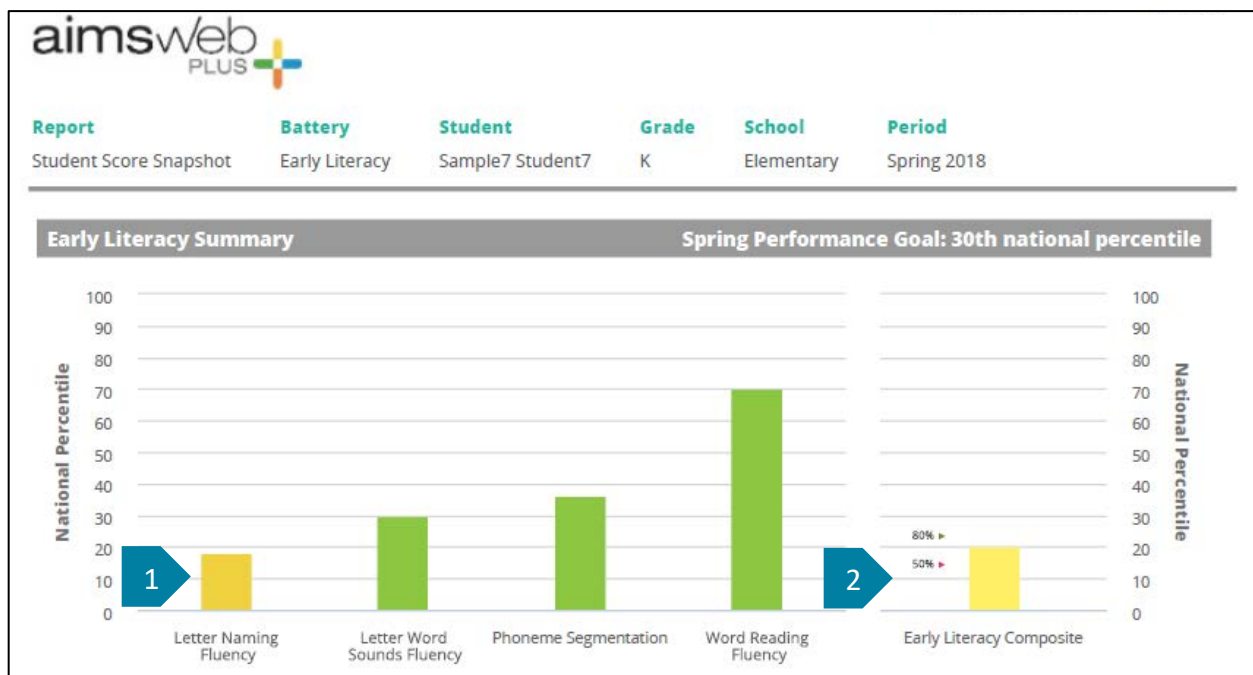


## Scores Snapshot Report Interpretive Guide

This report shows a student's performance on each measure that was administered, as well as the Composite score for the selected benchmark period. The sample Scores Snapshot report shown below is broken into three sections and described in detail with callouts. No matter the academic area assessed (Early Literacy, Early Numeracy, Reading, and Math), this report will look the same and provide the same type of data.

### Section 1



1. The height and color of the bars in this portion of the report represent the student's results on each measure compared to the national norm sample. The national percentiles are representative of the given benchmark period, measure, and grade level. The colors of each the bar indicate the percentile band, or performance level, in which each score fell.

**Percentile Bands**    1-10th    11-25th    26-74th    75-89th    90-99th

*In the example above, three of the four Early Literacy measure scores were in the average range, while the student's Letter Naming Fluency score was in the below-average range and near the 20<sup>th</sup> percentile compared to the national norm.*

2. This bar represents the student's Composite score for this battery of assessments. The height of the bar indicates the national percentile rank of the Composite score. The color represents the risk level (tier) associated with the Composite score based on the Spring target that has been set in the account. The risk levels (tiers) provide information on how likely a student is to meet a specified target. The risk levels (tiers) can be used to identify students who need additional support/intervention and at what level of intensity the

intervention might be provided. Risk levels are based on data from the national norm sample of students who did or did not meet specified targets in the spring.

**Tier Bands** ■ Tier 3 (<50% probability) ■ Tier 2 (50-79% probability) ■ Tier 1 (80%+ probability)

- If a student's Composite score falls in Tier 1 (green), the student has an 80% or greater likelihood of meeting the Spring target. They have low risk of NOT meeting the target. These students likely do not need intervention; however, consideration of intervention needs might be made for students at the lower end of this range.
- If the student's Composite score falls in Tier 2 (yellow), the student has a 50–79% likelihood of meeting the target. They have moderate risk of NOT meeting the Spring target if no intervention support is provided.
- The lowest Tier 3 (red) indicates that the student has a less than 50% likelihood of meeting the Spring target if no intensive intervention support is provided through the school year. The student is at high risk of NOT meeting the target.

*In the example above, the student's Composite score was at approximately the 20<sup>th</sup> percentile. The yellow bar indicates that the student has a moderate risk of NOT meeting the Spring target. Based on the data from the national norm sample, this student has a 50–79% probability of meeting the end-of-year target.*

**Note:** The cut points between tier levels are NOT the target percentile that has been set. The risk calculations across the Fall–Winter–Spring benchmarks are consistent at each period. If you need to determine if the student met the target in the Spring (or at the Fall and Winter benchmarks), you should refer to the actual percentile of the Composite score (see the narrative below) and not the tier risk levels. For more information please refer to the Tiers Guide.

## Section 2

3

### What do these early literacy scores mean?

This graph shows Sample7's Spring benchmark test results compared to a national sample of kindergarten students.

#### At the skill level, Sample7's score on...

- **Letter Naming Fluency** shows a below average ability to name upper- and lower-case letters.
- **Letter Word Sounds Fluency** shows an average ability to make letter and syllable sounds and to read consonant-vowel-consonant words.
- **Phoneme Segmentation** shows an average ability to say the phonemes of words.
- **Word Reading Fluency** shows an average ability to read high-frequency words aloud.

### What does this Early Literacy Composite Score mean?

Sample7's Early Literacy Composite national percentile score is 20, which is below average. This score is above the 50% line. Students with scores in this range have a greater than 50% chance of achieving spring performance goals. Sample7's risk level is moderate.

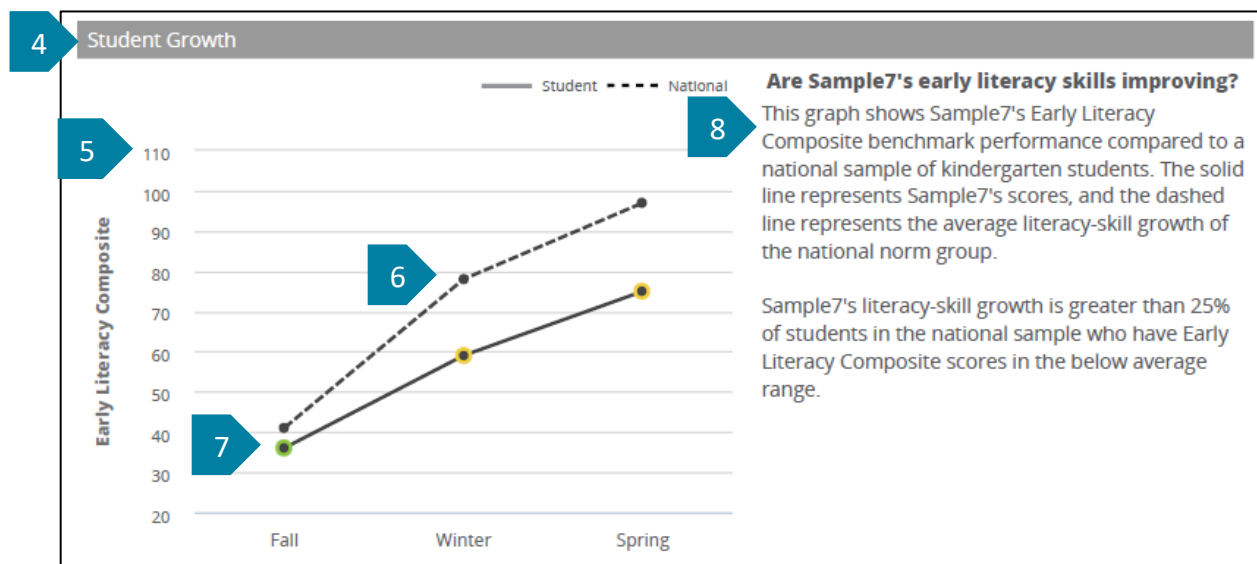
#### At the composite level, Sample7's score is below average.

#### Recommendation

Based on Sample7's below average performance on the Early Literacy Composite, this student would benefit from interventions targeting below average skill areas.

- This section of the report provides a narrative summary of each of the measures administered, as well as the Composite score results and recommendations.

### Section 3



- This section of the report shows the student's Composite score growth compared with the growth of the same-grade students in the national norm sample. This section will be displayed only if more than one Composite score is available for a given school year (e.g., Fall and Winter).
- The numbers on the left side of the graph are Composite raw scores.
- The gray data points show the 50<sup>th</sup> percentile Composite score in the national norm sample for each benchmark period. The dotted line between each point indicates the average growth between benchmark periods in the national norm. This allows for a simple visual comparison between the student's Composite score and growth as it compares to the national norm.
- The points surrounded in color are the student's actual Composite scores for each benchmark period. The solid line shows the student's growth across the year. The colors surrounding the data points match the percentile band color-coding for each benchmark Composite score.
- This narrative explains the graph in more detail, and also provides additional information about the student's growth rate (SGP) across the school year compared with students in the national norm sample who began with similar scores.

*In the example above, the student's Composite score progressed from being in the average range in the Fall (green) to the below-average range in the Winter and Spring (yellow). The graph indicates that the gap widened between the student's Composite score performance and the national norm sample at each season. While the student did make growth across the year, the growth rate was not as substantial as the average growth found in the national norm sample.*