



Alaska

Comprehensive System of Student Assessment (CSSA)

Guide to Test Interpretation for the High School Graduation Qualifying Examination Retest



For Teachers and Staff

Spring 2009

Introduction

This Guide to Test Interpretation provides an overview of reporting for the Alaska High School Graduation Qualifying Examination (HSGQE). It is intended to help educators interpret test report data in order to better meet the needs of individual students and the district as a whole.

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Explanation of Examinations and Scoring

The Purpose of Testing

One of the principal purposes of a school testing program is to provide teachers with information to help students learn. Testing, or “assessment,” plays a vital role in today’s education environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Educators use assessment results to help improve teaching and learning as well as to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important functions it performs, educational assessment is a fundamental activity in every school, district, and state. It is a vital complement to innovation, higher standards, and educational excellence.

The HSGQE is the result of many years of intense effort and collaboration among teachers, administrators, and the Alaska State Board of Education. The proficient score on the examination was designed to reflect what high school students should know as a result of their public school experience.

How Results are Measured

Students are tested on the Alaska Performance Standards in reading, writing, and mathematics. Performance Standards are measurable statements of what students should know and be able to do as a result of their public school experience. For example, in the mathematics content area, part of the Estimation and Computation standard is that a student should be able to add and subtract real numbers using scientific notation, powers, and roots. Alaska teachers developed the Performance Standards for Alaska students. For detailed information on the standards, please access the Department of Education & Early Development (EED) publication, *Alaska Standards: Content and Performance Standards for Alaska Students* available on the EED website at <http://www.eed.state.ak.us/standards/>.

The Purpose and Usefulness of Raw Scores and Scale Scores

Raw Score

The primary indicator of performance on the HSGQE is the raw score. A raw score is reported for each examinee in reading, writing, and mathematics. The raw score is the number of multiple-choice items answered correctly plus the number of points earned on constructed-response items on a subject-area assessment. By itself, the raw score has limited utility; it can only be interpreted in reference to the total number of items on a subject-area assessment. Raw scores cannot be compared across tests or administrations.

Scale Score

Since a given raw score may not represent the same skill level on every test form, all statewide assessment score reports include scale scores. Scale scores are statistical conversions of raw scores that adjust for slight shifts in item difficulties and permit valid comparison across all test administrations within a particular subject. The scale score range for the HSGQE is from a minimum of 100 to a maximum of 600.

When new test forms are developed, the new items will require slightly different levels of subject-area skill to answer correctly. This depends on the difficulty of the specific questions used on each form. To be fair to students, to permit valid comparison of test scores across administrations, and to maintain a consistent passing score, the skills represented by each score point must remain consistent from year to year.

As noted previously, scale scores adjust for slight shifts in underlying difficulty levels at each score point and provide valid points of comparison across all test administrations within a particular grade and subject. With scale scores, schools can compare the demonstrated knowledge and ability of different cohorts across years. Comparing scale scores on the assessments can help schools determine the impact of instruction and curriculum.

Scale Score Interpretations and Limitations

The scale scores associated with the HSGQE are not vertically equated with the Standards Based Assessments (SBAs), even though they share a common scale score range. Therefore, interpretation of individual score differences between the assessments is inappropriate.

Because the scale scores are established independently by subject-area, a comparison of scale scores between subjects is also inappropriate. Each scale score is based on a set of standards that define that subject-area and on items that operationalize that definition. The appropriate comparison is to compare the student to summary statistics for other students.

Components of the HSGQE

Each subject-area test on the HSGQE contains multiple-choice questions with four possible answer choices. These answers are machine-scored. Each subject-area test also contains a number of constructed-response questions that allow students to demonstrate their skills in more complex levels of thinking, and are scored by a professional staff experienced in providing reliable and consistent hand scoring. All constructed-response questions allow for full or partial credit.

The following content areas are covered in the HSGQE:

Reading

The questions on the reading subject-area test assess skills such as reading comprehension, identification and support for main ideas, application of multi-step directions, ability to make and support assertions, and analysis and evaluation of themes. Multiple-choice questions target specific skills, and constructed-response questions allow students to elaborate on and to make comparisons among various aspects of the texts. Excerpts from published literature are the basis for evaluating reading skills.

Writing

The writing skills assessed on this examination include writing compositions, using conventions of Standard English (spelling, grammar, capitalization, and punctuation), and revising writing to improve expression. Multiple-choice questions evaluate specific aspects of writing skill, and constructed-response writing prompts ask students to write and edit narrative, descriptive, and persuasive essays on various topics.

Mathematics

The questions on the mathematics subject-area test assess computation skills; reading, interpreting, and constructing graphs; and principles of geometry and measurement. Students will use a ruler and a protractor for a portion of the subject-area test. Procedures such as estimation and mental computation are interwoven throughout this examination.

Frequently Asked Questions

| Subject/Standard | | Points Possible | Points Earned | Scale Score Earned |
|------------------|---|-----------------|---------------|--------------------|
| Reading | | 65 | 65 | 600 |
| R4.1 | Use Context Clues | 10 | 10 | 578 |
| R4.2 | Summarize Information; Make Connections | 14 | 14 | 594 |
| R4.3 | Support Main Idea; Critique Arguments | 14 | 14 | 600 |
| R4.4 | Read and Apply Multi-Step Directions | 8 | 8 | 583 |
| R4.7 | Make and Support Assertions | 9 | 9 | 600 |
| R4.8 | Analyze and Evaluate Themes | 10 | 10 | 600 |

Question:

In the HSGQE reading subject-area test, the maximum *overall* scale score is 600. However, the six maximum subject/standard scale scores are 578, 594, 600, 583, 600, and 600. How can these six numbers combine into a higher number (600) than three of the six numbers?

Answer:

It is necessary to understand the relationship between raw scores and scale scores to appreciate the seeming anomaly.

Range:

Two things, the number of items and the difficulty of the items that make up a standard, determine the *range* of possible scale scores.

- The longer the test, the wider the range of scale scores.
- The easier the test, the lower the maximum scale score.
- For any given person, the raw score for the total test is the sum of the raw scores for the standards, BUT the total scale score is not the sum, nor the average of the standard scale scores.
- There is no mathematical relationship between the average of the scale scores for the standards and the average overall scale score.

Impact of hard and easy items:

The relationship between raw scores and scale scores is designed to eliminate the effect of taking a hard test or an easy test, or the fact that the items from one standard may be easier than the items from another standard.

- Students would need fewer correct responses on a “harder” standard to achieve the same scale score they would get by having more correct responses on an “easier” standard.

OR

- Answering 70% of the items correctly on a “harder” standard represents a higher level of ability than answering 70% of the items correctly on an “easier” standard.

- The raw score to scale score conversion levels the playing field, removing the impact of harder items or easier items in a given standard.
- The total test scale score is not a simple average of the standard scale scores.
 - The relationship is much too complex to be described by an average that ignores the number of items in each test and the average difficulty of the items making up that standard.

Question:

Is it possible for a student to answer all of the items correctly in a standard and not get the highest possible scale score (600)?

Answer:

Yes.

- A perfect score in a standard with easier items will translate into a lower scale score than a perfect score in a standard with harder items.
 - Both maximum scores may be less than the maximum score for the overall test.
 - This is due to the distribution of item difficulties and the number of items.
 - It is easier to answer 11 of 11 items correctly in a single standard than it is to answer 64 of 64 items correctly on the entire test.
 - The scale score for answering all of the items correctly on a standard will necessarily represent less ability than answering all of the items correctly on the overall test.
 - Although the scale score span goes from 100 to 600, it does not mean it is possible to get the highest or lowest scale score on every standard or even the overall test.

Using Results

The HSGQE results and reports provide useful information for determining the performance of students in your school and classroom. This guide will also help you prepare for questions from parents, students, and other members of the educational community regarding the HSGQE results.

Each report is designed to clearly present the information most useful to you and to parents and students. The audience and student populations for each of the HSGQE reports are listed below.

HSGQE Report Information

| Report |
|---|
| For Schools—Teachers and Administrators |
| Guide to Test Interpretation for Teachers and Staff |
| Guide to Test Interpretation for Parents and Students |
| Student Reports |
| School Student Roster |
| School Summary Report |
| For Districts |
| Guide to Test Interpretation for Teachers and Staff |
| Guide to Test Interpretation for Parents and Students |
| Student Reports |
| School Student Rosters |
| School Summary Reports |
| District School Roster |
| File Layout for Student Data File |
| Student Data File |
| File Layout for Abbreviated Student Data File |
| Abbreviated Student Data File |

Sample Reports

Student Report

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE) ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STUDENT REPORT 2009 SPRING RETEST



STUDENT NAME : LAST NAME, FIRST NAME MIDDLE NAME **A** DISTRICT : ALASKA DISTRICT GRADE : 12
 BIRTHDATE : 99/99/9999 STATE ID NUMBER : 9999999999 SCHOOL : ALASKA HIGH SCHOOL DISTRICT ID NUMBER : 9999999999

Your Student's Overall Performance

| Student's Scale Score | Student's Proficiency Level | Proficient Scale Score |
|-----------------------|-----------------------------|------------------------|
| 302 | Not Proficient | 304 |
| 363 | Proficient | 328 |

STANDARDS SKILL PERFORMANCE

This report provides a record of your student's test results on the HSGQE in reading, writing, and mathematics. Proficiency levels are grouped into two proficiency levels. The skills necessary for a student to be proficient are described on the back of the Student Report along with the range of scale scores associated with each level.

Scale Score
The scale score earned by the student determines the student's performance level of proficient or not proficient on the HSGQE. The points earned are converted into a scale score that takes into consideration the fact that some items that make up a standard on the test are more difficult than others. Therefore, a student can earn the same raw score on two standards and end up with two different scale scores. For this reason, you cannot divide the points earned by the points possible for a standard to derive the scale score.

Skills Performance
Reading, writing, and mathematics are composed of different skills. The chart on the right shows how your student did on these skills.

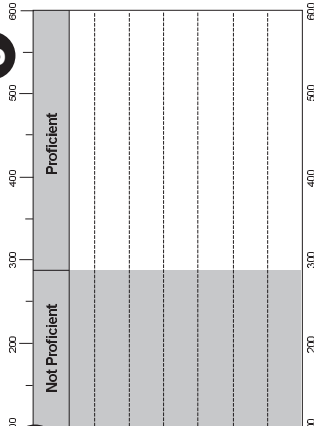
Interpretation of Chart
Scale scores are represented by the diamond (♦). Twelve scale score values map to a single diamond location. For each subject, the chart displays where the proficient cut score lies within the possible scale score range (100 - 600). Scores in the shaded area indicate not proficient, whereas scores in the non-shaded area indicate proficient. For example, your student's scale score in writing is 302. Note that the diamond representing this score falls in the not proficient scale score range. If your student were to take a similar test multiple times, the range of these scores would fall between 282 and 322 (as represented by the line) 80% of the time.

DIC-AC4/RT

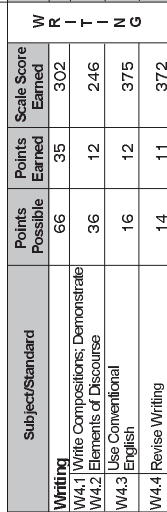
Your Student's Performance by Standard

| Subject/Standard | Points Possible | Points Earned | Scale Score Earned | Proficiency Level |
|--|-----------------|---------------|--------------------|-------------------|
| Reading | 65 | 10 | | Not Proficient |
| R4.1 Use Context Clues | 14 | | | |
| R4.2 Summarize Information; Make Connections | 14 | | | |
| R4.3 Support Main Idea; Critique Arguments | 8 | | | |
| R4.4 Read and Apply Multi-Step Directions | 9 | | | |
| R4.7 Make and Support Assertions | 10 | | | |
| R4.8 Analyze and Evaluate Themes | | | | |

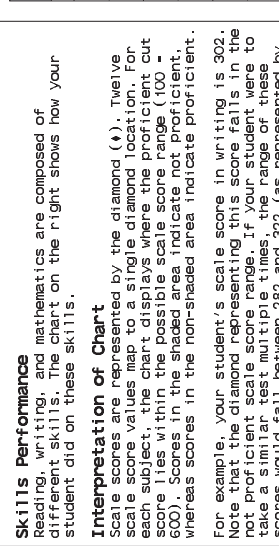
PROFICIENCY LEVELS AND PROBABLE SCALE SCORE RANGES



| Subject/Standard | Points Possible | Points Earned | Scale Score Earned | Proficiency Level |
|--|-----------------|---------------|--------------------|-------------------|
| Writing | 66 | 35 | 302 | Not Proficient |
| W4.1 Write Compositions; Demonstrate Elements of Discourse | 36 | 12 | 246 | |
| W4.3 Use Conventional English | 16 | 12 | 375 | |
| W4.4 Revise Writing | 14 | 11 | 372 | |



| Subject/Standard | Points Possible | Points Earned | Scale Score Earned | Proficiency Level |
|--------------------------------|-----------------|---------------|--------------------|-------------------|
| Mathematics | 50 | 29 | 363 | Proficient |
| M1.4 Numeration | 9 | 5 | 320 | |
| M2.4 Measurement | 8 | 8 | 528 | |
| M3.4 Estimation & Computation | 9 | 5 | 376 | |
| M4.4 Functions & Relationships | 8 | 3 | 340 | |
| M5.3 Geometry | 8 | 2 | 346 | |
| M6.3 Statistics/Probability | 8 | 6 | 364 | |



* Highest level of assessed performance standards

99-999999 99/99/99 99: 99

Student Report (continued)

- A** Presents student demographics.
- B** Indicates the student's scale score and proficiency level in reading, writing, and mathematics. In order to be considered proficient, the student must score on or above the Alaska Proficient Scale Score.
- C** Describes the proficiency levels reported in section B. Scores on the HSGQE are grouped into two proficiency levels. The skills necessary for a student to be proficient are described on the back of the Student Report, along with the range of scale scores associated with each level.
- D** Describes the scale scores reported in section B. The scale score earned by the student determines the student's performance level of proficient or not proficient on the HSGQE. The points earned are converted into a scale score that takes into consideration the fact that some items that make up a standard on the test are more difficult than others. Therefore, a student can earn the same raw score on two standards and end up with two different scale scores. For this reason, you cannot divide the points earned by the points possible for a standard to derive the scale score.
- E** Lists the Performance Standard categories grouped by the three subject-area tests.
- F** Lists the total points possible for the Performance Standard categories on the tests.
- G** Lists the points earned by the student for the Performance Standards in each subject-area test. Points earned are not valid for comparisons across grades, subjects, and/or standards due to variations among tests. The same raw score on two standards usually results in two different scale scores depending on the number of items and the difficulty of the items. For this reason, you cannot divide the points earned by the points possible to determine meaningful percentages.
- H** Lists the scale score equivalent for points earned.
- I** Explains the information found in the probable scale score range chart (J).
- J** Graphically illustrates the student's scale score (♦), the student's 80% confidence interval, and the proficiency cut score for Performance Standards and subject-area tests.

School Student Roster

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE) ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) SCHOOL STUDENT ROSTER 2009 SPRING RETEST



DISTRICT: ALASKA DISTRICT
SCHOOL: ALASKA HIGH SCHOOL
GROUP: ALASKA GROUP

PAGE: 1
GRADE: 12

STUDENT SCALE SCORE INFORMATION

This report includes summary information for each student within a school.
The report lists students alphabetically.

| Proficiency Level Range A | | | Reading B | | | | | Writing C | | | | Mathematics D | | | | | | | | | | | | | |
|---------------------------------------|---------|---------|------------------|------|------|------|------|------------------|---------|--------------------------------|------------|----------------------|------|-----------------|--------------------------------|---------|------|------|------|------|------|-------------------|-------------------|-------------------|--|
| Proficiency Level | Reading | Writing | R4.1 | R4.2 | R4.3 | R4.4 | R4.7 | R4.8 | Overall | Proficiency Level ¹ | W4.1, W4.2 | W4.3 | W4.4 | Reverse Writing | Proficiency Level ¹ | Overall | M1.4 | M2.4 | M3.4 | M4.4 | M4.4 | M5.3 ² | M5.3 ² | M5.3 ² | |
| P | >=287 | >=304 | >=328 | | | | | | | | | | | | | | | | | | | | | | |
| NP | <287 | <304 | <328 | | | | | | | | | | | | | | | | | | | | | | |
| E State Average Scale Score | | | | | | | | | | | | | | | | | | | | | | | | | |
| F District Average Scale Score | | | | | | | | | | | | | | | | | | | | | | | | | |
| G School Average Scale Score | | | | | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | NP | 270 | 292 | 257 | 258 | 203 | 287 | 341 | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | ABS | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | NP | 275 | 292 | 257 | 307 | 261 | 299 | 305 | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | PRV | | | | | | | | | | | | | | | | | | | | | |
| STUDENT'S LAST, FIRST MIDDLE | | | 12 | P | 369 | 388 | 378 | 403 | 312 | 372 | 377 | | | | | | | | | | | | | | |

¹ Proficiency Level: P = Proficient, NP = Not Proficient, ABS = Absent, INV = Invalid, MOD = Modified Administration, NOA = Not Attempted, PRF = Previously Passed, PRV = Previously Passed, SRP = Student Refusal, SUS = Suspension
² Highest level of assessed performance standards
DRC AK7AS1

School Student Roster (continued)

This report includes summary information for each student within a school. The report lists students alphabetically by ascending grade.

- A** Indicates the proficient scale scores for each test.
- B** Indicates the average scale score on the reading test, as well as the average scale score by Performance Standard category for the state, district, and school. It also lists the proficiency level and scale scores in reading for each student reported to the school.
- C** Indicates the average scale score on the writing test, as well as the average scale score by Performance Standard category for the state, district, and school. It also lists the proficiency level and scale scores in writing for each student reported to the school.
- D** Indicates the average scale score on the mathematics test, as well as the average scale score by Performance Standard category for the state, district, and school. It also lists the proficiency level and scale scores in mathematics for each student reported to the school.
- E** Indicates the state average scale scores for each subject-area test and Performance Standard.
- F** Indicates the district average scale scores for each subject-area test and Performance Standard.
- G** Indicates the school average scale scores for each subject-area test and Performance Standard.
- H** Indicates the grade, proficiency level, and scale score by subject-area test and Performance Standard for each student reported to the school. This section may also indicate why a student did not receive a score.
 - ABS = absent
 - INV = invalid
 - MOD = modified examination that is not approved by EED
 - NOA = subject-area test not attempted
 - PRF = parent refusal
 - PRV = subject-area test previously passed
 - SRF = student refusal
 - SUS = suspension

Note: *Students coded 'Adult' will not be included in the summarization of results for this report.*

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)
ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCHOOL SUMMARY REPORT
2009 SPRING RETEST



PAGE : 1

DISTRICT : ALASKA DISTRICT
SCHOOL : ALASKA HIGH SCHOOL

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

| | Reading B | | | | | | Writing C | | | | Mathematics D | | | | | |
|---------------------------------------|---------------------------|--|--|---|--|--|--|----------------------------------|------------------------|--------------------|-------------------------|----------------------------------|-----------------------------------|-------------------------------|---|--|
| | Performance by Standard | | | | | | Performance by Standard | | | | Performance by Standard | | | | | |
| | R4.1 Use Context Clues | R4.2 Summarize Information; Make Connections | R4.3 Support Main Idea; Critique Arguments | R4.4 Read and Apply Multi-Step Directions | R4.7 Make and Support Assertions | R4.8 Analyze and Evaluate Themes | W4.1, W4.2 Write Compositions; Demonstrate Elements of Discourse | W4.3 Use Conventional English | W4.4 Revise Writing | M1.4 Numeration | M2.4 Measurement | M3.4 Estimation & Computation | M4.4 Functions & Relationships | M5.3 ² Geometry | M6.3 ² Statistics/Probability | |
| Points Possible E | 10 | 14 | 14 | 8 | 9 | 10 | 66 | 16 | 14 | 9 | 8 | 9 | 8 | 8 | 8 | |
| School | 65 | 14 | 14 | 8 | 9 | 10 | 66 | 16 | 14 | 9 | 8 | 9 | 8 | 8 | 8 | |
| Average Points Earned F | 32.5 | 7.6 | 6.6 | 4.5 | 3.4 | 4.5 | 35.5 | 9.2 | 8.1 | 5.4 | 4.3 | 3.8 | 3.1 | 2.7 | 5.0 | |
| Average Scale Score | 321 | 356 | 331 | 327 | 341 | 323 | 310 | 306 | 314 | 338 | 341 | 332 | 338 | 370 | 337 | |
| District | 319 | 324 | 324 | 347 | 320 | 336 | 307 | 315 | 308 | 328 | 327 | 328 | 333 | 344 | 323 | |
| State | 317 | 322 | 318 | 344 | 317 | 334 | 307 | 313 | 311 | 329 | 332 | 326 | 331 | 345 | 328 | |

Proficiency Level Comparison **A**
The proficiency level scale score ranges were developed for individual standards. The individual scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.

| | Reading I | | | Writing J | | | Mathematics K | | |
|-----------------|--------------------|------------|----------------|--------------------|------------|----------------|----------------------|------------|----------------|
| | Total ¹ | Proficient | Not Proficient | Total ¹ | Proficient | Not Proficient | Total ¹ | Proficient | Not Proficient |
| School | 23 | 15 | 8 | 37 | 20 | 17 | 51 | 26 | 25 |
| District | 461 | 299 | 162 | 615 | 318 | 297 | 725 | 322 | 403 |
| State | 1244 | 784 | 460 | 1834 | 911 | 923 | 2019 | 886 | 1133 |
| | 100.0% | 65.2% | 34.8% | 100.0% | 54.1% | 45.9% | 100.0% | 51.0% | 49.0% |
| | 100.0% | 64.9% | 35.1% | 100.0% | 51.7% | 48.3% | 100.0% | 44.4% | 55.6% |
| | 100.0% | 63.0% | 37.0% | 100.0% | 49.7% | 50.3% | 100.0% | 43.9% | 56.1% |

¹The sum of Proficient and Not Proficient may not be exactly 100 percent due to rounding.
²Highest level of assessed performance standards

DRC-AC/4Z1

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School Summary Report (continued)

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.

- A** Explains the comparison of proficiency levels.
- B** Lists the total points possible for the reading test and the Performance Standard categories, as well as the average points earned for the school. It also lists the state, district, and school average scale scores for the reading test and the Performance Standard categories.
- C** Lists the total points possible for the writing test and the Performance Standard categories, as well as the average points earned for the school. It also lists the state, district, and school average scale scores for the writing test and the Performance Standard categories.
- D** Lists the total points possible for the mathematics test and the Performance Standard categories, as well as the average points earned for the school. It also lists the state, district, and school average scale scores for the mathematics test and the Performance Standard categories.
- E** Lists the points possible for each subject-area test and Performance Standard category.
- F** Lists the average points earned and average scale score at the school level for the subject-area tests and Performance Standard categories.
- G** Lists the average scale score at the district level for the subject-area tests and Performance Standard categories.
- H** Lists the average scale score at the state level for the subject-area tests and Performance Standard categories.
- I** Lists the total number and percent of students tested, as well as the number and percent of students who were proficient and not proficient in reading at the school, district, and state levels.
- J** Lists the total number and percent of students tested, as well as the number and percent of students who were proficient and not proficient in writing at the school, district, and state levels.
- K** Lists the total number and percent of students tested, as well as the number and percent of students who were proficient and not proficient in mathematics at the school, district, and state levels.

Note: *Students who were coded invalid, absent, student refusal, parent refusal, suspension, or adult, as well as students who did not attempt the test, previously passed the test, or took a modified administration (not EED approved) are not included in the summarization of results for this report.*

District School Roster

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE) ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) DISTRICT SCHOOL ROSTER 2009 SPRING RETEST



DISTRICT: ALASKA DISTRICT

PAGE : 1

SCHOOL SCALE SCORE INFORMATION

This report includes summary information for each school alphabetically within a district.

| Proficiency Level Comparison | Reading B | | | | | | | | | | Writing C | | | | | Mathematics D | | | | | | |
|---------------------------------------|------------------|---------|---------------------------|--|--|--|-------------------------------------|-------------------------------------|---------------|---------|--|----------------------------------|------------------------|---------------|---------|----------------------|---------------------|----------------------------------|-----------------------------------|-------------------------------|---|--|
| | Number Tested | Overall | R4.1 Use Context Clues | R4.2 Summarize Information; Make Connections | R4.3 Support Main Idea; Critique Arguments | R4.4 Read and Apply Multi-Step Directions | R4.7 Make and Support Assertions | R4.8 Analyze and Evaluate Themes | Number Tested | Overall | W4.1, W4.2 Write Compositions; Demonstrate Elements of Discourse | W4.3 Use Conventional English | W4.4 Revise Writing | Number Tested | Overall | M1.4 Numeration | M2.4 Measurement | M3.4 Estimation & Computation | M4.4 Functions & Relationships | M5.3 ¹ Geometry | M6.3 ¹ Statistics/Probability | |
| E State Average Scale Score | 1244 | 317 | 322 | 318 | 319 | 344 | 317 | 334 | 1834 | 307 | 313 | 308 | 311 | 2019 | 329 | 334 | 332 | 326 | 331 | 345 | 328 | |
| F District Average Scale Score | 1 | 307 | 259 | 327 | 353 | 361 | 287 | 267 | 3 | 321 | 317 | 340 | 313 | 2 | 351 | 336 | 342 | 323 | 417 | 390 | 345 | |
| SCHOOL NAME 1 G | | | | | | | | | 1 | 340 | 315 | 399 | 326 | | | | | | | | | |
| SCHOOL NAME 2 | | | | | | | | | 2 | 312 | 318 | 311 | 307 | | | | | | | | | |
| SCHOOL NAME 3 | 1 | 307 | 259 | 327 | 353 | 361 | 287 | 267 | | | | | | 2 | 351 | 336 | 342 | 323 | 417 | 390 | 345 | |

¹Highest level of assessed performance standards
DRC AK7401

District School Roster (continued)

This report includes summary information for each school alphabetically within a district.

- A** Explains the comparison of proficiency levels.
- B** Indicates the average scale score for the reading test, as well as the average scale score by Performance Standard category for the state, district, and all schools in the district.
- C** Indicates the average scale score for the writing test, as well as the average scale score by Performance Standard category for the state, district, and all schools in the district.
- D** Indicates the average scale score for the mathematics test, as well as the average scale score by Performance Standard category for the state, district, and all schools in the district.
- E** Indicates the number of students tested in the state, as well as the state average scale scores for each subject-area test and Performance Standard.
- F** Indicates the number of students tested in the district, as well as the district average scale scores for each subject-area test and Performance Standard.
- G** Indicates the number of students tested in each school, as well as the school average scale scores for each subject-area test and Performance Standard.

Note: *Students who were coded invalid, absent, student refusal, parent refusal, suspension, or adult, as well as students who did not attempt the test, previously passed the test, or took a modified administration (not EED approved) are not included in the summarization of results for this report.*

HSGQE Proficiency Descriptors

Reading

Use Context Clues

A student proficient in the minimum competencies in essential skills

- uses context clues to determine the meaning of unfamiliar words within a text

Summarize Information

A student proficient in the minimum competencies in essential skills

- summarizes events presented in a passage
- determines and describes an author's position and/or viewpoint and applies it to a hypothetical situation
- identifies relevant details and main ideas in a passage or parts of a passage
- summarizes technical information from a set of directions into a chart
- determines the purpose of a text
- infers connections between ideas and events
- interprets charts, graphs, tables, and illustrations
- interprets information and applies it to new situations

Critique Arguments

A student proficient in the minimum competencies in essential skills

- locates supporting evidence in text
- sorts and categorizes information
- applies information from a text
- uses evidence to determine and support key ideas
- describes the purpose behind language in an advertisement
- differentiates between arguments based on opinions and arguments based on facts

Reading (continued)

Apply Multi-Step Directions

A student proficient in the minimum competencies in essential skills

- follows multi-step directions to complete a task
- determines and explains the reasons for using specific methods to complete a task
- identifies and sequences information from a variety of sources
- locates specific information from multi-step directions from one or more sources
- uses information from a chart to fill out a form

Make and Support Assertions

A student proficient in the minimum competencies in essential skills

- identifies clear assertions (statements, opinions, or interpretations)
- identifies evidence and details from a text to support assertions

Analyze and Evaluate Themes

A student proficient in the minimum competencies in essential skills

- analyzes the themes of reading passages
- identifies and interprets details that support the theme
- compares and contrasts information and ideas in a text

Writing

Write Compositions

A student proficient in the minimum competencies in essential skills

- writes narrative, informative, persuasive, and descriptive responses
- states and defines a topic or position
- uses reasonably clear details and support to explain ideas
- uses a logical sequence of ideas
- uses words that adequately convey meaning
- uses some variation of sentence length and structure
- uses spelling, capitalization, punctuation, and grammar correctly for the most part and does not make errors that alter the meaning of the text

Use Conventional English

A student proficient in the minimum competencies in essential skills

- identifies and corrects sentence fragments and run-ons
- uses correct capitalization in a variety of types of writing
- identifies and corrects some errors in spelling, capitalization, punctuation, and grammar
- identifies and corrects errors in
 - verb tense consistency
 - subject-verb agreement
 - regular and irregular verb usage
- identifies and corrects errors in the usage of adverbs and adjectives
- identifies simple sentences that are structured correctly and convey the intended meaning

Writing (continued)

Revise Writing

A student proficient in the minimum competencies in essential skills

- organizes a paragraph by
 - eliminating sentences that are off-topic
 - placing sentences in a logical order
 - adding transitions
- combines two or three simple sentences into a single sentence by using subordinate clauses or prepositional phrases
- identifies a sentence with correct placement of subordinate clauses
- adds supporting details to develop a topic
- maintains meaning when revising writing

Mathematics

Problem Solving, Communication, Reasoning, and Connections

A student proficient in the minimum competencies in essential skills

- uses appropriate symbols to justify solutions to mathematics problems
- uses a variety of problem-solving strategies (guess and check, working backwards, diagrams, patterns, etc.)
- solves multi-step problems in real-world context

Numeration

A student proficient in the minimum competencies in essential skills

- reads, writes, models, and orders positive and negative numbers, including fractions, decimals, percents, square roots, and numbers with simple exponents
- converts between fractions, decimals, and percents
- compares, orders, and uses data containing mixed units of measurement (hours and minutes, feet and inches, metric units)
- expresses numbers in scientific notation
- applies basic order of operations and rules of divisibility

Measurement

A student proficient in the minimum competencies in essential skills

- accurately measures and draws distances and angles using a ruler or protractor
- estimates and converts measurements of length and weight within the same system or between systems (standard and metric)
- identifies the appropriate tool and/or unit of measure with which to measure objects
- solves problems involving rate, distance, time, scale, and money
- reads, writes, and uses money notation, determining possible combinations of coins and bills to equal given amounts; counts back change for any given situation

Mathematics (continued)

Estimation and Computation

A student proficient in the minimum competencies in essential skills

- adds, subtracts, multiplies, and divides numbers in various forms: positive and negative numbers, fractions, decimals, and percents
- solves multi-step problems using ratios and proportions
- rounds numbers appropriately to solve problems
- simplifies expressions involving simple exponents

Functions and Relationships

A student proficient in the minimum competencies in essential skills

- analyzes, extends, and applies visual, numeric, and geometric patterns
- evaluates and simplifies algebraic expressions and equations
- converts representation of data between graphs, tables, and linear equations
- solves linear equations, simple inequalities, and systems of linear equations

Geometry

A student proficient in the minimum competencies in essential skills

- identifies and applies properties of angles, polygons, and lines (including parallel, perpendicular, and intersecting lines)
- uses formulas to calculate perimeters, circumferences, and areas
- applies the properties of equality and proportionality to solve problems involving congruent or similar shapes

Probability and Statistics

A student proficient in the minimum competencies in essential skills

- selects and uses appropriate scales of graphs
- reads data and predicts trends from tables, graphs, and charts
- analyzes, interprets, and appropriately labels bar graphs, line graphs, and circle graphs to display data
- determines the probability of an event
- selects an appropriate sampling group

Glossary

Constructed-Response Question

An assessment unit with directions, a question, or a problem that elicits a written, pictorial, or graphic response from a student. Sometimes called an “open-ended” item.

Content Standard

Broad statements of what students should know and be able to do as a result of their public school experience.

Forms

Different versions of a test that measure the same subject area.

Item

One of the assessment units, usually a problem or a question, in a test.

Mean

An average, calculated by adding the values of a set of scores and dividing by the number of scores in the set.

Multiple-Choice Question

A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer.

Performance Standard

A statement that defines what all students should know and be able to do at the end of a given grade level.

Proficiency Level

A score that measures a student’s current acquired knowledge and skills in a particular content area (e.g., reading, mathematics).

Scale Score

Three-digit integers that provide a common metric for expressing student performance from different forms.

Standard Error of Measurement

A mathematical calculation that estimates a range within which a student’s “true score” would fall, had that student taken the test numerous times. It is important to understand that all tests have an inherent measurement error because they are a sample of student performance at one particular time.

Standardized Test

A test administered in accordance with explicit directions for uniform administration.