



BIE

Spring 2026

ELA/Mathematics

Report Training

Spring Summative Assessment

September 4, 2026

Welcome

Presented by the BIE CAO Assessment Team with Pearson.

On behalf of the BIE CAO Assessment Team,

Welcome to the BIE Spring 2026 ELA/Mathematics Reports Training.

We're glad you're here, and we appreciate you taking the time to join us today.

Pearson Representatives

- **Christine Nelson** Senior Project Manager
- **Jessica Spanier** Program Manager
- **Anna Patro** Project Manager
- **Dr. Tim O'Neil** Psychometrician

BIE Representative

- **Aurelia Shorty**
- **Dr. Carmelia Becenti**
- **Dr. Douglas Clauschee**
- **Mr. Donald Griffin**

Webinar Norms



Introduce yourself

Please type the following in the chat box: name, e-mail, role, and school.



Keep the line clear

Please be sure to mute your microphone. Questions should be posted in the Q&A.



Materials to follow

Today's training will be recorded and posted along with this PPT presentation.

The recording and presentation will be available at <https://bie.mypearsonsupport.com/>

Resources will be posted on the BIE support site at the conclusion of the training.

Agenda

1

Welcome and webinar norms

2

2026 summative assessment overview

3

Printed reports: what schools receive

4

Reading the Individual Student Report

5

Reading the School Proficiency Summary

6

Interpreting and communicating results

7

Accessing reports in ADAM

8

Questions, support, and resources

2026 Summative Assessment



New assessment

2026 is the first year for the new summative tests providing the base for new reporting scales.



BIE ownership

BIE educators helped develop items, performance level descriptors, and cut scores.



Do not compare years

Use 2026 as the baseline for tracking future progress rather than comparing with prior-year results. The 2026 summative reports differ from reports in previous years.

Protect results: individual student results are confidential.

New Assessment

What is Standard Setting?

Standard setting is the process used to determine the **cut scores** that separate assessment results into performance levels.

1

Educator panels review

Panels of educators examine the standards, performance-level expectations, and the test questions themselves.

2

Judgment meets data

Using professional judgment, assessment data, and multiple rounds of review, panelists recommend the minimum score for each level.

3

Reviewed and approved

Recommendations are reviewed across grades for consistency and then approved by BIE.

Who Set the Standards, and When

Educator panels met in July 2026 to recommend cut scores.

July 2026 meetings

Main panel meetings
July 6–9

Grade 11 ELA and Algebra II panels
July 8–9

Vertical articulation sessions
July 10

Participation

BIE-selected educators reviewed standards and test items, defined borderline performance, and recommended cut scores.

Panelists by subject and grade

Subject	3	4	5	6	7	8	HS
ELA	10	10	9	5	6	5	5
Math	9	9	9	6	7	3	6

HS = Grade 11 for ELA and Algebra II for mathematics.

How Cut Scores Were Set: Modified Angoff

A structured, item-by-item method for recommending each performance-level boundary.

1

Define the borderline student

Describe what a student just entering each performance level should know and be able to do.

2

Rate every test question

Estimate how likely that borderline student is to answer correctly at each performance level threshold, or how many points they would earn.

3

Repeat across rounds

Complete multiple rating rounds, reviewing group feedback and student impact data between rounds.

4

Recommend the cut scores

The panel's median recommendation becomes the proposed score for each performance-level boundary.

In simple terms: Educators use expert judgment, item by item, to determine the minimum score students need to reach each performance level.

Two Panel Roles in Standard Setting

Grade-level panels recommend the cut scores; vertical articulation panels align them across grades.

Grade-level panelists

Focused on one grade or course

- Reviewed test items and performance expectations for their assessment.
- Completed three Modified Angoff judgment rounds.
- Recommended the cut scores for that grade or course.

Vertical articulation panelists

A smaller subset of the grade-level committees

- Compared recommendations and impact data across grades.
- Recommended potential adjusted scores within reasonable ranges.
- Reached consensus so expectations progress consistently grade to grade.

Together: summed item-level judgment sets each cut score, and cross-grade review keeps expectations coherent from grade 3 through high school.

Printed Reports

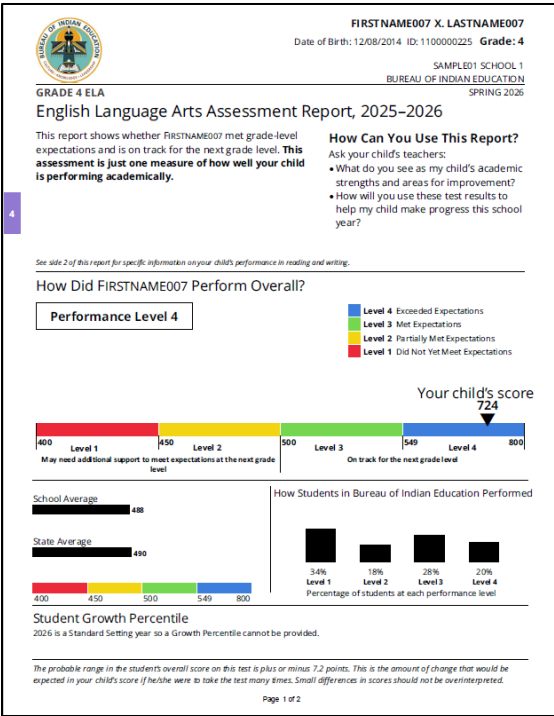
What each school receives in the print shipment

Sample reports are illustrative only and do not include any student data.

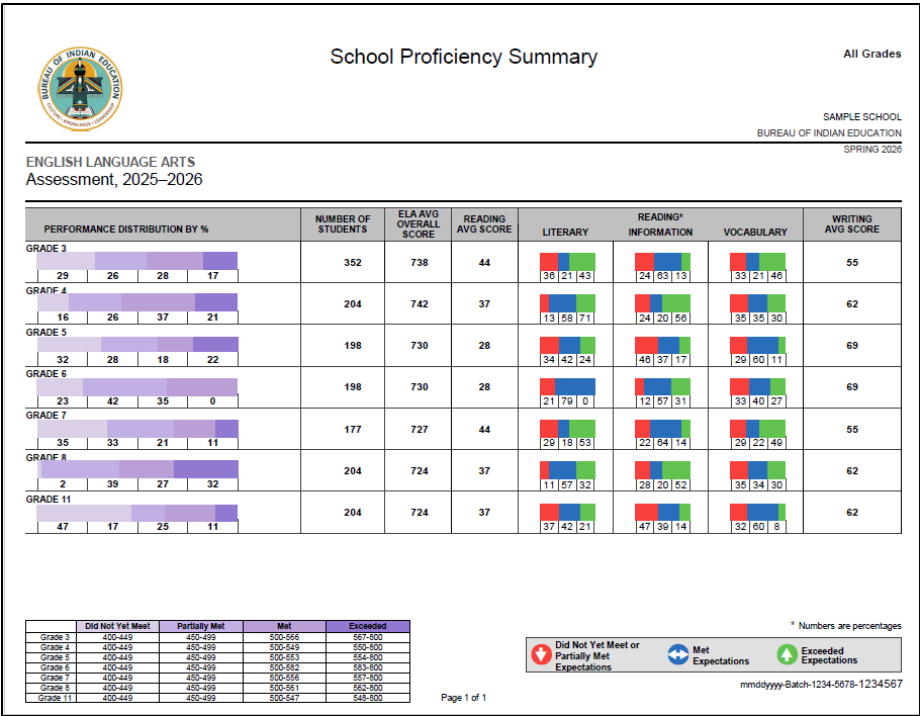
Printed Reports

What each school receives in the print shipment

Individual Student Report (ISR)



School Proficiency Summary



2 per student, per content area · 1 parent letter per student

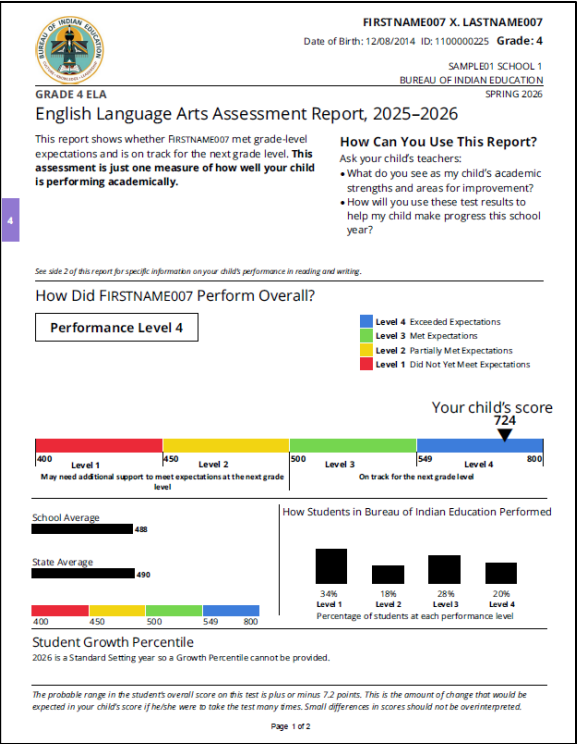
2 summary reports per school

Reports delivered to schools by September 25, 2026

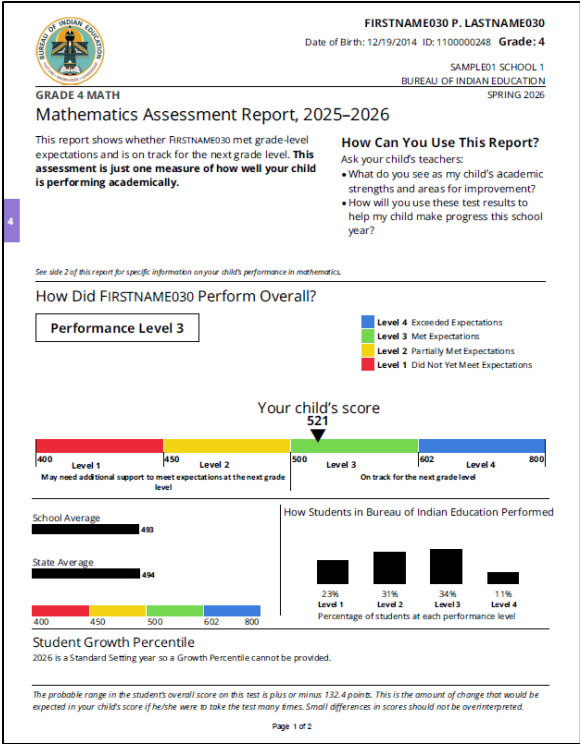
Individual Student Report (ISR) Page 1

Use the ISR to explain one student's results

English Language Arts



Mathematics

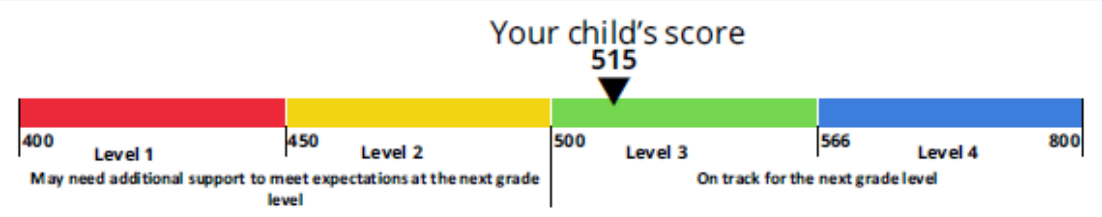


- Overall scale score
- Performance level
- School and BIE averages
- BIE performance distribution

2026 Student Growth Percentiles are not reported because new cut scores were established in spring 2026.

Read the overall result in two steps

1 View the scale score



All tests use a 400–800 scale. Performance-level ranges vary by grade and subject.

2 Identify the performance level

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

Scale score ranges

How to use the table

1 Identify the test
Select the student’s subject and grade or course.

2 Find the score range
Locate the range containing the overall scale score.

3 Confirm the level
The range identifies Performance Level 1, 2, 3, or 4.

Do not use another grade or subject’s cut scores.

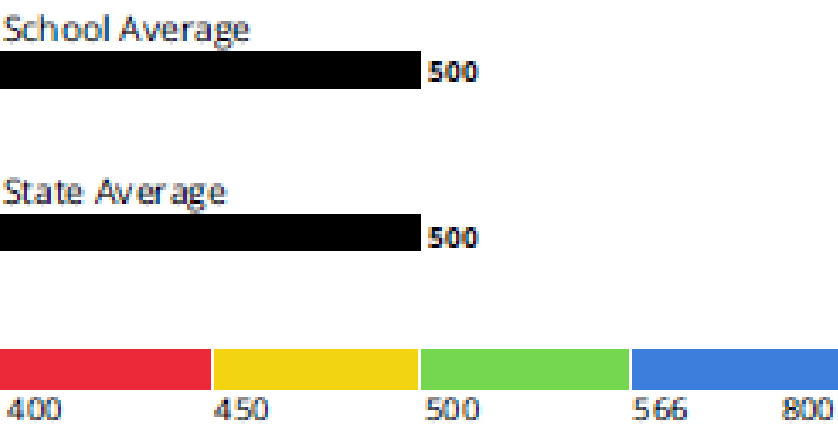
Levels 1 and 2 are 400–449 and 450–499 for every test.

The Level 3 and 4 range varies by grade and subject.

Grade / Course	ELA Level 3	ELA Level 4	Math Level 3	Math Level 4
3	500–565	566–800	500–551	552–800
4	500–548	549–800	500–601	602–800
5	500–552	553–800	500–556	557–800
6	500–581	582–800	500–598	599–800
7	500–555	556–800	500–587	588–800
8	500–560	561–800	500–762	763–800
11 / Algebra II	500–546	547–800	500–616	617–800

Context Beyond a Single Score

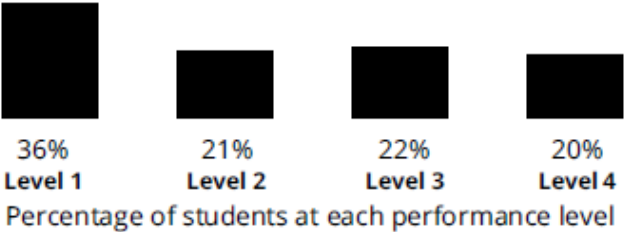
School and BIE averages



Compare the student’s overall score with same-grade, same-subject averages.

BIE performance distribution

How Students in Bureau of Indian Education Performed

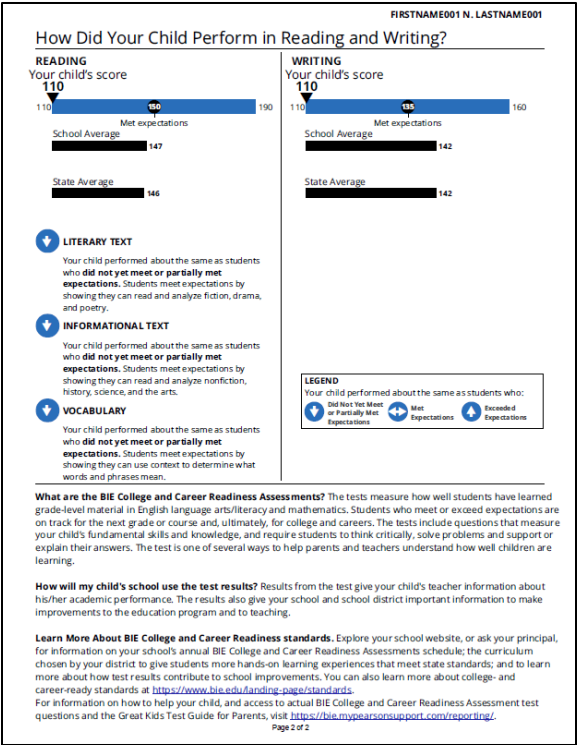


Shows the percentage of BIE students at each performance level.

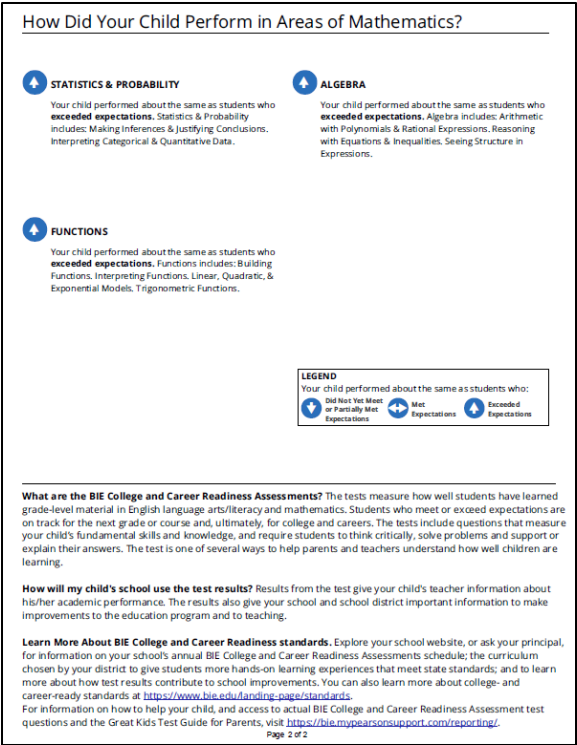
Individual Student Report (ISR) Page 2

Use page 2 to explain performance by content area

English Language Arts



Mathematics



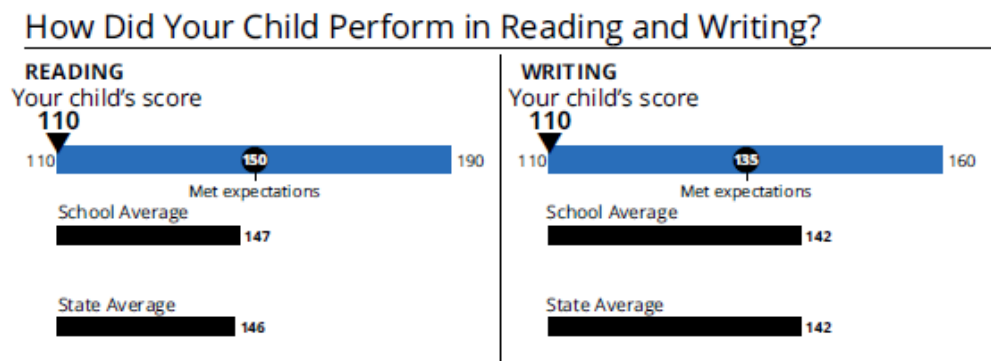
- ELA claims and subclaims
- Mathematics domains
- Performance for each area

Mathematics domains vary by grade.

Claim/subclaim/domain results show strengths and areas for improvement; they do not add up to the overall score.

English Language Arts ISR Page 2

Reading and Writing are reported on their own scales



These scores do not add up to the overall scale score.

LEGEND
Your child performed about the same as students who:

Did Not Yet Meet or Partially Met Expectations

Met Expectations

Exceeded Expectations

ELA reading subclaims

- Literary Text
- Informational Text
- Vocabulary

How to use the legend

- Each icon compares your student with students who met expectations overall.
- Use the subclaim icons to spot relative strengths and areas for improvement.
- Subclaim results are directional signals, not separate scores.

Mathematics ISR Page 2

Mathematics domains vary by grade

Grade	Domains
Grades 3–4	Operations & Algebraic Thinking; Number & Operations in Base Ten; Number & Operations–Fractions; Measurement & Data
Grade 5	Number & Operations in Base Ten; Number & Operations–Fractions; Measurement & Data; Geometry
Grades 6–7	Ratios & Proportional Relationships; The Number System; Expressions & Equations; Statistics & Probability
Grade 8	Functions; Expressions & Equations; Geometry; Statistics & Probability
Algebra II	Statistics & Probability; Algebra; Functions

How to read the icons



What the arrows mean

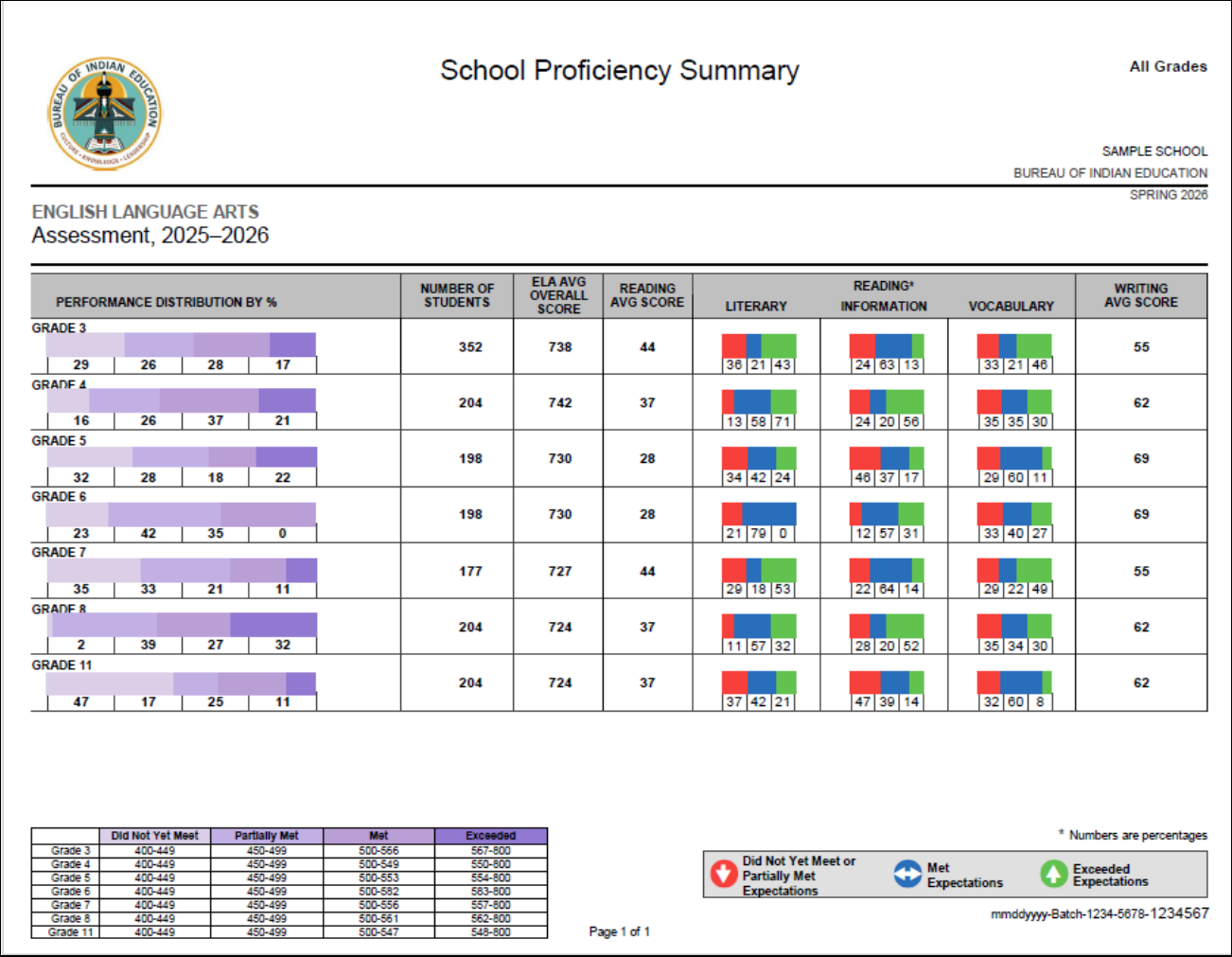
Each icon compares a student’s domain performance with students who met expectations overall. Arrows point up, level, or down to show performance above, at, or below that comparison group.



How to use it

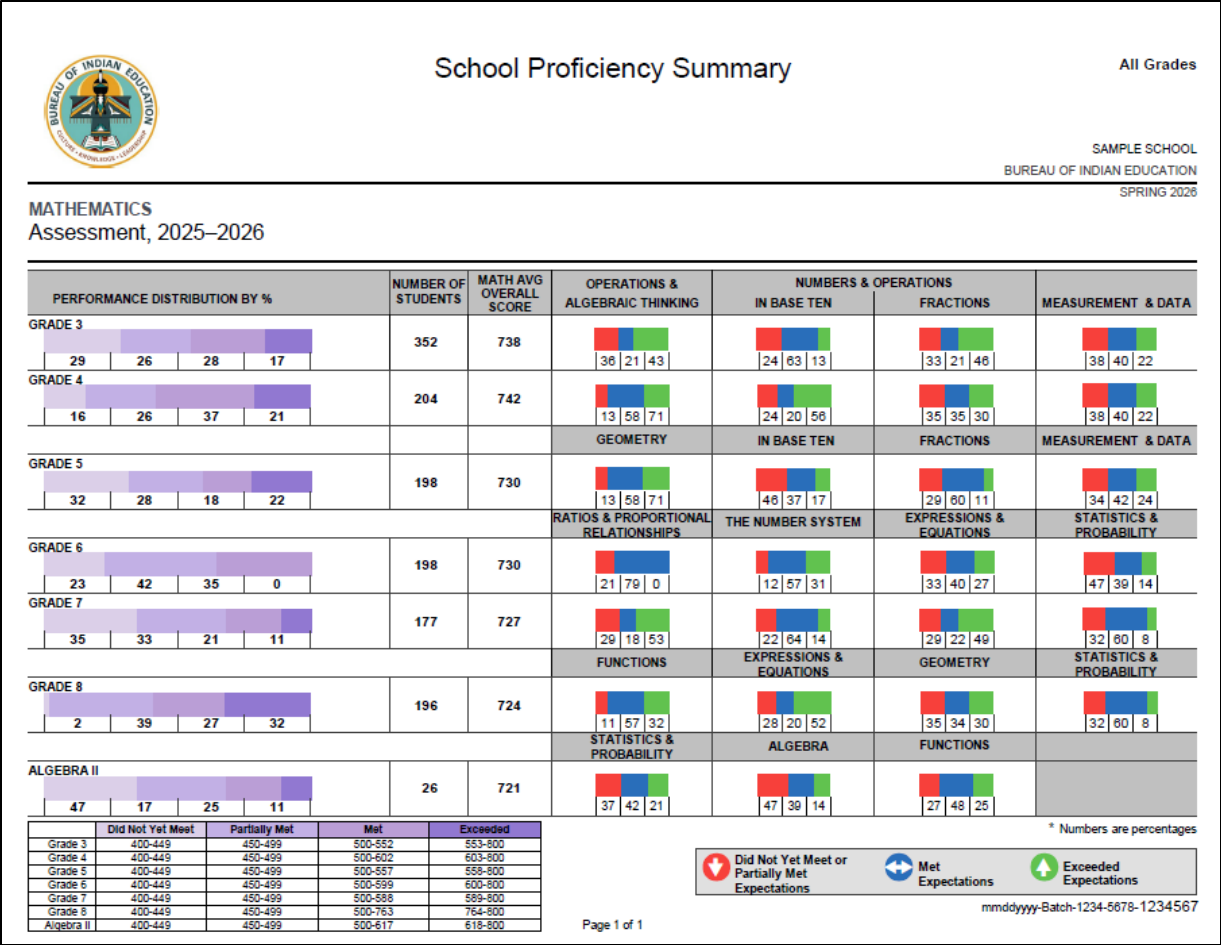
Domain results show patterns of strength and areas for improvement— they are not separate scores. Look for domains where several students in a grade share the same pattern.

School Proficiency Summary: English Language Arts results by grade



- Performance distribution by percentage
- Number of students included
- Average overall score
- ELA Reading and Writing averages
- ELA subclaims
- Results by grade

School Proficiency Summary: Mathematics results by grade



- Performance distribution by percentage
- Number of students included
- Average overall score
- Mathematics domain averages
- Results by grade or course

Interpreting Results

Lead with context

2026 establishes a new baseline.
Do not compare results with prior years.

Look at the overall result

Start with the overall scale score,
then connect it to the performance level.

Use detail carefully

Claim, subclaim, and domain results add context but should not replace the overall result.

Protect privacy

Protect student privacy and only share individual results with guardians as appropriate.

[FERPA](#)

Point to next steps

Use results with classroom evidence to support instructional planning.

Accessing Reports in ADAM

Find, review, export, and download summative reporting results

Performance Dashboard

Displays an overview of all assessments and updates dynamically during the testing window. Once administration ends, the data remains static.

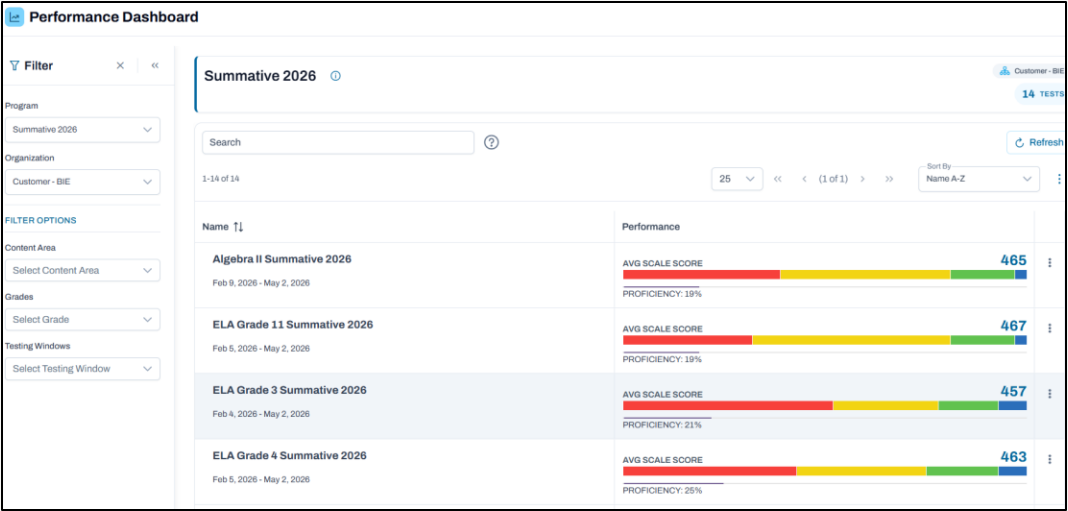
What it shows

A high-level snapshot of assessment performance, with quick navigation into deeper reporting.

“How are my students performing, and where should I look closer?”

How to access

1. Go to **Reporting → Performance**
2. Filter by **Program → Test**
3. Click anywhere in a test **row** or the **ellipsis**



Performance Summary

What it shows

Use this to view school or organization performance overall. Users can only view the school(s) they are assigned to.

“How is our school or organization performing overall?”

How to access

- 1. Go to **Reporting** → **Performance**
- 2. Filter by **Program** → **Test**
- 3. Select the **Performance Summary** tab
- 4. To generate a **CSV** or **Excel** file, select the **ellipsis** → **Export**



Standard Performance

What it shows

Use this to support instructional planning and to identify curriculum areas of focus.

“How well are students performing on each standard?”

How to access

1. Go to **Reporting** → **Performance**
2. Filter by **Program** → **Test**
3. Select the **Standard Performance** tab
4. Select **Standard Details** or **Standard Performance Comparison**
5. To generate a **.csv** or **Excel** file, select the **ellipsis** → **Export**

Standard T1	Performance T1	Aligned Items
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	24%	5
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	33%	5
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	32%	7
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	32%	5
RI.3.3 Describe the relationship between a series of historical events, scientific steps or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	48%	5
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	62%	5
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	62%	5
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	90%	5
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	14%	5
RI.3.9 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	28%	5

ISRs

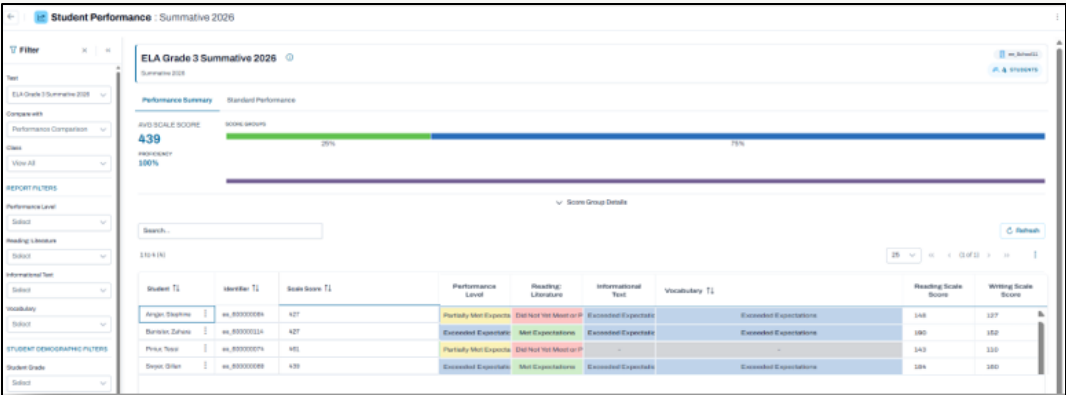
What it shows

Use this to view student-level results.

“How did this specific student perform?”

How to access

1. Go to **Reporting** → **Performance**
2. Filter by **Program** → **Test**
3. Click the **ellipses** next to your school name → **Student Performance** to view individual students
4. Locate Student click **ellipses** → **View ISR**
5. To **print ISRs** follow the directions in the **Report Assets** section below



use the search icon to search by name or identifier to quickly view ISR

Report Assets

What it shows

Use this to download, review, print, and share school-level or student-level summative results.

“How can I access printable school summaries or individual student reports?”

How to access

1. Go to **Reporting** → **Report Assets** → **Files**
2. Search by **school year** and **report type**

School Proficiency Summary - filter on Report Type “ELA SPS-pdf” or “Mathematics SPS-pdf”.

Individual Student Report - choose the grade and content ISR from the drop-down list.

Questions & Answers

Q What are the ELA Claims and Subclaims?

A ELA Claims include Reading and Writing, and the Reading subclaims are Literary Text, Information Text and Vocabulary.

Q Will the assessment results be posted to students NASIS record?

A Yes, BIE expects results to be available in NASIS in January 2027.

Q Where do you find the reports that were exported?

A Most exported reports go directly to your desktop downloads. For the Performance Comparison report, export report and then go to "Show History" to download.

Q Are there new testing blueprints and if so, where are they?

A Go to <https://bie.mypearsonsupport.com/> Administration Resources > Summative > Additional Resources

Q On ISR, School Average is our school and State Average is NM or just BIE/Grant schools?

A The 'State Average' includes all schools under BIE regions (Bureau Operated Schools, Navajo Schools and Tribally Controlled Schools). It does not represent the state in which a school resides.

Customer Support, Contacts & Resources

Go to <https://bie.mypearsonsupport.com/>

Administration Resources > Reporting

BIE Customer Support

1-833-302-9587

Monday – Friday

(PT) 4:00 AM – 5:30 PM

(MT) 5:00 AM – 6:30 PM

(CT) 6:00 AM – 7:30 PM

(ET) 7:00 AM – 8:30 PM

Live chat



Select icon in **ADAM**



Select icon on bie.mypearsonsupport.com

BIE contacts

General ELA and Math Assessment questions

Aurelia Shorty

Education Program Specialist
(Assessment & Accountability)
aurelia.shorty@bie.edu

Assessment data files

Dr. Rebecca Izzo

Research Analyst
rebecca.izzo@bie.edu

Assessment contract

BJ Howerton

Contracting Officer's Representative
bj.howerton@bie.edu

Key resources

		Posted
1	BIE Summative Report Interpretation Guide.pdf	✓
2	BIE Summative Scale Score Ranges.pdf	✓
3	BIE_Reporting_Summative_2026 ppt	9/9/26
4	BIE_Reporting_Summative_2026 ppt_pdf	9/9/26
5	BIE_Reporting_Summative_2026_recording	9/9/26

Help Shape the Future of BIE Student Achievement!

Tell us if you are interested in participating in future BIE and Pearson assessment activities.

Who should complete it

Educators with experience implementing learning standards in:

Subjects

English Language Arts
Mathematics

Grade bands

Grades 3–8
High School

No prior assessment experience is required!

How to sign up

- 1 Go to bie.mypearsonsupport.com
- 2 Open the Educator Interest Form.
- 3 Share your subject areas, grade bands, and region.
- 4 We will contact you as opportunities open.



[Complete the BIE Educator Interest Form](#)

Upcoming Training

Mark your calendar for the next session in the BIE assessment training series.

Interim Pre-Admin Training

September 11, 2026

SESSION TIME

10:00 to 11:30 MT

11:00 to 12:30 CT

12:00 to 1:30 ET

All test coordinators are encouraged to attend.

Be on the lookout for an invitation in your inbox.

Thank You

Thank you for joining. Reach out to BIE or Pearson support with any questions.

BIE Office Hours

Thursdays, beginning September 17, 2026

1:00 MT | 2:00 CT | 3:00 ET

Check the ADAM Bulletin Board for the meeting link.

Topics include Reporting, Navvy, Interim & Summative assessments.