

Understanding Your Student's Assessment Scores

Smarter Balanced assessments measure a student's achievement of the Connecticut Core Standards in English language arts/literacy and mathematics. These standards define learning expectations for what students should know and be able to do at each grade level. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions.

The guide below provides information to describe the Individual Student Report that can be accessed on the Online Reporting System (ORS). It is an example of a Grade 5 English language arts/literacy report. Scale Scores and Achievement Levels vary by grade and content area. For more information about the Smarter Balanced assessments in Connecticut, visit www.ct.gov/sde/SmarterBalanced.

1 Students will receive two Individual Student Reports (English language arts/literacy and mathematics). This display provides the student's name, content area, and year tested.

2 Each student who completes the Smarter Balanced Summative Assessment receives a **Scale Score** and associated **Achievement Level** for each content area. There are four levels of achievement (i.e., Level 1, Level 2, Level 3, and Level 4) to indicate how well students performed on the assessment.

3 The **Scale Score** is displayed, which includes the **Standard Error of Measurement** (the range of scores that the student is likely to achieve if taking the test multiple times). For example, 2526 ± 25 indicates that the student is likely to score between 2501 and 2551 if the student tested again.

4 The **Achievement Levels** and the accompanying descriptions of performance serve as a starting point for discussion about the performance of individual students in English language arts/literacy and mathematics. Students at **Level 3 or above** meet state expectations and are considered on track for likely success in the next grade. The grade- and content area-specific scale score ranges for a selected report can be found by clicking the [Definitions](#) button in the Online Reporting System. The [Smarter Balanced Achievement Level Scale Scores](#) document provides the scale score ranges for each achievement level by grade and content area.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Score Reports | **Test Management Center**

Now viewing: Scores for students who were mine when they tested during the selected administration

Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 5
 Year: 2015-2016
 Name: LASTNAME, FIRSTNAME M. **1**

Legend: Claim Achievement Category

- Below Standard
- At/Near Standard
- Above Standard

Student Test Performance 2			
Name	SSID	Scale Score	Achievement Level
LASTNAME, FIRSTNAME M.	9999990008	2526 ±29	Level 3

Scale Score and Overall Performance

3 LASTNAME, FIRSTNAME M. Scored **2526 ±25**




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Scale Score Range	Achievement Level	Description
2701 - 2582	Level 4	Exceeds the Achievement Standard - The student has exceeded the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
2582 - 2502	Level 3	Meets the Achievement Standard - The student has met the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
2502 - 2442	Level 2	Approaching the Achievement Standard - The student has nearly met the achievement level for English language arts and literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.
2442 - 2201	Level 1	Does Not Meet the Achievement Standard - The student has not yet met the achievement level for English language arts and literacy expected for this grade. Students performing at this level in require substantial improvement toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

Comparison Scores




Name	Average Scale Score
Demo District 9999 (999)	2547 ±13
Demo School 1 (999-9999990)	2547 ±13

Test: Smarter Summative ELA/Literacy Grade 5
Year: 2015-2016
Name: LASTNAME, FIRSTNAME M.

5 The **Legend** indicates the three **Student Performance Levels** on the report. The  indicates the student performed below standard, the  indicates the student performed at/near the standard, and the  indicates the student performed above the standard.

Legend: Claim Achievement Category

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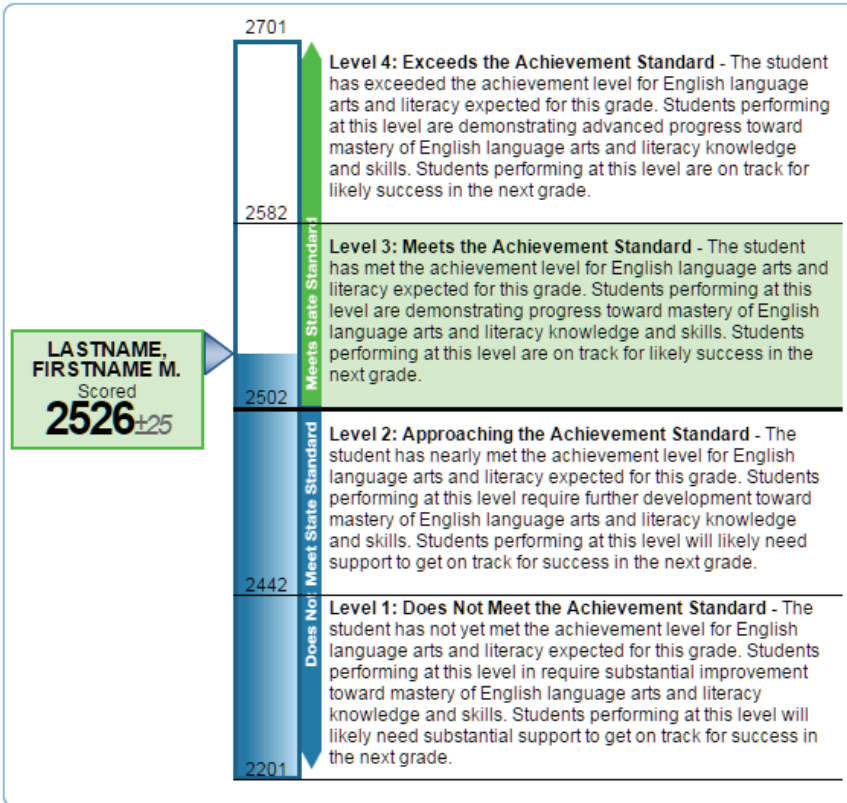
 Below Standard  At/Near Standard  Above Standard

Student Test Performance

Name	SSID	Scale Score	Achievement Level
LASTNAME, FIRSTNAME M.	9999990008	2526 ±29	Level 3

6 The **Comparison Scores** table displays the **Average Scale Score** for all assessed students in the district and school levels.

Scale Score and Overall Performance






Comparison Scores

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Name	Average Scale Score
Demo District 9999 (999)	2547 ±13
Demo School 1 (999-9999990)	2547 ±13

7 The **Student Test Performance** table provides a **Description and Performance Level** on items specific to each **Claim**. The claim description summarizes what the student knows and can do as demonstrated by performance on the assessment.

Student Performance on Claims

Claim	Performance	Claim Description
Reading		Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening		Student has difficulty employing effective listening skills for a range of purposes and audiences.
Connecticut Writing and Research/Inquiry		Student may be able to produce effective and well-grounded writing for a range of purposes and audiences. Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.