Spring Summative

BUREAU OF INDIAN EDUCATION
CULTURE • KNOWLEDGE • LEADERSHIP

Score Report Interpretation Guide

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1.0 General Information for Parents and Educators

1.1 BIE Assessment

The Spring BIE assessments were administered in either computer-based or paper-based format. English language arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and fill-in-the-blank items.

1.2 Confidentiality of Reporting Results

Individual student performance results on BIE assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.3 Purpose of this Guide

This guide provides information on the individual student reports and school reports provided for assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.

2.0 Understanding the Individual Student Report (ISR)

2.1 Types of Scores on the ISR

Student performance on BIE assessments is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. State, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a note will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. Reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. Scale scores range from 650 to 850 for all tests. Additionally, English language arts/literacy reports provide separate scale scores for both Reading and Writing. Reading scale scores range from 10 to 90. Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for assessments:

Level 5: Exceeded expectations
Level 4: Met expectations
Level 3: Approached expectations
Level 2: Partially met expectations
Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at https://bie.mypearsonsupport.com/reporting/.

2.1.3 Subclaim Performance Indicators

Subclaim performance indicators for BIE assessments are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

Met or Exceeded Expectations – represented by an up arrow ⬆

Approached Expectations – represented by a bidirectional arrow ⬌

Did Not Yet Meet or Partially Met Expectations – represented by a down arrow ⬇

2.2 Sample ISR (ELA/L)

A **FIRSTNAME M. LASTNAME**

Date of Birth: 10/09/2010 ID: EL03040003 **Grade: 3**

SAMPLE SCHOOL ONE NAME
BUREAU OF INDIAN EDUCATION

B **GRADE 3 ELA**   SPRING 2023

English Language Arts/Literacy Assessment Report, 2022–2023

3

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To view a personalized video about FIRSTNAME's results and to learn more about the assessment, use the QR code shown above, or visit
https://prod.spotlight-education.com/c-ikIF9UUpgIVXOgR

See side 2 of this report for specific information on your child's performance in reading and writing.

How Can You Use This Report? **C**

Ask your child's teachers:
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

How Did FIRSTNAME Perform Overall?

E **Performance Level 2**

- ■ **Level 5** Exceeded Expectations
- ■ **Level 4** Met Expectations
- ■ **Level 3** Approached Expectations
- ■ **Level 2** Partially Met Expectations
- ■ **Level 1** Did Not Yet Meet Expectations

Your child's score
701 ▼

| 650 | 700 | 725 | 750 | 810 | 850 |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | **F** |

May need additional support to meet expectations at the next grade level   On track for the next grade level

School Average
762

State Average
737 **G**
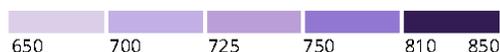
| 650 | 700 | 725 | 750 | 810 | 850 |

How Students in Bureau of Indian Education Performed

| 20% | 19% | 23% | 35% | 4% | **H** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

Percentage of students at each performance level
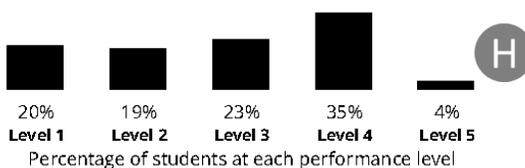
The probable range in the student's overall score on this test is plus or minus 2.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted. **J**

How Did Your Child Perform in Reading and Writing?

(K) READING

Your child's score
38

10 — [▼] — **50** — 90
Met expectations

School Average
42

State Average
45

(L) WRITING

Your child's score
25

10 — [▼] — **35** — 60
Met expectations

School Average
30

State Average
31

(M) [↓] LITERARY 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 fiction, drama, and poetry.

[↔] INFORMATIONAL TEXT

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

(N) [↓] 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 **met or exceeded expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

(O) LEGEND
Your child performed about the same as students who:

[↓] Did Not Yet Meet or Partially Met Expectations   [↔] Approached Expectations   [↑] Met or Exceeded Expectations

(D) 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/.

2.3 Sample ISR (Mathematics)

GRADE 6 MATH

Mathematics Assessment Report, 2022–2023

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To view a personalized video about FIRSTNAME's results and to learn more about the assessment, use the QR code shown above, or visit
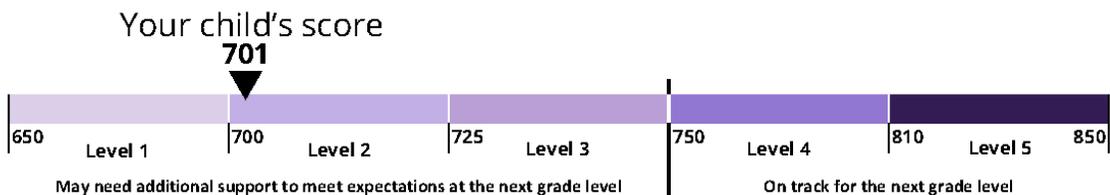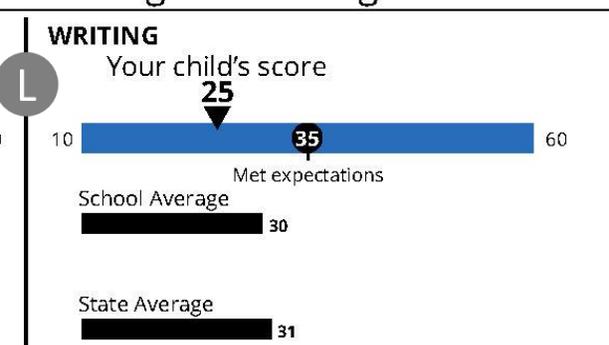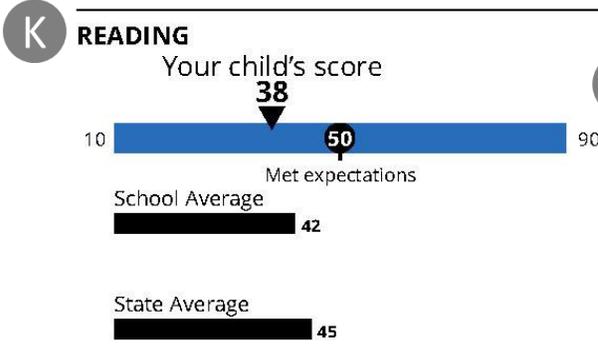https://prod.spotlight-education.com/c-ikIF9QR662I7OgR

See side 2 of this report for specific information on your child's performance in mathematics.

How Can You Use This Report?

Ask your child's teachers:
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

How Did FIRSTNAME Perform Overall?

6

Performance Level 2

Level 5	Exceeded Expectations
Level 4	Met Expectations
Level 3	Approached Expectations
Level 2	Partially Met Expectations
Level 1	Did Not Yet Meet Expectations

Your child's score
722

650	700	725	750	788	850
Level 1	Level 2	Level 3	Level 4	Level 5	

May need additional support to meet expectations at the next grade level

On track for the next grade level

School Average **722**

State Average **734**

| 650 | 700 | 725 | 750 | 788 | 850 |

How Students in Bureau of Indian Education Performed

13%	26%	29%	28%	4%
Level 1	Level 2	Level 3	Level 4	Level 5

Percentage of students at each performance level
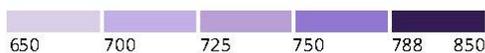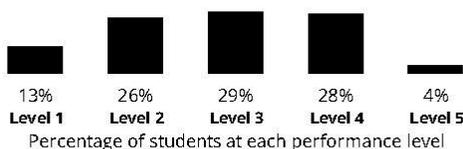
Student Growth Percentile

Your child's score this year is the same as or better than 21 percent of Cross-State students who had a similar score to your child on the assessment in a previous year(s).

The probable range in the student's overall score on this test is plus or minus 17.6 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving ratios, rates, percentages, an understanding of negative numbers, graphing points and simple linear functions, linear expressions, and linear equations.

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving area, volume, and statistics.

MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your child performed about the same as students who:

Did Not Yet Meet or Partially Met Expectations

Approached Expectations

Met or 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.
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2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification
An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a box on the left side of the report. A personalized QR code linked to the student's Spotlight report is also included.

B. Description of Report
The description of the report provides the grade level/course assessed, content area (English language arts/literacy or mathematics) assessed, and assessment year. It also provides a general overview of the assessment and score report. It also provides information on Spotlight personalized video reports and a link to the Spotlight portal page. This section may vary by state.

C. How to Use the Report
This section provides guidance for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education. This section may vary by state.

D. Description of BIE Assessments
This section provides a brief description of the BIE English Language Arts/literacy and mathematics assessments. It also includes information on how teachers, schools, and districts use the reports to make improvements to educational programming.

2.4.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level
This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level
This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

G. Average of School, District, State
The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade level/course and content area.

H. Percentage of Students at Each Performance Level

This section provides a bar graph showing the percentage of students within the state who performed at each of the five performance levels.

I. Student Growth Percentile (SGP)

Student growth percentiles estimate individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. In addition to performance levels, this information is being provided to help students, educators, and caregivers better understand student learning. Looking at both the SGP and the student's current score provides a more comprehensive picture of what the student learned from one year to the next.

Student growth percentiles compare a student's performance to that of his or her academic peers within the state. "Academic peers" are students in the state who took the same assessment as the student in prior year(s) and achieved a similar score. The student growth percentile indicates the percentage of academic peers equal to or above whom the student scored higher.

On the wall in most pediatricians' offices there is a growth chart for height and weight. This helps one to understand where a child stands relative to other children. For example, a child whose height falls in the 45th percentile is as tall as or taller than 45% of the children at this age. Student growth percentiles are interpreted similarly, but the measurement is in terms of growth. A student's test score in points may be below "met expectations", but that student may have high growth (improvement in score) relative to her or his academic peers. Conversely, a student with a high test score may not have a high student growth percentile if the student did not show as much improvement over time compared to her or his academic peers.

Student growth percentiles are useful for determining how a student is performing year to year. For example, if a student's total score in math changes from the prior year, is this meaningful or not? If the student's growth percentile is 50, then this student shows typical growth. A student growth percentile of 50 means this student is in the 50th percentile: 50% of students had less gain in scores over time, and 50% had a greater or no gain in scores over time.

Student growth percentiles are calculated using as much data as possible. Student growth is measured relative to academic peers with similar scores. For example, a student with scores in the "met expectations" category for grade 3 mathematics and grade 4 mathematics will have a percentile rank for this year's grade 5 mathematics assessment that is based on their growth relative to peers who scored similarly (met expectations) on the mathematics assessments in grades 3 and 4. If this student does not have a score for grade 3 mathematics, then the student growth percentile will be based on a score for one prior year. If this is the first year a student has participated in this assessment, a student growth percentile calculation is not possible.

Individual Student Reports for students in grade 3 will not include student growth percentile, as these students did not participate in the assessments in prior years.

Note: Not all states include Student Growth Percentile on Individual Student Reports.

In general, scores may be categorized into low, typical, and high growth (see figure 1). Low growth is a student who falls below the 35th percentile. Typical growth are students who fall between the 35th and 65th percentiles. High growth is a student who is above the 65th percentile. A student may have high growth but may not have reached proficiency, however, this student is moving in the right direction.
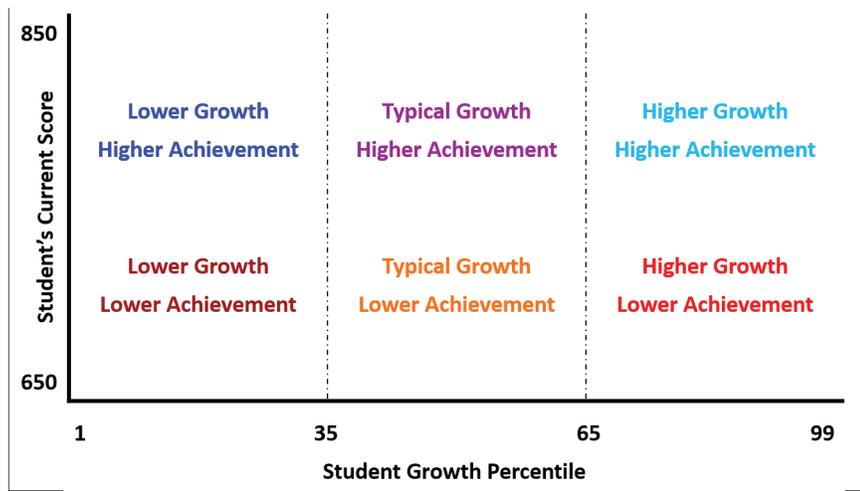
Figure 1. Student growth percentiles provide additional information for students. A student may have a lower score but a higher SGP, indicating that relative to his/her peers, this student is showing improved growth over time.

J. Probable Range

The probable range of scores is based on the standard error of measurement, which reflects the variability that would be expected in the scores that your student would likely receive if the same form of the assessment was taken multiple times. The probable range of scores differs across forms and across level of performance within forms.

Note: Not all states include Probable Range on Individual Student Reports.

2.4.3 Performance by Reporting Category

Note: *For mathematics, reporting categories are not included. For this reason, there are no markers for K and L on the sample mathematics ISR.*

K. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

L. Performance by Reporting Category Scale Score

For the English language arts/literacy Individual Student Reports, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or "summative") scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing.

2.4.4 Performance by Subclaim Category

M. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

N. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

Met or Exceeded Expectations – represented by an up arrow
Approached Expectations – represented by a bidirectional arrow
Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

O. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

An up arrow for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

A bidirectional arrow for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.

A down arrow for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

3.0 Understanding the School Reports

3.1 Purpose and Use of Results

BIE assessment results are a helpful tool in evaluating educational programs and student progress. These reports:

> Summarize student achievement
>
> Describe student performance relevant to meeting standards
>
> Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

3.2 School Reports

In addition to Individual Student Reports, schools will receive a Content Standards Roster, Demographic Performance Level Summary, Evidence Statement Analysis, and Reporting Category Roster. These reports summarize how students in the school or district performed and are described later in this section.

3.2.1 Types of Scores on the School and District Reports

Performance on BIE assessments is described on the school reports using scale scores, performance levels, and subclaim performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

3.2.2 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. Reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. Scale scores range from 650 to 850 for all tests. Additionally, English language arts/literacy reports provide separate scale scores for both Reading and Writing. Reading scale scores range from 10 to 90. Writing scale scores range from 10 to 60.

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3.2.3 Performance Level

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3.2.4 Subclaim Performance Indicators

Subclaim performance indicators for assessments are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

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Approached Expectations – represented by a bidirectional arrow

Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

3.3 Sample Content Standards Roster (ELA/L)

STUDENT	CORE FORM	OVERALL		Key Ideas & Details RL.3.1 RL.3.2 RL.3.3		Craft & Structure RL.3.4 RL.3.5 RL.3.6		Integration of Knowledge & Ideas RL.3.7 RL.3.8 RL.3.9		OVERALL		Key Ideas & Details RI.3.1 RI.3.2 RI.3.3		Craft & Structure RI.3.4 RI.3.5 RI.3.6		Integration of Knowledge & Ideas RI.3.7 RI.3.8 RI.3.9	
		BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST
1 PVBELNAGH, PVBEFNAGH	O21	42	7	42	7	n/a	n/a	n/a	n/a	31	20	31	20	n/a	n/a	n/a	n/a
2 PVBELNAHI, PVBEFNAHI	O21	42	20	42	20	n/a	n/a	n/a	n/a	31	20	31	20	n/a	n/a	n/a	n/a
3 PVBELNAIJ, PVBEFNAIJ	O21	42	7	42	7	n/a	n/a	n/a	n/a	31	20	31	20	n/a	n/a	n/a	n/a
4 PVBELNALM, PVBEFNALM	A23	40	53	40	53	n/a	n/a	n/a	n/a	28	60	28	60	19	50	38	71
5 PVBELNAMN, PVBEFNAMN A.	A23	40	80	40	80	n/a	n/a	n/a	n/a	28	87	28	87	19	100	38	71
6 PVBELNANO, PVBEFNANO B.	A23	40	60	40	60	n/a	n/a	n/a	n/a	28	53	28	53	19	50	38	57
7 PVBELNAOP, PVBEFNAOP C.	A23	40	0	40	0	n/a	n/a	n/a	n/a	28	20	28	20	19	0	38	43
8 PVBELNAPQ, PVBEFNAPQ D.	A23	40	20	40	20	n/a	n/a	n/a	n/a	28	13	28	13	19	0	38	29
9 PVBELNAQR, PVBEFNAQR T.	A23	40	20	40	20	n/a	n/a	n/a	n/a	28	13	28	13	19	0	38	29
10 PVBELNARS, PVBEFNARS	A23	40	0	40	0	n/a	n/a	n/a	n/a	28	20	28	20	19	0	38	43
11 PVBELNAST, PVBEFNAST Q.	A23	40	0	40	0	n/a	n/a	n/a	n/a	28	20	28	20	19	0	38	43
12 PVBELNATU, PVBEFNATU	A23	40	100	40	100	n/a	n/a	n/a	n/a	28	87	28	87	19	100	38	71

Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

PV SCR SCH1
PV SCR DIST1
BUREAU OF INDIAN EDUCATION
SPRING 2023

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2022–2023

BI = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Language — Vocabulary Acquisition & Use — L.3.4 L.3.4.a L.3.4.b L.3.4.c L.3.4.d L.3.5 L.3.5.a L.3.5.b L.3.5.c L.3.6		Writing Categories — Written Expression		Writing Categories — Writing Knowledge		Prose Constructed Response — Literary Analysis		Prose Constructed Response — Research Simulation		Prose Constructed Response — Narrative Writing	
		BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST
1 PVBELNAGH, PVBEFNAGH	O21	37	0	50	67	50	50	47	40	53	87	n/a	n/a
2 PVBELNAHI, PVBEFNAHI	O21	37	0	50	100	50	100	47	100	53	100	n/a	n/a
3 PVBELNAIJ, PVBEFNAIJ	O21	37	0	50	67	50	100	47	47	53	100	n/a	n/a
4 PVBELNALM, PVBEFNALM	A23	36	50	56	83	54	17	51	60	60	80	n/a	n/a
5 PVBELNAMN, PVBEFNAMN A.	A23	36	100	56	17	54	17	51	0	60	33	n/a	n/a
6 PVBELNANO, PVBEFNANO B.	A23	36	50	56	83	54	83	51	100	60	67	n/a	n/a
7 PVBELNAOP, PVBEFNAOP C.	A23	36	0	56	50	54	67	51	20	60	87	n/a	n/a
8 PVBELNAPQ, PVBEFNAPQ D.	A23	36	0	56	83	54	33	51	87	60	60	n/a	n/a
9 PVBELNAQR, PVBEFNAQR T.	A23	36	0	56	83	54	100	51	100	60	73	n/a	n/a
10 PVBELNARS, PVBEFNARS	A23	36	0	56	50	54	50	51	0	60	100	n/a	n/a
11 PVBELNAST, PVBEFNAST Q.	A23	36	0	56	50	54	33	51	0	60	93	n/a	n/a
12 PVBELNATU, PVBEFNATU	A23	36	100	56	67	54	17	51	80	60	33	n/a	n/a

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

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3.4 Sample Content Standards Roster (Mathematics)

Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

PV SCR SCH1
PV SCR DIST1
BUREAU OF INDIAN EDUCATION
SPRING 2023

MATHEMATICS
Grade 4 Assessment, 2022–2023

BI = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Operations & Algebraic Thinking — 4.OA.A.1 4.OA.A.2 4.OA.A.3 4.OA.B.4 4.OA.C.5		Number & Operations in Base Ten — 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6		Number & Operations - Fractions — 4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c 4.NF.C.5 4.NF.C.6 4.NF.C.7		Measurement & Data — 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.MD.B.4 4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7		Geometry — 4.G.A.1 4.G.A.2 4.G.A.3		Modeling & Reasoning — On Grade Level		Modeling & Reasoning — Securely Held Knowledge	
		BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST	BI	ST
1 PVBELNEJK, PVBEFNEJK B.	A23	n/a	n/a	52	38	47	60	54	67	n/a	n/a	52	83	57	100
2 PVBELNEKL, PVBEFNEKL C.	A23	n/a	n/a	52	63	47	60	54	67	n/a	n/a	52	50	57	67
3 PVBELNEQR, PVBEFNEQR A.	A23	n/a	n/a	52	100	47	100	54	100	n/a	n/a	52	88	57	50
4 PVBELNERS, PVBEFNERS D.	A23	n/a	n/a	52	88	47	70	54	83	n/a	n/a	52	63	57	33
5 PVBELNEST, PVBEFNEST G.	A23	n/a	n/a	52	0	47	0	54	0	n/a	n/a	52	63	57	67
6 PVBELNETU, PVBEFNETU K.	A23	n/a	n/a	52	38	47	20	54	50	n/a	n/a	52	56	57	50
7 PVBELNEUV, PVBEFNEUV	A23	n/a	n/a	52	38	47	20	54	50	n/a	n/a	52	50	57	67
8 PVBELNFAB, PVBEFNFAB	A23	n/a	n/a	52	88	47	70	54	83	n/a	n/a	52	19	57	33
9 PVBELNFBC, PVBEFNFBC	A23	n/a	n/a	52	100	47	100	54	100	n/a	n/a	52	69	57	83
10 PVBELNFCD, PVBEFNFCD A.	A23	n/a	n/a	52	0	47	0	54	0	n/a	n/a	52	38	57	100
11 PVBELNFDE, PVBEFNFDE B.	A23	n/a	n/a	52	38	47	30	54	50	n/a	n/a	52	69	57	33
12 PVBELNFEF, PVBEFNFEF C.	A23	n/a	n/a	52	38	47	50	54	67	n/a	n/a	52	63	57	67

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-4-Math-Evidence-Statements_with-ABO-subcliam-points_a11v.pdf

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Understanding the BIE School Reports

3.5 Description of Content Standards Roster

A. Identification
The top section of the page identifies the course assessed, school name, district name, and state.

B. Assessment Information
The report heading provides the content area English language arts literacy or mathematics assessed, grade level course assessed, and assessment year.

C. Student Information
Students will be listed by last name in alphabetical order. Students are listed if a valid score is available.

D. College and Career Ready Domain and Standard
All operational items are combined into the CCRS Domain and Standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level/course, then a total column will also be provided.

E. BIE and Student Average
This column shows the overall BIE average percent achieved for all students with valid scores for each domain, as well as the percent achieved for each student listed in the report. Groups with fewer than 6 maximum points will have "<6" listed in this column, not the student's percent correct.

F. Core Form
This column indicates the operational core form taken by each student listed for the Spring administration. The form is determined by the core operational form. Form codes starting with the letter P are paper; forms starting with the letter O are online and forms starting with the letter A are accommodated forms. Information for all columns (Total Points Possible, Student Percent Achieved, State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

G. Writing Categories
ELA/literacy reports include a breakdown for writing categories. Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standards English, including grammar and usage.

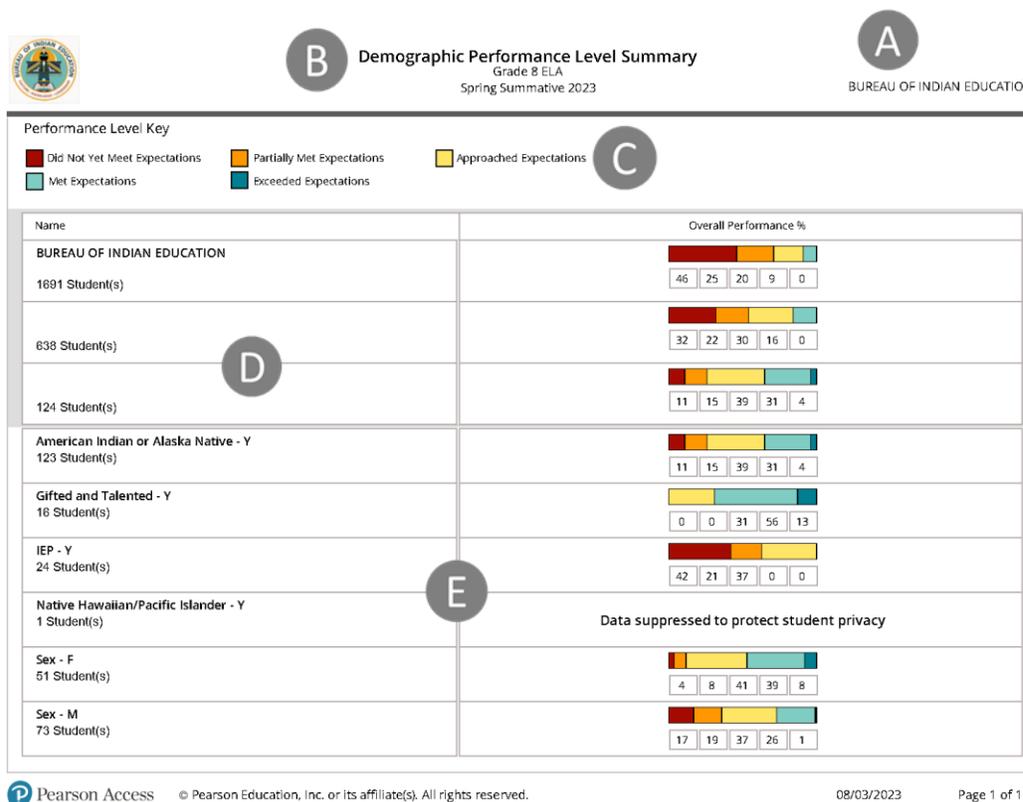**H. Prose Constructed Response (PCR)**
ELA/literacy reports include a breakdown of the PCR. This section breaks down the writing tasks by the three types of POCR items included on the CCRS Summative Assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Literary Analysis, Research Simulation, and Narrative Writing.

I. Modeling and Reasoning
Mathematics includes the Evidence Statements that are in the category of Modeling and Reasoning. When linked to the CCRS, these items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). OGL items are aligned to standards that are the same grade as the grade of the current assessment. SHK items are aligned to standards that are a grade below the grade of the test given.

3.4 Sample Demographic Performance Level Summary

Demographic Performance Level Summary
Grade 8 ELA
Spring Summative 2023
BUREAU OF INDIAN EDUCATION

Performance Level Key

- ■ Did Not Yet Meet Expectations
- ■ Partially Met Expectations
- □ Approached Expectations
- ■ Met Expectations
- ■ Exceeded Expectations

Name	Overall Performance %
BUREAU OF INDIAN EDUCATION 1691 Student(s)	46 25 20 9 0
638 Student(s)	32 22 30 16 0
124 Student(s)	11 15 39 31 4
American Indian or Alaska Native - Y 123 Student(s)	11 15 39 31 4
Gifted and Talented - Y 16 Student(s)	0 0 31 56 13
IEP - Y 24 Student(s)	42 21 37 0 0
Native Hawaiian/Pacific Islander - Y 1 Student(s)	Data suppressed to protect student privacy
Sex - F 51 Student(s)	4 8 41 39 8
Sex - M 73 Student(s)	17 19 37 26 1

3.5 Description of Demographic Performance Level Summary

A. Identification
The top section of the page identifies the school name, district name, and state.

B. Description of Report
The content area of the report, the grade of the assessment, and the administration year are identified.

C. Performance Level Key
The report shows the performance level key.

D. Demographic, Program Categories, and Number of Valid Scores
The demographic and program categories with student groups are listed on the left side of the table. The number of valid scores appears below the demographic or program category. This includes students with a valid score. Students with no score or who have been deleted from Pearson Access are not included.

E. Performance Level Results
The percentage of students who performed at Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, or Did Not Yet Meet Expectations are displayed for each demographic or program student group. If there are less than 10 students in a given group the data will be suppressed.

3.4 Sample Evidence Statement Analysis

A Grade 4

SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
BUREAU OF INDIAN EDUCATION
SPRING 2023

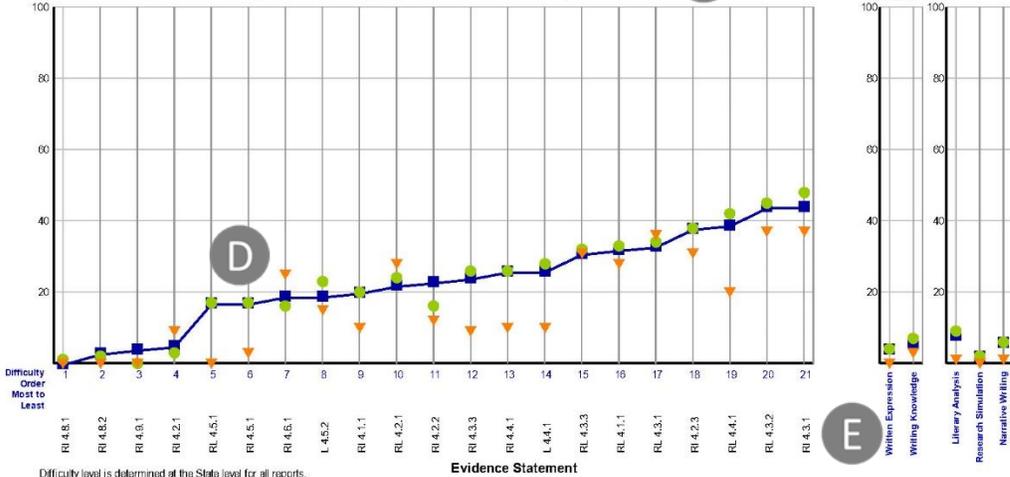**ENGLISH LANGUAGE ARTS / LITERACY** **B**
Grade 4 Assessment, 2022–2023

F State / District / School

Students with Valid Scores (32) **C**
Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.

Writing Categories   PCR Task

D

E

Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.
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.
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Grade 4

SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
BUREAU OF INDIAN EDUCATION
SPRING 2023

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, 2022–2023

G **H** **I** **J**

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	School Student Count
1	RI 4.8.1	RI.4.8	Reading: Informational Text	ELA-PCR; Reading-EBSR	8
2	RI 4.8.2	RI.4.8	Reading: Informational Text	ELA-PCR; Reading-EBSR	12
3	RI 4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR;	4
4	RI 4.2.1	RI.4.2	Reading: Informational Text	ELA-PCR; Reading-EBSR	12
5	RL 4.5.1	RL.4.5	Reading: Literature	Reading-EBSR	4
6	RI 4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	8
7	RI 4.6.1	RI.4.6	Reading: Informational Text	ELA-PCR; Reading-EBSR	4
8	L 4.5.2	L.4.5	Language	Reading-EBSR	8
9	RI 4.1.1	RI.4.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	12
10	RL 4.2.1	RL.4.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	12
11	RI 4.2.2	RI.4.2	Reading: Informational Text	Reading-EBSR	4
12	RI 4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	12
13	RI 4.4.1	RI.4.4	Reading: Informational Text	Reading-EBSR	12
14	L 4.4.1	L.4.4.A	Language	Reading-EBSR	12
15	RL 4.3.3	RL.4.3	Reading: Literature	Reading-EBSR; Reading-TECR	12
16	RL 4.1.1	RL.4.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	12
17	RL 4.3.1	RL.4.3	Reading: Literature	Reading-EBSR; Reading-TECR	12
18	RI 4.2.3	RI.4.2	Reading: Informational Text	Reading-TECR	8
19	RL 4.4.1	RL.4.4	Reading: Literature	Reading-EBSR	12
20	RL 4.3.2	RL.4.3	Reading: Literature	Reading-EBSR; Reading-TECR	8
21	RI 4.3.1	RI.4.3	Reading: Informational Text	Reading-EBSR	4

Evidence Statements: https://resources.newmeridiancorp.org/wp-content/uploads/2019/07/ELA-Reading-Evidence-Tables_a11y.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   05022023-Sp-Z9999999-5555555555-33333333333- 0000000

Understanding the BIE School Reports

3.5 Description of Evidence Statement Analysis

A. Identification
The top section of the page identifies the school name, district name, and state.

B. Assessment Information
The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year.

C. Students with Valid Scores
The number of valid scores includes students with a valid score. Students with no score or who were deleted from Pearson Access are not included.

D. Graph
The average percent correct by each cluster of items, combined at an evident statement level is represented on the chart at a state, district, and school level. A legend is provided to show which lines represent each level shown. State symbols are connect with a solid line. District and school symbols are not because depending on the form assignment selection taken at the school or district all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, there will not be a symbol on the chart. If a symbol on the chart at zero percent this indicates the evidence statement group had 0% achieved out of the maximum points possible for that school or district.

E. Performance Level Result
Each operational item on the assessment is combined into an evidence statement group. These items are aligned on the report in every evidence statement group that applies to that item. This means one item could be represented on the report multiple times depending on its alignment. The evidence statements are placed in order on the graph from most to least difficult .The difficulty order is determined by the performance level of items based on the state level. Evidence statements where the state average points achieved versus the maximum points possible were lower are considered more difficult.

F. Legend
The legend for this graph provides a symbol for state, district, and school values.

G. Evidence Statement
The Evidence Statements are listed in the same order as on the bottom of page one, from most to least difficult.

H. Common Core Standards
The Common Core Standards linked to the Evidence Statements are listed in the first column. An evidence statement could be connected to multiple standards.

I. Domains
The domains are paired in this column with the standard and evidence statement associated with the domain.

J. School Student Counts
The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column B. The count may differ by row because there are different forms of the assessment and not all forms include all items or evidence statements.

3.4 Sample Reporting Category Roster (ELA/L)

3.4 Sample Reporting Category Roster (Mathematics)

Understanding the BIE School Reports

3.5 Description of Reporting Category Roster

A. Identification

The top section of the page identifies the school name, district name, and state.

B. Description of Report

The content area of the report, the grade of the assessment, and the administration year are identified.

C. Performance Level Key

The report shows the performance level key.

D. Average Overall Score

The average overall score for the state, district, and school are identified.

E. Student Overall Score

The average overall score for students with a valid score.

F. Reporting Categories

For English Language Arts there are two reporting category areas: Reading and Writing. Subclaims fall under the corresponding category. For Mathematics, reporting categories are not applicable.

G. Subclaim Category

Within each reporting category are specific skills (subclaims) students demonstrate on the assessment. Subclaims are provided for mathematics as well, but do not correspond to a reporting category.

H. Subclaim Performance Indicators

The three categories are displayed in the Legend of the report. An up arrow indicates the student Met or Exceeded expectations. A horizontal arrow indicates the student Approached Expectations. A down arrow indicates a student Did Not Yet Meet or Partially Met Expectations.

Appendix A

Scale Score

Ranges

Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

Algebra I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-804
Level 5 Cut	805	Level 5 Range	805-850

Algebra II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-807
Level 5 Cut	808	Level 5 Range	808-850

Geometry			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-782
Level 5 Cut	783	Level 5 Range	783-850

Integrated Mathematics I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Integrated Mathematics II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Integrated Mathematics III			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-803
Level 5 Cut	804	Level 5 Range	804-850

Appendix

Grade 11 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-791
Level 5 Cut	792	Level 5 Range	792-850

Appendix