

Spring 2016



insult.

1 All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she breathed upon the guests once, and vanished.

2 The apple lay gleaming among the piled fruits and the brimming

Part B

Which detail from paragraph 10 best supports the answer to Part A?

- A. "The boy grew tall and strong and beautiful, the swiftest runner, the best archer in all the country around."
- B. "Among the oak woods they lived together and were happy . . ."
- C. "They knew, for the gods know all things, that he was the son of Priam, king of Troy . . ."
- D. ". . . but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them."



Colorado Measures of Academic Success (CMAS): PARCC
District/School Performance Level Summary Report,
District/School Evidence Statement Analysis Report, AND
School Content Standards Roster
Interpretation Guide

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1.0 General Information for Educators

1.1 Background

In addition to reports that were created for all states in the PARCC consortium, Colorado created additional reports for districts and schools for the Spring 2016 Colorado Measures of Academic Success (CMAS): PARCC administration. The reports provide districts and schools with additional information, including performance by disaggregated groups and information that can support more in-depth analyses of student performance on items as they relate to PARCC Evidence Statement and Colorado Academic Standard alignment. This guide supports the interpretation of Performance Level Summaries, Evidence Statement Reports, and the Content Standards Rosters.

1.2 CMAS: PARCC Assessment

The reports referred to in this document are based on the CMAS: PARCC Assessment Spring 2016 Administration for the operational items taken.

1.3 Confidentiality of Reporting Results

The reports covered in this guide are for use at a state, district, and school level and are not intended for public distribution.

1.4 Purpose of this Guide

This guide provides information to assist in the interpretation of the District and School Performance Level Summary reports, the District and School Evidence Statement reports, and the School Content Standards Roster report. 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 live data from the Spring 2016 Administration.

The specific use of this information as it pertains to curriculum is at the discretion of the organization.

1.5 Accessing the Reports

The Performance Level Summary, Evidence Statement, and Content Standards Roster reports can be accessed through PearsonAccess^{next} Published Reports. Once signed into PearsonAccessnext, you must be in the 2015-2016 > CO CMAS: PARCC ELA and Math Spring 2016 administration.. Under the "Reports" drop down, choose "Published Reports". It is helpful to type "Performance," "Evidence," or "Content" under the "Find Reports" search to filter for these reports. If logged in at the district level, there may be a filter on the left side of the screen that will need to be cleared to access school level reports.

2.0 Understanding the District and School Performance Level Summary Reports

2.1 General Overview

The Performance Level Summary reports are provided at District and School Levels. This report breaks out the performance aggregations into subcategory levels.

Colorado Measures of Academic Success
DISTRICT PERFORMANCE LEVEL SUMMARY
 CONFIDENTIAL - DO NOT DISTRIBUTE
 Grade 7

MATHEMATICS
Grade 7 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	No Scores Reported	Total Number of Students	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations					
			#	%	#	%	#	%	#	%	#	%				
Cross-State	9,999,999	999	9,999,999	999.9%	9,999,999	999.9%	9,999,999	999.9%	9,999,999	999.9%	9,999,999	999.9%	9,999,999	999.9%	N/A	N/A
State	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999,999

2.2 Description of the Performance Level Summary Report

2.2.1 Sample School Performance Level Summary Report

A. Identification Information

The report identifies the district or school name.

B. Content Area and Grade Level/Course

The content area of the report, the grade level/course of the assessment, as well as the administration year are identified.

C. Demographic and Program Categories and Subgroups

Demographic and program categories with subgroups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the “not indicated” subgroup.

D. Number of Valid Scores

The number of valid scores does not include students with no score.

E. Average Scale Score

The average scale score is displayed for the state and district as well as each demographic or program subgroup. On school level reports, the average scale score for the school is also included. The average does not include students with no scores.

F. Performance Level Results

The number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated greater than or equal to Met or Exceeded Expectations performance levels, are displayed for each demographic or program subgroup.

G. No Scores Reported

This is the number of students registered to take the CMAS: PARCC assessment who did not receive scores. These students are not included in the denominator for the performance level percentages.

H. Total Number of Students

This is the number of students registered to take the CMAS: PARCC assessment.

3.0 Understanding the District and School Evidence Statement Analysis Report

3.1 General Overview

The District and School Evidence Statement Analysis Reports are two page reports which analyze the performance of the Evidence Statements at a state, district and school level for each operational item on the Spring 2016 Assessment. Information is reported for each grade/subject and grade level/course and content area.


3.2 Description of District and School Evidence Statement Analysis Reports

3.2.1 District and School Evidence Statement Analysis Reports – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The first page of the report shown below is an example of a Mathematics report at a district level. The second is an ELA/Literacy report at a school level.

Evidence Statement Analysis Report - Example 1



Colorado Measures of Academic Success
District Evidence Statement Analysis

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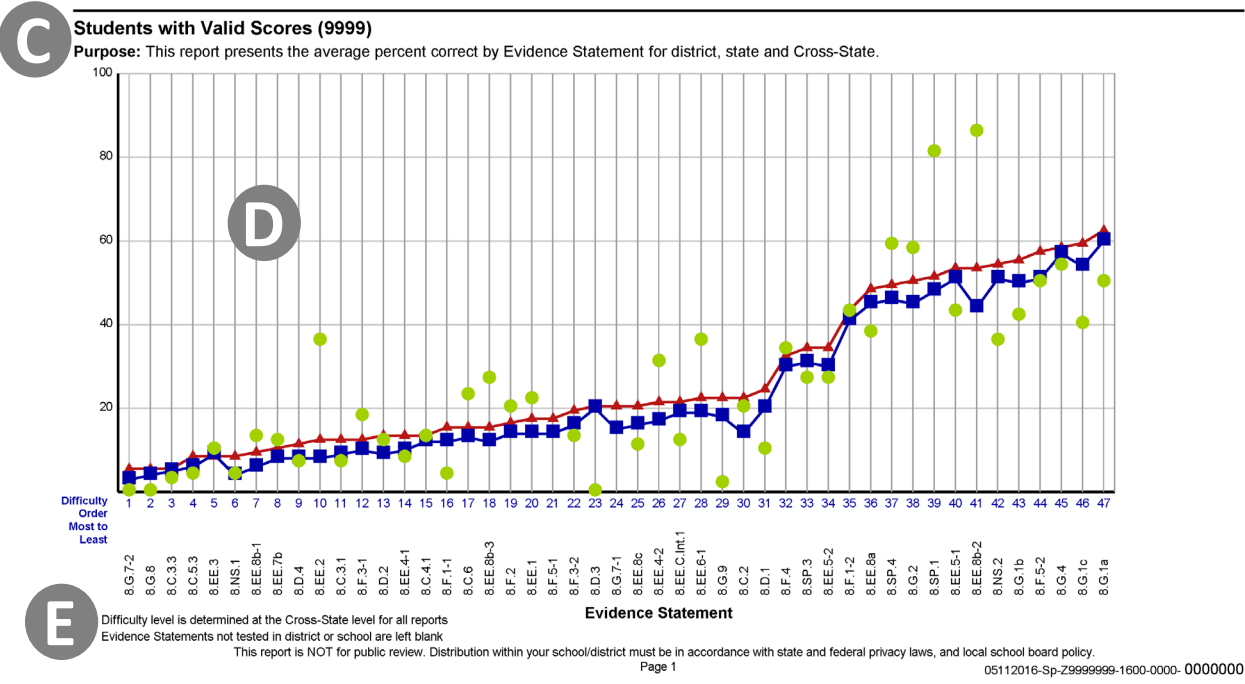
Grade 8

A

SAMPLE DISTRICT

MATHEMATICS
Grade 8 Assessment, Spring 2016

- ▲ Cross-State
- State
- District



Evidence Statement Analysis Report - Example 2

Colorado Measures of Academic Success School Evidence Statement Analysis

Grade 3



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A SAMPLE SCHOOL
SAMPLE DISTRICT

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, Spring 2016

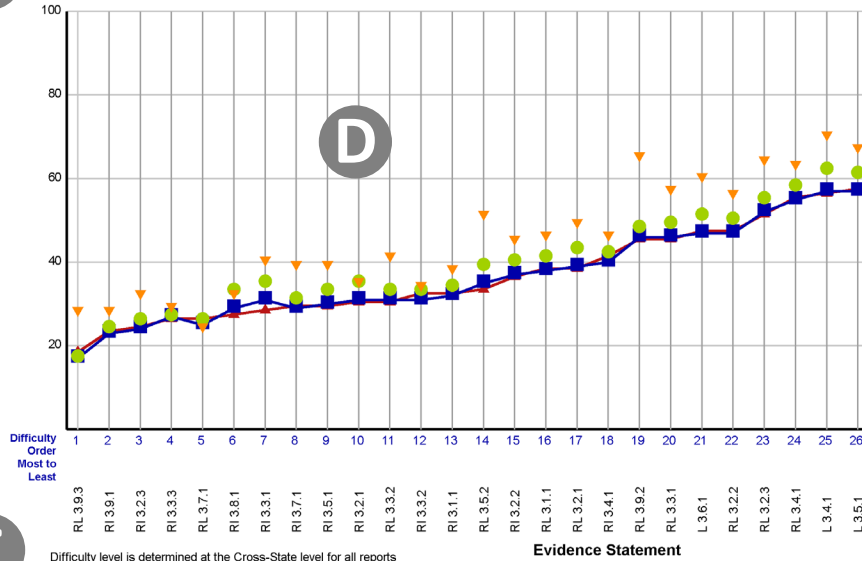
B

- ▲ Cross-State
- State
- District
- ▼ School

C

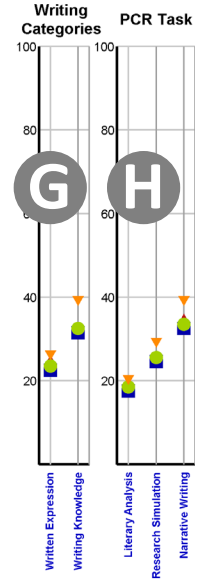
Students with Valid Scores (999)

Purpose: This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.



D

F



G

H

E

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

Evidence Statement

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 1

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Understanding the Evidence Statement Analysis Report

A. District and School Information

This section of the report includes the name of the district. School level reports also include the name of the school.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level/course assessed, and assessment year is located in this area.

C. Students with Valid Scores

The report presents the average percent correct by evidence statement for students who have reportable Summative Scale Scores in the Spring 2016 administration. Reportable scores are those records that have met attemptedness, are non-voided records, and are without suppression codes that have excluded them from aggregations (e.g., expelled and home school students, or when a misadministration or irregularity occurred during testing).

D. Graph

The average percent correct by each item, combined at an evidence statement level is represented on the chart at a cross-state consortium level, state level, district level, and for the school report, at a school level. A legend is provided to show which lines represent each level shown. Cross-state and State symbols are connected with a solid line. District and school symbols are not connected. District

and school symbols are not connected because, depending on the form assignment selection taken at the school and 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 for that evidence statement listed. If a symbol is on the chart at zero percent, this indicates that 0% of the maximum points possible in that evidence statement group were achieved by the school or district.

E. Evidence Statement and Difficulty Order

Items on the CMAS: PARCC assessment are written to PARCC Evidence Statements. Evidence Statements are based on and mapped to the Common Core State Standards, which are embedded into the Colorado Academic Standards. Each operational item on the assessment is combined into an evidence statement group. ELA items may be aligned to more than one evidence statement. 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. Each evidence statement group on page 1 of this report contains one item or multiple items at the cross-state level.

The evidence statements are placed in order on the graph from most to least difficult. The difficulty order is determined by the cross-state student performance on the items in the Evidence Statement. Evidence statements are ordered from the lowest to highest average percent of possible points earned. The average percent of possible points is the average number of points earned divided by the number of possible points in the evidence statement.

F. Writing Tasks

This section charts information related to the performance of the writing tasks that are included on the CMAS: PARCC assessment.

G. Written Expression and Writing Knowledge

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 standard English, including grammar and usage.

H. Prose Constructive Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included on the CMAS: PARCC 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.

3.2.2 District and School Evidence Statement Analysis Reports – Page 2

Page 2 of the District and School Evidence Statement Analysis Report links the Evidence Statements to the corresponding Colorado Academic Standard(s).

Evidence Statement Analysis

Grade 3

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

MATHEMATICS

Grade 3 Assessment, Spring 2016

B

C

Difficulty Order Most to Least	Evidence Statement	Colorado Academic Standard(s)	Domain
1	3.C.5-2	3.4.2.a.ii	Measurement & Data
2	3.MD.7d	3.4.2.a.ii	Measurement & Data
3	3.C.6-2	3.4.3.a.i 3.4.3.a.ii 3.4.3.a.iii	Measurement & Data
4	3.C.4-3	3.1.3.d.i 3.1.3.d.ii 3.1.3.d.iii	Operations & Algebraic Thinking
5	3.C.5-1	3.1.3.d.i 3.1.3.d.ii 3.1.3.d.iii	Operations & Algebraic Thinking
6	3.NF.3a-2	3.1.2.a.iii.1	Number & Operations - Fractions
7	3.C.4-4	3.1.2.a.iii.2 3.1.2.a.iii.4 3.1.2.a.iii.5 3.1.2.a.iii.6	Number & Operations - Fractions
8	3.D.1	Modeling & Reasoning	Modeling & Reasoning
9	3.Int.3	Multiple	Multiple
10	3.Int.4	Multiple	Multiple

continued

D

Evidence Statements: <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

Colorado Academic Standards: <http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12>

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

08232016-Sp-Z9999999-3080-4852- 0000000

A. Evidence Statement

Like the graph on page 1, Evidence Statements are listed from most to least difficult.

B. Colorado Academic Standard(s)

The Colorado Academic Standard(s) linked to the Evidence Statement is listed in the third column. An Evidence Statement could be connected to multiple standards. There are some evidence statements that do not directly align to a Colorado Academic State Standard. If the Evidence Statement does not directly link to a CAS but is considered Modeling and Reasoning, Modeling and Reasoning is included in the Colorado Academic Standard(s) column. Additionally, some integrated math evidence statements cross multiple domains and are not firmly linked to a specific Colorado Academic Standard. Those statements will indicate "Multiple" on the report.

C. Domain

The Domain level within the Colorado Academic Standards is listed in this column.

D. Additional Information

Links to more detailed information on the Evidence Statements and Colorado Academic Standards are provided at the bottom of the report.

Evidence Statements: <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

4.0 Understanding the Content Standards Roster Report

Colorado Academic Standards: <http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12>

4.1 General Overview

The Content Standards Roster Report analyzes the student performance of operational items on the CMAS: PARCC Spring 2016 Assessment. Reports are available by grade and subject at the school level.

4.2 Description of Content Standards Roster Report



Colorado Measures of Academic Success Content Standards Roster

Grade 3

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A SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
COLORADO

B

MATHEMATICS
Grade 3 Assessment, Spring 2016

Key

CO = State Average Percent Points Achieved
ST = Student Percent Points Achieved
PP = Total Points Possible

C

STUDENT	CORE FORM	Measurement & Data												Geometry			Modeling & Reasoning								
		TOTAL			3.4.3.a.i 3.4.3.a.ii 3.4.3.a.iii 3.4.3.a.iv 3.4.3.a.v			3.3.1.a.i 3.3.1.a.ii 3.3.1.a.iii			3.4.2.a.i 3.4.2.a.ii 3.4.2.a.iii			3.4.2.c 3.4.2.c.i 3.4.2.c.ii 3.4.2.c.iii			3.4.1.a.i 3.4.1.a.ii			On Grade Level			Securely Held Knowledge		
		CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP
1. STUDENT 1	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
2. STUDENT 2	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3. STUDENT 3	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4. STUDENT 4	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
5. STUDENT 5	03	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
6. STUDENT 6	05	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
7. STUDENT 7	07	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
8. STUDENT 8	09	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
9. STUDENT 9	11	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
10. STUDENT 10	13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
11. STUDENT 11	15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
12. STUDENT 12	17	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
13. STUDENT 13	19	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
14. STUDENT 14	21	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
15. STUDENT 15	23	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99

A. School Information

This section of the report includes the name of school and the associated district.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level/course assessed, and assessment year are located in this area.

C. Domain and Standard

All operational items are combined into the Domain and Standard group to which they apply. 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.

A more descriptive explanation of the standards can be found at the link <http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12>.

Understanding the
Content Standards
Roster Report

D. Average Percent Achieved and Points Possible

Within all domains and standards, this report provides the total points possible for the specified group based on the items in that group and the maximum points possible for those items.

For example a standard might have four items aligned to it. Three of those items might be worth 2 points each and one item worth 4 points, meaning that the group would have a maximum points possible of 10 points $((3 \times 2) + 4)$.

Columns with no items aligned or items which have a maximum points possible of fewer than 6 points will show an "n/a" in the total points possible column. For domains with "multiple" standard groups addressed, this amount will still be included in the total.

E. Student Percent Achieved

This column shows the percent of the total points possible each student listed achieved in each domain and standard group. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

F. State Average Percent Achieved

This column provides the average percent achieved for all students in the state with valid scores for each domain and standard group for each form combination. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

G. Core Form

This column identifies the Spring 2016 core operational form taken by each listed student. Each core or base form is used to create operational forms. Students who have the same number in this column did not necessarily take the exact same form of the test. Information for all columns (maximum points, student percent correct, and state percent correct) are for the student's specific operational form combination. Comparisons cannot be made for students across domains unless both students took the same operational form for the administration.

H. Student Information

Students will be listed in alphabetical order by last name, first name. Students are listed if a valid summative score is available and the student's score has not been suppressed. Home school and expelled students are not included. Scores may also be suppressed if there was a misadministration or irregularity during testing.