

# Interpreting Student Assessment History

Plano ISD believes that assessment provides information necessary to improve student performance and that assessment data should be analyzed for setting priorities for instructional decision-making, allocating system resources, and setting accountability goals. Not all students will have all of these assessments in their record.

## STAAR (State of Texas Assessments of Academic Readiness) and STAAR EOC (End of Course)

STAAR and STAAR EOC are state testing programs. Over the course of their school career, students will be tested in the core subject areas- reading, writing, mathematics, science, and social studies. At grades 3-8, students are tested in mathematics and reading. Students are also tested in writing in grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Students are tested at the high school level with STAAR end-of-course (EOC) assessments for Algebra I, English I, English II, biology, and U.S. history.

Student performance on STAAR tests indicates how well students have demonstrated the knowledge and skills identified in the state standards (TEKS). Performance levels are described in the following categories.

STAAR Assessments Administered: 2012-December 2016	STAAR Assessments Administered: 2017 and Later
<p><b><u>Level I- Unsatisfactory</u></b> Inadequately prepared for the next grade or course</p>	<p><b><u>Did Not Meet Grade Level</u></b> This performance level indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. <i>No change from previous standard.</i></p>
<p><b><u>Level II-Satisfactory</u></b> Sufficiently prepared for the next grade or course (Originally this standard was to be phased up over time so that the Satisfactory standard would eventually be the Final or Recommended Standard.)</p>	<p><b><u>Approaches Grade Level</u></b> Performance at this level indicates that students are likely to succeed in the next grade or course with targeted academic intervention. <i>This has been set at the 2015-2016 standard; there will not be a phased increase of this standard.</i></p>
<p><b><u>Level II-Final or Recommended Standard</u></b> Sufficiently prepared for the next grade or course This is the college and career readiness benchmark.</p>	<p><b><u>Meets Grade Level</u></b> Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. <i>No change from previous standard.</i></p>
<p><b><u>Level III-Advanced</u></b> Well prepared for the next grade or course</p>	<p><b><u>Masters Grade Level</u></b> Performance at this level indicates that students are expected to succeed in the next grade or course with little or no academic intervention. <i>No change from previous standard.</i></p>

STAAR

Admin	Grade	Reading	Items Correct / Total Items Possible	Percent Correct Overall	Percent Correct in each Reporting Category
Apr 15	08	S III	1823	S III	S II 42
Mar 15	08	S II	1729	S II	
Apr 14	07	S II	1729	S II	
Apr 13	06	S III	1772	S III	
Apr 13	06	S III	1772	S III	
Apr 12	05	S II	1582	S II	
Mar 15	08	S III	1734	S III	

Admin	Grade	Test Name	Test Version	Met Lvl	Raw Scr	% Corr	Lang	RC1	RC2	RC3	RC4	RC5	RC6
Apr 15	08	Science	S	III	48	89	E	86	92	79	100		
Apr 15	08	Socail Studies	S	II	42	81	E	100	67	83	50		
Mar 15	08	Reading	S	III	47	90	E	100	82	95			

Grade Level

Student's Performance Level and Score

For more information on STAAR, or STAAR End of Course (EOC), go to:  
<http://www.pisd.edu/parents/assessment.accountability/STAAR.shtml>  
<http://www.tea.state.tx.us/student.assessment/staar/>

**TELPAS (Texas English Language Proficiency Assessment System)**

TELPAS is administered annually to Texas students who are designated as Limited English Proficient (LEP). This system consists of reading tests and holistically rated assessments of listening, speaking, reading (for K-1 students), and writing. A student can be rated as a beginner (1), intermediate (2), advanced (3), or advanced-high (4) student in each area. The goal is for the student to achieve an "Advanced High" rating or a score of a "4" in all areas.

Year	Grade	Composite Scr	Composite Rating	Comprehensive Scr	Listen	Speak	Read	Write
2016	8	3.4	3	3.0	3	4	3	4

Overall Score out of 4

Level of Performance Based on the Overall Score (See key above)

Student Rating in Each Area out of 4

For more information on TELPAS, go to:  
<http://www.tea.state.tx.us/student.assessment/ell/telpas/>

**MAP (Measures of Academic Progress)**

MAP is a computer administered achievement test designed to measure growth in student learning. Tests for mathematics and reading are given in Kindergarten through 8<sup>th</sup> grade. Tests for language usage (conventions of writing) and science are given in grades 3 through 8. MAP tests are also used for progress monitoring in high school for those students who are diagnosed with special needs. These tests yield a growth scale score (RIT). The content of each subject area test is broken down into strands which help teachers use the results of the assessment to target instruction.

**Growth**

The most relevant interpretation of the RIT score is to compare it to a previous RIT score. Following the performance path of your child will allow you to see if your child is progressing in a direction that would indicate academic growth.

	Reading				Mathematics						
	Overall	St1	St2	St3	Overall	St1	St2	St3	St4	St5	St6
Spring 13-14 (07)	236	230	245	233							
Spring 13-14 (07)	230	221	241	227	269	261	274	265	272	272	272
Spring 13 (06)	232	237	227	230	267	275	249	269	274	274	274
Spring 13 (06)	228	229	231	225	258	263	254	255	256	265	265
Spring 11-12 (05)	220	220	226	215	243	249	230	251	238	248	248
Winter 11-12 (05)	228	222	230	231	252	258	242	252	256	251	251
Fall 11-12 (05)	226	225	229	223	238	244	241	225	247	236	236
Spring 11-12 (04)	221	223	222	219	241	224	249	246	248	242	235
Spring 11-12 (04)	210	206	218	206	237	239	234	214	232	238	259
Spring 11-12 (04)	213	210	223	208	233	236	243	226	237	244	217
Spring 11-12 (04)	217	226	215	209	245	230	249	253	252	263	238
Winter 09-10 (03)	219	220	227	211	238	240	238	230	250	249	223
Fall 09-10 (03)	201	213	195	195	216	207	223	213	216	226	217

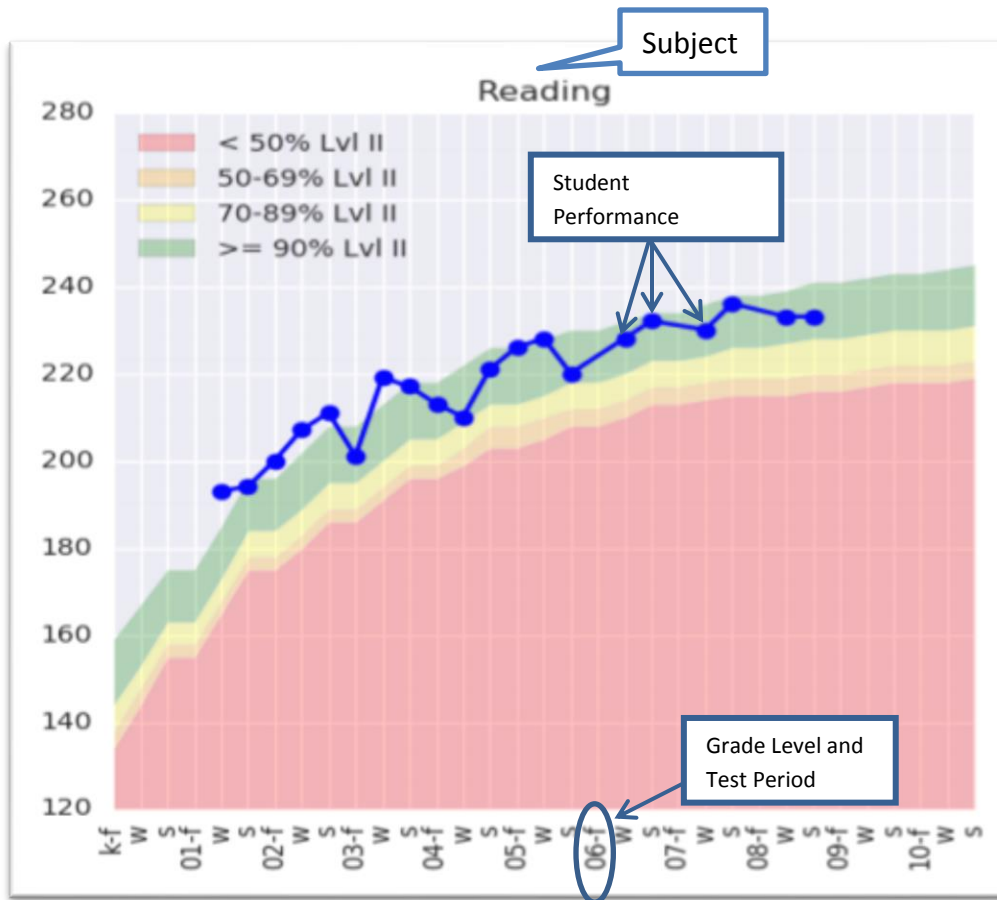
Notes:	St1:Print/Phonics/Vocabulary St2:Literary Concepts St3:Informational Concepts	St1:Numerical Representations & Relationships St2:Computations & Algebraic Relationships St3:Geometry & Measurement St4:Data Analysis & Monetary Transactions
* Primary Notes:	St1:Foundation Skills St2:Comprehension St3:Vocabulary St4:Writing & Language	St1:Problem Solving St2:Number Sense St3:Computation St4:Measurement & Geometry St5:Statistics & Probability St6:Algebra

Student's Overall RIT Score

Test Strands-Identifiers

Test Date-Fall, Winter, or Spring

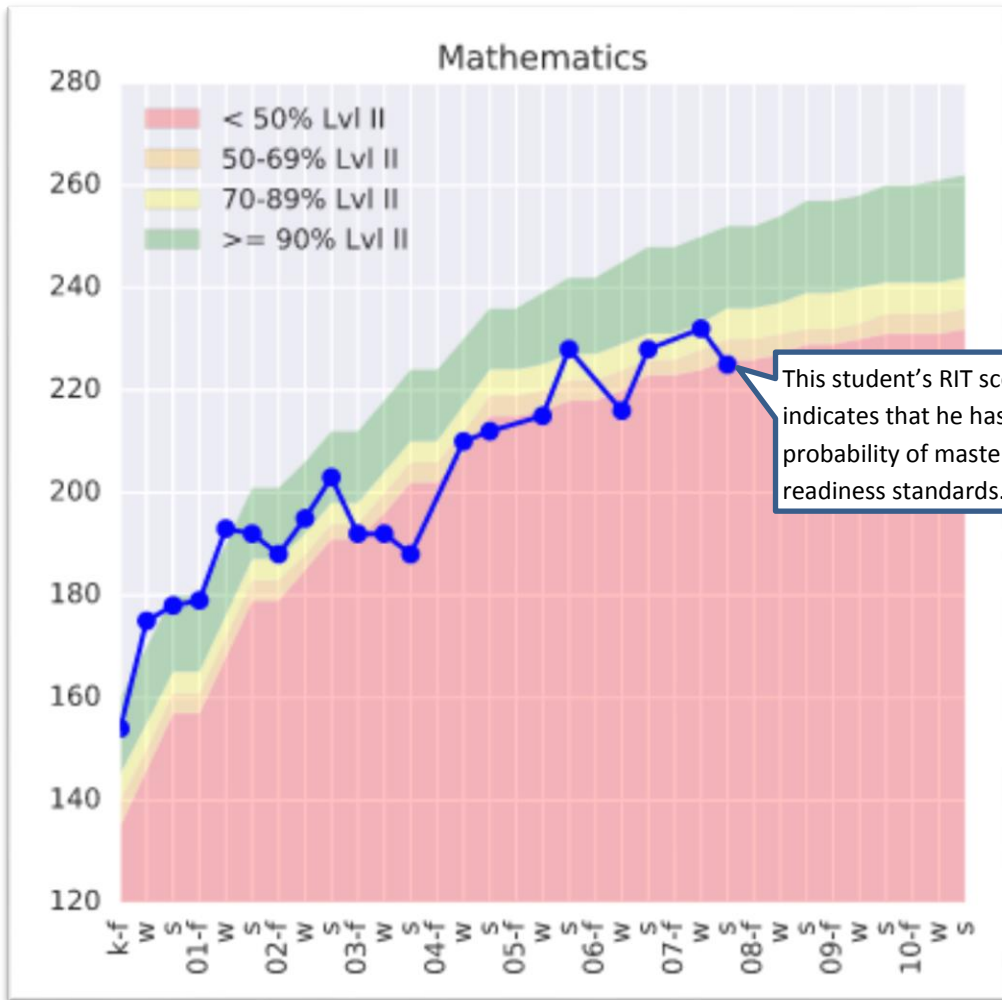
Test Strands-Descriptions



Learning Growth Charts show the growth of students on the MAP assessment over time. Along the horizontal axis is the grade level and season in which the student took the MAP test. The axis has a range of Kindergarten (fall) through 10<sup>th</sup> grade (spring). The blue line indicates the student’s performance at each test administration. The MAP scores help teachers to measure student progress towards mastery of the state standards (TEKS).

RIT Score Location (Indicated by the red dot)	Probability of STAAR Success
Pink	Less than 50% chance of meeting the Approaches Grade Level Standard in the following Spring
Orange	50-69% chance of meeting the Approaches Grade Level Standard in the following Spring
Yellow	70-89% chance of meeting the Approaches Grade Level Standard in the following Spring
Green	Greater than 90% chance of meeting the Approaches Grade Level Standard in the following Spring
Above the Green Range	Greater than 70% chance of meeting the Masters Grade Level Standard in the following Spring

The purpose of the STAAR assessment is to measure a student’s mastery of the grade level standards or TEKS.



For those students in grades K-2, MAP RIT scores show whether or not a student is on track to having a high probability of success in mastering the state grade level standards (TEKS). A student whose score is in the pink area in grades K-2 is not on track for the next grade and therefore may need intervention to increase their likelihood of success in the next grade.

For more information about MAP, go to:

<http://www.pisd.edu/parents/assessment.accountability/map.shtml>

### **CogAT (Cognitive Abilities Test)**

CogAT is a group administered, norm-referenced test of developed academic reasoning skills. CogAT is taken by students in grades 3, 5, 7 and 9, and by students testing for the PACE program. The CogAT measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Nonverbal, and Quantitative.

CogAT	Profile	Verbal		Nonverbal		Quantitative		Composite	
		SAS	APR	SAS	APR	SAS	APR	SAS	APR
15-16(09)	9B (V-)	113	79	133	98	132	98	131	97
13-14(07)	8B (V-)	114	60	125	94	126	95	122	92
11-12(05)	9E (V-)		62		98	138	99	131	97
09-10(03)	7A		87	127		106	65	116	84

Three Sections Tested (Verbal, Nonverbal, Quantitative)

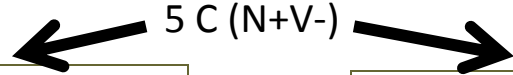
Composite of all Three Sections

CogAT Profile (Click here to access a detailed report.)

SAS (Standard Age Score) Normalized standard scale score.

APR (Age Percentile Rank) Percentage of students in the same age group whose scores fall below this student's score.

**CogAT Profile:**



Stanine Level	
The number at the beginning of each profile tells you where the student's composite score fell on the bell curve. (Compared to other students nationally in the same age group).	
9	Very High
7-8	Above Average
4-6	Average
2-3	Below Average
1	Very Low

Pattern and Description	
The pattern letter tells you how the scores from the three sections (verbal, nonverbal and quantitative) relate to each other.	
A	All scores are roughly at the same level
B	One score is above or below the others
C	Two scores show a relative strength and weakness or contrast
E	One score is extremely different from the others (24 or more)

- V (+ or -) relative strength or weakness in Verbal score
- N (+ or -) relative strength or weakness in Nonverbal score
- Q (+ or -) relative strength or weakness in Quantitative score

For more information on CogAT, go to:  
<http://www.pisd.edu/parents/assessment.accountability/cogat.shtml>

## Intervention Summary

As part of the Response to Intervention (RTI) program, students who need support in the classroom will display a summary of the support provided

Subject	Applied On	Stopped On	Status	Goal	Tier
Reading	11/08/2016		Active	cause and effect	Tier2
Behavioral	11/08/2016	11/08/2016	Closed		Tier2
Mathematics	12/09/2016		Active	division	Tier2

Subject Area

When Intervention Began and Ended

Active-Current  
Closed-Not  
Currently Needed

Goal the Student is Working on

Level of Support Offered

Tier 1 identifies the instructional practices within the core curriculum that all students receive. For some students, the teacher may choose to set a goal and document Tier 1 instruction. Tier 2 instructional practices may be needed for some students who encounter difficulties in mastering content or in developing behaviors that support learning. Tier 3 is more intensive intervention typically provided in a smaller group setting for students who continue to struggle even with Tier 2 support. For more information about the Intervention support your child receives, please contact your child's teacher.

## College Readiness

College readiness includes student scores associated with college entrance and college credit. Students will not necessarily have scores in all areas of college readiness. All students in Plano ISD will take PSAT in 10<sup>th</sup> grade. Students who take Advance Placement courses will have scores for each class they take an exam for. ACT and SAT scores will be displayed if a student takes the exam and selects their home campus for reporting purposes.

### College Readiness

ACT	PSAT	SAT	Advanced Placement																					
	<table border="1"> <thead> <tr> <th>Year</th> <th>Read &amp; Writ</th> <th>Math</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>580</td> <td>660</td> <td>1240</td> </tr> <tr> <td>2015</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Read & Writ	Math	Total	2016	580	660	1240	2015					<table border="1"> <thead> <tr> <th>Year</th> <th>Pshy</th> <th>ELG</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5</td> <td>4</td> </tr> <tr> <td>2015</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Pshy	ELG	2016	5	4	2015		
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2016	580	660	1240																					
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PSAT scores will include the 3 sections and the total score

AP Scores will be displayed using the code assigned by the College Board. The score displayed is out of a possible high score of 5.