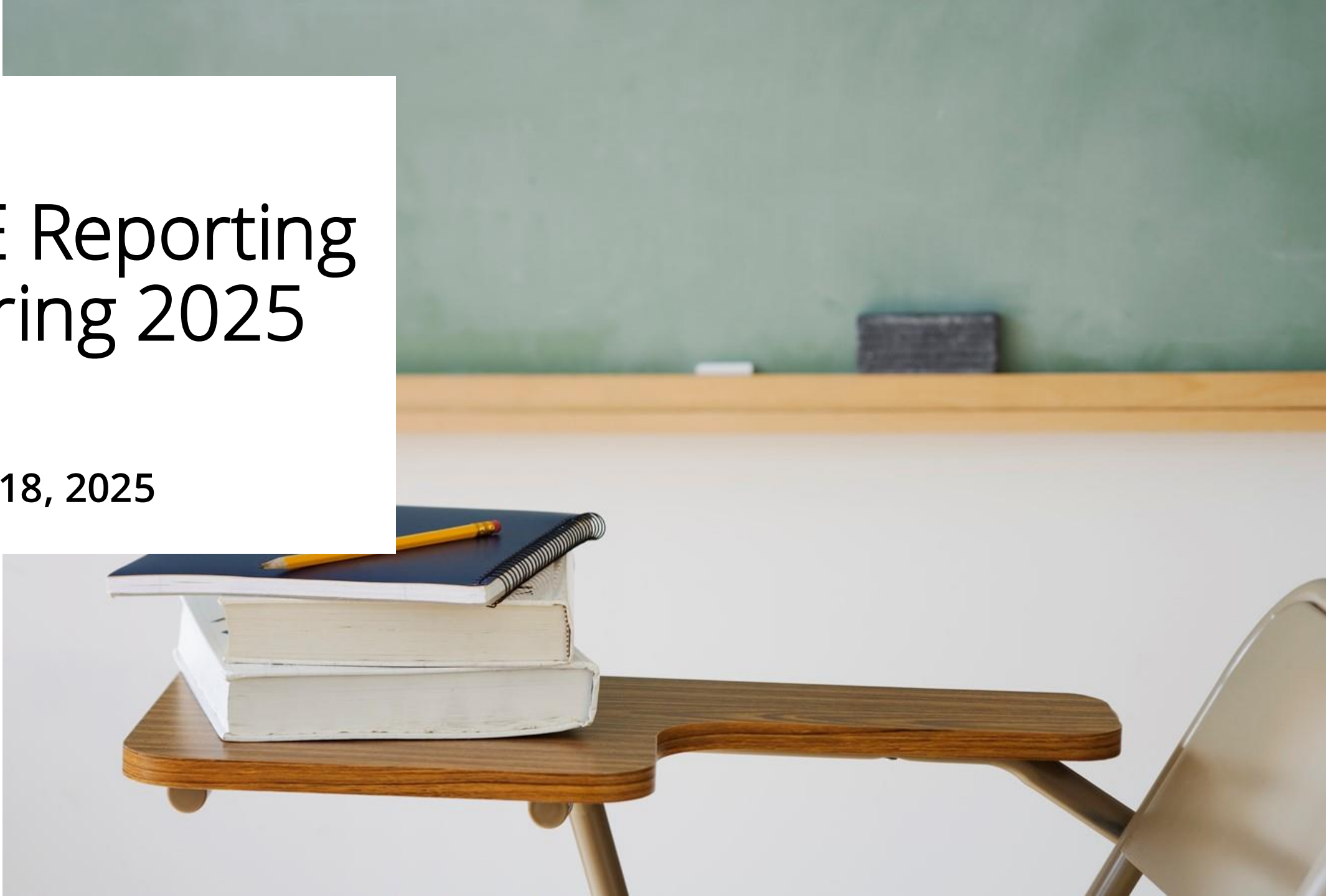


BIE Reporting Spring 2025

June 18, 2025





Welcome

On behalf of the BIE CAO Assessment Team- Welcome to the BIE Spring 2025 Reporting Training.

Our Presenter from Pearson: **Sam Boyle**



Webinar Norms

- Please type your name, email, role, and school in Chat.
- Today's training will be recorded and posted along with this PPT presentation to <https://bie.mypearsonsupport.com/>.
- Please be sure to mute your microphone, if applicable.
- Questions should be posted in Q&A.



Agenda

- Reporting Overview
- Preliminary Reports
- Final Reports
- Printed Reports
- Resources & Contacts

Reporting Overview

Preliminary Report	<ul style="list-style-type: none">▪ Preliminary watermarked Individual Student Reports (ISRs) without growth data or Spotlight link
Final Report	<ul style="list-style-type: none">▪ Content Standards Roster*▪ Reporting Category Roster*▪ Demographic Performance Level Summary*▪ Evidence Statement Analysis*▪ Final Individual Student Reports (ISRs) with growth data & Spotlight link <p>*CSV companion files available for download</p>



Performance Level Descriptor Updates

- Beginning with Spring 2024 reports, performance level descriptors (PLDs) were updated from 5 levels to 4, as indicated below:
 - Level 4 – Exceeded Expectations (750-850)
 - Level 3 – Met Expectations (725-749)
 - Level 2 – Partially Met Expectations (700-724)
 - Level 1 – Did Not Yet Meet Expectations (650-699)
- This transition was informed by research study data and educator review, both of which suggest that four PLDs offer a clearer reflection of student achievement and preparedness for college and careers.



PLD FAQ

- Are the BIE unified assessments less rigorous now than they have been?
 - No. They are created to be as close to identical in terms of make-up and difficulty as have historically in place. While they do have some new culturally relevant content, they are strictly built to established blueprints and are also targeted to match historical statistical targets. So, the difficulty and rigor of the assessments aligns directly to what has been in place for BIE over the recent past.
- How do the performance levels compare to previous performance levels?
 - 2024 & 2025 performance levels have transitioned to report scores according to four levels instead of five. This transition is part of an overall shift to have the BIE unified assessments in ELA and Math better reflect the needs of the BIE students it supports. From a score interpretation standpoint, level 3 is now the marker for Met Expectations moving forward and aligns with what previously had been designated as Approaching. To evaluate trend in relation to the PARCC/New Meridian five level system for historical comparisons, one can compare the Exceeded Expectation (level 4) results as a rough estimate.



PLD FAQ

- Were educators involved in the process of the changes to the reporting of adjusted performance levels?
 - Yes! Panels of BIE educators were directly involved in reviewing the PLDs and how they aligned within the four-level reporting system. Final performance level descriptions out of these meetings are part of the 2024 & 2025 score reporting.
- Do scale scores from this year's assessments compare to previous year's scale scores?
 - Yes. In no way do the adjustments made to PLDs reflect a change in the rigor of the assessments. Performance based on scale scores are still directly comparable across administrations (e.g., average scale scores for a given grade and subject). Any scale score across the reporting range reflects the same level of ability now as it has previously, within the same grade and subject.

PLD FAQ

- Do student scale scores compare across grade levels?
 - Not in a strict sense. Each grade level assessment is created with content aligned with that level's standards and expectations, so scale scores are not directly comparable across the levels, even within the same subject area. There is some alignment in that the score reporting system is made consistent so that performance levels do reflect similar reference points.
- What if I have questions about these or other BIE assessments?
 - There are BIE points of contact that are available, or you may email (cao-assessments@bie.edu). Dr. Carmelia Becenti, Chief Academic Officer carmelia.becenti@bie.edu, Dr. Douglas Clauschee, Education Research Analyst douglas.clauschee@bie.edu, Mrs. Aurelia Shorty, Education Program Specialist, Assessments & Accountability aurelia.shorty@bie.edu.



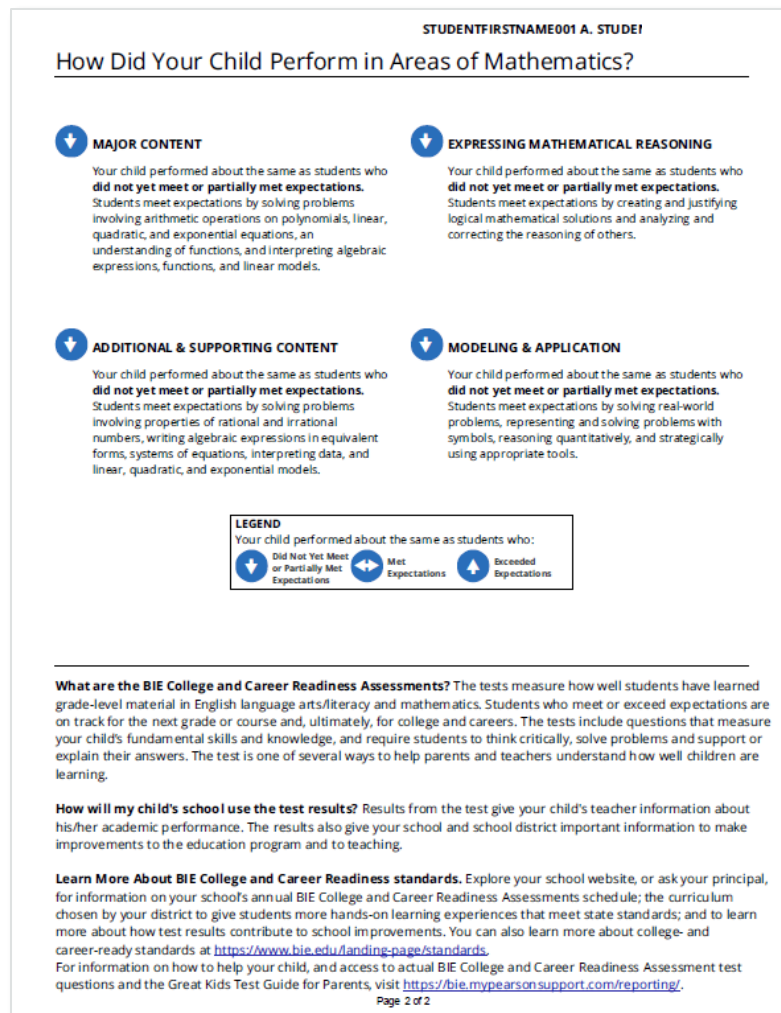
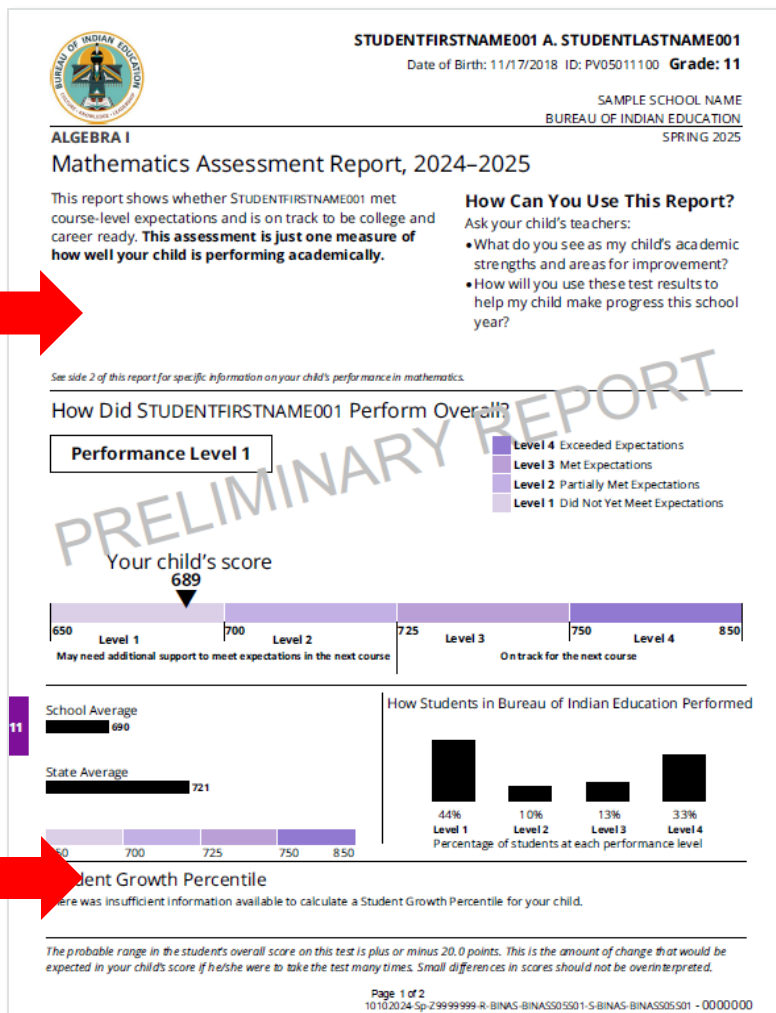
Preliminary Individual Student Report (ISR)

- Preliminary ISR PDFs have the same data and appear in the same format as the final reports except they have a preliminary watermark.
- These preliminary reports are released before all Psychometric reviews have been completed, however student score results data does not typically change following these reviews.
- Preliminary ISR PDFs will be replaced in ADAM by final ISRs once available.

Preliminary Individual Student Report (ISR) PDF

No Spotlight link will be included on preliminary ISR PDFs

No growth data will be included on preliminary ISR PDFs





Preliminary Individual Student Report (ISR)

- Preliminary ISRs are the first reports provided following the end of Summative testing.
 - Available to view and download from Report Assets in ADAM as a PDF.
 - Do **not** contain student growth data or Spotlight video report QR code or link.
- As these reports are provided before all Psychometric review has been completed by Pearson, preliminary ISRs are subject to change.
 - Significant changes to student score results are not to be expected.
- More information on the content of ISRs will be provided later in this training.


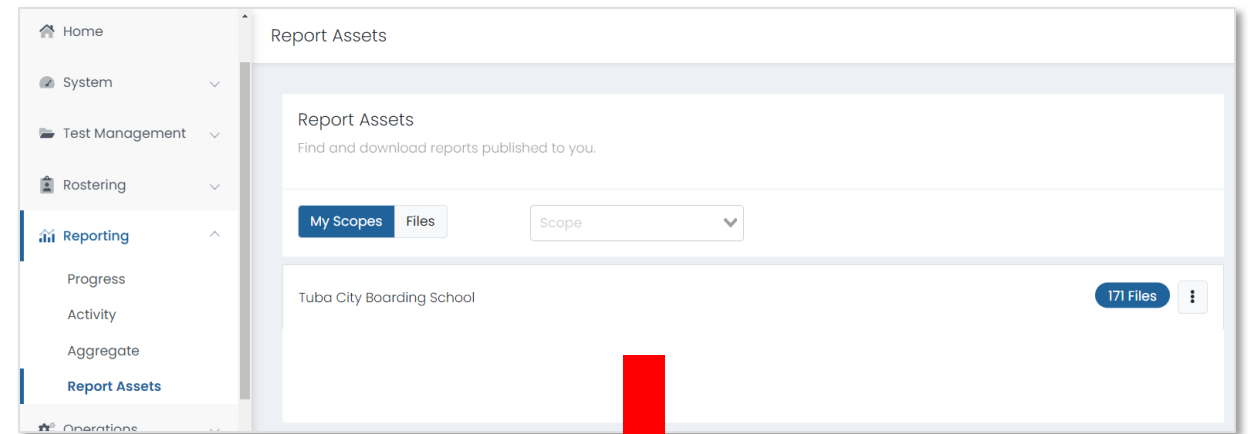


Final Summative Reports

- Content Standards Roster (PDF & CSV)
- Demographic Performance Level Summary (PDF & CSV)
- Evidence Statement Analysis (PDF & CSV)
- Reporting Category Roster (PDF & CSV)
- Individual Student Report (ISR) PDF with Growth data & Spotlight QR code
 - 2 printed copies per student per subject area

Accessing Summative Reports in ADAM

- To access Summative reports, go to **Reporting > Report Assets**.
- On the **My Scopes** tab, your files are grouped by organization.
- On the **Files** tab, your files are listed alphanumerically. You can also drill down by year & report type.



This screenshot shows the 'Report Assets' interface with the 'Files' tab selected. It displays a table of report assets with columns for Name, Report Type, Scope Type, School Year, and Created. The table is filtered by 'All Scope Types', 'All School Years', and 'All Report Types'. A search bar is available. The table shows three rows of data, each with a download icon.

Name	Report Type	Scope Type	School Year	Created
BIBOSD01B02	RCR	School	2024	2024-08-19T18:28:44.663118Z
BIBOSD02P02	RCR	School	2024	2024-08-19T18:28:44.669591Z
BIBOSD06A16	RCR	School	2024	2024-08-19T18:28:44.674363Z

Content Standards Roster PDF

Grade 3

Content Standards Roster

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SAMPLE SCHOOL

SAMPLE DISTRICT

BUREAU OF INDIAN EDUCATION

SPRING 2025

MATHEMATICS

Grade 3 Assessment, 2024–2025

BI = State Average Percent Points Achieved ST = Student Percent Points Achieved		Operations & Algebraic Thinking		Number & Operations in Base Ten		Number & Operations - Fractions		Measurement & Data		Geometry		Modeling & Reasoning			
STUDENT	CORE FORM	3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8 3.OA.D.9		3.NBT.A.1 3.NBT.A.2 3.NBT.A.3		3.NF.A.1 3.NF.A.2 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3 3.NF.A.3.a 3.NF.A.3.b 3.NF.A.3.c 3.NF.A.3.d		3.MD.A.13.MD.A.2 3.MD.B033.MD.B.4 3.MD.C.5 3.MD.C.5.a 3.MD.C.5.b 3.MD.C.6 3.MD.C.7 3.MD.C.7.a 3.MD.C.7.b 3.MD.C.7.c 3.MD.C.7.d 3.MD.D.8		3.G.A.1 3.G.A.2		On Grade Level		Securely Held Knowledge	
		BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST
1 STUDENT 1	O11	99	99	99	99	99	99	99	99	99	99	99	99	99	99
2 STUDENT 2	O12	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3 STUDENT 3	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4 STUDENT 4	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99
5 STUDENT 5	O13	99	99	99	99	99	99	99	99	99	99	99	99	99	99
6 STUDENT 6	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99
7 STUDENT 7	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99
8 STUDENT 8	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99
9 STUDENT 9	A17	99	99	99	99	99	99	99	99	99	99	99	99	99	99
10 STUDENT 10	O12	99	99	99	99	99	99	99	99	99	99	99	99	99	99
11 STUDENT 11	O11	99	99	99	99	99	99	99	99	99	99	99	99	99	99
12 STUDENT 12	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99
13 STUDENT 13	P14	99	99	99	99	99	99	99	99	99	99	99	99	99	99
14 STUDENT 14	A15	99	99	99	99	99	99	99	99	99	99	99	99	99	99
15 STUDENT 15	A16	99	99	99	99	99	99	99	99	99	99	99	99	99	99

For more information about the Common Core State Standards go to <https://www.bie.edu/landing-page/standards>

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: https://resources.newmeridiancorp.org/wp-content/uploads/2019/07/Grade-3-Math-Evidence-Statements_with-ABO-subclaim-points_a11y.pdf

Page 1 of 1

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Student performance on each standard within the test is compared to overall performance at the Bureau level.

For more information about the Common Core State Standards go to <https://www.bie.edu/landing-page/standards>

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

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Evidence Statements: https://resources.newmeridiancorp.org/wp-content/uploads/2019/07/Grade-3-Math-Evidence-Statements_with-ARO-subclaim-points_a11y.pdf



Content Standards Roster PDF

- The Content Standards Roster displays the performance of students on individual standards within each content area of a given test.
- The State Average Percent Points Achieved (the average of all Bureau students) and Student Percent Points Achieved (the individual student score at the school level) are provided.
- This report displays whether each student exceeded, met, or did not yet meet the percentage points achieved at the Bureau level on each standard.




Content Standards Roster Companion File

- The Content Standards Roster report has a CSV companion file that contains the information provided within the PDF in a data file format.
- Companion file layouts will break down:
 1. CSV Column
 2. CSV Header Name
 3. Valid Values
- Companion file layouts can be found at <https://bie.mypearsonsupport.com/reporting/>.

Demographic Performance Level Summary PDF

Performance levels are broken down by each demographic subgroup, which are indicated on the student record in ADAM.

School Demographic Performance Level Summary										Grade 6
										
SAMPLE SCHOOL SAMPLE DISTRICT BUREAU OF INDIAN EDUCATION										
ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2024–2025										SPRING 2025
Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels							
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Met Expectations		Level 4 Exceeded Expectations	
			#	%	#	%	#	%	#	%
State	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%
District	999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
School	999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Gender										
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race										
Hispanic or Latino	0	*	*		*		*		*	
American Indian or Alaska Native	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	8	*	*		*		*		*	
Black or African-American	0	*	*		*		*		*	
Native Hawaiian or Other Pacific Islander	3	*	*		*		*		*	
White	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities										
IEP - Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No	8	*	*		*		*		*	
504	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
English Language Learner										
No	0	*	*		*		*		*	
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
* Data suppressed to protect student privacy										
Page 1 of 1										
mmddyyyy-Batch-1234-5678-1234567										

If less than 10 students are represented within a given demographic subgroup, data will be suppressed.

Demographic Performance Level Summary PDF

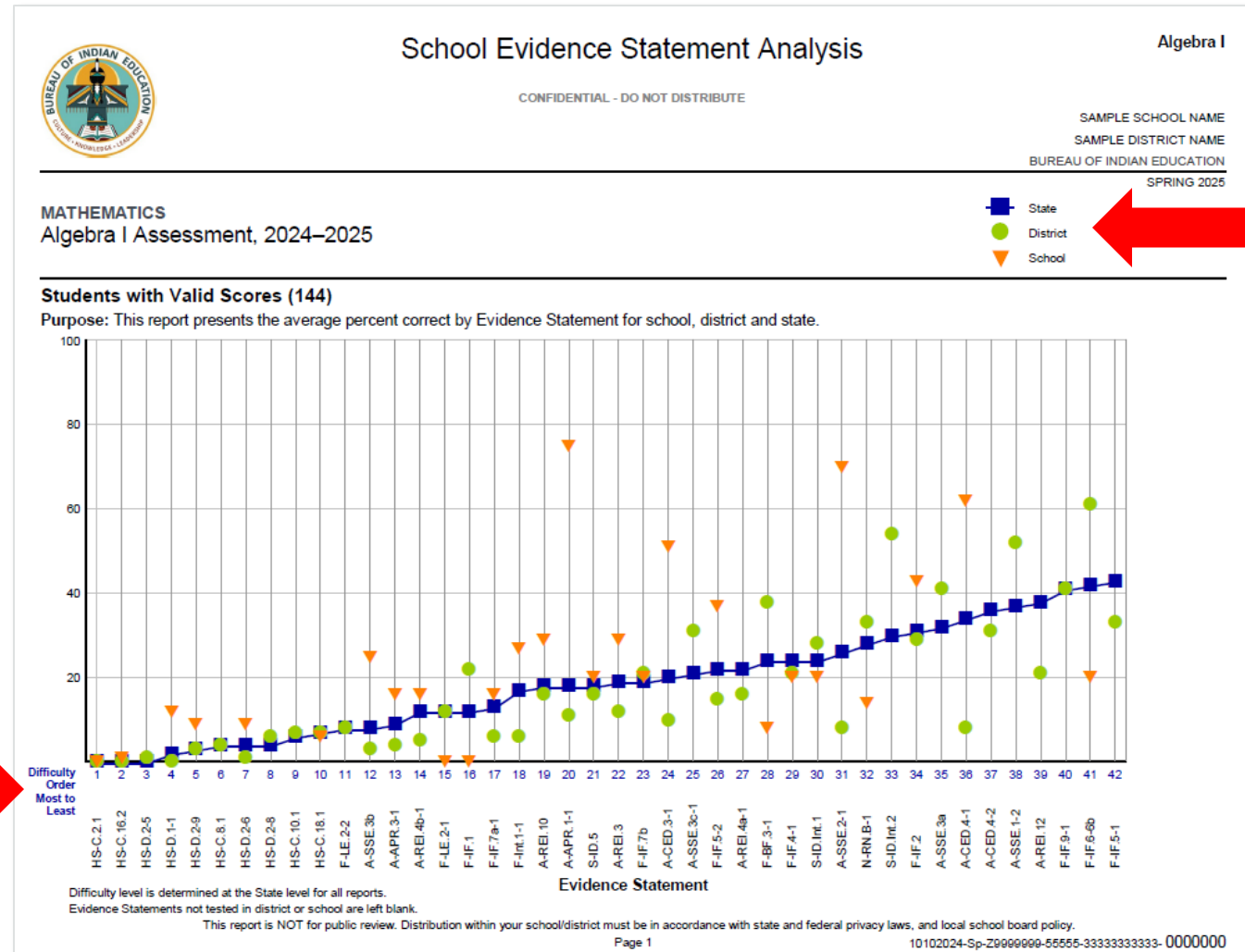
- The Demographic Performance Level Summary provides an overview of the performance levels for demographic subgroups.
- Subgroups could include:
 - Ethnicity/Race
 - English Language Learner – Yes or No
 - IEP – Yes or No
 - Gender – Female or Male
- The number of students in each subgroup is provided along with the performance level breakdown for that subgroup.

NOTE: If there are fewer than 10 students within a given subgroup, the performance level data for that subgroup will be suppressed to protect student personally identifiable information (PII).

Demographic Performance Level Summary Companion File

- The Demographic Performance Level Summary report has a CSV companion file that contains the information provided within the PDF in a data file format.
- Companion file layouts will break down:
 1. CSV Column
 2. CSV Header Name
 3. Valid Values
- Companion file layouts can be found at <https://bie.mypearsonsupport.com/reporting/>.

Evidence Statement Analysis PDF



Average percent correct for each evidence statement is plotted by State, District, & School.

Evidence statements are ordered from most to least difficult.

Evidence Statement Analysis PDF

School Evidence Statement Analysis					Algebra I
CONFIDENTIAL - DO NOT DISTRIBUTE					SAMPLE SCHOOL NAME SAMPLE DISTRICT NAME BUREAU OF INDIAN EDUCATION SPRING 2025
This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.					
MATHEMATICS Algebra I Assessment, 2024–2025					
Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	School Student Count
1	HS-C.2.1	OGL	Modeling and Reasoning	Math - Type II	24
2	HS-C.16.2	OGL	Modeling and Reasoning	Math - Type II	24
3	HS-D.2-5	OGL	Modeling and Reasoning	Math - Type III	0
4	HS-D.1-1	SHK	Modeling and Reasoning	Math - Type III	24
5	HS-D.2-9	OGL	Modeling and Reasoning	Math - Type III	24
6	HS-C.8.1	OGL	Modeling and Reasoning	Math - Type II	0
7	HS-D.2-6	OGL	Modeling and Reasoning	Math - Type III	24
8	HS-D.2-8	OGL	Modeling and Reasoning	Math - Type III	0
9	HS-C.10.1	OGL	Modeling and Reasoning	Math - Type II	0
10	HS-C.18.1	SHK	Modeling and Reasoning	Math - Type II	24
11	F-LE.2-2	HSF.LE.A.2	Functions	Math - Type I	0
12	A-SSE.3b	HSA.SSE.B.3.B	Algebra	Math - Type I	24
13	A-APR.3-1	HSA.APR.B.3	Algebra	Math - Type I	24
14	A-REI.4b-1	HSA.REI.B.4.B	Algebra	Math - Type I	24
15	F-LE.2-1	HSF.LE.A.2	Functions	Math - Type I	24
16	F-IF.1	HSF.IF.A.1	Functions	Math - Type I	24
17	F-IF.7a-1	HSF.IF.C.7.A	Functions	Math - Type I	24
18	F-Int.1-1	HSF.BF.A.1.A HSF.IF.B.4	Functions	Math - Type I	24
19	A-REI.10	HSA.REI.D.10	Algebra	Math - Type I	24
20	A-APR.1-1	HSA.APR.A.1	Algebra	Math - Type I	24
21	S-ID.5	HSS.ID.B.5	Statistics & Probability	Math - Type I	24
22	A-REI.3	HSA.REI.B.3	Algebra	Math - Type I	24
23	F-IF.7b	HSF.IF.C.7.B	Functions	Math - Type I	24
24	A-CED.3-1	HSA.CED.A.3	Algebra	Math - Type I	24
25	A-SSE.3c-1	HSA.SSE.B.3.C	Algebra	Math - Type I	0
26	F-IF.5-2	HSF.IF.B.5	Functions	Math - Type I	24
27	A-REI.4a-1	HSA.REI.B.4.A	Algebra	Math - Type I	0
28	F-BF.3-1	HSF.BF.B.3	Functions	Math - Type I	24
29	F-IF.4-1	HSF.IF.B.4	Functions	Math - Type I	24
30	S-ID.Int.1	HSS.ID.B.6 HSS.ID.C.8	Statistics & Probability	Math - Type I	24
31	A-SSE.2-1	HSA.SSE.A.2	Algebra	Math - Type I	24
32	N-RN.B-1	HSN.RN.B.3	Number and Quantity	Math - Type I	24
33	S-ID.Int.2	HSS.ID.B.6 HSS.ID.B.6.A	Statistics & Probability	Math - Type I	0

continued

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: https://resources.newmexico.gov/wp-content/uploads/2019/07/Algebra-I-Evidence-Statements_with-ABC-sub-claim-points_atty.pdf
Common Core State Standards: <https://www.bie.edu/landing-page/standards>

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.
Page 2 10102024-dp-23999699-55555-3333333333-0000000

School Student Count will vary depending on which Summative test form a student is assigned.



Evidence Statement Analysis PDF

- The Evidence Statement Analysis displays the average percent correct for each evidence statement within a given test.
- Breaks down students by School, District (BOS, NAV, TCS), and State (Bureau).
- Orders evidence statements from most to least difficult.
- Graphs student performance to compare performance on each evidence statement at the School, District, and State level.
 - This allows schools to determine where their students are outperforming, matching, or underperforming within a particular evidence statement compared to their District or the Bureau at large.

Evidence Statement Analysis CSV Layout

- The Evidence Statement Analysis report has a CSV companion file that contains the information provided within the PDF in a data file format.
- Companion file layouts will break down:
 1. CSV Column
 2. CSV Header Name
 3. Valid Values
- Companion file layouts can be found at <https://bie.mypearsonsupport.com/reporting/>.

Reporting Category Roster PDF

School Reporting Category Roster

Grade 6

SAMPLE SCHOOL
SAMPLE DISTRICT
BUREAU OF INDIAN EDUCATION
SPRING 2025

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2024–2025

STUDENT	ELA/L OVERALL SCORE	SCORE	INFORMATION	READING* LITERARY	VOCABULARY	SCORE	WRITING* CONVENTIONS	WRITTEN* EXPRESSION
STATE AVERAGE	746	37	<div><div></div><div></div><div></div></div> <div>362143</div>	<div><div></div><div></div><div></div></div> <div>246313</div>	<div><div></div><div></div><div></div></div> <div>332146</div>	47	<div><div></div><div></div><div></div></div> <div>384022</div>	<div><div></div><div></div><div></div></div> <div>511930</div>
DISTRICT AVERAGE	750	43	<div><div></div><div></div><div></div></div> <div>135871</div>	<div><div></div><div></div><div></div></div> <div>242056</div>	<div><div></div><div></div><div></div></div> <div>353530</div>	51	<div><div></div><div></div><div></div></div> <div>361748</div>	<div><div></div><div></div><div></div></div> <div>253837</div>
SCHOOL AVERAGE	734	37	<div><div></div><div></div><div></div></div> <div>344224</div>	<div><div></div><div></div><div></div></div> <div>463717</div>	<div><div></div><div></div><div></div></div> <div>296011</div>	47	<div><div></div><div></div><div></div></div> <div>304030</div>	<div><div></div><div></div><div></div></div> <div>454213</div>
ALASTNAME, FIRSTNAME M.	786	28	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	69	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
ALASTNAME, FIRSTNAME M.	720	28	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	69	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
BLASTNAME, FIRSTNAME M.	746	44	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	55	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
CLASTNAME, FIRSTNAME M.	713	37	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	62	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
DLASTNAME, FIRSTNAME M.	794	28	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	69	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
ELASTNAME, FIRSTNAME M.	698	44	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	55	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
FLASTNAME, FIRSTNAME M.	724	37	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	62	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
FLASTNAME, FIRSTNAME M.	N/A							
GLASTNAME, FIRSTNAME M.	830	28	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	69	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
HLASTNAME, FIRSTNAME M.	661	44	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	55	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
JLASTNAME, FIRSTNAME M.	749	28	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	69	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Met Expectations (725-749)	4 Exceeded Expectations (750-850)	↓ Did Not Yet Meet or Partially Met Expectations	↑ Met Expectations	↑ Exceeded Expectations		

* Numbers are percentages

Page 1 of 2

mmddyyyy-Batch-1234-5678-1234567



Reporting Category Roster PDF

- The Reporting Category Roster provides an overview, or “at-a-glance” picture, of the information provided in detail in the Individual Student Report (ISR).
- The performance level of each student can be compared to the performance of students at the District level or the Bureau level.
- An overall score for each subject area test is provided along with scores for each individual section of the test.
- An Expectations Key displays whether a student Exceeded, Met, or Did Not Yet Meet or Partially Met Expectations on each area of the test.

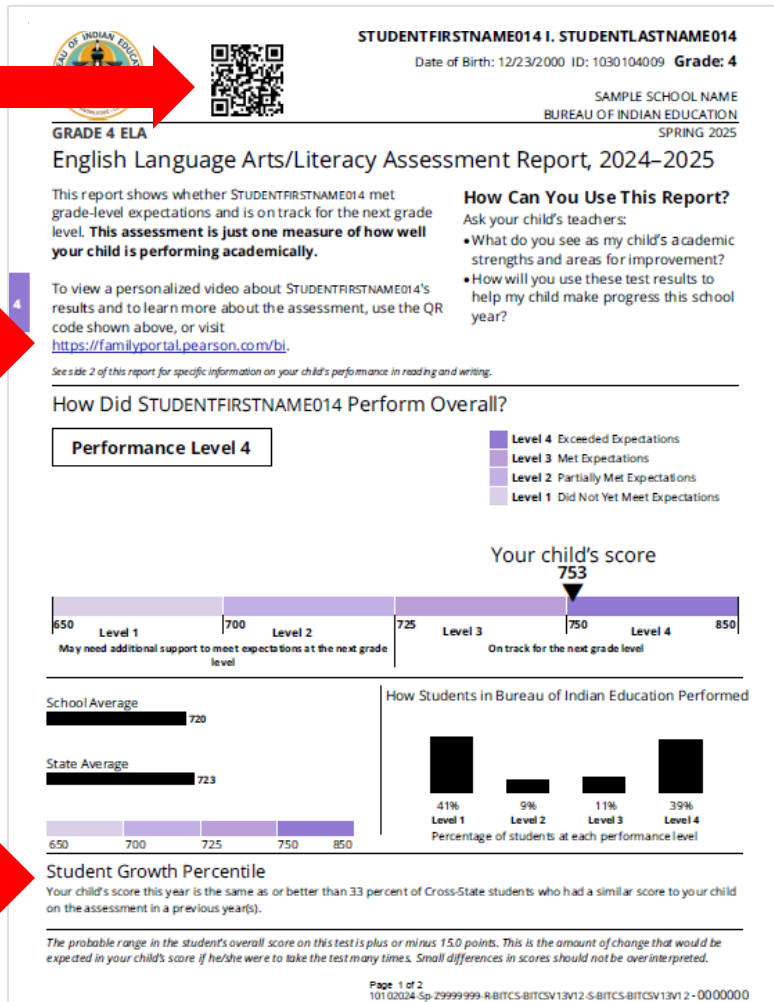
Reporting Category Roster CSV Layout

- The Reporting Category Roster report has a CSV companion file that contains the information provided within the PDF in a data file format.
- Companion file layouts will break down:
 1. CSV Column
 2. CSV Header Name
 3. Valid Values
- Companion file layouts can be found at <https://bie.mypearsonsupport.com/reporting/>.

Final Individual Student Report (ISR) PDF

Spotlight
QR code &
Family
Portal link
included

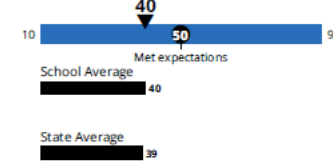
Growth
data
included



How Did Your Child Perform in Reading and Writing?

READING

Your child's score



LITERARY TEXT

Your child performed about the same as students who **exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

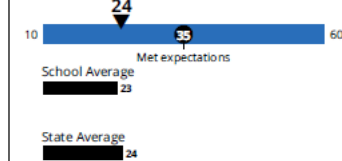
Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING

Your child's score



WRITTEN EXPRESSION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

Did Not Yet Meet or Partially Met Expectations Met Expectations Exceeded Expectations

What are the BIE College and Career Readiness Assessments? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

Learn More About BIE College and Career Readiness standards. Explore your school website, or ask your principal, for information on your school's annual BIE College and Career Readiness Assessments schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about college- and career-ready standards at <https://www.bie.edu/landing-page/standards>. For information on how to help your child, and access to actual BIE College and Career Readiness Assessment test questions and the Great Kids Test Guide for Parents, visit <https://bie.mypearsonsupport.com/reporting/>.

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Individual Student Report (ISR)

- The ISR describes student performance by scale score, performance level, and subclaim performance indicators.
- Page 1
 - Spotlight personalized video report – QR code and URL
 - Performance Level – includes School and State (Bureau) average
 - Student Growth Percentile – if sufficient data is available to calculate growth, which requires multiple years of testing
- Page 2
 - Performance by Subclaim – indicates how the student performed relative to the overall performance of students who met or nearly met expectations for the content area

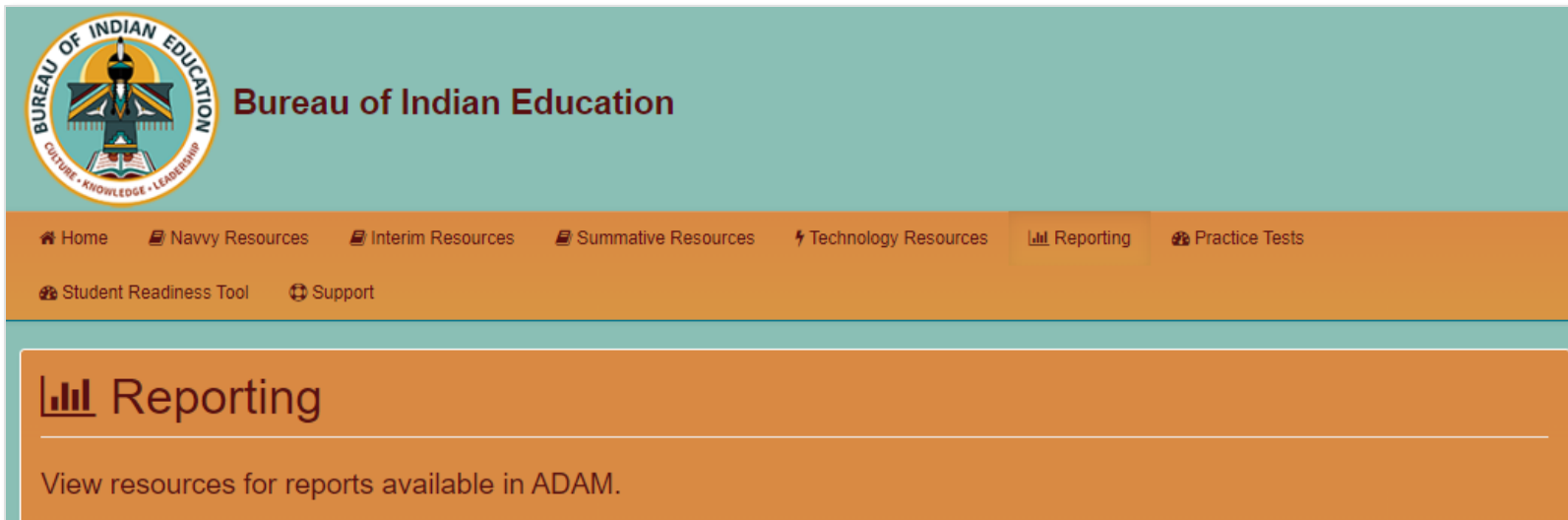


Printed Reports

- Individual Student Report (ISR) – with growth data & Spotlight links
 - 2 ISRs per student/per content area
- Parent Letter
 - 1 parent report per student

NOTE: Each school will receive 2 copies per content area of their student's Individual Student Report (ISR). The first item in the stack is the student roster, the next is ISR copy 1 (by grade), followed by ISR copy 2 (by grade).

Report Resources



<https://bie.mypearsonsupport.com/reporting/>

BIE Customer Support

1-833-302-9587

Monday – Friday

3:30 am – 4:30 pm (PT)
4:30 am – 5:30 pm (MT)
5:30 am – 6:30 pm (CT)
6:30 am – 7:30 pm (ET)

Materials on Support Page

- Score Report Interpretation Guide
- Performance Level Descriptors
- Cut Scores
- Companion File Layouts



BIE Contacts

For general questions related to the ELA and Math Assessment:

Aurelia Shorty, Education Program Specialist (Assessment & Accountability), *aurelia.shorty@bie.edu*

For questions related to Assessment data files:

Dr. Rebecca Izzo, Research Analyst, *rebecca.izzo@bie.edu*

For questions related to the Assessment contract:

BJ Howerton, Contracting Officer's Representative, *bj.howerton@bie.edu*

BIE Virtual Office Hours

More Questions?

- Pearson will host Virtual Office Hours to address any questions about reports or the BIE assessments.
- If you have questions or need any assistance, please join on Thursdays from 10:00 a.m. to 11:00 a.m. MT.
- Office hours will start on June 26th.
- Zoom link:
<https://pearson.zoom.us/j/99466831576?pwd=XDH2RHrg0NegVkgX8DVIDAOGAE48G6.1>
 - The Zoom link will also be added to the ADAM bulletin board and [BIE | Home](#).



Pearson