May Focused Monthly Webinar

Meaningful Score Reports
Smarter Balanced Reporting System

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Teaching and Learning Department | Montana OPI

May 12, 2021
Virtual Zoom Basics

1. Mute your mic when it is not in use.

2. Share your video.

3. Clearly name yourself as a participant.

4. Use the chat to introduce yourself, ask questions, and engage with your peers.
What we’re going to talk about today

- Requirements for notifying families of student proficiency and progress on state assessments;
- The intended purpose and uses of score reports for families, educators, and school leaders;
- Deep dive into the information found in the score reports;
- Example of student expectations as defined in the achievement level descriptors;
- Best practices for securely distributing home to families;
- Open forum for questions and clarifications.
Question Board
How are these data used?

- **State testing** is intended to measure attainment of student proficiency and progress on state content standards over time and help Montana monitor and address these educational needs.

- **Accountability** is intended to help the public understand individual school performances on these achievement indicators and to measure inequities across schools, so all students have equitable opportunities to access high-quality education.

- **Reporting** is intended to provide timely and transparent information to the public and families on these achievement indicators and to support education information processes at the local and state levels.
Summative Score Considerations

- **Focus** on specific things a student can do based on the standards, claims and targets,

- It’s more than a number [i.e. scale score],

- Include multiple data points, and

- Consider Opportunity-to-Learn (OTL) on the individual level
Using Multiple Measures

Instructional Cycle

- Review the Standards
- Align Curriculum
- Assess
- Data-Driven Instruction

Summative individual score report
- Interim scores, local reports, & teacher observations

A Balanced Assessment
Brief Overview of the Individual Student Report
# Reporting System Visit

![Reporting Icon]

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<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Total</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing and Research/Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scale Score</td>
<td>Performance</td>
<td>Performance</td>
<td>Performance</td>
</tr>
<tr>
<td>District</td>
<td>2267 ± 30</td>
<td>Percent Count</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>School</td>
<td>2267 ± 30</td>
<td>Percent Count</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>Lname Fname</td>
<td>C00000071</td>
<td>2236 ± 57</td>
<td>Level 1</td>
<td>n/a</td>
</tr>
<tr>
<td>QA Demo</td>
<td>Z29554773</td>
<td>2297 ± 37</td>
<td>Level 1</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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[Source: opi.mt.gov]
**Student Information:** The table includes the student’s name, SSID, date the test was taken, the district/school.

**Scale Score & Overall Performance:** The barrel chart visually depicts the student’s performance level based on his/her overall scale score. It also includes a brief description of the performance level.

**Standard Error of Measurement:** The description explains the meaning of the ± designation after the scale score.
### Claim Levels

Shows the student scores on each claim within either math or ELA.

### Performance Level

Shows whether the score meets grade level standards.

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**How Did Your Child Perform on Different Areas of the Test?**

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores the student would receive if he or she took the test multiple times.

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance</th>
<th>Performance Level</th>
<th>Performance Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts and Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving and Modeling &amp; Data Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels**: The black circle indicates the student’s score on a claim, while the dark line represents the range of likely scores the student would receive if they took the test multiple times.

**Performance Levels Descriptions**: Explicit and practical interpretation of what the student knows and can do at the claim level.
Deeper Dive into the ISR
- **Scale Score** - score assigned to the student based on his/her results on the test. The scores range from 2000 (Entering) to 3000 (Reaching).
Cut Scores

- Cut scores are selected points on the score scale of a test, as determined by various stakeholder groups.
  - Test scale represents range of student scores
  - Cut scores separate students into Achievement Levels
<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>≤ 2380</td>
<td>2381-2435</td>
<td>2436-2500</td>
<td>≥ 2501</td>
</tr>
<tr>
<td>4</td>
<td>≤ 2410</td>
<td>2411-2484</td>
<td>2485-2548</td>
<td>≥ 2549</td>
</tr>
<tr>
<td>5</td>
<td>≤ 2454</td>
<td>2455-2527</td>
<td>2528-2578</td>
<td>≥ 2579</td>
</tr>
<tr>
<td>6</td>
<td>≤ 2472</td>
<td>2473-2551</td>
<td>2551-2609</td>
<td>≥ 2610</td>
</tr>
<tr>
<td>7</td>
<td>≤ 2483</td>
<td>2484-2566</td>
<td>2567-2634</td>
<td>≥ 2635</td>
</tr>
<tr>
<td>8</td>
<td>≤ 2503</td>
<td>2504-2585</td>
<td>2586-2652</td>
<td>≥ 2653</td>
</tr>
<tr>
<td>11</td>
<td>≤ 2542</td>
<td>2543-2627</td>
<td>2628-2717</td>
<td>≥ 2718</td>
</tr>
</tbody>
</table>
## Smarter: ELA Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>( \leq 2366 )</td>
<td>2367-2431</td>
<td>2432-2489</td>
<td>( \geq 2490 )</td>
</tr>
<tr>
<td>4</td>
<td>( \leq 2415 )</td>
<td>2416-2472</td>
<td>2473-2532</td>
<td>( \geq 2533 )</td>
</tr>
<tr>
<td>5</td>
<td>( \leq 2441 )</td>
<td>2442-2501</td>
<td>2502-2581</td>
<td>( \geq 2582 )</td>
</tr>
<tr>
<td>6</td>
<td>( \leq 2456 )</td>
<td>2457-2530</td>
<td>2531-2617</td>
<td>( \geq 2618 )</td>
</tr>
<tr>
<td>7</td>
<td>( \leq 2478 )</td>
<td>2479-2551</td>
<td>2552-2648</td>
<td>( \geq 2649 )</td>
</tr>
<tr>
<td>8</td>
<td>( \leq 2486 )</td>
<td>2487-2566</td>
<td><strong>2567-2667</strong></td>
<td>( \geq 2668 )</td>
</tr>
<tr>
<td>11</td>
<td>( \leq 2492 )</td>
<td>2493-2582</td>
<td>2583-2681</td>
<td>( \geq 2682 )</td>
</tr>
</tbody>
</table>
Achievement Levels are an established set of levels (1-4) indicating progress toward meeting the expectation.
• **Proficient** – means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter *(Rule: 10.54.2502).*
Students are considered on track to graduate high-school college and career ready.

Students need targeted support.

Students need comprehensive support.
Comprehensive View

Achievement Level

Novice
Achievement Level 1

Nearing Proficiency
Cut Score 2479 - 2551

Proficient
Cut Score 2552 - 2640

Advanced
Cut Score 2649 - 2964

Scale Score

Proficiency Level

Novice
Nearing Proficiency
Proficient
Advanced

Achievement Level Scale Score

2082 - 2478
2479 - 2551
2552 - 2640
2649 - 2964

2000 2500 3000
The Standard Error of Measurement (SEM) is the lowest likely score and the highest likely score.
### Student Claim Performance

The black line represents SEM +/-, indicating the range of likely scores for student performance on individual reporting categories. The black dot indicates the claim level performance. The lines to the left and right of the black dot show the range of scores. Claims achievement categories are:

- **Above Standard**
- **At/Near Standard**
- **Below Standard**

#### Claims Achievement Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance</th>
<th>Performance Level</th>
<th>Performance Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Reasoning</td>
<td></td>
<td></td>
<td>Student may be able to clearly and precisely construct viable arguments to support their own reasoning and critique the reasoning of others.</td>
</tr>
<tr>
<td>Concepts and Procedures</td>
<td></td>
<td></td>
<td>Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</td>
</tr>
<tr>
<td>Problem Solving and Modeling &amp; Data Analysis</td>
<td></td>
<td></td>
<td>Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and be able to construct and use mathematical models to interpret and solve problems.</td>
</tr>
</tbody>
</table>

Claim level knowledge of what a student can do.
Student Claim Performance

Below Standard
- Novice
  - 1

At/Near Standard
- Nearing Proficiency
  - 2

Above Standard
- Proficient
  - 3
- Advanced
  - 4
Families and Score Reports
## Expected Reporting Timelines

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>AMSA (Alternate)</th>
<th>MSA (General)</th>
<th>MSAA (Alternate)</th>
<th>Smarter Balanced (General)</th>
<th>ACT with Writing (General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Math and ELA</td>
<td>Math and ELA</td>
<td>Math, ELA, and Science</td>
<td></td>
</tr>
<tr>
<td>Grades Tested</td>
<td>Grades 5, 8, 11</td>
<td>Grades 5, 8</td>
<td>Grades 3–8, 11</td>
<td>Grades 3–8</td>
<td>Grade 11</td>
</tr>
<tr>
<td>21’ Window Period</td>
<td>11 weeks</td>
<td>11 weeks</td>
<td>9 weeks</td>
<td>12 weeks</td>
<td>4 Opportunities</td>
</tr>
<tr>
<td>21’ Test Window</td>
<td>Mar 15 – May 28</td>
<td>Mar 15 – May 28</td>
<td>Mar 15 – May 14</td>
<td>Mar 8 – May 28</td>
<td>Date 1: March 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Date 2: April 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Date 3: April 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Date 4: May 5</td>
</tr>
<tr>
<td>Anticipated Score Reports</td>
<td>TBD</td>
<td>TBD</td>
<td>Aug. 2 - Sept. 24</td>
<td>2 weeks after submission</td>
<td>5-8 weeks after testing</td>
</tr>
</tbody>
</table>

**Note:** For Smarter Balanced Individual Student Reports (ISRs) these will not be sent to districts.
Parent Outreach

• **Federal Requirement**: districts must provide timely individual student reports to parents, teachers, and principals and to include the results on local report cards (ESEA Section 1111)

• **State Requirement**: To facilitate transparency, the statewide assessment results released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments (ARM 10.56.105(2) § 20-7-104, MCA)
What can families do with the results?

- Support their child’s learning at home – particularly in growth areas.
- Work with teachers to develop strategies to improve student performance.
- Encourage children.
Resources for Families

https://mt.startingsmarter.org/

Starting Smarter

You are the expert on your child. Over the course of a school year, you receive lots of information on how your child is performing in school that combine to give you a more complete picture of your child’s academic progress. In addition to report card grades and class tests, you can use test score reports to better understand your child’s strengths and areas in need of improvement to start a meaningful conversation with your child’s teacher about how to better support learning at home.
Resources for Families

Parents can view test questions by subject, grade, and area.

Check out the Test Questions

Enter your child’s subject, grade, and area from the score report to get descriptions of the skills and sample test questions in each performance area.
Use this information to have a meaningful conversation with your child’s teacher about the skills and content in the grade level and to support your child’s learning at home.

**BE A LEARNING HERO!**
Visit the Learning Heroes website to find resources and tools to help your child thrive in school.

**GUIDE TO PARENT-TEACHER CONFERENCES**
This helpful "Guide to a Meaningful Parent Teacher Conference" includes a list of questions to discuss with the teacher about your child's classroom performance, academic progress and more.

**CHECK OUT THE TEST IN ACTION**
Visit the Smarter Balanced practice test to try out live, interactive questions and the testing features students can use.

Parents can take a practice test.

Parents can download a guide for Parent-Teacher Conferences.

A web portal to access support materials for the child.

[https://mt.startingsmarter.org/](https://mt.startingsmarter.org/)
Accompany individual student reports with a parent letter

Parent letter template available on Assessment webpage

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**Sample Letter**

[Insert School Letterhead here]

[Insert date here]

Dear Parent or Guardian:

Last spring, Montana students took the Smarter Balanced Assessment in both mathematics and English language arts. The Smarter Balanced Assessment is Montana's measure of student performance on the state content standards for English language arts and mathematics. These content standards establish goals for what all students should know and be able to do. These adaptive online assessments go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical thinking and problem-solving skills.

Your student's Smarter Balanced Assessment reports have been created and designed to deliver accurate assessment data that readers can understand. To assist you in reading and understanding your student's report, attached/included you will find the Smarter Balanced Assessment Interpretive Guide, which provides a more detailed explanation of the results reports. Here are some highlights for this report:

- Students will receive a separate scale score for mathematics and English language arts.
- Scale scores are reported with different ranges for mathematics and English language arts.
- Student performance is reported by achievement levels, that is, Level 1 through 4.
- Students who score a Level 3 or 4 are considered as performing at or above proficient.
  - Level 4 indicates that a student demonstrates advanced progress needed for success in future course work.
  - Level 3 indicates that a student demonstrates progress needed for success in future course work.
- Students who score a Level 1 or 2 are not considered as proficient.
  - Level 2 indicates that a student requires further development to meet proficiency.
  - Level 1 indicates that the student needs substantial improvement to meet proficiency.
- Claim descriptions indicate performance on groups of questions that measure similar skills.

To see how your school is performing over time and compared to other schools in Montana, visit the OPI's GEMS page at [gems.opi.mt.gov](http://gems.opi.mt.gov).

[Insert School Signature here]

(Insert School contact information here)
Districts will be required to print out & send home individual student scores in FY2021.

- PDF’s can be printed from the Reporting System in the Cambium portal

- June 4, 2021
What is Personally Identifiable Information (PII)?

Personally identifiable information is any education record that pertains to an individual student and may easily lead to that student’s identity with reasonable certainty. FERPA regulations list personally identifiable student information as including, but not limited to, the following:

- student’s name;
- name of the student's parent or other family member;
- address of the student or student’s family;
- personal identifier, such as a Social Security number or student number;
- list of personal characteristics that would make the student's identity easily traceable; or
- other information that would make the student's identity easily traceable.
PDF’s can be uploaded into Infinite Campus individual student files for parents/families to access

- Personal Documents
- Assessment Tab

For additional details on how to attach score reports to IC reach out to your district’s IC Help Desk.
District Messaging System
• Secure file transfer capability required

Print Individual Score Reports
• Best Practices suggest printing using color to show achievement levels
• Provide to parents via postal mail or at conferences

Ensure that all parents/guardians have received their child’s score reports no later than fall Parent-Teacher Conferences
Remember …
This Is Where Change Happens

The assessment system is designed to support teachers in facilitating student mastery of state standards.
Open Forum
Thank you for attending the May MontCAS webinar!

OPI Assessment Help Desk
Montana Office of Public Instruction
Phone: 844-867-2569
E-mail: OPIAssessmentHelpDesk@mt.gov

Please complete the session evaluation form (i.e. chat) to receive renewal units. Thanks in advance for your feedback.