

# Smarter Balanced Assessment Interpretive Guide: **Simple** Individual Student Score Report

**Test Name, Subject, & Grade Level**

**Individual Student Report**  
 How did my student perform on the Mathematics test?  
 Test: Smarter Balanced Summative Mathematics Grade 7  
 Year: 2016-2017  
 Name:

Name	SSID	Scale Score	Achievement Level
		2716.022	Level 4

**Scale Score and Overall Performance**

Scored **2716 ± 22**

**Comparison Scores**

Name	Average Scale Score
South Dakota	2542.11
District	2563.17
School	2563.17

**Student Performance on Claims**

Claim	Claim Performance	Claim Description
Concepts and Procedures	Above Standard	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Above Standard	Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	Above Standard	Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

**Student Name, SSID#, Scale Score, & Achievement Level**

**Scale Score** with associated standard error

**Average State, School, and District scores** for assessed grade and subject.

**Achievement Level:** Level 3 and 4 are considered performing at or above proficiency.

**Score details**

**Performance Per Claim:** Student performance descriptors and achievement ranges based on each claim.

**Claim Description:** Indicates student performance on groups of assessment items that measured similar skills.

**Note:** For the English language arts student reports, information on writing performance based on the performance task is provided in addition the Claim Performance and Descriptions.

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## Key Terms

**Achievement Level** – There are 4 levels indicating progress toward meeting the expectation of content mastery and college and career readiness.

**Average Scale Score** provides data about the average performance of students in the school and district for the tested grade and subject.

**Claims** are groups of test questions that measure similar skills. **Claims Performance** describes student performance as “below standard”, “at/near standard”, or “above standard”.

**ELA** is the English Language Arts/Literacy assessment and includes reading, listening & speaking, writing and research/inquiry skills.

**Mathematics** is the Mathematics assessment and includes concepts & procedures, problem solving, and communicating reasoning.

**Scale Score** is the score assigned to the student based on his/her results on the Smarter Balanced assessment. Scores range from 2000 to 3000.

**Standard Error of Measurement** indicates the range of possible scores if a student took the same test a number of times.

NOTE: The Smarter Balanced assessment includes two components: 1) The Computer Adaptive Test is given online and adapts to each student’s ability. 2) The Performance Task is a collection of questions and activities connected to a single theme or situation. Students write short essays for ELA and solve multi-step problems on one topic for math.

## Scale Score:

Demonstrated as 2473±10 in this example, this is the student’s Scale Score with Standard Error of Measurement – meaning that if the student took the test 10 times, he/she would likely get a score between 2463 and 2483 each time the test was taken.

## Achievement Level Descriptors:

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in future coursework.

## Claims

English/Language Arts	Mathematics
Reading	Concepts & Procedures
Listening & Speaking	Problem Solving and Modeling & Data Analysis
Writing	Communicating Reasoning
Research/Inquiry	

## Claims Performance Levels Key:

Below Standard  At/Near Standard  Above Standard 

**College and Career Readiness:** The goal of the assessment is to provide information on a student’s progress of being college and career ready as a high school graduate. Grade 11 students scoring 3 or 4 are considered ready for credit-bearing courses at South Dakota’s public universities.