



TNReady
EOC Cut Score Recommendation
State Board of Education

October 13-14, 2016

Overview

- Finalizing 2015-16
 - Timeline
- Assessment Lifecycle
 - Standard Setting
- Cut Score Recommendations
- Reporting
- Questions

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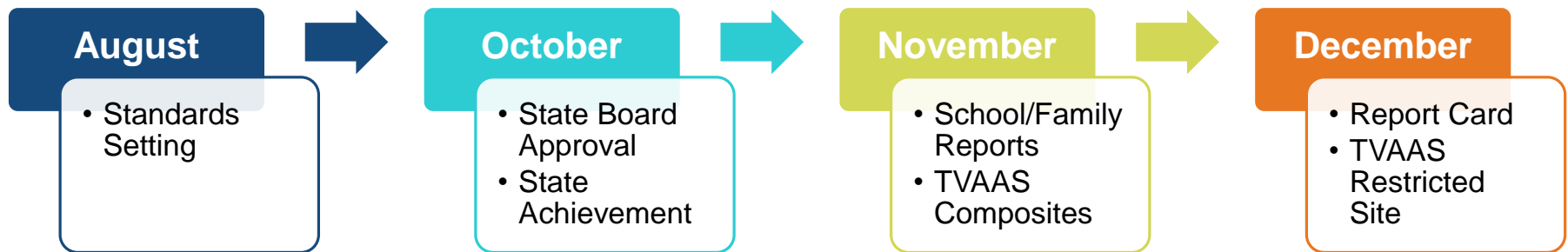
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Finalizing 2015-16

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2015-16 Key Milestones

- Score tests from this year's assessments with a new scoring vendor
 - Pearson contract executed on May 13, 2016
 - Standards Setting for HS EOC on August 22-26, 2016
- Complete scoring for 2015-16 and provide results to districts in fall 2016
 - Raw data for grades 3-8, including standards analysis report.
 - Full score reports for HS EOC.



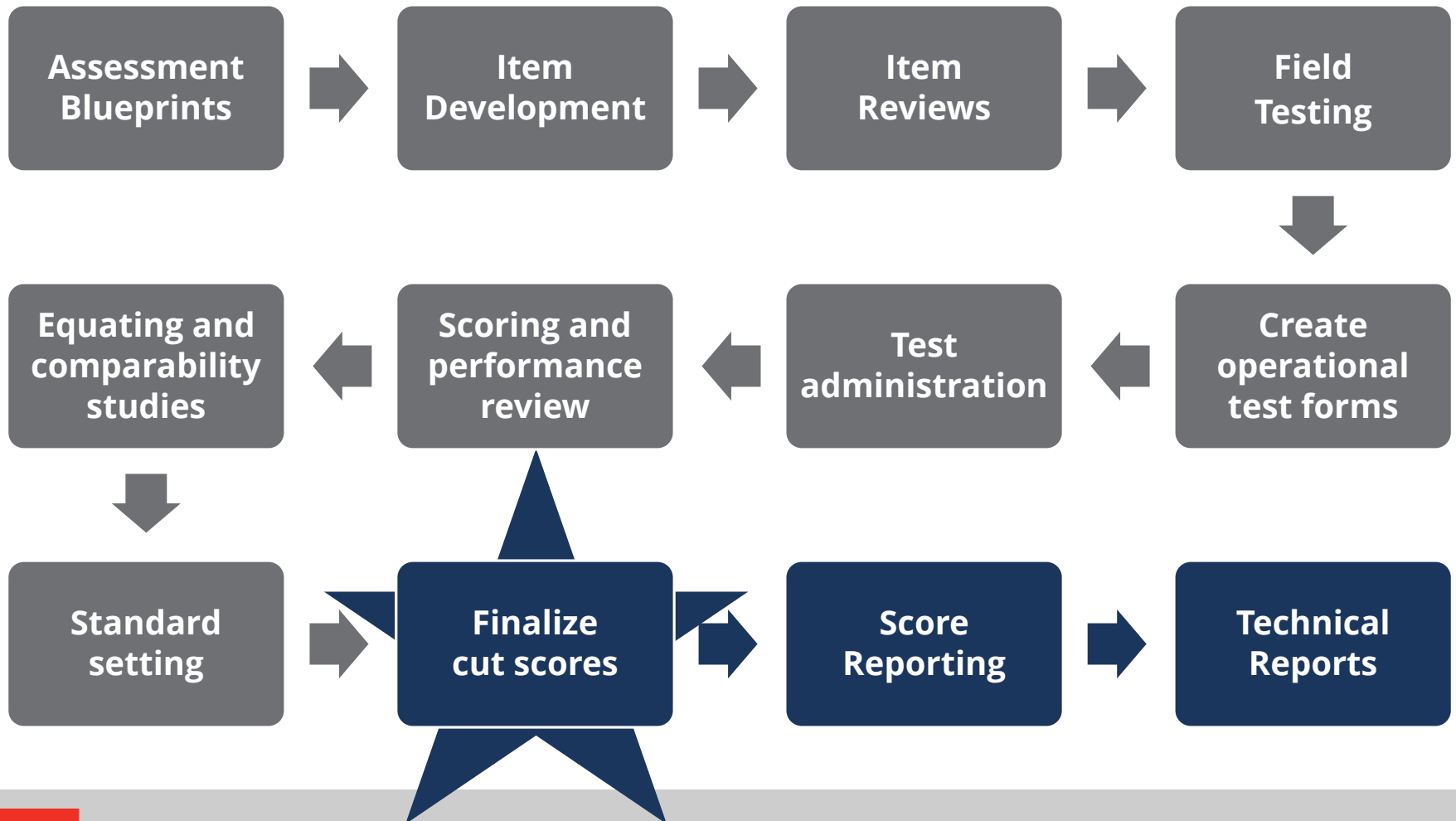
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**Assessment
Lifecycle**

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

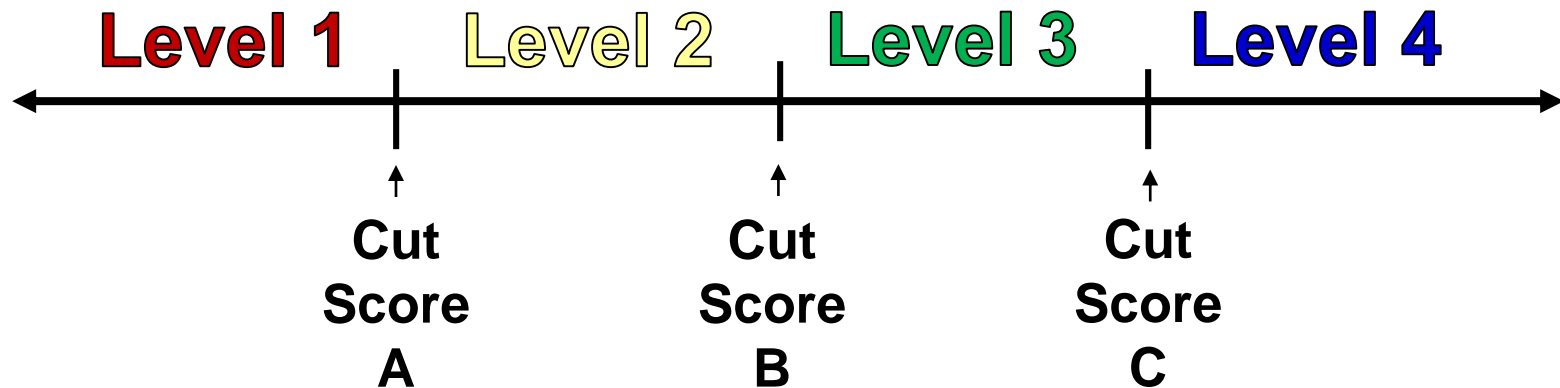
- **Level 4 (Mastered):** Performance at this level demonstrates that the student has an **extensive understanding** and **expert ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
- **Level 3 (On track):** Performance at this level demonstrates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

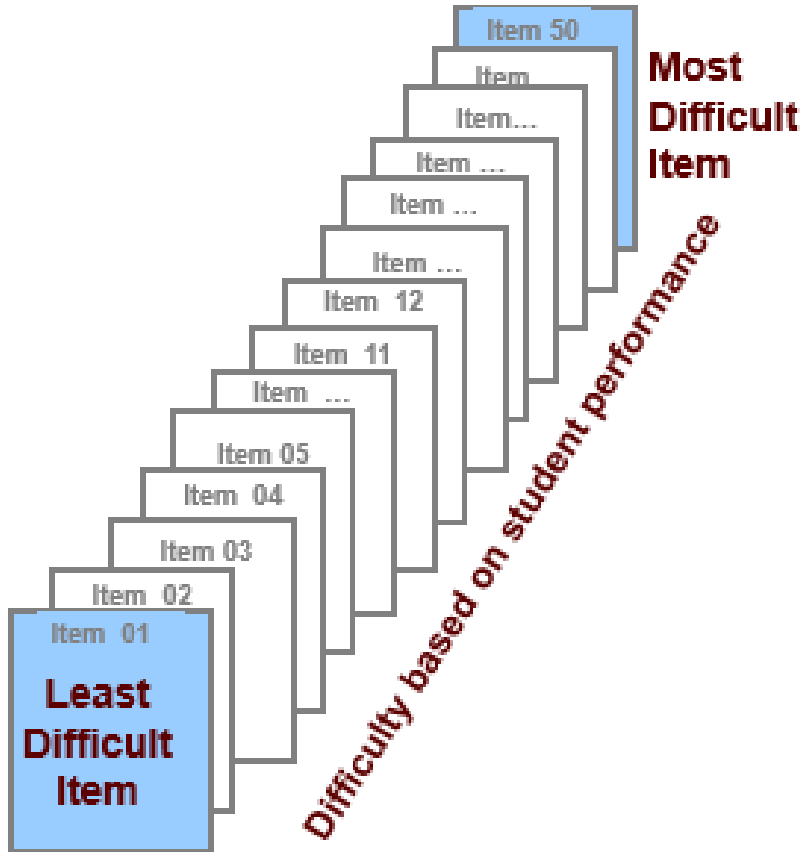
- **Level 2 (Approaching):** Performance at this level demonstrates that the student is **approaching understanding** and has a **partial ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
- **Level 1 (Below):** Performance at this level demonstrates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

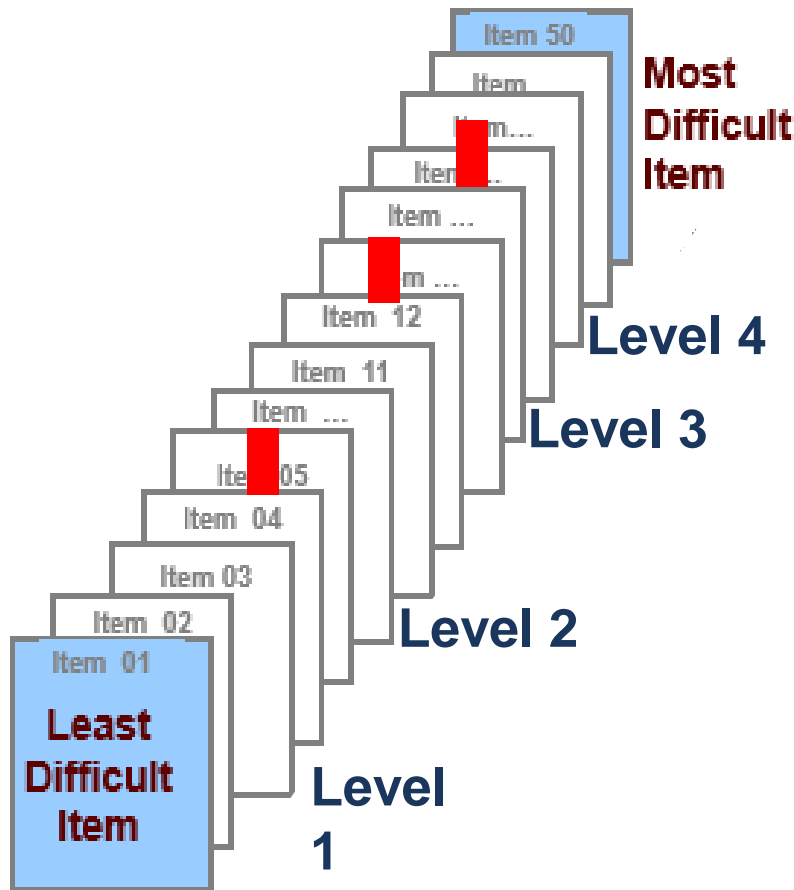


Standards Setting: Ordered Item Booklets (OIB)



- 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**.

Standards 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.

Standards Setting Panel

- Panels for standard setting included:
 - Algebra I/II
 - Geometry
 - Integrated Math I/II/III
 - English I/II/III
 - U.S. History & Geography
- 16–18 members of each panel
 - Represented all geographic areas, including 36 counties
 - Reflected diversity of teacher workforce in terms race, gender, and role
 - Included higher ed participants from both two-year and four-year institutions

Standard Setting Panels

Standard Setting Panelists	Count	Avg. Years Exp.	Female	Male	Black	White	Hispanic	Other	Total
English I–III	18	16.4	14	4	5	13	0	0	18
Integrated Math I–III	14	17.0	11	3	2	12	0	0	14
Algebra I–II	18	15.3	13	5	2	14	1	1	18
Geometry	18	16.5	14	4	2	16	0	0	18
U.S. History	18	18.2	9	9	2	16	0	0	18
Total	86	16.7	61	25	13	71	1	1	86
% of Total			70.9%	29.1%	15.1%	82.6%	1.2%	1.2%	100.0%
Current TN Demographics			79.4%	20.6%	5.2%	91.3%	2.8%	0.0%	100.0%

Standard Setting Panels

Standard setting panelists	Teacher			Administrator		Higher Education		Total
	Gen. Ed	SWD	ELL	Building	District	2 Year	4 Year	
English I–III	6	1	3	1	5	1	1	18
Integrated Math I–III	7	1	0	1	3	1	1	14
Algebra I–II	8	0	3	1	4	0	2	18
Geometry	10	4	0	0	2	1	1	18
U.S. History	11	1	0	0	2	1	2	18
Total	42	7	6	3	16	4	7	86
% of Total	48.8%	8.1%	7.0%	3.5%	18.6%	4.7%	8.1%	100.0%

Standard Setting Feedback

- All participants and observers were sent a short survey via Google to reflect on standard setting.
- There were 71 responses of 86 panelists – or an **83% response rate**.
- Educators were overwhelmingly positive about the experience and secure in about their recommendations for cut scores.

Standard Setting Feedback

Survey Responses (n=76)	% Strongly Agree or Agree
The policy PLDs (high level) had clear distinctions across the performance levels.	92%
The range PLDs (content specific) had clear distinctions across the performance levels.	88%
The threshold PLDs (borderline student) that we developed had clear and understandable distinctions across the different cut points.	91%
During the discussion of the cut score recommendations, I was able to freely discuss my input and opinion regarding the recommendations.	100%
Based upon my review of the final cut score recommendations, I am comfortable with the cut score recommendations of my committee.	96%
Vertical Articulation (n=14)	
I am comfortable with the final cut score recommendations that were completed as part of this workshop.	100%
I believe that any changes from the committee cut score recommendations represent reasonable adjustments based upon the data provided and my experience with students in Tennessee.	100%

Standard Setting Feedback

Rank the following factors as to their importance in determining your Bookmark placement (<i>5 = most important; 1 = least important</i>).	Average Rating
The discussion and feedback at my table	4.22
The threshold PLDs	4.14
The discussion and feedback with all of the panelists in my committee	4.08
My perception of the difficulty of the test items	3.99
My experience taking the assessment	3.67
The range of recommended cut scores across all of the panelists	3.67
The statistical difficulty of the items	3.64
The impact data showing the estimated percent of students in each performance category	3.53
ACT and PLAN data	2.79

What is a key take-away that you have for students and their families?

We have to prepare our students more for the demands of the standards. The results may be a little rough right now, but if we continue to push and grow we will eventually get there. I also think it is a reality check for teachers and students. – Andrea Fitzgerald, Shelby County (Algebra I/II)

It is imperative that students practice organizing, analyzing, and synthesizing information to better prepare themselves for success on multiple assessments, college, and the workplace. To do that, students must be challenged, and the idea that it's perfectly normal for children to earn and maintain a 4.0 but end up with an ACT score of 18-21 must change. This thinking does not fit the paradigm and is undermining faculty and staff members who demand excellence. – Melanie Sargent, Lauderdale County (English II/III)

What is a key take-away that you have for students and their families?

This is a process. We are building the system for success. While scores may seem low now, we are striving to build the necessary foundations for mastery.

– Teacher (Integrated Math I/II)

The first few years of testing are likely going to result in many Level 1 and Level 2 students. Give the teachers and school systems some time to match instruction with the expectations of these assessments. The assessments are designed to encourage more critical thinking, so in the long run, this change will improve students' preparedness for college and career. – **Sarah K. Bleiler-Baxter, Middle Tennessee State University (Algebra I/II)**

What advice or insight would you share with other educators... based on your experience?

High expectations are a must each and every day. – **Teacher (U.S. History)**

Set the bar high for your students and push them to reach it. Know your standards and teach at a high level. – **Catherine Korth, Jackson-Madison County (Algebra I/II)**

Ensure the foundation is there first; then continue to build on that foundation. Challenge your students - it's ok for them to struggle! – **Cyndi C. Connell, Jackson-Madison County (English I/II)**

Know the standards and teach with depth. There is no substitute for sound instruction. Teaching to the test is not the answer. – **Nichole Jones-Wallace, Shelby County (English I/II)**

Challenge your students. Provide students with the opportunity to work beyond what they have done in the past. – **Jennifer Agan, Hamilton County (Geometry)**

What feedback do you have for the TDOE regarding the EOC assessments?

The EOC assessment is more closely aligned with the current curriculum. – **Julie Walker, Lincoln County (English I/II)**

Student writing should be a bigger push. Also, the scoring is quite strong as the percentages are so low of competent writers. – **Administrator (English II/III)**

I believe the new testing is an improvement from prior testing (which changed based on my participation in standard setting). – **Anne Dunn, Sullivan County (Algebra I/II)**

I am encouraged by what I saw in the Algebra I/II assessments. Compared to previous assessments, there is a greater emphasis here on critical thinking and justification (as opposed to being a successful test taker and knowing how to select the correct multiple choice option). I encourage the TDOE to continue their good work and push toward increasing expectations of all students. – **Sarah K. Bleiler-Baxter, Middle Tennessee State University (Algebra I/II)**

What is your overall reflection on your participation in the standard setting process?

It was one of the most empowering experiences I've had as an educator. – Tiffany Roberts, Lincoln County (Algebra I/II)

I felt like the opportunity to be part of the standard setting process was one the best experiences I have had as an educator. It was a true professional development experience in many ways. Not only was I able to really see how objectives are viewed for assessment, but I was able to collaborate with others who shared my passion for teaching and students. – Tracy Penton, Bradley County (Integrated Math I/II)

This was one of the best experiences in my career. Just understanding the process was eye-opening, but listening to feedback from my peers also broadened my perspective. – Virginia Russell, Bradford Special (English II/III)

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Cut Score Recommendations

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New Test, New Scores, New Baseline

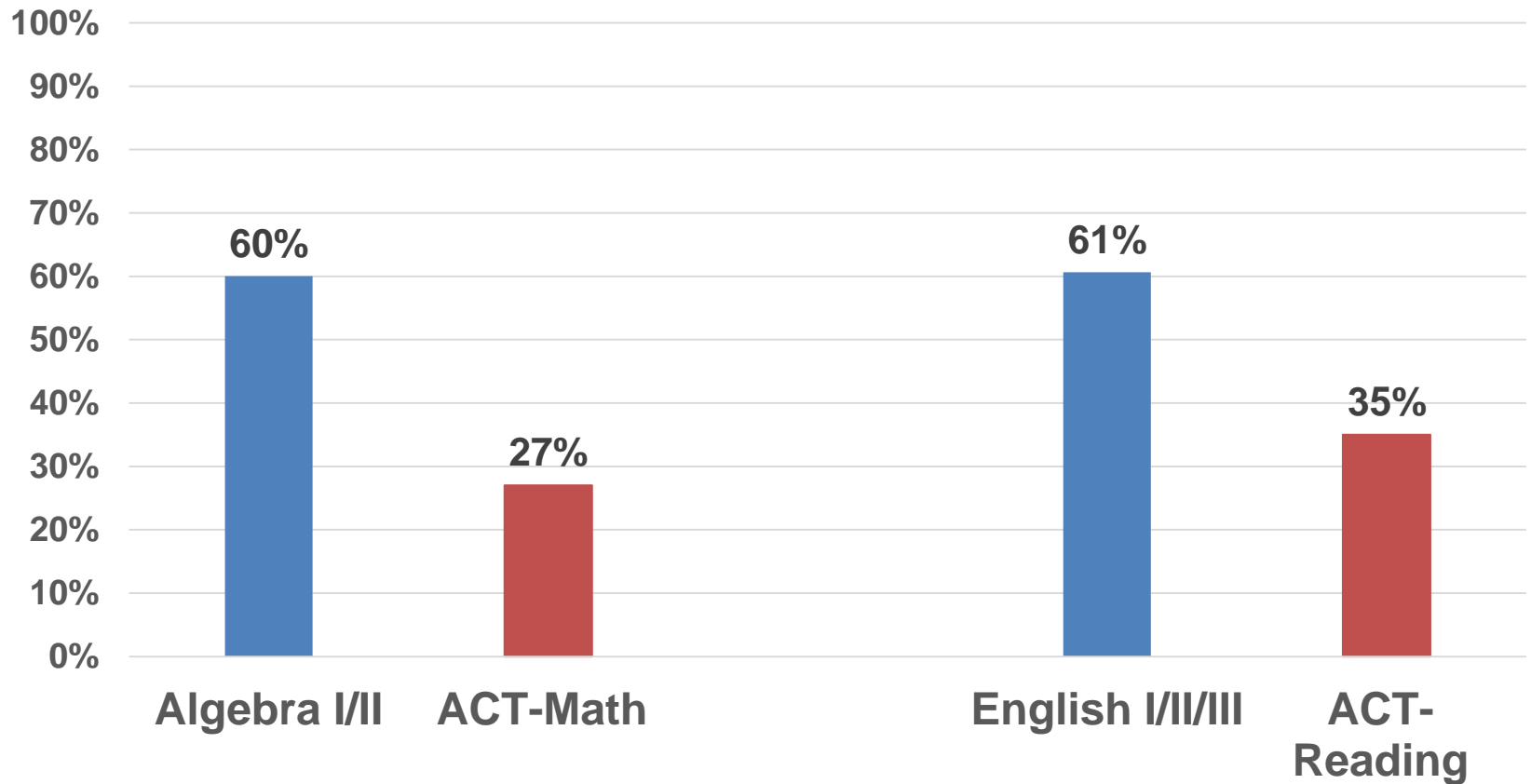
- Our academic standards in Tennessee are **more rigorous** than we've had in the past, so students will be ready for college and careers.
- Higher standards mean **a harder test**—which will mean **lower test scores** and grades in the near term.
- We believe ALL our students are capable of achieving 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-EOC results not a reliable indicators of being on track for CRB

2015 TCAP-EOC (% P/A) vs.
ACT-College Readiness Benchmark
(% at or above)



State Board of Education Role

- Tomorrow, State Board will vote on cut scores recommendations for high school End of Course exams.
 - In ELA, math and US History, TDOE will first present the Board with the cut score recommendations from standard setting panel.
 - The Board will also be presented information regarding how panel-recommended cut scores relate to **ACT college readiness benchmarks (CRB)**.
 - In cases where there are significant discrepancies between ACT benchmarks and panel-recommended cut scores, the TDOE will present an **alternate** recommendation for board consideration.

Concordance Study – ACT Benchmarks

- 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 a national benchmark – the ACT/Plan/Explore series.
 - This relationship is called a **concordance study** where the scale scores from TNReady EOC tests are **equated** to scale scores from ACT tests.
 - TDOE psychometricians used the **equipercentile** method for equating the scores – which entails a cohort-level comparison of the **percentile distribution** of each test.

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**English I/II/II
Cut-Score
Recommendations**

English I/II/III

- During standard setting, 18 educators began as one panel to make cut score recommendations for English II.
- After completing English II cut score recommendations, the group split into two panels of nine participants each.
 - One panel created English I cut score recommendations, while the second panel created English II cut score recommendations.
- We will begin with English III, then proceed to discussion of English II, and end with English I.

English III Overview

- **96%** of English III testers are in the **11th grade**.
- In spring 2016, 11th graders completed the ACT assessment.
 - The ***ACT-Reading*** subtest is better proxy for the TNReady English I exam than the ***ACT-English*** subtest.
 - The *College Readiness Benchmark (CRB)* for the *Reading* subject test is 22.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

English III – Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	314	333	347
ACT	1	15	22	29
N-count	19114	23272	10757	4324
Total	57467	57467	57467	57467
Percent	33.3%	40.5%	18.7%	7.5%
	73.8%		26.2%	

English III – ACT Concordance Table

Concordance Summary ACT and TNReady		EOC English III	ACT Reading	Statewide % Students
Level 4	Mastered	347-450	29-36	7.5%
Level 3	On track	333-346	22 -29	18.7%
Level 2	Approaching	314-332	15-21	40.5%
Level 1	Below	200-313	1-15	33.3%

- The table above summarizes the concordance study results comparing English III scale scores to ACT scale scores, using 11th grade cohort results from 2015-16.
- Panel’s recommended **EOC cut score of 333** is concordant to the **ACT-Reading CRB score of 22**.

English II Overview

- **97%** of English II testers are in the **10th grade**.
- In fall 2015, 10th graders completed the ACT Plan assessment.
 - The ***Plan-Reading*** subtest is a better proxy for the TNReady English I exam than the ***Plan-English*** subtest.
 - The ***College Readiness Benchmark (CRB)*** for the ***Reading*** subject test is 18.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

English II – Combined Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On-Track	Mastered
Scale Score	200	303	318	334
PLAN	1	14	18	23
N-count	21287	24426	18613	5548
Total	69874	69874	69874	69874
Percent	30.5%	35.0%	26.6%	7.9%
	65.4%		34.6%	

English II – ACT Concordance Table

Concordance Summary		EOC	PLAN	Statewide
ACT and TNReady		English II	Reading	% Students
Level 4	Mastered	334-450	23-32	7.9%
Level 3	On track	318-333	18 -22	26.6%
Level 2	Approaching	303-317	14-17	35.0%
Level 1	Below	200-302	1-13	30.5%

- The table above summarizes the concordance study results comparing English II scale scores to ACT-Plan scales scores, using 10th grade cohort results from 2015-16.
- Panel’s recommended **EOC cut score of 318** is concordant to the **Plan CRB score of 18**.

English I Overview

- **98%** of English I testers are in the **9th grade**. TN does not require an ACT benchmark test for 9th graders.
 - In fall 2014, current 9th graders completed the ACT-Explore assessment as 8th graders. The *College Readiness Benchmark (CRB)* for the *Reading* subject test is 16.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

English I – Panel Recommendation

- Level 3 cut score recommended by panel for ***On track*** is ***below*** CRB for Explore (16).
- The recommended cut score for ***Approaching*** is also relatively low, considering concordant Explore score (11).

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	302	328	347
Explore	1	11	15	20
N-count	12058	33667	20020	6090
Total	71835	71835	71835	71835
Percent	16.8%	46.9%	27.9%	8.5%
	63.7%		36.3%	

English I – ACT Benchmark Comparison

- Panel recommended level 3 **cut score of 328** for English I does not meet Explore-Reading CRB.
- The **minimum scale score** to meet Explore-Reading CRB is **332**.

Concordance Tables	TNReady	CRB	% students at or above
EXPLORE Reading	332	16	27.3
<i>On track Cut-Score</i>	328	15	36.3

English I – TDOE Recommendation

- The TDOE proposes adjusted recommendations for both Approaching and On track cut scores.
- TDOE adjusted recommendations are within two standard-errors of panel recommendations. These adjustments yield results that are consistent with the expectations set by ACT benchmarks.

Performance Level	Level 1 Below	Level 2 Approaching	Level 3 On track	Level 4 Mastered
Scale Score	200	307	333	347
Explore	1	11	16	20
N-count	17034	35524	13187	6090
Total	71835	71835	71835	71835
Percent	23.7%	49.5%	18.4%	8.5%
	73.2%		26.8%	

English I – ACT Concordance Tables

Concordance Summary ACT and TNReady		EOC English I	EXPLORE Reading	Statewide % Students
Level 4	Mastered	347-450	20-25	8.5%
Level 3	On track	333-346	16-19	18.4%
Level 2	Approaching	307-332	11-16	49.5%
Level 1	Below	200-306	1-11	23.7%

- The TDOE’s adjusted recommended EOC cut score of **333** for On track is concordant to the **Explore-Reading CRB of 16**.
- The TDOE’s adjusted recommended EOC cut score of **307** for Approaching is in-line with recommendations from English II/III panels.

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Algebra I/II and Geometry Cut-Score Recommendations

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Algebra I/II and Geometry

- During standard setting, 18 educators operated as a single panel for Geometry.
- A second set of 18 educators completed recommendations for Algebra I/II as a single panel.
- We will begin with Algebra II, then review Geometry (10th grade), and end with discussion of Algebra I.

Algebra II Overview

- **64%** of Algebra II testers are in the **11th grade**.
- In spring 2016, 11th graders completed the ACT assessment.
 - The ***ACT-Math*** subtest is the appropriate proxy for the TNReady Algebra II exam.
 - The *College Readiness Benchmark (CRB)* for the *Math* subject test is 22.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Algebra II – Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance Level	Level 1 Below	Level 2 Approaching	Level 3 On track	Level 4 Mastered
Scale Score	200	311	327	348
ACT	1	19	25	30
N-count	38362	12899	6978	886
Total	59125	59125	59125	59125
Percent	64.9%	21.8%	11.8%	1.5%
	86.7%		13.3%	

Algebra II – ACT Concordance Tables

- Recommended level 3 cut score of 327 for Algebra is above ACT-Math CRB.
- The minimum scale score to meet ACT-Math CRB is graders is 317.

Concordance Tables	TNReady	CRB	% students at or above
ACT Math	317	22	24.10
<i>On track Cut Score</i>	327	25	13.30

Algebra II – TDOE Recommendation

- The TDOE proposes adjusted recommendations for Approaching, On track, and Mastered cut scores.
- Considering standard error of measurement, TDOE adjustments are reasonably aligned with panel recommendations and yield results that are consistent with ACT benchmark expectations.

Performance Level	Level 1 Below	Level 2 Approaching	Level 3 On track	Level 4 Mastered
Scale Score	200	301	319	344
ACT	1	17	23	28
N-count	27834	17616	12198	1477
Total	59125	59125	59125	59125
Percent	47.1%	29.8%	20.6%	2.5%
	76.9%		23.1%	

Algebra II – ACT Concordance Table

Concordance Summary ACT and TNReady		EOC Algebra II	ACT Math	Statewide % Students
Level 4	Mastered	344-450	28-36	2.5%
Level 3	On track	319-343	23-28	20.6%
Level 2	Approaching	301-318	17-22	29.8%
Level 1	Below	200-300	1-17	47.1%

- The table above summarizes the concordance study results comparing English III scale scores to ACT scale scores, using 11th grade cohort results from 2015-16.
- Panel’s recommended **EOC cut score of 319** is concordant to the **ACT-Math score of 23**.

Geometry Overview

- **67%** of Geometry testers are in the **10th grade**.
- In fall 2015, 10th graders completed the ACT Plan assessment.
 - The ***Plan-Math*** subtest is the appropriate proxy for the TNReady Geometry.
 - The ***College Readiness Benchmark (CRB)*** for the ***Math*** subject test is 19.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Geometry – Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On-Track	Mastered
Scale Score	200	314	333	346
Plan	1	18	23	27
N-count	44257	13684	5057	2675
Total	65673	65673	65673	65673
Percent	67.4%	20.8%	7.7%	4.1%
	88.2%		11.8%	

Geometry – ACT Concordance Tables

- Recommended level 3 **cut score of 333** for Geometry is **above** Plan-Math CRB.
- The **minimum scale score** to meet Plan-Math CRB is **319**.

Concordance Tables	TNReady	CRB	% students at or above
PLAN Math	319	19	26.05
<i>On track Cut Score</i>	333	23	11.77

Geometry – TDOE Recommendation

- The TDOE proposes adjusted recommendations for Approaching, On track, and Mastered cut scores.
- These adjustments yield results that are consistent with the expectations set by ACT benchmarks.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On-Track	Mastered
Scale Score	200	304	321	342
Plan	1	16	19	26
N-count	35236	14882	11507	4048
Total	65673	65673	65673	65673
Percent	53.7%	22.7%	17.5%	6.2%
	76.3%		23.7%	

Geometry – ACT Concordance Table

Concordance Summary		EOC	PLAN	Statewide
ACT and TNReady		English II	Reading	% Students
Level 4	Mastered	342-450	26-32	6.2%
Level 3	On track	321-341	19 -25	17.5%
Level 2	Approaching	304-320	16-19	22.7%
Level 1	Below	200-303	1-16	53.7%

- The table above summarizes the concordance study results comparing Geometry scale scores to ACT-Plan scales scores, using 10th grade cohort results from 2015-16.
- TDOE’s recommended level 3 **cut score of 321** is concordant to the **Plan CRB score of 19** .

Algebra I Overview

- **76%** of Algebra I testers are in the **9th grade**. TN does not require an ACT benchmark test for 9th graders.
 - In fall 2014, current 9th graders completed the ACT-Explore assessment as 8th graders. The *College Readiness Benchmark (CRB)* for the *Math* subject test is 17.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Algebra I – Panel Recommendation

- The cut score recommended by panel for ***On track*** is ***above*** CRB for Explore (17).
- The recommended cut score for ***Approaching*** is also rigorous, as it is concordant with the expected CRB.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	317	338	355
Explore	1	16	19	24
N-count	43948	13777	4558	1057
Total	63340	63340	63340	63340
Percent	69.4%	21.8%	7.2%	1.7%
	91.1%		8.9%	

Algebra I – ACT Concordance Tables

- Recommended level 3 **cut score of 338** for Algebra I above the Explore-Math CRB.
- **The minimum scale score** to meet the CRB for Explore-Math is **318**.

Concordance Tables	TNReady	CRB	% students at or above
EXPLORE Math	318	17	29.71
<i>On track Cut Score</i>	338	19	8.86

Algebra I – TDOE Recommendation

- The TDOE proposes adjusted recommendations for Approaching, On track, and Mastered cut scores.
- Considering standard error of measurement, TDOE adjustments are reasonably aligned with panel recommendations and yield results that are consistent with ACT benchmark expectations.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	307	326	345
Explore	1	15	17	21
N-count	35159	15450	9497	3234
Total	63340	63340	63340	63340
Percent	55.5%	24.4%	15.0%	5.1%
	79.9%		20.1%	

Algebra I – ACT Concordance Tables

Concordance Summary ACT and TNReady		EOC Algebra I	EXPLORE Math	Statewide % Students
Level 4	Mastered	345-450	21-25	5.1%
Level 3	On track	326-344	17 -21	15.0%
Level 2	Approaching	307-325	15-17	24.4%
Level 1	Below	200-306	1-15	55.5%

- The TDOE's adjusted recommended EOC cut score of **326** for On track is concordant to the Explore-Math CRB score of **17** and just below Explore CRB of 16.
- The TDOE's adjusted recommended EOC cut score of **307** for Approaching and **345** for Mastered are in line with other math content areas.



**Integrated Math
I/II/II
Cut Score
Recommendations**

Integrated Math I/II/III

- During standard setting, 14 educators began as one panel to make cut score recommendations for Integrated Math II.
- After completing Integrated Math II cut score recommendations, the group split into two panels of nine participants each.
 - One panel created Integrated Math I cut score recommendations, while the second panel created Integrated Math II cut score recommendations.
- We will begin with Integrated Math III, then proceed to discussion of Integrated Math II, and end with Integrated Math I.

Integrated Math III Overview

- **82%** of IM III testers are in the **11th grade**.
- In spring 2016, 11th graders completed the ACT assessment.
 - The ***ACT-Math*** subtest is the appropriate proxy for IM III.
 - The *College Readiness Benchmark (CRB)* for the *Math* subject test is 22.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Integrated Math III – Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	306	338	359
ACT	1	17	25	31
N-count	1949	1261	255	48
Total	3513	3513	3513	3513
Percent	55.5%	35.9%	7.3%	1.4%
	91.4%		8.6%	

Integrated Math III – ACT Benchmark Comparison

- Panel recommended level 3 **cut score of 338** for **Integrated Math III** is **above** the ACT-Math CRB.
- The **minimum concordant scale score** to meet ACT-Math CRB is **327**.

Concordance Tables	TNReady	CRB	% students at or above
ACT Math	327	22	18.45
<i>On track Cut-Score</i>	338	25	8.63

Integrated Math III – TDOE Recommendation

- The TDOE proposes adjusted recommendations for both Approaching and On track cut scores.
- TDOE adjusted recommendations are within two standard-errors of panel recommendations. These adjustments yield results that are consistent with the expectations set by ACT benchmarks.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	306	328	349
ACT	1	17	22	27
N-count	1949	969	468	127
Total	3513	3513	3513	3513
Percent	55.5%	27.6%	13.3%	3.6%
	83.1%		16.9%	

Integrated Math III – ACT Concordance Table

Concordance Summary ACT and TNReady		EOC IM III	ACT Math	Statewide % Students
Level 4	Mastered	349-450	27-36	3.6%
Level 3	On track	328-348	22-27	13.3%
Level 2	Approaching	306-327	17-22	27.6%
Level 1	Below	200-305	1-17	55.5%

- The table above summarizes the concordance study results comparing IM III scale scores to ACT scale scores, using 11th grade cohort results from 2015-16.
- TDOE’s recommended **EOC cut score of 328** is concordant to the **ACT-Math score of 22**.

Integrated Math II Overview

- **83%** of IM II testers are in the **10th grade**.
- In fall 2015, 10th graders completed the ACT Plan assessment.
 - The ***Plan-Math*** subtest is the appropriate comparison
 - The ***College Readiness Benchmark (CRB)*** for the ***Math*** subject test is **19**.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Integrated Math II – Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On-Track	Mastered
Scale Score	200	301	324	353
PLAN	1	16	21	30
N-count	2510	1821	635	12
Total	4978	4978	4978	4978
Percent	50.4%	36.6%	12.8%	0.2%
	87.0%		13.0%	

Integrated Math II – ACT Benchmark Comparison

- Panel recommended level 3 cut score of **324** for Integrated Math I is **above** ACT CRB on Plan.
- The **minimum concordant scale score** to meet PLAN-Math CRB for is **317**.

Concordance Tables	TNReady	CRB	% students at or above
PLAN Math	317	19	22.28
<i>On track Cut-Score</i>	324	21	13.00

Integrated Math II – TDOE Recommendation

- The TDOE proposes adjusted recommendations for both On track and Mastered cut scores.
- TDOE adjusted recommendations are within two standard-errors of panel recommendations. These adjustments yield results that are consistent with the expectations set by ACT benchmarks.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On-Track	Mastered
Scale Score	200	301	316	345
PLAN	1	16	18	29
N-count	2510	1312	1099	57
Total	4978	4978	4978	4978
Percent	50.4%	26.4%	22.1%	1.1%
	76.8%		23.2%	

Integrated Math II – ACT Concordance Table

Concordance Summary ACT and TNReady		EOC IM II	PLAN Math	Statewide % Students
Level 4	Mastered	345-450	29-32	1.1%
Level 3	On track	316-344	18-29	22.1%
Level 2	Approaching	301-315	16-18	26.4%
Level 1	Below	200-300	1-16	50.4%

- The table above summarizes the concordance study results comparing IM II scale scores to ACT-Plan scales scores, using 10th grade cohort results from 2015-16.
- TDOE's recommended **EOC cut score of 316** is concordant to the **Plan-Math score of 18**.

Integrated Math I Overview

- **98%** of IM I testers are in the **9th grade**. TN does not require an ACT benchmark test for 9th graders.
 - In fall 2014, current 9th graders completed the ACT-Explore assessment as 8th graders. The *College Readiness Benchmark (CRB)* for the *Math* subject test is 17.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

Integrated Math I – Panel Recommendation

- The cut score recommended by panel for ***On track*** is ***above*** CRB for Explore (17).
- The recommended cut score for ***Approaching*** is also rigorous, as it is concordant with the expected CRB.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	312	330	351
Explore	1	16	17	21
N-count	6917	2237	1585	496
Total	11235	11235	11235	11235
Percent	61.6%	19.9%	14.1%	4.4%
	81.5%		18.5%	

Integrated Math I – ACT Benchmark Comparison

- Recommended level 3 cut score of **330** for Integrated Math I is at the Explore-Math CRB.
- **The minimum scale score** to meet the CRB for Explore-Math is **322**.

Concordance Tables	TNReady	CRB	% students at or above
EXPLORE Math	322	17	29.01
<i>On track Cut Score</i>	<i>330</i>	<i>17</i>	<i>18.52</i>

Integrated Math I – TDOE Recommendation

- The TDOE proposes adjusted recommendations for Approaching, On track, and Mastered cut scores.
- TDOE adjusted recommendations are within two standard-errors of panel recommendations. These adjustments yield results that are consistent with the expectations set by ACT benchmarks.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	305	325	346
Explore	1	15	17	20
N-count	5799	2699	1975	762
Total	11235	11235	11235	11235
Percent	51.6%	24.0%	17.6%	6.8%
	75.6%		24.4%	

Integrated Math I – ACT Concordance Tables

Concordance Summary ACT and TNReady		EOC IM I	EXPLORE Math	Statewide % Students
Level 4	Mastered	346-450	20-25	6.8%
Level 3	On track	325-345	17 -19	17.6%
Level 2	Approaching	305-324	15-17	24.0%
Level 1	Below	200-304	1-15	51.6%

- The TDOE’s adjusted recommended EOC cut score of **325** for On track is concordant to the **Explore-Math CRB of 17**.
- The TDOE’s adjusted recommended EOC cut score of **305** for Approaching is in-line with recommendations for other math panels and concordant with a **score of 15 on Explore-Math**.

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U.S. History Cut Score Recommendations

U.S. History & Geography Overview

- **86%** of U.S. History testers are in the **11th grade**.
- In spring 2016, 11th graders completed the ACT assessment.
 - The ***ACT-Reading*** subtest is an appropriate comparison for the TNReady U.S. History exam
 - The *College Readiness Benchmark (CRB)* for the *Reading* subject test is 22.

ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark
English	13	14	15	18
Reading	16	17	18	22
Mathematics	17	18	19	22
Science	18	19	20	23

U.S. History & Geography – Combined Panel Recommendation

- Below is a summary of the cut scores recommended for level 2, 3, and 4.
- The scale score range is from 200-450. The level 1 “cut” is the minimum scale score of 200.

Performance	Level 1	Level 2	Level 3	Level 4
Level	Below	Approaching	On track	Mastered
Scale Score	200	327	342	354
ACT	1	16	22	28
N-count	21094	18485	10645	4843
Total	55067	55067	55067	55067
Percent	38.3%	33.6%	19.3%	8.8%
	71.9%		28.1%	

U.S. History & Geography – ACT Concordance Table

Concordance Summary		EOC	ACT	Statewide
ACT and TNReady		U.S. History	Reading	% Students
Level 4	Mastered	354-450	28-36	8.8%
Level 3	On track	342-353	22-28	19.3%
Level 2	Approaching	327-341	16-21	33.6%
Level 1	Below	200-326	1-15	38.3%

- The table above summarizes the concordance study results comparing English III scale scores to ACT scale scores, using 11th grade cohort results from 2015-16.
- Panel’s recommended **EOC cut score of 342** is concordant to the **ACT-Reading CRB score of 22**.

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Cut Score Recommendations Summary

®

TDOE recommendations result in a better indicator of progress toward readiness...

- Based on correlation results and expectancy tables, we found that students performing at...
 - **Below** (Level 1) had a **1-10%** chance of meeting concordant ACT CRB.
 - **Approaching** (level 2) had a **10-30%** chance of meeting concordant ACT CRB.
 - **On track** (level 3) had a **60-80%** chance of meeting concordant ACT CRB.
 - **Mastered** (level 4) had a **85-100%** chance of meeting concordant ACT CRB.
- **TNReady results** help parents and students determine **true progress** toward readiness for **postsecondary and careers**.

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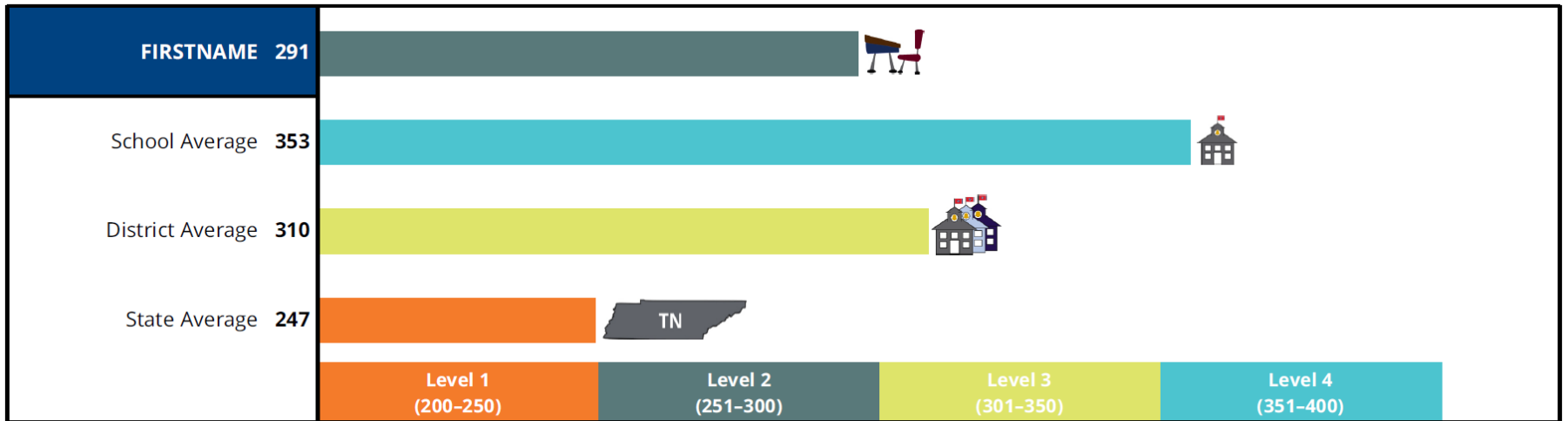
Reporting

Grade 9
USID: 12345XXXX

Teacher: LASTNAME
Test Date: 2015-2016

CITY HIGH SCHOOL
CITY SCHOOLS DISTRICT

SUBJECT	PERFORMANCE LEVEL	OVERALL SCORE
ENGLISH I	LEVEL 2	291



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.

Level 4	Mastered	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.
Level 3	On track	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.
Level 2	Approaching	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.
Level 1	Below	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
Level 4	6%	10%	9%
Level 3	24%	32%	27%
Level 2	45%	40%	44%
Level 1	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
FIRSTNAME'S Total ENGLISH I EOC Raw Score = 32/56			0-56	32

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

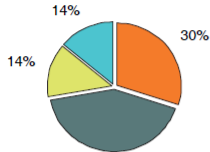
Percent of students in each Performance Level

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
PERFORMANCE LEVEL 4 (351 - 400)																							
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%	↑
PERFORMANCE LEVEL 3 (301 - 350)																							
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%	↑
PERFORMANCE LEVEL 2 (251 - 300)																							
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%	↔
PERFORMANCE LEVEL 1 (200 - 250)																							
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

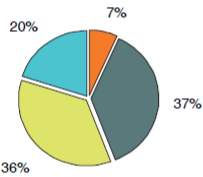
Percentages may not add to 100 due to rounding.

School Summary



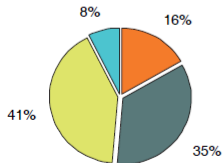
- = 14% Level 4 9,999 Students
- = 14% Level 3 9,999 Students
- = 42% Level 2 9,999 Students
- = 30% Level 1 9,999 Students

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

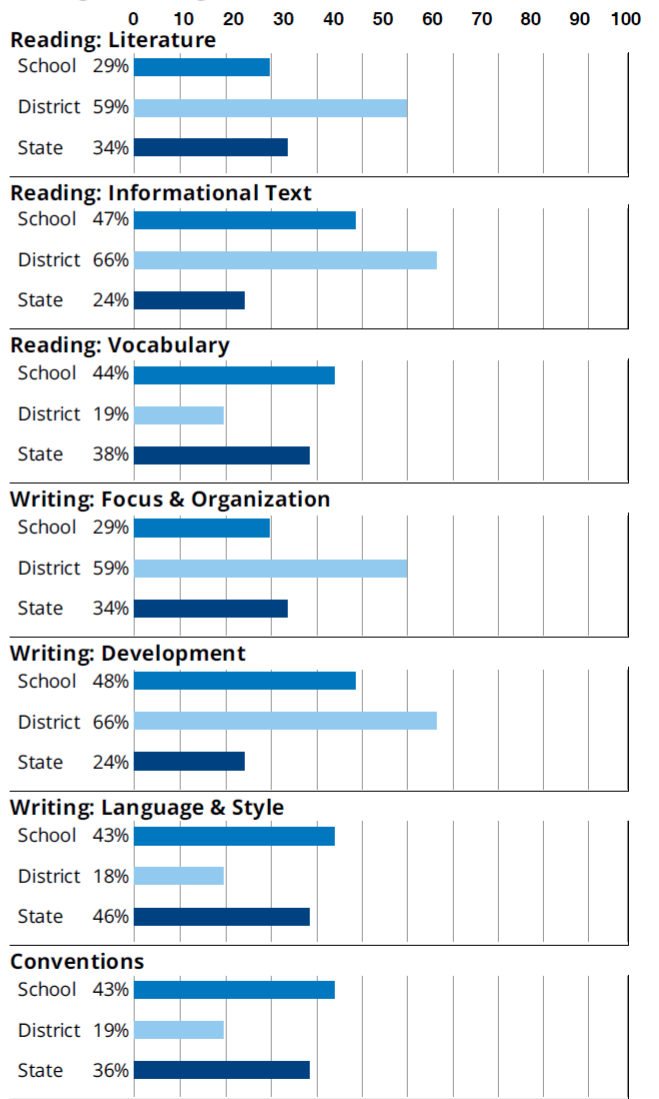
Sub-score Expectations Summary

% of Students Scoring Below/Meets/Exceeds Expectations

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

= 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)	
			#	%	#	%	#	%	#	%
TENNESSEE	999,999	999	999	100	999	100	999	100	999	100
EAST SCHOOL DISTRICT	99,999	999	999	100	999	100	999	100	999	100
CITY HIGH SCHOOL	99,999	999	999	100	999	100	999	100	999	100
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 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