

2024 Edition

Understanding Your Student's Individual Student Report (ISR)



College and Career Ready Standards Summative Assessment

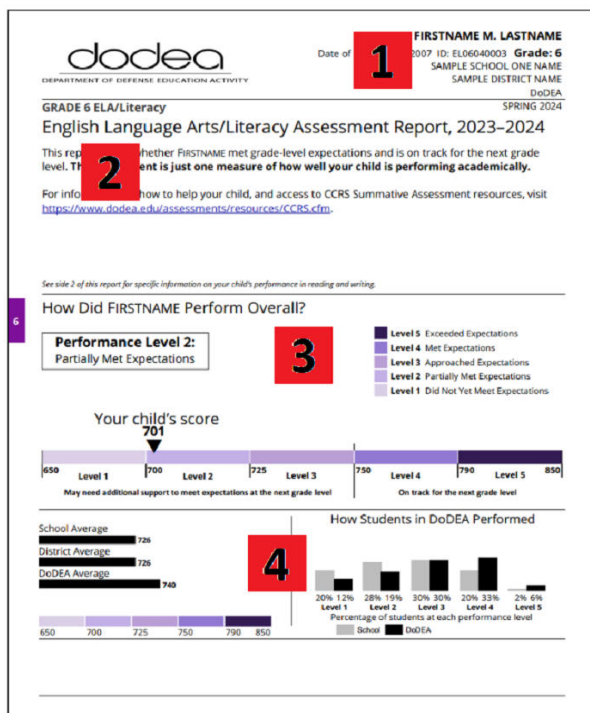
CCRS Individual Student Report

The Individual Student Report (ISR) provides information on a student’s overall performance for the content areas tested at the end of the grade/course. Information is reported for each grade level/course and content area.

2.1 How to Read Your Student’s CCRS Individual Student Report (ISR)

DoDEA schools around the world administered the College and Career Ready Standards (CCRS) Summative assessment for students in mathematics grades 3–8, Algebra I, Algebra II, Geometry and in ELA/literacy for grades 3–8 and 10.

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1. Student Information

The top section of page one of the ISR contains the student’s identification information. This includes the student name, date of birth, student ID, grade level, school name, and district name.

2. Description of the Report

This section provides assessment information, including grade level/course assessed, content area and the assessment year. You will also see a brief description of the assessment, including information on how to use the report.

3. Overall Performance

This section includes the student’s performance level and scale score.

4. Average of School, District and DoDEA

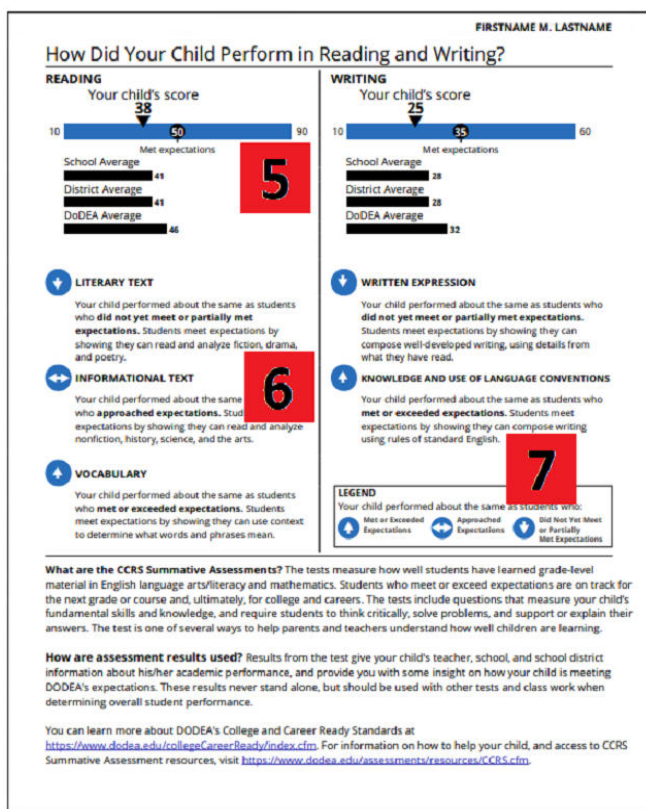
Comparative performance data allows for comparing a student’s overall scale score to the average overall scale score of students at the school, district, and within DoDEA for the same grade level/course. Comparative performance data differ based on grade level/course.

A scale score is a numerical value (650–850) that summarizes student performance. Students receive an overall scale score and, based on that score, they are placed in one of five performance levels. Each performance level is a broad, categorical level defined by a student’s overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level or course.

There are five performance levels: Level 5: Exceeded expectations; Level 4: Met expectations; Level 3: Approached expectations; Level 2: Partially met expectations; and Level 1: Did not yet meet expectations.

The graphic provides an illustration of where the students overall scale score is positioned within the performance levels. The scale score needed to reach performance level 2 is 700, for performance level 3 it 725 and for performance level 4 it is 750 for all grade levels/courses for both ELA/literacy and mathematics. The scale score needed to reach performance level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

Students performing at levels 4 and 5 met or exceeded expectations. They have demonstrated readiness for the next grade level, course and, ultimately, are likely on track for college and careers. Students performing at levels 1, 2 and 3 may need additional support to meet expectations at the next grade level.



5. Reporting Category (ELA/literacy)

For ELA/literacy student reports, there are two reporting categories, Reading and Writing, indicated by the bold headings. For each category, the student performance is provided as a scale score on a scale different from the overall scale score. For this reason, the sum of the scale score for each reporting categories will not equal the overall score. It is important to note that the range of scores for each claim category is not the same. The Reading Claim has a scale score range of 10 to 90, where a score of 50 is Met Expectations. The Writing Claim scale score has a range of 10 to 60, where 35 is Met Expectations. For each Claim, comparative performance data is also presented.

6. Subclaim Category

For ELA/literacy, within each Claim are subcategories or “subclaims.” The subclaims in Reading include Literary Text, Informational Text, and Vocabulary. While in Writing, the

subclaims include Written Expression and Knowledge & Use of Language Conventions. Subclaims are provided for mathematics but are not listed under reporting categories as they are for ELA/literacy. The Subclaims for mathematics are Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application.

Subclaim performance is reported using categories rather than scale scores or performance levels. Performance in the Level 1 – 2 range of that scale is categorized as “Did Not Yet Meet or Partially Met Expectations”, performance in the Level 3 range is categorized as “Approached Expectations” and performance in the Level 4 – 5 range is categorized as “Met or Exceeded Expectations”.

7. Legend

The three categories are displayed in the LEGEND portion of the report.

- **An up arrow** for the specified subclaim indicates that the student “Met or Exceeded Expectations”, meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in the subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A horizontal arrow** for the specified subclaim indicates that the student “Approached Expectations”, meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student “Did Not Yet Meet or Partially Met Expectations”, meaning that the student’s subclaim performance reflects a level of proficiency consistent with performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

How can the Individual Student Report help students?

Results from the test give teachers, schools, and school districts information about academic performance, and provide insight on how a student is meeting DODEA's expectations. These results never stand alone but should be used with other measures of learning and class work when determining overall student performance.

How can you use this report?

Parents may use this report to gain a better understanding of their child’s progress towards mastering the CCRS in ELA/literacy or mathematics. Parents may help their child and reinforce learning at home.

You can learn more about DoDEA’s College and Career Ready Standards at <https://www.dodea.edu/collegecareerready/index.cfm>. For information on the CCRS Summative Assessment, please visit <https://www.dodea.edu/assessments/resources/CCRS.cfm>.