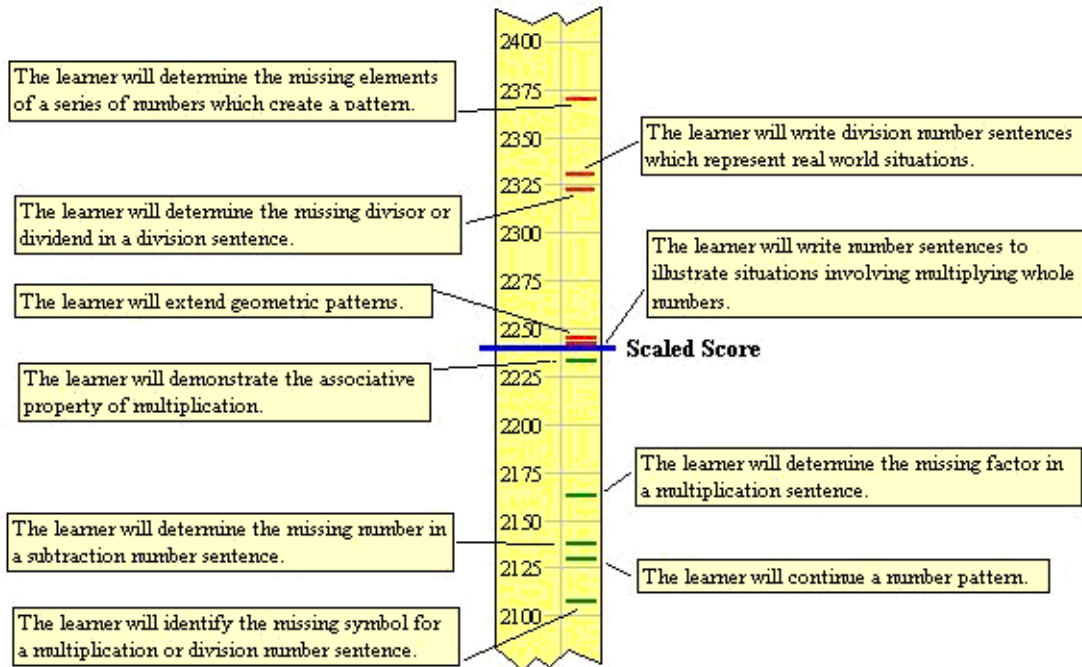


WHAT type of student information is available through Performance Series? And HOW do you use this data?

Scaled Score (SS)

The scaled score is a reliable estimate of the student's ability using the statistical Rasch model. Values can range from 1300 to 3700 in Performance Series. Most computer adaptive tests use this single-parameter model to determine a student's expected level of performance within a subject area. Performance Series tests have an average reliability of 90%.

How do you use this SS? Use this score to track progress over time, from fall to spring or year over year, as a sort of educational yardstick. In the Fall, use Performance Series to create groups or for student placement. Used alongside state test data, the SS can give educators or students a target for specific performance levels.



Standard Error of Measure (SEM)

The SEM is presented in scaled score points and identifies the +/- factor defined by the Rasch model. This number is always presented inside parentheses and is displayed for the:

- SS
- average or mean SS
- gain score
- mean gain score

How do you use the SEM? Use the SEM to establish confidence intervals around the scaled score estimates. A student with a SS of 2000 and an SEM of (50) has a score range of 1950-2050.

Gain

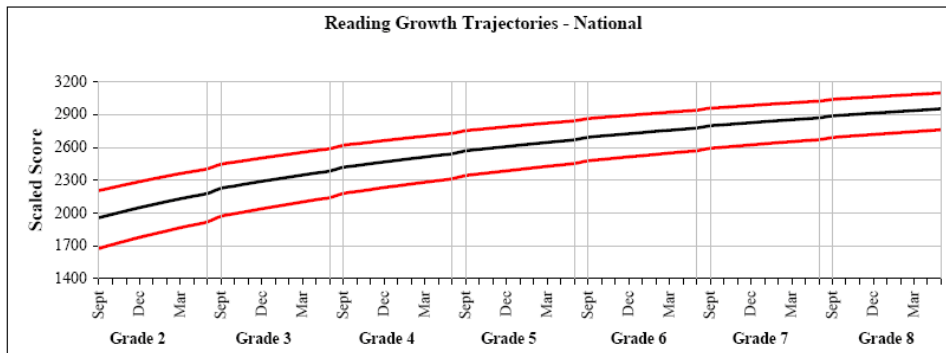
The student gain score is the difference between the Fall Testing Session and the Spring Testing Session. For classes or groups this is an average, or mean, of all

the students in that category. This can display as a positive or a negative number. If a student scores a 1750 in the fall and a 1905 in the spring, his gain is 155.

The screenshot shows the 'Diagnostic Test Reports' interface. The main table is titled 'Math Gains' and displays data for several classes. A blue arrow points to the 'Gain' column for 'Grade 2 Reading, Sec. 1'.

Class	Student Count	Testing Period 1 (7/1/03 to 11/30/03)		Testing Period 2 (4/1/04 to 6/30/04)		Gain	
		Mean SS	SE of Mean SS	Mean SS	SE of Mean SS	Mean SS Difference	SE of Difference
Grade 2 Homeroom, Sec. 1	35	1955	(22)	2071	(29)	+116	(15)
Grade 2 Homeroom, Sec. 2	35	1977	(27)	2101	(34)	+124	(18)
Grade 2 Reading, Sec. 1	30	1935	(23)	2054	(31)	+119	(17)
Grade 2 Reading, Sec. 2	30	1991	(28)	2136	(31)	+145	(15)

Inter-Quartile Range for Growth Trajectories
Reading National Sample
(25th - 50th - 75th)



How do you use the gain score? Use this score to judge knowledge “gained” within one year or to compare group or class growth within a school or district.

Additionally, use testing session scores from the Gains reports in conjunction with the national growth trajectory chart to determine if gains for the individual student or class is appropriate to the grade level.

National Percentile Ranking (NPR)

The NPR uses the SS to compare the student to members of the 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 norm group comparison. Different values appear for Fall and Spring test administrations to reflect different levels of knowledge for those time periods. Currently, NPR is available for Math and Reading.

How would you use the NPR?

For example, an NPR of 74 for a student would mean that his score is above 74% of his peers in the national norm group. This data is not related to state standards or comparable over time.



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

Standard Item Pool Score (SIP)

SIP scores express the probability of a student correctly answering each item within the item pool for his/her enrolled grade in that state. For example, a fifth grade student who scores a SIP of 85 is expected to correctly answer 85% of the items aligned to the fifth grade standards. Both the overall subject score and the units are currently displayed with SIP scores.

How do I use the SIP score? The SIP score, along with the SS, should be used to judge growth from the beginning of the year to the end. A lower SIP is expected for fall results, since they have not been instructed on that grade level material yet. A SIP of 23 in Number & Operations does not mean that a student “failed” Number & Operations. The SIP Score Table provided for each state displays the SIP scores for each SS in relation to each grade level. SIP scores are not comparable over time, since they relate to items in one specific grade level.

Reading Rate

This rate is based on a silent reading rate and is calculated by counting the number of words in the passages the student read and dividing that number by the time it took the student to read those passages. This score will only be accurate if the student reads the story (by himself) before answering questions.

How do I use the reading rate? When available, this score can be used as one indicator of reading fluency.

Lexile Measure

The Lexile scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text and is an optional feature available through Performance Series. Matching the reader and text measures is the goal. This allows for selecting text that is targeted to a reader's reading ability, and the result is an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to encourage reading progress.

How would you use the Lexile?

Numbers of reading books and subject-matter texts are aligned to the Lexile scale. This measure can be used to determine the proper reading materials at the school library or could be given to parents to locate the appropriate level books on www.lexile.com under families.

Grade Level Equivalent (GLE)

This optional feature uses a student's overall SS and positions it on the Grade Level Equivalent Scale. Values can range from less than 2.0 (< 2.0), 2.0 to 9.9, and greater than 9.9 (> 9.9) in Math and Reading, only. 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 in the beginning of the school year takes the Performance Series Math test. This student receives a Scaled Score of 2370—a score equivalent to performance in the 90th percentile of the fall norm group. The Scaled Score of 2370 positions this student on the Grade Level Equivalent Scale at 4.5.

How do you use the GLE? Using the GLE score does not mean the student, in the example above, should be promoted to the fourth grade, since he/she may not have the curricular framework to do actual 4th grade work. Instead this means that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at their current grade level. It also can be interpreted to mean that this state has fairly aggressive expectations for third grade, in comparison with the national norm sample.

Suggested Learning Objective (SLO)

This report uses the scaled score and your state alignment guides to determine where to focus the student's learning next. Options allow you to display objectives that are expected to be mastered on future assessments alongside objectives or skills areas the student should focus to improve performance. These are always listed in the order of difficulty, 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 to parents to know where their student has succeeded and how to focus their assistance to help him/her to improve.

Scantron Technical Support

Scantron Technical Support is available to answer your support questions.

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