



## TARGET REPORT FACT SHEET

### Legend for Performance Relative to Proficiency:

- + Performance is above the Proficiency Standard.
- = Performance is near the Proficiency Standard.
- Performance is below the Proficiency Standard.

### Legend for Performance Relative to the Test as a Whole:

- + Performance is better than on the rest of the test as a whole.
- = Performance is similar to performance on the test as a whole.
- Performance is worse than on the rest of the test as a whole.

The table below presents nine possible performance categories based on the performance categories in Relative to Proficiency and Relative to the Test as a Whole. This table is provided as guidance to teachers and other educators about how to interpret the results from the various performance categories for use in their instruction.

		Relative to Proficiency		
		<span style="color: green;">+</span>	<span style="color: blue;">=</span>	<span style="color: blue;">-</span>
Relative to the Test as a Whole	<span style="color: green;">+</span>	Students in this group are performing quite well. Leverage content measured by this target to help teach content in other targets that need more focus.	Leverage content measured by this target to help teach content in other targets that need focus.	Students in this group are struggling overall, but they are a bit stronger on this target. Leverage content measured by this target to help teach content in other targets that need focus.
	<span style="color: blue;">=</span>	Students in this group are meeting grade-level expectations on the content measured by this target. Focus attention on content from other targets with lower performance.	There is not enough information to determine if students in this group have mastered this content. Continue to teach content measured by this target at this grade level.	Students in this group need more work on the content measured by this target and with other targets at this grade level.
	<span style="color: blue;">-</span>	Students in this group are meeting grade-level expectations, but they are weaker on this target. Continue focusing on content expectations at this grade level with extra attention on content measured by this target.	Focus extra attention on this target for students in this group, starting with what is expected at this grade level.	Focus extra attention on content measured by this target, at this grade level or the grade level below, for the majority of students in this group.