Performance Series

Diagnostic Assessment

Assessment Solutions







Performance Series Scores

Quick Reference

Scaled Score (SS)page 1
Standard Error of Measurement (SEM) and Standard Error (SE)page 3
Gainpage 5
National Percentile Ranking (NPR)page 7
Normal Curve Equivalent (NCE)page 9
Standard Item Pool Score (SIP)page 11
Reading Ratepage 13
Lexile® Measurepage 15
Grade Level Estimate (GLE)page 17
Suggested Learning Objective (SLO)page 19
Unit Score Range (USR)page 21

Product Training	page 23
Getting Support	page 24

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Scaled Score (SS)

The scaled score is a transformation of a student's underlying ability estimate, as calculated by the Rasch¹ model of measurement, and is independent of grade level. Scaled score values in Performance Series typically range from 1300 to 3700 (for the High School Algebra and Geometry tests, values range from 5000 to 6000). Most computer-adaptive tests use an Item Response Theory (IRT) based measurement model to determine a student's expected level of performance within a subject area.

How Do You Use the Scaled Score?

Use this score to track progress over time, from fall to spring or year after year, as a sort of educational yardstick. Changes in scaled scores provide estimates of student improvement or growth in the underlying subject area knowledge over time.

See "Gain" score on page 5 for additional information on tracking progress over time.

Item Response Theory (IRT) is a family of mathematical models used to estimate an individual's proficiency level for a given construct or content domain. The Rasch model is an IRT model that utilizes a single parameter, item difficulty, to estimate an individual's proficiency or ability level based on his or her responses to the items on an assessment.

From: de Ayala, R.J. (2009). The theory and practice of item response theory. New York: Guilford.

The scaled score is the "yardstick" for measuring students' skill levels and determining learning objectives. The diagram below shows, for a student with a scaled score of 2230, the skills that student has attained (those skills below the scaled score) and suggested learning objectives (those skills above the scaled score).

	2400	
	2375	
	2350	The learner will determine the missing divisor or diviend in a division sentence.
sentences which represent real-world situations.	2325	
	2300	
The learner will write number sentences	2275	The learner will demonstrate the
to illustrate situations involving multiplying whole numbers.	2250	associative property of multiplication. The learner will extend geometric
Scaled Score	2225	patterns.
The learner will determine the	2200	
missing factor in a multiplication	2175	
	2150	The learner will continue a number pattern.
The learner will identify	2125	
the missing symbol for a multiplication or division number sentence.	2100	

Standard Error of Measurement (SEM) and Standard Error (SE)

The SEM is presented in scaled score points. It provides an indication of the level of precision associated with the student's Performance Series scaled score. The SEM can be used to determine the range in which a student's score would likely fall under repeated test administrations (and without additional learning). Performance Series scaled scores typically have an SEM close to 60, which corresponds to a reliability estimate of approximately .90 for adaptive assessments. This number is presented inside parentheses next to the scaled score.

The SE provides an indication of the level of accuracy associated with an average score (e.g., Mean SS) or difference score (e.g., Gain score). An SE is presented for the following:

- Average or Mean SS
- Gain Score
- Mean Gain Score

How Do You Use the SEM and SE?

Use the SEM and SE to establish confidence intervals around the scaled score estimates. For example, if a student has a SS of 2000 and an SEM of (50), we are 68% confident that his or her score would fall between 1950 and 2050 if the test was taken again without additional learning.

Standard Error of Measurement (SEM) and Standard Error (SE)

The circled items in the report below are the SE for the column and row.

All S	ubjects Summary										
Repor Broke	Report Scope: Locations Broken Down By: Location X Export XLS										
76 F				Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	
	Location -	<u>Grade</u>	Item Pool								
	Scantron School District	Overall		2821	2777 📕		d	2821	2586 🦼		
		Grade 2	Grade 2	190	1868 🦼	(34)	33	190	2095 🦼	(14)	
		Grade 3	Grade 3	179	2203 🚽	(34)	56	179	2205 🦼	(15)	
		Grade 4	Grade 4	170	2465 🚽	(31)	67	170	2386 🦼	(13)	
		Grade 5	Grade 5	180	2637 🚽	(24)	69	180	2373 🦼	(17)	
		Grade 6	Grade 6	301	2766 🦼	(19)	73	301	2580 🦼	(13)	
		Grade 7	Grade 7 *	302	2857 🔳	(19)	72	302	2655 🦼	(13)	
		Grade 8	Grade 8 *	299	2903 🚽	(20)	66	299	2715 🦼	(14)	
		Grade 9	Grade 9 *	300	2919 📓	(26)	62	300	2672 🦼	(16)	
		Grade 10	Grade 10 *	300	3019 🦼	(22)	66	300	2725 🦼	(17)	
		Grade 11	Grade 11-12 *	300	3061 🦼	(20)	55	300	2764 🦼	(19)	
		Grade 12	Grade 11-12 *	300	3089 🦼	(24)	58	300	2769 🦼	(18)	

Gain

The student Gain score is the difference between scaled scores from two Performance Series assessments. Most often, this is the difference between the fall score and the spring score. For classes or groups, this is an average, or mean, of all the students in that category. This can be displayed as a positive or negative number. If a gain (either positive or negative) is not statistically significant (i.e., is less than the SEM), a footnote to that effect is displayed with the gain value.

How Do You Use the Gain Score?

Use this score, along with the growth target, to evaluate knowledge gained over time, either by individual students or aggregated in a variety of ways. The growth target is calculated based on a choice of target types—either gradelevel average comparison, quartile group, or decile group—defined by your district. This enables you to determine whether students are improving at an appropriate rate in comparison to their peers in the national norm sample.

Performance Series provides two reports that contain gains data:

- **Gains Report**: Shows the gain, in scaled score points, between two testing periods (typically between fall and spring of the same school year, though you can customize this).
- Gains Analysis Report: Shows the gain, in scaled score points, between two testing periods, and also shows the target gains for the entire school year, using the fall and spring testing periods.
- **Note:** While you can configure either of these reports to display a different time frame, no target gains are calculated if the tests are taken outside of defined testing periods. Also, if the time frame selected is less than a full school year, displayed gains represent partial progress toward target gains.

Gains Report

Math Gains										
Report Scope: Classes Time Broken Down By: Class Stud W_ Export XLS Stud										
		Testi (7/1/03	ng Period 1 3 to 11/30/03)	Testi (4/1/0-	ng Period 2 4 to 6/30/04)	Gain				
Class +	Student Count									
Grade 2 Homeroom, Sec. 1	35	1955	(22)	2071	(29)	+116				
Grade 2 Homeroom, Sec. 2	35	1977	(27)	2101	(34)	+124				
Grade 2 Reading, Sec. 1	30	1935	(23)	2054	(31)	+119				
Grade 2 Reading, Sec. 2	30	1991	(28)	2136	(31)	+145				
Grade 3 Homeroom, Sec. 1	30	2161	(34)	2241	(32)	+80				
Grade 3 Homeroom, Sec. 2	30	2163	(37)	2239	(40)	+76				

Gains Analysis Report

Crowth Target defined for ONE FULL school year. ANY other time frame selected only displays partial progress toward target. Report Scope: Grade Levels Broken Down Br; Grade Level Student Filtering: OFF Xg; Expert CSV Count: 9										
			Met Annual Target		Growth (Fall (8/1/09 to 10/20/09)	Spring (4/13/10 to 6/20/10)	
Grade Level	Student Count	Students Enrolled								
Grade 2	150	150	52%	31	41	40	38	2028	2295	
Grade 3	150	150	59%	29	33	55	33	2258	2456	
Grade 4	147	147	53%	17	52	47	31	2457	2622	
Grade 5	150	150	45%	33	49	47	21	2607	2690	
Grade 6	150	151	58%	19	44	52	35	2716	2834	
Grade 7	150	150	55%	22	45	43	40	2802	2896	
Grade 8	150	150	62%	21	36	50	43	2849	2936	
Grade 9	150	150	65%	13	40	53	44	2946	3044	
Grade 10	150	150	68%	16	32	60	42	3009	3103	
Aggregate	1347	1348	57%	201	372	447	327	2630	2764	
	Time Frame						Clear T	esting Periods		
	Time Frame: 1	est Periods in Current S	chool Year							
	Student Filteri	ng: Demographics					0	lear Change		
	Demographic	Filtering: All Included								
	Student Filteri	ng: Groups					0	llear Change		
	Group Filterin	g: All Included								

National Percentile Ranking (NPR)

The NPR uses the SS to compare the student to members of the Performance Series national norm group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above in a norm group comparison. Different values appear for fall, winter, and spring test administrations, to reflect different levels of knowledge for those time periods. NPRs are available for students who tested within the following windows:

Fall: August 20–November 22 Winter: January 1–February 22 Spring: March 22–June 15

How Do You Use the NPR?

For example, an NPR of 74 for a student would mean that his or her score is above 74% of grade-level peers in the national norm group. This data is not related to state standards, and it is not comparable over time. It provides a national perspective for student performance to both teachers and parents.

1	Home	Classroon	n District Reports	Performance	ce Tests	s	Site Admin							
	Diagnostic Test Reports Preferences Documents Help													
	Math National Percentile Rankings Close													
	Report Scope: Locations Time Frame: 7/1/03 to 6/30/04 Broken Down By: Location Student Filtering: OFF Export XLS Count: 1													
				Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		Location <u>Scantron</u>	Elementary Central	36 1	111 42	111 34	6		il.	11	ili	il.	alı.	
			Time Frame							Clear	Chang	ge		
			Time Frame: 7/1/03	to 6/30/	/04									
			Student Filtering: D	emogra	phics					Clear	Chang	ge		
			Demographic Filter	ing: All	Include	d								
			Student Filtering: G	roups						Clear	Chang	ge		
			Group Filtering: All	Included	d									

This school scores above 36% of 2nd graders from the national sample.

Normal Curve Equivalent (NCE)

Normal Curve Equivalents, or NCEs, are a transformation of the NPR onto a normal curve. NCEs are equal interval scores, while NPRs are not. Many state tests also provide an NCE score.

How Do You Use the NCEs?

You can use NCEs to determine growth within one year. Gains in NCE can indicate that a student is progressing faster than his or her peers. The reverse is also true.

Readir Rankir	Reading National Percentile Close									
Report S Whiskers Broken	Report Scope: Location: Time Frame: 9/1/06 to 3/20/08 Whiskers Elementary. Student Filtering: OFF Student XLS Count: 2									
Stud	lent 🔺	Grade	NPR	NCE						
Futt	z, Lester	Grade 4	16	29						
Hain	es, Martha	Grade 4	6	17						
	Time Frame	Clea	r Chang	e						
	Time Frame: 9	/1/06 to 3/2	0/08							
	Student Filtering: Demographics Demographic	Clea Filtering: A	r Chang	e						
	Student Filtering: Grou	ps Clea	r Chang	e						
	Group Filtering	g: All Includ	bed							
NPR N	ational Percentile	e Rank for a	a student re	epresents						

- the percentage of students within his/her gra level with Scaled Scores below his/her Scaled Score.
- NCE Normal Curve Equivalent (NCE) represents where a student score lies in the normal distribution (bell curve).

Standard Item Pool Score (SIP)

SIP scores express the probability of a student correctly answering each item within the item pool for his or her enrolled grade in the student's state.

How Do You Use the SIP Score?

The SIP score, along with the SS, should be used to determine growth from the beginning of the school year to the end. A lower SIP is expected for fall results, since students have not yet been instructed on that grade-level material. A SIP of 23 in Numbers & Operations does not mean that a student "failed" Numbers & Operations. The SIP Score Table provided for each state displays the SIP scores for each SS in relation to each grade level. Find the SIP score table in Performance Series Help, under each state's curriculum alignment information. SIP scores are comparable only within one school year, since they relate to items in one specific grade level.

Standard Item Pool Score (SIP)

All S	All Subjects Summary												
Repor Broker	Report Scope: Locations Broken Down By: Location X Export XLS												
				Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SIP (%)	Language Arts Student	on this column;
	Location *	Grade	Item Pool										
	Scantron School District	Overall		2821	2777 🚽		di	2821	2586 🚽		ш	2821	2597 🗯
		Grade 2	Grade 2	190	1868 🦼	(34)	33	190	2095 🦼	(14)	54	190	2227 🗯
		Grade 3	Grade 3	179	2203 🦼	(34)	56	179	2205 🦼	(15)	52	179	2387 🦼
		Grade 4	Grade 4	170	2465 🦼	(31)	67	170	2386 🦼	(13)	52	170	2522 🚽
		Grade 5	Grade 5	180	2637 🦼	(24)	69	180	2373 🦼	(17)	32	180	2546 🦼
		Grade 6	Grade 6	301	2766 🦼	(19)	73	301	2580 🦼	(13)	37	301	2621 🦼

Circled values are the SIP scores for that grade and subject.

Reading Rate

This rate is a silent reading rate and is calculated by dividing the number of words in the passages the student read by the time it took the student to read those passages. This score will be accurate only if the student reads the story, by him- or herself, before clicking **I am finished reading** and answering questions.

How Do You Use the Reading Rate?

When available, this score can be used as one indicator of reading fluency.

Not Applicable (NA) means that either the student did not reach a level of questions that could measure his or her reading rate, or the unit is not adequately represented in the state or national standards for the student's grade level. By contrast, Not Measured (N/M) means the student clicked **I am finished reading** in less than five seconds, making Reading Rate a measure that cannot be calculated.

Reading Rate

Reading Diagnostic Result



Lexile[®] Measure

The Lexile¹ scale is a development scale for reading, ranging from BR400L² for beginning readers to above 1825L for advanced readers. The goal of the Lexile Measure is to match the reader and the text. This allows you to select text that is targeted to a reader's ability, and the result is an expected 75% comprehension rate—not so difficult that it frustrates the reader, but difficult enough to encourage reading progress.

The Lexile Measure is directed by developmental/agerelated guidelines; the Lexile Measure (Research) is not. Since the Research measure is not bound by the same guidelines, these two scores might occasionally be different.

Note: The Lexile Measure (Research) is calculated using the same formula as the Lexile Measure, but it does not include the maximum and minimum values (based on developmental level) that are a component of the Lexile Measure.

How Do You Use the Lexile Measure?

Books and other texts are assigned numbers that align to the Lexile scale. You can use these numbers to determine appropriate reading materials in the school library, and you can provide the Lexile scores to parents so they can locate books at the appropriate level at www.lexile.com. In addition, you can use the Lexile Measure (Research) to track growth across grades, similar to the scaled score.

For more information about the Lexile measure developed by MetaMetrics Inc., refer to https://www.lexile.com/.

^{2. &}quot;BR" in a Lexile score indicates "Beginning Reader."

Lexile® Measure



With Lexile scores, links are provided from the Student Profile directly to the Lexile site, where you can search for appropriate books.

Grade Level Estimate (GLE)

This optional feature uses a student's overall SS and positions it in relation to the National Norm Group. GLE values can range from less than 2.0 (< 2.0), 2.0 to 9.9, and greater than 9.9 (> 9.9). Since the national norm samples were used to develop the subject-specific GLE scales, this is a national data point and does not relate to individual state standards documents. For example, a third grader takes a Performance Series Math test at the beginning of the school year and receives a scaled score of 2371—a score equivalent to performance in the 86th percentile of the fall norm group. The scaled score of 2371 translates to a GLE of 4.1.

How Do You Use the GLE?

In the example above, the GLE score should not be interpreted to mean that the student should be promoted to the fourth grade, since he or she may not have the curricular framework to do actual fourth grade work. Instead, this score suggests that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at the current grade level. It might also be inferred that this state has fairly aggressive expectations for third graders, compared to the national norm sample.

Grade Level Estimate (GLE)

Mathematics Test History	Mathematics Test (Grade 6)	Test Date: 4/15/06
View Trend Data	Score	Ability Estimate
	Scaled Score	2772 SEM: (56)
AYALA, TRAVIS P. Grade 6		
3700		0% SIP 100%
3400	Mathematics Overall	64
3100	Score	Ability Estimate
	Overall	aja
2500 Ge	Unit Score Range	1300 3700
1900	Number & Operations 2605– 2722 –2839	.
	Algebra 2556– 2683 –2810	M i m
1112008 1112008 1112008 1112008 1112008 1112008	Geometry 2689– 2818 –2947	
Student Scaled Score District Average Scaled Score	Measurement 2736– 2861 –2986	
wer District Artenage Scaled Score www. National Average Scaled Score	Data Analysis & Probability 2654–2781–2908	N
All Enlarge View	Performance	
SchoolYear Export XLS Previous	Rating	Level 4
Next	Score	1 NPR 99
Test Date: 4/15/06 Grade: Sixth 2772 (56) District Average Score: 2639 N: 150	National Percentile Ranking	81
Test Date: 10/15/05		0% SIP 100%
Grade: Sixth 2737 (56) District Average Score: 2531 N: 150	Mathematics Overall	64
	Score	<pre><c.0 gle="">9.9</c.0></pre>
	Grade Level Equivalent (GLE)	9.3

Suggested Learning Objective (SLO)

This report uses the scaled score and your state alignment guides to determine where to focus the student's learning. Options allow you to display objectives that are expected to be mastered on future assessments alongside objectives or skill areas that the student should focus on to improve performance. These are always listed in the order of difficulty, with the first being the least difficult.

How Do You Use the SLO Report?

This data should direct individual interventions in the classroom based upon skills within the aligned state standards. The SLO report can assist with additional skills-based material through the study guides available in the Skills Connection Online module. SLO data is also helpful in letting parents know where their student has succeeded and how to focus their assistance in helping their student to improve.

Suggested Learning Objective (SLO)

tudent Classes				
	Mathematics Diagnostic Results			
Learning	_			
Suggested Learnir Objectives	Mathematics Test History			
	View Trend Data			
lest Scores Vgebra	AYERS ROSIE			
Seneral Science				
anguage Arts	3700			
lathematics	3400			
leading	3100			
reading Poundain	, 2800			
est Admin	2			
est Sessions	90 2.00 00			
	69 2200			
Suggested Le	aming Objectives			0.0
Suggested Le Step 3 of 3	arning Objectives		<u></u>	lose
Suggested Le Step 3 of 3 ent	aming Objectives AYERS, ROSIE	_		lose
Suggested Le Step 3 of 3 ent e: ematics - Numl	arning Objectives AYERS, ROSIE er & Operations		_ C Targeted Instruction	lose
Suggested Le Step 3 of 3 ent ematics - Numb	AYERS, ROSIE AYERS, ROSIE ed R	sources	C Targeted Instruction Suggested Learning Objectives Resor	Close urce
Suggested Le Step 3 of 3 ent ent entrics - Numb essfully Attain IS.1.1: The learn	arning Objectives AYERS, ROSIE er & Operations ad R R	isources	C Targeted Instruction Suggested Learning Objectives Resou The learner will be able to solve story problems that require the subtraction of one-, two-, and	Close
Suggested Le Step 3 of 3 m : matics - Num! essfully Attain S.1.1: The learn iBTA2 The learn	arning Objectives AYERS, ROSIE Ref & Operations ad r will match word names to whole numbers up to one million. Ner will match word names to whole numbers up to one million.	HEOUITCES	C Targeted Instruction Suggested Learning Objectives Reso The learner will be able to solve story problems that require the subtraction of one-, two-, and three-digit where numbers up to 1.000.	Close urce
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Suggested Le Step 3 of 3 nt matics - Numb essfully Attain S.1.1: The learn BTA: 2 The learn	arring Objectives AYERS, ROSIE AYERS, ROSIE ad AYERS ad A	er.	Targeted Instruction Suggested Learning Objectives Resor The learner will be able to solve story problems that require the subtraction of one-, two-, and three-digit whole numbers up to 1.000. 3.0A.C.7. The learner will be able to demonstrate fluency and apply single-digit division lacks: 2.782.2.2783.2.1178.3.3.1.178 learner will subtract one- to three-digit whole numbers where ergrouping is required. 2.NETD 2.71.0HX.2.2.4.NETD 8 The learner will subtract one- to three-digit whole numbers where ergrouping is required.	
Suggested Le Step 3 of 3 int is matics - Normi safully Attain 8.1.1. The learn BTA: 2. The learn BTA: 2. The learn BTC G2. NBT.B: I carner will be 0.2. The learn	arning Objectives AYERS, ROSIE Ref. & Operations ad Ref. * Operations ad Ref. * Will match word names to whole numbers up to one million. * The learner will be able to find a number that is 10 less than a given numb able to use models to demonstrate the number of ones needed to make an able to identify odd or even numbers in one-digit numbers.		Complete Instruction Suggested Learning Objectives Rescont The learner will be able to solve story problems that require the subtraction of one-, two-, and three-digit when numbers up to 1000. 3.0A.6.7. The learner will be able to demonstrate fluency and apply single-digit division facts. 2.04.6.7. The learner will be able to demonstrate fluency and apply single-digit division facts. 2.04.07.1 The learner will subtract one- to three-digit whole numbers where regrouping is required. 2.14.7.15.7.07.NDT.A.24.4.40T.B.4. The learner will subtract one- to three-digit whole numbers where regrouping is required. 2.04.0T.6.2.00.0T.6.2.00.0T.6.2.00.0T.6.2.00.0T.6.00.0T	ilos urce 1 1
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A list of suggested learning objectives is provided, in order of difficulty, for immediate instructional adjustment.

You can click the **Resources** icon to go to Skills Connection Online and access targeted study guides.

Unit Score Range (USR)

The Unit Score Range is an estimate of ability based on responses for each unit within a subject, with a confidence interval (i.e., range) of +/- 1 Standard Error of Measurement.

The USR represents the possible range that a student might score, within each unit, if he or she took the test again. So, if a student has a USR of 2447-2563-2679—or, on district reports, as 2563 (116)—there is a strong likelihood that he or she could score as low as 2447 or as high as 2679, in the same unit, if he or she took the same test again without additional instruction.

How Do I Use USRs?

USRs provide the ability to compare performance within one unit, either to overall performance in the subject, or to other units. When USRs overlap, that means that the student's performance is statistically similar. When USRs do not overlap, it means that the student's performance is statistically different, and instruction can be targeted appropriately.

Because USRs are not grade- or state-specific, they can be compared across grades, years, and districts, and they can be used to measure unit-specific growth.

Mathematics Test (Grade 6)			Test Date: 4/15/13
Score	Ability Estimate		
Scaled Score	2920	SEM: (55)	
	0% SIP	100%	
Mathematics Overall		77	
Score	Ability Estimate		
Overall		aja	
Unit Score Range	1300		3700
Number & Operations 2725– 2841 –2957			
Algebra 2611– 2740 –2869			
Geometry 2673– 2800 –2927			
Measurement 2944– 3077 –3210			
Data Analysis & Probability 2991– 3124 –3257			

Product Training

Our experienced training team has a strong background in education and is dedicated to building capacity for change within schools through a series of training and consulting activities.

Training and staff development courses are offered on site at customer locations or via online webinars, and can be customized to meet your needs. For additional information on courses offered or to schedule training, please contact us at 1.800.SCANTRON ext. 7458 or at k12sales@scantron.com.

The Data-Driven Classroom: Professional Development Series I, II, and III

Part of a successful implementation includes the ability to use scores to improve student learning. The Data-Driven Classroom for Performance Series includes three programs that can be administered together or separately to provide techniques to combine student scores, state standards, and instructional resource options that connect classroom progress and communications with both peers and students.

- PD Series I: Classroom Applications of Data
- PD Series II: Making the Connection—Students, Parents, and Peers
- PD Series III: Evaluating Student Progress and Growth

Performance Series Scores Getting Support

Getting Support

Your first line of support is the Support team within your organization. If your Support team is unable to resolve an issue, the Scantron Technical Support team can provide product support in a variety of ways:

Website: www.scantron.com **Phone**: (800) 445-3141 **Fax**: (714) 437-4210 **Email**: support@scantron.com