

Interpretive Guide

Grades 3–8

Science

Spring 2016



John C. White
State Superintendent of Education

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INTRODUCTION

OVERVIEW

Purpose of the Interpretive Guide

Student performance in science is assessed using the Louisiana Educational Assessment Program (LEAP) and *integrated* LEAP (*i*LEAP) tests. This interpretive guide is designed to help district and school administrators, teachers, parents, and the general public better understand the LEAP and *i*LEAP Science tests.

History of LEAP and *i*LEAP Science

In the spring of 2000, the LEAP Science tests were first administered to students in grades 4 and 8. The LEAP Science tests were designed to measure the knowledge and skills contained in the state’s content standards and benchmarks that were clustered by grades K–4 in the grade 4 LEAP assessment and grades 5–8 in the grade 8 LEAP assessment.

In the spring of 2006, the *i*LEAP Science tests were first administered to students in grades 3, 5, 6, and 7. The *i*LEAP Science tests are entirely criterion-referenced and are aligned to the state content standards, benchmarks, and GLEs.

The design of the multiple-choice and constructed-response sessions of the LEAP Science tests remained the same through 2012–2013. In 2012–2013 and all previous administrations, the design of the *i*LEAP tests included only multiple-choice sessions. In the 2013–2014 tests, both the LEAP and *i*LEAP Science tests added a new task aligned to Louisiana’s content standards. This task was field tested during the Spring 2013 operational testing.

In 2015–2016, the design of both LEAP and *i*LEAP Science tests remained the same as it has been in the previous two administrations.

For more details about the structure of each content-area test for this year, visit: www.louisianabelieves.com/resources/library/assessment-guidance.

Testing Schedule

The LEAP and *i*LEAP Science tests are administered to students in grades 3 through 8 during a single day, with students in grades 4 and 8 taking the LEAP Science test and students in grades 3, 5, 6, and 7 taking the *i*LEAP Science test.

TEST DESIGN

The Science Test

The Science tests for grades 3–8 require that students use their content knowledge of science to explain, connect, and apply concepts to new situations. Students are also expected to have had a variety of experiences applying content knowledge using inquiry-based learning in all science content strands.

The Science tests are aligned to Louisiana’s science content standards—broad statements of expectations for student learning—which encompass five strands: Science as Inquiry, Physical Science, Life Science, Earth and Space Science, and Science and the Environment.

For all grades, the tests contain multiple-choice items and a task. For grades 4 and 8, the tests also contain constructed-response items.

The science task consists of two (for grade 3) or four (for grades 4–8) multiple-choice items and one extended-response item. The items are based on one or two stimulus materials, such as excerpts from a text-based source, charts, maps, or descriptions of scientific investigations. The extended-response portion of the task requires students to provide a written response that will be scored using a 0–2 point rubric for grade 3 or a 0–4 point rubric for grades 4–8. The task asks students to incorporate science content knowledge with evidence from the stimulus materials.

Table 1 on page 2 shows the total points and percentage of points for each strand that is assessed. The percentage of points may not equal 100 due to rounding. More information regarding test design can be found at www.louisianabelieves.com/resources/library/assessment-guidance.

Table 1: Science Content Standards

Content Standards	Grade 3				Grade 4					Grade 5			
	MC Pts (non-Task)	Task Pts*	Total Pts	%	MC Pts (non-Task)	CR Pts (non-Task)	Task Pts*	Total Pts	%	MC Pts (non-Task)	Task Pts*	Total Pts	%
Science as Inquiry	8	0	8	18	8	0	0	8	14	10	0	10	19
Physical Science	8	0	8	18	8	2	8	18	32	9	0	9	17
Life Science	8	4	12	27	8	2	0	10	18	9	8	17	31
Earth and Space Science	8	0	8	18	8	2	0	10	18	10	0	10	19
Science and the Environment	8	0	8	18	8	2	0	10	18	8	0	8	15
Total	40	4	44	100	40	8	8	56	100	46	8	54	100

Content Standards	Grade 6				Grade 7				Grade 8				
	MC Pts (non-Task)	Task Pts*	Total Pts	%	MC Pts (non-Task)	Task Pts*	Total Pts	%	MC Pts (non-Task)	CR Pts (non-Task)	Task Pts*	Total Pts	%
Science as Inquiry	20	0	20	36	20	0	20	36	8	0	0	8	14
Physical Science	20	8	28	50	0	0	0	0	8	2	0	10	18
Life Science	0	0	0	0	20	8	28	50	8	2	0	10	18
Earth and Space Science	0	0	0	0	0	0	0	0	8	2	8	18	32
Science and the Environment	8	0	8	14	8	0	8	14	8	2	0	10	18
Total	48	8	56	100	48	8	56	100	40	8	8	56	100

MC = Multiple-choice item. CR = Constructed-response item.

*Note: The content standards to which the Task items align may vary from year to year.

PERFORMANCE STANDARDS

Performance standards have three components:

- Achievement-Level Definitions
- Cut Scores
- Achievement-Level Descriptors (ALDs)

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels, described below:

- **Advanced:** A student at this level has demonstrated superior performance beyond the level of mastery.
- **Mastery:** A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
- **Basic:** A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
- **Approaching Basic:** A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
- **Unsatisfactory:** A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Table 2 lists the range of scaled scores for each achievement level by grade.

Cut Scores

Cut scores are the lowest possible score in the scaled-score range for each achievement level. For example, the cut score for the *Approaching Basic* achievement level for a student taking the grade 3 Science test is 249 (see Table 2). This is the cutoff point; any lower scaled score would place the student at the *Unsatisfactory* achievement level. (For an explanation of the uses and limitations of scaled scores, see pages 4–5.)

Achievement-Level Descriptors

Achievement-level descriptors (ALDs) are grade- and content-area specific descriptions of the knowledge, skills, and abilities exhibited by a typical student at each achievement level. The exception is that for the *Unsatisfactory* achievement level, the ALDs describe what skills the student needs to develop in order to score at a higher achievement level.

Table 2: Science Scaled-Score Ranges		
	<i>i</i> LEAP GRADE 3	LEAP GRADE 4
Achievement Level	Scaled-Score Range	Scaled-Score Range
<i>Advanced</i>	382–500	405–500
<i>Mastery</i>	342–381	360–404
<i>Basic</i>	292–341	306–359
<i>Approaching Basic</i>	249–291	263–305
<i>Unsatisfactory</i>	100–248	100–262
	<i>i</i> LEAP GRADE 5	<i>i</i> LEAP GRADE 6
<i>Advanced</i>	378–500	380–500
<i>Mastery</i>	341–377	343–379
<i>Basic</i>	292–340	295–342
<i>Approaching Basic</i>	248–291	251–294
<i>Unsatisfactory</i>	100–247	100–250
	<i>i</i> LEAP GRADE 7	LEAP GRADE 8
<i>Advanced</i>	388–500	400–500
<i>Mastery</i>	348–387	345–399
<i>Basic</i>	302–347	305–344
<i>Approaching Basic</i>	259–301	267–304
<i>Unsatisfactory</i>	100–258	100–266

SCORING

LEAP and *i*LEAP Science tests include multiple-choice items, constructed-response items (including short answer and extended response), and a task. Different criteria are used to score these different types of items.

Scoring of Multiple-Choice Items

All multiple-choice items are scored correct or incorrect. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Scoring Criteria for Constructed-Response Items

Constructed-response items are scored on a 2–4 point scale, depending on the grade, content area, and type of constructed-response item.

For more details about the rubrics for specific grades and content areas, see the [assessment guidance](#) documents, [sample items](#), and [released test items](#) on the LDOE website.

Scoring of the Science Task

The science task consists of two (for grade 3) or four (for grades 4, 5, 6, 7, and 8) multiple-choice items and one extended-response item. The items are based on one or two stimulus materials, such as excerpts from a text-based source, charts, maps, or descriptions of scientific investigations.

The extended-response portion of the task requires students to provide a written response that will be scored using a 0–2 point rubric for grade 3 or a 0–4 point rubric for grades 4, 5, 6, 7, and 8. The task asks students to incorporate science content knowledge with evidence from the stimulus materials.

READING AND INTERPRETING RESULTS

This section explains some key terms used in the LEAP and *i*LEAP test reports. Please refer to this section as needed when reading other sections of this guide or when using LEAP and *i*LEAP test reports to understand student performance or the performance of a school, a district, or the state.

Scaled Score

Definition

Scaled scores are derived from **raw scores** (the sum of points for all items on the test or all items in a content standard) using methods that take into account differences in difficulty among forms within a content area or grade. These methods are described in the [LEAP](#) and [iLEAP Technical Summary Reports](#). For LEAP and *i*LEAP Science, scaled scores have a range of 100 to 500 for all grades. Refer to Table 2 on page 3 to see the scaled-score ranges.

Uses

Scaled scores are used to represent student performance on LEAP and *i*LEAP tests. Scaled scores for the same test can be compared regardless of when students were tested or which form was taken. For example, the scaled-score range for the *Basic* achievement level on the LEAP grade 4 Science test is 306–359; the range does not change from year to year. A student who receives a scaled score within this range on the LEAP grade 4 Science test in any year will score at the *Basic* achievement level. A higher scaled score represents more knowledge, skill, and ability than a lower scaled score. Scaled scores are also averaged together to represent the overall performance of a school, a district, and the state.

Limitations

Scaled scores are only comparable within a grade and content area across years. They cannot be compared across grades or content areas. For example, a scaled score of 342 is at the *Mastery* achievement level for grade 3, but indicates the *Basic* achievement level for grade 4.

Average Scaled Score

Definition

The average scaled score is obtained by adding the scaled scores of all the students in a school, district, or state and dividing the sum by the number of students tested. Students with tests voided due to testing irregularities are included in the participation count, but they are not included in the average scaled score calculations.

Uses

Average scaled scores are provided in school and district reports. The average scaled score provides an overall summary of group performance. Higher average scaled scores represent better performance. The average scaled score is comparable regardless of when students were tested or which test form was taken. Average scaled scores are therefore used to compare one group's (school or district) performance to another's and to monitor the performance of a school or district over time. Average scaled scores can also help facilitate a comparison of students across subgroups, such as ethnicity or education classification.

Limitations

Like scaled scores, average scaled scores are only comparable within a grade and content area across years. They are not comparable across grades or content areas.

Number and Percent of Students by Achievement Level

Definition

The number of students in an achievement level is the number of students whose scaled score falls in the range associated with that level. The lowest score in the range is the cut score. The highest score in the range is one less than the cut score for the next higher level.

Uses

The number and percent in achievement levels are reported at the school, district, and state levels. Since this information is based on scaled scores, it is comparable across groups for the same test regardless of when the test was taken or which form was taken. It may be used to monitor group performance over time.

Percent Correct by Content Standard

Definition

The percent correct for each content standard is a form of raw score that is obtained by dividing the total points earned for a content standard by the total points possible for that content standard.

Uses

The percent correct by content standard is used to show the proportion of the subtest the student answered correctly. Within the same content standard, this score can be compared among students or to the school, district, or state average. This information shows the student's relative standing compared to the reference group.

Limitations

Like the raw score, the percent correct cannot be compared between content standards within a content area or across content areas because the average item difficulty might differ. It also cannot be compared across years on the same test or content standards. A student who got 67 percent correct (12 items out of 18) on the grade 4 science content standard Physical Science did not necessarily do worse in that content standard than in Earth and Space Science with 70 percent (7 items out of 10) of the items correct. Overall, the items may have been more difficult in one content standard than the other.

Average Percent Correct by Content Standard

Definition

The average percent correct for a content standard is computed by first obtaining, for each student in the group, the total points earned on the content standard (the raw score). The total for each student tested is summed over all students in the group to obtain the total for the group. The total for the group is divided by the product of the number of students in the group and the possible points for the content standard, and the result is multiplied by 100. Students with tests voided due to testing irregularities are included in the participation count, but they are not included in average percent correct calculations.

Uses

The average percent correct is reported at the school, district, and state levels on summary-level reports. It is used to show group performance at a finer level of content detail than is provided by the scaled score or other performance indices based on scaled scores, such as the average scaled score.

Limitations

Average percent correct, like student percent correct, cannot be compared between content standards within a content area or across content areas because the number of items or the difficulty of items may differ. For example, an average percent correct of 94 percent in one science content standard does not necessarily represent higher achievement than an average percent correct of 91 percent in a different science content standard. Average percent correct is also not comparable across years on the same test or content standards.

STUDENT-LEVEL REPORTS

Student-level reports provide individual student test scores to students, schools, and districts. Student-level reports contain preliminary data, which does not include straggler documents or preliminary merges. Straggler documents are those received by the testing vendor too late to be included in student-level reporting. District Test Coordinators receive a score memo for these students. Requests to merge responses for portions of a single subject on two documents for a student are not processed until after student-level reports are available.

The following student-level reports are illustrated and described in this *Interpretive Guide*:

Reports for the School

Student Report

School Roster Report

Reports for the District

School Roster Report

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample. Online student-level reports will be available to districts and schools through eDIRECT (<https://la.drcedirect.com>).



Name: BRIAN SMITH
 LASID: 9999999999
 Grade: 4

District: 000 Pelican Parish
 School: 002 Egret School
 Date: Month DD, YYYY

Spring YYYY Science Student Report

This report provides you with detailed information about your child's performance on the Science test. Results are reported according to five achievement levels, *Advanced, Mastery, Basic, Approaching Basic*, and *Unsatisfactory*.

Please contact the school counselor and refer to the *Interpretive Guide* on the LDOE website at <http://www.louisianabelieves.com/resources/library/assessment> for more information.

Scaled Score: 325 **1** Achievement Level: **Basic**

Content Standard 2	Score Points 3	Student Percent Correct	State Percent Correct 4
Science as Inquiry	5 of 8	63	62
Physical Science	12 of 18	67	66
Life Science	6 of 10	60	60
Earth and Space Science	7 of 10	70	62
Science and the Environment	7 of 10	70	64

5 Your child's score on this test provides an estimate of what he or she knows and is able to do. If your child were to take the test again with no change in knowledge or preparation, he or she would be likely to score in the range of **309–341**.

- 6** BRIAN scored at the *Basic* level in **Science**. Students scoring at this level generally exhibit the ability to
- perform simple scientific tasks when given clear, sequential directions;
 - recognize questions that are appropriate to investigation;
 - organize and present data in a graphic form and draw conclusions based on data;
 - demonstrate basic knowledge/understanding about properties of objects, motion of objects, and forms of energy as they apply to their everyday life;
 - demonstrate basic knowledge/understanding about characteristics, life cycles, and environments of organisms and relationships;
 - demonstrate knowledge/understanding about basic concepts of properties of Earth materials, weather, and objects in the night sky; and
 - demonstrate knowledge/understanding about basic components of an ecosystem and recognize how change impacts the system.



Name: ALICE ALBRIGHT
 LASID: 9999999999
 Grade: 6

District: 999 St. Denis Parish
 School: 100 Magnolia Elementary
 Date: Month DD, YYYY

Spring YYYY Science Student Report

This report provides you with detailed information about your child's performance on the Science test. Results are reported according to five achievement levels, *Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*.

Please contact the school counselor and refer to the *Interpretive Guide* on the LDOE website at <http://www.louisianabelieves.com/resources/library/assessment> for more information.

Scaled Score: * 1 Achievement Level:

Content Standard 2	3 Score Points	4 Student Percent Correct	4 State Percent Correct
Science as Inquiry			64
Physical Science			57
Life Science #			
Earth and Space Science #			
Science and the Environment			54

6

7

Not assessed or too few items to provide valid data

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school, district, or state averages.

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by grade and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by districts and by schools. Schools should print two copies of the report for each student. One copy should be sent home with the student and the second copy filed in the student's cumulative folder.

The Student Report summarizes the student's performance in science. Two sample student reports are provided in this guide, one for LEAP and one for iLEAP:

- Sample Student Report A—grade 4 LEAP Science
- Sample Student Report B—grade 6 iLEAP Science

Both sample reports present realistic data for fictitious students.

Student identification information is provided at the top of the report, including the school and district where the student took the test.

1 SCALED SCORE AND ACHIEVEMENT LEVEL

Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scaled scores range from 100 to 500 (refer to Table 2 on page 3 of this guide to see the ranges of scaled scores for each achievement level by grade and content area). The student's scaled score and achievement level for each content area are reported at the top of each table on the Student Report.

On sample report A on page 8, Brian's scaled score for the Science test was 325, which corresponds to the *Basic* achievement level.

If the student did not attempt the test, the Scaled Score and the Achievement Level at the top of the table are both left blank. If a student's test was voided due to testing irregularities, an asterisk (*) will appear in the Scaled Score field and the Achievement Level field will be left blank.

2 CONTENT STANDARD

The first column in each table lists the content standards tested. If a content standard is not assessed or contained too few items to provide valid data, it is indicated on the report by a # symbol and no scores are reported for that content standard. In sample report B on page 9, for instance, no scores are reported for the Life Science or Earth and Space Science content standards on the Science test because these standards are not assessed in grade 6.

3 SCORE POINTS

The second column in each table lists the total number of points possible for each content standard and how many points the student received for each. In sample report A, Brian received 5 of 8 total points possible for science standard Science as Inquiry, and he received 12 of 18 total points possible for Physical Science.

If a student's test was voided or if no attempt was made, this column shows a blank space for the student's score points.

The scores in this column are raw scores and therefore must be interpreted with caution because the items do not necessarily have the same level of difficulty across content standards. For a more complete picture of the student's performance, it is helpful to compare the student percent correct to the state percent correct, as discussed below.

4 STUDENT AND STATE PERCENT CORRECT

The third column in each table shows the student's percent correct for each content standard. In sample report A, Brian's 5 points for science content standard Science as Inquiry correspond to 63 percent of possible points correct.

The fourth column shows the percent correct at the state level for each content standard. This allows the reader to compare how an individual student performed as measured against state performance for the same content standard. For example, Brian's score of 67 percent correct for science content standard Physical Science is above the state average of 66 percent.

Sample Student Report: Explanation of Results and Terms (continued)

In sample report B, Alice's scaled score is listed as an asterisk (*). This means no test score was reported due to testing irregularities. Tests that are voided due to testing irregularities are included in the total participation count but not in the state, district, or school averages. For all student reports, the state percent correct for a content standard tested is provided in the State Percent Correct column.

A student's score on one content standard does not provide a clear comparison to the student's score on another content standard. In sample report A, Brian's scores of 70 percent correct in both Earth and Space Science and Science and the Environment seem to suggest that he did equally well in both content standards. However, a comparison of his percent correct to the state percent correct in these content standards shows that he scored 8 percent higher than the state average of 62 percent in Earth and Space Science. Even though Brian received the same percent correct for both content standards, comparing his percentages to the state averages indicates that his performance was slightly stronger in Science and the Environment compared to his performance in Earth and Space Science.

Furthermore, although comparing student percent correct to state averages is useful, it is important to exercise caution in doing so. Major decisions about a student's instruction should not be made based on small differences between student scores and state averages. It is also important to remember that the percentages are based on raw scores, in which the difficulty between content standards is not statistically adjusted to an equivalent scale for valid comparison.

5 STANDARD ERROR OF MEASUREMENT (LEAP)

This paragraph on student reports for LEAP provides an estimate of the range in scaled scores the student would likely receive if he or she were to take the same test again with no change in knowledge or preparation. The statement is not included if the test has been voided and is not included on student reports for *i*LEAP.

6 ACHIEVEMENT-LEVEL DESCRIPTORS

To the right of each table are the achievement-level descriptors. Achievement-level descriptors are a summary of the content standard skills for the student's achievement level. If the student scored *Unsatisfactory*, the skills that need to be developed in order to score at the *Approaching Basic* achievement level are listed. If the student did not attempt the test or the test was voided, a summary of skills is not included.

7 FOOTNOTE

The area at the bottom of the report explains the symbols that may be found on the report. This includes (*) denoting a voided test and (#) denoting a content standard was not assessed or there were too few items to provide valid data.



**Spring YYYY Criterion-Referenced Test
School Roster Report
Science—Grade 8**

District: 000 Pelican Parish
School: 002 Egret School

1	Achievement Level Scaled Score Ranges
Unsatisfactory 100–266	Approaching Basic 267–304
Basic 307–344	Mastery 345–399
	Advanced 400–500

		3	Science						
Name	LASID	Achievement level	Scaled score	Content Standard					
				Science as Inquiry	Physical Science	Life Science	Earth and Space	Science and the Environment	
				Percent Correct					
ANDREPONT, ROBERT	9999999999	Unsatisfactory	216	25	20	10	33	20	
AVERETT, DEVAN	9999999999	Mastery	350	100	60	80	72	90	
BELLARD, MATTIE	9999999999	Unsatisfactory	243	50	30	30	11	50	
FELLARD, JACK	9999999999	Basic	308	38	100	80	44	50	
GENOT, BRUCE	9999999999	Unsatisfactory	216	25	10	60	17	10	
GOLESS, ABBY	9999999999	Basic	344	63	90	90	56	100	
GUTHRY, DANIEL	9999999999	Mastery	350	100	80	70	72	80	
HALES, ALEXA	9999999999	Approaching Basic	269	63	50	40	17	60	
HALLOW, BRET	9999999999	Mastery	362	100	80	50	89	90	
HENDY, LARRY	9999999999	Unsatisfactory	261	38	50	30	33	40	
JARNESS, GABBY	9999999999	Basic	316	75	70	80	56	50	
JATHUR, DANIKA	9999999999	Mastery	399	100	100	80	89	80	
KALENDER, ALEK	9999999999	Approaching Basic	301	63	60	70	39	70	
KALES, BREWSTER	9999999999	Mastery	350	88	90	70	72	80	
KANDY, BARRY	9999999999	Approaching Basic	291	63	50	60	56	60	
KEKE, BRITTA	9999999999	Basic	327	38	70	70	67	100	
KOAST, MATTIE	9999999999	Approaching Basic	301	75	30	60	44	90	
KRAIN, BRIAN	9999999999	Approaching Basic	*						
LACY, MANDY	9999999999	Approaching Basic	291	75	40	50	50	50	
LAKE, KAREN	9999999999	Approaching Basic	294	63	50	60	50	50	
LANCHER, DANIELE	9999999999	Unsatisfactory	216	25	20	10	33	20	
MOAST, SHONDRIK	9999999999	Basic	312	25	60	80	78	50	
NOUREAUX, MICHAEL	9999999999	Mastery	362	88	90	90	72	80	
PRIGGS, KRISTINA	9999999999	Approaching Basic	301	50	70	80	44	50	
RALAIS, MAREY	9999999999	Approaching Basic	287	50	70	80	44	50	
ROWNY, HESTER	9999999999	Basic	323	50	50	80	67	90	
SCOFMER, MARY	9999999999	Approaching Basic	298	63	40	80	50	50	
SMITH, BRIAN	9999999999	Approaching Basic	*						
TARBY, MINDY	9999999999	Approaching Basic	287	63	50	80	22	60	
ZELKE, DARIN	9999999999	Approaching Basic	287	63	50	80	22	60	
School Average (Regular Ed):			4	303	61	59	63	51	61

* Test score is not reported due to test irregularities

* Tests that are voided due to test irregularities are included in the total participation count but not included in the state, district, or school averages.

Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by districts and by schools. The report lists regular education students and special education students separately and presents a summary of their performance. For most schools, the report has multiple pages. The sample report provided shows the first page of science results for fictitious regular education students in grade 8.

The School Roster Report is a useful tool for identifying regular or special education students who might be performing below the school average in specific content areas, or in specific content standards within those content areas. It can also be helpful in determining if there are school-wide strengths or weaknesses in a particular content standard or content area.

1 ACHIEVEMENT LEVEL SCALED-SCORE RANGES

The scaled score ranges associated with each achievement level are reported in this box. For example, a grade 8 student receiving a scaled score of 291 on the Science test would achieve *Approaching Basic*.

2 ROSTER OF STUDENTS TESTED

In the far left column of the sample report, a list of students who tested in the school is printed alphabetically by last name and first name. The second column from the left lists the student's state identification number. The sample report shows only one page of a multi-page report listing regular education students in grade 8.

3 PERFORMANCE DATA

Each student's performance on the Science test is reported on the Sample School Roster. Reading across the row, the student's achievement level and scaled score are presented, followed by the percent correct in each content standard.

Brian Smith received a scaled score of 298 on the Science test, which corresponds to the *Approaching Basic* achievement level. He received 63 percent of possible points for Science as Inquiry, 40 percent for Physical Science, 80 percent for Life Science, 50 percent for Earth and Space Science, and 50 percent for Science and the Environment.

The roster facilitates a comparison among students in the same class or school for the same content standard. For example, compared to Britta Keke, Brian scored lower on Physical Science, Earth and Space Science, and Science and the Environment, the same on Science as Inquiry, and higher on Life Science.

The asterisk (*) next to Mindy Tarby's science scaled score indicates she received no score because her test was voided due to a test security violation.

If a student did not take a test, the Achievement Level, Scaled Score, and all Percent Correct fields would be blank. Robert Andrepoint did not attempt the test, therefore he received no scaled score and his Achievement Level and all Percent Correct fields are blank in his row.

4 SCHOOL AVERAGE

At the bottom of the table, school averages by education classification are presented for scaled scores and percents correct in each content standard. Students with tests voided due to testing irregularities are included in the participation count, but they are not included in the school's average scaled score calculations.

In addition to the comparison between students, the school averages help to assess a student's relative standing within the school or class. On the sample report, Hester Rowny's scaled score of 287 on the Science test is lower than the average scaled score of 303 for the school's regular education students. Her score of 80 percent correct for Life Science is higher than the school average of 63 percent on that test session, indicating that Hester's skills in Life Science are above the average for grade 8 regular education students in her school. Her score of 50 percent correct for Science as Inquiry, however, is lower than the school average of 61 percent correct. Percent correct is a raw score that, unlike scaled scores, has not been statistically adjusted to an equivalent scale for valid comparisons. Therefore, percent correct is not directly comparable between content standards within a content area or across content areas.

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