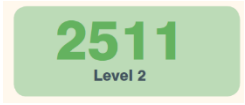
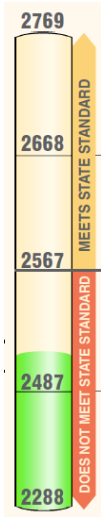
Understanding Scores for Smarter Balanced
Summative and Interim Assessments

Summative Assessments = allow one opportunity per student and administered during the last 12 weeks of the school year; will accurately describe both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems.

Interim Assessments = allow for multiple opportunities and administered at locally determined intervals; will help teachers, students, and parents understand whether students are on track, and identify strengths and limitations in relation to the Common Core State Standards.

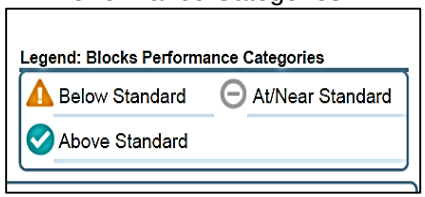
- There are two options for the interim assessments:
  - **Interim Comprehensive Assessments** use the same blueprint as the summative assessments, assess the same range of standards, and provide scores on the same scale.
  - **Interim Assessment Blocks** focus on smaller sets of related concepts and provide more detailed information for instructional purposes. There are between five and seventeen blocks per subject per grade.
- Test questions are not secure, and a student may be administered any one interim assessment up to five times.

Assessment	Type of Score	Description of Score	Uses of Score	
			Appropriate	Inappropriate
■ Summative ■ Interim Comprehensive	Overall 4 Digit Scale Score Example:  See Attachment A for Scale Score Ranges by Achievement Levels	Scale scores are the basic units of reporting. These ELA/Literacy and Mathematics scores fall along a continuous vertical scale from approximately 2000 to 3000 that increases across grade levels, can be used to illustrate students' current level of achievement and their growth over time in a relatively fine-grained fashion. When aggregated, scale scores, unlike raw scores, can also describe school- or district-level changes in performance on the tests and can measure gaps in achievement among different groups of students.	These scale scores can be used to illustrate students' current level of achievement and their growth over time. When aggregated, these scores can also describe school- or complex area-level changes in performance on the tests and can measure gaps in achievement among different groups of students. The Hawaii Common Core Standards for ELA/Literacy and Mathematics set higher expectations for students and the new tests are designed to assess student performance against these higher standards.	These 4 digit scale scores cannot be compared with the previous 3 digit scale scores for the Hawaii State Reading and Mathematics Assessments for three reasons. 1. Different content standards are assessed. 2. Test blueprint for each subject includes different content and item specifications. 3. Different threshold, or cut scores, are determined by stakeholders during standard setting process and are used to create scale score ranges for achievement levels.

Assessment	Type of Score	Description of Score	Uses of Score	
■ Summative ■ Interim Comprehensive	Threshold Scale Scores Example:  See Attachment A for Threshold Scale Scores for 4 Achievement Levels	Threshold scale scores (or cut scores) for 4 achievement levels are the basic units of reporting. These scores indicate the minimum performance required for meeting an achievement level expectation. A student who has achieved a threshold scale score is assumed to have the knowledge, skills, and processes included in the lower achievement level(s). For instance, the Level 4 student in the above example is assumed to be able to possess the knowledge, skills, and processes described in Levels 1, 2 and 3.	These scores can be used to see how close a student is to the next achievement level in relation to the standards that were assessed. Note: The purpose of the Standard Error of Measurement (SEM) is to show the score range that a student would likely fall within if they took the same Smarter Balanced ELA or math test multiple times with exactly the same level of knowledge and preparation. Scale scores will vary based on the test and on the student.	Threshold scores differ between subjects and grade levels and should not be used for comparison purposes. Threshold scores and achievement levels are developed by thousands of K-12 educators, higher education faculty, experts, parents and other stakeholders in a process called standard setting. Math calculations were not used to determine the threshold scores.
■ Summative ■ Interim Comprehensive	4 Achievement Levels Example:  See Attachment B for Achievement Level Descriptors	Each of the four achievement levels are a range of scale scores. Level 4 (Exceeded0 Level 3 (Met) Level 2 (Nearly Met) Level 1 (Not Met)	Achievement Level Descriptors (ALDs) communicate the meaning of test scores by specifying, in content terms, the knowledge and skills that students display at four levels of achievement. Achievement Levels should serve only as a starting point for discussion about the performance of students and groups of students. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the	The ALDs should not be interpreted as infallible predictors of students' futures. Characterizing a student's achievement solely in terms of falling in one of four categories is an oversimplification. They must continuously be validated, and should be used only in the context of the multiple sources of information that are available for students and schools. Multiple measures include student work throughout the year, teacher observations, and

Assessment	Type of Score	Description of Score	Uses of Score	
			higher level ALDs.	conversations with students.
■ Summative ■ Interim Comprehensive	Content Area Scores (Claims) ELA Claims: • Reading • Listening • Writing • Research/Inquiry Math Claims: • Concepts & Procedures • Problem Solving and Modeling & Data Analysis • Communicating & Reasoning **Above** **At/Near** **Below** See Attachment C for the links to the Blueprints; This will show the number of items that are being used to provide a specific claim score.	Individual students, and groups of students, receive one of the following scores for each claim: • Above Your score for this claim clearly shows that you understand and are able to apply your knowledge to the standard. • At/Near Your score for this standard may be just above or just below the standard. • Below Your score for this claim clearly shows you have not yet met the standard.	Assessment Claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. There are 4 claim scores for ELA/literacy and three Mathematics claim scores. A student's claim performance category is based only on the student's performance on the test items contained in that particular claim. Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) have been combined because of content similarity and to provide flexibility for item development. There are still four claims, but only three claim scores will be reported with the overall math score.	There are not enough items to make specific judgment about a student's performance on individual standards or targets. Refer to the blueprints to understand the number and types of items that contribute to the score. The inferences that can be made for a target score must be more general because it is not appropriate to over infer student performance or gains and losses based on a small number of test items. Individual targets may be based on 1-5 test items.

Assessment	Type of Score	Description of Score	Uses of Score	
■ Summative (only provided for groups of students) ■ Interim Comprehensive Assessments (not provided for individual students or groups of students)	Target Scores Example:  See Attachment C for the Target Level Descriptors	Assessment Targets are narrowly defined skills that connect the CCSS to evidence that is collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the claims. Assessment targets are used to guide the development of items and tasks that measure the CCSS. Unlike achievement levels and claim performance categories, which are assigned to students based on state standards, strength and weakness indicators display a group of students' performance on a target relative to the group's performance on the test as a whole	Summative: Target scores are only provided for groups of students ■ The performance indicated on this report is relative to the test as a whole. Unlike achievement levels provided at the subject level, these strengths and **weaknesses do not imply achievement**. Instead, they show how a group of students performed on each target relative to their overall subject performance on a test. ▪ + Above Standard ▪ = At/Near Standard ▪ - Below Standard	Target scores for different classes should not be compared because any inferences made are not relevant based on the appropriate use of target scores described in that column. Target scores also cannot be used for individual students. ■ For example, a group of students may have performed very well in a subject, but did not perform as well in several targets. Thus, the minus sign for a target does not imply a lack of achievement. Instead, it communicates that these students' performance on that target was below their performance across all other targets put together. Although the students are doing well, an educator may want to focus instruction on these areas.

Assessment	Type of Score	Description of Score	Uses of Score	
■ Interim Assessment Blocks	IAB Performance Categories 	Interim Assessment Blocks ■ Focus on smaller sets of targets and, therefore, are more flexible to better support instruction. ■ Results are reported for a set of targets and not individual targets ■ Results are reported relative to expectations not relative to the group assessed	Although the primary focus of the IABs is individual students, summary results are available at the complex area, complex, school, and class levels	

Smarter Balanced Threshold Scale Scores for Four Achievement Levels

ELA Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
11	2493	2583	2682

Math Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653
11	2543	2628	2718

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2014-15 Smarter Balanced ELA/Literacy Scale Scores Ranges by Achievement Levels				
Grade	**Level 1: Not Met**	**Level 2: Nearly Met**	**Level 3: Met**	**Level 4: Exceeded**
3	Below and to 2366	2367 - 2431	2432 - 2489	2490 and Above
4	Below and to 2415	2416 - 2472	2473 - 2532	2533 and Above
5	Below and to 2441	2442 - 2501	2502 - 2581	2582 and Above
6	Below and to 2456	2457 - 2530	2531 - 2617	2618 and Above
7	Below and to 2478	2479 - 2551	2552 - 2648	2649 and Above
8	Below and to 2486	2487 - 2566	2567 - 2667	2668 and Above
11	Below and to 2492	2493 - 2582	2583 - 2681	2682 and Above

2014-15 Smarter Balanced Mathematics Scale Scores Ranges by Achievement Levels				
Grade	**Level 1: Not Met**	**Level 2: Nearly Met**	**Level 3: Met**	**Level 4: Exceeded**
3	Below and to 2380	2381 - 2435	2436 - 2500	2501 and Above
4	Below and to 2410	2411 - 2484	2485 - 2548	2549 and Above
5	Below and to 2454	2455 - 2527	2528 - 2578	2579 and Above
6	Below and to 2472	2473 - 2551	2552 - 2609	2610 and Above
7	Below and to 2483	2484 - 2566	2567 - 2634	2635 and Above
8	Below and to 2503	2504 - 2585	2586 - 2652	2653 and Above
11	Below and to 2542	2543 - 2627	2628 - 2717	2718 and Above

Attachment B

Achievement Levels	Achievement Level Descriptors (ALDs)
Level 4 (Exceeded)	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
Level 3 (Met)	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
Level 2 (Nearly Met)	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.
Level 1 (Not Met)	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

The basic description for each content area in ELA/Literacy and Mathematics is the same for grades 3-8 and 11 but the wording related to a student's performance on each claim will vary.

Claim Descriptors For ELA/Literacy	
Reading	Reading closely and analytically to comprehend a range of increasingly challenging literary and informational text.
Listening	Employ effective listening skills for a range of purposes and audiences.
Writing	Produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry	Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
Claim Descriptors For Mathematics	
Concepts and Procedures	Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-life scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating and Reasoning	Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Attachment C

ELA Summative Assessment Final Blueprint [PDF]	The Smarter Balanced English Language Arts/literacy final blueprint describes the content of the ELA Summative Assessment in grade 3-8 and 11, and how that content will be assessed to reflect the depth and breadth of the performance expectations for the CCSS.

Mathematics Summative Assessment Final Blueprint [PDF]	The Smarter Balanced mathematics final blueprint describes the content of the mathematics Summative Assessment in grade 3-8 and 11, and how that content will be assessed to reflect the depth and breadth of the performance expectations for the CCSS.

Target Level Descriptors

Icon	Target Level	Description
+	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
=	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
−	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
*	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

Example of a Target:

ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. **Gr. 3 Standards: RL-1** (DOK 1, DOK 2)	**Target 1. KEY DETAILS:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. **Gr. 4 Standards: RL-1** (DOK 1, DOK 2)	**Target 1. KEY DETAILS:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. **Gr. 5 Standards: RL-1** (DOK 1, DOK 2)
RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.