

Understanding the DoDEA CCRS Summative Assessment Results

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Introduction

The DoDEA College and Career Readiness Standards (CCRS) Summative assessments support student learning, provide information for decision makers concerning instructional programs and services, and inform parents. The DoDEA CCRS Summative assessments inform continuous improvement by providing schools with valuable data that identify school improvement needs and areas of success.

Assessments provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement. Through focused collaboration, teachers use data to develop and implement strategies to build on strengths and mitigate weaknesses in student learning and monitor the impact of the strategies on student achievement.

DoDEA is committed to student achievement and assessments that raise the bar for students to ensure they are college and career ready.

Section 1: General Information

1.1 Purpose of this Guide

This guide provides information on reports for the DoDEA College and Career Ready Standards (CCRS) Summative Assessment results. It outlines and explains elements of the various reports that principals and teachers may use to support students.

Section 1 includes the purpose and use of the DoDEA CCRS Summative Results, including information about the types of scores, performance levels, and domain performance indicators provided.

Section 2 This section contains information on how to access reports within ADAM.

Section 3 provides information about the specific reports available within ADAM, including the Progress report, Activity report, Aggregate report, Report Assets, and Performance reports.

1.2 Purpose and Use of DoDEA CCRS Summative Results

The primary purpose of the DoDEA CCRS Summative Assessment is to provide high-quality assessments to measure students' progress towards college and career readiness. DoDEA CCRS Summative Assessment results are to be used as one of many helpful tools in evaluating educational programs and student progress. These Summative reports:

- Provide a snapshot of student progress towards meeting standards-based expectations.
- Provide one measure of student progress and achievement.
- Capture one of several indicators, in combination with student grades, teacher feedback, classroom work, and other assessments used to create a comprehensive picture of a student's progress in school.
- Provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement.

1.3 Types of Scores

Student performance on Summative Assessments is described using percent of points achieved, performance levels, and domain performance indicators. District and school averages are included on the Individual Student Report (ISR) to help understand how a student's performance compares to that of other students.

1.4 Overall Percentage Score

The overall score is a percentage value that summarizes student performance. The percentage calculation is based on the points achieved vs the total maximum points for all items on the Summative Assessment.

1.5 Performance Level

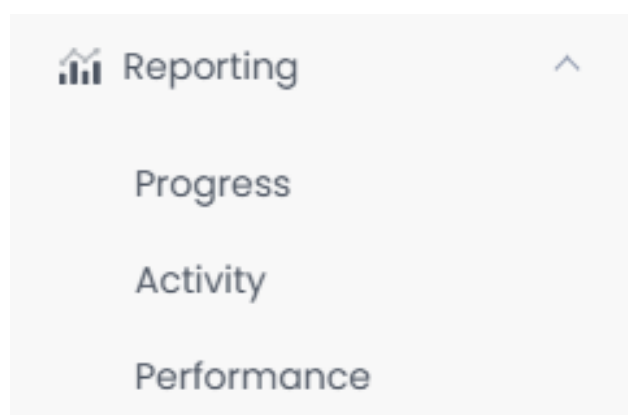
Each performance level is a broad, categorical level defined by a student's overall cut score achieved and is used to report overall student performance by describing how well students met the expectations for their grade level/course. There are five performance levels for DoDEA CCRS Summative Assessments:

| Grade 3 ELA | | | | | Grade 3 Math | | | | |
|-------------|-----|---------------|---------|-------------------------------|--------------|-----|---------------|---------|-------------------------------|
| Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations | Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations |
| Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations | Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations |
| Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations | Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations |
| Level 4 Cut | 750 | Level 4 Range | 750-809 | Met Expectations | Level 4 Cut | 750 | Level 4 Range | 750-789 | Met Expectations |
| Level 5 Cut | 810 | Level 5 Range | 810-850 | Exceeded Expectations | Level 5 Cut | 790 | Level 5 Range | 790-850 | Exceeded Expectations |
| Grade 4 ELA | | | | | Grade 4 Math | | | | |
| Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations | Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations |
| Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations | Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations |
| Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations | Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations |
| Level 4 Cut | 750 | Level 4 Range | 750-789 | Met Expectations | Level 4 Cut | 750 | Level 4 Range | 750-795 | Met Expectations |
| Level 5 Cut | 790 | Level 5 Range | 790-850 | Exceeded Expectations | Level 5 Cut | 796 | Level 5 Range | 796-850 | Exceeded Expectations |
| Grade 5 ELA | | | | | Grade 5 Math | | | | |
| Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations | Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations |
| Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations | Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations |
| Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations | Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations |
| Level 4 Cut | 750 | Level 4 Range | 750-798 | Met Expectations | Level 4 Cut | 750 | Level 4 Range | 750-789 | Met Expectations |
| Level 5 Cut | 799 | Level 5 Range | 799-850 | Exceeded Expectations | Level 5 Cut | 790 | Level 5 Range | 790-850 | Exceeded Expectations |
| Grade 6 ELA | | | | | Grade 6 Math | | | | |
| Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations | Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations |
| Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations | Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations |
| Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations | Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations |
| Level 4 Cut | 750 | Level 4 Range | 750-789 | Met Expectations | Level 4 Cut | 750 | Level 4 Range | 750-787 | Met Expectations |
| Level 5 Cut | 790 | Level 5 Range | 790-850 | Exceeded Expectations | Level 5 Cut | 788 | Level 5 Range | 788-850 | Exceeded Expectations |
| Grade 7 ELA | | | | | Grade 7 Math | | | | |
| Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations | Level 1 Cut | 650 | Level 1 Range | 650-699 | Did Not Yet Meet Expectations |
| Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations | Level 2 Cut | 700 | Level 2 Range | 700-724 | Partially Met Expectations |
| Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations | Level 3 Cut | 725 | Level 3 Range | 725-749 | Approached Expectations |
| Level 4 Cut | 750 | Level 4 Range | 750-784 | Met Expectations | Level 4 Cut | 750 | Level 4 Range | 750-785 | Met Expectations |
| Level 5 Cut | 785 | Level 5 Range | 785-850 | Exceeded Expectations | Level 5 Cut | 786 | Level 5 Range | 786-850 | Exceeded Expectations |

Section 2: Accessing DoDEA CCRS Summative Reports

2.1 Accessing Summative Reports in ADAM

Summative reports are available in ADAM in the Reporting section. This Reporting section is divided into 3 subsections: Progress, Activity, and Performance.



2.2 Who Can Access Reports?

DoDEA CCRS Summative reports can be accessed by School Administrators (principals and assistance principals), District Test Coordinators, and District Reporting Administrators.

2.3 Accessing Current Administration Reports

Summative reports for the current school year's administration can be accessed by selecting Reporting then either Progress, Activity, Aggregate, or Performance. These reports are dynamic and continually updated as student tests are submitted, scored, and reported.

Section 3: DoDEA CCRS Summative Reports

3.1 Progress Report

The Progress Report displays the testing window for each test, the total number of student assignments, and the status of the students at a glance. Filters available for the Progress report include Content Area, Grades, and Testing Windows in addition to a search by test. Clicking on an individual test row will show a Progress Comparison across scopes (organizations). The Progress Comparison can be shown as a table and has an 'Export Report' option for enabled users.

← Progress Report

Home > Progress Report

Program: Spring 2025

10 Tests: Grade 3 Mathematics

Grade 3 Mathematics

Grade 03 Math Spring25

Mar 17, 2025 – May 16, 2025

Scope: DODEA Customer

Overall Progress Progress By Sections

Session Status

6513 TOTAL

76 SUBMITTED

1 STARTED

6436 NOT STARTED

Score Status

76 SCORE COMPLETE

0 TOTAL SCORE PENDING

Progress Comparison

☐ Show progress as a table

Export Report

| Scope | Students | Progress |
|----------------|----------|---|
| DODEA Customer | 6513 | 76 SUBMITTED, 1 STARTED, 6436 NOT STARTED |

← Progress Report

Home > Progress Report

Program: Spring 2025

10 Tests: Grade 3 Mathematics

Grade 3 Mathematics

Grade 03 Math Spring25

Mar 17, 2025 – May 16, 2025

Scope: DODEA Customer

Overall Progress Progress By Sections

Session Status

6513 TOTAL

76 SUBMITTED

1 STARTED

6436 NOT STARTED

Score Status

76 SCORE COMPLETE

0 TOTAL SCORE PENDING

Progress Comparison

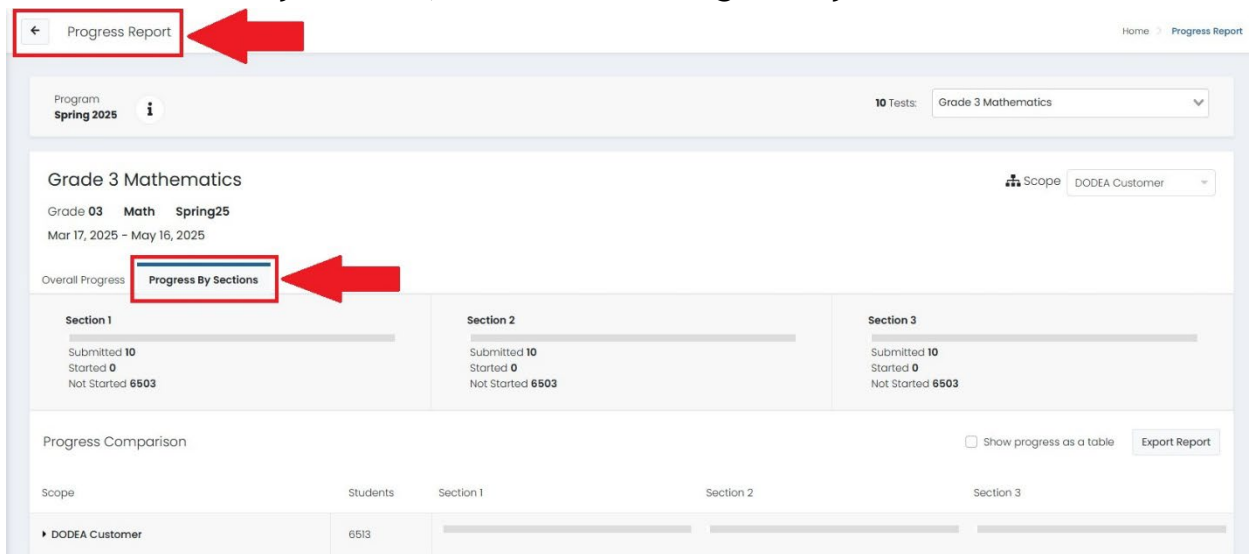
☒ Show progress as a table

Export Report

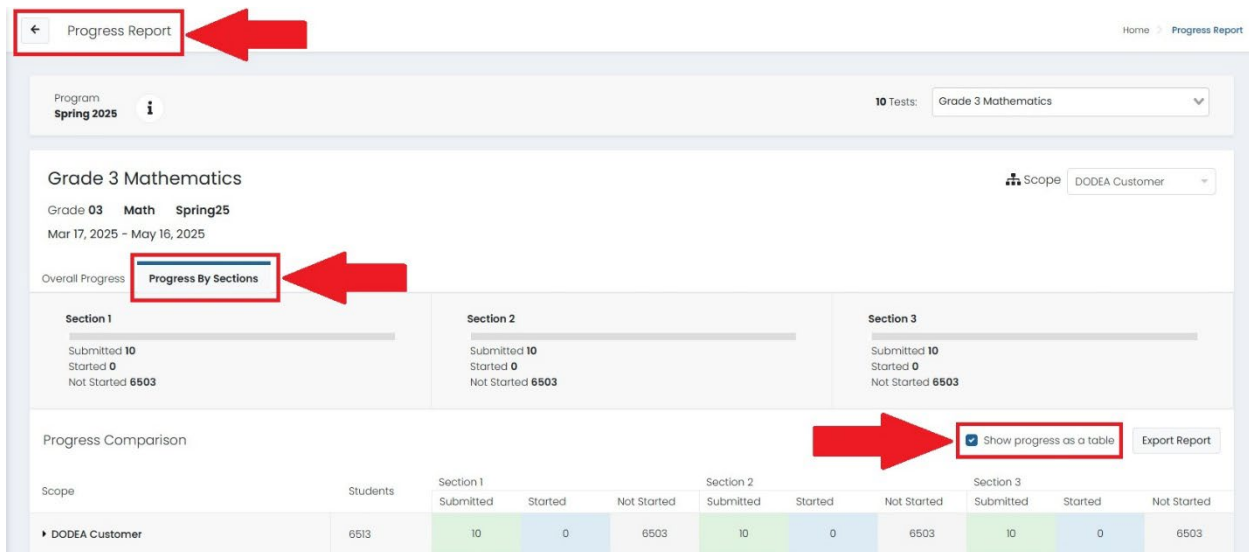
| Scope | Students | Submitted | Started | Not Started |
|----------------|----------|-----------|---------|-------------|
| DODEA Customer | 6513 | 76 | 1 | 6436 |

To access the Progress Report:

1. Navigate to Reporting > Progress.
2. If not already selected, choose a program.
3. On the Program Overview page, click on an assessment to access the Program Comparison View.
4. To view by section, click on the Progress by Sections tab.



The screenshot shows the 'Progress Report' page for 'Grade 3 Mathematics' in 'Spring 2025'. The 'Progress By Sections' tab is selected under the 'Overall Progress' section. The page displays progress bars for three sections, each with 'Submitted 10', 'Started 0', and 'Not Started 6503' counts. A red box highlights the 'Progress Report' breadcrumb, and another red box highlights the 'Progress By Sections' tab. A red arrow points to the 'Progress By Sections' tab.



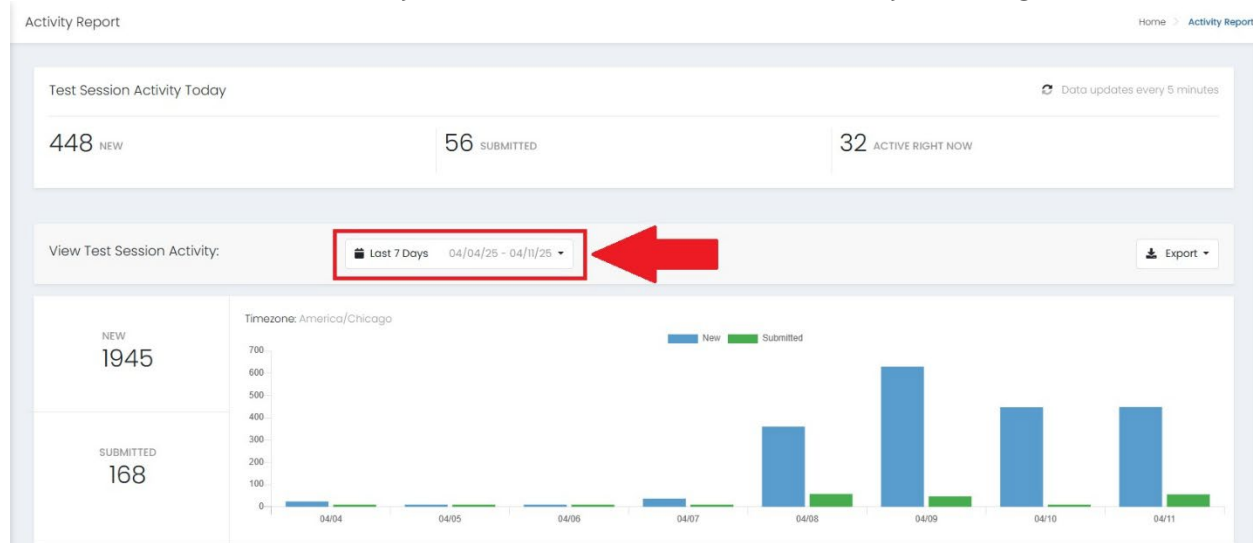
The screenshot shows the 'Progress Report' page for 'Grade 3 Mathematics' in 'Spring 2025'. The 'Progress By Sections' tab is selected under the 'Overall Progress' section. The 'Show progress as a table' checkbox is checked in the 'Progress Comparison' section. A red box highlights the 'Progress Report' breadcrumb, and another red box highlights the 'Show progress as a table' checkbox. A red arrow points to the 'Show progress as a table' checkbox.

| Scope | Students | Section 1 | | | Section 2 | | | Section 3 | | |
|----------------|----------|-----------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|
| | | Submitted | Started | Not Started | Submitted | Started | Not Started | Submitted | Started | Not Started |
| DODEA Customer | 6513 | 10 | 0 | 6503 | 10 | 0 | 6503 | 10 | 0 | 6503 |

3.2 Activity Report

The Activity Report shows the activity on all test administrations over a selected time period. The top bar shows test session activity today. The rest of the report shows activity for the selected dates. You can hover

over the bar chart to see the number of sessions submitted. "New" sessions mean that only the first session of multi-day testing is counted.



To access the Activity Report:

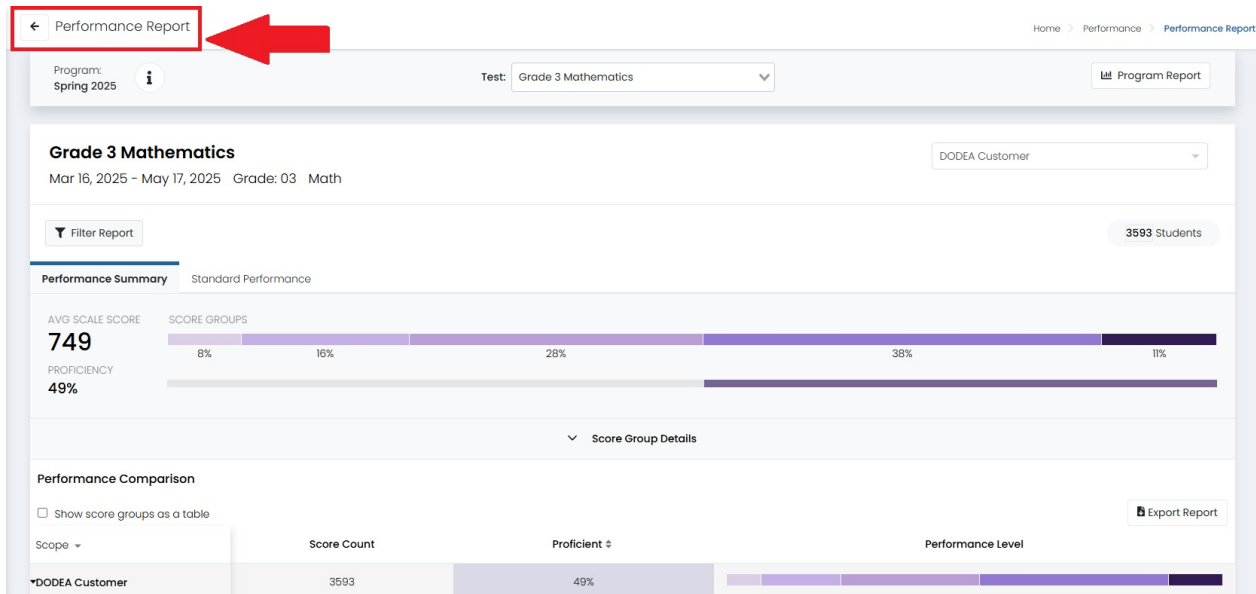
1. Navigate to Reporting > Activity.
2. In the View Test Session Activity dropdown, select a custom date range or select one of the predefined date ranges: Today, Past Week, Past Month, or Year to Date.

| Test | New | Submitted |
|-----------------------|-----|-----------|
| Grade 03 ELA/Literacy | 187 | 2 |
| Grade 03 Mathematics | 158 | 14 |
| Grade 04 ELA/Literacy | 57 | 0 |
| Grade 04 Mathematics | 169 | 22 |
| Grade 05 ELA/Literacy | 72 | 0 |

| Org | New | Submitted |
|------------------------------------|-----|-----------|
| Amelia Earhart Intermediate School | 70 | 0 |
| Andersen Middle School | 88 | 0 |
| Barkley Elementary School | 3 | 0 |
| Charles P Murray Elementary | 101 | 2 |
| DeLallo Elementary School | 51 | 34 |

3.3 Performance Report

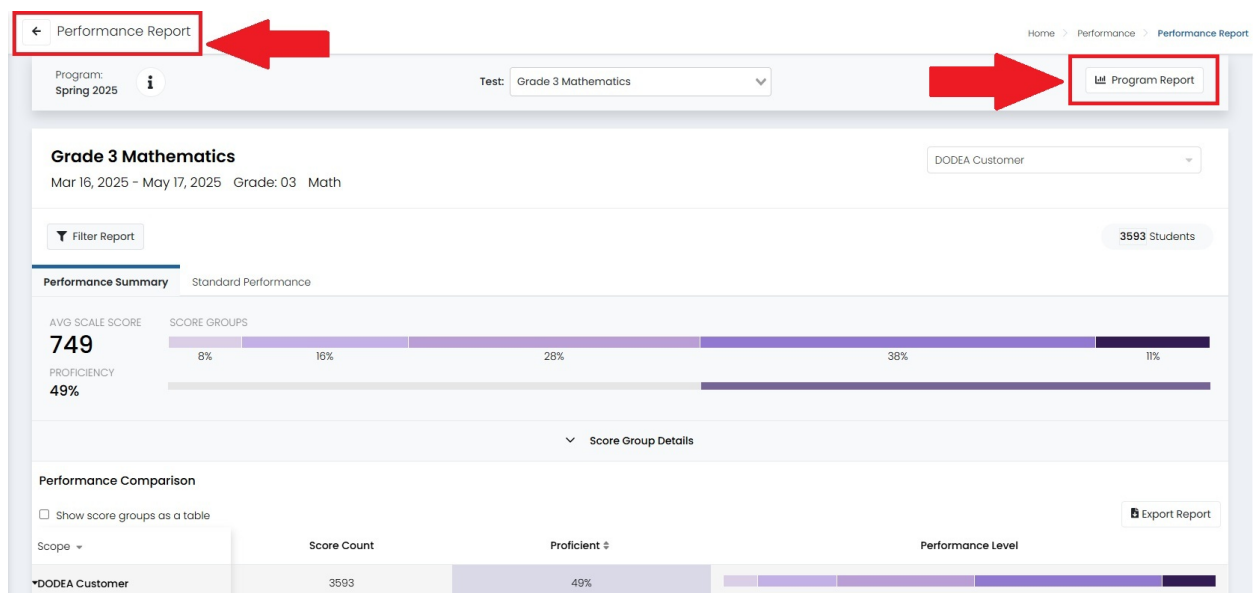
The Performance Report shows student performance within organizations and classes for a single test. This report is only available to roles with permission to view it, such as school administrators. The report is updated in real time. The available tabs within this report can vary by grade, depending on your program.

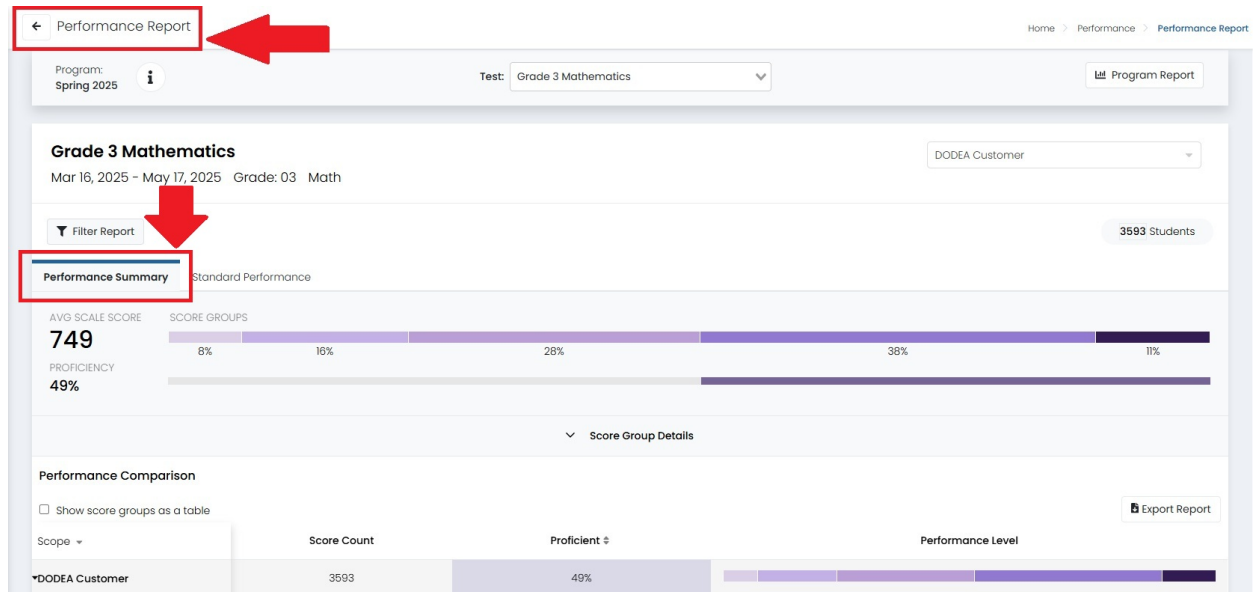


To access the Performance Report:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.

Within the Performance Report you can access several additional reports, including the Program Report, Performance Summary, Item Analysis, Standard Performance, and Individual Student Report (ISR).





← Performance Report

Home > Performance > Performance Report

Program: Spring 2025 Test: Grade 3 Mathematics Program Report

Grade 3 Mathematics
Mar 16, 2025 - May 17, 2025 Grade: 03 Math DODEA Customer

Filter Report 3593 Students

Performance Summary **Standard Performance**

37 Standards Standard Details Standard Performance Comparison

Standard Details
View: Aligned Standards Only Hierarchy ☐ Show aligned items Export Report

| Standard | Performance | Items Aligned |
|---|-------------|---------------|
| For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. | 50% | 6 |
| 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. | 45% | 2 |

← Performance Report

Home > Performance > Performance Report

Filter Report 3593 Students

Performance Summary Standard Performance

AVG SCALE SCORE 749
PROFICIENCY 49%

8% 16% 26% 38% 11%

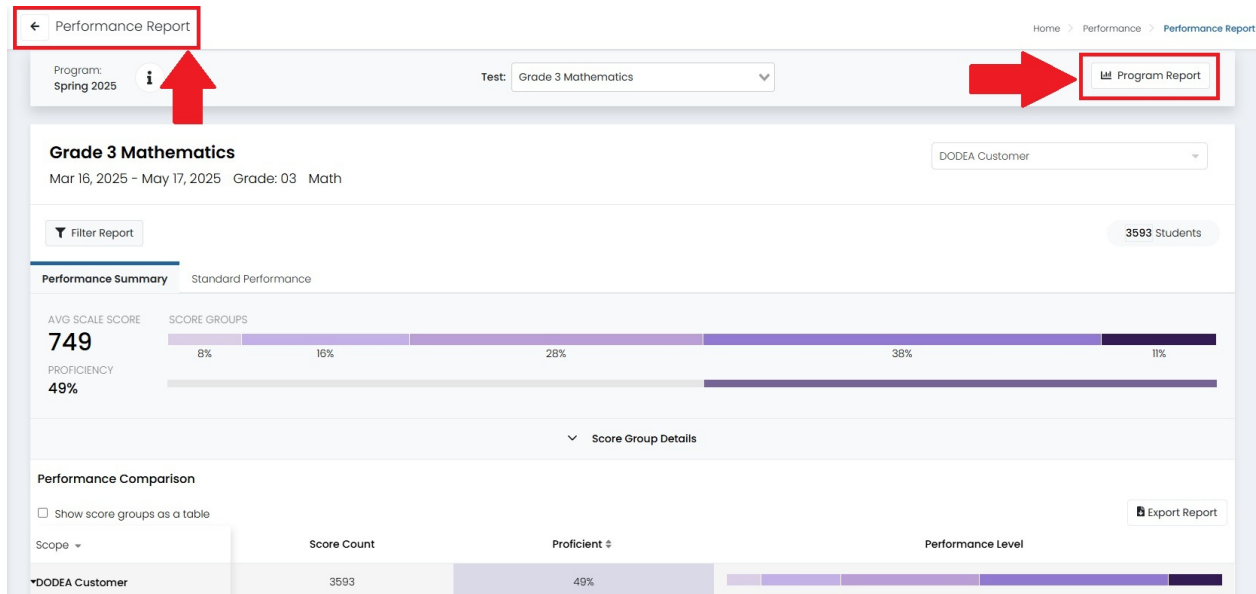
Score Group Details

Performance Comparison
☐ Show score groups as a table Export Report

| Scope | Score Count | Proficient | Performance Level |
|----------------------------------|----------------------------|------------|-------------------|
| ▼ DODEA Customer | 3593 | 49% | |
| ▼ DoDEA | Student Performance | 49% | |
| ▼ Americas - Mid-Atlantic | Class Performance | 42% | |
| Blitz Intermediate School | 85 | 45% | |
| Bowley Elementary School | 31 | 65% | |

3.4 Program Report

The Program Report provides an overview of student performance for all (or selected) tests and test windows in a program. This report is available to roles with permission to view it, such as district and school administrators.

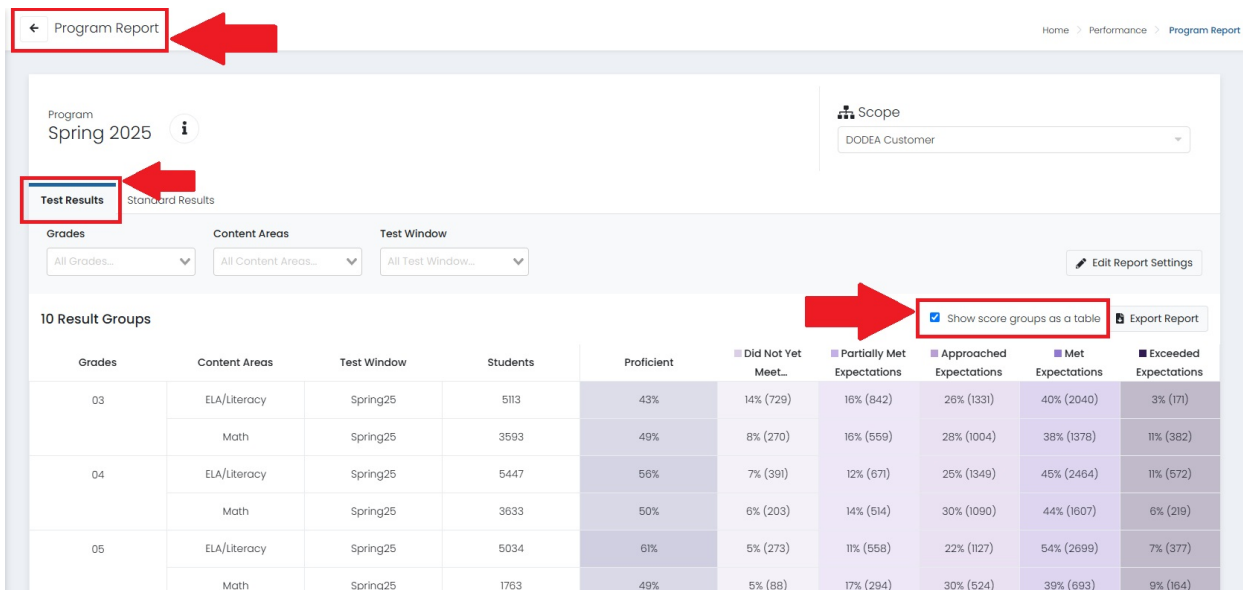
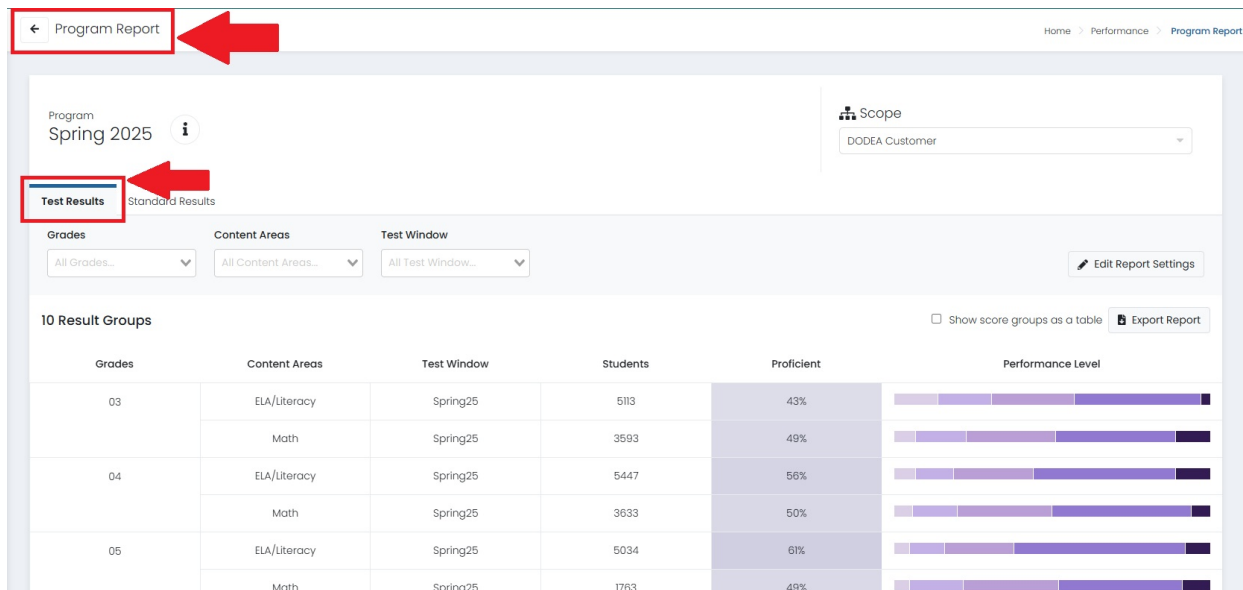


To access the Program Report:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click the Program Report button.

You can configure the report in several ways. Available filtering options and actions can vary, depending on your program:

1. Scope: Select an organization. Inside the dropdown, select an arrow to expand the list of child organizations. Only the organizations you have access to will appear.
2. Grades: Add or remove grade level filters. By default, all grades are selected.
3. Content Areas: Add or remove content area filters.
4. Test Windows: Add or remove test window filters.
5. Show score groups as a table: Select the checkbox to show the Performance Level column as a table. This checkbox is only available if Performance Level is used in the program.
6. Export Report: Select the button to export the report as a CSV file.



Program Report

Home > Performance > Program Report

Program: Spring 2025

Scope: DODEA Customer

Test Results: Standard Results

Grades: All Grades... Content Areas: All Content Areas... Test Window: All Test Window...

Standard Performance (Avg. Score)

View: Aligned Standards Only Hierarchy Show Descriptions

Search Standards

Export Report

| | Grade 03 | | Grade 04 | | Grade 05 | | Grade 06 | | Grade 07 | |
|-----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| | ELA/Literacy | Math | ELA/Literacy | Math | ELA/Literacy | Math | ELA/Literacy | Math | ELA/Literacy | Math |
| Standard | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 | Spring25 |
| RST.6-8.4 | - | - | - | - | - | - | - | - | 52% | - |

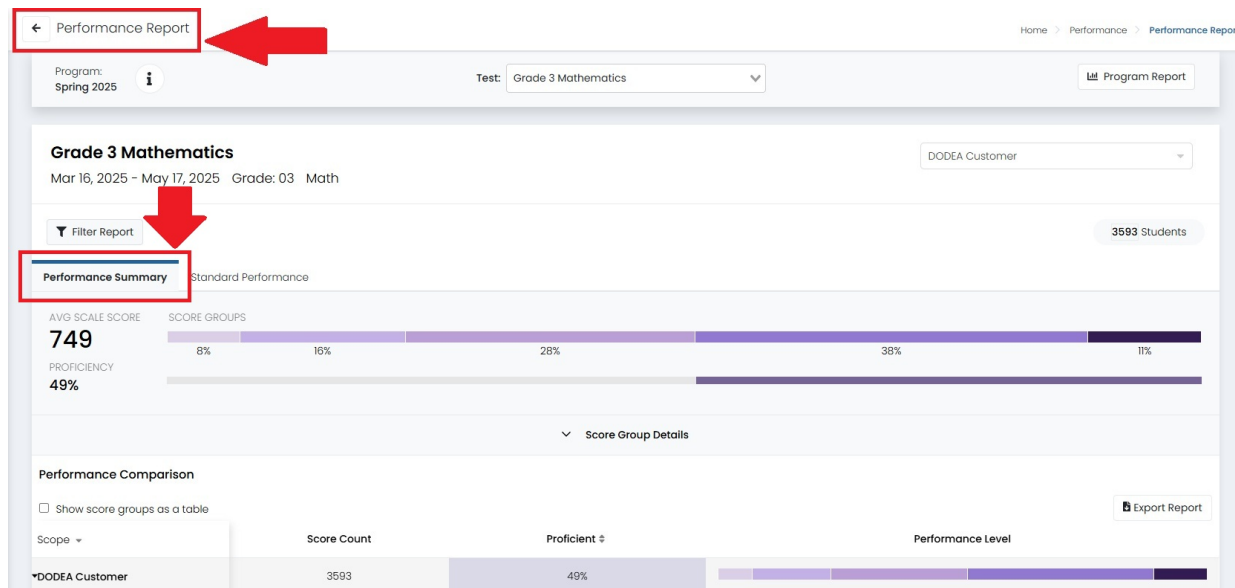
RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant

3.5 Performance Summary

The Performance Summary tab provides a performance overview across all organizations you have access to. This tab shows Progress (scoring complete), Proficiency*, and the performance objectives defined by your program. In the Scope column, you can drill down to specific institutions and classes. For each class, you can also open the Class Administration Report and Class Program Report.

*Proficiency will not appear if no score groups are designated as proficient in the Program settings.

Note: You may see different performance metrics depending on the performance objectives selected for the program. These include Percent Correct, Raw Score, Scale Score, Performance Level, and more.



To access the Performance Summary:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. You will automatically be navigated to the Performance Summary.

3.6 Standard Performance

The Standard Performance tab shows Standard Details and a Standard Performance Comparison.

To access the Standard Performance:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. Select Standard Performance.

Standard Details

The Standard Details section lists the aligned standards as well as performance on the standard and the number of items aligned. Select the Show aligned items checkbox to see the aligned items beneath each standard. Toggle to the Hierarchy section to view a hierarchical list of the standards and performance on those standards.

← Performance Report

Home > Performance > Performance Report

Program: Spring 2025 Test: Grade 3 Mathematics Program Report

Grade 3 Mathematics DODEA Customer

Mar 16, 2025 - May 17, 2025 Grade: 03 Math 3593 Students

Filter Report

Performance Summary

37 Standards

Standard Performance Standard Details Standard Performance Comparison

Standard Details

View: Aligned Standards Only Hierarchy Export Report

| Standard | Performance | Items Aligned |
|--|-------------|---------------|
| NGA Center/CCSSO NGA Center/CCSSO | 51% | 154 |
| Common Core State Standards Common Core State Standards | 51% | 154 |

3.6.1 Standard Performance Comparison

The Standard Performance Comparison section shows performance on each standard in institutions and classes. You can hover over a column header to see the full standard description. The number in the column header indicates the number of items aligned to the standard.

← Performance Report

Home > Performance > Performance Report

Program: Spring 2025 Test: Grade 3 Mathematics Program Report

Grade 3 Mathematics DODEA Customer

Mar 16, 2025 - May 17, 2025 Grade: 03 Math 3593 Students

Filter Report

Performance Summary

37 Standards

Standard Performance Standard Details Standard Performance Comparison

Standard Performance Comparison

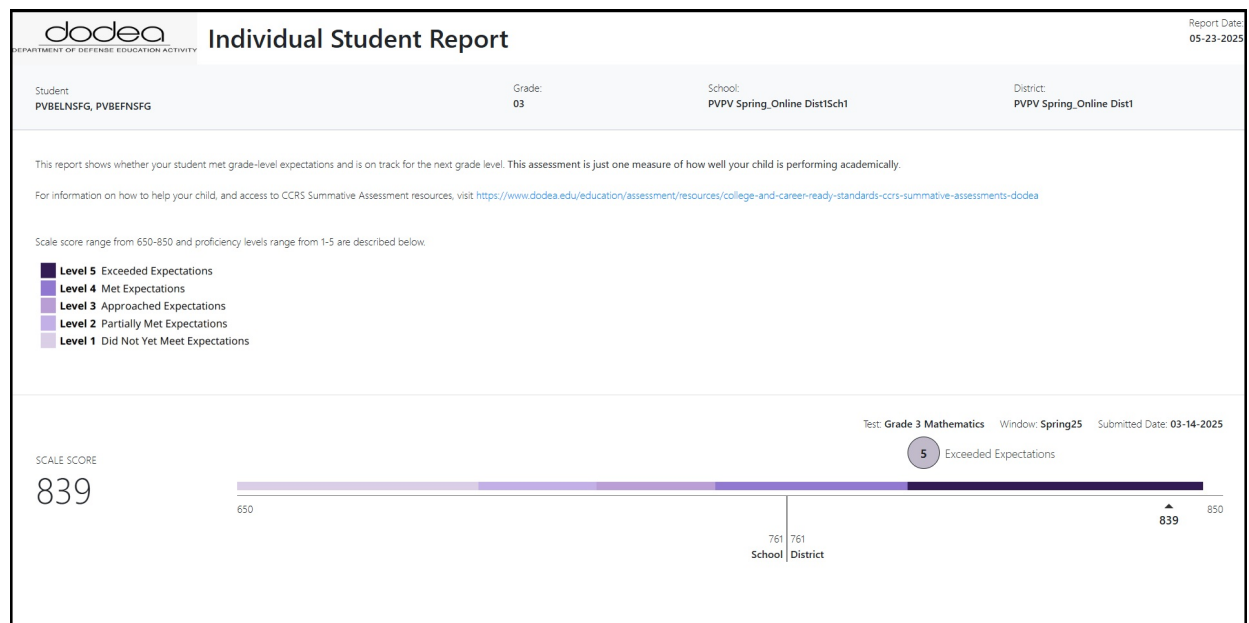
Average score (Points achieved / points possible) Export Report

| Scope | 6 | 2 2.NBT.A.2 | 1 2.NBT.A.3 | 1 2.NBT.A.4 | 3 2.NBT.B.6 | 5 2.NBT.B.7 | 3 2.OA.A.1 | 5 3.G.A.1 | 10 3.G.A.2 |
|----------------|-----|-------------|-------------|-------------|-------------|-------------|------------|-----------|------------|
| DODEA Customer | 50% | 45% | 33% | 33% | 40% | 33% | 40% | 59% | 68% |
| DoDEA | 50% | 44% | 32% | 32% | 40% | 32% | 40% | 59% | 68% |
| PV State | 53% | 76% | 85% | 85% | 80% | 64% | 80% | 46% | 60% |

In both sections under the Standard Performance tab, you can select any standard in the table to open a popup that shows details about items aligned to the standard. Select the arrows or item dropdown to view other items in the report.

3.7 Individual Student Report (ISR)

The Individual Student Report (ISR) shows individual student performance across tests windows on tests assigned to a program.

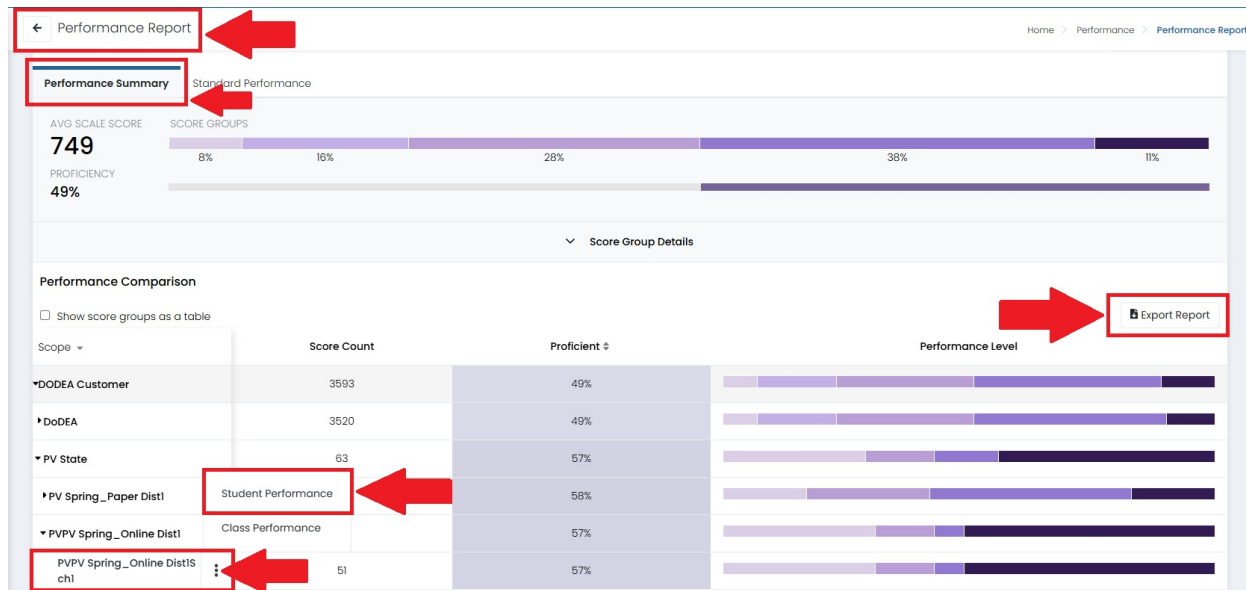


To access the ISR:

1. Go to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. Expand the organization list on left.
5. Click the more menu for any school, and then select Student Performance. On the Performance Summary tab, click a student

name to open the ISR.

6. To print the report, click Export Report to open a printable image.



The ISR shows the student's performance level (Beginning, Approaching, Meeting, or Above) and percent correct for each test they've completed. The score and performance level within each Domain of each test and a description of the standards within each Domain are provided. This section of the ISR breaks out the student performance by the domain to which items are aligned.

As a dynamic report, the ISR will continually update to include data for additional tests the student completes. Performance data compares a student's overall percent correct to the current average percent correct for students at the School and District level for the same grade level/course. During the Summative assessment window, School and District aggregations will fluctuate as students submit assessments and scoring is completed. School and District percentages will stabilize once the Summative window has closed.

Results from this test give teachers, students, parents, and districts information about an individual student's academic performance and provide insight on how a student is meeting College and Career Ready Standards. These results never stand on their own but should be used with other measures of learning and class work when determining overall student performance.

Glossary

DoDEA College and Career Ready Domain: Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

DoDEA College and Career Ready Standard (DoDEA CCRS): Standards define what students should understand and be able to do for the subject and grade level.

Assessment Management and Delivery (ADAM): The test delivery system for managing online test administration and accessing DoDEA CCRS Summative Assessment reports.

Performance Level: Separates students into Met Expectations (750-850 cut score) and Did Not Meet Expectations (650-749 cut score).

Performance Level 1: Did Not Yet Meet Expectations - A student in this performance level received a cut score of 650-699 achieved on the overall assessment.

Performance Level 2: Partially Met Expectations - A student in this performance level received a cut score of 700-724 achieved on the overall assessment.

Performance Level 3: Approached Expectations - A student in this performance level received a cut score of 725-749 achieved on the overall assessment.

Performance Level 4: Met Expectations - A student in this performance level received a cut score of 750- 809 (ELA03); 789 (ELA04); 798 (ELA05); 789 (ELA06); 784 (ELA07); 789 (MAT03); 795 (MAT04); 789 (MAT05); 787 (MAT06); and 785 (MAT07) achieved on the overall assessment.

Performance Level 5: Exceeded Expectations - A student in this performance level received a cut score of 810 (ELA03); 790 (ELA04); 799 (ELA05); 790 (ELA06); 785 (ELA07); 790 (MAT03); 796 (MAT04); 790 (MAT05); 788 (MAT06); and 786 (MAT07) -850 achieved on the overall assessment.

Performance Levels: Performance levels are broad, categorical levels defined by a student's overall cut score. These are used to classify students in terms of the level of knowledge and skill in the content area as students' progress in their K-12 education.

Prose Constructive Response (PCR): English Language Arts tasks that connect Reading and Writing Standards.

Percent Score: A student's percent score is calculated based on their raw score points achieved vs the maximum points possible.

Domain Performance Level Indicators: Indicators for performance levels on the domain categories are shown at three levels.

Domain Performance Indicator Level 1: Beginning -A student in this performance level category received a percent of 0 - 25% based on their raw score points achieved for that domain.

Domain Performance Indicator Level 2: Meeting/Approaching - A student in this performance level category received a percent of 26 - 74% based on their raw score points achieved for that domain.

Domain Performance Indicator Level 3: Above - A student in this performance level category received a percent of 75 - 100% based on their raw score points achieved for that domain

Appendix

GRADE 3
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|---|--|---|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

GRADE 3
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Writing Task (NWT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---------------------------------------|---|--|---|---|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • is effectively organized with clear and coherent writing • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • is organized with mostly coherent writing; • uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or

undecipherable C=Response is not written
in English

D=Off-topic

E=Refusal to
respond

F=Don't understand/know

GRADES 4-5
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|---|---|---|---|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

GRADES 4-5
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Writing Task (NWT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---------------------------------------|---|---|--|---|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or

undecipherable C=Response is not written

in English

D=Off-topic

E=Refusal to

respond

F=Don't understand/know

GRADES 6-7
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|---|---|--|--|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style. |
| Knowledge of Language and Conventions | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

GRADES 6-7
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Writing Task (NWT)

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---------------------------------------|--|---|---|---|--|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. | <p>The student response</p> <ul style="list-style-type: none"> • is mostly effectively developed with narrative elements and is mostly appropriate to the task; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited organization and coherence; • has a style that has limited effectiveness. | <p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks organization and coherence; • has an inappropriate style. |
| Knowledge of Language and Conventions | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable C=Response is not written in English

D=Off-topic

E=Refusal to respond

F=Don't understand/know