

COLO RADO

Student Assessment Program

UPDATED THROUGH 2011

GUIDE TO TEST INTERPRETATION

GRADES 9 AND 10



CSAP

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Overview

Introduction

This *Guide to Test Interpretation* has been prepared to provide an overview of the reporting and use of results from the 2011 CSAP assessments. It is intended to help educators apply test report data to the needs of individual students, schools, and districts.

What Are Content Standards?

In the fall of 1995, the Colorado State Board of Education adopted the state Model Content Standards in the learning areas of reading, writing, geography, science, history, and mathematics.

These standards are statements of the academic content each student is expected to learn; they describe what students should know and be able to do. Content standards focus the educational system on common, well-defined goals. They ensure that rigorous academic content is being taught, and they raise expectations for all students.

Academic content standards are entirely objective. Because content standards simply spell out expectations of what students should know and be able to do, they are educational-system neutral. Any philosophy, curriculum, teacher training program, or class scheduling system is acceptable as long as it demonstrates progress in bringing students up to the standards.

Standards-based education is a simple, four-step idea:

1. The people of the state and community come to an agreement on expectations of what students should know and be able to do at each level of their education.
2. Curriculum is aligned and teaching methods and class schedules may be revised to help students reach these standards.

3. Ongoing assessments are provided at both the state and local levels to determine students' progress toward these standards.
4. The results of the assessments are used to make adjustments to the educational system until there is satisfactory progress toward the standards.

Colorado's Model Content Standards were developed by Colorado educators and community members in a two-year process that involved three publicly reviewed drafts, 10,000 responses to these drafts, and regional meetings across the state. This process produced standards that represent a consensus of thousands of parents, educators, administrators, businesspeople, and interested community members. This involvement of thousands of Coloradans served as the basis for the implementation of Colorado's standards-based education reform effort passed in the Colorado General Assembly as House Bill 93-1313. The Colorado Model Content Standards are available on the CDE website at www.cde.state.co.us.

What Is CSAP?

The Colorado Student Assessment Program (CSAP) is a standards-based assessment designed to provide a picture of student performance to school districts, educators, parents, and the community. The primary purpose of the program is to determine the level at which Colorado students meet the state Model Content Standards. The results should be used by educators to improve curricula and instruction as well as increase individual student learning.

How Should Standards-Based Assessment Results Be Used?

House Bills 93-1313 and 98-1267 mandate that assessment results be made available to the public at both state and district levels. Student performance in all schools and districts is measured in a fair and uniform

manner. The publication of these results allows everyone to understand what students have learned and what areas need improvement.

The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement. The fact that CSAP is based on the state's Model Content Standards ensures that all districts are held to the same challenging standards that Coloradans expect for their students regardless of whether they live in urban, suburban, or rural areas.

Two Kinds of Assessments: How Do They Fit Together?

To work properly, at least two levels of assessment are needed:

1. **Statewide assessment.** CSAP is designed to provide an overall picture of student performance to school districts, educators, parents, and the community. Its primary purpose is to monitor state trends and corroborate the district's own assessment results.
2. **District-level assessment.** Districts carry out their own assessments that align with their own local standards. Using these assessments, they gather data to **supplement statewide assessment results** and provide the individualized details necessary to make changes to their education practices.

The History of the CSAP Administration

The first administration of CSAP took place in the spring of 1997. With the exception of a very small number of students for whom the assessments were inappropriate, all grade 4 students were tested in reading and writing. This administration established the baseline against which student progress has been compared in the years since.

In accordance with House Bill 96-1139 (the Colorado Basic Literacy Act), the second administration of CSAP in the spring of 1998 assessed the reading and writing of all

grade 4 students and the literacy, or reading comprehension, of all grade 3 students, except those for whom the assessment was inappropriate.

In addition to assessing students in grades 3 and 4, the third administration of CSAP assessed the reading and writing of grade 7 students in the spring of 1999 and the mathematics of grade 5 students in the fall of 1999.

The fourth administration of CSAP in the spring of 2000 included the assessment of grade 8 students in science and mathematics.

In the spring of 2001, the fifth CSAP administration assessed reading for students in grades 3 through 10, writing for students in grades 4, 7, and 10, mathematics for students in grades 5, 8, and 10, and science for students in grade 8.

The CSAP 2002, 2003, and 2004 administrations assessed reading and writing for students in grades 3 through 10, mathematics for students in grades 5 through 10, and science for students in grade 8.

The CSAP 2005 administration assessed reading, writing, and mathematics for students in grades 3 through 10 and science for students in grade 8.

The CSAP 2006–2011 administrations assessed reading, writing, and mathematics for students in grades 3 through 10 and science for students in grades 5, 8, and 10.

Do All Students Participate?

Most students participate in the standard CSAP assessment; however, some students receive accommodations that modify how the assessment is administered, similar to those they receive during classroom instruction. For example, students who are instructed in Large Print or Braille are assessed in Large Print or Braille.

Interpreting Results

Familiarity with the testing terms used in CSAP score reports will help you interpret test information accurately and efficiently. A glossary of measurement terms is provided in Appendix D.

What Are Scale Scores?

Because raw scores may not be comparable from one year to the next and provide limited information for interpretation of current performance, raw test scores are converted to scale scores. This effectively equates various forms of the test; that is, a given scale score represents the same level of achievement regardless of the year in which the test was administered.

What Is the Purpose of Content Standards?

The Colorado Model Content Standards adopted by the State Board of Education serve as guidelines that describe what students should know and be able to do at specific grade levels. Items on CSAP assessments are intended to measure students' content area knowledge and skills, and provide the public with information on the performance of Colorado schools relative to these standards. The Colorado Model Content Standards are available on the CDE website at www.cde.state.co.us.

What Are the Performance Levels?

The performance levels adopted by the State Board of Education for the CSAP tests are Advanced, Proficient, Partially Proficient, and Unsatisfactory.

Standard-setting workshops are held whenever new standards and tests are introduced. Colorado teachers consider the Model Content Standards and the CSAP assessments to determine what students should know and be able to do at each performance level. In these workshops, the standard-setting participants discuss each

item on each assessment to determine the specific knowledge, skills, and abilities that students should have in order to be considered Advanced, Proficient, or Partially Proficient. At the conclusion of the standard-setting workshops, the participants write performance-level descriptors. Teachers, parents, and students can use these descriptors to better understand students' current competencies as well as those competencies that students have not yet mastered but need to master to move to higher performance levels.

These performance-level descriptors are available on the CDE website at www.cde.state.co.us.

Are Results Reported by Content Standards?

In addition to a student's overall performance in the subject area (e.g., reading or mathematics), the student's performance on specific content standards and subcontent areas within the test is also reported. For each standard and subcontent area, the student's achievement is characterized as "At or Above Proficient" or "Below Proficient." This information is reported for diagnostic purposes and should be used only for low-stakes decisions such as instructional planning.

What Is the Standard Error of Measurement?

When analyzing and interpreting scores, keep in mind that test results are descriptions of a single performance by an individual or group. From these descriptions, you can make inferences about the performance or skills of the students. However, because the score for any single test may not represent an individual's true ability, you must take into account the standard error of measurement (SEM).

Measurement error is inevitably associated with any test score. The SEM estimates the amount that a student's "obtained score" (the score he or she actually received on the test) may vary from his or her "true score," based on the reliability of the test. This statistic provides a range within which a student's true score is likely to fall. You should always take the SEM into account when interpreting test results, especially when using test scores to support critical instructional decisions.

Taking the SEM into consideration means that you should not think of an obtained

score as an absolute value. Instead, consider it as a point within a range that probably includes a student's true score. (A student's true score is the hypothetical average score that would result if the student could take the test repeatedly without being affected by practice, fatigue, or additional learning.) It is expected that the score a student obtains from a single testing will fall within one SEM of the student's true score 68 percent of the time, and within two SEMs of the student's true score 95 percent of the time.

NOTE: The Colorado Model Content Standards for Science were significantly revised for the 2008 CSAP administration. This effort, begun in 2006, involved educators from throughout the state. New science standards were finalized in 2007, and new test specifications and items were developed to align with the revised standards. Following the 2008 administration, a standard-setting meeting was held to determine new proficiency levels and cut scores for CSAP Science. As a result, the science scales for grade 5 are different from those in years before 2008.

CSAP Reports

Summary of Reports Provided

The following reports provide information regarding the results of the CSAP assessments.

Report	Number of Copies of Reports Provided			
	Student	School	District	State
Student Performance Report	1	1		
Content Standards Roster (School)		2	2	
Performance Level Summary Report (School)		2	2	1
Performance Level Summary Report (District)			2	2
Performance Level Summary Report (State)				3

Reports intended for the student, school, and district are packaged and shipped to the District Assessment Coordinator for distribution within the district. School-level reports contain individual data. The district and state reports contain summary data by school.

The **Student Performance Report** provides students, parents, educators, and administrators with the individual student's results in the form of a scale score and the performance level demonstrated (Advanced, Proficient, Partially Proficient, Unsatisfactory) on each of the content area assessments. This report also provides information about the student's performance on each content standard and subcontent area. The student's achievement is reported in terms of "At or Above Proficient" or "Below Proficient" for each standard and subcontent area. Two copies of the Student Performance Report are provided: one copy is intended for the school, and the other copy is intended for the student and his or her parents or guardian.

The **Content Standards Roster** lists the students at a given school by name. Included in this report are statistical data showing the listed students' performance on the test as a whole as well as on the individual Colorado

Model Content Standards and subcontent areas. Each student's achievement is reported in terms of "At or Above Proficient" or "Below Proficient" for each standard and subcontent area. Students' scale scores are also listed.

The **Performance Level Summary Report** provides educators and administrators with the total number and percent of students at each school (school version), in each district (district version), or in the state (state version) who have attained each of the performance levels. The report includes the number of students whose scores were not reported because they had incomplete assessments or invalidated assessments that were not legitimate measures of their ability. Also provided are aggregated demographic data about the student population. No student names appear on any version of the Performance Level Summary Report.

Test Invalidations	
Result When No Scores Are Reported	Condition Leading to Lack of Score
Unable to test due to language	The Assessment Administrator coded "1" in the Test Invalidation section of the Student Data Grid on the student's test book.
Taking CSAP Alternate Assessment	The Assessment Administrator coded "2" in the Test Invalidation section of the Student Data Grid on the student's test book.
Parental refusal	The Assessment Administrator coded "4" in the Test Invalidation section of the Student Data Grid on the student's test book.
Test not completed	The Assessment Administrator coded "5" in the Test Invalidation section of the Student Data Grid on the student's test book.
Student withdrew before test could be completed	The Assessment Administrator coded "6" in the Test Invalidation section of the Student Data Grid on the student's test book.
Student did not complete the test due to extreme frustration	The Assessment Administrator coded "7" in the Test Invalidation section of the Student Data Grid on the student's test book.
Student used a nonapproved accommodation or modification	The Assessment Administrator coded "8" in the Test Invalidation section of the Student Data Grid on the student's test book.
Test was misadministered	The Assessment Administrator coded "9" in the Test Invalidation section of the Student Data Grid on the student's test book.
Student receives specialized educational services through the district and could not access the test with standardized test conditions	The Assessment Administrator coded "B" in the Test Invalidation section of the Student Data Grid on the student's test book.

When No Scores Are Provided

In lieu of test scores (scale scores with performance levels), an individual student may receive one of the "No Score" results listed above on his or her performance report. The total number of students receiving these results is summarized on the school, district, and state versions of the Performance Level Summary Report.

Student Performance Report

The Student Performance Report provides students, parents, educators, and administrators with the individual student's results in the form of the performance level demonstrated (Advanced, Proficient, Partially Proficient, Unsatisfactory) and scale score on each content area assessment. The student's scale score is also depicted graphically, including a confidence interval, which provides the SEM range within which a student's true score is likely to fall (see "What Is the Standard Error of Measurement?" on pages 3 and 4).

The overall performance level (shown at the top of the report) indicates that the student can perform the majority of the tasks described for that performance level and even more of the tasks described for the level(s) below. The student also may have performed some of the tasks described for the next higher level, but not enough to have reached that level of performance. By examining the tasks associated with the next higher level, one can see the competencies a student should be working on to move to a higher level of performance.

In some instances, a score and performance level will not be indicated on the report. When this is the case, the report will indicate the reason no score was received. Reasons for test invalidation are listed in the table on page 6.

Two copies of the Student Performance Report are provided: one copy for the school and the other for the student and his or her parents or guardian.

Content Standards Roster Report

The Content Standards Roster lists the students at a given school and provides statistical data regarding each listed student's performance on the individual Colorado Model Content Standards and subcontent areas. Student performance on each standard and subcontent area is reported as "At or Above Proficient" or "Below Proficient" and a scale score is listed.

Students who receive a "No Score" on one or more content area tests are also listed in the report.

It is important to remember that a student's performance level is based on his or her overall test performance. However, one student may perform better on a particular standard or subcontent area than another student who is at the same performance level. This type of information can be used to better understand students' competencies on each standard or subcontent area.

Performance Level Summary Report

The Performance Level Summary Report provides educators and administrators with the number and percent of students at each school (on the school version of the report), in each district (district version), or in the state (state version) who have attained each of the performance levels, as well as the number and percent of students who had no scores reported because their tests were not legitimate measures of their achievement.

Also provided are demographic data aggregated at the school level (on the school version of the report), district level (district version), or state level (state version) showing:

- Total number of students
- Number and percent of students who attained scores of Unsatisfactory
- Number and percent of students who attained scores of Partially Proficient
- Number and percent of students who attained scores of Proficient
- Number and percent of students who attained scores of Advanced
- Number and percent of students who attained scores At or Above Proficient
- Number and percent of students for whom no scores were reported

This information is also broken down by the following demographic characteristics of students:

- Gender: Female/Male
- Ethnicity: Hispanic or Latino
- Race (for non-Hispanic, non-Latino students only): American Indian/Alaska Native, Asian, Black or African American, White, Native Hawaiian/Pacific Islander, Two or more races
- Primary Disability: None, Limited intellectual capacity, Emotional disability, Specific learning disability, Hearing disability, Visual disability, Physical disability, Speech/language disability, Deaf-blind, Multiple disabilities, Autism, Traumatic brain injury

- Accommodations: None, Braille version, Large Print version, Teacher-read directions only, Use of manipulatives, Scribe, Signing, Assistive communication device, Extended timing used, Oral script, Approved nonstandard accommodation, Translated oral script, Word-to-Word dictionary
- Program: IEP, 504 Plan, Title I, Migrant, Immigrant, Oct New to School, Homeless, Gifted and Talented
- Continuously Enrolled 1 Year: In School, In District
- Continuously Enrolled 3 Years: In Colorado
- Language Background: English, Spanish, Other
- Language Proficiency: Not applicable, NEP, LEP, FEP
- ELL Program:
 - Bilingual—Yes, Monitored one year, Monitored two years, Exited three years or more, Choice (parent choice)
 - ESL—Yes, Monitored one year, Monitored two years, Exited three years or more, Choice (parent choice)
- Free/Reduced Lunch
- Test Invalidation: Unable to test due to language, Taking CSAP Alternate Assessment, Parental refusal, Test not completed, Student withdrew before completion, Extreme frustration, Nonapproved accommodation/modification, Misadministration, District ed. services, Test is invalid: Incomplete

The information provided on the reports is based on the data collected from each Colorado school district at the time of testing. Teachers and other Assessment Administrators were asked to complete the Student Data Grid on the back cover of each student’s test book, including test books for students who did not attempt the test. It is important to note

that the race and ethnicity data for 2011 is not directly comparable to information from previous years because of changes in the way this information is collected and reported. Prior to 2011, each student could be identified with only one ethnic/racial group. Beginning in 2011, however, some non-Hispanic, non-Latino students may be identified with more than one racial group.

Data Invalid or Not Provided

For each of the applicable demographic characteristics, a category labeled “Data Invalid or Not Provided” provides the number of cases in which Assessment Administrators failed to code information on the data grid as instructed (e.g., the column on the grid was left blank or a field in the column was coded for which a response was not requested).

Reminder: It is very important that these codes be filled in correctly in future CSAP administrations.

Illustrations of sample reports are provided on the following pages.

NOTE: All of the sample reports on the following pages contain simulated data for illustrative purposes only. Thus, all of the names and data are fictitious.

Sample Reports

Student Performance Report (Reading)


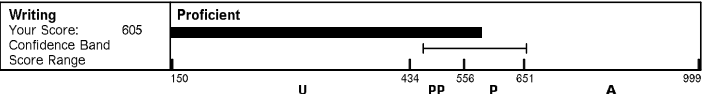
CSAP COLORADO STUDENT ASSESSMENT PROGRAM	Reading Overall Performance Level C A: Advanced P: Proficient PP: Partially Proficient U: Unsatisfactory	Reading Your Score: 645 Confidence Band Score Range	
	Student Performance Report SUSAN L CHONG A Grade: 9 Simulated Data Purpose B This report describes this student's achievement in terms of performance levels and content area standards.		
	Reading Diagnostic Scores by Content Standard and Subcontent Area		
	Colorado Model Content Standard Description		Below Proficient Proficient or Above
	Reading Comprehension Student reads and understands a variety of materials.		✓
	Thinking Skills Student applies thinking skills to his/her reading. D		✓
	Use of Literary Information Student reads to locate, select, and make use of relevant information from a variety of media, reference, and technology source materials.		✓
	Literature Student reads and recognizes literature as a record of human experience.		✓
	Subcontent Description*		
	Fiction Student reads, predicts, summarizes, comprehends, and analyzes fictional texts. Student determines the main idea and locates relevant information. Student responds to literature that represents different points of view.		✓
	Nonfiction Student reads, predicts, summarizes, comprehends, and analyzes a variety of nonfictional texts including newspaper articles, biographies and technical writings. Student locates the main idea and selects relevant information; student determines the sequence of steps in technical writings.		✓
	Vocabulary Student uses word recognition skills and resources such as phonics, context clues, word origins, and word order clues; root prefixes and suffixes of words.		✓
	Poetry Student reads, predicts, summarizes and comprehends poetry. Student determines the main idea, makes inferences, and draws conclusions; responds to poetry that represents different points of view.		✓
Birthdate: 01/26/97 Special Codes: ABCDEF8HJKLNPQRST E 900003897313.07.0001 Form/Level: S-18 Test Date: 03/14/11 CODES: 1234-5678 School: ANYSCHOOL District: ANYDISTRICT F City/State: TELLURIDE, CO	*These subcontent areas may span all Colorado Content Standards.		Performance Level descriptions can be found on the back.

Highlights of the Student Performance Report (Reading)

- A** Identifies the student and grade.
- B** Explains the purpose and intended use of the report.
- C** Shows the performance level that the student has reached. (Descriptions of the performance levels are on the back of this report.)
- D** Describes the Colorado Model Content Standards and subcontent areas to help parents/guardians understand what is being assessed. The columns to the right indicate how the student performed in each area.
- E** Indicates student biographical information and the form and level of the test administered. See Appendix C for an explanation of the codes.
- F** Identifies the student's school by district, city, and state.

Sample Reports

**Student Performance Report
(Writing)**


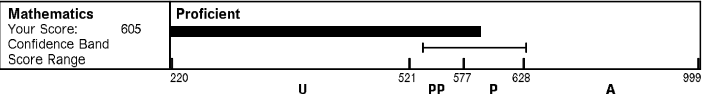
<p>CSAP COLORADO STUDENT ASSESSMENT PROGRAM</p> <hr/> <p>Student Performance Report</p> <p>EDDIE P MURRAY A</p> <p>Grade: 9</p> <p>Simulated Data</p> <p>Purpose This report describes this student's achievement in terms of performance levels and content area standards.</p>  <p>Birthdate: 01/26/97 Special Codes: ABCDEFGHIJKLMNQRST 900005897313.07.0001 Form/Level: S-18 Test Date: 03/14/11</p> <p>CODES: 1234-5678 School: ANYSCHOOL District: ANYDISTRICT</p> <p>City/State: TELLURIDE, CO</p>	<p>Writing Overall Performance Level C</p> <p>A: Advanced P: Proficient PP: Partially Proficient U: Unsatisfactory</p> <p>Writing Your Score: 605 Confidence Band Score Range</p> 																													
	<p>Writing Diagnostic Scores by Content Standard and Subcontent Area</p> <table border="1"> <thead> <tr> <th>Colorado Model Content Standard Description</th> <th>Below Proficient</th> <th>Proficient or Above</th> <th>Subcontent Description*</th> <th>Below Proficient</th> <th>Proficient or Above</th> </tr> </thead> <tbody> <tr> <td>Write for a Variety of Purposes Student writes for a variety of purposes and audiences.</td> <td></td> <td>✓</td> <td>Paragraph Writing Student writes and edits in a single session.</td> <td></td> <td>✓</td> </tr> <tr> <td>Extended Writing Student plans, organizes and revises writing for an extended essay.</td> <td></td> <td>✓</td> <td>Extended Writing Student plans, organizes and revises writing for an extended essay.</td> <td></td> <td>✓</td> </tr> <tr> <td>Write Using Conventions Student writes using standard grammar, sentence structure, punctuation, capitalization and spelling.</td> <td>D</td> <td>✓</td> <td>Grammar & Usage Student knows and uses correct grammar in writing including parts of speech, pronouns, conventions, modifiers, sentence structure and agreement.</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Mechanics Student knows and uses conventions correctly including spelling, capitalization, and punctuation.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>*This column represents a subset of the topics covered in the Colorado Content Standard immediately to the left.</p> <p>Performance Level descriptions can be found on the back.</p>	Colorado Model Content Standard Description	Below Proficient	Proficient or Above	Subcontent Description*	Below Proficient	Proficient or Above	Write for a Variety of Purposes Student writes for a variety of purposes and audiences.		✓	Paragraph Writing Student writes and edits in a single session.		✓	Extended Writing Student plans, organizes and revises writing for an extended essay.		✓	Extended Writing Student plans, organizes and revises writing for an extended essay.		✓	Write Using Conventions Student writes using standard grammar, sentence structure, punctuation, capitalization and spelling.	D	✓	Grammar & Usage Student knows and uses correct grammar in writing including parts of speech, pronouns, conventions, modifiers, sentence structure and agreement.	✓					Mechanics Student knows and uses conventions correctly including spelling, capitalization, and punctuation.	
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			Mechanics Student knows and uses conventions correctly including spelling, capitalization, and punctuation.		✓																									

Highlights of the Student Performance Report (Writing)

- A** Identifies the student and grade.
- B** Explains the purpose and intended use of the report.
- C** Shows the performance level that the student has reached. (Descriptions of the performance levels are on the back of this report.)
- D** Describes the Colorado Model Content Standards and subcontent areas to help parents/guardians understand what is being assessed. The columns to the right indicate how the student performed in each area.
- E** Indicates student biographical information and the form and level of the test administered. See Appendix C for an explanation of the codes.
- F** Identifies the student's school by district, city, and state.

Sample Reports

**Student Performance Report
(Mathematics)**

<p>CSAP COLORADO STUDENT ASSESSMENT PROGRAM</p> <hr/> <p>Student Performance Report</p> <hr/> <p>SUSAN L CHONG A</p> <hr/> <p>Grade: 9 A</p> <hr/> <p>Simulated Data</p> <hr/> <p>Purpose This report describes this student's achievement in terms of performance levels and content area standards. B</p> <hr/>  <hr/> <p>Birthdate: 01/26/97 Special Codes: ABCDEFGHIJKLMNQRST 900003897313.07.0001 Form/Level: S-18 E Test Date: 03/14/11 CODES: 1234-5678 School: ANYSCHOOL District: ANYDISTRICT F City/State: TELLURIDE, CO</p>	<p>Mathematics Overall Performance Level C</p> <p>A: Advanced P: Proficient PP: Partially Proficient U: Unsatisfactory</p> <table border="1"> <tr> <td>Mathematics</td> <td>605</td> <td>Proficient</td> </tr> <tr> <td>Your Score:</td> <td></td> <td></td> </tr> <tr> <td>Confidence Band</td> <td></td> <td></td> </tr> <tr> <td>Score Range</td> <td></td> <td></td> </tr> </table> 	Mathematics	605	Proficient	Your Score:			Confidence Band			Score Range																
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*These subcontent areas may span all Colorado Content Standards. Performance Level descriptions can be found on the back.

Highlights of the Student Performance Report (Mathematics)

- A** Identifies the student and grade.
- B** Explains the purpose and intended use of the report.
- C** Shows the performance level that the student has reached. (Descriptions of the performance levels are on the back of this report.)
- D** Describes the Colorado Model Content Standards and subcontent areas to help parents/guardians understand what is being assessed. The columns to the right indicate how the student performed in each area.
- E** Indicates student biographical information and the form and level of the test administered. See Appendix C for an explanation of the codes.
- F** Identifies the student's school by district, city, and state.

Student Performance Report (Science)

CSAP COLORADO STUDENT ASSESSMENT PROGRAM	Science Overall Performance Level C																																					
	A: Advanced P: Proficient PP: Partially Proficient U: Unsatisfactory	<table border="1"> <tr> <td>Science</td> <td>Proficient</td> </tr> <tr> <td>Your Score: 540</td> <td></td> </tr> <tr> <td>Confidence Band</td> <td></td> </tr> <tr> <td>Score Range</td> <td></td> </tr> </table>	Science	Proficient	Your Score: 540		Confidence Band		Score Range																													
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Birthdate: 01/26/97 Special Codes: ABCDEFGHIJKLMNOPQRST 900005897313.07.0001 Form/Level: S-18 Test Date: 03/14/11 CODES: 1234-5678 School: ANYSCHOOL District: ANYDISTRICT	*This column represents a subset of the topics covered in the Colorado Content Standard immediately to the left. Performance Level descriptions can be found on the back.																																					
City/State: TELLURIDE, CO																																						

Highlights of the Student Performance Report (Science)

- A** Identifies the student and grade.
- B** Explains the purpose and intended use of the report.
- C** Shows the performance level that the student has reached. (Descriptions of the performance levels are on the back of this report.)
- D** Describes the Colorado Model Content Standards and subcontent areas to help parents/guardians understand what is being assessed. The columns to the right indicate how the student performed in each area.
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Student Performance Report (Science)—Back of Report

Science Performance Level Descriptions **G**

Advanced - Performance Level 4 (Score range: 579 to 900)

Form conclusions/predictions; state if hypotheses are supported; explain patterns using data; describe temperature effect on particles; separate mixtures using density; apply law of conservation of mass to chemical changes; predict gravity effects on mass/weight; describe a compound/mixture; compare wavelengths for colors of light; explain body system interactions; compare gas exchange in organisms; describe how photosynthesis/respiration relate; understand energy pyramids; interpret rock layers; describe the atmosphere; explain theories on Solar System/Earth/Moon formation; describe a model for a given process.

Proficient - Performance Level 3 (Score range: 507 to 578)

Design investigations; describe particle arrangement of phases; apply law of conservation of mass to physical changes; describe atoms, elements, molecules; relate distance/time/speed of objects; evaluate acting forces/types of energy; compare circuits; identify organelle function; describe photosynthesis/respiration; analyze flow of energy; describe mitosis/meiosis; infer offspring traits; describe limiting population factors; understand plate boundaries; interpret weather data; identify ocean characteristics; describe effects of Moon location; explain when results are comparable; describe why knowledge changes.

Partially Proficient - Performance Level 2 (Score range: 459 to 506)

Identify independent/dependent variables; record data using tools/units; distinguish physical/chemical changes; describe what makes up white light; identify classifying characteristics; differentiate between animal/plant/single cell organisms; classify communicable/noncommunicable diseases and recognize causes; differentiate between renewable/nonrenewable resources; describe fossil formation; identify causes of weather changes/patterns; explain processes connecting the water cycle; compare Sun/Moon/Earth characteristics; understand Earth's tilt/motion results in days/years/seasons; identify a controlled factor.

Unsatisfactory - Performance Level 1 (Score range: 300 to 458)

Students have a very limited understanding of scientific inquiry processes, as well as life, physical, and earth and space science concepts and vocabulary.

H

Parent Explanation Section: This Student Performance Report presents the results of your student's performance in terms of four levels of proficiency, described above.

This spring, Colorado students participated in the Colorado Student Assessment Program (CSAP). The CSAP is a measure of your student's performance relative to the Colorado Model Content Standards for this content area as developed by teachers and community members. The standards reflect the high expectations our citizens have for instruction and for the expected performance of our students. Every school district in the state adopted the standards and incorporated them into their grade level curricula and instructional programs. The performance levels for CSAP were established by educators. Additionally, since CSAP is a standardized, criterion-referenced assessment, the test is administered in a standard way throughout the state.

The overall proficiency level your student achieved for this content area is shown by the bar graph and score at the top of the page. This rating indicates that this student can perform the majority of what is described for that level and the levels below. The student may also be capable of demonstrating skills described in the next higher level, but not enough of them to have reached that next level of performance. The check mark in the 'below proficient' or 'proficient and above' category indicates the student's performance on each of the standards or sub-content standards. Note: The thin line immediately below the bar graph indicates the expected range in which your student's score would fall if she/he took a similar test numerous times. Because CSAP is a single test, the results are a sample of your student's performance at the time of administration.

As you look at the skills and knowledge described in the proficiency levels, you can see what the expectations are for your student to show improvement from one proficiency level to the next. Results for individual students are provided directly to the school districts and remain confidential. Summaries of school, district and state CSAP results are provided to the public. **If you have questions about your student's performance, please call your student's school.**

For additional general information about CSAP and the Colorado Model Content Standards, please refer to the Colorado Department of Education website at http://www.cde.state.co.us/index_home.htm.



Highlights of the Student Performance Report (Science)—Back of Report

G Describes what students at each performance level can be expected to know and to do in this content area.

H Provides parents/guardians a more detailed explanation of the testing program and how to interpret the results.

Content Standards Roster (Page 1)

CSAP COLORADO STUDENT ASSESSMENT PROGRAM		Mathematics					C			
		A	B							
		Total Test	Content Standards Performance Level				Subcontent Area Performance Level			
Students	Score	Performance Level	CS 1/6	CS 2	CS 3	CS 4/5	SA 1	SA 2	SA 3	
BAILEY, ERNST M	461	U	●	●	○	●	○	○	○	
BAIRD, BRUCE	495	U	○	●	●	●	●	●	●	
BARRY, SANDY N	476	U	●	●	○	○	○	○	○	
BENSON, JIM L	476	U	●	●	○	●	○	○	○	
BRADFORD, NELL	529	PP	○	●	○	○	●	●	●	
BROWN, TONY M	457	U	●	○	○	○	○	○	○	
CARTER, MARCUS W	446	U	○	○	○	○	○	○	○	
CHONG, SUE	502	U	○	●	●	●	●	●	●	
DECLER, TERRI M	502	U	○	●	●	●	●	●	●	
DODSON, PAUL L	505	U	○	○	●	○	●	●	●	
JOHNSON, ELLEN	506	U	○	●	●	●	●	●	●	
LETTERMAN, NICOLE	378	U	●	○	○	○	○	○	○	
MASSEY, RICHARD N	417	U	●	●	○	●	○	○	○	
NALLEN, EMILY A	522	P	○	●	●	●	●	●	●	
OTTENWALTER, MIMI	521	PP	○	●	●	●	●	●	●	
PARKER, ALICE C		NS	○	○	○	○	○	○	○	
PARKER, JARROD A	479	U	●	●	○	●	○	○	○	
RAMIREZ, ALEX M	582	P	○	●	●	●	●	●	●	
RAMME, JULIE P	484	U	○	○	●	○	●	●	●	
ROCKWELL, NANCY K	538	PP	○	●	●	●	●	●	●	
ROBERTS, MARY J	554	PP	○	○	○	○	●	●	●	

Content Standards Roster

School: ANYSCHOOL
Grade: 9

Simulated Data

Purpose
This report presents information on the total test, Content Standards, and Subcontent Areas for each student in a specified group.



Test Date: 09/14/11
CODES: 1234-5678
District: ANYDISTRICT
City/State: WINFIELD, CO


Performance Indicators NS: No Score
● At or Above Proficient
○ Below Proficient
Performance Level Score Ranges
628-890: Advanced (A)
577-627: Proficient (P)
521-576: Partially Proficient (PP)
310-520: Unsatisfactory (U)
Content Standards
CS 1/6: Number Sense and Computational Techniques
CS 2: Algebra, Patterns & Functions
CS 3: Statistics & Probability
CS 4/5: Geometry and Measurement
Subcontent Areas (continued on next page)
SA 1: Linear Pattern Representation
SA 2: Proportional Thinking
SA 3: Geometry

Highlights of the Content Standards Roster (Page 1)

- A** Shows the total scale score that each student received on the test.
- B** Shows the performance level that each student achieved on the test.
- C** Lists each student's scale score for each content standard and subcontent area, and indicates whether the student performed At or Above Proficient (darkened circle) or Below Proficient (open circle) in each area.

Sample Reports

Content Standards Roster—Summary

<p>CSAP COLORADO STUDENT ASSESSMENT PROGRAM</p> <hr/> <p>Content Standards Roster</p> <hr/> <p>School: ANYSCHOOL</p> <hr/> <p>Grade: 9</p> <hr/> <p style="text-align: center;">Simulated Data</p> <hr/> <p>A Purpose This report presents information on the total test, Content Standards, and Subcontent Areas for each student in a specified group.</p>  <hr/> <p>No. of Students: 30</p> <hr/> <p>Test Date: 03/14/11</p> <hr/> <p>CODES: 1234-5678</p> <hr/> <p>District: ANYDISTRICT</p> <hr/> <p>City/State: WINFIELD, CO</p> <hr/> <p style="text-align: right;"><i>Page 1</i></p>	Mathematics											
		Total Test	Content Standards Performance Level					Subcontent Area Performance Level				
	Summary		CS 1/6	CS 2	CS 3	CS 4/5		SA 1	SA 2	SA 3		
	Below Proficient											
	Number	15	15	9	15	9		15	15	15		
	Percent	50%	50%	30%	50%	30%	B	50%	50%	50%		
	At or Above Proficient											
	Number	15	15	21	15	21		15	15	15		
	Percent	50%	50%	70%	50%	70%		50%	50%	50%		
	School Mean Scale Score	400	400	400	400	400		400	400	400		
School Standard Deviation	65	65	65	65	65		65	65	65			
District Mean Scale Score	500	500	500	500	500	C	500	500	500			
District Standard Deviation	65	65	65	65	65		65	65	65			
State Mean Scale Score	600	600	600	600	600		600	600	600			
State Standard Deviation	70	70	70	70	70		70	70	70			
Performance Indicators		Content Standards					Subcontent Areas					
● At or Above Proficient		CS 1/6: Number Sense and Computational Techniques					SA 1: Linear Pattern Representation					
○ Below Proficient		CS 2: Algebra, Patterns & Functions					SA 2: Proportional Thinking					
Performance Level Score Ranges		CS 3: Statistics & Probability					SA 3: Geometry					
628-890: Advanced (A)		CS 4/5: Geometry and Measurement										
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521-576: Partially Proficient (PP)												
310-520: Unsatisfactory (U)												
Note: Percentages are based on all students (including students for whom no scores were reported).												

Highlights of the Content Standards Roster—Summary

- A** Explains the purpose and intended use of the report.
- B** Shows the number and percent of students at school level who performed Below Proficient or At or Above Proficient for each content standard and subcontent area.
- C** Reports the average scale scores and standard deviations for the test as a whole, by content standard, and by subcontent area at the school, district, and state levels.

Performance Level Summary Report—District Level (Page 1)

CSAP COLORADO STUDENT ASSESSMENT PROGRAM	Mathematics											
	A				B				C		D	
	Total Number of Students	Unsatisfactory N	%	Partially Proficient N	%	Proficient N	%	Advanced N	%	% at or Above Proficient*	No Scores Reported N	%
State: COLORADO												
Total	402	220	55	32	8	46	11	42	10	22	62	15
District: ANYDISTRICT												
Total	208	106	51	16	8	24	12	22	11	22	40	19
Gender												
Female	184	102	55	16	9	21	11	22	12	23	23	13
Male	185	108	58	16	9	23	12	17	9	22	21	11
Data invalid or not provided	33	10	30	0	0	2	6	3	9	15	18	55
Ethnicity: Hispanic or Latino												
Race: American Indian/Alaska Native	54	22	41	4	7	5	9	9	17	26	14	26
Race: Asian	36	19	53	2	6	6	17	5	14	31	4	11
Race: Black or African American	37	24	65	2	5	7	19	0	0	19	4	11
Race: White	38	22	58	2	5	7	18	0	0	18	7	18
Race: Native Hawaiian/Pacific Islander	40	24	60	2	5	4	10	4	10	20	6	15
Race: Two or more races	197	109	55	20	10	17	9	24	12	21	27	14
Data invalid or not provided	197	109	55	20	10	17	9	24	12	21	27	14
Primary Disability												
None	30	17	57	5	17	4	13	1	3	17	3	10
Limited intellectual capacity	40	18	45	4	10	4	10	3	8	18	11	28
Emotional disability	26	19	73	1	4	1	4	2	8	12	3	12
Specific learning disability	37	17	46	2	5	3	8	6	16	24	9	24
Hearing disability	33	19	58	4	12	5	15	2	6	21	3	9
Visual disability	35	23	66	0	0	4	11	3	9	20	4	11
Physical disability	27	15	56	2	7	4	15	1	4	19	5	19
Speech/language disability	23	12	52	1	4	3	13	3	13	26	4	17
Deaf-blind	24	11	46	1	4	6	25	3	13	38	3	13
Multiple disabilities	26	15	58	2	8	4	15	3	12	27	2	8
Autism	30	18	60	3	10	3	10	1	3	13	5	17
Traumatic brain injury	22	13	59	2	9	0	0	3	14	14	3	18
Data invalid or not provided	49	23	47	4	8	5	10	11	22	33	6	12
Accommodations												
None	29	12	41	3	10	5	17	5	17	34	4	14
Braille version	32	23	72	1	3	4	13	0	0	13	4	13
Large-print version	45	25	56	3	7	6	13	7	16	29	4	9
Teacher-read directions only	39	22	56	5	13	3	8	4	10	18	5	13
Use of manipulatives	0	0	0	0	0	0	0	0	0	0	0	0
Scribe	39	23	59	6	15	3	8	3	8	15	4	10
Signing	60	26	43	4	7	7	12	5	8	20	18	30
Assistive communication device	47	23	49	6	13	6	13	6	13	26	6	13
Extended timing used	46	32	70	0	0	4	9	3	7	15	7	15
Oral script	0	0	0	0	0	0	0	0	0	0	0	0
Appr. nonstandard accomm.	0	0	0	0	0	0	0	0	0	0	0	0
Translated oral script	0	0	0	0	0	0	0	0	0	0	0	0
Word-to-Word dictionary	0	0	0	0	0	0	0	0	0	0	0	0
Data invalid or not provided	65	34	52	4	6	8	12	9	14	26	10	15

*Combination of Students at Proficient and Advanced

Highlights of the Performance Level Summary Report—District Level (Page 1)

- A** Lists the total number of students attending Colorado public schools by state and district.
- B** Shows the number and percent of students who attained each performance level.
- C** Shows the percent of students at the state and district levels who reached At or Above Proficient on the assessment.
- D** Lists the total number and percent of students for whom no scores were reported.
- E** Details performance data by demographic categories and accommodations received.

Performance Level Summary Report—District Level (Page 2)

CSAP COLORADO STUDENT ASSESSMENT PROGRAM	Mathematics		Performance Levels						F	
	Total Number of Students	Unsatisfactory N %	Partially Proficient N %	Proficient N %	Advanced N %	% at or Above Proficient*	No Scores Reported N %			
IEP	30	17 57	5 17	4 13	1 3	17	3 10			
504 Plan	40	18 45	4 10	4 10	3 8	18	11 28			
Title 1	26	19 73	1 4	1 4	2 8	12	3 12			
Migrant	37	17 46	2 5	3 8	6 16	24	9 24			
Immigrant	33	19 58	4 12	5 15	2 6	21	3 9			
Oct New to School	35	23 66	0 0	4 11	3 9	20	4 11			
In School con't enrolled 1 yr	27	15 56	2 7	4 15	1 4	19	5 19			
In District con't enrolled 1 yr	23	12 52	1 4	3 13	3 13	26	4 17			
In CO con't enrolled 3 yrs	26	15 58	2 8	4 15	3 12	27	2 8			
Homeless	26	15 58	2 8	4 15	3 12	27	2 8			
GT Designation - Lang. Arts	0	0 0	0 0	0 0	0 0	0	0 0			
- Math	0	0 0	0 0	0 0	0 0	0	0 0			
- Both	0	0 0	0 0	0 0	0 0	0	0 0			
- Other	0	0 0	0 0	0 0	0 0	0	0 0			
Language Background										
English	65	34 52	4 6	8 12	9 14	26	10 15			
Spanish	22	13 59	2 9	0 0	3 14	14	3 18			
Other	30	18 60	3 10	3 10	1 3	13	5 17			
Language Proficiency										
Not applicable	85	34 52	4 6	8 12	9 14	26	10 15			
NEP	22	13 59	2 9	0 0	3 14	14	3 18			
LEP	30	18 60	3 10	3 10	1 3	13	5 17			
FEP	0	0 0	0 0	0 0	0 0	0	0 0			
ELL Program - Bilingual										
Yes	26	15 58	2 8	4 15	3 12	27	2 8			
Monitored Y1	30	18 60	3 10	3 10	1 3	13	5 17			
Monitored Y2	26	15 58	2 8	4 15	3 12	27	2 8			
Exited Y3+	0	0 0	0 0	0 0	0 0	0	0 0			
Choice	0	0 0	0 0	0 0	0 0	0	0 0			
ELL Program - ESL										
Yes	24	1 46	1 4	6 25	3 13	38	3 13			
Monitored Y1	26	15 58	2 8	4 15	3 12	27	2 8			
Monitored Y2	30	18 60	3 10	3 10	1 3	13	5 17			
Exited Y3+	26	15 58	2 8	4 15	3 12	27	2 8			
Choice	0	0 0	0 0	0 0	0 0	0	0 0			
Free/Reduced Lunch										
Free/Reduced Lunch	0	0 0	0 0	0 0	0 0	0	0 0			
Free/Reduced Lunch (Not Eligible)	0	0 0	0 0	0 0	0 0	0	0 0			
TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY										
Unable to test due to language	0									
Taking CSAP Alt. Assessment**	0									
Parental refusal	1									
Test not completed	0									
Student withdrew before completion**	0									
Extreme frustration	0									
Nonapproved accomm/modification	0									
Misadministration	0									
District ed. services	0									
Test is invalid: Incomplete	0									

Performance Level Summary Report

District: ANYDISTRICT

Grade: 9

Simulated Data

Purpose
This report describes group achievement in terms of performance levels.

CONFIDENTIAL - DO NOT DISTRIBUTE



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.

Test Date: 03/14/11

CODES: 1234

City/State: CLEAR LAKE, CO

** Not included in the denominator for calculating percentages.

*Combination of Students at Proficient and Advanced

Highlights of the Performance Level Summary Report—District Level (Page 2)

F Continues breakdown of performance data by demographic categories.

G Lists the number of students with no scores reported, grouped by Test Invalidation category.

Responsible Practices Throughout the Assessment Process

What Practices Are Appropriate and Inappropriate in the Administration of CSAP and the Interpretation of CSAP Results?

The following information is provided to illustrate professionally responsible and ethical practice in educational assessment. These guidelines should be followed by all individuals engaged in the administration, interpretation, and use of assessments in the Colorado Student Assessment Program (CSAP), and in the reporting of assessment results. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, State Department of Education staff, and educational research and policy professionals. This information is adapted from the general principles of test use set forth in the *Standards for Educational and Psychological Testing* by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (1985), and in the *Code of Professional Responsibilities in Educational Measurement* by the National Council on Measurement in Education (1995).

These principles are intended to provide guidance for determining whether or not a practice related to CSAP administration or use of CSAP results supports the integrity of the assessment process and the reliability and validity of inferences made from those assessment results.

Part I of this discussion details the general principles of responsible assessment practice. The guidelines provided are the professional standards to which all those involved in the assessment process should refer in determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate.

In Part II, the discussion focuses on concrete examples of ethical and unethical practices in the administration of CSAP.

Part III provides examples of appropriate and inappropriate use and interpretation of CSAP results.

I. General Principles of Professionally Responsible Practice

In monitoring the administration of CSAP and interpreting or using its results, each district shall use, but not be limited to, the following standards for determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate.

Note: Due to the complex nature of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate unless specifically authorized by the program sponsor (in this case, CDE).

Preparation

Assessment preparation activities are unethical or unfair if they involve directly teaching specific concepts simply because those concepts will be included in an assessment procedure, unless that procedure is part of an instructional cycle and was specifically designed to assess a limited body of content.

- **Appropriate preparation helps students better demonstrate what they know.**
The intent of assessment preparation should be to make sure that a test does not interfere with students’ ability to demonstrate what they know (for example, by familiarizing students with test-taking procedures so they know how to indicate their responses).
- **Appropriate preparation assists in aligning curriculum and instruction to content standards and concepts that will be tested.**
Aligning curriculum and instruction to content standards to ensure that major concepts are taught is good educational practice.

CSAP Administrators Shall:	Those Who Interpret, Use, and Communicate CSAP Results Shall:
Maintain security of CSAP assessment materials before, during, and after the assessment	Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results
Thoroughly review the <i>CSAP Administration Manual</i> prior to testing and follow all administration procedures as directed	Avoid any practice that provides an interpretation of or suggests uses of assessment results without due consideration of the purpose(s) of the assessment, limitations of the assessment, examinee characteristics, any irregularities in administering the assessment, or other factors affecting the results
Avoid any conditions in the preparation and administration of the assessment that might invalidate the results	Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations
Ensure that no eligible student is excluded from CSAP	Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways
Provide and document all allowable assessment accommodations to all eligible students	Avoid any practice that permits employees or volunteers without the necessary knowledge and skills to interpret results of the assessment
Provide reasonable opportunities for examinees to ask questions about assessment procedures or directions prior to and at prescribed times during the administration of the assessment	Report any apparent misuses of assessment information to those responsible for the assessment process in the school, district, and state
Protect all examinees’ rights to privacy and due process	Avoid any practice that places at risk or violates the confidentiality of individually identifiable information
Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement	Use multiple sources and types of relevant information about people or programs whenever possible in making educational decisions

II. Practices in Preparation for and Administration of CSAP

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practice in the administration of CSAP. An unethical assessment practice is anything that would cause deliberate harm to a child or would not support or enhance student learning, such as teaching the specific content from an assessment instrument. Teaching specific test content does not enhance student learning, whereas developing a curriculum based on the Colorado Model Content Standards is appropriate. These standards provide the skills and knowledge that will be assessed by CSAP.

Activity/Behavior	Is This an Ethical Practice?	
	Yes	No
Preparing students for the assessment by aligning curriculum and instruction to district content standards	✓	
Making changes in instruction that enhance student skills, learning, and achievement	✓	
Using CSAP-released items for professional development purposes and as examples in the classroom	✓	
Using CSAP-released items for instructional planning purposes	✓	
Using CSAP-released items to familiarize students with the different formats of test items and how to indicate responses	✓	
Increasing students' motivation to do their best on the assessment through appeals to students, parents, and teachers	✓	
Familiarizing students with test-taking strategies	✓	
Setting a testing schedule that provides students with the maximum amount of time allowed on the assessment	✓	
Setting a testing schedule that provides makeup days for students who missed part of the assessment	✓	
Reporting any violations of the prescribed CSAP administration procedures to appropriate persons in the school, district, and state offices, if they occur	✓	
Developing curriculum based on specific content from a CSAP assessment		X
Preparing instructional objectives based on specific CSAP items and teaching accordingly, rather than developing instructional objectives based on the content standards		X
Sharing an actual CSAP test instrument in a public forum, which is a violation of test security and could invalidate student results		X
Copying reading passages, constructed-response items, writing prompts, and/or student responses from an actual CSAP assessment for use in instructional planning, classroom instruction, or assessment		X
Preparing a student study guide or classroom tests that are based solely on items from CSAP assessments, such that they may be considered comparable or alternate forms of CSAP		X
Making a copy of the CSAP assessment and/or preparing a student study guide based on the items on a particular assessment		X

Activity/Behavior	Is This an Ethical Practice?	
	Yes	No
Copying the vocabulary words from CSAP test items, reading passages, or writing prompts (as opposed to words from the test "Directions"), and using them as the basis for, or incorporating them into, language arts instruction		X
Presenting items verbatim or paraphrased from the assessment to be given		X
Knowingly deviating from the prescribed administration procedures specified in the <i>CSAP Administration Manual</i> in order to assist student performance		X
Leaving visible "word walls," vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in the <i>CSAP Administration Manual</i>		X
Allowing students to use dictionaries, thesauri, or word processors with spell and grammar check on the reading and writing assessments		X
Scribing the essence of student responses rather than scribing exact student responses (including grammatical errors and incorrect responses) when scribing is the accommodation		X
Telling students the correct responses or allowing them to discuss answers among themselves		X
Hinting to a student to reconsider an answer that he or she has given to any item		X
Allowing the use of notes or other materials that may give students an unfair advantage		X
Changing responses that students have written or bubbled in		X
<p>Excluding eligible, but lower-performing, students from CSAP</p> <ul style="list-style-type: none"> • Encouraging lower-performing, special education, or limited English proficient students to stay home during the testing period to artificially boost apparent school performance • Sending on field trips or dismissing lower-performing, special education, or limited English proficient students during the testing period to artificially inflate apparent school performance • Encouraging students who are not reading at grade level to stay home during the reading portion of CSAP • Encouraging parents to opt out of CSAP testing to prevent frustration for lower-performing students 		X
Not providing students with allowable accommodations on the assessment that they normally use during instruction		X

III. Practices in the Use and Interpretation of CSAP Results

Examples of ethical and unethical assessment practices are provided below to illustrate the standards and principles of professionally responsible practice in the use and interpretation of CSAP results.

Activity/Behavior	Is This an Ethical Practice?	
	Yes	No
Using CSAP results as part of a body of evidence in making educational decisions about individuals or programs	✓	
Helping identify strengths and gaps in the curriculum so that future instruction can be improved	✓	
Providing teachers and counselors with the information they need to interpret CSAP results	✓	
Communicating the assessment results to appropriate audiences in an honest, clear, and understandable manner, including correct interpretation of results and explanation of any common misinterpretations	✓	
Basing student retention or promotion decisions on CSAP results alone		X
Evaluating teachers, schools, or districts based on CSAP results alone		X
Knowingly using CSAP results to provide a misleading picture of the district's or school's educational programs, instruction, or student population		X
Not reporting the assessment results for all students, including those not tested		X
Not reporting any apparent misuses of CSAP results to those responsible for the assessment process in the school, district, and state		X
Deliberately hiding information, or providing false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school, or district		X
Revealing the test scores of one student to another student or to others not directly involved with the education of that student		X
Using CSAP results in a manner or for a purpose for which they were not designed		X

Appendix A: Holistic and Analytic Writing Rubrics for the Constructed-Response Tasks—Grades 9 and 10

The analytic and holistic writing rubrics for the constructed-response tasks begin on the next page.

Grades 9 and 10 Holistic Writing Rubric

Short Constructed-Response Task

This rubric is used to score students' responses to a writing prompt that requires a single paragraph. There are three of these prompts in the CSAP Writing assessment. Each paragraph receives a single score of 0, 1, 2, 3, or 4 points.

Score Point 4

The response is clear, focused, and developed for the purpose specified in the prompt. Relevant details and/or anecdotes and word choice support and enrich the central idea, topic, or story line. Any errors in language usage, spelling, or mechanics, if present, do not impede meaning.

Content and Organization	Style and Fluency
<ul style="list-style-type: none"> • Supporting details are relevant and provide important information about the topic. • The writing has balance; the main idea stands out from the details. • The writer seems in control and develops the topic in a logical, organized way. • The writer connects ideas to the specified purpose. 	<ul style="list-style-type: none"> • The writer selects words that are accurate, specific, and appropriate for the specified purpose. • The writer may experiment with words and/or use figurative language and/or imagery. • The writer uses a variety of sentence structures. • The writing is readable, neat, and nearly error-free.

Score Point 3

The response is clear and focused. Ideas are related to the purpose specified in the prompt but may be sketchy or overly general. Relevant details and/or anecdotes and word choice support the topic, theme, or story line, but may be limited. Any errors in language usage, spelling, or mechanics, if present, do not impede meaning. One or more of the following problems may be present.

Content and Organization	Style and Fluency
<ul style="list-style-type: none"> • The writer has defined but not thoroughly developed the topic, idea, or story line. • Some supporting details are relevant but limited, or overly general, or less important. • The writer makes general observations without using specific details or does not delineate the main idea from the details. • The writer attempts to develop the topic in an organized way, but may falter in either logic or organization. • The writer connects ideas with the specified topic implicitly rather than explicitly. 	<ul style="list-style-type: none"> • The writer mostly selects words that are accurate, specific, and appropriate for the purpose of the writing. • The writer uses age-appropriate words that are accurate but may lack precision. • The writer uses simple but accurate sentence structures. • The writing is mostly readable and neat. • Errors in language usage, spelling, and mechanics do not impede communication.

Score Point 2

The response does not maintain focus or organization throughout. Ideas are minimally related to the purpose specified in the prompt; the reader must make inferences based on sketchy details and inaccurate or nonspecific word choices. There may be some serious errors in language usage, spelling, or mechanics. One or more of the following problems is present.

Content and Organization	Style and Fluency
<ul style="list-style-type: none">• The writer has defined but not thoroughly developed the topic, idea, or story line; response may be unclear or sketchy or may read like a collection of thoughts from which no central idea emerges.• Supporting details are minimal or irrelevant or no distinction is made between main ideas and details.• The writer does not develop the topic in an organized way; response may be a list rather than a developed paragraph.• Ideas are not connected to the specified purpose.	<ul style="list-style-type: none">• The writer sometimes selects words that are not accurate, specific, or appropriate for the purpose of the writing.• Writing may be choppy or repetitive.• Portions of the writing are unreadable or messy; errors may impede communication in some portions of the response.

Score Point 1

The response tends to be unfocused and disorganized; there may be severe problems with fluency and/or consistency. Ideas may not be related to the purpose specified in the prompt. Details and/or anecdotes may be irrelevant or too insufficient for the reader to construct meaning. Word choices may not support the topic, theme, or story line, or may be repetitive or inaccurate. Errors in language usage, spelling, or mechanics may be severe. One or more of the following problems is present.

Content and Organization	Style and Fluency
<ul style="list-style-type: none">• The writer has not defined the topic, idea, or story line.• Supporting details are absent.• Organization is not evident; may be a brief list.• Ideas are fragmented and unconnected with the specified purpose.	<ul style="list-style-type: none">• Much of the writing is unreadable or messy.• Word choice is inaccurate or there are many repetitions.• Vocabulary is age-inappropriate.• The writer uses simple, repetitive sentence structures or many sentence fragments.• Errors severely impede communication.

Score Point 0

The response is off-topic or unreadable.

Grades 9 and 10 Analytic Writing Rubric

Extended Constructed-Response Task			
THE TOPIC	4 POINTS	3 POINTS	2 POINTS
CONTENT/ ORGANIZATION (includes focus, development, organization)	<p>The writing:</p> <ul style="list-style-type: none"> • Meets all requirements of the prompt • Stays fully focused on topic • Includes relevant information • Provides main ideas and specific, elaborated details that move beyond the obvious • Includes an inviting introduction, logical arrangements of ideas, and satisfying conclusion • Maintains a clear order with transitions between ideas 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets most of the prompt's requirements • Stays mostly focused • Includes mostly relevant information • Provides main ideas, but details are general, brief, or obvious • Includes a recognizable introduction, arrangement of ideas, and conclusion; ideas may wander a bit; may be predictable • Provides some connections between ideas with few transitions 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets some of the prompt's requirements • Addresses a broad topic or focuses on a trivial point • Provides sketchy information that may be list-like • Begins or ends abruptly; arrangement of ideas is stilted or occasionally random • Rarely uses transitions
STYLE/FLUENCY (includes voice, word choice, and vocabulary; sentence structure; legibility)	<p>The writing:</p> <ul style="list-style-type: none"> • Is engaging • Uses accurate, precise vocabulary that is appropriate for audience and purpose • Uses active and precise verbs • May use figurative language, imagery, and/or striking language • Is fluent, easy to read • Uses an effective variety of sentence beginnings, structures, and lengths • Is readable, neat, nearly error-free 	<p>The writing:</p> <ul style="list-style-type: none"> • Is occasionally engaging • Uses accurate but general word choice that is appropriate for the audience and purpose • Uses a mix of precise and general verbs • Uses familiar vocabulary and phrases with some striking language • Is generally fluent with occasional choppiness • Uses some variety of sentence beginnings, structures, and lengths • Is mostly readable and neat 	<p>The writing:</p> <ul style="list-style-type: none"> • Is somewhat bland • Uses general word choice that may include occasional errors in word usage • Uses a few active verbs but most are imprecise or colorless (e.g., is, did, go) • Uses familiar vocabulary and phrases • Uses a variety of sentence beginnings, structures, or lengths but has many rambling or choppy sentences • Is readable but somewhat sloppy
LANGUAGE USAGE			<p>Language skills successfully support meaning; few, if any, errors in the following:</p> <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviations and paragraphing
PLANNING			

Extended Constructed-Response Task		
THE TOPIC	1 POINT	0 POINTS
<p>CONTENT/ ORGANIZATION (includes focus, development, organization)</p>	<p>The writing:</p> <ul style="list-style-type: none"> • Meets few of the prompt’s requirements • Severely digresses from topic • Includes much irrelevant information • Does not provide main ideas or does not support them; details may be repetitious • Begins or ends abruptly with no introduction or conclusion; there is little or no attempt to establish order • Does not connect ideas 	<p>The writing is off-topic.</p>
<p>STYLE/FLUENCY (includes voice, word choice, and vocabulary; sentence structure; legibility)</p>	<p>The writing:</p> <ul style="list-style-type: none"> • Is bland • Uses inaccurate or repetitive word choice that is occasionally inappropriate for audience and purpose • Uses passive, colorless, or imprecise verbs • Uses vague language or frequent clichés • Is incomplete or rambling • Uses simple, repetitive sentence beginnings, structures, and lengths, or many sentences combined needlessly • Has some unreadable portions 	<p>The writing is illegible.</p>
<p>LANGUAGE USAGE</p>	<p>Language skills support meaning; several errors in some or all of the following:</p> <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviations and capitals • Spelling and paragraphing 	<p>Language skills impede meaning; response is error-ridden.</p>
<p>PLANNING</p>	<p>Evidence of planning</p>	<p>No evidence of planning</p>

Appendix B: Test Invalidation Codes

- 0** Does not apply, as student completed all testing sessions
- 1** Unable to test due to language
- 2** Student did not test—student is taking the CSAP Alternate Assessment (per detailed guidelines issued by CDE)
- 4** Student did not test because of parental refusal
- 5** Test not completed (refer to the *Procedures Manual for the Colorado Student Assessment Program*)
- 6** Student withdrew before test could be completed
- 7** Student did not complete test because of extreme frustration
- 8** Student may have completed test, but used a nonapproved accommodation or modification
- 9** Student may have completed test, but the test was administered under nonstandard conditions (refer to the *Procedures Manual for the Colorado Student Assessment Program*)
- B** Student receives specialized educational services through the district and could not access the test with standardized test conditions

Appendix C: Special Codes

The information for this reporting is gathered from the student data grid on the back cover of the test book. This data is shown as “special codes” on the Student Performance Report.

Special Code	Description	Meaning
A-J	State Student ID Number	0-9
L	In School continuously enrolled 1 year	0 No 1 Yes
M	In District continuously enrolled 1 year	0 No 1 Yes
N	Accommodations	0 None 1 Braille version 2 Large Print version 3 Teacher-read directions only 4 Use of manipulatives 5 Scribe 6 Signing 7 Assistive communication device 8 Extended timing used 9 Oral script A Approved nonstandard accommodation B Translated oral script C Word-to-Word dictionary
P	Language Background	0 English 1 Spanish 2 Other
Q	Test Invalidation	0 Student tested all sessions 1 Unable to test due to language 2 Taking CSAP Alternate Assessment 4 Parental refusal 5 Test not completed 6 Student withdrew before completion 7 Extreme frustration 8 Nonapproved accommodation/modification 9 Misadministration B District ed. services
S	IEP	0 No 1 Yes
T	504 Plan	0 No 1 Yes

Appendix D: Glossary of Measurement Terms

Assessment An instrument or procedure designed to elicit responses that permit an inference about what a student knows or can do.

Check-Sets Pre-scored constructed-response items that are used to measure the reliability of readers.

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

Content Standard A statement or description of the knowledge and skills in a content area (e.g., language arts, mathematics, science, or social studies) that should be taught in school and assessed in a test.

Criterion-Referenced Test A standardized assessment (in which all students perform under the same conditions) that measures a student’s performance according to specified standards or criteria rather than in comparison with the performances of other test takers.

Hand-Scoring Scoring of student responses by highly trained and skilled readers.

Inter-rater Reliability The reliability of scoring across raters. The most common measure of inter-rater reliability is the percent of exact agreement between two scorers independently scoring the same set of papers.

Item One of the multiple problems or questions composing a test.

Item Bias An item is biased when it systematically measures differently for different ethnic, cultural, regional, or gender groups.

Machine-Scoring Selected-response (multiple-choice) items are scored through the use of an optical scanner that detects students’ bubble marks.

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

Median A measure of central tendency. The middle score in a set of ranked scores.

Mode A measure of central tendency. The most frequently obtained score.

Multiple-Choice Item *See* Selected-Response Item.

Norm-Referenced Test A standardized assessment (in which all students perform under the same conditions) that compares a student or a group of students with a specified reference group, usually others of the same grade and age.

Obtained Score The test score that a student receives on a specific test.

Open-Ended Item *See* Constructed-Response Item.

Percent Correct A test score based on the number of points for correct responses divided by the total number of points on a test, multiplied by 100 to change to a percent.

Performance Level A level of performance on a test established by education experts as a goal of student attainment.

Prompt An assessment topic, situation, or statement to which students are expected to respond. Sometimes called a “stimulus.”

Raw Score A test score based on the number of correct responses on a test.

Read-Behind After a constructed-response item is hand-scored by a reader, a different reader independently rescores the item to ensure consistency in scores.

Reading Passage Reading material on which test questions are based.

Reliability The degree to which an assessment yields dependable and consistent results over repeated uses.

Rubric A scoring tool, or set of criteria, used to evaluate a student's test or performance.

Scale Score A test score based on the student's responses to a specific set of test questions that has been converted to units of measurement equivalent from one form of the test (or set of test questions) to another form of the test (or set of test questions).

Selected-Response Item A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a "multiple-choice" item.

Standard Error of Measurement (SEM) An estimate of the amount of error in a particular score from a particular test. The statistic provides a range within which a student's true score is likely to fall.

Standards-Based Assessment An assessment that measures a student's performance according to specified academic content standards rather than in comparison with the performance of other test takers.

Test An instrument or procedure designed to elicit responses that permit an inference about what a student knows or can do.

True Score A test score that represents a student's true ability. It is the hypothetical average score that would result if the student could take a test repeatedly without being affected by practice, fatigue, or additional learning.

Validity The ability of a test to measure what its authors or users intend it to measure.

Writing Prompt *See Prompt.*



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