



Reporting Claim/ Target Symbols for Spring 2021 Summative Tests Quick Guide

Introduction

This quick guide summarizes the meaning of the Proficient? and Weak or Strong? symbols.

See the *How to View and Interpret Standard Measures Within Reporting Category Sections* section in the [Reporting User Guide](#), and/or the *How to Understand Measures for Standards, Depth of Knowledge (DOK) levels, and Writing Dimensions* training PowerPoint on the [ISAT Portal](#) for additional information.

[Contact information](#) for the Cambium Assessment, Inc. Idaho Help Desk, and the Idaho State Department of Education (SDE) Assessment & Accountability Department is located on the last page of this Quick Guide.

Topics

- [Proficient?](#)
- [Weak or Strong?](#)
- [Proficient? and Weak or Strong? Combination Chart](#)
- [Smarter Content Explorer and Tools for Teachers](#)

Change Log

Version #	Date Updated	Changes Made
1	Wednesday, March 24, 2021	Created.
2	Thursday, March 25, 2021	Added Sections.

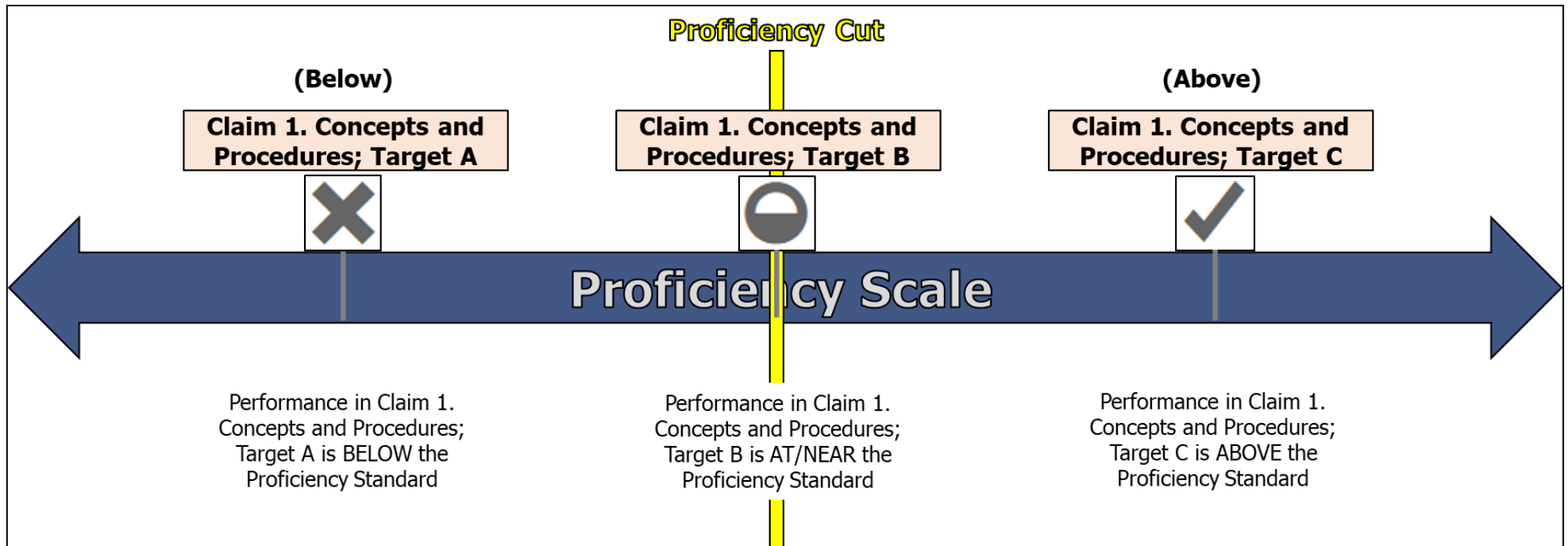
Proficient?


The Proficient? indicators (symbols) summarize students' performance on a Target relative to proficiency. Students may perform:

- Above the Proficiency Standard,
- At/Near the Proficiency Standard, or
- Below the Proficiency Standard.

Figure 1: Proficient? illustrates the proficiency scale (double-headed arrow) and the Proficiency Standard or Cut (yellow bar). To the left of the Proficiency Cut is Below the Proficiency Standard. Over the Proficiency Cut is At/Near the Proficiency Standard. To the right of the Proficiency Cut is Above the Proficiency Standard. The symbols identify the students' performance on that Target relative to Proficiency.

Figure 1: Proficient?



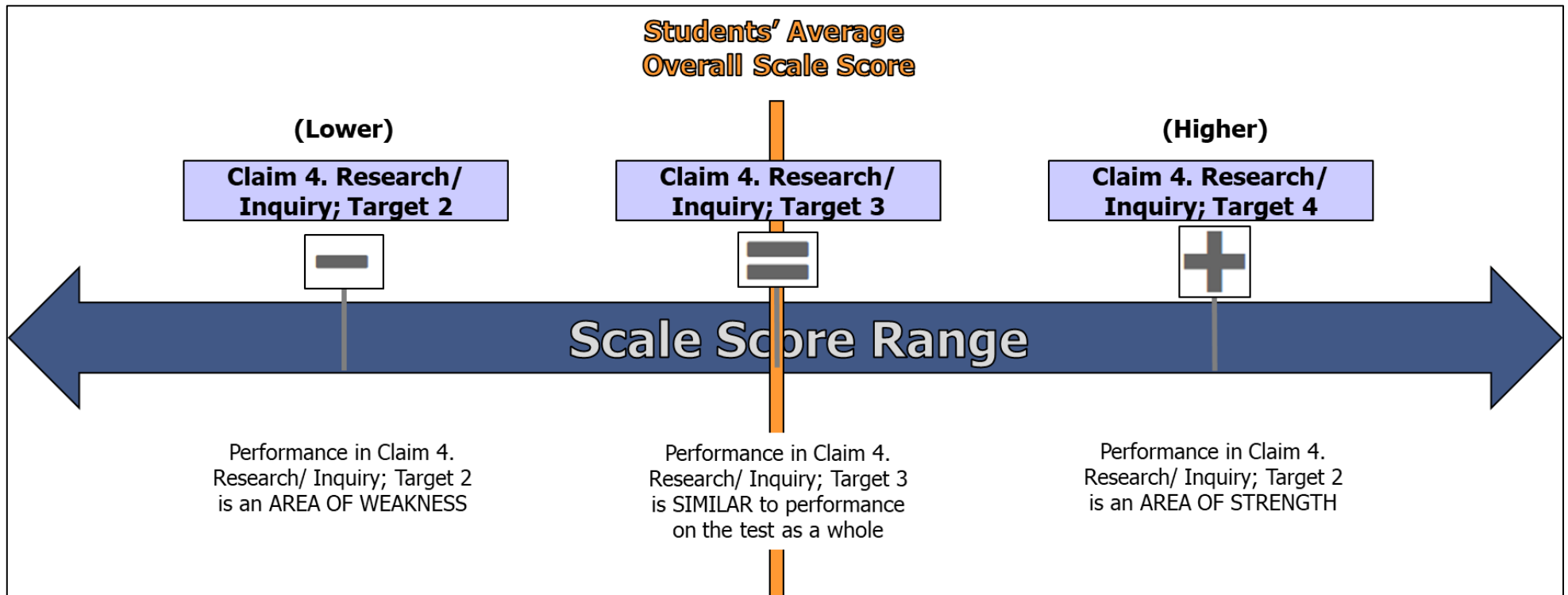
The asterisk () means that there was insufficient information collected to report students' performance at that specific Target.

Weak or Strong?

The Weak or Strong indicators (symbols) allow educators to determine which Targets students are performing above, as expected, or below expectations when compared to their overall test score. For instance, perhaps a group of students performed particularly well overall on a test. However, there is still one Target they are struggling with, when compared to their overall test score. The negative symbol identifies that Target. Conversely, perhaps a group of students did not do well on the test overall. However, there is one Target the students performed relatively well on. The plus sign identifies that Target. This allows for some celebration of student success, and insight into how to potentially tailor future instructional practices.

Figure 2: Weak or Strong? shows the scale score range (double-headed arrow) and the students' average score on the test (orange bar).

Figure 2: Weak or Strong?






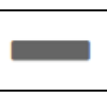



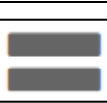

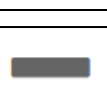





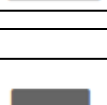


The asterisk (*) means that there was insufficient information collected to report students' performance at that specific Target.

Proficient? and Weak or Strong? Combination Chart

Table 1 shows combinations of Proficient? and Weak or Strong? symbols and possible interpretations of those combinations.

Table 1: Proficient? and Weak or Strong? Combinations

Proficient?	Weak or Strong?	Pedagogy	Interpretation
		Exceeding Expectations	Teaching practices for this Target are quite successful. These teaching practices could be applied to "Highest, High & Priority Focus" Target(s). Students are performing quite well at this Target.
		Doing Okay	Teaching practices for this Target are quite also quite successful. These teaching practices could be applied to "Highest, High & Priority Focus " Target(s). Students are performing at grade level for this Target.
		Leverage	Examine teaching practices for this Target. Focus on content expectations with extra attention on content at this Target. Students are meeting expectation, but they are weaker at this Target.
		Meeting Expectations	Teaching practices for this Target are meeting expectations. These teaching practices could be applied to "Highest, High & Priority Focus" Target(s). Students are meeting expectations at this Target.
		Doing Okay	Teaching practices for this Target are meeting expectations but there is not enough information to determine student mastery at this Target.
		Leverage	Examine teaching practices for this Target. Focus on content expectations with extra attention on content at this Target. Students are meeting expectation, but they are weak at this Target.
		Priority Focus	Carefully examine teaching practices for this Target. Closely focus on content expectations with extra attention on content at this Target. Students are struggling overall, but they are a bit stronger on this Target when compared to overall performance on the test.
		High Priority Focus	Carefully examine teaching practices for this Target. Closely focus on content expectations with extra attention on content at this Target. Students need more work on the content measured by this Target.
		Highest Priority Focus	Carefully examine teaching practices for this Target. Closely focus on content expectations with extra attention on content at this grade level or the grade level below for this Target. Students need repeated & consistent interaction with the content measured by this Target, but could show the most growth at this Target.

Smarter Content Explorer and Tools for Teachers

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.

Figure 3: Smarter Content Explorer

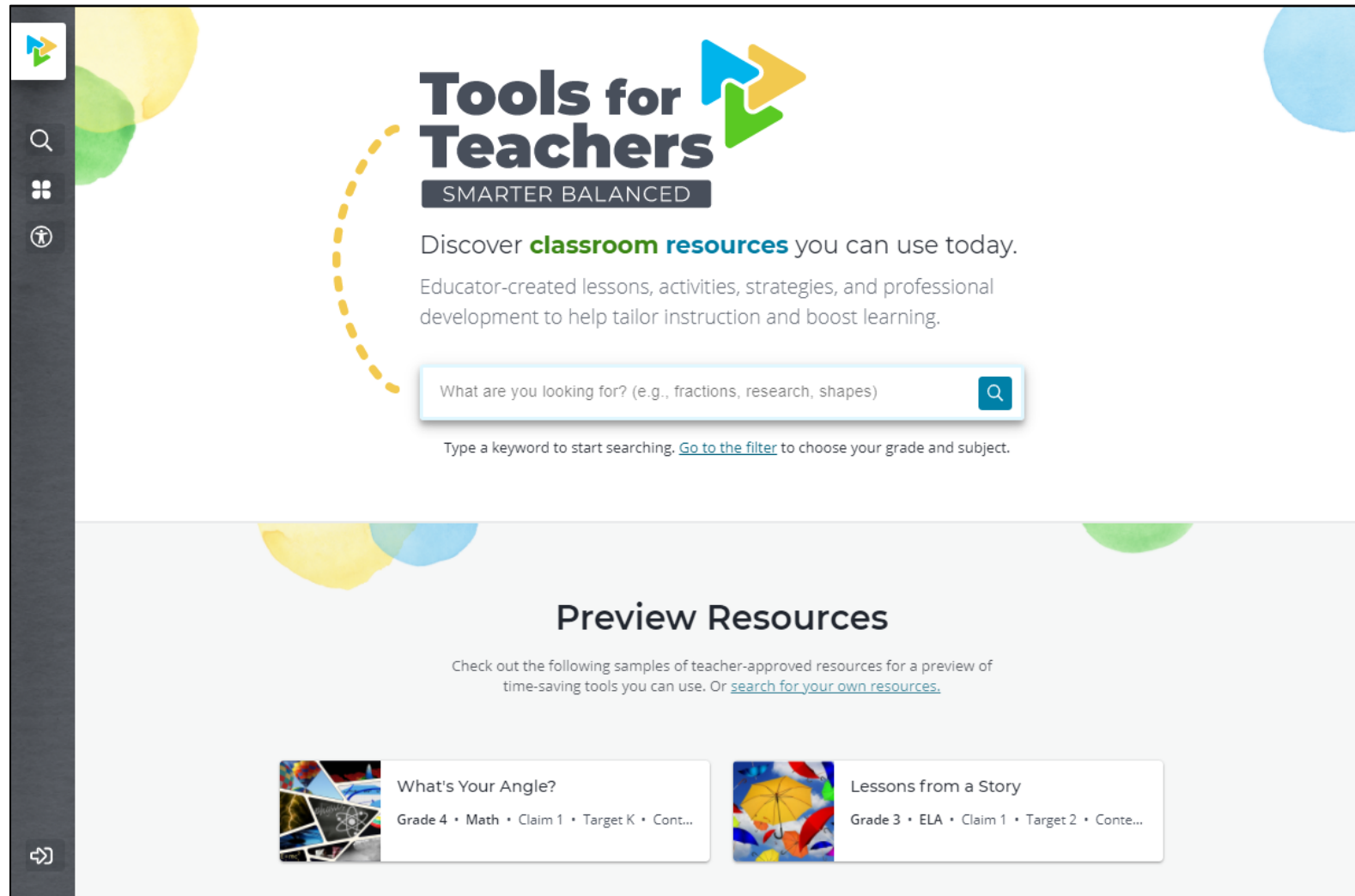
The screenshot displays the Smarter Content Explorer interface. At the top, the navigation bar includes the logo, "Smarter Content Explorer", and links for "Explore", "Test Development", "Support", and a search icon. The main content area features a "Back to Results" link and a large graphic with overlapping yellow and green circles. On the left, under "MATHEMATICS", "Target G" is defined as "Convert like measurement units within a given measurement system." Below this is a "Sample Item" section with a "GRADE 5" button. A detailed information box on the right provides the following details:

- Claim 1**: Concepts and Procedures
- Grade**: Grade 5
- Content Domain**: Measurement and Data
- Standards**: MD-1
- Description**: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
- Actions**: A "DOWNLOAD PDF" button and a "SUPPORTING" label with an information icon.

At the bottom, a navigation bar offers links for "Overview", "Standards", "Clarifications", "Range ALDs", "Evidence", "Item Guidelines", and "Task Models".

Visit [Tools for Teachers](#) for classroom resources aligned to specific Targets. Use these educator-created lessons, activities, strategies, and professional development to tailor instruction and boost student learning. If you have a TIDE user role, you have access to Tools for Teachers.

Figure 4: Tools for Teachers



The screenshot displays the 'Tools for Teachers' website interface. On the left, there is a dark vertical sidebar containing navigation icons: a magnifying glass, a grid, a plus sign, and a back arrow. The main content area features a large header with the 'Tools for Teachers' logo, which includes three overlapping arrows in blue, yellow, and green. Below the logo, the text 'SMARTER BALANCED' is displayed in a dark grey box. The main heading reads 'Tools for Teachers' in a large, bold, black font. Underneath, it says 'Discover **classroom resources** you can use today.' followed by 'Educator-created lessons, activities, strategies, and professional development to help tailor instruction and boost learning.' A search bar is present with the placeholder text 'What are you looking for? (e.g., fractions, research, shapes)' and a magnifying glass icon. Below the search bar, a note says 'Type a keyword to start searching. [Go to the filter](#) to choose your grade and subject.' The lower section is titled 'Preview Resources' and contains the text 'Check out the following samples of teacher-approved resources for a preview of time-saving tools you can use. Or [search for your own resources](#).' Two resource cards are shown: 'What's Your Angle?' with a thumbnail of geometric shapes and the text 'Grade 4 • Math • Claim 1 • Target K • Cont...', and 'Lessons from a Story' with a thumbnail of colorful umbrellas and the text 'Grade 3 • ELA • Claim 1 • Target 2 • Conte...'.

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