



Montana

Office of Public Instruction
Engaging with Data

Classroom to Families

Assessment Unit | Teaching & Learning Division | Montana OPI

Location: Helena, Montana

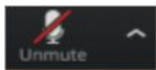
Zoom Information

Rename Yourself



1. Open "Participants"
2. Hover over your name
3. Click "Rename"
4. Type your name, your school, and grade level

Audio



1. Please remain muted unless speaking to avoid background noise. You can unmute yourself by clicking "Unmute" in the lower left-hand corner of the Zoom call.
2. You do not have to use audio if you do not have a microphone.

Video



We love seeing your smiling faces! But if you would like you can turn the video off by clicking "Stop Video" in the lower left-hand corner of the Zoom call.

Chat



To view or type in chat, click the "Chat" icon.

Have a Question? Need Additional Tech Support? Contact the Help Desk from the main page of the ASSIST Conference webpage.



Objective

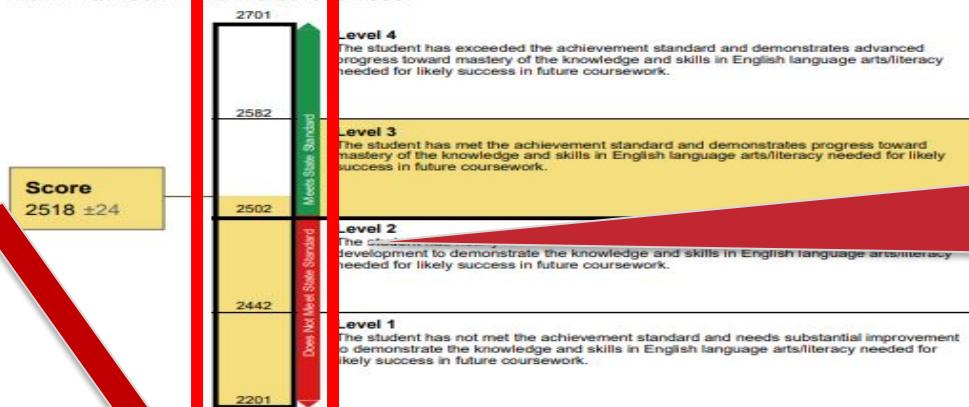
As a result of this session, you will be able to interpret individual student score reports, analyze proficiency, and assess the district plan for engaging families using score reports.

Brief Overview of the Score Report

Smarter Summative ELA/Literacy Grade 5 2017-2018

Student ID: [REDACTED] Student DOB: [REDACTED] Enrolled Grade: [REDACTED]
Date Taken: 4/23/2018 [REDACTED] Public Schools [REDACTED] School

How Did Your Child Do on the Test?



How Does Your Child's Score Compare?

Name	Average Scale Score
Montana	2502
[REDACTED] Public Schools	2523
[REDACTED] School	2523

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

Student Information:

The table includes the student's name, SSID, date the test was taken, the district/school.

Scale Score & Overall

Performance: The barrel chart visually depicts the student's performance level based on his/her overall scale score. It also includes a brief description

of the performance level.

Standard Error of

Measurement: The description explains the meaning of the ± designation after the scale score.

Smarter Summative ELA/Literacy Grade 5 2017-2018

Student ID: [REDACTED] Student DOB: [REDACTED] Enrolled Grade: [REDACTED]
Date Taken: 4/23/2018

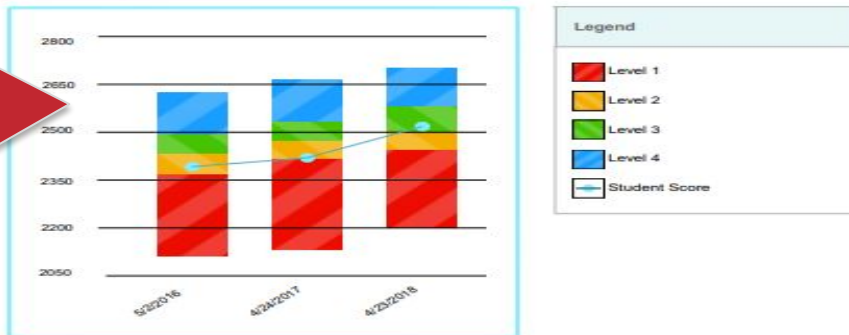
Public Schools
School

Achievement Level: Level 3 Scale Score: 2518±24

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Longitudinal Trend:

This table shows the student's performance over time alongside the achievement levels.

Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
5/2/2016 12:00:00 AM	Spring 2016	Smarter Summative ELA/Literacy Grade 3	2392	Level 2
4/24/2017 12:00:00 AM	Spring 2017	Smarter Summative ELA/Literacy Grade 4	2420	Level 2
4/23/2018 12:00:00 AM	Spring 2018	Smarter Summative ELA/Literacy Grade 5	2518	Level 3

Progress Report: This table shows the ELA performance level of the student from grade 3 thru 5.

Smarter Summative ELA/Literacy Grade 5 2017-2018

Student ID: [REDACTED] Student DOB: [REDACTED] Enrolled Grade: [REDACTED]
Date Taken: 4/23/2018

[REDACTED] Public Schools
[REDACTED] School

Achievement Level: Level 3 Scale Score: 2518±24

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below Standard

At/Near Standard

Above Standard

Category	Performance	Performance Level	
Writing			Student may be able to produce effective and well-grounded writing for a range of purposes and audiences. Next Steps Ask your child to write an essay that shares an opinion, examines a topic, or is a narrative of real or imaginary events. The essay should be logically organized and detailed and have a clear introduction and conclusion.
Research/Inquiry			These Results Mean The student may be able to use a range of resources in research and inquiry to investigate a topic, integrate and present information. Next Steps Help your child to use a range of resources, including articles, or the Internet. Have your child summarize the results.
Listening			What These Results Mean Student may be able to employ effective listening skills for a range of purposes and audiences. Next Steps Watch a documentary with your child, and ask him or her to focus on the speaker's purpose, reasoning, and claims. Ask your child to use his or her own words to explain how claims are supported by evidence.
Reading			These Results Mean The student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts. Next Steps Ask your child to use details to find two main ideas in a text, and put those ideas in relation to each other. Ask your child to summarize two texts on the same topic and talk about the main ideas.

How Did Your Child Perform on the Essay?

Essay	Raw Score	Conventions	
Narrative	5 out of 10 points	The narrative response shows a partial understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (1 out of 2 points)	The student's response shows a partial understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (1 out of 2 points)

Claim Levels:

Shows the student scores on each claim within either math or ELA.

Performance Levels:

The black circle indicates the student's score on a claim, while the dark line represents the range of likely scores the student would receive if they took the test multiple times.

Performance Levels:

Shows whether the score meets grade

Smarter Summative ELA/Literacy Grade 5 2017-2018

Student ID: [REDACTED] Student DOB: [REDACTED] Enrolled Grade: [REDACTED]
Date Taken: 4/23/2018

[REDACTED] Public Schools
[REDACTED] School

Achievement Level: Level 3 Scale Score: 2518±24

How Did Your Child Perform on Different Areas of the Test?

The graph below indicates student performance on individual reporting categories. The black dot indicates the student's performance level. The lines to the left and right of the dot show the range of likely scores your student would receive on multiple tests.

Below Standard At/Near Standard Above Standard

Category	Performance Level	Performance level Description
Writing		<p>What These Results Mean Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Next Steps Ask your child to write an essay that shares an opinion, examines a topic, or is a narrative of real or imaginary events. The essay should be logically organized and detailed and have a clear introduction and conclusion.</p>
Listening		<p>What These Results Mean Student can engage in research and inquiry to investigate a topic and gather relevant information.</p> <p>Next Steps Help your child investigate a topic by researching and organizing source information from several books, articles, or the Internet. Have your child take notes, analyze, and then summarize the results.</p>
Reading		<p>What These Results Mean Student may be able to employ effective listening skills for a range of purposes and audiences.</p> <p>Next Steps Watch a documentary with your child, and ask him or her to focus on the speaker's purpose, reasoning, and claims. Ask your child to use his or her own words to explain how claims are supported by evidence.</p>
		<p>What These Results Mean Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Next Steps Have your child use details to find two main ideas in a text, and point out interactions between the characters, setting, or ideas. Ask your child to summarize two texts on the same topic and talk about the main idea.</p>

Interpretation of the student's results at the claim level.

Next Steps:
Recommendations on how to improve the student's performance.

Opening Activity

Go into the Google site for this session and retrieve the document titled *Engaging with Data Sample Report*, review the individual student report (ISR), and respond to the question[s] posed at the conclusion of the report.

[5-7 Minutes]

Break-Out Rooms

You will go into break-out rooms where you encouraged to discuss one, or more, of the following questions:

- 1) *How would you interpret the individual score report (ISR) during a conference with the parent? Include analysis and instructional plans.*
- 2) *How does your school/district share summative scores with families?*
- 3) *What are the benefits to sharing and interpreting score*

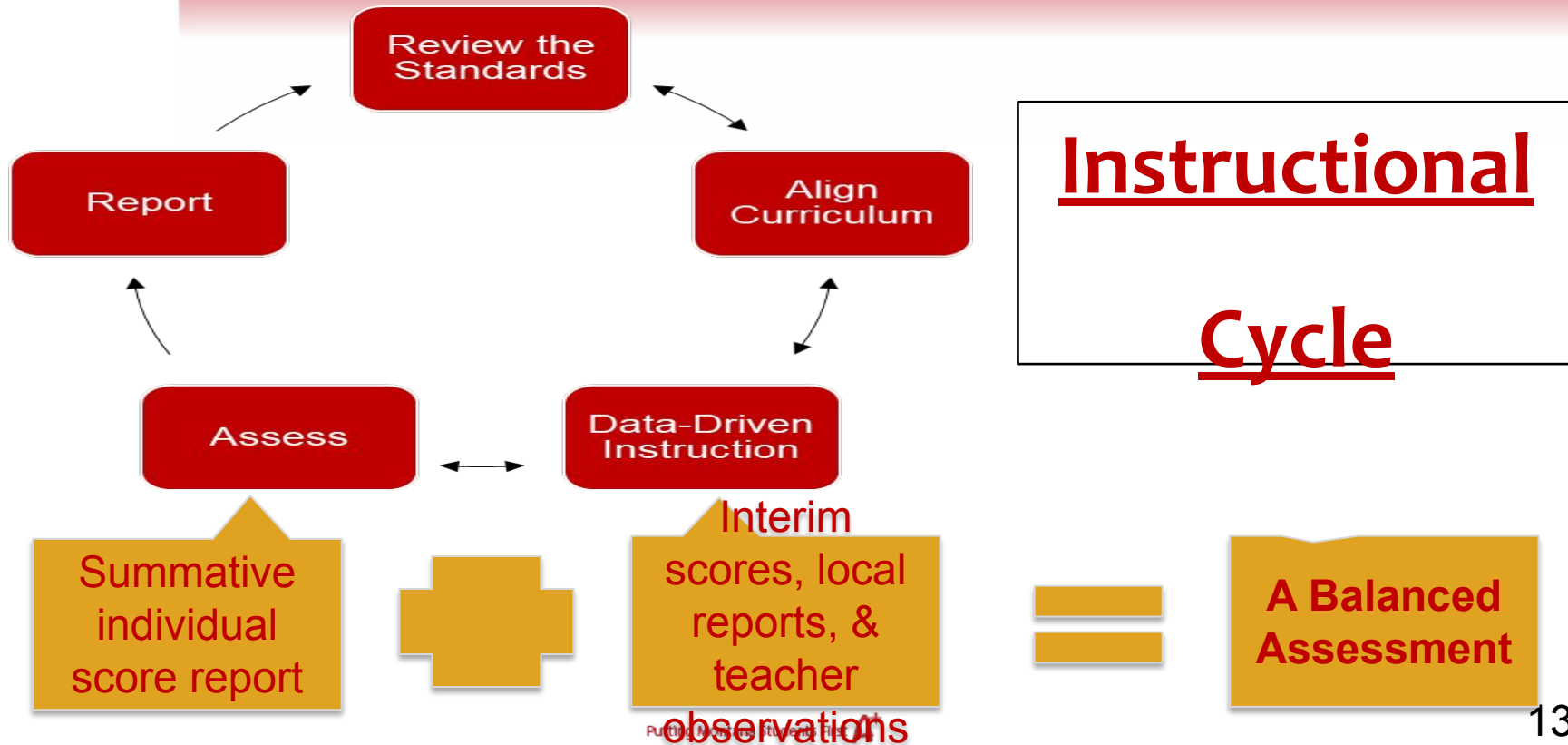
Deeper Dive

Interpretation Amidst Covid

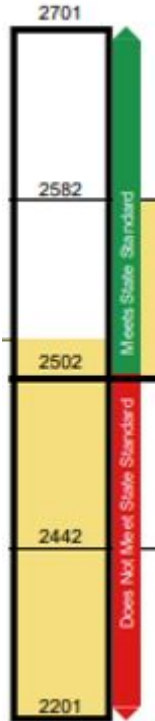
Considerations:

- A measure on the impacts of the coronavirus to identify areas of need,
- Include multiple data points
- Opportunity-to-Learn (OTL) on the individual

Using Multiple Measures



Scale Scores



- **Scale Score** - score assigned to the student based on his/her results on the test. The scores range from 2000 (Entering) to 3000 (Reaching).

Scale Scores

- **Average Scale Score** - provides data about the average performance of students for the tested grade and content

How Does Your Child's Score Compare?

Name	Average Scale Score
Montana	2502
[Redacted] Public Schools	2523
[Redacted] School	2523

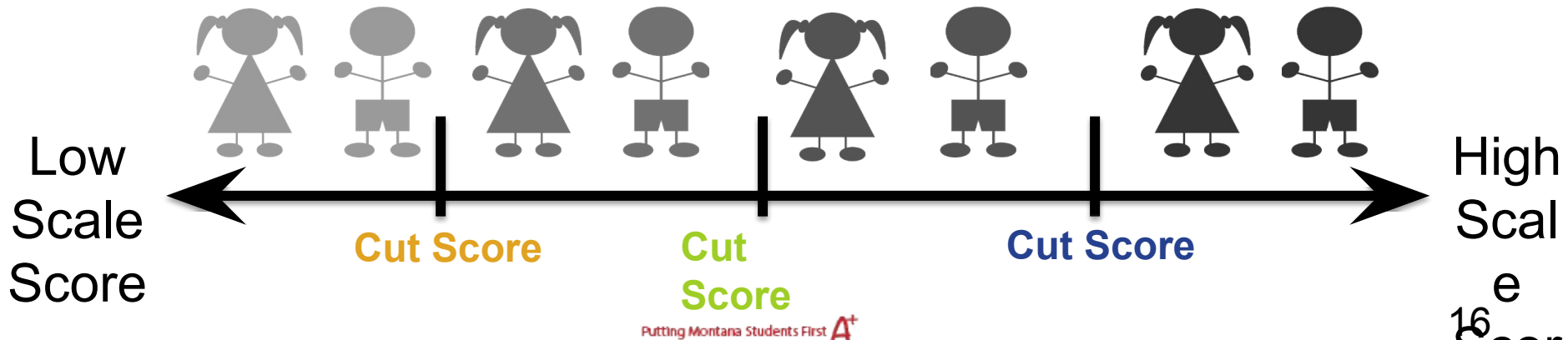
State

District

School

Cut Scores

- Cut scores are selected points on the score scale of a test, as determined by various stakeholder groups.
 - Test scale represents range of student scores
 - Cut scores separate students into Achievement Levels



Smarter: ELA Scale Scores

Grade	Level 1	Level 2	Level 3	Level 4
3	≤ 2366	2367-2431	2432-2489	≥ 2490
4	≤ 2415	2416-2472	2473-2532	≥ 2533
5	≤ 2441	2442-2501	2502-2581	≥ 2582
6	≤ 2456	2457-2530	2531-2617	≥ 2618
7	≤ 2478	2479-2551	2552-2648	≥ 2649
8	≤ 2486	2487-2566	2567-2667	≥ 2668
11	≤ 2492	2493-2582	2583-2681	≥ 2682

Smarter: Math Scale Scores

Grade	Level 1	Level 2	Level 3	Level 4
3	≤ 2380	2381-2435	2436-2500	≥ 2501
4	≤ 2410	2411-2484	2485-2548	≥ 2549
5	≤ 2454	2455-2527	2528-2578	≥ 2579
6	≤ 2472	2473-2551	2551-2609	≥ 2610
7	≤ 2483	2484-2566	2567-2634	≥ 2635
8	≤ 2503	2504-2585	2586-2652	≥ 2653
11	≤ 2542	2543-2627	2628-2717	≥ 2718

Achievement Levels

Achievement Levels are an established set of levels (1-4) indicating progress toward meeting the expectation.

Meets State Standard	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 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 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 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 needed for likely success in future coursework.

Competency Designation

- Proficient** – means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter (Rule: 10.54.2502).



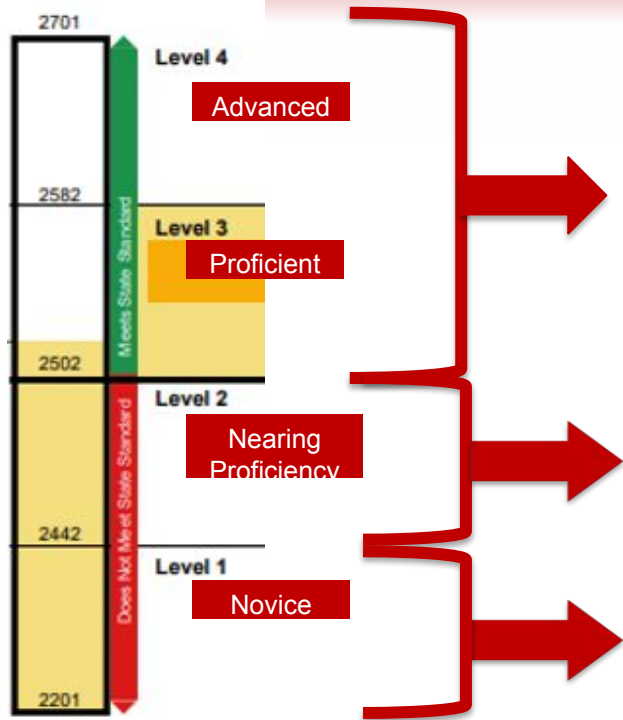
Advanced

Proficient

Nearing
Proficiency

Novice

Score Interpretation

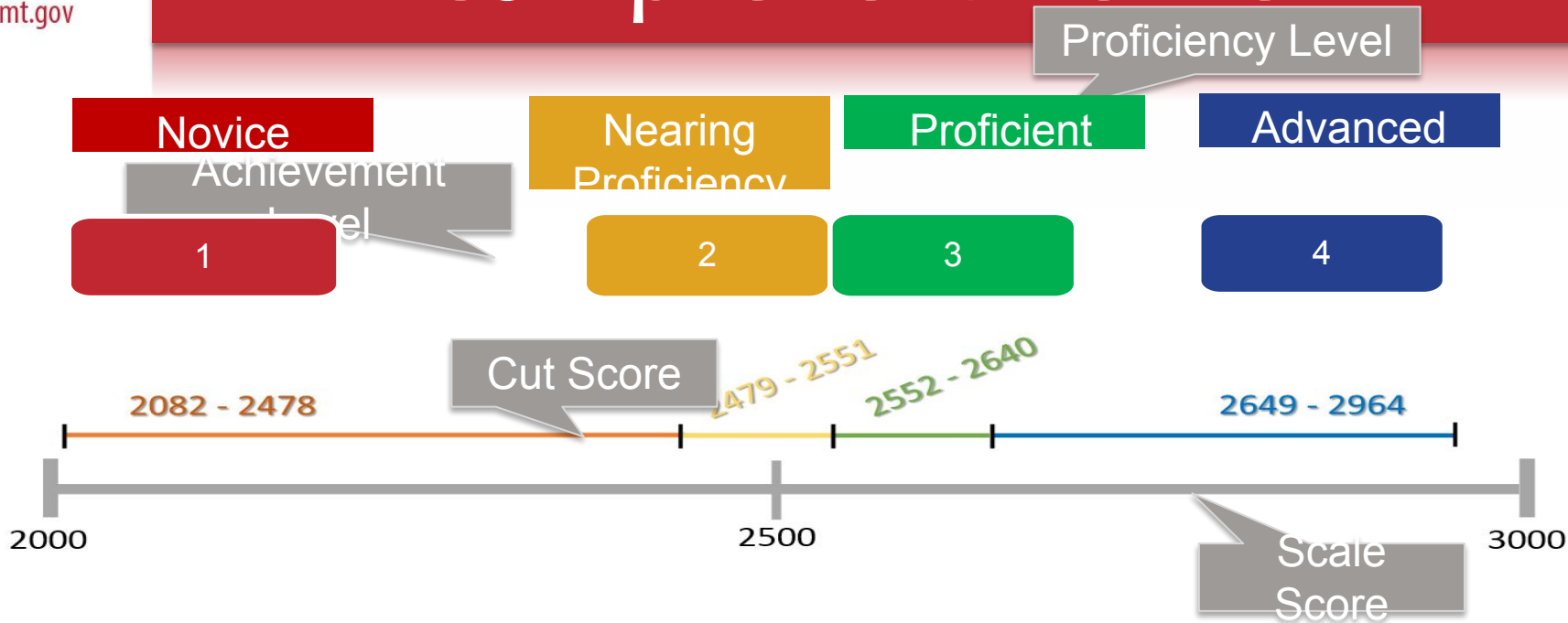


Students are considered on track to graduate high-school college and career ready.

Students need targeted support.

Students need comprehensive support.

Comprehensive View

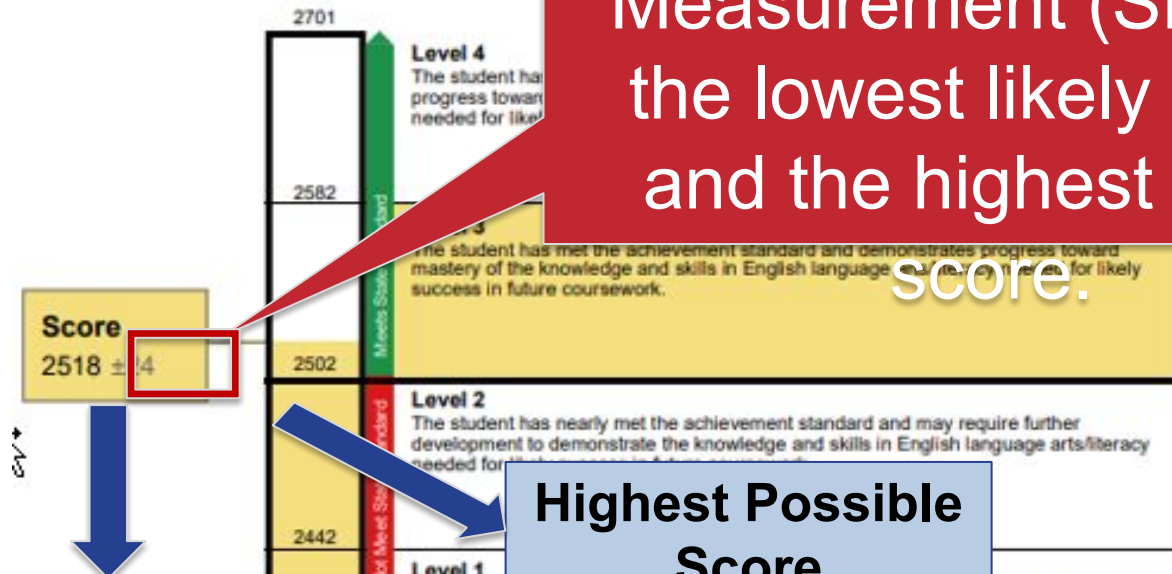


Confidence Level of this Score

The Standard Error of

Measurement (SEM) is the lowest likely score and the highest likely score.

How Did Your Child Do on the Test?



Lowest Possible Score
2,492 (Nearing)

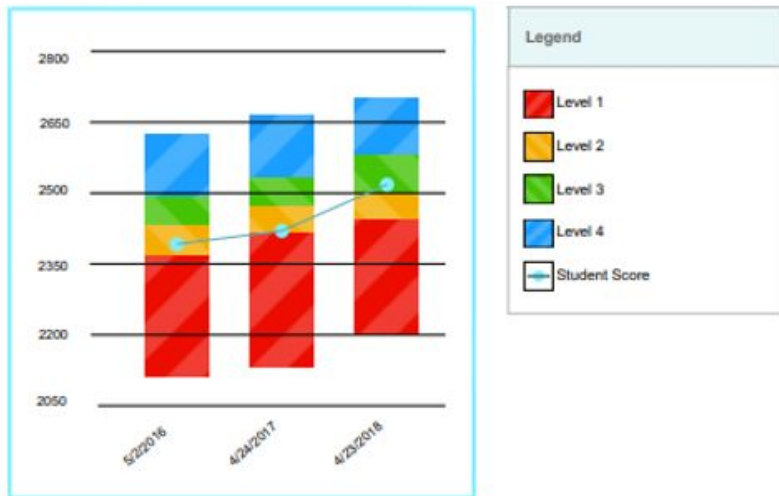
Highest Possible Score
2,542 (Proficient)

Student Trend

Your Child's Progress

Longitudinal Trend Chart Information

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Your Child's Progress





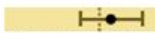



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Student Claim Performance

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Below Standard At/Near Standard Above Standard

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Claims Achievement Category



Above Standard

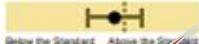



At/Near Standard



Below Standard

Claim Level Performance

Reading			<p>What These Results Mean</p> <p>Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Next Steps</p> <p>Have your child use details to find two main ideas in a text, and point out interactions between the characters, setting, or ideas. Ask your child to summarize two texts on the same topic and talk about the main idea.</p>
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Black line
is SEM +/-

The black
circle is the
raw score

Families and Score Reports

Family Involvement


Parent Outreach

- **Federal Requirement:** districts must provide timely individual student reports to parents, teachers, and principals and to include the results on local report cards (ESEA Section 1111)
- **State Requirement:** To facilitate transparency, the statewide assessment results released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the

Printing ISR's

Districts will be required to print out & send home individual student scores in FY2021.

- PDF's can be printed from the Reporting System in the Cambium portal.


Reporting

Student ID: [REDACTED]

Student DOB: [REDACTED]

Enrolled Grade: [REDACTED]

Date Taken: 4/23/2018


Achievement Level: Level 3

Scale Score: 2518±24

Smarter

Report

2017-2018 Schools School



Reporting

How Did Your Child Do on the Test?

Score

2518 ±24

2701

2582

2502

2442

2201

Level 4

Level 3

Level 2

Level 1

Level 4

The student has exceeded the achievement standard progress toward mastery of the knowledge and skills 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 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 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 needed for likely success in future coursework.

How Does Your Child's Score Compare?

Name	Average Scale Score
Montana	2502
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Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

Generated on 11/23/2020

Page 1 of 3

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Parent Letter

(Insert School Letterhead here)

(Insert date here)

Dear Parent or Guardian:

Last spring, Montana students took the Smarter Balanced Assessment in both mathematics and English language arts. The Smarter Balanced Assessment is Montana's measure of student performance on the state content standards for English language arts and mathematics. These content standards establish goals for what all students should know and be able to do. These adaptive online assessments go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical thinking and problem-solving skills.

Your student's Smarter Balanced Assessment reports have been created and designed to deliver accurate assessment data that readers can understand. To assist you in reading and understanding your student's report, **attached/included** you will find the [Smarter Balanced Assessment Interpretive Guide](#), which provides a more detailed explanation of the results reports. Here are some highlights for this report:

- Students will receive a separate scale score for mathematics and English language arts.
- Scale scores are reported with different ranges for mathematics and English language arts.
- Student performance is reported by achievement levels, that is, Level 1 through 4.
- Students who score a Level 3 or 4 are considered as performing at or above proficient.
 - Level 4 indicates that a student demonstrates advanced progress needed for success in future course work.
 - Level 3 indicates that a student demonstrates progress needed for success in future course work.
- Students who score a Level 1 or 2 are not considered as proficient.
 - Level 2 indicates that a student requires further development to meet proficiency.
 - Level 1 indicates that the student needs substantial improvement to meet proficiency.
- Claim descriptions indicate performance on groups of questions that measure similar skills.

To see how your school is performing over time and compared to other schools in Montana, visit the OPI's GEMS page at [gems.opi.mt.gov](https://opi.mt.gov/gems).

(Insert School Signature here)

(Insert School contact information here)

Accompany
individual student
reports with a
parent letter

Parent letter
template available
on Assessment
webpage

Parent-Teacher Conferences

- Ensure that all parents/guardians have received their child's score reports by the fall Parent-Teacher Conferences.



What can families do with the results?

- Support their child's learning at home – particularly in growth areas
- Work with teachers to develop strategies to improve student performance
- Encourage children

Resources for Families

<https://mt.startingsmarter.org/>

Starting
Smarter



ESPAÑOL

A website
designed for
parents to better
understand score
reports.

Starting Smarter

You are the expert on your child. Over the course of a school year, you receive lots of information on how your child is performing in school that combine to give you a more complete picture of your child's academic progress. In addition to report card grades and class tests, you can **use test score reports to better understand your child's strengths and areas in need of improvement** to start a meaningful conversation with your child's teacher about how to better support learning at home.



Resources for Families

Parents can view
test questions by
subject, grade,
and area.



Check out the **Test Questions**

Enter your child's **subject**, **grade**, and **area** from the score report to get descriptions of the skills and sample test questions in each performance area.

 Select Subject



 Select Grade



 Select Area



SUBMIT

<https://mtr.starting smarter.org/>

A web portal to access support materials for the child.

Resources

Parents can download a guide for Parent-Teacher Conferences.

Families

Parents can take a practice test.

Additional Free Resources Available to Support Your Child's Learning

Use this information to have a meaningful conversation with your child's teacher about the skills and content in the grade level and to support your child's learning at home.



BE A LEARNING HERO!

Visit the Learning Heroes website to find resources and tools to help your child thrive in school.

GO TO THE SITE



GUIDE TO PARENT TEACHER CONFERENCES

This helpful "Guide to a Meaningful Parent Teacher Conference" includes a list of questions to discuss with the teacher about your child's classroom performance, academic progress and more.

GET THE GUIDE



CHECK OUT THE TEST IN ACTION

Visit the Smarter Balanced practice test to try out live, interactive questions and the testing features students can use.

TAKE PRACTICE TEST

Remember ...

This Is Where Change Happens



The assessment system is designed to support teachers in facilitating student mastery of state standards.

Exit Slips

List one thing you have learned in this session that you can implement within your classroom, school, or district.

End of Session

The session is now over.

- ❖ Use the Interactive Schedule to select your next session.
 - You will be placed in the waiting room until the start of the next session.
- ❖ Complete the session evaluation.
- ❖ Ask Questions at the Help Desk
- ❖ Join the “networking room”!



End of Session

Thank you attending this session!

Please complete the session evaluation form to receive renewal units. Thank you in advance for your feedback!



[Interactive Schedule](#)

You can find the Session Evaluation Form:

- ❖ Shared in the chat
- ❖ Linked to the session page from the interactive schedule

Questions?

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Montana Office of Public Instruction

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E-mail: Duane.Schlabach@mt.gov