

Interpreting the Individual Student Report

This guide will help you interpret the Individual Student Report (ISR), which provides detailed information on your student’s performance on the DC CAS-Alt. Each report has three parts: The first is a table showing the student’s performance levels and raw scores. The second set of tables shows score information for each content area assessed: English Language Arts (ELA), Mathematics, Science, and Composition. The third part, in the “Codes” box at the right of the report, is explained in Section 3 below.

There are three sections to this guide. Section 1 provides additional information about Student Performance Levels. Section 2 gives further information about raw scores and how they are determined. Section 3 explains the entry scores and the information in the “Codes” box on the ISR.

Section 1 Student Performance Level

The first information in the ISR is a table of performance levels and raw scores by content area, which shows how the student performed overall in each subject area assessed (ELA, Mathematics, Science, and Composition). The table below contains the score information included in this section of the report, with descriptions for each performance level. The second page of the ISR helps define and explain the performance levels used to measure learning in the assessment.

Performance Level	What the student shows	What task modifications are present
Advanced	Demonstrates observable understanding of the learning standard	Task may be reduced in difficulty
Proficient	Demonstrates observable understanding of the learning standard	Task may be reduced in difficulty and/or complexity
Basic	Demonstrates limited understanding of the learning standard	Task is reduced in difficulty and complexity
Below Basic	Demonstrates inaccurate or limited knowledge of the learning standard	Task is reduced in difficulty and complexity

The complete Learning Strands and Standards for the DC CAS-Alt can be found on the Office of the State Superintendent of Education (OSSE) website at <http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms>

Further explanation of the terms used on the ISR are found in Section 3 below.

Section 2 How Raw Scores Are Determined

Scorers assess portfolio entries using clearly defined criteria that spell out exactly what the entry must contain to receive a score between 1 and 5. Each portfolio entry is scored separately for Performance, Complexity, and Supports. A score of 1 indicates no or limited demonstration of the task; a score of 5 indicates complete and detailed demonstration of the task. Two scorers independently assess each portfolio entry. The scoring criteria charts are on the OSSE website at <http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms>

Scores from each scorer are combined and totaled. Scores for Performance and Complexity are counted twice (double weight) and scores for Supports are counted once (single weight). After weighted scores for each entry are determined, scores for all three entries within the content area are combined to determine the raw score for the content area (ELA, Math, Science, and Composition). The raw score shown on the ISR chart corresponds to the student's Proficiency Level.

Section 3 Entry Score Explanation

Column 1—Entries

Three Reading and Mathematics entries are required for Grades 3–8 and 10. Three Science entries are required for Grades 5, 8, and 10, and one Composition entry is required for grades 4, 7, and 10. The entries required for each content area are labeled with the content area and the numbers 1–3. The strands, or topic areas, listed for ELA entries apply to all grade levels. Strands for Mathematics and Science entries vary by grade level. There is only one strand for Composition at each grade level. Find a complete list of the Learning Strands and Standards for the DC CAS-Alt can be located on the OSSE website at <http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms>

Column 2—Learning Standard

This column gives the letter/number code of the learning standard for the DC CAS. This standard links the portfolio to the general assessment. Each student works on adapted tasks aligned to the learning standards for their enrolled grade level.

Column 3—Performance

The Performance score measures student progress toward mastering the task according to the scoring criteria chart. This column lists a weighted Performance score for each entry. The Performance total for the content area is listed in this column below the content area entries.

Column 4—Complexity

Complexity measures the student's depth of knowledge of the learning standard, compared to the depth of knowledge expected of all students. This column lists the weighted Complexity score for each entry. The Complexity total for the content area is listed in this column below the content area entries.

Column 5—Supports

The Supports score measures how effectively the student uses instructional and assistive tools to independently complete the task. This column lists a Supports score for each entry. The Supports total for the content area is listed in this column below the content area entries.

Column 6—Code

Letters in the Code column correspond to information in the "Codes" box on the right side of the ISR. A code indicates that certain conditions were present that prevented giving the entry a score. For more information on codes and why they may appear on an ISR, please see your student's classroom teacher.

Column 7—Total

This column contains the raw score totals for each entry and the total score for the content area. Raw score totals for each entry will not exceed 50, and content area totals for ELA, Mathematics, and Science will not exceed 150.

This guide helps explain your student's Individual Student Report for the 2013 DC CAS-Alt. For further assistance or explanation, please contact your student's classroom teacher.