



**TNReady Grade 2, Grade 3-8 and  
TCAP ALT  
Cut Score Recommendation  
State Board of Education**

August 25, 2017

# Overview

- Finalizing 2016-17
  - Timeline
- Assessment Lifecycle
  - Standard Setting
- Cut Score Recommendations
  - TNReady Grade 2, Grade 3-8 ELA and Math
  - TCAP-ALT Grade 2 ELA and Math
  - TCAP-ALT Grade 3-11 Social Studies and Science
- Reporting
- Questions

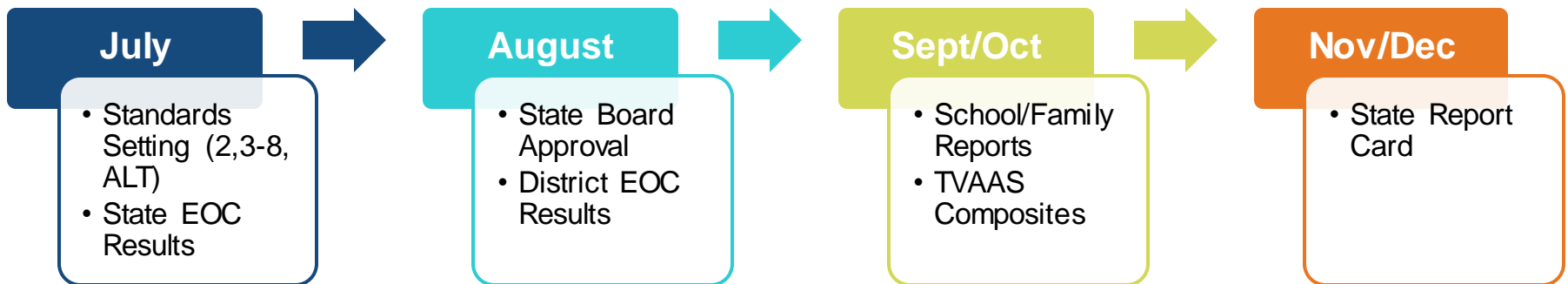
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**Finalizing 2016-17**

# 2016-17 Key Milestones

- HS EOC reporting began with state release in late July.
  - EOC public release for districts will be next Wednesday.
- Standard setting for grade 2, grade 3-8, and TCAP-Alt social studies and science was completed in July.
  - No reporting for those grades and subjects until cut scores are finalized.



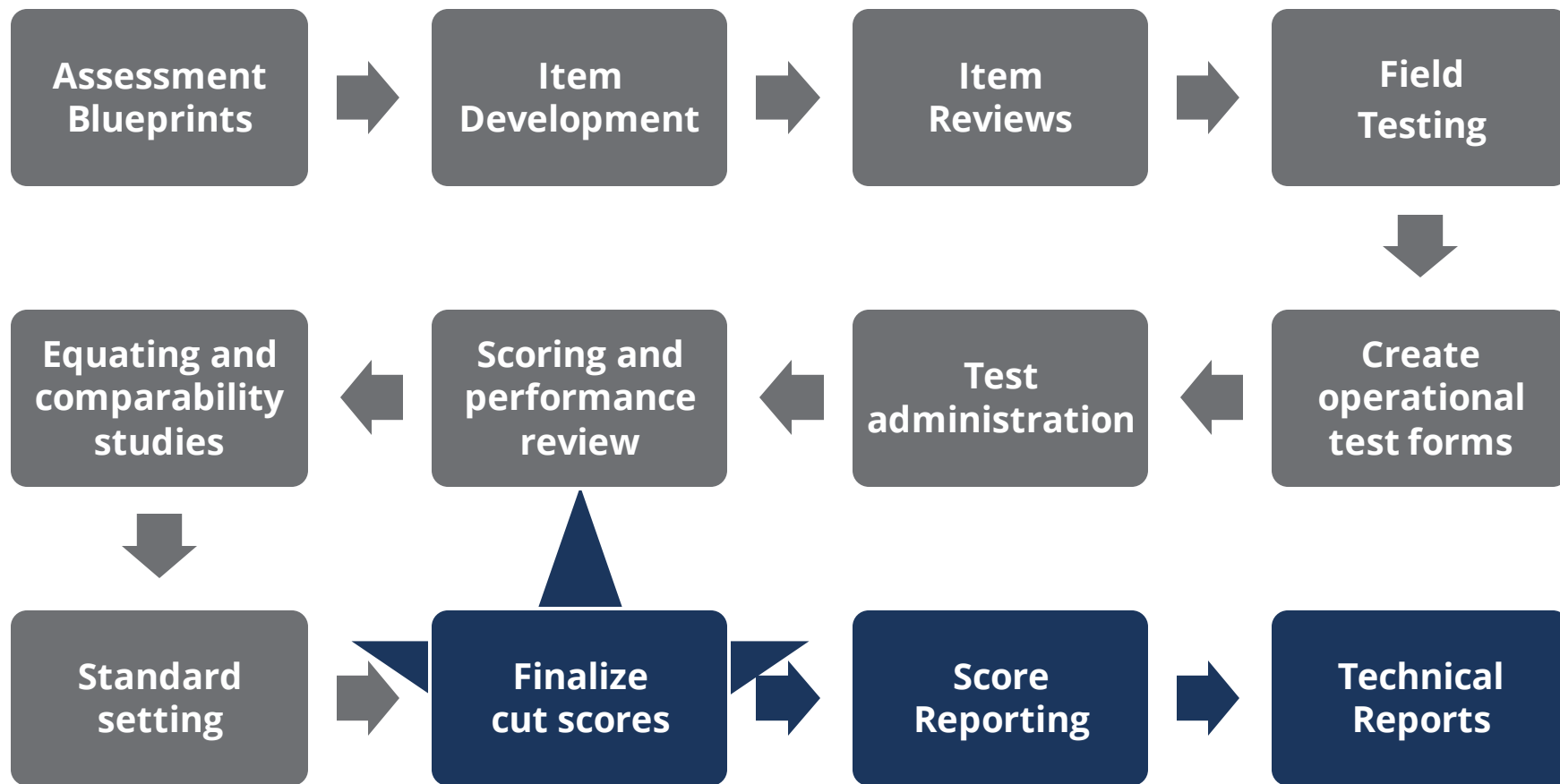
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**Assessment  
Lifecycle**

# Scoring Process: Assessment Lifecycle



**We are here.**

# Standard Setting Process

1

- Identify the relevant knowledge and skills to be taught and assessed in each content area to support the goals of the state

2

- Define the expectation associated with each Performance Level

3

- Convene a committee of educators to provide content-based recommendations for cut scores

4

- Policy makers and other stakeholder groups review the impact associated with the recommended cut scores

5

- The commissioner reviews the results and recommends cut scores to the State Board for approval

# Performance Level Descriptors (PLDs)

- PLDs describe the specific knowledge and skills that a student at a given performance level should be able to demonstrate.
- Represent the full range of students across an entire level
- Updated PLD Name: EOCs (Grade 3-8)
  - Level 4: Mastered (Mastered Grade-level)
  - Level 3: On-track (On Grade-level)
  - Level 2: Approaching (Approaching Grade-level)
  - Level 1: Below (Below Grade-level)



# Types of Performance Level Descriptors



- Policy PLDs
- Range PLDs
- Threshold PLDs
- Reporting PLDs \*

\* Completed at final step and *reflect Policy PLDs* with content-specific reference.

# Policy PLDs: Final Version

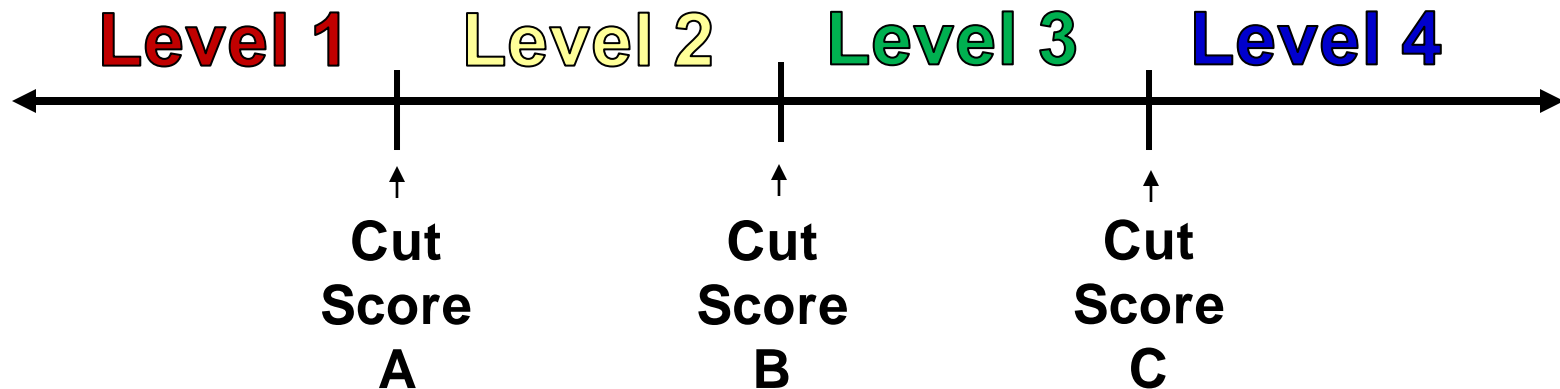
- **Level 4 (Mastered):** Performance at this level demonstrates that the student has an **extensive understanding** and **expert ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
- **Level 3 (On track):** Performance at this level demonstrates that the student has a **comprehensive understanding** and **thorough ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

# Policy PLDs: Final Version

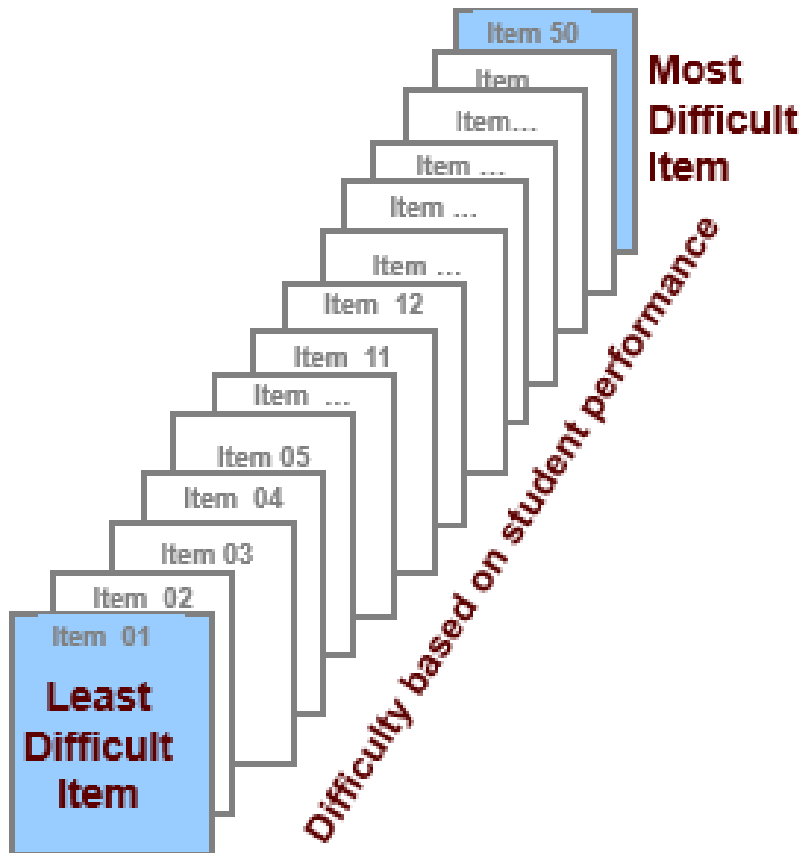
- **Level 2 (Approaching):** Performance at this level demonstrates that the student is **approaching understanding** and has a **partial ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
- **Level 1 (Below):** Performance at this level demonstrates that the student has a **minimal understanding** and has a **nominal ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

# Standards Setting: What is a Cut Score?

- The minimum scale score a student must earn to be considered at a certain performance level
- Three cut scores result in four levels of performance.

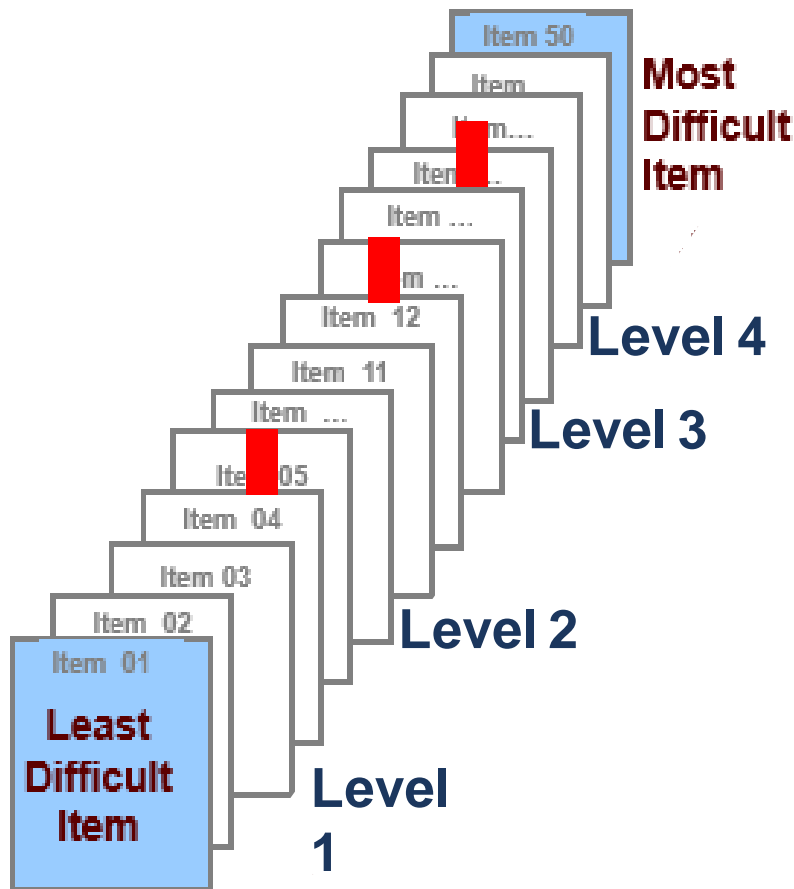


# Standard Setting: Ordered Item Booklets (OIB)



- The difficulties of these items are based on **actual student performance**.
- The actual responses of students who have taken the tests are used to compute **the item difficulty**.
- Then these items are put in order from **least difficult to most difficult**.

# Standard Setting: Bookmarking Process



- Based on the threshold PLD, think of target student for each performance level, from lowest to highest.
- The committee will go through the OIB and consider, item by item, **whether the target student would be able to answer the item correctly.**
- If not, the cut score marker is placed before that item.

# Standard Setting Panel

- Panels for standard setting included:
  - Grade 2 ELA and Math
  - Grade 3-5 ELA
  - Grade 3-5 Math
  - Grade 6-8 ELA
  - Grade 6-8 Math
- 16–18 members of each panel
  - Represented all geographic areas
  - Reflected diversity of teacher workforce in terms race, gender, and role

# Standard Setting Feedback

- All participants and observers were sent a short survey via Google to reflect on standard setting.
- There were 59 responses of 88 panelists – or an **83% response rate**.
- Educators were generally positive about the experience and most agreed with the panel recommendations for cut scores.



# Standard Setting – Teacher Reflections

*To teach the **standards within context and expect the student to apply the skill!** If a standard should need independent instruction, application of that skill is of high importance. – (Grade 3-5 ELA)*

***Expectations for being on grade level and mastered are much higher than in the past**, especially the difference in level 4. There is a range of difficulty of questions - not sure everyone understands that. – (Grade 6-8 Math)*

*TN standards for grade 2, our new test this year, and the **standard setting were rigorous and well-thought out**. No avenue was left unchecked in ensuring that the cut scores will definitely reflect students' abilities. Standards and TCAP are tools for schools and parents to help students be college and career ready. – (Grade 2 ELA/Math)*

# Standard Setting – Teacher Reflections

*I believe that the lack of **exposing students to various types of material, with varying language styles**, is a barrier that needs to be broken. - **Teacher (Grade 6-8 ELA)***

*Instructional material, planning, and implementation will need to be intentionally aligned to the rigor of the standards. **Students are going to need to become proficient at the application/integration of the content understanding, knowledge, and skill required to demonstrate mastery at a new level of depth/proficiency.** As educators we will need to make this instructional philosophy and approach our primary focus for preparing students to be successful on this type of assessment. Teaching tricks, short cuts, and procedures without understanding will not help students to answer the types of questions they will be assessed with. - **Teacher (Grade 6-8 Math)***

# Standard Setting – Teacher Reflections

*The standards **MUST** be taught. We have to truly come together to strategize, improvise, ways that we can reach and grow all students towards mastery of the standards. – (Grade 2 ELA/Math)*

*[We need] to **focus on the rigor** of the problems instead of the concepts. The skills were not **what made the questions harder for the students, it was the cognitive demand that did.** – (Grade 6-8 Math)*

*There are **high, but attainable expectations** for students in TN. - (Grade 6-8, ELA)*

*We are **progressing in the right direction**, and we must continue to **raise our expectations** for our students!– (Grade 3-5 ELA)*

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# **Cut Score Recommendations**

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# New Test, New Scores, New Baseline

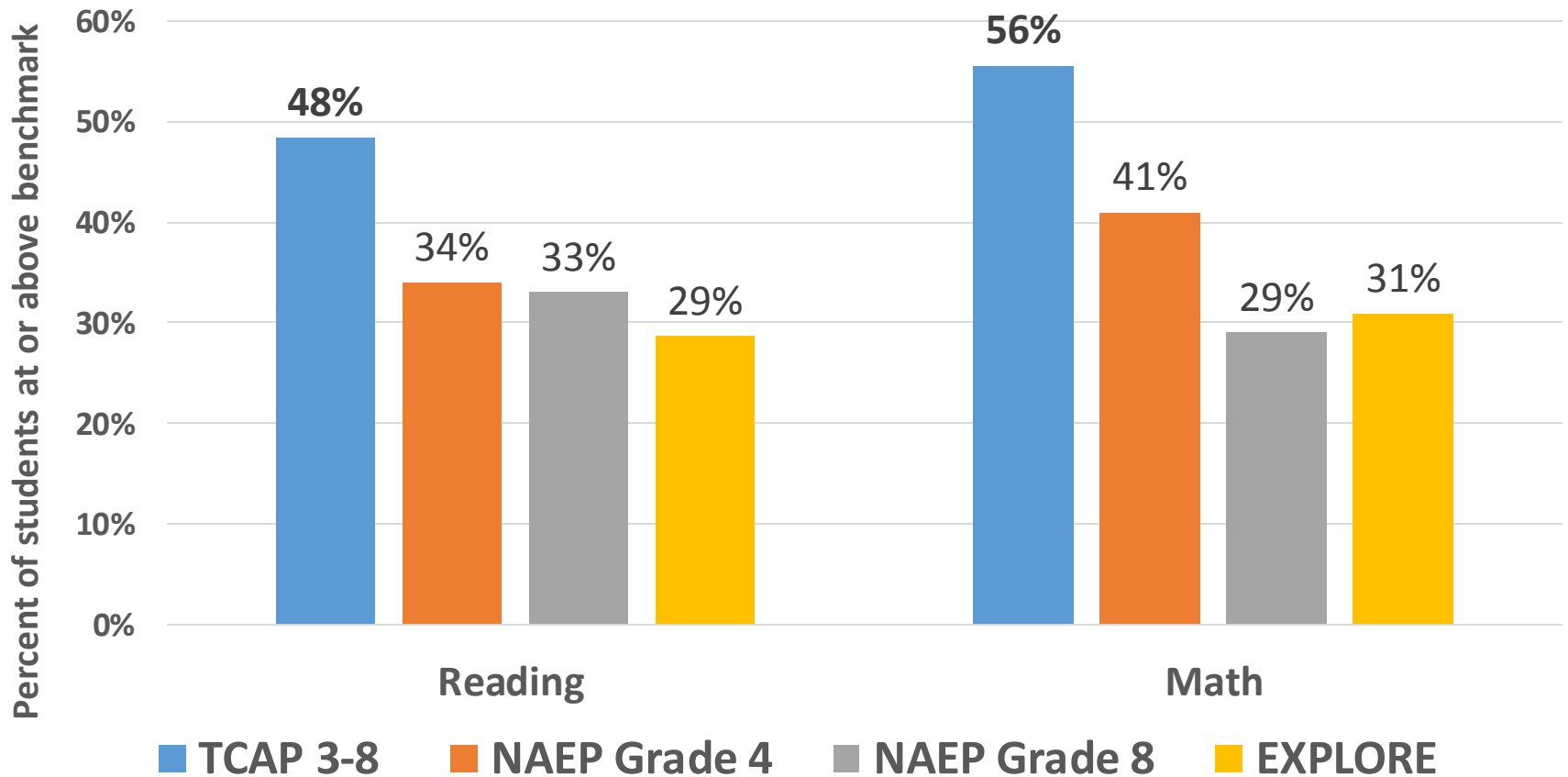
- Our academic standards in Tennessee are **more rigorous** than we've had in the past, so students will be ready for college and careers.
- Higher standards mean **a harder test**—which will mean **lower test scores** and grades in the near term.
- We believe ALL our students are capable of achieving these higher standards, and just as we expected scores to be lower this year, we **expect scores to rise in the long term**.
  - More importantly, this will mean that more of our children are equipped to be successful after high school.

# New Benchmark Aligns to National Tests

- Much of our current work began in 2007 when the U.S. Chamber of Commerce gave us an "F" in Truth in Advertising about our students' proficiency.
  - This was based on the discrepancy between TCAP results and NAEP performance.
- **Now, we are closing that disconnect with NAEP.**
  - Tennessee's colleges and employers can trust that students are ready.
- **We will also ensure that TNReady is a better indicator of potential student success on ACT.**

# Prior TCAP Grade 3-8 Results Were Not Reliable Indicators of Being On Track

Comparison of 2015 Results  
TCAP vs. National Benchmarks



# Concordance Studies

- The standard setting panel completed the **bookmarking** process resulting in cut score recommendations based on a **qualitative review**.
  - Panelists generally relied on the threshold performance level descriptors and their expert content knowledge.
- After this qualitative process, the TDOE completed a **quantitative analysis** of student performance in relationship to national benchmark.
  - This relationship is called a **concordance study** where the scale scores from TNReady EOC tests are **equated** to scale scores from NAEP, EXPLORE, and other tests.
  - TDOE psychometricians used the **equipercentile** method for equating the scores – which entails a cohort-level comparison of the **percentile distribution** of each test.



# Concordance Studies

The psychometric team completed equipercentile concordance studies comparing the 2017 panel recommendations to multiple sources of data including:

- 2016 SAT-10 results in grade 2 for Reading and Math
- 2015 TCAP results in grades 3-8 for Reading Language Arts and Math
- 2015 NAEP results in grades 4 and 8 for Reading and Math
- 2015 EXPLORE results in grade 8 for Reading and Math

# Recommendations for TNReady Grade 2 and Grades 3-8 and TCAP-Alt

- Using all of the qualitative and quantitative data, the department analyzed the results across all grade levels and will propose **recommendations to the State Board** for cut scores in each subject area, as follows.
- The projected impact data is **preliminary**. These numbers will adjust slightly as the department uses final data and applies final business rules to determine the number of students who would be in each category.

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**Grade 2 and  
Grade 3-8  
Recommendations**

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# English Language Arts (ELA)

- Vertical articulation revealed *some* inconsistencies between grade levels.
- Generally, recommended cuts were less rigorous than 2015 TCAP expectations and expectations based upon NAEP and EXPLORE as indicated by concordance studies.
- The exception regarding expectations was grade 2, where panel recommendations were above those of SAT-10 “criterion-referenced cuts.”
- However, the grade 2 cohort was about half the size of grades 3-8 and the demographics for grade 2 testers were slightly different than grades 3-8. Grade 2 had a higher proportion of economically disadvantaged testers, 46%, versus grade 3 at 40%.

# ELA Recommendations (Preliminary Data)

## 2017 ELA Recommendations

Grade	Level 1		Level 2			Level 3			Level 4			L 3+4
	Total	%	Cut	CSEM	%	Cut	CSEM	%	Cut	CSEM	%	%
2	100.0	24.5	334		45.1	365		22.8	386		7.6	30.4
3	100.0	26.1	322		39.0	359	+1x	27.7	391	+1x	7.1	34.8
4	100.0	19.2	299		44.3	343	NAEP	31.7	379	+1x	4.8	36.5
5	100.0	24.9	296		44.4	333	+1x	25.8	371		4.9	30.7
6	100.0	19.6	303		46.8	342	+1x	27.5	377	+1x	6.1	33.6
7	100.0	21.3	305		43.5	341	+1x	30.5	374	+1x	4.7	35.1
8	100.0	18.0	298		51.5	346	CRB	25.0	384	+2x	5.5	30.5

# Math

- Vertical articulation revealed *some* inconsistencies between grade levels.
- Across grades 2-8, panel recommended cuts were more rigorous than 2015 TCAP expectations and slightly less rigorous than NAEP and EXPLORE as indicated by concordance studies.
- The grade 2 cohort was about half the size of grades 3-8 and the demographics for grade 2 testers were slightly different than grades 3-8. Grade 2 had a higher proportion of economically disadvantaged testers, 46%, versus grade 3 at 40%.

# Math (continued)

- From the perspective of content progression, grade 5 is a critical year in terms of laying the foundation of success for higher level math in later grades.
- TDOE content experts also highlight that grade 7 and grade 8 reveal weaknesses in foundational skills (fractions) when students are challenged with more rigorous algebraic thinking.

# Math Recommendation (Preliminary Data)

## 2017 Math Recommendations

Grade	Level 1		Level 2			Level 3			Level 4			L 3+4
	Total	%	Cut	CSEM	%	Cut	CSEM	%	Cut	CSEM	%	%
2	100.0	25.6	325		32.6	355		27.7	384		14.1	41.8
3	100.0	24.1	305		35.2	341		27.2	371	+1x	13.6	40.7
4	100.0	25.2	295		33.9	330	NAEP	31.8	373		9.0	40.9
5	100.0	27.3	300		34.8	339	+1x	27.3	374		10.5	37.8
6	100.0	25.0	307		36.1	340	+1x	33.1	382		5.8	38.9
7	100.0	24.6	295		44.0	339	+2x	27.0	379	+1x	4.4	31.4
8	100.0	34.6	296	+1x	34.5	330	CRB	25.1	367		5.8	30.9





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**TCAP-ALT  
Grade 2, Grade 3-8  
Recommendations**

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# TCAP-Alt versus TNReady

- TCAP-Alt is designed for students with the most significant cognitive disabilities – generally about 1 percent of total enrollment
  - Less than 1,000 students take the ALT assessment per grade level compared to 60,000 – 70,000 TNReady tests.
- Variation among cohorts may be more prevalent, resulting in wider swings in performance across grade levels.
- Due to the smaller number of questions and higher level of variance, TCAP-Alt has only three performance levels – 1, 2, and 3.
  - Levels 2 and 3 are considered proficient.

# Standards Setting

- Grade 2 ELA and Math, as well as Grade 3-8 Social Studies panels were convened for the ALT tests:
  - Grade 2 ELA/Math
  - Grade 3-5 Science
  - Grade 6-8 and EOC Science
  - Grade 3-5 Social Studies
  - Grade 6-8 Social Studies

# TCAP-Alt Design & Delivery

The Alt assessments are paper and pencil tests delivered in three pieces: test items book, student response cards, and answer sheet to record answers. (2<sup>nd</sup> grade also has a passage booklet.)

- **20-50** multiple choice questions for each content area
- Answer cards are on perforated paper
- Teacher completes the answer sheet; the front will be pre-filled demographics, back will be answer bubbles
- Assessment can be administered over multiple days, multiple times as needed for the student

This assessment ***replaces*** the old TCAP-Alt Portfolio assessment.

# Content Design

- The TCAP-Alt and Grade 2-Alt were designed using a similar process as MSAA:
  - Developing Alternate Assessment Targets (AATs) from the grade-level standards
  - Developing Underlying Concepts (UCs) from the AATs
  - Developing item families consisting of 4 “tiers” of “levels” from the AATs and UCs
- Tennessee educators have been involved in the development of the AATs, UCs, and in item review, and their input has been a critical part of the assessment design to ensure quality, rigor, and accessibility.

# TCAP-Alt Performance-Level Descriptors

## Level 3

A student performing at this level demonstrates a **broad** understanding of the knowledge and skills defined by the Tennessee alternate assessment standards.

## Level 2

A student performing at this level demonstrates a **developing** understanding of the knowledge and skills defined by the Tennessee alternate assessment standards.

## Level 1

A student performing at this level demonstrates an **emerging** understanding of the knowledge and skills defined by the Tennessee alternate assessment standards.

# Performance Level Progression – From TCAP-Alt to TNReady

Alt  
Level 1

Alt  
Level 2

Alt  
Level 3

TNReady  
Below

TNReady  
Approaching

TNReady  
On track

TNReady  
Mastered

# Concordance Studies

- The psychometric team completed **student-level** matching concordance studies comparing the 2017 panel recommendations to appropriate sources of data including:
  - 2017 ALT Social Studies compared to 2017 MSAA English in grades 3-8
  - 2017 ALT Science compared to 2017 MSAA Math in grades 3-8 and biology



# Grade 2 Math & ELA Recommendations (Preliminary Data)

- No concordance study data was available for grade 2 students.
- Recommendations are consistent with grade 3-8 in terms of vertical progression.

## 2017 TDOE Grade 2-Alt Recommendations

Grade	Total %	Level 1	Level 2		Level 3			L
		(1+2 in MSAA)	(3 in MSAA)		(4 in MSAA)			2+3
		%	Cut	CSEM %	Cut	CSEM %	%	
2	100.0	44.6	309	17.9	328	37.5	55.4	
2	100.0	42.6	325	38.8	366	18.6	57.4	

# Social Studies

- Generally, panel recommendations were in line with MSAA results for the same group of students.
- In grade 3, panel recommendations were more rigorous than MSAA, and, in grade 6, the panel was slightly less rigorous.
- Grade 6 MSAA results showed a notable dip in performance versus other grade levels, which is also reflected in concordance studies comparisons.

# Social Studies Recommendations (Preliminary Data)

## 2017 TDOE TCAP-Alt Social Studies Recommendations

Grade	Total %	Level 1	Level 2			Level 3			L
		(1+2 in MSAA)	(3 in MSAA)			(4 in MSAA)			2+3
		%	Cut	CSEM	%	Cut	CSEM	%	%
3	100.0	48.4	312	-1x	37.9	350	-1x	13.7	51.6
4	100.0	62.7	334		31.7	388		5.6	37.3
5	100.0	50.9	327		35.7	376		13.4	49.1
6	100.0	59.9	337	+1x	20.1	367		20.0	40.1
7	100.0	44.4	323		39.7	368		15.9	55.6
8	100.0	47.0	319		40.9	365		12.1	53.0

# Science

- Generally, panel recommendations were in line with MSAA results for the same group of students.
- In grades 8 and 11, panel recommendations were more rigorous than MSAA
- In grade 6, the panel was slightly less rigorous.
- Grade 6 MSAA results showed a notable dip in performance versus other grade levels, which is reflected in concordance studies comparisons.

# Science Recommendations (Preliminary Data)

## 2017 TDOE TCAP-Alt Science Recommendations

Grade	Total %	Level 1 (1+2 in MSAA)	Level 2 (3 in MSAA)		Level 3 (4 in MSAA)			L 2+3	
		%	Cut	CSEM	%	Cut	CSEM	%	%
3	100.0	47.1	325		35.4	366		17.5	52.9
4	100.0	47.5	332		39.0	386		13.5	52.5
5	100.0	41.4	316		48.6	366		10.0	58.6
6	100.0	62.9	334	+1x	24.3	364		12.8	37.1
7	100.0	41.0	317		51.3	372		7.7	59.0
8	100.0	38.2	310		46.4	347	-1x	15.4	61.8
HS	100.0	44.2	336		38.2	340	-1x	17.6	55.8

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# **Cut Score Recommendations Summary**

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# TDOE Recommendations are a Better Indicator of Progress Toward Readiness

- The department's recommended cut scores **set a rigorous bar that we believe ALL students can meet** and aligns to the expectations we set in our standards.
- These cut scores **show a more accurate picture** of the readiness our students are truly showing at each grade level.
- By giving an honest picture of where we are, we can help students grow from here so that ultimately students are **ready** when they graduate high school.

# What We Want Families & Students to Know

- **Don't be discouraged!**
  - Our students are not going backward. We now have a fuller picture about how students are progressing based on a higher bar. Our educators are helping students reach those expectations.
- **We are being thoughtful about including TNReady in students' grades.**
  - We are phasing in TNReady scores for students' grades and are continuing conversations with directors on that process.
- **This is a reset moment.**
  - State tests are just one measure of a child's readiness, but they give us unique feedback. We are always improving, and this is a chance for educators, families, and students to take a step back and talk about how to support our students' growth. With this new baseline, we are setting a new high bar with our students that we have been working toward for several years.



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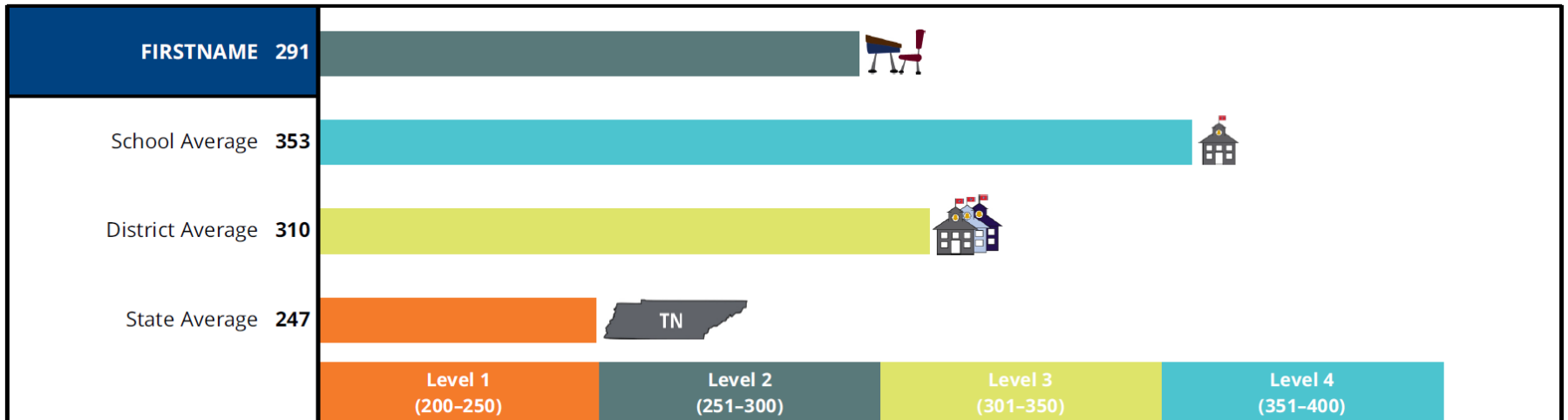
**Reporting**

Grade 9  
USID: 12345XXXX

Teacher: LASTNAME  
Test Date: 2015-2016

CITY HIGH SCHOOL  
CITY SCHOOLS DISTRICT

SUBJECT	PERFORMANCE LEVEL	OVERALL SCORE
<b>ENGLISH I</b>	<b>LEVEL 2</b>	<b>291</b>



**FIRSTNAME scores within the Level 2 range on the English I End of Course (EOC) exam. This student may need assistance to be on track for postsecondary and career readiness.**

Generally, students who score at this level demonstrate they have a partial understanding of the literacy concepts and analytical skills expected of high school students.

<b>Level 4</b>	<b>Mastered</b>	Performance at this level demonstrates that the student has an extensive understanding and expert ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
<b>Level 3</b>	<b>On track</b>	Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
<b>Level 2</b>	<b>Approaching</b>	Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
<b>Level 1</b>	<b>Below</b>	Performance at this level demonstrates that the student has a minimal understanding and nominal ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.

**Performance Level Comparison**

Percent of students scoring at each level

	School	District	State
<b>Level 4</b>	6%	10%	9%
<b>Level 3</b>	24%	32%	27%
<b>Level 2</b>	45%	40%	44%
<b>Level 1</b>	24%	18%	20%

The **Sub-score Expectations** indicate how a student performed in each **Sub-score Category** compared to other students in Tennessee. Sub-scores are used to identify potential **Strengths** and **Areas for Improvement**. This is different from the overall **Performance Level**, which measures how a student performed compared to the criterion standard set by teachers and other educators in Tennessee.

## ENGLISH I

Sub-score Category	Students meet expectations by ...	Sub-score Expectations	Points Possible	Student Points Earned
Reading: Literature	reading and analyzing fiction, drama and poetry for grades 9-10.	Below ↓	0-8	3
Reading: Informational Text	reading and analyzing non-fiction for grades 9-10.	Meets ↔	0-8	4
Reading: Vocabulary	using context clues to determine the meaning of words and phrases in text for grades 9-10.	Exceeds ↑	0-8	7
Writing: Focus & Organization	effectively organizing writing for clarity.	Exceeds ↑	0-8	2
Writing: Development	using relevant evidence from the text to thoroughly develop a topic.	Below ↓	0-8	5
Writing: Language & Style	using precise language and literary techniques.	Meets ↔	0-8	4
Conventions	correctly using the rules of standard English.	Exceeds ↑	0-8	7
<b>FIRSTNAME'S Total ENGLISH I EOC Raw Score = 32/56</b>			<b>0-56</b>	<b>32</b>

### LEGEND

↓ **Below Expectations:** scored less than students who met overall grade level expectations

↔ **Meets Expectations:** scored as well as students who met overall grade level expectations

↑ **Exceeds Expectations:** scored better than students who met overall grade level expectations

### STRENGTHS

FIRSTNAME may have a strong understanding in these areas:

- Using context clues to determine the meaning of words and phrases
- Including an effective introduction and conclusion in writing
- Using effective organizational techniques when writing
- Editing text for correct grammar and conventions

### AREAS FOR IMPROVEMENT

FIRSTNAME may need to improve skills in these areas:

- Determining the theme or central idea of grade-level literary text
- Writing a response appropriate to purpose and audiences
- Using details from a text to demonstrate understanding

### NEXT STEPS

Consider the following to increase FIRSTNAME's performance:

- Read and discuss complex text in the 9-10 grade band with others
- Focus on determining the meaning of unknown words using context
- Practice supporting ideas with evidence from both literary and informational text
- Reference the Family Report Guide for more information

The **Family Report Guide** at [www.TNReady.gov](http://www.TNReady.gov) provides more detailed information to help you interpret this report. If you have further questions, please contact FIRSTNAME's teacher or principal in City Schools District at (800) 123-4567.

Number of Students Tested: 99

Administrator: LASTNAME

CITY HIGH SCHOOL

Number of Items: 99





Test Date: 2015-2016

CITY SCHOOLS DISTRICT

The **Sub-score Expectations** indicate how a student performed in each **Sub-score Category** compared to other students in Tennessee. This is different from the overall **Performance Level**, which measures how a student performed compared to the criterion standard set by teachers and other educators in Tennessee.

% - Percent of Points Earned  
# - Number of Points Earned  
SSE - Sub-score Expectations

- ↑ **Exceeds Expectations:** scored better than students who met overall grade level expectations
- ↔ **Meets Expectations:** scored as well as students who met overall grade level expectations
- ↓ **Below Expectations:** scored less than students who met overall grade level expectations

				
	Class	School	District	State
<b>Average Scale Score</b>	353	353	310	247
<b>Level 4 (351-400)</b>	6%	6%	10%	9%
<b>Level 3 (301-350)</b>	24%	24%	32%	27%
<b>Level 2 (251-300)</b>	45%	45%	40%	44%
<b>Level 1 (200-250)</b>	24%	24%	18%	20%

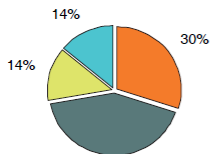
Percent of students in each Performance Level

Overall Performance			Reading									Writing									Conventions		
			Literature			Informational Text			Vocabulary			Focus & Organization			Development			Language & Style					
STUDENT NAME	Scale Score	%	#	%	SSE	#	%	SSE	#	%	SSE	#	%	SSE	#	%	SSE	#	%	SSE	#	%	SSE
<b>PERFORMANCE LEVEL 4 (351 - 400)</b>																							
CSTUDENTFIRSTNAME LASTNAME	385	100%	99/99	999%	↑	99/99	999%	↑	99/99	999%	↑	99/99	999%	↑	99/99	999%	↑	99/99	999%	↑	99/99	999%	↑
DSTUDENTFIRSTNAME LASTNAME	351	81%	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑	99/99	999%	↑
<b>PERFORMANCE LEVEL 3 (301 - 350)</b>																							
ASTUDENTFIRSTNAME LASTNAME	350	80%	99/99	999%	↑	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑
LSTUDENTFIRSTNAME LASTNAME	348	75%	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑	99/99	999%	↑	99/99	999%	↔	99/99	999%	↑	99/99	999%	↑
HSTUDENTFIRSTNAME LASTNAME	324	50%	99/99	999%	↔	99/99	999%	↑	99/99	999%	↔	99/99	999%	↔	99/99	999%	↑	99/99	999%	↔	99/99	999%	↔
ISTUDENTFIRSTNAME LASTNAME	301	46%	99/99	999%	↔	99/99	999%	↔	99/99	999%	↓	99/99	999%	↑	99/99	999%	↔	99/99	999%	↓	99/99	999%	↑
<b>PERFORMANCE LEVEL 2 (251 - 300)</b>																							
JSTUDENTFIRSTNAME LASTNAME	300	45%	99/99	999%	↔	99/99	999%	↔	99/99	999%	↔	99/99	999%	↔	99/99	999%	↔	99/99	999%	↔	99/99	999%	↔
PSTUDENTFIRSTNAME LASTNAME	294	40%	99/99	999%	↑	99/99	999%	↓	99/99	999%	↔	99/99	999%	↓	99/99	999%	↓	99/99	999%	↔	99/99	999%	↓
NSTUDENTFIRSTNAME LASTNAME	268	28%	99/99	999%	↓	99/99	999%	↔	99/99	999%	↔	99/99	999%	↓	99/99	999%	↔	99/99	999%	↔	99/99	999%	↓
MSTUDENTFIRSTNAME LASTNAME	251	26%	99/99	999%	↔	99/99	999%	↓	99/99	999%	↓	99/99	999%	↔	99/99	999%	↓	99/99	999%	↓	99/99	999%	↔
<b>PERFORMANCE LEVEL 1 (200 - 250)</b>																							
GSTUDENTFIRSTNAME LASTNAME	250	25%	99/99	999%	↓	99/99	999%	↔	99/99	999%	↓	99/99	999%	↔	99/99	999%	↔	99/99	999%	↓	99/99	999%	↔
RSTUDENTFIRSTNAME LASTNAME	200	0%	99/99	999%	↓	99/99	999%	↓	99/99	999%	↓	99/99	999%	↓	99/99	999%	↓	99/99	999%	↓	99/99	999%	↓

### % of Students at each Performance Level

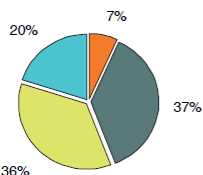
Percentages may not add to 100 due to rounding.

#### School Summary



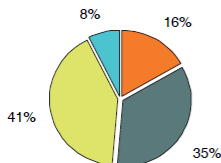
- = 14% Level 4 9,999 Students
- = 14% Level 3 9,999 Students
- = 42% Level 2 9,999 Students
- = 30% Level 1 9,999 Students

#### District Summary



- = 20% Level 4 99,999 Students
- = 36% Level 3 99,999 Students
- = 37% Level 2 99,999 Students
- = 7% Level 1 99,999 Students

#### State Summary



- = 8% Level 4 999,999 Students
- = 41% Level 3 999,999 Students
- = 35% Level 2 999,999 Students
- = 16% Level 1 999,999 Students

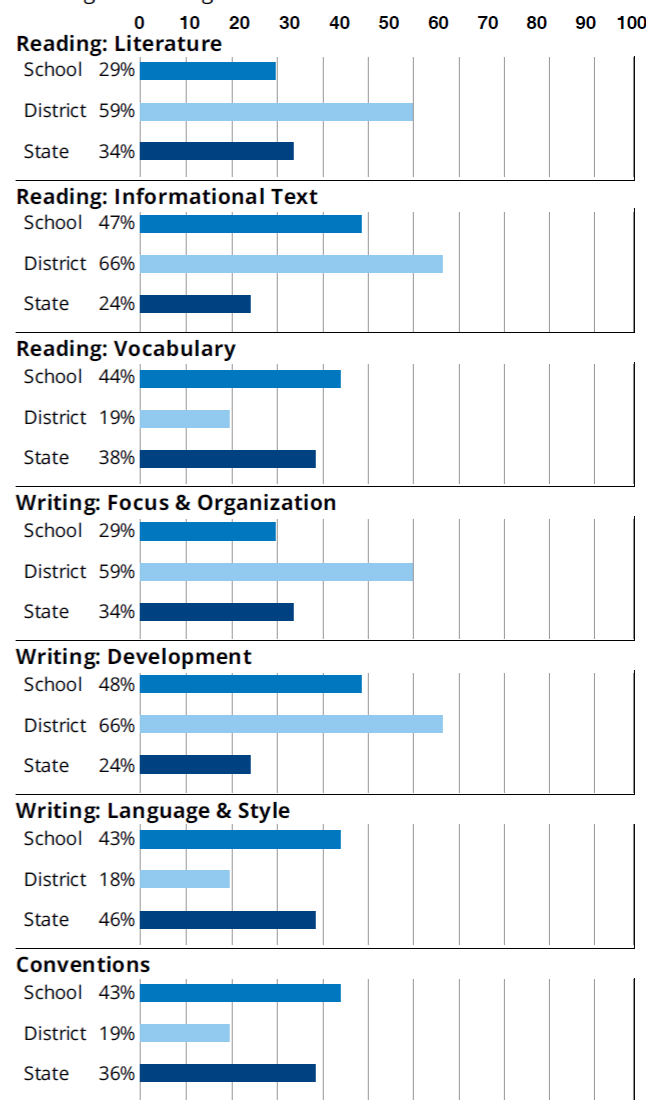
### Sub-score Expectations Summary

% of Students Scoring Below/Meets/Exceeds Expectations

	Below	Meets	Exceeds
<b>Reading: Literature</b>			
School	27	61	12
District	46	37	17
State	21	45	34
<b>Reading: Informational Text</b>			
School	26	53	11
District	42	37	21
State	26	53	11
<b>Reading: Vocabulary</b>			
School	26	53	11
District	42	37	21
State	26	53	11
<b>Writing: Focus &amp; Organization</b>			
School	26	53	11
District	42	37	21
State	26	53	11
<b>Writing: Development</b>			
School	26	53	11
District	42	37	21
State	26	53	11
<b>Writing: Language &amp; Style</b>			
School	26	53	11
District	42	37	21
State	26	53	11
<b>Conventions</b>			
School	26	53	11
District	42	37	21
State	26	53	11

### Sub-score Performance Summary

Average Percentage of Points Earned Out of Points Possible



The **Guide to Test Interpretation** at [www.TNReady.gov](http://www.TNReady.gov) provides more detailed information to help you interpret this report. If you have further questions, please contact the Office of Assessment Logistics at [tned.assessment@tn.gov](mailto:tned.assessment@tn.gov).

# = Average Number of Points Earned  
% = Average Percent of Points Earned

	Number Tested	Average Scale Score	PERFORMANCE LEVEL							
			LEVEL 1 (200 - 250)		LEVEL 2 (251 - 300)		LEVEL 3 (301 - 350)		LEVEL 4 (351 - 400)	
			#	%	#	%	#	%	#	%
<b>TENNESSEE</b>	<b>999,999</b>	<b>999</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>
<b>EAST SCHOOL DISTRICT</b>	<b>99,999</b>	<b>999</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>
<b>CITY HIGH SCHOOL</b>	<b>99,999</b>	<b>999</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>	<b>999</b>	<b>100</b>
A TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
B TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
C TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
D TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
E TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
F TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
G TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
H TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
I TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
J TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
K TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
L TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
M TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
N TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
O TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
P TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
Q TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
R TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
S TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100
T TEST ADMINISTRATOR - 1234567	9,999	999	999	100	999	100	999	100	999	100

Percentages may not add to 100 due to rounding.

Total Students Tested in Class: 99 Administrator: LASTNAME, FIRSTNAME - TAGID

CITY HIGH SCHOOL

Total Number of Items on Test: 99

Test Date: 2015-2016

CITY SCHOOLS DISTRICT

This Standards Analysis Class Report provides information on how the students in this class grouping performed on the standards assessed on the test for this content area. The Score Points Possible for Class assumes every student with a valid test score answered every tested item correctly, with each student earning all score points available. The Score Points Earned by Class is the sum of the points for correct answers actually earned by all students. The Percent of Score Points Earned by Class, School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points the collectively earned.

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by CLASS	Percent of Score Points Earned by SCHOOL	Percent of Score Points Earned by DISTRICT	Percent of Score Points Earned by STATE
A-APR.2	2	2	50	44	88%	65%	76%	88%
A-APR.3	1	1	25	23	92%	57%	87%	92%
A-REI.2	2	3	75	57	76%	76%	61%	57%
A-REI.7	1	2	50	40	80%	53%	80%	76%
A-REI.11	3	4	100	75	75%	75%	57%	49%
A-SSE.3	1	5	125	123	98%	76%	53%	61%
A-SSE.4	1	2	50	48	96%	85%	96%	77%
F-BF.1	1	1	25	24	96%	57%	96%	96%
F-BF.1b	1	3	75	65	87%	61%	88%	87%

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

**TN**

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**Questions?**





*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**