



Spring 2021 Scoring and Reporting of In-Person and Remote Summative Tests

Introduction

This document contains frequently asked (and answered) questions about the scoring and reporting of the in-person and remote ELA/L, mathematics, and science Spring 2021 summative tests.

This FAQ is intended to be a “living” document that could be updated with more questions and answers throughout the spring 2021 testing window. See the Change Log for descriptions of changes made to the FAQ. New questions will be added to the end of each section. Check the Idaho Portal to confirm you have the most up-to-date version of the FAQ.

Contact information for the Idaho State Department of Education (SDE) Assessment & Accountability Department is located on the last page of this FAQ. Use that contact information to submit questions not currently addressed in the FAQ.

Topics in the FAQ

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Change Log

Version #	Date Updated	Changes Made
1	Thursday, May 6, 2021	Added Qs & As.
2	Friday, May 7, 2021	Added Qs & As.
3	Wednesday, May 12, 2021	Added Qs & As.
4	Thursday, May 13, 2021	Edits.
5	Friday, May 21, 2021	Edits.
6	Monday, October 11, 2021	Edits.

General Information

Q: When will student scale scores and performance data be available in Reporting?

A: For the spring 2021 ELA/L and mathematics in-person and remote ISAT summatives, scores will appear in Reporting approximately 10 days AFTER the student has completed and submitted BOTH the CAT and PT portions of the ISAT.

For spring 2021 the science in-person and remote ISAT summatives are independent field tests. Therefore, students will not receive an overall scale score or and Individual Student Report (ISR).

Q: How are partially complete tests handled in participation reports and score reports?

A: Participation Reports: Students are reported as having “participated” in the test if they logged in to both the Performance Task (PT) and Computer Adaptive Test (CAT) portions of the test, even if they did not answer any items.

Score Reports: For a student’s score to be reported, the student must have answered at least one CAT item and one PT item.

Scale Scores & Standard Error of Measurements (SEm)

Q: What is a scale score?

A: Scale scores are the basic units of reporting. These scores, which fall along a continuous vertical scale (from approximately 2000 to 3000) that increases across grade levels, can be used to illustrate students’ current level of achievement and their growth over time in a relatively fine-grained fashion.

When aggregated, scale scores, unlike raw scores, can also describe school- or district-level changes in performance on the tests and can measure gaps in achievement among different groups of students.

Q: What is the Standard Error of Measurement (SEm)?

A: When a student takes a test, they receive a score indicating what they know and can do. However, if the student took the same ELA/L or mathematics ISAT multiple times with exactly the same level of knowledge and preparation, you would likely see some slight variation in their scores each time. Some scores might be a little higher, some scores might be a little lower. This is just like if we timed how fast a student could run a mile. After running once, we would have an observed time. However, if we had the student run a mile again, his or her time would generally change by some small amount. The Standard Error of Measurement (SEm) reflects this fact for the ISAT assessments. For example, a scale score of 2535 ± 22 indicates that if the student took the same test multiple times, they would likely score between 2513 and 2557. We can be confident the student’s “true” ability is somewhere in that range.

Q: Why is Standard Error of Measurement (SEm) important?

A: The Standard Error of Measurement (SEM) is important because a student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number.

Achievement Levels and ALDs

Q: What do achievement levels represent and why are they useful?

A: Achievement levels are categories that describe what a student knows and is able to do, based on the student's scale score.

A higher scale score on the ISATs reflect a greater accumulation of knowledge, skills, and processes. A high scale score will place a student in a high achievement level.

The achievement levels on the ISATs are

- Level 1
- Level 2
- Level 3
- Level 4

To meet state standards, a student must be in either the Level 3 or Level 4 achievement level.

Q: What are achievement level descriptors?

A: Each achievement level has an Achievement Level Description (ALD) that explains a student's overall performance.

For example, a student scoring 2801 on the grade 10 ISAT, would be at Level 4, which is the highest achievement level. Level 4 performance indicates the student has "exceeded the achievement standard and demonstrates advanced progress." ALDs communicate the meaning of test scores by specifying, in content terms, the knowledge and skills that students display at four levels of achievement.

Achievement Level Descriptors are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the higher level ALDs.

For instance, the Level 4 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1, 2 and 3.

In Reporting, click the "i" to display the achievement level descriptors. Figure 1 shows the achievement level descriptors in Reporting.

Figure 1: Achievement Level Descriptors in Reporting

Average Score and Performance Distribution for **Grade 5 Math - Summative** (Spring 2021 (ISAT Summative)), by School and Reporting Category: Demo district 9999, 2020-2021
 Filtered By **School:** All Schools **Test Reasons:** Spring 2021 (ISAT Summative)

School	Total	Total			Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
		Student Count	Overall Scale Score	Performance Distribution			
State		n/a	n/a	n/a			
District		13	2424 ± 34	 Percent 69% 8% 15% 8%			
Demo inst 9997					0%		
Demo inst 9998					100%		
Demo inst 9999					14%		

Performance Levels

- **%Level 1 (2095-2454):**
 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
- **%Level 2 (2455-2527):**
 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.
- **%Level 3 (2528-2578):**
 The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.
- **%Level 4 (2579-2891):**
 The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Q: Whom determines where one achievement level ends and the next begins?

A: The scores that separate achievement levels from one another are called "cut scores". Cut scores and achievement levels are developed by thousands of K-12 educators, higher education faculty, experts, parents and other stakeholders in a process called standard setting.

Achievement Level Cut Scores**Q: What are the cut scores, and scale score ranges for each of the achievement levels for all of the grade levels that are assessed by the ELA/L and mathematics ISATs?**

A: Scale scores are the basic units of reporting. These scores, which fall along a continuous vertical scale (from approximately 2000 to 3000) that increases across grade levels, can be used to illustrate students' current level of achievement and their growth over time in a relatively fine-grained fashion.

Figure 1 is a chart and a graphical representation of the cut scores, scale score ranges for each of the achievement levels for all of the grade levels (including the optional grades 9 and 11) that are assessed by the ELA/L ISATs.

Figure 2: ELA/L Achievement Level Cut Scores Chart and Graph

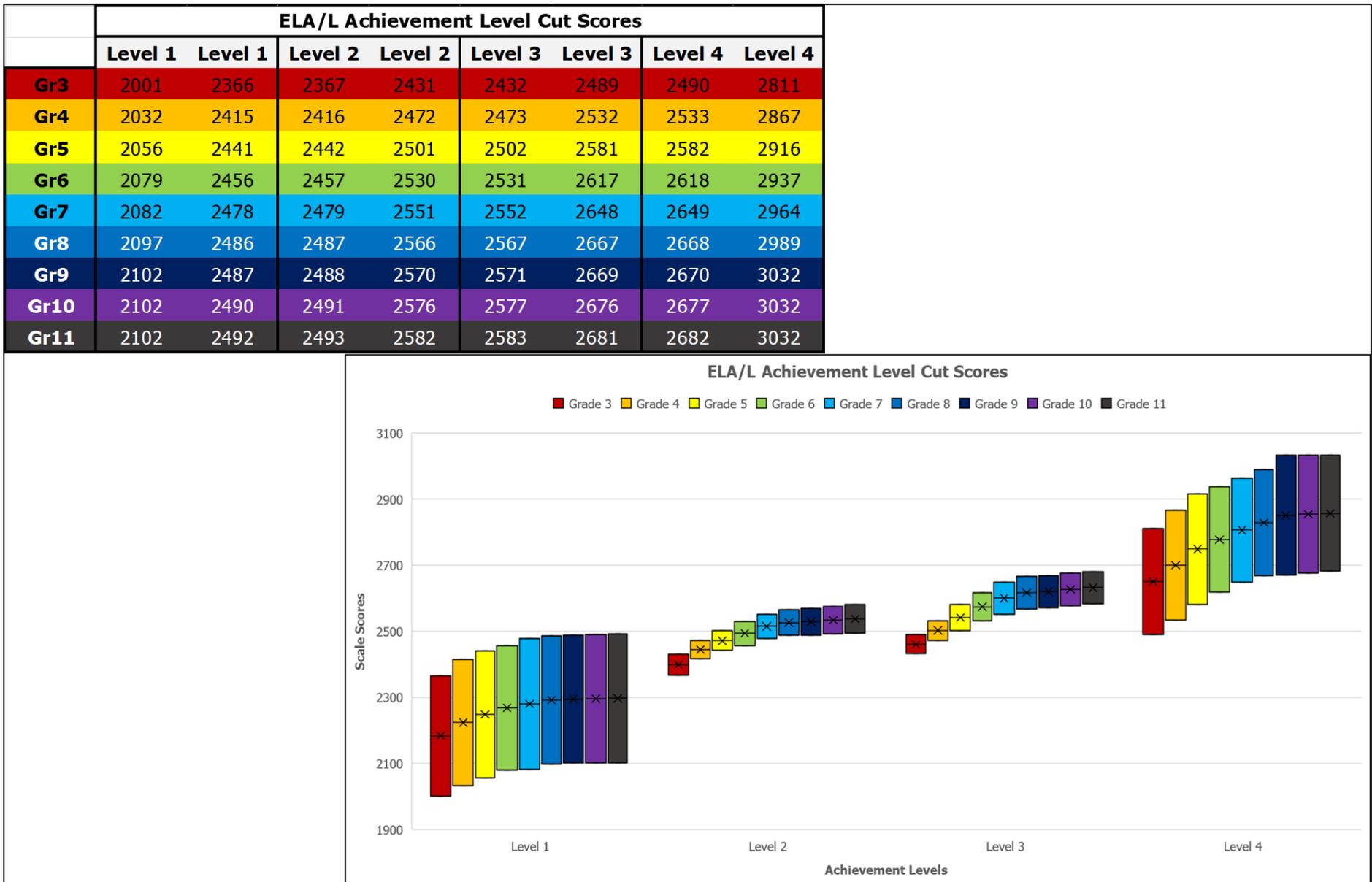
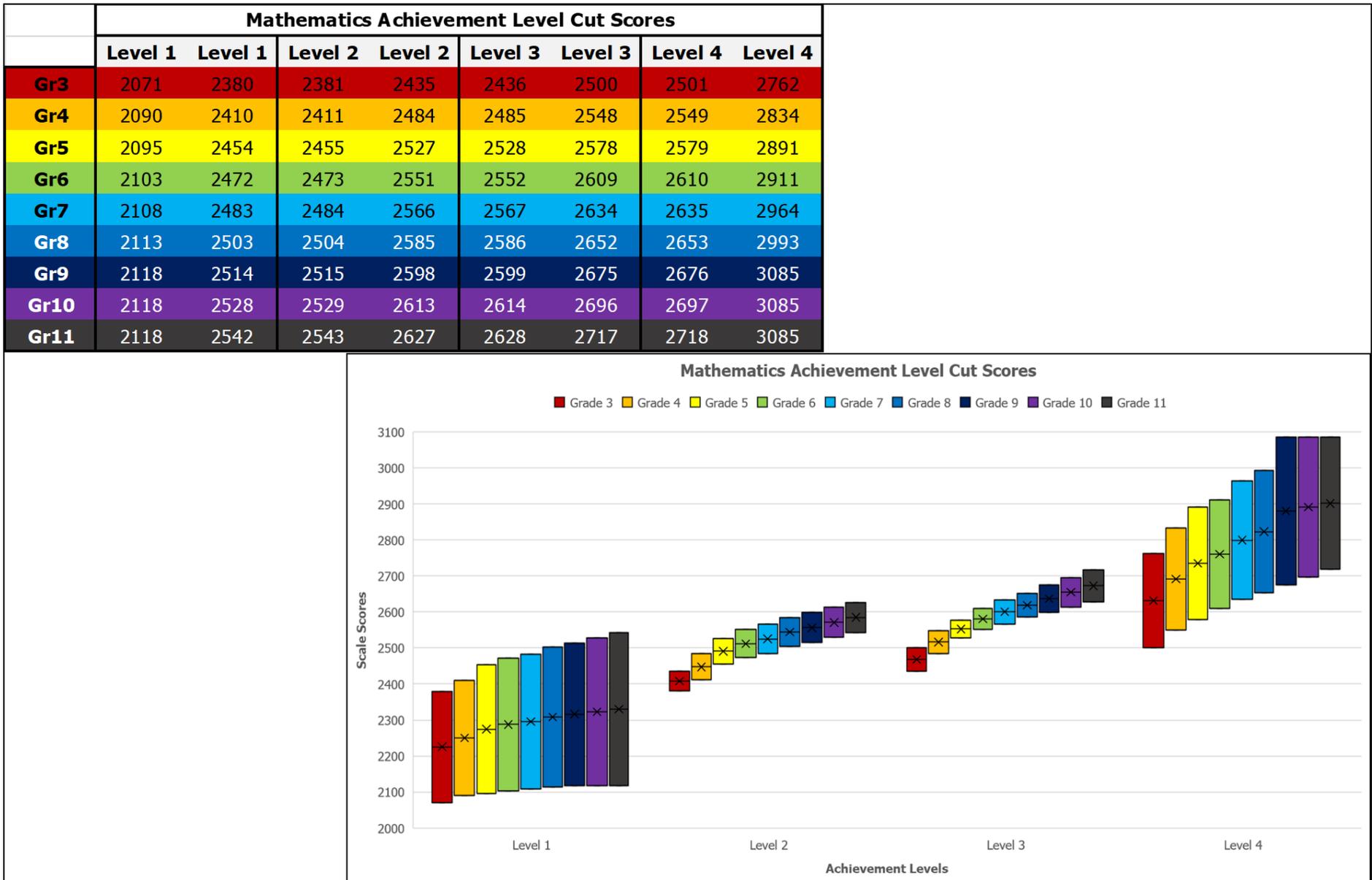


Figure 2 is a chart and a graphical representation of the cut scores, and scale score ranges for each of the achievement levels for all of the grade levels (including the optional grades 9 and 11) that are assessed by the mathematics ISATs.

Figure 3: Mathematics Achievement Level Cut Scores Chart and Graph



Overall Performance Data in Reporting

Q: In Reporting, what performance data is provided overall at the roster level?

A: Overall performance data at the roster level is embedded in the Total flyout.

1. Student Counts in the State, District, School, and Roster
2. Test Completion Rate
3. (Average) Scale Score (with SEM)
4. Performance Distribution with count and percent of students in each achievement level
5. Percent at and Above Proficient (Level 3)

Each row of information is provided for comparative purposes. Figure 4 labels each of columns.

Figure 4: Overall Roster Level Performance Data in Reporting

Average Score, Performance Distribution and Average Points Earned on **Grade 5 Math - Summative** (Spring 2021 (ISAT Summative)), by Roster and Reporting Category: Demo inst 9999 2020-2021
 Filtered By **School:** All Schools **Test Reasons:** Spring 2021 (ISAT Summative)

Roster	Teacher	Total	1 Student Count	2 Test Completion Rate	3 Scale Score	4 Performance Distribution	5 Percent At and Above Proficient	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
State			n/a		n/a	n/a	n/a			
District			13		2424 ± 34 <i>i</i>	Percent Count 	23%			
School			7		2427 ± 27 <i>i</i>	Percent Count 	14%			
<i>i</i> (students not in any ros...			7		2427 ± 27 <i>i</i>	Percent Count 	14%			

Claims & Targets

Q: What are Claims?

A: Claims are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessments related to a particular aspect of the academic standards. Each subject includes four claims:

ELA/L:

1. Reading
2. Writing
3. Listening
4. Research/Inquiry

Mathematics:

1. Concepts and Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling/Data Analysis

Q: What are Targets?

A: Targets describe – at a more granular level than Claims – the expectations of the knowledge, skills, and/or abilities assessed by the items and tasks within each claim. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

Visit the [Smarter Content Explorer](#) for a complete breakdown of the hierarchy of the ELA/Literacy and mathematics standards from Claim to Target to Standards. Also explore content expectations, evidence of student understanding, and how items aligned to those Targets elicit that evidence.

Claim & Target Performance Data in Reporting

Q: In Reporting, what performance data is provided for the ELA/L and mathematics Claims & Targets at the roster level?

A: For ELA/L, the same performance data is provided for each of the Claims & Targets:

- Average Scale Score, Proficient? and Weak or Strong? symbols for each Target in the Claim

Additionally, the Writing Dimensions flyout appears for aggregate reports of assessments that include an essay component.

See the Reporting resources on the [Idaho Portal](#) for more information on the Proficient? and Weak or Strong? symbols and data presented for the Writing Dimensions.

Figure 5 shows the Average Scale Score, Proficient? and Weak or Strong? symbols for the Research/ Inquiry claim.

Figure 5: ELA/L Performance Data for Claims & Targets for a Roster

Average Score and Performance Distribution for **Grade 5 ELA - Summative** (Spring 2021 (ISAT Summative)), by School and Reporting Category: Demo district 9999, 2020-2021
 Filtered By **School:** All Schools **Test Reasons:** Spring 2021 (ISAT Summative)

School	Research/Inquiry						Writing	Writing Dimensions					
	Total	Listening	Reading	Research/Inquiry	Research/Inquiry								
					Average Scale Score	Target 2			Target 3		Target 4		
						Proficient?			Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State	n/a	*	*	*	*	*	*						
District	2389 ± 35	×	=	×	=	×	=						
Demo inst 9997	2392 ± 23	×	-	×	=	×	-						
Demo inst 9998	2792	*	*	*	*	*	*						
Demo inst 9999	2329 ± 22	×	-	×	=	*	*						

For mathematics, different performance data is provided for each of the Claims & Targets:

1. Concepts and Procedures: Average Scale Score, Proficient? and Weak or Strong? symbols for each Target in the Claim
2. Problem Solving and 4. Modeling & Data Analysis: Average Scale Score
3. Communicating Reasoning: Average Scale Score

See the Reporting resources on the [Idaho Portal](#) for more information on the Proficient? and Weak or Strong? symbols.

Figure 6 shows the Average Scale Score for the Communicating Reasoning claim and the Average Science Score and Proficient? and Weak or Strong? symbols for the Concepts and Procedures claim.

Figure 6: Mathematics Performance Data for Claims & Targets for a Roster

Average Score and Performance Distribution for **Grade 5 Math - Summative** (Spring 2021 (ISAT Summative)), by School and Reporting Category: Demo district 9999, 2020-2021
 Filtered By School: All Schools Test Reasons: Spring 2021 (ISAT Summative)

School	Total	Communicating Reasoning	Concepts and Procedures	Average Scale Score									
				Target A		Target B		Target C		Target D			
				Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?		
State		n/a	n/a	*	*	*	*	*	*	*	*	*	*
District		2494 ± 31	2393 ± 50	✗	—	*	*	*	=	✗	=		
Demo inst 9997		2432 ± 70	2240 ± 53	✗	—	*	*	*	*	*	=		
Demo inst 9998		2639 ± 42	2665 ± 202	*	*	*	*	*	*	✓	+		
Demo inst 9999		2488 ± 28	2403 ± 31	✗	—	*	*	*	*	✗	—		

Q: How do claim average scale scores relate to overall average scale scores?

A: A roster of students' overall average scale score is based on the students' performance on the test as a whole, while students' claim average scale score is based only on the students' performance on the test items aligned to that specific claim. Visit the [Smarter Content Explorer](#) for a complete breakdown of the hierarchy of the ELA/Literacy and mathematics standards from Claim to Target to Standards.

Individual Student Reports (ISRs)**Q: How can I generate Individual Student Reports (ISRs) on the Reporting platform?**

A: See the "How to Print Individual Student Reports (ISRs) and Student Data Files" PowerPoint on the [Idaho Portal](#).

Q: Is there a resource that can be provide to parents/guardians to explain the information in the ISR?

A: Yes. See the Understanding Your Student's Individual Student Report – Parent Brochure (English and Spanish) on the [Idaho Portal](#).

Contact Information**Idaho State Department of Education****Assessment & Accountability****email:** assessments@sde.idaho.gov**Phone:** (208) 332-6877