Proficient	(2) Approaching Proficient	(3) Proficient	(4) Highly Proficient
• Understands and represents situations with rates and ratios. • Understands and uses negative numbers. • Uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find a measure of center, including mean, median, and mode.	• Uses rates and ratios to solve basic multiplication and division problems. • Understands and uses negative numbers. • Writes equations and expressions to represent problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find some measures of center, including mean, median, and mode.	• Uses rates and ratios to solve multiplication and division problems. • Works with negative numbers. • Writes and uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find measures of center, including mean, median, and mode.	• Understands and uses rates and ratios to solve multiplication and division problems. • Works with negative numbers. • Writes, interprets, and uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with and interprets statistical data to find measures of center, including mean, median, and mode.

mm-dd-ccyy hh:mm:ss



A States the student's name, report name, and student's grade.

B States the student's birth date, Statewide Student Identification Number (SSID#), Local Education Agency (LEA), and school.



C States the student's performance level for the assessed content area. The possible performance levels are: (1) Below Proficient, (2) Approaching Proficient, (3) Proficient, (4) Highly Proficient.

D States the student's overall scale score for the assessed content area.

- A scale score is a transformation of a raw score and ensures that every participant is presented with a score that is readily comparable regardless of the version of the test taken. For example, students who took a more difficult test are not penalized, and students who took a less difficult test are not given an unfair advantage. By calculating the scaled score from the raw score, test scores are fairly and accurately comparable between different test forms, test takers, schools, and different administration dates/years.

E Displays the student's overall score and confidence range for the assessed content area. The top of the graphic displays the scale score ranges for each proficiency level.

- The overall scale score is determined by using a raw-to-scale score (RSS)* table that includes information from all the questions on the test that the student answered. This is not an average score for the student's performance in each of the reporting categories. The reporting category scale scores are also computed using a raw-to-scale score table, but those tables only include information from questions pertaining to that particular reporting category.
  - * An RSS table is a conversion tool used to look up a corresponding scale score for each raw score.
- A confidence range demonstrates a range of possible scores if the student were to take the test multiple times. This range presents where a student's true score likely is with a certain degree of confidence. A confidence range is formed by adding or subtracting the standard error of measurement from the student's observed score. Consequently, the smaller the range, the greater the precision of the assessment results.

F Displays how the student's results compared to the average results at the school, LEA, and state levels.

G Defines the various components of the student's performance as outlined in the image above (E).

Student Performance for Reporting Categories

Ratios and Proportional Relationships	**Met** grade level expectations	
The Number System	**Approaching** grade level expectations	
Expressions and Equations	**Approaching** grade level expectations	
Geometry and Statistics and Probability	**Met** grade level expectations	

H Displays the student's results in each of the reporting categories for the assessed content area. Student performance on the reporting categories is defined as either having "Met" grade level expectations or "Approaching" grade level expectations. The arrows provide a visual representation of the student's results within each reporting category.

Performance Level	Yearly RISE Student Performance in Mathematics
(4) Highly Proficient	
(3) Proficient	
(2) Approaching Proficient	
(1) Below Proficient	
Grade	3 4 5 6 7 8

The *Yearly RISE Student Performance in Mathematics* shows the performance level of your student each year in Mathematics.

I Displays the student's performance level in the subject area across multiple years of RISE testing.

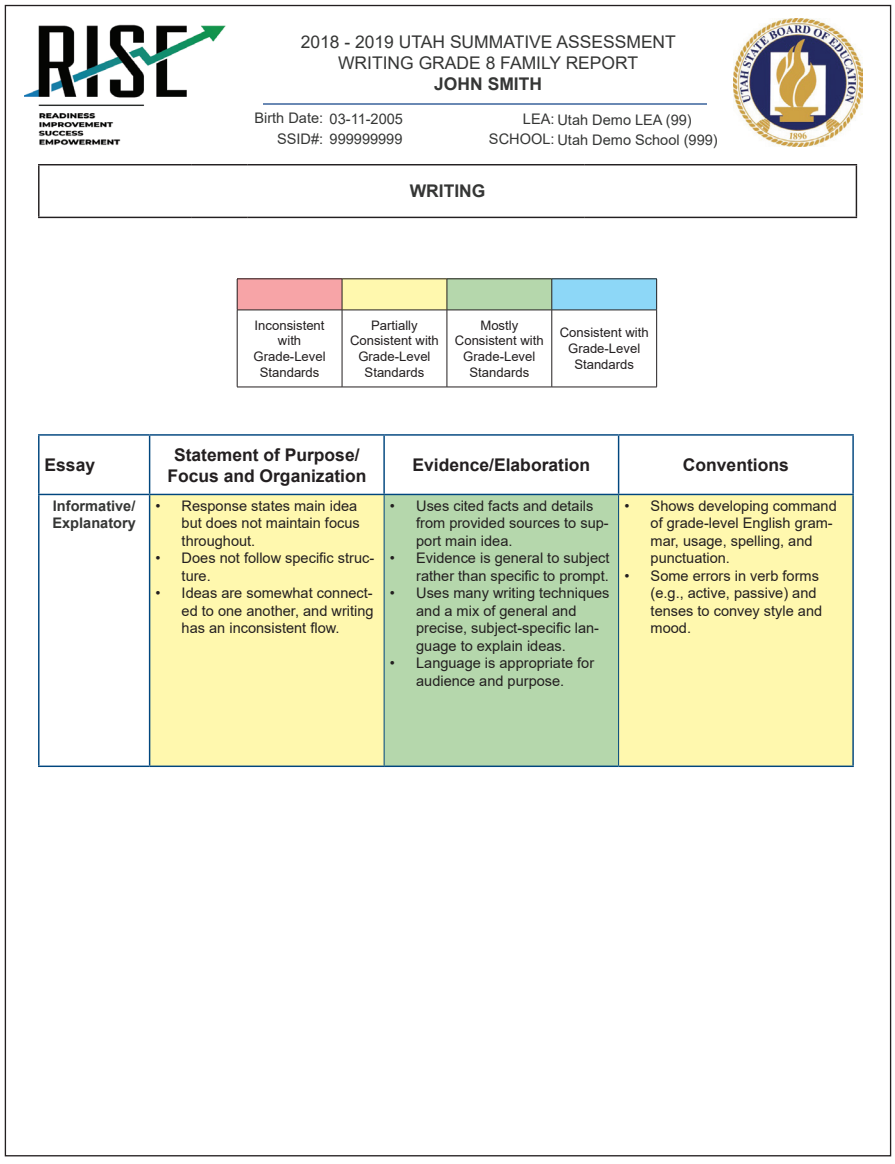
Performance Level Descriptors for Mathematics Grade 6

(1) Below Proficient	(2) Approaching Proficient	(3) Proficient	(4) Highly Proficient
• Understands and represents situations with rates and ratios. • Understands and uses negative numbers. • Uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find a measure of center, including mean, median, and mode.	• Uses rates and ratios to solve basic multiplication and division problems. • Understands and uses negative numbers. • Writes equations and expressions to represent problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find some measures of center, including mean, median, and mode.	• Uses rates and ratios to solve multiplication and division problems. • Works with negative numbers. • Writes and uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with statistical data to find measures of center, including mean, median, and mode.	• Understands and uses rates and ratios to solve multiplication and division problems. • Works with negative numbers. • Writes, interprets, and uses equations and expressions to solve problems, including equations and expressions that contain variables in place of numbers. • Works with and interprets statistical data to find measures of center, including mean, median, and mode.

J States the performance levels for the assessed grade and content area. The student's performance level will be highlighted in blue. When reporting test results for groups of students, the score range can be divided into segments or levels. Each level has a label, and the performance of students scoring within each level is described in terms of what those students typically know or can do.

Writing

Writing is assessed for students in Grades 5 and 8 for Summative tests, as well as Grades 3–8 for Interim tests. The writing ISR displays a rubric score based on color-coding schemes within each area of the rubric.



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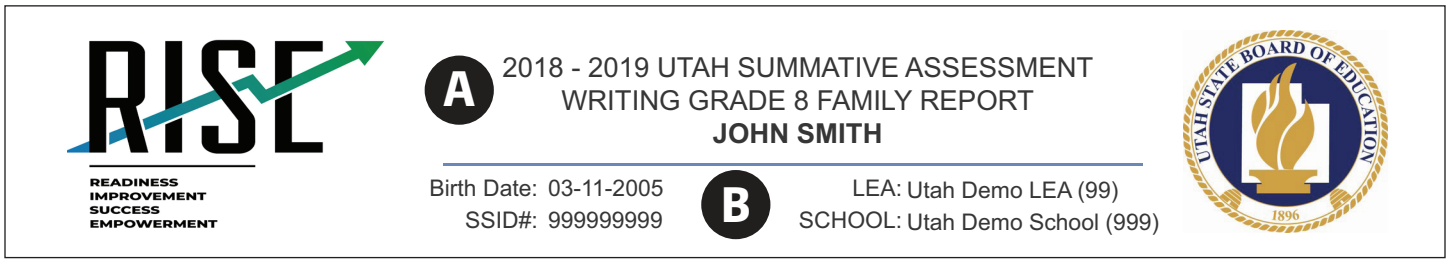
2018 - 2019 UTAH SUMMATIVE ASSESSMENT
WRITING GRADE 8 FAMILY REPORT
JOHN SMITH

Birth Date: 03-11-2005
SSID#: 999999999
LEA: Utah Demo LEA (99)
SCHOOL: Utah Demo School (999)

WRITING

Inconsistent with Grade-Level Standards	Partially Consistent with Grade-Level Standards	Mostly Consistent with Grade-Level Standards	Consistent with Grade-Level Standards

Essay	Statement of Purpose/ Focus and Organization	Evidence/Elaboration	Conventions
Informative/ Explanatory	• Response states main idea but does not maintain focus throughout. • Does not follow specific structure. • Ideas are somewhat connected to one another, and writing has an inconsistent flow.	• Uses cited facts and details from provided sources to support main idea. • Evidence is general to subject rather than specific to prompt. • Uses many writing techniques and a mix of general and precise, subject-specific language to explain ideas. • Language is appropriate for audience and purpose.	• Shows developing command of grade-level English grammar, usage, spelling, and punctuation. • Some errors in verb forms (e.g., active, passive) and tenses to convey style and mood.



A States the report name, assessment, grade, and student's name.

B States the student's birth date, Statewide Student Identification Number (SSID#), Local Education Agency (LEA), and school.

C

Inconsistent with Grade-Level Standards	Partially Consistent with Grade-Level Standards	Mostly Consistent with Grade-Level Standards	Consistent with Grade-Level Standards

D

Essay	Statement of Purpose/ Focus and Organization	Evidence/Elaboration	Conventions
Informative/ Explanatory	• Response states main idea but does not maintain focus throughout. • Does not follow specific structure. • Ideas are somewhat connected to one another, and writing has an inconsistent flow.	• Uses cited facts and details from provided sources to support main idea. • Evidence is general to subject rather than specific to prompt. • Uses many writing techniques and a mix of general and precise, subject-specific language to explain ideas. • Language is appropriate for audience and purpose.	• Shows developing command of grade-level English grammar, usage, spelling, and punctuation. • Some errors in verb forms (e.g., active, passive) and tenses to convey style and mood.

C Outlines the various performance standards for the assessed content area based on color codes (red, yellow, green, blue).

D Reports the student's performance in each reporting area of the writing rubric as corresponding to the colors outlined in the legend above (C).