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Chapter 1: Educational Landscape

With today’s state and national reporting requirements, schools and districts are under pressure to gather timely and accurate student assessment data. Assessment tools from Scantron provide the standards-based data, aggregated in a variety of ways, that districts need to meet the requirements of state and federal agencies.

Assessment has long been an instrument of educational reform. Test-based reforms in the U.S. can be traced back to the 19th century when the Massachusetts state superintendent of instruction used written exams to hold public schools accountable. More recently, the Standards-Based Reform movement has led to high-stakes accountability and has culminated in the passage of No Child Left Behind (NCLB), a reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), and the first federally mandated legislation for assessment and accountability for all U.S. public schools.
Unlike traditional standardized paper-and-pencil tests, Performance Series tests are adaptable, based on state grade level expectations and individual student performance. Results are available immediately, providing timely diagnostics information that can be directly connected to curriculum.

**No Child Left Behind**

The No Child Left Behind (NCLB) Act requires districts report performance data that is standards-based, reliable, and valid. Research-based assessment tools from Scantron, such as Performance Series™, help districts meet these requirements.

**National Assessment of Educational Progress**

NCLB calls for the National Assessment of Educational Progress (NAEP) to be administered to all 4th and 8th grade students in Reading and Math. Although the results from NAEP are not used in determining adequate yearly progress (AYP), schools can use it as an external evaluator of how their students perform versus state assessment. This may reveal gaps in curriculum and/or state assessment in comparison to national standards (NEA, 2005).¹

**State Standards**

In many cases, reporting requirements specify that student performance be measured against state standards. When you use assessment tools from Scantron like Performance Series, your state standards are matched to the test items. This means that student performance data is automatically reported according to the appropriate standards. Computer-adaptive tests like Performance Series provide a more accurate measure of student ability by individualizing the test for each student, according to the appropriate state standards.

**Grants and Funding**

Assessment tools from Scantron often meet the guidelines for supportive funding. Funding sources include state and federal grants and appropriations as well as private grants.

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Performance Series

Following the passage of NCLB, schools across the country are struggling to meet AYP requirements. Just as all students are entitled to the resources and support needed to advance in their learning, schools are entitled to the tools and support needed to measure and document yearly progress. As technology marches forward, web-based platforms, such as Scantron’s Performance Series, provide measurement solutions that help ensure that no school is left behind.

As a leader in K-12 assessment for over thirty years, Scantron understands the challenges facing educators today. One of the most difficult challenges is the balance between maximizing student performance and the need to fulfill state and federal requirements.

Scantron has a solution: a unique combination of online tools for standards-based formative assessment and computer-adaptive diagnostic testing. Scantron’s complete assessment solution helps educators meet NCLB requirements and raise the level of student achievement:

- Standards-based formative assessment at the district and classroom levels monitors student progress and helps guide instruction in preparation for high stakes testing.
- Computer-adaptive diagnostic testing identifies students who would most benefit from corrective instruction or enrichment activities and measures gains over time.
Scantron’s Testing and Assessment Division provides high-quality technology-based assessment solutions for the immediate, accurate and reliable capture of student performance data necessary to impact instruction and inform leadership. With Achievement Series and Performance Series, Scantron combines traditional formative assessment with computer adaptive testing using one online platform to create a comprehensive assessment program that provides educators with the data necessary to improve student achievement.

Achievement Series and Performance Series can be used together in a district as a comprehensive assessment solution:

1. Performance Series tests are given to students at the beginning of each year, or as they enter school, as a diagnostic assessment to accurately measure learning levels and guide student placement.

2. Achievement Series tests are used throughout the year for easy-to-deliver district benchmark tests and skill-based classroom tests.

3. Performance Series tests are administered again at the end of the year to accurately measure year-long gains and growth.

Hosted by Scantron, the entire cost-effective solution provides immediate and clear feedback for improved classroom instruction and insightful program evaluation. This unique capability - common assessments plus computer-adaptive diagnostic testing - provides you the most comprehensive assessment solution available.

In traditional testing, you can encounter two major problems:

- Tests that are much too easy for test-takers are likely to be a waste of time, and provoke unwanted test-taking behaviors, such as careless mistakes.
Questions that are too hard produce uninformative test results, because test-takers cease to seriously attempt to answer the questions when they sense their own failure.

Performance Series, on the other hand, creates individualized versions of a test based on student performance. It provides a challenge for advanced students, while not frustrating struggling students.

Test item presentation is individualized for each student, based on his or her unique responses in the progression of the test:

1. The first item, selected from a large pool of items, is an item near the difficulty level matching the student’s current grade level.

   **NOTE:** Due to Scantron’s extensive item bank, this first item varies from student to student, even for students in the same grade.

2. Each subsequent item is selected based on the student’s performance on previously-presented items:
   - Students who demonstrate higher performance have increasingly difficult questions
   - Students who demonstrate lower performance have less difficult questions.

This progression continually presents questions that hone in on the student’s true achievement level.

**NOTE:** You can modify this starting point for students known to be performing above or below grade level (Grade Level Modification). Performance Series can also be set up (when you start your account) to use Intelligent Start. Intelligent Start configures Performance Series to remember difficulty level on a test the student has finished, and starts them with an appropriate difficulty level the next time that student takes a test.
Chapter 1: Educational Landscape

Non-Biased Testing

All Performance Series items are reviewed by bias editors to ensure that the items are unbiased, which follows the Code of Professional Responsibilities in Educational Measurement (1995)\(^1\). While the items are carefully examined to avoid any bias, there is also evidence that the format of computer adaptive tests is less biased than standardized fixed form assessments. So, if a student misses an item because he/she is culturally unfamiliar with any of the content of the question, the adaptive nature of the test will still be able to zero in on the student’s ability level, based on the student’s performance on other items of equal or greater difficulty.

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Chapter 2: Using Assessment

Scantron’s Performance Series is a powerful, secure web-based assessment platform you can use to administer computer-adaptive diagnostic tests, capture results, and produce standards-based reports. You can administer tests online and access the results immediately.

Performance Series can be part of an effective benchmark assessment strategy to help raise state test scores. With its computer-adaptive capability, Performance Series offers the power and flexibility in testing that you need.
Understanding the Assessment Process

The basic workflow for setting up and managing district assessment using Performance Series is simple:

Building Your Team

Although the saying “it takes a village to raise a child” has become somewhat cliché, there is nevertheless a grain of truth hiding there. Effective assessment and tracking for a district or school cannot be accomplished by one person acting alone. You need a team of people committed to the effort it takes to set up a system that makes the results look effortless.
Performance Series recognizes this and provides several roles you can assign to staff:

At the top levels (e.g., district, state, etc.):

- **Location Controllers** perform all tasks at a location and any subordinate locations. For your security, keep the number of location controllers at the top level to a minimum.

- **Administrators** have full viewing/reporting and test control capabilities (such as spoiling) at a location, but cannot create or edit student or staff records.

- **Test Operators** can perform tasks related to the test-taking logistics of the system (such as scheduling), list and create student records.

- **Data Entry** operators have creating/editing/deleting capabilities to allow most common data entry tasks.

- **Consultants** is a position reserved for customers using both Achievement and Performance Series. See the *Achievement Series User’s Guides* for details.

At the school level:

- **Location Controllers** perform all tasks at a location. For your security, keep the number of location controllers at each location to a minimum.

- **Administrators** have full viewing/reporting and test creation capabilities at a location, but cannot create or edit student or staff records.

- **Teachers w/o Student Edit** can view just the students and classes they have been assigned. If a teacher needs more access, create a second identity for the staff member using a different position (such as Administrator or Location Controller) and unique staff ID. Only teachers can be assigned to classes.

  **TIP:** We recommend starting all teachers at this level and adding edit permissions only as necessary.

- **Teachers w/ Student Edit** are just like Teachers w/o Student Edit except this position can also create and edit student records.
• **Data Entry** operators have creating/editing/deleting capabilities to allow most common data entry tasks.

• **Test Operators** can perform tasks related to the test-taking logistics of the system (such as scheduling), list and create student records.

• **Consultants** is a position reserved for customers using both Achievement and Performance Series. See the *Achievement Series User's Guides* for details.

**Who else will I need?**

Determine the following team roles (aside from those you can set up in Performance Series):

- Site support (whoever performs this task should have Location Controller rights)
- Trainers

Examine the different roles available in Performance Series to determine the rights these additional team roles may have.

**Preparing Your District for Assessment**

When you configure your school year, you can set up specific testing periods to be used for gains results (the difference in scores between a test taken in the first period and a similar test taken in the second period) in Performance Series. Many districts and schools set their first testing period during the first few months of the school year and their second testing period during the last few months. The start of the second period must be at least twelve weeks after the end of the first. See the *System Administrator's Guide* for details.

**When do I want my testing periods to be?**

**What standards will I use?**

You can choose to use your state standard set or the Performance Series standard set, which is based on multiple state standards. This selection is made for the entire account when you subscribe to Performance Series, or changed later by contacting your Scantron sales representative. Curriculum Alignment Guides align state standards to learning objectives assessed in Performance Series. These guides enable you to restrict test items to only those that support your state or district’s standards.
**How will I deliver testing?**

Since the tests are computer-adaptive (i.e., they automatically adjust to the student, depending on how the student answers questions), these tests can only be delivered online. Since these assessments are web-based, you can deliver them at any computer lab that you designate, on campus or off.

Your results will always be stored and aggregated in Performance Series.

See “Administering Tests” on page 51 for details.

**What are my scoring options?**

Responses are automatically and immediately scored and aggregated according to the settings in student records. Data collection and processing does not happen at Scantron. All data is available, immediately after each student finishes his/her test. Scaled scores, National Percentile Rankings (NPRs), and gains are automatically reported. If desired, Performance Series can also provide Lexile scores and Grade Level Estimates (GLEs).

**What are my security options?**

You can set up testing security and results security via the Site Administration tab. How secure the testing environment should be is up to you. Performance Series supports a range of security options from letting any computer test to locking down delivery to only specific IP addresses. See the *System Administrator’s Guide* for details.

**How can I aggregate results?**

Under NCLB, every state must set standards for grade-level Performance and develop a system to measure the progress of all students and subgroups of students in meeting those state-determined, grade-level standards. Practically, this means that you need to have reports that aggregate data so you can easily see results sorted by subgroups. Performance Series includes the following demographic categories:

- gender
- birthdate
- ethnicity
- citizenship
• special status
  • Limited English Proficiency (LEP)
  • Migratory Child
  • Migratory Education Program (MEP)
  • Summer Migratory Education Program (SMEP)
  • Student with Disability
  • Title I
  • Meal Assistance
  • Individual Education Plan

• accommodations (i.e., a student can take a test from a different grade)

In addition to these demographic groups, Performance Series allows you to create groups to aggregate results under unique categories you may want to track.

For example, your district may support an Advancement Via Individual Determination (AVID) program to help grade 5-12 students in the “academic middle” prepare for higher education more effectively. If you want to track test results for students in this program, you would create a group and assign the appropriate students to that group.

See the System Administrator’s Guide for details.

**Administering Tests**

**What other preparation should I do?**

Consider setting up a dry run of online tests. Often, you can avoid problems that may delay or invalidate the test by doing so.

You should also budget time to communicate with staff and parents about the test. Consider holding a staff meeting or training to discuss the testing and scoring logistics and make sure everyone is prepared. See “Are there recommended Best Practices for the assessment process?” on page 15 for more information.

Also consider preparing a standard parent letter explaining the testing process and expected results or benefits. You can use this letter at each testing event to help parents understand the goals and purpose of these assessments.

The following are some recommended practices for setting up and administering assessment:

• Send parent letter (optional)
• Ensure appropriate software has been downloaded to all computers used for testing (see the System Administrator’s Guide for details.)
• Schedule computer lab times for various classes testing
• Create and distribute proctor instructions
  • Include Site IDs for various schools
  • Distribute testing description information (such as the subject matter scripts and proctor quick reference card)
  • Include computer lab schedule
  • List primary Location Controller to contact if there are questions
  • Ensure proctors have Test Operator rights at a minimum in case they need to look up a Student ID or enroll a new student

**During the Testing Cycle**

Testing can be monitored, from an administering standpoint, by classroom teachers or other proctors. Be sure to provide the proctors with the appropriate test details (see “Are there recommended Best Practices for the assessment process?” on page 15). To view test results, see the following question.

Performance Series provides a variety of reports you can use to view student progress after testing and scoring is completed (see “Viewing Reports” on page 73). In addition, you can monitor current testing progress by locating a specific student and viewing their profile (see the online help for details).
What are some common problems, and how can I avoid them?

As you administer tests, you might encounter some or all of the following problems:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I just discovered one of the students: • has cheated • didn’t start at the right level</td>
<td>Performance Series provides a feature where you can spoil active and completed tests. See “Spoiling Tests” on page 64. Afterwards, the student can start again, fresh.</td>
</tr>
<tr>
<td>Results seem to be appearing in the wrong student record.</td>
<td>Due to the variety of network configurations and browser cache settings, we strongly recommend closing the browser between students.</td>
</tr>
<tr>
<td>My testing network is really slow.</td>
<td>Make sure you have enough network bandwidth for the number of students testing. Contact your district or school network specialist for help.</td>
</tr>
</tbody>
</table>

**NOTE:** Advise students *not* to click multiple times.
### Problem

Several students can’t log on.

### Solution(s)

- If you are using student passwords for tests, consider removing the passwords.
- Make sure you (or the test proctor) clearly provide the site ID.
- Type the web address to access the test site; do not click a hyperlink, even if one is emailed to you.
- Be sure to turn off pop-up blockers and content filters, or set them to always allow the Performance Series site through.

The test is taking longer than the 50 minutes scheduled

Instruct students to close the test. The test can be taken in multiple parts and will pick up at the place students left off.

**NOTE:** Due to the variety of network configurations and browser cache settings, we *strongly* recommend closing the browser between students.
### Problem

My students cannot seem to get all the correct answers.

### Solution(s)

This is the design of a computer adaptive test. The incorrect answers tell us just as much as the correct answers about where each student’s ability lies. Every student must get some incorrect answers to estimate their performance level accurately.

### After Testing

#### Should I hold a “lessons learned” meeting?

Yes. Scantron strongly recommends holding a “lessons learned” meeting after major testing events. Here you can discuss and resolve network issues, compile proctoring suggestions, and begin to craft assessment “best practices” for your district or school. Invite at least one representative of each group involved in the testing (possibly including one or more trusted and responsible students).

#### How should I prepare for the next session?

The first thing you should do is review the notes from the “lessons learned” meeting and make a list of the areas where improvements can be made. Then prioritize list, and act on the changes that are most crucial.

#### Can I export test results to another system for further analysis?

Yes. Any place you see “Export to XLS” allows you to save a comma-separated value (CSV) file that can be opened in Excel or imported into any application that supports CSV files. Most lists and reports allow this exporting, and many lists and reports allow you to produce the information directly in PDF, if you need a print-ready format. See “Exporting Data” on page 31 and “Generating PDF Reports” on page 32, respectively, for details.
Assessment Results and Reporting

Performance Series provides a variety of reports that you can use to view and understand testing results. See “Viewing Reports” on page 73 for details.

How do I read these reports?
Reading reports is easy. Simply log in and go to the District Reports or Classroom tab. From there, select a subject and grouping and view the information provided. You can drill down to deeper detail and print reports from each report screen. See “Viewing Reports” on page 73.

How do I use the test results?
Review students’ Suggested Learning Objectives (available for each subject and strand). This will help target instruction in the most beneficial topics. Also, review the national growth trajectory charts (listed in Help, under Curriculum Alignment Guides or in the Performance Series Reference Guide) to determine groupings and growth expectations. You may want to speak with your Educational Consultant about how you can start collecting this data for your district. By looking at how the students are performing in certain areas, you will be able to adjust your instruction appropriately to target those areas requiring remediation and divide students into groups to focus on certain skills.

We also recommend annual Scantron-provided training to refresh existing staff on and introduce new staff to Performance Series.

Can I filter what I see on reports?
Yes. You can filter district reports by time frame, demographics, and student groups. See the online help for details.

How do I view gains?
View Gains from any report in the Gains column on the District Reports tab, or by examining current and previous scores for specific students.

See “Viewing Reports” on page 73 for details.
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Chapter 3:
Getting to Know Performance Series

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Starting Performance Series

Performance Series is a web-based application. You will need a browser to view and use it. See the System Administrator’s Guide for details on Performance Series requirements.

**NOTE:** Be sure to turn off all pop-up blockers, including any on browser toolbars (such as Yahoo or Viewpoint) that you may have installed.

**To start using Performance Series**

1. Open your browser.
2. In the navigation bar, type:
   http://www.performanceseries.com/

   **TIP:** If you or someone else has used this workstation before, you can also just type the first few letters (e.g. perfo), but that may take longer, depending on your browser.

   - The Performance Series home page opens:
3. Click **Staff Members** on the left-hand side of the screen to open the login page:

![Administrative Login](image)

**TIP:** If your browser supports “favorites” or bookmarks, consider setting Performance Series start or login page as a favorite. See your browser’s instructions for more details.
Logging In

Because Performance Series is a web-based application, you must log in to preserve the security of the data you access.

Typically, a school network specialist will create your login. Performance Series supports a variety of login and security options. Your login allows you to access only features and data appropriate to your job.

Your primary Location Controller or district network specialist will provide your login information.

To log in

1. Type your site ID.

2. Type your staff ID (your network specialist may also call this your “user ID” or “username”).

3. Type your password. For security purposes, the actual text of your password is replaced by asterisks (*) on-screen.

What if I type the wrong Staff ID or password?

Depending on how your school network specialist has set up Performance Series logins, you may be “locked out” of the system after a certain number of unsuccessful attempts to login. This prevents unauthorized users from repeatedly trying to guess your password. If you have been locked out, wait several minutes before trying again, or contact your network specialist to reset your password.
What if I forget my password?

Contact your network specialist or Location Controller and ask him or her to reset it for you. He or she will email you a new password, which you should change as soon as you’ve logged in. See “Changing Your Password” on page 199 for details.
Chapter 3: Getting to Know Performance Series
Navigating Pages

Navigating Pages

Once you have logged in, the following screen appears:

To work with the page, do one of the following:

- Click a work tab to work in a particular area, such as:
  - **Home**, to access the most commonly used features.
  - **Classroom**, to work with classroom features.
  - **District Reports**, to view score information aggregated and concatenated at the district level. See “Viewing Reports” on page 73.
    
    **NOTE:** If your login is for a particular school, you will only see data from the district that applies to your school.
  
  - **Performance Tests**, to work with diagnostic sessions and export features, as well as test spoilage controls. See “Managing Tests” on page 43 for details.
  
  - See “Creating and Managing Tests” on page 85.

- **Resources**, to access any additional resources (such as Skills Connection™ Online) to which your site subscribes
• **Site Admin**, to set up or change site information, including students, courses, staff, locations, etc., as appropriate to your login level. See the online help.

**NOTE:** Only the features to which your site subscribes appear.
Using Lists

Performance Series allows you to list most of the elements it uses (students, standards, classes, etc.). You will use lists extensively. These lists share some common tools:

1. Navigation:
   - Open the Index list and select an element to jump directly to that element.
   - Click << or >> to jump to the previous or next page, respectively.
   - Open the Page list and select a specific page number to jump directly to that page.

2. Export:
   See “Exporting Data” on page 31 for details.

3. Sorting:
   Click any underlined list heading. Click the heading once to select it for sorting. Click it a second time to reverse the sorting (e.g., from last to first).

4. Record access:
   Click any underlined name in the list to access that element’s record. Underlining is a common indication of web-link functionality. Anytime you find underlined text in Performance Series, you can click through for additional information.
Chapter 3: Getting to Know Performance Series

Exporting Data

Most Performance Series screens allow you to export data to a comma-delimited Excel file (.CSV format). Use this file to prepare printed reports or bring Performance Series data into another application for further analysis.

To export data

From any screen displaying “Export XLS” ( ):

1. Click Export XLS. Your browser will open another window, then present a download prompt:

   ![File Download Dialog]

   Do you want to open or save this file?

2. Do one of the following:
   - Click Open to open the file on your desktop. Excel will open and display the report information. From Excel, you may save or print the report. See Excel’s online help for details.
   - (Recommended) Click Save to save the file to a location on a local or network drive. You will be prompted, using a standard Save dialog from your operating system, to save the file. See your operating system manual or online help for details.

   **TIP:** Remember to name the file with the date and the report name. You may want to develop a standard naming convention within your district to help make locating and organizing data files easier.

   - Click Cancel to stop downloading the information.
Any screen that you can export to Excel, you can also save to Adobe’s Portable Document Format (PDF). PDF is an operating-system independent “print” format. It creates an electronic “page” that you can send to a printer or save on a local or network drive.

To create a PDF report

From any screen displaying “PDF” in the upper right-hand corner (next to “Preferences”):

1. Click PDF (button shown in the margin).

Performance Series opens a new browser window with the PDF page(s):
NOTE: The screen capture on the previous page does not show a full browser window. Your browser settings may vary, but if you have Adobe Reader installed, the Adobe Reader portion will look similar to the example.

From this screen you can:

• View the report

• Save the report to disk

TIP: Remember to name the file with the date and the report name. You may want to develop a standard naming convention within your district to help make locating and organizing data files easier.

• Print the report

See the Adobe Reader online help for details.

2. Close the browser window when you are done. Your session will still be active (depending on the time-out settings your Location Controller has set up).
Changing Your Password

Your network specialist may ask you to change your password at certain intervals. Or, you may have forgotten your password and had your Location Controller reset it for you. Under either of these circumstances, you should change your password.

**Password Requirements**

Performance Series passwords must:

- be at least six characters long
- contain at least one alphabetic or number character (i.e., if your password is all letters, you must add a number and vice versa)

In addition, we recommend that passwords:

- contain both upper and lowercase letters
- be something easily remembered, but not easily guessed (i.e., avoid your social security number, your birthdate, etc.)
- be changed occasionally for increased data security

To change your password:

1. Click **Your Password** from the Site Admin menu.

   This opens the Change Your Password screen:

   ![Change Your Password screen](image)

2. Type your old password.

3. Type a new password, then type it again to confirm it.
4. Click **OK** to save your new password. Use this password the next time you log in to Performance Series.

**OR**

Click **Cancel** to exit the Change Your Password screen without changing your password.
Setting Up Personal Preferences

Performance Series allows you to set up several preferences. Any changes you make to these preferences affect only your login—anyone else will see their settings.

To set personal preferences

1. Log in to Performance Series (see “Logging In” on page 26).

2. Click Preferences at the top of the page:

This opens the My Preferences screen:

NOTE: Although three tabs appear, you may only work with the Preferences tab.

From here you can:

- Change how names and dates appear
- Indicate whether you want to or have been appointed to serve as a resource for other Performance Series users at your site
• Indicate whether you want Scantron technical support to be able to access your account

• Set up your netTrekker d.i. login (if you are subscribed to this instructional resource and have a netTrekker d.i. account)

• Select which Performance Series mailing lists you want to receive

**NOTE:** Subscriptions allow you to get Performance Series information quickly and easily. We recommend everyone subscribe to System Downtime.

To change appearance

From the Preferences screen (shown on page page 36):

1. Click **Edit Appearance**:
Chapter 3: Getting to Know Performance Series

Setting Up Personal Preferences

2. Open the drop-down list and set how many items should appear on a page.
   **TIP:** The more items appear on a page, the fewer pages you may need to browse for long lists (like students). However, showing more items means you have to scroll up and down more. In addition, showing more items can cause page display to take longer.

3. Select a date format.

4. Select a name format.

5. Click **OK** to save your changes and return to the Preferences screen.
   **OR**
   Click **Cancel** to return to the Preferences screen without saving your changes.

**To display your contact info as a resource for internal support**
Change this setting if you are willing or have been designated to serve as a support resource for other Performance Series users at your site.

From the Preferences screen (shown on page page 36), click **Toggle Internal Support** or **Click here to change to “Yes”**. Your name and email address appear at the bottom of your district or school’s Performance Series Home page.

**To set up account access**
Change this setting if you are willing to allow Scantron technical support to access your account for troubleshooting purposes. Typically, you will only need to do this if requested to do so by Scantron technical support.

From the Preferences screen (shown on page page 36), click **Set Up Account Access** or **Click here to change to “Yes”**. Scantron technical support will have access to your account for one calendar week, after which this setting will automatically revert to “No”.
To set up subscriptions

Change this setting if you want to receive information from Scantron about various Performance Series events.

From the Preferences screen (shown on page page 36):

1. Click **Manage Subscriptions**: 

![Manage Subscriptions](image)

2. Check the box next to the event(s) about which you want to receive information.

3. Specify the email address you want to use to receive these announcements. The email address from your staff account record (if you entered one) appears by default.

**NOTE:** If you change your email address here, it will be changed in your staff account record as well.

4. Click **OK** to save your changes and return to the Preferences screen.

**OR**

Click **Cancel** to return to the Preferences screen without saving your changes.
To provide your netTrekker d.i. login, provide your login here, if your site subscribes to Scantron’s Resources links and you have a netTrekker d.i. account. Providing your login enables you to access netTrekker d.i. resources from the Resources tab (see “Using Resources” on page 133) and from a variety of reports.

**NOTE:** Whether you need to supply login information depends on how your netTrekker d.i. account is set up. Some netTrekker d.i. accounts require password login, and others are configured to automatically log you in based on your network address. Contact your site’s Information Services group or Thinkronize, Inc. account representative for more information if you are not sure.

From the Preferences screen (shown on page page 36):

1. Click **Edit NetTrekker login**:

2. Provide your netTrekker d.i. username and password.

**CAUTION:** This setting passes existing account information only. If you do not already have a netTrekker d.i. account, please contact your site’s Information Services group or Thinkronize, Inc. directly for assistance.

3. Confirm your password.

4. Click **Save**.
Getting Help

To use online help

Performance Series includes a help button on each screen. To access help, simply click the button and choose an item from the page that appears.

To access or upgrade this document

In addition, you can access the page to download this document by clicking the Documents button on any screen. Be sure to download a new version of this guide each time Scantron releases a new Performance Series update.

Software Training Classes

Scantron Corporation has a fully staffed Corporate Training & Professional Development Department that offers a variety of options for Performance Series software training:

- on-line
- on-site at your location
- through public sessions held at the Scantron Training Center in Irvine, CA

Some form of yearly training is recommended to account for both staff turnover and new product updates. Scantron’s training team is dedicated to building capacity for change within an organization or institution through comprehensive end-user software training programs.

You may easily schedule training sessions through members of our Training Coordination team. Staff members may be reached by calling (800) 722-6876 extensions 7498 or 7531.
Chapter 3: Getting to Know Performance Series

Getting Help

Technical Support Center
The Scantron Technical Support Department can provide product support in a variety of ways.

Call
(800) 445-3141
between 5:30 A.M. and 4:30 P.M., Pacific Time, Monday through Friday.

FAX
(949) 639-7710

Before contacting Technical Support, gather the following information:

- Type of computer you are using with the scanner (PC, PC-compatible, Macintosh, etc.)
- Computer operating system (Windows, UNIX, etc.)
- Steps required to reproduce the problem.

Website/Email
www.scantron.com
support@scantron.com.

Live CHAT
You can also choose GoToAssist Live CHAT, an instant messaging solution, for Technical Support. Live CHAT is available during Technical Support’s normal business hours from our website.

Go to www.scantron.com, click Support, then click CHAT online with Technical Support.
Chapter 4:
Managing Tests

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Understanding Computer-Adaptive Testing

What is Computer-Adaptive Testing (CAT)?

Unlike other forms of assessment, computer adaptive tests match each test taker’s ability level. As a test taker answers each question, the test adapts according to his or her response. Question difficulty decreases with incorrect responses and increases with correct responses. No test should be too easy or too difficult for any student. While this seems simple, it is actually a complex process that allows for the administration of tests in an individual manner, thus eliminating a great deal of the frustration and time pressure of traditionally administered paper-and-pencil tests.

It’s an all too common scenario: students spend days, sometimes weeks, taking standardized assessments in the Spring; advanced students are bored with the tests, while struggling students are frustrated and feel an impending sense of failure; the tests are sent away to be scored; the results are sent back to the school, where they are eventually shared with the teachers of those students.

Unfortunately, by the time the test scores are available, it is the fall or even the winter of the following school year, and the teacher doesn’t even have those students in his/
her class any longer. Little information is gleamed from the data about student performance above and beyond the grade level averages. Further, the data for those students, whose performance was in the center of the targeted performance curve for their grade level, is now irrelevant, because they are now in a new grade level, with new teachers, who have launched into a curriculum with a new set of instructional objectives. As instruction unfolds, there is no way to use the data to measure student progress.

**Delayed Feedback**

This lack of immediacy in typical assessment feedback renders it useless. Typically, annual standardized assessments are given at the end of a school year, and the results are not available until the following year, while months of instruction have occurred since the assessment was administered. So, the data is not immediate enough to be diagnostic, it is rarely communicated with the teachers who actually teach the students by the time the data is available, and the data gives no information beyond grade level skills, which are no longer taught.

**Testing Biases**

Traditional paper-and-pencil standardized assessments are also increasingly under fire because of the links between student scores, socioeconomic status, and ethnicity. Standardized achievement tests are designed to yield comparative scores that show who outperforms whom. This means that to secure the degree of score spread among test takers needed to make such comparisons, the national or state tests contain many items directly linked to students’ socioeconomic status. The test results morph into a measure of the composition of a school’s student body, rather than a measure of true student performance.¹

Performance Series’ computer-adaptive test avoids this bias by continuing to present similar questions until the student either answers correctly, or the system determines that he or she is performing at a lower ability level, independent of bias.

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Weaknesses in the Measurement of Individual Achievement and Progress

Current federal legislation, such as the Individuals with Disabilities Education Act (2001) requires the reporting to parents of individual student progress, and proposed bills to reform No Child Left Behind share a common thread: the measurement and tracking of individual student achievement and progress (Senate Bill S. 24 & House Bills H.R. 224, 1506).

Most standardized tests, however, do not report standards based scores and scaled scores across all grade levels, and are therefore unable to track student achievement and progress longitudinally. They are also often limited to annual administrations, which prevents the analysis of mid-year student growth, or gains, as well.

Results that Lack Specific Instructional Applications

Typically, the results of criterion based assessments provide student score information, but rarely provide timely, instructionally meaningful feedback to students or teachers.¹ The data is one-dimensional and lacks any kind of relevant instructional applications, especially with broad ranges in student scores. Scores for students on either end of the spectrum fail to give any information that lends to an application of the data in the instructional decision making process.

How does a percentile ranking, alone, inform an educator about appropriate instructional objectives for a student? It doesn’t. What does a grade equivalency, as an average, tell teachers about what students have mastered in individual skill areas? Very little. What does a simple percent correct score tell about the highest item difficulty level that a student is able to reach independently? Nothing at all.

Teachers are becoming increasingly frustrated with sacrificing precious instructional time on tests that provide little, if any, information about students that can be immediately used to inform classroom instruction. According to research by the Mass Networks Education Partnership, teachers fundamentally think in terms of the needs of individual students, and want technology to help them with the diagnosis of students’ unique learning needs.
Advantages of Performance Series’ CAT

By contrast, Performance Series provides the following advantages:

• **Items tailored to each test taker**
  Unlike nationally norm-referenced tests, students who are reading well above their grade level are not bored with trivial questions. Conversely, lower achieving students are not repeatedly frustrated with questions that are well above their level. The adaptive nature of this model quickly focuses on the student's approximate ability level and continues to refine that approximation. Students do not spend unnecessary time on items that are too difficult or too simple, which saves testing time.

• **Year-round testing with immediate results**
  Students, teachers, and parents do not have to wait for the group-scheduled achievement testing (typically in the spring or fall) to receive achievement/placement information. Computer-adaptive testing could be conducted throughout the year on a walk-in or by-appointment basis, or in a manner that encourages students to take the test when they feel ready. A related positive characteristic of CAT is the immediacy of results. Administrators and teachers have immediate access to student test results upon the completion of the test. They no longer wait weeks or months to receive test results from a scoring service halfway across the country. In the classroom, the teacher can make more timely judgements regarding instruction and student placement.

• **Privacy and security of testing**
  Students are tested individually on a set of items tailored to their ability level which they can take at a rate that they choose. Because each test taker is potentially administered a different set of test items from a large item pool, test security is enhanced. Hardecopy test booklets, which may compromise test security, are never used.
• **Access to and maintenance of results**
  Another CAT feature that is especially advantageous to school and district staff is that test results are immediately available in an electronic format. It is not necessary to re-enter or conduct independent “down-loads” of data to a district database (if such exist). Some CAT systems have historical database maintenance and access as part of their capability. Teachers have summary information available for their classes, as well as more detailed information about an individual student's testing. A historical database can provide a readily accessible record of student progress across time. Local administrators can have test group summary information and subgroup analyses for those demographic groups for which information was collected.

Unique advantages of Internet-based computer adaptive tests include:
- creating individualized test content that can be delivered in a relatively short amount of time
- eliminating the inefficient, paper based “trickle down” method of communicating student assessment data
- easing the transition of students between grade levels by providing student growth data that can be digitally shared between school buildings

For more information on using the results of Performance Series’ computer-adaptive tests in the classroom, see “Using Test Results to Improve Student Performance” on page 117.

Confidence in the scores generated by any computer adaptive test rests on its accumulated evidence of validity. Scantron conducts Content Validity studies in two areas:
- **Item Validity**, or the degree to which the test items are relevant in measuring the desired content area
- **Sampling Validity**, or the degree to which an assessment includes items that span a given content area

A large component of the confidence in computer adaptive tests lies in the confidence in the items,
themselves. Developing the item bank for Performance Series was an intensive and comprehensive effort by a large team of item developers, teachers, and educational consultants.

To ensure the highest level of quality, all items are developed by trained specialists with extensive background and experience in education. Once items are created, they are submitted to the item development team at-large for reviews of grade-level and contextual appropriateness, and are returned, if necessary, to the writing team for editing and resubmission.

Items are also reviewed by the editor team, which consists of professional educators (credentialed teachers and university professors) from around the United States and Canada. This team is tasked with carefully analyzing the content of each item, examining response choice construction, and proofreading all questions and answers. This review includes areas such as age appropriateness, interest level, bias, sentence structure, vocabulary, clarity, grammar, and spelling. A special team of consulting educational experts, from a sample of national educational communities, representing diverse cultural backgrounds, also reviews and analyzes all item content.

Another way to build confidence in the test items is to avoid the risk of their overexposure. Scantron introduces new items for all four subject areas every year through an online calibration process known as item embedding. Students who take Performance Series assessments see embedded trial items, which are analyzed to determine the item’s performance statistics. These items have no effect on the student testing experience or scores, and provide an efficient way of frequently replenishing the item pools.
Scheduling Tests

Planning your tests at each site will help testing go more smoothly. We recommend that someone run diagnostic sessions on each room or lab or school site being used for testing before scheduling actual students.

Once the district has verified that the site network can handle testing traffic, you are ready to begin testing.

NOTE: This section discusses background administration tasks. For details on administering tests to students, see “Administering Tests” on page 51.

Viewing or Changing Testing Periods

Although you can test using Performance Series at any time, only tests administered within allowed testing periods (determined at the top-level site) count towards aggregated gains reports. Use this to verify that you may administer testing.

NOTE: Only Teachers with Edit will see this feature.
Administering Tests

Once the site is set up with students and other structural information, and after you have verified that the school or district lab network will support testing traffic, you may begin to administer Performance Series tests.

Preparing for Testing

Consider verifying or preparing the following before administering tests.

- **Assessing Your Needs**
  Performance Series can be administered to one student, a small group, or an entire class. It depends on the teacher’s need for the information and/or the number of computers available at any given time. As with all assessments, to provide the students with an opportunity to demonstrate an accurate estimate of their potential, a quiet environment with limited distractions should be available.

- **Select and Organize the Facility**
  Beyond these basic requirements, consider these items when selecting a test site facility:
  - If testing takes place in a computer lab, arrange the computers so that students cannot see other students’ computer screens. One solution would be to arrange computers in a U shape or to have students sit so that every alternate workstation is empty.
  - The facility should be familiar to students, if possible.

- **Organize with Students and Teachers in Mind**
  We recommend that the students be tested in their own classroom, or at least in their own school building. The use of the facility for testing should be coordinated with staff and administrators so that everyone is aware of the schedule. Since the test will involve use of the Internet, staff should be advised that the testing has a “priority” usage for the Internet. At your discretion, you may stop the test for unforeseen events that significantly distract test takers. However, as with any
Managing Tests

test, keep in mind that stopping and starting a test may affect student concentration. One variable to keep in mind is the age of the students. For younger students, the need for close monitoring is imperative. Smaller testing groups or the use of additional test proctors will be necessary.

- **Arrange Furniture and Equipment**
  Choose furniture at the test site to fit the needs of the students being tested:
  
  - Adjust chairs to the proper height so that the students can type comfortably on the computer keyboard.
  
  - Tilt computer monitors to the proper angle for students to view them comfortably.
  
  - Clear computer worktables of papers, books, and extraneous materials.

  The arrangement of the computer workstations is an individual decision. Although a U-shaped arrangement of computers prevents students from reading the screens of their fellow test takers, many school labs are set up in side-by-side rows. A side-by-side arrangement may cut down on students’ ability to distract each other, but it should not affect their actual test performance.

  Since Performance Series alters question difficulty based on a student’s previous answers, it is unlikely that any two students would be viewing the same reading selections or questions at any given time. Also, answer choices for the same question are scrambled so that students sitting side by side do not have the same correct answer choice.

  For this reason, a side-by-side seating pattern is not likely to affect students’ test results. Some arrangements tend to discourage talking, peer assistance, and other factors that may slow down the time it takes to complete the test. A circular or U-shaped seating pattern may optimize test-taking time.
Check All Computers

Before each testing session, take some standard steps to be sure of a trouble-free testing session. These simple steps involve deleting temporary files from each computer the students will be testing on. The two sets of steps below are different for Netscape Navigator and Internet Explorer but should be completed before each testing session regardless of which program the students are using.

Checking Microsoft Internet Explorer

1. On the top menu bar of the browser, go to the Tools menu and select Internet Options.
2. On the GENERAL tab of the Internet Options dialog, in the Temporary Internet Files section, click Delete Files.
3. At the prompt, check the box next to “Delete all offline content”, then click OK.
4. Click OK to close the Internet Options dialog.

Checking Netscape Navigator

1. Part One:
   a. On the top menu bar of the browser, go to the Edit menu and select Preferences.
   b. In the left pane of the Preferences dialog window, click the “+” symbol next to Advanced. This expands the Advanced drop down list.
   c. Click Cache in the Advanced drop down list. The Cache dialog appears in the right pane of the Preferences window.
   d. Click Clear Memory Cache. The Memory Cache prompt window opens.
   e. Click OK on the Memory Cache prompt. The Memory Cache prompt window closes.

2. Part Two:
   a. Cache still appears in the right pane of the Preferences window.
b. Click Clear Disk Cache.
   The Disk Cache prompt opens.

c. Click OK at the Disk Cache prompt.
   The Disk Cache prompt closes.

d. Click OK to close the Preference window.

Special Adjustments to Consider

Give special consideration to ensure the computer hardware, including the mouse and monitor, are operating correctly. If necessary, adjust the graphic color display and positioning on the screen to display correctly. Make sure the mouse moves properly. Clean and adjust computer monitors for the height of the student.

In addition, turn off popup blockers or content filters, or set them to allow www.edperformance.com to always pass through.

Test Your Internet Connection

- A week before the testing date, log on to the www.edperformance.com to check the reliability of your Internet connection. Your test of the Internet connection should coincide with the time and day for the testing scheduled (example: If testing is scheduled on Wednesday at 9:00 AM-11:00 AM, test the Internet during that time period on that day).

- Check the actual speed of your Internet connection. Be sure to check the connection speed at the same time of day you will be administering the test. One way to check the speed of your Internet connection is to access the following website from the testing computer: http://webservices.cnet.com/bandwidth/.

  Enter the appropriate information and click GO. It will refresh with the speed of your connection, as well as display a “Speed test thermometer” comparing your speed to the types of connections there are. If you are not connecting at a high speed (ISDN or greater), graphics will load slowly, causing unnecessary delays in testing. Checking your Internet speed will help you
anticipate how quickly graphics will load, whether test times are reasonable, and whether students will retain their interest in taking the test.

**Test the Testing Engine**

Create a “demo student” (i.e., a student record that is used only for testing and does not correspond to an actual student) and start each test type on each computer. If you can see the first question, that computer is ready to test students.

**NOTE:** Once a computer is verified as ready to test students, you don’t need to perform this test again unless something on the computer changes (such as the network card or hard drive).

**Adjust Internet Usage Patterns**

- Typical patterns of Internet use at the school should be noted and taken into consideration. For example, if the computer lab is regularly used by a computer class on Wednesdays at 9:00 AM, and that class is continued on the day and time of the testing, this could have a major impact on the speed of the Internet connection and the transfer of data, resulting in the “average” testing times being extended. You may also want to ask faculty to reduce their Internet and email usage during the time scheduled for the test. Limiting access will help the T1 line manage the flow of information to and from the testing computers.

- The need to limit other Internet use during testing is due to the way a T1 line interacts with various hubs. A T1 line coming into the district is like a pipe. It cannot expand based on the amount of information coming in or going out, it can only allow the amount of information that will fit through that pipe. The various hubs at each location are connected to this T1 line. If there is information coming in and going out of a computer at each location through the hub to the T1, connections at all of these locations will be slowed because the T1 has a maximum amount of information that it can accommodate at one time.
Managing Tests

- On the other hand, if two out of three locations are not using their connection at a given time, then the third location will have full access to the T1 line for uploading and downloading information. If other computers do not access the T1 during testing time, then the majority of the T1 will be available for the computers active with the assessment.

Legacy Browsers

We strongly recommend that you update the browsers used to test students on the Performance Series to the latest version available that will operate on the computers used for student testing. Legacy browsers are less dependable, slower and as a result more likely to cause problems during testing. See the System Administrator's Guide for a list of currently supported browsers.

NOTE: Netscape 4.x may display an application error when returning to a student test. This is because Netscape 4.x does not use client memory efficiently. If you must use this browser, we recommend turning off all non-essential applications on the testing computer. In addition, increase the size of the Memory Cache to 6000 and Disk Cache to 16000. These settings can be found under the View Menu on the Preferences Dialog in the Cache portion of the Advanced Section. Finally, Netscape 4.x may not terminate properly when the application windows are closed. Reboot the computer before and between test sessions to assure Performance Series (or any web page using the browser) operates properly.

Proctoring Tests

NOTE: Due to the variety of network configurations and browser cache settings, we strongly recommend closing the browser between students.

Prior Knowledge

As a test proctor, you must understand general computer and browser behavior and must understand how Performance Series works, but you do not necessarily need to be an expert in specific test items. If the students are not computer-literate in terms of using the mouse and scrolling, you may need to take a little time and
demonstrate computer use. You should be familiar with the web site needed to ensure proper browser interface, be able to make any adjustments noted at that site, and possess knowledge of the testing site and commands.

You should not assist with the actual test. Performance Series is computer adaptive. Assisting students with actual test question will result in students entering levels where they do not belong. If students do not know an answer, instruct them to take their “best guess”. The computer will adapt to their level.

**Familiarity with Test Features**

At least a week before the actual testing date, make sure you are familiar with the features of the test. You will need student identification for login unless other arrangements are made. You must know the testing schedule, how to stop and start the test, and what to do with students when they are finished testing. You must also have or receive instruction on how to observe and record any unusual test-taking behaviors.

**What is help and what is coaching?**

Since Performance Series uses the students' own responses to determine the difficulty of subsequent questions, coaching will quickly get the student into a level he or she cannot complete successfully. It is important that you allow the testing software to target the specific instructional level of each student so that the questions adapt to the particular needs of the test taker. Using computer-adaptive testing will require students to possess some knowledge of computer use. Students should be able to do these things prior to testing:

- Use a mouse to point and left click
- Scroll up and down a web page
- Enter necessary student information (if required).

If you are not sure that your students have these skills, please assess their skills or teach them prior to beginning the test. Older students may assist in their own testing process by entering their identification and name for testing. You should enter this information for younger students.
Managing Tests

With computer adaptive tests, the information gathered when a student answers incorrectly is just as important as when he/she answers correctly. Please remind students that they should expect to see some challenges.

Students may also have been taught test-taking techniques such as scanning a passage or question set, skipping ahead, and then returning to previous questions. Some of these actions are permissible (such as scanning), but please recognize that scanning will impact the reading rate in the reading test. While students are able to refer back to the reading passage as they answer questions, they are not allowed to skip a question, or to return to a question they have already answered.

The following types of interactions will not help the student and should be avoided during the test:

• Reminding them of the time
• Asking individual students about the test
• Helping students with words or problems that are too difficult for them
• Talking with other adults who may enter the room
• Suggesting test-taking techniques
• Reading any part of reading passages to the student
• Helping students narrow their answer choices
• Providing any help with reading passages or question content or meaning
• Allowing students who have finished the test to stay in the room, wander around, and/or talk with others that have finished
• Hovering over the students as they are tested.

Students may need help with tasks that do not directly affect the content of the test. Be aware of these situations and be prepared to deal with them:

• Stopping and starting a test for a bathroom break.
• Stopping a test if the proctor notices fatigue, or if the student’s educational plan calls for shortened test sessions.
• Help with logging in, scrolling, pointing, and clicking.
Delivering test instructions to students

One of your main functions as a proctor is to deliver test instructions to students about to take the test. Before the students begin tests, explain the purpose of the test, and describe how the test helps teachers gain information about individual reading levels. You will also describe the layout and design of the test, as well as its similarities and differences to types of assessments the students have encountered previously. You will assess the students’ physical comfort level, their ability to view their computer screens, and their ease with using a mouse. You will advise students to proceed carefully at a comfortable speed through the subject material. Finally, you will follow scripted instructions to guide students through testing startup. See the Quick Reference Script Cards available on the Performance Series web site or already printed out in the testing area.

Addressing Accommodations

Accommodations for individual needs can greatly enhance the Performance Series’ accuracy in defining a student’s instructional level. Any accommodations should be approved by the district testing coordinator and recorded with the results of the student’s assessment. A number of accommodations inherent to Performance Series benefit all students as they test:

- **Attractive Format and Design**
  The attractive format and design is a motivator for the reluctant reader or test taker and those experiencing attention and/or concentration problems. Quite often, younger students will become so engrossed in the content of the test that they will actually stand to get closer to the screen. This behavior should not be discouraged, as it is most likely an indication that the child is engaged in the testing activity and will more than likely be motivated to provide their best answers.

- **Oral Readers**
  Students who need to read orally for auditory as well as visual input can do so without affecting test results. However, oral readers may need to be placed at stations away from other students, have the test administered individually rather than in a group setting, or be
provided a “talk back” system (specially designed headsets). As with any computer equipment, please test the device to see whether it will work with the testing computer and browser before beginning the actual assessment.

- **Assistive Devices**
  Assistive devices that replace the mouse for input may be used if compatible with the hardware and browser software. Again, you should test such devices thoroughly before beginning the assessment. If the assistive device is not compatible or if additional assistance is needed, someone else may record a student’s answers.

- **Work at an Individual Rate**
  Students can work at their own rate. If shorter test sessions are necessary, the proctor may stop and restart the test at times predetermined by the teacher. This decision should, of course, be made prior to beginning the test—especially if the proctor is someone other than the students’ teacher.

  **NOTE:** Tests will need to be completed within a two-week time frame, unless your location controller has changed the default Auto-Spoil period.

- **Test Question Format**
  The multiple-choice format is an effective accommodation for many students as it allows students to use recognition skills rather than recall. Additionally, students are allowed to view the reading passages as they answer questions in the Reading test.

- **Point and Click and Fine Motor Skills**
  Students need only to point to any part of an answer and click for their response to be recorded. This eliminates the need for students who experience difficulty with fine motor skills to darken a circle completely, or even to point to a circle to show their response.
• **Color Diagrams**
  Color diagrams in the math test and pictures accompanying the reading passages also help motivate students.

• **Keyboard**
  If a student has difficulty using the mouse, they can use the keyboard to answer questions and scroll up or down.

To set up specific accommodations for a student

1. Log in to Performance Series. See “Logging In” on page 26 for details.

   **NOTE:** You can only edit student records at the school site (although you may view them from the top level site). You must have one of the following permissions to edit student records:
   - Location Controller (District/Top Level or School)
   - Data Entry (District/Top level or School)
   - Test Operator (School)
   - Teacher w/Edit (School)

2. Locate a student record (see the online help for details).

3. Edit the student record:

![Edit Student Interface]

*As a documented special need such as an IEP or 504 plan requires a student to start a test at a different level from his or her current grade, adjust the grade level for the subject below. The starting point on the subject Performance test will be adjusted accordingly.*
4. Scroll down to the Modification for Performance Test Starting Point section, and set any modifications. Modifications allow you to change the starting grade level for each type of test. Since Performance Series is adaptive, it will present questions at a certain starting level of difficulty. Generally, it draws that starting level from the student’s current grade. However, if you know the student is performing above or below grade level, you can set the test to start at a more appropriate level of difficulty.

**NOTE:** Performance Series will test within three grade levels either side of this starting point. For example, if the student is testing at 5th grade, Performance Series will present a question identified as the lower end of 5th-grade difficulty. If the student answers correctly, Performance Series will present more difficult questions, up to the maximum difficulty of 7th grade. If the student answers incorrectly, Performance Series will present easier questions, down to the minimum difficulty.

5. Click **OK** to save your modifications.

The next time this student starts a test, they will start at the difficulty you identified here for the subject area.

**When and how to stop and resume testing**

As with any testing situation, it is best to limit distractions and interruptions. More valid results can be achieved with full student concentration. However, situations such as bathroom breaks, power outages, end-of-period bells, and similar interruptions will arise. If a student must stop the test for any reason, the test may be restarted immediately or up to two weeks later. (It is important to record this lapse to consider when interpreting results.)

Once a student has notified the proctor that (s)he needs to stop the test, the proctor will advise the student to continue working until (s)he has finished reading the current reading selection or math problem and answered the associated questions. This will allow the test to resume.

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1. By default. Contact Scantron Customer Service to increase or decrease this range.
at the beginning of the next reading selection or math problem in the sequence, and reduce unnecessary lengthening of the testing time. Stopping in the middle of a question sequence will require the adaptive system to ask additional questions when the test resumes.

1. **Stop then Restart a Test: Step One**

   Find the “Stop” sign on the screen and click there.
   
   You will be asked to confirm that you want to stop. Click **Yes** to stop the test or **No** to return to the test. After clicking **Yes**, you will be brought back to the student identification screen.

2. **Stop then Restart a Test: Step Two**

   The test has been stopped and the student may be released for the break.

3. **Stop then Restart a Test: Step Three**

   Upon returning to the computer, the student should enter their identification number and click **Next**. The student will be shown the testing instructions again. The student may then begin the testing once again. The student will be brought back to the appropriate level from which they previously exited and with all prior answers saved. The student does not have to resume working on the same computer or even on the same day. The student may return to complete the same test within two weeks of stopping the test.

   **NOTE:** If a student must stop in the middle of a reading selection or math problem, (s)he may do so. However, when students return to the test, they will again find the reading selection or math problem of the same level of difficulty they were working on when they exited. In the reading test, if the student has already read the entire selection and clicks immediately on to the questions, the student’s overall reading rate may be affected slightly.

   **NOTE:** If the test is interrupted because of loss of power, the student will only lose up to the two most
Managing Tests

recent responses. The student can be allowed to resume testing when the site once again becomes available. However, the student test login information must be re-entered for the student to begin testing. The student may return to complete the same test within two weeks of stopping the test (depending on the default auto-spoil setting). If the student does not complete the test within the two week time period, it will automatically be spoiled by the system.

After testing, students should be dismissed from the test without disturbing other students. Additional students may be logged on for testing. You do not need to re-start the computer for student responses to be recorded.

**NOTE:** Due to the variety of network configurations and browser cache settings, we strongly recommend closing the browser between students.

**Spoiling Tests**

When students stop in the middle of taking a test, they will be presented with the remainder of the unfinished test if they attempt to test in the same subject area within two weeks. If the school or district wishes, you may spoil the unfinished test in the Testing Area of the Admin Site. This will remove the responses to the unfinished test from the system (the test will be marked as “spoiled” and will still appear in the student’s profile) and the student will be presented with a fresh test the next time they log in for a test in the same subject area.

You may spoil any incomplete test if you think the student is cheating or otherwise invalidating his or her score. Once the test is complete, however, you must be a location controller to manually spoil it.

Performance Series will automatically spoil a test if the student appears to be randomly selecting answers or if the system detects any other testing irregularities. Performance Series defines a testing irregularity if students answer 5 consecutive questions within 15 seconds and get 3 or more of them wrong.
To view whether a specific student’s test has been spoiled

1. Log in to Performance Series. See “Logging In” on page 26 for details.

2. Locate a student profile, using one of the following methods:
   - Creating and drilling down through a report (see “Viewing Reports” on page 73)
   - Finding a specific student record (see the online help)

3. Click **Performance Testing:**

   ![Performance Testing Screen](image)

   **NOTE:** Student testing results in the profile can be lengthy; this screen shows a partial list.

To view all spoiled tests  See “Checking Testing Status” on page 66.
Checking Testing Status

Performance Series provides a variety of ways to check testing status:

- Via the Student Profile (see the online help)
- Via the Testing Status Reports (discussed below)

Use these reports to view status and statistics on test progress.

NOTE: These reports show testing status; for details on testing results, see “Viewing Reports” on page 73.

To access the Testing Status Reports:

1. Log in to Performance Series. See “Logging In” on page 26 for details.

   NOTE: You must be logged into a school site to view Testing Status Reports.

2. Click Performance Tests.

3. Choose a report. See below for details on each report:
Unfinished and Inactive Tests

Use this report to view which students are currently testing or have stopped testing without finishing. You can spoil tests from this report. See “Spoiling Tests” on page 64 for details on this process.

From the Performance Tests area of a school site (see above):

1. Click Unfinished and Inactive Tests:

2. Click Details to view additional information about the test:

   - School: Sycamore Elementary Central (133/548/4519)
   - Student ID: sue
   - Subject: Language Arts
   - Test Started At: 4/14/06 4:33 p.m.
   - Test Status: Paused

Click Close when you are done viewing details.
Managing Tests

3. Click **Spoil Test**:

Review the test details, then click **Spoil**.

The next time the student signs on, he or she will be presented with a new test. The results from the spoiled test will no longer be used to calculate current proficiency or gains.

4. (Optional) Click **Refresh** to update this report with the most recent information.

5. Click **Close** when you are done viewing the report.
Tests Completed This Week

Use this report to check the status and results for students tested during the current calendar week.

From the Performance Tests area of a school site (see page 66):

1. Click Tests Completed This Week:

2. Click Details to view additional information about the test:

Click Close when you are done viewing details.

3. Click Results to see results for this student. See “Viewing Reports” on page 73 for details.

4. Click Close.
Students Tested This Testing Period/This Year/During Time Frame

Use these reports as a checklist for which students have been tested vs. which ones need to be.

From the Performance Tests area of a school site (see page 66):

1. Click Students Tested this Testing Period or Students Tested This Year:

   ![Checklist of Students Tested this Testing Period](image)

   **NOTE:** These reports can be lengthy; this screen shows a partial list of students tested this testing period (as defined by your organization; see the System Administrator's Guide). Both reports show the same columns; only the reporting period is different.

2. (Optional) Change the date range of the report:
   a. Click Click Here:
   ![Enter Date Range](image)
   b. Choose a different start and end date.
c. Click **Next**.

Performance Series runs a new report based on the dates you entered. The original report remains open.

d. Click **Close** to close the modified report and return to the original report.

3. Click **Close**.

To View a Students Tested During Time Frame report

From the Performance Tests area of a school site (see page 66):

1. Click **Students Tested During Time Frame**:

2. Choose a start and end date.

3. Click **Next**.

Performance Series creates the report based on the dates you entered:

4. (Optional) Click **Previous** to change the date range.

5. Click **Close**.
Spoiled Tests

Use this test to view a list of tests that were spoiled for any reason.

To view a Spoiled Tests report

From the Performance Tests area of a school site (see page 66):

1. Click Spoiled Tests:

   ![Screenshot of Spoiled Tests]

   **NOTE:** Spoiled test reports can be lengthy; this screen shows a partial list.

2. Click Close.
Chapter 5: Viewing Reports

In this chapter:

Understanding Report Statistics ...............page 74
District/School Test Reports ..................page 78
Classroom Reports ..............................page 97
Understanding Report Statistics

The following statistics appear in Performance Series reports.

**NOTE:** These statistics are presented in alphabetical order. They appear in the appropriate order on each report.

### Lexile Scale

The Lexile scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text and is an *optional* feature offered through Performance Series. Matching the reader and text measures is the goal. This allows for selecting text that is targeted to a reader’s reading ability, and the result is an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to encourage reading progress.

Two measures are provided:

- **Lexile Measure**, an instructional score
  Use it to select materials, since it is bound by developmental guidelines

- **Lexile (Research) measure**.
  Use the Research measure for tracking progress and growth.

### NPR (National Percentile Ranking)

The NPR uses the SS to compare the student to members of the Performance Series Norm Sample Group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above in norm group comparison. See the *Performance Series Technical Report* for details.

Different values appear for Fall, Winter and Spring test administrations to reflect different levels of knowledge for those time periods. NPRs are only available for students who tested between August 20 – November 22 (Fall), January 1 – February 22 (Winter), and March 22 – June 15 (Spring). Any students tested outside of these windows, such as summer school students, will not have norm
scores. The following shows which years follow which
norm periods:

<table>
<thead>
<tr>
<th>NCE (Normal Curve Equivalents)</th>
<th>NPRs are available for tests falling between these dates</th>
<th>...in these years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>08/01–11/30</td>
<td>2002–2006</td>
</tr>
<tr>
<td>Spring</td>
<td>02/15–02/15</td>
<td>2003–2007</td>
</tr>
<tr>
<td>Fall</td>
<td>08/20–11/22</td>
<td>2007–present</td>
</tr>
<tr>
<td>Winter</td>
<td>01/01–02/22</td>
<td>2008–present</td>
</tr>
<tr>
<td>Spring</td>
<td>03/22–06/15</td>
<td>2008–present</td>
</tr>
</tbody>
</table>

NCE (Normal Curve Equivalents) A transformation of the NPR (National Percentile Ranking), the NCE score is a score standardized with a mean of 50 and divided into 99 equal units. NCE scores are all equally spaced on the distribution; that is, it is an equal interval scale. As such, you can use the NCE to calculate group averages (unlike the individual NPR score).

NA (Not Applicable) If any student scores show as Not Applicable (NA) for a unit, it means that either the student did not reach a level of questions that could measure these concepts or the unit is not adequately represented in the state or national standards for the student's grade level.

Reading Rate Reading Rate is based on a silent reading rate. The rate is calculated by counting the number of words in the passages the student read and dividing that number by the time it took the student to read those passages. Certain test taking techniques may alter the accuracy of this rate. This score will only be accurate if the student reads the story before answering questions. An aid to interpreting this score would be Pilulski's Silent Reading Fluency Scales or another similar reference.

NM (Not Measured) (Reading) If NM is shown for Reading Rate, the student has clicked “I have read this story” in less than 5 seconds, making Reading Rate a measure that cannot be calculated.
SS (Scaled Score) The scaled score is an estimate of the student’s ability using the Rasch single-parameter computer adaptive model. This is calculated by multiplying the examinee’s underlying ability estimate (in logits) by 200 and adding the result to 2500. The scaled score is prominently displayed along with the standard error of measure.

Mean Scaled Score The Mean Scaled score is determined by calculating the average of the scaled scores for all students within the given grade level and subject area.

SEM (Standard Error of Measurement) The SEM is expressed in scaled score points. It is the extent to which the student’s scaled score varies from his/her true score. A student with a scaled score of 2000 and a SEM of (50) has a score range of 1950 to 2050. This is the reliability measurement for adaptive assessments using item response theory.

SIP (Standards Item Pool) Score SIP scores express the probability of a student correctly answering each item within the item pool for his/her enrolled grade level. For example, a fifth grade student who scores a SIP of 85% is expected to correctly answer 85 percent of the items aligned to the fifth grade standards. The items that appear in the test are aligned to state standards (if you choose to do so). Since the SIP scores are related to the item pool for the student’s current grade level they cannot be compared to SIP scores from previous years. The same Item pool may apply to multiple grade levels if the state standards were written in grade-clusters or benchmarks.

Mean SIP Score The Mean SIP Score is derived from the average scaled score for all students within a particular grade level. An average SIP score of 65% tells us that the average student (in that grade

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1. “Rasch models are probabilistic measurement models which find their application primarily in psychological and attainment assessment, and are being increasingly used in other areas, including the health profession. Rasch models provide a foundation for the measurement of quantitative attributes and traits on a continuum, based on categorical data derived from interactions between persons and items. In principle, Rasch models can be applied in any experimental context in which persons interact with assessment questions or items in a manner that provides for comparisons between persons with respect to the magnitude of some attribute or trait.” Found at http://en.wikipedia.org/wiki/Rasch_model on April 20, 2006
level) is expected to correctly answer 65 percent of the items aligned to the standards at the grade level.

**Unit Scores**  
Unit Scores are SIP scores that are derived from the scaled score. They express the probability of a student correctly answering the items within the given unit at his/her enrolled grade level. Unit SIP scores are displayed as a percentage. For example, a fifth grade student who gets a SIP score of 85% in algebra is expected to correctly answer 85 percent of the algebra items that are aligned to the fifth grade standards.

**Student Count**  
The Student Count shows the number of students in that location, grade, group, class, etc.
District/School Test Reports

Performance Series provides an assessment tool with the power of the Internet and results you can use now. Traditional tests can take weeks or months to return results, making it all but impossible to use data to drive instruction. Since Performance Series assessments are web-based, you can view the results immediately, which allows a student to be placed accurately right away. Performance Series provides ways to aggregate and disaggregate data so that you get a better picture of how to serve individual and group needs.

School test reports (available from the school site, District Reports icon; icon shown in the margin above) include data aggregated from tests for the school.

NOTE: Depending on your login, you will only see tests for the students in your class(es). In addition, you may only see students who have completed the test(s).
Understanding District/School Reports

Performance Series provides three types of reports which you can access from the initial screen in the Reports area:

- Summary (see “Summary” on page 84 for details)
- Gains (see “Gains” on page 85 for details)
- Percentile (see “Percentile (NPR)” on page 90 for details)

NOTE: This screen shows the district reports available from the District Reports icon on a school site, logged in as a Location Controller. The reports available at a district site are similar. Depending on your permissions, you may see different reports.

Each column represents a type of report:
- Summary (see “Summary” on page 84 for details)
- Gains (see “Gains” on page 85 for details)
- Percentile (see “Percentile (NPR)” on page 90 for details)
Each row represents an initial aggregation for the report. For example, if you choose a report from the Staff Members row, the results will be grouped by primary staff member for each class:

**NOTE:** Report results can be lengthy; this shows a partial screen of a reading summary report, initially aggregated by Staff Member. For details on this report type, see “Summary” on page 84.

You can also choose to see scores for the current year, or archived scores for previous years. Click **Current Scores** or ** Archived Scores**, respectively, from the Reports menu (shown in the margin) on the left-hand side of the screen. Archived scores are only available after your top-level Location Controller has completed the end of year rollover for the first time.
Each of the three report types (Summary, Gains, Percentile) may be run for each of the report display groups listed below:

Student reports list individual students assigned to that location:

![Science Summary Image]

Depending on how many students are enrolled at a location, this can be a very long report. If you are looking for a smaller list, try running a different report and breaking it down by student level (i.e. run a grade level report, select grade 4 by clicking on it, and choose Students to see all students enrolled in 4th grade).

See the online help for details on setting up student records.
Courses
(District Reports icon on the District or School site)

Course reports reflect the courses established within your site that currently have at least one student enrolled in them:

Course reports can be particularly helpful in identifying clusters of students with strengths and weaknesses (i.e. your Algebra I students are below grade level, but your Geometry students are scoring at or above grade level).

Since some students may be enrolled in more than one course (i.e. Algebra I and English II), those students’ scores appear in each of the course’s results. District reports include all students within the district. School reports include all students enrolled at that location.

See the *System Administrator’s Guide* for details on setting up courses.
Classes
(District Reports icon on the School site)

Class reports break down scores by students enrolled in specific classes:

For example, if Algebra I is taught, an Algebra I course report gives us an idea about performance for all Algebra I students. The school may teach seven sections of Algebra I between three teachers. These are the classes. Use this display group to compare scores among classes.

The Classes report provides information aggregated by the classes the students are enrolled in. For example, at the elementary level, Grade 3 may be a course, with four classes of Grade 3: Mrs. Jones’, Mr. Smith’s, Mrs. Ely’s, and Mrs. White’s.

See the System Administrator’s Guide for details on setting up classes.

Student Groups
(District Reports icon on the District or School site)

Group reports reflect any user-defined groups you have added to the Primary Site and include any group that currently has students enrolled in it. Since some students may be enrolled in multiple groups, those students’ scores appear in the report for each group they are a part of.

Group examples can include After School Program, AVID, Band, Continuous Enrollment from K-12, etc.

See the System Administrator’s Guide for details on groups.
Summary

Summary Reports show the number of students who have completed the assessment(s) selected, and the average score for the test(s). If you run a Summary Report on an individual subject, each unit’s SIP average is included.

Ways to use this report

Use the summary reports to gain a birds-eye view of your students’ results. Which display groups are offered depends on what level of site you log into. You can drill down through these reports to access more detailed information, or filter them to exclude or include specific data. See “Viewing District/School Reports” on page 91 for instructions.
Gains

Gains Reports show the growth between testing periods (set up when the location was created; see the *System Administrator's Guide*) or within a specific date range (individual students only).

You can deliver Performance Series testing an unlimited number of times per year. Default gains reports display results for tests that are delivered 6–12 weeks apart (depending on the testing interval set up when the location was created; see the *System Administrator's Guide*), so that an adequate amount of time has passed for remedial or ongoing instruction to take effect.

You can also customize the gains report at the individual student level to reflect one of two custom settings:

- **Date Range**
  Use the date range to customize an absolute begin and end date for the report, regardless of testing periods. The report will show you the first test the student took after the beginning date, and the last test the student took before the end date. An icon ( 준비) indicates that a test has occurred outside a testing period. Use this report to view gains for students who may not have tested in the standard testing periods (i.e., transfer students, or students who are part of a new special program).

- **Testing Period**
  Use the testing period to customize a beginning and ending testing period. The report will show you the first test the student took in the first testing period and
the last test the student took in the last testing period.¹ Use this report to view gains across testing periods and across years for individual students at each school.

**NOTE:** Logging in from the District level uses the District Testing Interval settings, even when you drill down into a region or school. Logging in from the school level uses the School settings. If the locations are set to different Testing Intervals, different data sets may appear at the different levels. To reduce confusion, be aware of where you logged in. Contact your Location Controller if you have questions about the testing interval at your login location.

Gains reports calculate the mean difference and the standard margin of error for that calculation. If the difference is a positive value (i.e., the student has demonstrated greater understanding), the difference appears in green. If the difference is a negative value (i.e., the student appears to have lost ground), the difference is shown in red. If the difference is not statistically significant (i.e., is less than the SEM), the report includes a footnote to that effect.

**Ways to use this report**

Use this report in a variety of ways:

- for NCLB reporting
- to target specific areas of improvement for the district or school
- to identify and evaluate program success
- to support teacher performance evaluation and coaching

**NOTE:** Gains reports for archived years are based on the test periods defined at the time of rollover.

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¹ Depending on how your testing periods are set to calculate gains; see the *System Administrator’s Guide* for details.
How to reach specific reports

The following steps explain how to reach commonly-used Gains reports.

From the District Reports icon:

1. **Choose one of the subjects from the Gains column in the Students row:**

![Image 1](https://via.placeholder.com/150)

2. If you need more detail, click a student name to access the Student Profile. See “Student Profile Report” on page 106 for details.

From the District Reports icon:

1. **Choose one of the subjects from the Gains column in the Students row:**

![Image 2](https://via.placeholder.com/150)

**NOTE:** The report defaults to displaying gains by testing periods in the current academic year.
2. Set a timeframe (choose one of the following):
   - By date range:
     a. Click **Dates**:
        
        ![Set Time Frame screenshot](image)

        **NOTE:** This date range defaults to the current school year. To view gains by this time period (i.e., regardless of testing period), skip to step c on page 88.

     b. (Optional) Specify a time frame.

     c. Click **OK**.

        This changes the report:

        ![Language Arts Gains screenshot](image)

        An icon indicates whether the test listed was taken outside a testing period.

        The tests displayed change to the first test taken after the **From** date and the last test taken before the **To** date.
• By testing period range:\(^1\)
  a. Click **Testing Periods:**

  ![Testing Periods Screen]

  **NOTE:** This range defaults to testing periods for the current school year.

  b. Specify a set of testing periods.

  c. Click **OK.**

  This changes the report:

  ![Language Arts Gains]

  The tests displayed change to the first test taken in the beginning test period and the last test taken in the ending testing period, depending on how your testing periods are set to calculate gains (see the System Administrator’s Guide for details).

  4. If you need more detail, click a student name to access the Student Profile. See “Student Profile Report” on page 106 for details.

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1. Typically multi-year, since the default report shows the testing periods for the current year.
Percentile (NPR)

The NPR uses the SS to compare the student to members of the norm group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above when compared to the national norm group. Different values appear for Fall, Winter, and Spring test administrations to reflect different levels of knowledge for those time periods.

**NOTE:** This sample report shows Reading Fall NPR and NCE for selected students.

Other reports may also include comparison to a norm group tested by Scantron\(^1\). See “NPR (National Percentile Ranking)” on page 74 for more information.

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1. This norm group includes over 45,000 students tested in the Fall, Winter, and Spring. Each group is representative of the gender/ethnicity composition of the nation as a whole, across four geographic regions. See the *Performance Series Technical Report* for details.
**NOTE:** NPRs are only available for students who tested in the following date ranges:

- August 20 – November 22 (Fall)
- January 1 – February 22 (Winter)
- March 22 – June 15 (Spring):

The NPR score appears in the student profile if the student tested within the norm date ranges above.

**Ways to use this report**

Use this report in the Fall, Winter, and Spring for student-to-student comparison against a national group. For example, an NPR of 74 for a student would mean that his score is above 74% of his peers in the national norm group. This data is not related to state standards or comparable over time.

**Viewing District/School Reports**

Use the following instructions to run basic reports and customize the report output. See “Understanding District/School Reports” on page 79 for specific detail on running some commonly-used reports.

**To view a scores report**

1. Log in to Performance Series (see “Logging In” on page 26).
2. Click **District Reports**.
3. Choose a report type (Summary, Gains, Percentile).
4. Click a display group (from the rows: location, class, etc.) to run the top-level report for that display group:

NOTE: The display group you choose determines your starting point. You can click any underlined test to drill down to additional detail or aggregate the data differently by choosing options within the report. This screen shows a Gains Report.

From here you can:

• Click an underlined link to aggregate these results differently

For example, click the underlined district location and choose grade level to see the gains data aggregated by grade level, then click a grade level from that report and choose classes to see that grade aggregated by classes; this is called “drilling down”. See step 7 on page 94 for more information.

• Sort the list (see “Using Lists” on page 30)

• Export the list (see “Exporting Data” on page 31)
5. (Optional) Change a data filter.
Data filters adjust the data displayed for the specific areas:
• timeframe
• student demographics
• student groups

**CAUTION:** Don’t set filters until you have drilled down to the lowest level of detail you require, or clear them before drilling down. Filters are cumulative, and combining filters and drilling down to more detail may result in displaying different data than you expect.

See “To filter reports” on page 94 for details on setting these filters.

6. Click the detail icon (shown in the margin) to view a bar chart showing score details for the drill-down level you are currently viewing:

![Bar chart](image)

This chart appears in a new window on top of the report window. Click anywhere on the chart to close it and return to the report.
7. Drill down a level by clicking on an item in the aggregate report. Drilling down allows you to select a greater level of detail. You can continue drilling down through the levels of detail and narrowing the results displayed by clicking underlined options on the report details screen. Each time you drill down a level, you may choose from the available types of details (which are different for each report type and current level of drill-down):

At each level of drill-down, you can:
- Change the filters (see “To filter reports” on page 94).
- Print the report (see “Generating PDF Reports” on page 32)
- Sort the list (see “Using Lists” on page 30)
- Export the list (“Exporting Data” on page 31)

8. When you are finished viewing the report, click **Close**.

### To filter reports

You can filter each report and each drill-down level of each report by several criteria.

From the report screen:

1. Click **Change** in the Time Frame bar:
2. Set a time frame.
3. Click **OK**.

Clear the time frame by clicking **Clear** in the Time Frame bar.

From the report screen:

1. Click **Change** in the Student Filtering: Demographics bar:

   ![](image)

   These options are cumulative. That is, if you set two filters, only student records that match both filters appear. For example, if you select Grade 4 and Female, then click **OK**, the report will only contain fourth-grade girls.

2. Select values for one or more demographics. See the student fields listed on in the online help for details on these demographics.

3. Click **OK**.

Clear the demographics you set by clicking **Clear** in the Demographics bar.
To change the groups filter

From the report screen:

1. Click **Change** in the Student Filtering: Groups bar:

   ![Image of the Disaggregation interface]

   You can choose to include or exclude scores from students who are enrolled in particular groups. This allows you to disaggregate your data according to the groups you determined.

2. Click **Select** next to either Include or Exclude:

   ![Image of the Select Groups to Include interface]

3. Check the box next to the name of each group you want to include or exclude (depending on your choice in the previous step).

4. Click **OK**.

   Clear the groups you set by clicking **Clear** in the Groups bar.
Classroom reports offer a way for you to see aggregate and detail data for students in your classes. Classroom reports can help you conserve instructional time by targeting the instruction to avoid spending time on skills that students or classes have already mastered.

Classroom reports show performance band ratings set up by your location controller to help you identify levels of proficiency and adjust instruction accordingly. These ratings apply color codes and labels to the Scaled Scores shown on the Class Profile. Use the color codes and labels to quickly see a visual overview of Performance Series scores and grouping possibilities.

The band sets group score ranges from Scantron’s national norm research that supports our national percentile ranking (NPR) scores. The location controller for your top level site (usually a district) can select which set this report uses. Contact your top-level location controller if you have questions about the color coding or labels.

Depending on what your site’s location controller has set as the default Performance Band for each subject, you’ll see one of the following sets of bands:

- **None**
- **2 bands per grade**
  - Above the 50th percentile
  - Below the 50th percentile
- **3 bands per grade**
  - Below Avg (from 1st to 25th percentile)
  - Avg (from the 26th to 75th percentile)
  - Above Avg (from 76th to the 99th percentile)
- **4 bands per grade**
  - Below Avg (from 1 to 25th percentile)
  - Low-Avg (from the 26th to 50th percentile)
  - High-Avg (from the 51st to 75th percentile)
  - Above Avg (from 76th to the 99th percentile)
How do I sort the report by Performance Band?

To sort the classroom profile by Performance Band, click the Scaled Score column header.

Why don’t some of my students have Performance Band labels?

There are two reasons why a student might not be included in a Performance Band:

- The student has not taken a test in that subject, and thus does not have a score to be ranked.
- The student has taken a test in the subject, but took that test on a date that falls outside Scantron’s norm periods or before our most recent norming study was applied.

Since Performance Bands are set based on the student’s NPR rank, tests must be taken within one of the following norm periods and after our most recent norming study was applied (7/1/2007) to have Performance Bands applied:

- **Fall** = August 20 through November 22
- **Winter** = January 1 through February 22
- **Spring** = March 22 through June 15

Understanding Suggested Learning Objectives on Reports

Classroom Reports include suggested learning objectives, aligned to state and/or national standards, to help you target instruction further.

These learning objectives provide more relevant information for classroom application of test results than score reports alone. Each learning objective specifically refers to the aligned state standards (if your district chooses) or to national standards. Many schools also use these learning objectives as a way to incorporate standards-based, measurable goals for Individual Education Plans.

In addition, these objectives may be linked to Skills Connection Online (if your district subscribes to this module). Skills Connection is a group of earning objectives that Scantron has carefully defined and designed to assist individual learners attain mastery of an objective. This resource allows you to create individualized, editable study guides and self-tests that you can use to assess and monitor student growth. See “Using
Test Results to Improve Student Performance” on page 117 for more information.

**NOTE:** Depending on your login, you will only see results from the class(es) to which you are assigned.

**Results Reports from the Class Profile**

Use the objectives listed for the class to map instruction across sessions or target increased focus for later benchmarks. A common usage of this data is to find the point where half the class is expected to comprehend a skill and progress from there. Students who have additional needs can be given individual attention outside general class time.

**To access classroom reports**

1. Log in to Performance Series (see “Logging In” on page 26).

2. Click Classroom.

3. (If necessary) Click **Performance Diagnostic**: 

4. Select a class from the list.

   **NOTE:** Depending on your login, you may only see the class(es) to which you are assigned. If you do not see a class for which you want or need to view information, you must view each student record individually or contact your Location Controller, so you can be added as secondary staff for classes that you do not teach.
5. (Optional) Click to edit the class enrollment. See the online help for details.

6. Click a subject:

7. Click a unit:

```
5. (Optional) Click to edit the class enrollment. See the online help for details.

6. Click a subject:

7. Click a unit:

**NOTE:** Unit results can be lengthy; this shows a partial screen.
Use this report for:

- A quick reference regarding the entire class’ understanding of a unit
- Creating additional class groups to target skill sets
- Launching Skills Connection online to create class study guide packets. See “Using Targeted Instruction with Skills Connection™ Online” on page 126 for details.
- Locating additional resources for the objectives listed (see “To access additional resources” on page 102)

8. If your site is aligned to a state alignment guide:

- Click the first Click Here to see more information about the state Curriculum Alignment Guide.
- Click the second Click Here to restrict the objectives list for this subject/unit to only those described in and supported by the Curriculum Alignment Guide your site is using.

From this screen you can:

- View individual student results (see “To view student profiles” on page 103)
- View student skill attainment information (to see “To view student skill attainment” on page 101)
- Create a set of targeted instruction for this objective for all students in the class (see “To create targeted instruction” on page 101)

To view student skill attainment

From the subject/unit results screen (shown on page 100), click . See “To view learning objectives by class” on page 123.

To create targeted instruction

From the subject/unit results screen (shown on page 100), click to access Skills Connection Online and create targeted instruction for the subject/unit. See “Using Test Results to Improve Student Performance” on page 117.
To access additional resources

NOTE: Your site must subscribe to the Resources feature. If you do not see a link to resources, contact your Scantron Account representative for more information.

1. Click the resources icon (shown in the margin):

2. Click a standard under any of the available resources to access the resource. See “Using Resources” on page 133 for details on these resources.

3. Click Close.
To view student profiles

From the subject/unit results screen (shown on page 100):

Click a student name to see details about that student’s results:

SIP scores and relevant test statistics appear in a graph. If you view previous score detail, a graph like this one appears for each year.

NOTE: Use the Lexile measure for reporting to students and for instruction; it is constrained by a developmentally-appropriate grade range. Use the Research version for research and accountability purposes.

NOTE: The national average is calculated as of 7/1/2007, the date our most recent norm research was posted.

Quick reference of historical scores. Click Show Previous Scores to see details.

Use this area to locate information on alignment guides.
When you access a student profile from a report (as in the example above), the profile immediately displays the results for the subject you were viewing in the report. If you access a student profile from the student record, you may see a different screen. Use this report for parent meetings or for general review with the student.

NOTE: For information about the other tabs on this dialog, see the online help.

NOTE: You may need to click Performance Tests to view this information, depending on how you located the profile.

From here you can:

- View suggested learning objectives (see “To view suggested learning objectives” on page 104)
- Switch the subject/unit displayed for this student (see “To choose a different subject” on page 104)
- View a summary of all tests this student has taken (see “To view a summary of all tests administered to this student” on page 105)
- View Curriculum Alignment Guide information (see step 8 on page 101)
- View this student’s previous test result details (see “To view results details for this student’s previous tests” on page 106)

To view suggested learning objectives
See “Working with Suggested Learning Objectives” on page 118.

To choose a different subject
From the individual student results screen, click a different subject from the list on the left-hand side of the screen.
To view a summary of all tests administered to this student

From the individual student results screen, click **Test Sessions**:

![Image of test sessions]

**NOTE:** The list of test sessions can be lengthy; this shows a partial list.

Test status can be any of the following:

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![X]</td>
<td>The test was manually spoiled. See the Status Details column for details on who spoiled the test.</td>
</tr>
<tr>
<td>![X]</td>
<td>The test was spoiled because it was not completed before the testing time ran out (default two weeks). See “Spoiling Tests” on page 64 for details on setting the automatic test spoil period.</td>
</tr>
</tbody>
</table>
To view results details for this student’s previous tests

From the individual student results screen, click **Show Previous Scores**. Performance Series adds a SIP chart for each of the test dates listed in date order from most recent test to oldest test. Click **Show Current Scores** to return to the default view (most recent test chart only).

### Student Profile Report

This report is a general overview of how the student is progressing in all subject areas. The report includes all tests taken and includes the most current scores and statistics available.

This report also supports several different templates for displaying student results. See step 6 on page 109 for details about the different templates.

You can print profile reports for one or multiple students. Each student profile report starts on a new page in the printed report and can display all subjects.

**TIP:** To view a profile report for a single subject, access this report through the student profile.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚫</td>
<td>The test was spoiled because of testing irregularities, such as a student answering too many questions incorrectly in too short a time period (indicative of “guessing”).</td>
</tr>
<tr>
<td>☑</td>
<td>The test is complete.</td>
</tr>
<tr>
<td>☑</td>
<td>The test is incomplete and paused. It is eligible to be restarted.</td>
</tr>
</tbody>
</table>
To view Student Profile Reports

1. Log in to Performance Series (see “Logging In” on page 26).

2. Click Site Admin.

3. Click Profile Reports:

   a. Select the testing period the report should cover. The report includes results for all students who completed a test during the period you specify here.

   b. Select the subjects to be included.

      **TIP:** Only those subjects to which your district subscribes appear.

   c. Set any other options:

      - Select **Yes** (the default) for Include District Averages to display a dot or line in each student’s growth chart, identifying how their score compares to the average score of all students in your district who have taken Performance Series.

      **NOTE:** The national average is calculated as of 7/1/2007, the date our most recent norm research was posted.
**TIP:** If Performance Series is only used for a subset of the district, parents will need an explanation of that sub-population to correctly understand the comparison.

- Select whether you want to create the report for one or more individual students or for one or more entire classes.

4. Click **Next**:

   ![Student Profile Reports](image)

   **NOTE:** The student list or class may be lengthy; this screen shows a partial student list. See “Using Lists” on page 30 for details.

5. Select one or more students or one or more classes. See “Using Lists” on page 30 for more details.
6. Click **Next** and choose a report format:

![Student Profile Reports]

**TIP:** Hover your mouse over the small image on the right-hand side of the screen to view a thumbnail of how the report will look. This thumbnail is a static picture only; it does **not** include student data.

- **Portfolio Record** is an extended list of student scores on tests taken in each subject selected, intended to be included in a student portfolio file (2 to 4 subjects per page, depending on how many subjects you select and how many tests the student has taken in the selected subjects).

- **Parent Review** contains a list of the student’s current scores in the selected subjects, including a graph that shows the student’s longitudinal progress (up to 2 subjects per page).

- **Parent summary** is the briefest report, with all subject results (up to four, depending on which subjects your district uses) on a single page per student.

- **Parent Extended** provides more detail, including a list of upcoming skills, with up to two subjects per page. If your district subscribes to all four subjects and if a student has results for more than two subjects, this report requires two pages per student.
• **Student Goals Summary** contains a high-level list of current scores, a longitudinal progress graph, and guidance on the next skills appropriate to the student’s instructional level for each subject selected (up to 2 subjects per page).

• **Extended Student Profile** provides the most detail possible and presents detailed scores and a trend graph. If your district subscribes to all four subjects and if a student has results for more than two subjects, this report requires two pages per student.

7. Click **Next** and review your choices before running the report.

    ![Student Profile Reports](image)

    **TIP:** Hover your mouse over the small image next to your template choice to view a thumbnail of how the report will look. This thumbnail is a static picture only; it does **not** include student data.

8. Click **Next**, then follow the directions on-screen to print the profiles.

    ![Student Profile Reports](image)

    Sample reports appear on the next pages.
### Sample Portfolio Record

**Ames, Linda**  
Grade 4  

<table>
<thead>
<tr>
<th>Language Arts Performance</th>
<th>Language Arts Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIP Scores</strong></td>
<td><strong>Gains</strong></td>
</tr>
<tr>
<td><strong>Current Score from:</strong></td>
<td><strong>Dist. Avg</strong></td>
</tr>
<tr>
<td>5/16/07</td>
<td></td>
</tr>
<tr>
<td>5/16/07</td>
<td>+141</td>
</tr>
<tr>
<td>6/15/08</td>
<td>2896</td>
</tr>
<tr>
<td>6/15/08</td>
<td>2531</td>
</tr>
</tbody>
</table>
**GLE:** 8.9  

<table>
<thead>
<tr>
<th>Math Performance</th>
<th>Math Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIP Scores</strong></td>
<td><strong>Gains</strong></td>
</tr>
<tr>
<td><strong>Current Score from:</strong></td>
<td><strong>Dist. Avg</strong></td>
</tr>
<tr>
<td>3/5/07</td>
<td></td>
</tr>
<tr>
<td>3/5/07</td>
<td>2956</td>
</tr>
<tr>
<td>12/29/06</td>
<td></td>
</tr>
<tr>
<td>12/29/06</td>
<td>2814</td>
</tr>
</tbody>
</table>
**GLE:** 9.9  

<table>
<thead>
<tr>
<th>Reading Performance</th>
<th>Reading Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIP Scores</strong></td>
<td><strong>Gains</strong></td>
</tr>
<tr>
<td><strong>Current Score from:</strong></td>
<td><strong>Dist. Avg</strong></td>
</tr>
<tr>
<td>3/14/08</td>
<td></td>
</tr>
<tr>
<td>3/14/08</td>
<td>+747</td>
</tr>
<tr>
<td>3/5/07</td>
<td></td>
</tr>
<tr>
<td>3/5/07</td>
<td>2548</td>
</tr>
</tbody>
</table>
**GLE:** 9.9  

<table>
<thead>
<tr>
<th>Science Performance</th>
<th>Science Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIP Scores</strong></td>
<td><strong>Gains</strong></td>
</tr>
<tr>
<td><strong>Current Score from:</strong></td>
<td><strong>Dist. Avg</strong></td>
</tr>
<tr>
<td>11/19/07</td>
<td></td>
</tr>
<tr>
<td>11/19/07</td>
<td>-149</td>
</tr>
<tr>
<td>3/5/07</td>
<td></td>
</tr>
<tr>
<td>3/5/07</td>
<td>2904</td>
</tr>
</tbody>
</table>
**GLE:** 8.9
Sample Parent Review

Ames, Linda
Grade 4

Language Arts Performance
Current Score from: 5/16/07 8:06 a.m. 00:13:39
Scaled Score: 2849

Overall SIP (Grade 4): 89
Capitalization SIP: 88
Parts of Speech SIP: 92
Punctuation SIP: 88
Sentence Structure SIP: 90

Language Arts Trends

Math Performance
Current Score from: 3/5/07 9:41 a.m. 00:32:03
Scaled Score: 2956

Overall SIP (Grade 4): 95
Number & Operations SIP: 95
Algebra SIP: 97
Geometry SIP: 95
Measurement SIP: 94
Data Analysis & Probability SIP: 95
NPR: 99

Math Trends
## Sample Parent Summary

### Ames, Linda
Grade 4

**Language Arts Performance**
- Current Score from: 5/16/07 8:06 a.m. 00:13:39
- Scaled Score: 2849
- Overall SIP (Grade 4): 89

**Math Performance**
- Current Score from: 3/5/07 9:41 a.m. 00:32:03
- Scaled Score: 2956
- Overall SIP (Grade 4): 95
- NPR: 99

### Whiskers Elementary
ID: 4010

**Reading Performance**
- Current Score from: 3/14/07 10:27 a.m. 00:42:00
- Scaled Score: 3044
- Overall SIP (Grade 4): 96
- Lexile: 990L

**Science Performance**
- Current Score from: 11/19/07 9:47 a.m. 00:05:29
- Scaled Score: 3130
- Overall SIP (Grade 4): 94
- NPR: 99

### Scaled Score: Student's ability level in a subject area - instructional level independent of grade.

**SIP**: Standards Item Pool score - estimated % correct for all grade level items.

**Lexile**: Reading level for parents and teachers to locate appropriate materials. (www.lexile.com)

### National Average:
National Scaled Score average for student's grade level for one time period. (dotted line on graph-grey) Listed by grade and testing period: (F)all, (W)inter, and (S)pring.

**District Average**: District Scaled Score average for student's grade level.

**NPR**: National Percentile Ranking - Student rank in comparison to national grade-level peers.
Sample Parent Extended

**Ames, Linda**  
**Grade 4**  

**Language Arts Performance**  
*Current Score from: 5/16/07 8:06 a.m. 00:13:39*  
**Scaled Score:** 2849  
**Overall SIP (Grade 4):** 89  
- Capitalization SIP: 88  
- Parts of Speech SIP: 92  
- Punctuation SIP: 88  
- Sentence Structure SIP: 90  
**GLE:** > 8.9  

**Top 3 Suggested Learning Objectives**  
- 7.1.2.15/7.1.4.16/7.1.1.16/7.1.3.15/7.1.2.16/7.1.3.15/8.1.4.18/8.1.1.16/8.1.2.19: The learner will use a semicolon between two independent clauses.  
- 7.1.4.14/7.1.2.15/7.1.1.11/8.1.4.14/8.1.1.11/8.1.2.15: The learner will identify a complex sentence.  
- 7.1.2.22/7.1.4.21/7.1.1.19/8.1.2.22/8.1.1.19/8.1.4.21: The learner will edit to identify an indentation error in a paragraph.

**Math Performance**  
*Current Score from: 3/5/07 9:41 a.m. 00:32:03*  
**Scaled Score:** 2956  
**Overall SIP (Grade 4):** 95  
- Number & Operations SIP: 95  
- Algebra SIP: 97  
- Geometry SIP: 95  
- Measurement SIP: 94  
- Data Analysis & Probability SIP: 95  
**NPR:** 99  
**NCE:** 99  
**GLE:** > 9.9  

**Top 3 Suggested Learning Objectives**  
- 8 GM 1.2: The learner will classify quadrilaterals based on their side lengths or angle measures.  
- 8 PDM 1.2/11 PDM 1.3: The learner will find the probability of dependent or independent events in a real-world context.  
- 8 GM 3.2/11 GM 3.2: The learner will calculate the area of a parallelogram.
Sample Student Goals Summary

Ames, Linda
Grade 4

Language Arts Performance
Current Score from: 5/6/07 8:06 a.m. 00:13:39
Scaled Score: 2849
Overall SIP (Grade 4): 89

Top 3 Suggested Learning Objectives
- 7.1.2.19/7.1.4/6.7/1.1.1/6/7.1.3/15/7.1.2/16/8.1.3/15/8.1.4/16: The learner will use a semicolon between two independent clauses.
- 7.1.4/14/7.1.2/15/7.1.1/15/8.1.4/14/8.1.1/10/1.2/15: The learner will identify a complex sentence.
- 7.1.2/22/7.1.4/25/7.1.1/19/8.1.2/22/8.1.1/19/8.1.4/21: The learner will edit to identify an indentation error in a paragraph.

Math Performance
Current Score from: 3/5/07 9:41 a.m. 00:32:03
Scaled Score: 2956
Overall SIP (Grade 4): 95
NPR: 99

Top 3 Suggested Learning Objectives
- 8 GM 1.2: The learner will classify quadrilaterals based on their side lengths or angle measures.
- 8 PDM 1.2/11 PDM 1.3: The learner will find the probability of dependent or independent events in a real-world context.
- 8 GM 3.2: The learner will calculate the area of a parallelogram.
Sample Extended Student Profile

Ames, Linda
Grade 4

Whiskers Elementary
Test Dates: 3/5/07 - 3/14/08
Date: 5/16/07

Language Arts Assessment (Grade 4)

<table>
<thead>
<tr>
<th>Category</th>
<th>% SIP</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Overall</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Scaled Score: 2849 SEM: (63.162)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Parts of Speech</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level Equivalent (GLE)</td>
<td>&lt; 8.9</td>
<td>&gt; 8.9</td>
</tr>
</tbody>
</table>

Linda took our language arts performance assessment on 5/16/07. Linda's scaled score was 2849 which corresponds to a Grade 4 Standard Item Pool Score of 89%.

*Kansas Curricular Standards for Writing (2004)*

Math Assessment (Grade 4)

<table>
<thead>
<tr>
<th>Category</th>
<th>% SIP</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Overall</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Scaled Score: 2956 SEM: (56.820)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number &amp; Operations</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Data Analysis &amp; Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPR Grade 4</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Grade Level Equivalent (GLE)</td>
<td>&lt; 9.9</td>
<td>&gt; 9.9</td>
</tr>
</tbody>
</table>

Linda took our math performance assessment on 3/5/07. Linda's scaled score was 2956 which corresponds to a Grade 4 Standard Item Pool Score of 95%.

Chapter 6:
Using Test Results to Improve Student Performance

In this chapter:

Working with Suggested Learning Objectives . . . page 118

Using Targeted Instruction with Skills Connection™ Online . . . . . . . . . . . . page 126

Using the Curriculum Alignment Guides . . . . page 127

Understanding Grade Level Estimates . . . . page 129
**Working with Suggested Learning Objectives**

Assessment measures that use computer adaptive technology are implemented with confidence across industries, with a wide range of examinees, for a variety of purposes. A well-designed CAT test is valid and reliable, with content that is constantly reviewed, updated, and analyzed.

However, traditional assessment data provides little information that can be applied in the classroom. Providing scores and rankings, although it serves a necessary purpose for high level analysis and reporting, is not enough, by itself, to provide comprehensive feedback. Scantron takes simple CAT testing a step farther.

Performance Series provides Suggested Learning Objectives for each student, in each unit, in every subject area tested. These learning objectives provide more relevant information for classroom applications of student data than score reports alone. Each Suggested Learning Objective specifically refers to the appropriate aligned state standards (if districts so choose), in a checklist of up to 10 suggested learning objectives for future instruction. You can also access checklists of up to 10 objectives that a student has attained in each unit.¹

Many schools use these learning objectives as a way to incorporate standards-based, measurable, goals for student Individual Education Plans (IEPs). Suggested Learning Objectives are not limited to application by educators. They also provide information to students that can help them identify their own learning goals as they measure the progress in their skill attainment over time. Effective assessment must provide feedback to students that emphasizes the strengths and weaknesses of each student’s performance². By including both the Successfully Attained skills and the Suggested Learning Objectives, Performance Series enables you to share

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¹ If you need more than 10 objectives, contact your Account Representative.
detailed feedback with each student and his/her parents that focuses on successful elements of his/her performance as well as the areas of weakness.

Even further, the Suggested Learning Objectives are linked to Scantron’s Skills Connection resources¹, which allow teachers to create individualized, editable study guides and self-tests, such as pre-tests and post-tests, which can be used to assess and monitor student growth on the specific objectives. See “Using Targeted Instruction with Skills Connection™ Online” on page 126 for details.

Identifying Suggested Learning Objectives

You can view the individual Suggested Learning Objectives for each student or you can view profiles of learning objectives by class, with specific information about which students have attained which standards-aligned objectives. Class Profiles are arranged by subject area, and they list, in order, the objectives completed by the largest number of students to the objectives completed by the fewest students, based on the highest scoring student. You can generate a detailed checklist for each objective that lists the names of students who have and have not completed the objective.

To view learning objectives by student

1. Log in to Performance Series (see “Logging In” on page 26).

2. Do one of the following:
   - Click Site Admin, then List or Search students, then click a student name.
   - Click a student name from any report, then click the Performance Testing tab.

¹ If your district has subscribed to this service.
3. Click **Suggested Learning Objectives**: 

![Image of Suggested Learning Objectives]

All subjects and units for which this student has taken tests appear in the list.

4. Choose the appropriate subject(s)/unit(s).

5. Click **Next**:

![Image of Next button]
6. Select the type of standards to support the learning objectives:
   a. Choose how many objectives per unit you want to include for the student’s review of mastered objectives.
   b. Choose how many objectives per unit you want to include to help the student progress beyond his or her current mastery.
   c. Check **Exclude objectives...** to exclude objectives that do not appear in your state standards. Clear this box to include all available objectives for the subject and unit.
   d. Check **Only include standards...** to exclude all standards for grades higher or lower than the student’s current grade. Clear this box to include available objectives for the student’s grade plus objectives from one grade on either side.

**NOTE:** This list is based on the student’s grade as identified in the student record. If you adjusted that student’s performance testing to start a different grade, that adjustment is not reflected here. To create a list of learning objectives based on the student’s GLE or any manual adjustments you made, you must select objectives manually. See “Using Skills Connection™ Online” on page 134.
7. Click **Next**: 

![Suggested Learning Objectives](image)

The column on the left shows the learning objectives attained for within the units selected. The column on the right shows the suggested learning objectives within the units selected. The suggested learning objectives appear in order from least to most difficult.

**NOTE:** The list of objectives may be lengthy, depending on how many units and objectives you specified. This screen shows a partial list.

8. (Optional) Print the list of objectives (see “Generating PDF Reports” on page 32 for details).

9. (Optional) If your site subscribes to Skills Connection Online, click to access Skills Connection Online and design a study set for the objective. See “Using Test Results to Improve Student Performance” on page 117 for details.
10. (Optional) If your site subscribes to resources (such as Skills Connection Online or netTrekker d.i.), click the resources icon (shown in the margin):

   ![Resources Icon]

   a. Click a standard under any of the available resources to access the resource.
      See “Using Resources” on page 133 for details on these resources.

   b. Click **Close** to return to the SLO report.

11. Click **Close**.

To view learning objectives by class

1. Log in to Performance Series (see “Logging In” on page 26).

2. Click **Classroom**:

   ![Classroom Interface]

3. Select a class from the list.
   **NOTE:** Depending on your login, you may only see the class(es) to which you are assigned. If you do not see a class for which you want or need to view
Using Test Results to Improve Student Performance

information, you must view each student record individually or contact your Location Controller, so you can be added as secondary staff for classes that you do not teach.

4. Click a subject:

![Diagram showing a subject selection](image1)

5. Click a unit:

![Diagram showing a unit selection](image2)

**NOTE:** Unit results can be lengthy; this shows a partial screen.

Use the objectives listed for the class to map instruction across sessions or target increased focus for later benchmarks. A common usage of this data is to find the point where 1/2 the class is expected to comprehend a skill and progress from there. Students who have additional needs can be given individual attention outside general class time (see “To view learning objectives by student” on page 119).
6. (Optional; if your site subscribes to resources) Click the resources icon (shown in the margin) to access targeted resources for the objective:

   a. Click a standard under any of the available resources to access the resource.
      See “Using Resources” on page 133 for details on these resources.

   b. Click Close to return to the Class Profile.

7. Click : 

   NOTE: This list can be lengthy, depending on the size of the class. This screen shows a partial list.

8. (Optional) Click Student Profile to view more detailed information about the student. See “To view student profiles” on page 103 for details.

9. Click OK.

10. Repeat steps 7 through 9 for each objective.

11. Repeat steps 3 through 9 for each class.
Using Targeted Instruction with Skills Connection™ Online

Skills Connection integration provides you with a link from Performance Series data to resources you can use immediately from Skills Connection Online.

For more information about Skills Connection Online, see “Using Skills Connection™ Online” on page 134.

1. If your district subscribes to this service.
Using the Curriculum Alignment Guides

Scantron prepares Curriculum Alignment Guides to align Performance Series tests with your state standards. Check the online help for a complete list of supported states.

You can use alignment guides in a variety of ways:

• To restrict Suggested Learning Objectives to just those supported by your chosen alignments (see “To view student profiles” on page 103)
• To present only items that align to your state standards in Performance Series tests
• For instructional or other reference (see below)

Scantron provides the complete text of each alignment guide from within the Performance Series web site.

The verb usage in the state documents is loosely matched with the skills in the Performance Series and partial matches are considered to be matches. Some standards are considered to require teacher observation for assessment so they are not considered in the matching process.

If you have further questions about the alignment between the Performance Series and your state's curriculum, please contact your Scantron Account Manager.

To access an alignment guide

1. Log in to Performance Series (see “Logging In” on page 26).

2. Do one of the following:
   • Access a student profile (see the online help)
   • Click \[Help\] from any Performance Series screen and select the alignment guide from the list
   • Click **Click here** at the bottom of any report that refers to an alignment guide.
The guide opens:

3. **Click Print** at the top of the screen to create a printer-friendly version and send it to a printer.

4. Scroll up and down in the guide information and read the contents.

5. **Click any underlined text** to access a PDF version of the details it describes.

6. Close the browser or help window when you are through.
Understanding Grade Level Estimates

In an effort to meet the needs and requests of all our customers, we have developed Grade Level Estimate Scores as an optional reporting feature in the Performance Series tests. This optional reporting feature will take a student’s overall Scaled Score and position it on the Grade Level Estimate Scale. Customers who choose to have the Grade Level Estimate feature active will see scores ranging from less than 2.0 (< 2.0), 2.0 to 9.9, and greater than 9.9 (> 9.9) for any student testing at any time of the year.

Although there is an intriguing simplicity in Grade Level Estimate Scores, this simplicity often leads to misinterpretation and misuse. As a test publisher, it is our responsibility to inform customers of the proper way to interpret Grade Level Estimate Scores. It is also our responsibility to educate our users of some common misinterpretations and misuses of Grade Level Estimate Scores in order to avoid these mistakes.

How to Interpret a Grade Level Estimate

Suppose, for example, a third grader in the beginning of the school year takes the Performance Series Math test. This student receives a Scaled Score of 2370 – a score equivalent to performance in the 90th percentile of the fall norm group. This means that this student’s score of 2370 is the same as or better than 90% of the scores for all third graders participating in the fall norm group. In addition, the Scaled Score of 2370 positions this student on the Grade Level Estimate Scale at 4.5. The interpretation of the 4.5 is that this student’s Scaled Score is the same as the Scaled Score of an average 4th grade student testing in the 5th month of school. This does not mean that a student should be promoted, since they may not have the curricular framework for 4th grade yet. This means that this particular student is performing well and should be challenged additionally within the 3rd grade materials.
Proper Interpretations of this Grade Level Estimate Score

- This third grader is scoring well above the average third grader.

Given the fact that this student is a third grader, we can say that his performance on the Math test is well above the average third grade student. The percentile ranking of 90 is additional evidence on how well above the average third grader this student is performing.

Misinterpretations of this Grade Level Estimate Score

- This third grader should be promoted to the 4th grade immediately.

The Grade Level Estimate score is a position along the developmental continuum based on the norm samples. They do not indicate the grade level where students should be placed in a school. Grade Level Estimates should not be used as the basis for grade level promotion or retention. Instead, challenge the student with appropriate 3rd grade materials.

- This third grader will be assigned math work based on the 4th grade curriculum.

A Grade Level Estimate of 4.5 does not mean that this student is prepared for the curriculum covered at the 4th grade. Higher Grade Level Estimate scores should not be used as a reason for accelerating instruction for a student.

- This third grader is performing above grade level as defined by my state standards.

All States vary on their definition of “performing at grade level.” The Performance Series Grade Level Estimate Scales was developed from the National Norm Group. There is no direct relationship between National Norm-based Grade Level Estimates and grade level performance as defined by the states.
Frequently Asked Questions

How was the Grade Level Estimate Scale developed?
The 2005-2006 Performance Series Fall and Spring norm samples and the 2007 Winter norm sample were used to develop these two separate Grade Level Estimate Scales.

How do I activate the Grade Level Estimate Reporting Feature?
The Grade Level Estimate reporting option is free of charge for all customers and is available upon request. Interested customers must contact your Scantron Account Manager to request that the feature be activated for their account.

Where in the reports can I see the Grade Level Estimate Scores?
The Grade Level Estimate Score will be displayed in the Individual Student Profile and on any report where you are viewing individual student results, if available for your school or district.

My student scored a 4.5 Grade Level Estimate on Performance Series Math and a 4.5 Grade Level Estimate on my state assessment, does that mean he performed the same on both tests?
Identical Grade Level Estimates on different tests do not equal the same performance on those tests. The Percentile rankings can be used to determine the relative performance within each test.

My 3rd grade student scored a 4.5 Grade Level Estimate on Performance Series Math, does that mean he will be Proficient on my state assessment?
Grade Level Estimates are norm-based measures. Most states assessments are criterion referenced tests with pre-defined proficiency cut points that are independent of student relative performance. There is no relationship between Grade Level Estimates and Proficiency cut scores on state assessments.

Can I use my Grade Level Estimate Scores to measure growth?
Grade Level Estimates are not on an equal interval scale. This means that we cannot add or subtract them, or calculate averages from them. The metric that should be used to measure growth is the Scaled Score.
Chapter 7: Using Resources

In this chapter:
Using Skills Connection™ Online ...............page 134
Using netTrekker d. i.........................page 149
Using Skills Connection™ Online

Skills Connection Online integration provides you with a link from Performance Series data to resources you can use immediately from Skills Connection Online.

This integration provides a variety of benefits:

Benefits to school and district administration

Administrators are assured that teachers are aware of test objectives and have an easy method of tracking their students’ progress. Skills Connection Online enhances parental involvement with an easy-to-use at-home study guide. Administrators can feel comfortable that they are using products that are designed to work with the common goal of improving student achievement.

Benefits to teachers

Skills Connection Online provides teachers with convenient lists of each objective being tested at the end of their grade. Criterion-referenced study guides, aligned to the high stakes tests, can be prepared throughout the school year to help guide students to mastery. Teachers can easily create study guides and self-tests that address the Suggested Learning Objectives identified by Performance Series.

Benefits to parents

Many parents have forgotten the discrete skills they learned so long ago and find it hard to assist their children. Skills Connection Online tutorials make it easy for the parents to keep their children “on track” throughout the school year. These reports help students answer “what did you learn today?” with a better answer than “nothing!”

Benefits to students

Skills Connection Online study guides give students a different method of studying, and self-tests give students the confidence to know that they have mastered the material. Students can feel confident knowing that the self-tests created using Skills Connection Online will help them master the Suggested Learning Objectives from Performance Series.

1. If your district subscribes to this service.
Understanding Skills Connection Online

Skills Connection Online™ brings teachers, parents, and students together to advance student progress. Skills Connection Online is an easy-to-use tool that helps support students in attaining necessary skills, especially those skills that are critical for success on the high-stakes state and/or standardized tests. More than just another technological teacher’s aid, Skills Connection Online provides an easy alternative for meeting the Title 1 and Title 4 requirements for assessment, tracking, and parental communication.

A curriculum containing objectives that are written, taught, and tested consistently will achieve maximum results. Skills Connection Online ensures integration of necessary objectives into lesson plans without requiring teachers to change their instructional and assessment methods.

Students are empowered to perform to their fullest potential when the skills are taught, assessed, remediated (if necessary), communicated to parents, and reinforced at home. Skills Connection Online provides students with a means to meet and exceed their academic goals.

Skills Connection Online helps you create useful study sets. A study set consists of the following:

- Study Guide
- Test Form
- Answer Key

Use the three together to create an effective connection between student, parent, and classroom material.

**NOTE:** Create or save all three elements *at the same time*. Skills Connection Online creates a unique version of the set each time you run it, so self-tests created for one set will not match answer keys created at a different time.
Skills Connection Online contains specific, comprehensive skill descriptions and Study Guides that function as tutorials designed for parents who may have forgotten the foundation skills or need help in assisting their son/daughter at home. You can produce a home study guide that communicates the classroom subject matter using easy-to-understand terminology and descriptions. You can also add your own comments or assignments using the text editor.

The Home Study Guide is an efficient way of giving parents the vital information needed to keep their children “on track” throughout the school year. This information can also be used for remediation and/or acceleration.

Skills Connection Online saves you time by simplifying the tedious work of test design. This software pinpoints assessment on a per-skill basis (based on the results obtained from Performance Series) and generates a copy-ready paper-and-pencil test and corresponding answer key. Questions are in a multiple-choice format, using pictures and graphics when appropriate. Instructions are automatically linked to the specific skills and can be modified using the text editor.

Skills Connection Online software contains over 14,500 validated questions measuring more than 1000 skills in math, language arts, reading and life science. A team of credentialed teachers, each with significant classroom experience, developed the database. Advanced training in item writing was required for all teams and was conducted on contract by faculty from several universities.

You can customize computer-generated study guides and student self-tests using any word processor that can import Microsoft Rich Text Format (RTF) files. By customizing, you can:

- create additional questions in a different format (e.g., constructed response or open-ended)
- copy, cut, and paste items or instructions
- import additional graphics or pictures
Chapter 7: Using Resources

Using Skills Connection™ Online

- rearrange order in which questions are to be printed
- adjust font type and size
- renumber test items
- designate each test item to start on a new page

Creative Classroom Uses

In addition to the obvious benefit of using Skills Connection Online to assess students, teachers have found innovative ways of integrating Skills Connection Online into their classrooms. We’ve compiled these into some Teacher Tips:

Review units of study

Your students may say they remember last week’s lesson on decimals. Give them a short quiz created with Skills Connection Online to see if they really do remember.

Peer graders

Designate students to be peer graders. Pass out the Answer Key for your students to grade tests.

Remediation

The Study Guide, complete with tutorials, is an effective tool for remediation. Send it home to parents or let the students work through the tutorials in study groups.

Challenge their minds

Some students just grasp the concepts more quickly than others. For those students, create a test using higher level skills and challenge their minds.

Test their logic

Give students the Answer Key and let them think up their own test questions.

Generating Skills Connection Online Study Materials

Performance Series provides several levels of access to resources in Skills Connection Online. You can generate:

- Study sets for a custom set of skills and objectives
- A targeted study guide based on objectives and standards identified in Performance Series reports
- A complete study set for all skills related to a particular unit or objective
To generate general materials from the Resources tab

1. Log in to Performance Series (see “Logging In” on page 26).

2. Do one of the following to access Skills Connection Online:
   - Click the Resources icon (shown in the margin):
     - Click Generate Test with Skills Connection Online.
     - If you are not already there, click the Home icon (shown in the margin) to access the Performance Series home page for the school site, then click:
       - Choose Create a Paper-Based Test to create a printable study set that students can take home or work on in class.
This opens the Skills Connection Online wizard:

3. Choose a template. The template field displays All Skills when you first access Skills Connection Online. When you specify a different template, Skills Connection Online displays only those skills associated with that template for your selection. Skills Connection Online includes the following template types:

- All Skills
- National Templates
  - Algebra
  - Geometry
  - Pre-Calculus

- State Documents
  - AL Courses of Study (L1997M2001/5/2003)
  - AZ Academic Content Standards (L2004/M2006)
  - CA Content Standards (L1997/S1998)
  - CO Model Content Standards (L1995/1996)
  - FL Grade Level Expectations (L1999/S1999)
  - GA Performance Standards (L1997/S1997)
• **All Skills**
The All Skills selection allows you to view all the units and skills available within a specific subject area.

Through the All Skills view, you can target specific skills you are addressing in your classroom today.

• **National templates**
Skills Connection Online includes national templates from which you may design your study guides. These templates are comprehensive and challenging collections of skills found in major textbooks and standardized tests currently being used by schools throughout the country.

• **Standardized and state tests templates**
How are your students’ punctuation skills? Find out before you administer that standardized test. Select the template for the standardized test (or state test, if appropriate).

4. Select a subject area.

5. Select a grade level.

6. Check the box(es) for the unit(s) you want to target. Skills Connection Online will automatically select all of the skills associated with that unit.
   
   You may uncheck any specific skills you do not want included.
   
   OR
   
   Check the box(es) for specific skills without selecting the entire unit.

**TIP:** Click the name of a unit to see the list of skills associated with that unit. Then click the name of the skill, and its description will appear below. Clicking the names of the units or skills will not automatically select them.
TIP: Notice that some skills are listed as “Antonyms - A” or “Antonyms - B.” Some standardized test companies assess skills at multiple levels within the same grade level to ensure complete assessment. For this reason, you may notice the same skill represented at multiple levels on a single test template.

7. (Optional) Click Test Options:

   a. Select the number of questions per skill.
   b. Check the box to add “I don’t know” as one of the answer choices.
   c. Choose an answer key option:
      • Include both question and answers
      • Include only answers
   d. Click OK.

8. Choose Paper-Based Test to create a printable study set that students can take home or work on in class.

9. Click Next:
10. Provide a title for the study set.

**TIP:** Consider adding the student’s name to the study set name if you are creating a study set for a specific student. Consider adding the class name and/or period to the study set if you are creating a study set for an entire class. Always consider including the objective name in the study set name.

11. (Optional) Adjust the instructions that appear at the top of the self-test.

12. Click **Save:**

Skills Connection Online creates each element of the study set and displays them for your use.

13. Depending on your operating system, do one of the following:

- **Windows:**
  Click an element name to open it directly in Word (or any word processor that supports RTF files).

  **OR**

  (Recommended) Right-click the element name and choose **Save Target As…** to save the element to your desktop or a folder.

- **Macintosh:**
  
  a. Click an element name to save that file to your desktop.

  The file is titled `preview#.asp` (e.g., if you click the self-test first, that will be `preview1.asp`, if
you click the answer key second, that will be preview2.asp, etc.

b. Open the appropriate asp file in any word processor that supports RTF.

**NOTE:** We recommend saving the files from your desktop to another folder. Although Skills Connection Online will continue to increment the file numbers (thus creating unique files), leaving the files on your desktop can create clutter and confusion.

You may now work with each element. Using your word processor, adjust the questions or study material as necessary, then print and deliver or email copies to students and parents.

To generate general materials from a report

1. Log in to Performance Series (see “Logging In” on page 26).

2. Run a report that provides access to resources (see “Viewing Reports” on page 73 for details) and click the icon shown in the margin:
3. Click **Generate Test with Skills Connection Online**: 

![Generate Test with Skills Connection Online](image1.png)

4. Complete steps 3 through 13 under “To generate general materials from the Resources tab” on page 138.

To generate targeted study guides

1. Log in to Performance Series (see “Logging In” on page 26).

2. Run a report that provides access to resources (see “Viewing Reports” on page 73 for details) and click the icon shown in the margin:

![Resources](image2.png)
3. Click a listed objective or standard:

4. Click **Save** and choose a location for the materials.

You may now work with the study guide. Using your word processor, adjust the study material as necessary, then print and deliver or email copies to students and parents.

To generate complete targeted study sets

1. Log in to Performance Series (see “Logging In” on page 26).

2. Access one of the following:
   - **Suggested Learning Objectives** for the class or student. See “Identifying Suggested Learning Objectives” on page 119 for details.
   - The Class profile. See “Results Reports from the Class Profile” on page 99.
3. From the report screen, click the icon shown in the margin to access Skills Connection Online.

Skills Connection Online presents a list of available skills related to the objective you selected, directly linked to the suggested learning objectives for that student or class.

4. Choose one or more skills. As you choose each skill, a description of that skill appears on the right-hand side of the screen.

**TIP:** Notice that some skills are listed as “Antonyms - A” or “Antonyms - B.” You may need to assess skills at multiple levels within the same grade to ensure complete assessment. For this reason, you may notice the same skill represented at multiple levels on a single test template.

5. (Optional) Click **Test Options**:

   a. Select the number of questions per skill.

   b. Check the box to add “I don’t know” as one of the answer choices.
c. Choose an answer key option:
   • Include both question and answers
   • Include only answers

d. Click OK.

6. Choose **Paper-Based Test** to create a printable study set that students can take home or work on in class.

7. Click **Next**:

8. Provide a title for the study set.

   **TIP:** Consider adding the student’s name to the study set name if you are creating a study set for a specific student. Consider adding the class name and/or period to the study set if you are creating a study set for an entire class. Always consider including the objective name in the study set name.

9. (Optional) Adjust the instructions that appear at the top of the self-test.

10. Click **Save**:

    Skills Connection Online creates each element of the study set and displays them for your use.
11. Depending on your operating system, do one of the following:

- **Windows:** Click an element name to open it directly in Word (or any word processor that supports RTF files).

  **OR**

  Right-click the element name and choose **Save Target As…** to save the element to your desktop or a folder.

- **Macintosh:**

  a. Click an element name to save that file to your desktop.

    The file is titled `preview#.asp` (e.g., if you click the self-test first, that will be `preview1.asp`, if you click the answer key second, that will be `preview2.asp`, etc.).

  b. Open the appropriate `asp` file in any word processor that supports RTF.

    **NOTE:** We recommend saving the files from your desktop to another folder. Although Skills Connection Online will continue to increment the file numbers (thus creating unique files), leaving the files on your desktop can create clutter and confusion.

You may now work with each element. Using your word processor, adjust the questions or study material as necessary, then print and deliver or email copies to students and parents.
Using netTrekker d.i.

The award-winning netTrekker d.i., from Thinkronize®, is integrated into Scantron’s assessment solution. Reports link to the netTrekker site, directly connecting material aligned to the specific standard. Educators can rest assured that the learning materials are aligned to the students’ needs and they will save time over endlessly searching online for resources.

Understanding netTrekker d.i.

netTrekker d.i. is an academic search engine that’s fast and easy to use for teachers, school librarians, students and parents. The resource pool contains more than 180,000 educator-selected online resources organized by readability level and aligned with all state standards. The sites are regularly reviewed and updated so users can feel confident that they are accessing the most up-to-date information.

Now, educators can quickly and easily find resources for all students or groups based on current subject-level ability.

General-education

Differentiated instruction helps all students improve. The combination of Achievement Series, Performance Series and netTrekker d.i. allows users to target the class ability level or student ability level and deliver material on target.

ELL/ESL

The English Learners Channel within netTrekker d.i., designed for English language learners and teachers, offers content specifically for students for whom English is not a first language.

The channel splits in two paths:
- ELL Skill Development
- Multicultural Pavilion

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1. If your district subscribes to this service.
Chapter 7: Using Resources

Using netTrekker d.i.

Below or above grade level

By linking to netTrekker d.i. from Performance Series’ Suggested Learning Objectives report, which targets the student's ability level instead of the grade level, students with abilities above or below their grade level will have resources specifically for them.

Reading challenges or Special needs

The Read Aloud feature in netTrekker d.i. provides text-to-speech support for students who need audio reinforcement. All sites also have readability indices clearly marked and sortable from 1–5.

Accessing netTrekker d.i. Materials

Scantron provides several ways to access netTrekker d.i. materials. If you have provided your netTrekker d.i account information (see the System Administrator’s Guide) or if your site accesses netTrekker d.i. through a network address login, Scantron automatically logs you on.

If you do not have a netTrekker d.i. account or do not know your login, contact your site’s Information Services group or Thinkronize, Inc.

1. Log in to Performance Series (see “Logging In” on page 26).

2. Click the Resources icon (shown in the margin):

3. Click Find a Resource with netTrekker d.i.

A new browser window opens showing resources available through your netTrekker d.i. account.

NOTE: Once you are on the netTrekker d.i. site, contact netTrekker d.i. for assistance if necessary.
To generate a general list of materials from a report

1. Log in to Performance Series (see “Logging In” on page 26).

2. Run a report that provides access to resources (see “Viewing Reports” on page 73 for details) and click the icon shown in the margin:

3. Click Find another resource with netTrekker d.i. A new browser window opens showing resources available through your netTrekker d.i. account.

   **NOTE:** Once you are on the netTrekker d.i. site, contact netTrekker d.i. for assistance if necessary.
Chapter 7: Using Resources

Using netTrekker d.i.

To generate a targeted list of materials:

1. Log in to Performance Series (see “Logging In” on page 26).

2. Run a report that provides access to resources (see “Viewing Reports” on page 73 for details) and click the icon shown in the margin:

3. Click a listed objective.
   A new browser window opens showing specific resources available through your netTrekker d.i. account for that objective or standard.

   **NOTE:** Once you are on the netTrekker d.i. site, contact netTrekker d.i. for assistance if necessary.
In this section:

Appendix A: Glossary ........................................ page 155

Appendix B: Frequently Asked Questions ................... page 167

Appendix C: Using the Lexile Framework for Reading® Through Performance Series™ .................................... page 191
Appendix A: Glossary

Ability Estimate    See “Scaled Score” on page 164.

Achievement Series A web-based platform that allows creation of customer “fixed form or grade-specific” district wide assessments....partner product to Performance Series.

Administrators See “Permissions” on page 162.

Aggregate Reporting The mean Scaled Score for a specified class, location, or other group. See “Scaled Score” on page 164.

Archive See “Rollover” on page 164.

Average Scaled Score The Average Scaled score is determined by calculating the mean (average) of the scaled scores for all students within the given grade level and subject area.
Appendix A: Glossary

**Average SIP Score**

The Average SIP Score is derived from the mean (average) scaled score for all students within a particular grade level. An average SIP score of 65% tells us that the average student (in that grade level) is expected to correctly answer 65 percent of the items aligned to the standards at the grade level.

**Bandwidth**

The rate at which your network can transmit or receive information. Performance Series requires specific bandwidth capacities, as shown in the table below:

<table>
<thead>
<tr>
<th>Connection Type</th>
<th>Speed (Mb/Sec)</th>
<th>Number of Simultaneous Students Testing(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modem</td>
<td>0.036</td>
<td>Not suitable</td>
</tr>
<tr>
<td>ISDN</td>
<td>0.127</td>
<td>12</td>
</tr>
<tr>
<td>Cable</td>
<td>0.30 – 0.70</td>
<td>30 – 70</td>
</tr>
<tr>
<td>DSL</td>
<td>0.12 – 1.50</td>
<td>12 – 50</td>
</tr>
<tr>
<td>Fractional T1</td>
<td>0.12 – 0.768</td>
<td>13 – 50</td>
</tr>
<tr>
<td>Full T1</td>
<td>1.54</td>
<td>154</td>
</tr>
<tr>
<td>Fractional T3</td>
<td>3 - 42</td>
<td>300 – 4200</td>
</tr>
<tr>
<td>Full T3</td>
<td>45</td>
<td>4500</td>
</tr>
<tr>
<td>Fractional OC3</td>
<td>60 – 140</td>
<td>6000 – 14000</td>
</tr>
<tr>
<td>Full OC3</td>
<td>155</td>
<td>15500</td>
</tr>
<tr>
<td>OC12</td>
<td>622</td>
<td>62200</td>
</tr>
</tbody>
</table>

\(^a\) This number represents the maximum number of students who can test at a campus at the same time if testing is the only activity on or use of the campus’ Internet pipe. Any other network activity (such as email or other Internet browsing reduces the number of students who can test at the same time. Scantron reserves the right to change these specifications at any time.
Bloom’s taxonomy A theory of understanding that divides the cognitive domain into 6 sections:

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

Class A specific combination of teacher, student(s), period, and course.

CSV Comma-Separated Value; a text-only export format where each row from a table appears in its own line and each value from the row is separated by a comma.

CAT Computer-Adaptive Testing; testing that matches each test taker’s ability level. As a test taker answers each question, the test adapts according to his or her response. Question difficulty decreases with incorrect responses and increases with correct responses. No test should be too easy or too difficult for any student.

Consultants See “Permissions” on page 162.

Course A specific grouping within an area which contains curriculum content; typically equivalent to grade level and subject area (e.g., Grade 5 Math, Algebra I)

Course Category A specific grouping within an area which contains curriculum content; course categories organize the courses. Course categories may be as broad (mathematics) or as narrow (algebra) as you wish.

Data Entry See “Permissions” on page 162.

Default Gateway A node on a network that serves as an entrance to another network (generally your main network router) and is identified by a standard, formatted number.

Diagnostic Session A special tool to test whether your network can handle the load of testing a specified number of students in Performance Series.
### Distractor
The incorrect answer(s) in a multiple choice or multiple response item. Well-crafted distractors help to prevent students from simply using logic or luck to “guess” the correct answer.

### Exposures
The number of times this item has appeared in a published test (i.e., been seen by students). Use it to decide whether to retire an item for overexposure.

### Gains
The difference between Scaled Scores at two separate administrations of a Performance Series assessment.

### GIF
**Graphics Interchange Format;** a bitmap image format for pictures with up to 256 distinct colors. GIFs are compressed files, and were adopted to reduce the amount of time it takes to transfer images over a network connection. A GIF file employs lossless data compression so that the file size of an image may be reduced without degrading the visual quality, provided the image fits into 256 colors.

### GLE
**Grade Level Estimate;** Grade Level Estimates (GLEs) are derived from the national normative sample. A function is developed that transforms the Performance Series Scaled Scores into GLEs. The GLEs are interpolated values based on mean scores from successive samples across grade levels. So a GLE of 6.5 will tell you that the student’s Scaled Score was halfway between the average Scaled Score for 6th grade students and the average Scaled Score for 7th grade students in the normative sample.

### Grade Level Modification
In Performance Series, the ability to specify the starting difficulty level on a test for a particular student.

### Graphic Formats
JPG, GIF, PNG are examples of formats for graphic files supported by Performance Series.

### Group
A customized designation for students defined by the district, such as After School Reading Program or Student-Athletes, that is used for disaggregation in District Reports.

---

1. Definition taken from Wikipedia on 5/18/06
Intelligent Start  
A Performance Series feature that identifies the difficulty level at which a student finishes a test and presents that student with the same difficulty level on his or her next test.

IP Address  
A 32-bit number that identifies each sender or receiver of information sent across a network.

Item  
A test question and any supporting material. It may include simply a question, set of answer choices, and correct answer designation, or it may include passages or graphics.

Item Pool Score  
See “SIP Score” on page 164

JPG\(^1\)  
Joint Photographic Experts Group; a commonly-used method of lossy compression for photographic images. A lossy data compression method is one where compressing data and then decompressing it retrieves data that may well be different from the original, but is “close enough” to be useful in some way.

Lexiles\(^2\)  
The Lexile Framework\(^2\) provides a common, development scale for matching reader ability and text difficulty. Scantron works with MetaMetrics to provide an optional reporting feature in Performance Series to aid in the interpretation and use of reading assessment results. Performance Series Reading Scaled Score is statistically linked to the Lexile measure, making it possible to produce an equivalent Lexile measure for every Performance Series Reading Scaled Score. Performance Series offers two measures:
• one for instructional use
• one for research and accountability purposes

The Lexile measure provides the reading level for the student within the context of his/her developmental level to use when selecting instructional materials. The research measure provides a score independent of developmental level and is used for accountability purposes

Location Controllers  
See “Permissions” on page 162.

---
1. Definition taken from Wikipedia on 5/18/06
2. Definition taken, in part, from www.lexile.com
### Locations
The schools and district or other offices that make up your school system.

### NAEP<sup>1</sup>
**National Assessment of Educational Progress;** the National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

### Network ID
See “Default Gateway” on page 157.

### NA
**Not Applicable;** if any student scores show as Not Applicable (NA) for a unit, it means that either the student did not reach a level of questions that could measure these concepts or the unit is not adequately represented in the state or national standards for the student’s grade level.

### NCE
**Normal Curve Equivalent;** a score standardized with a mean of 50 and divided into 99 equal units. NCE scores are all equally spaced on the distribution; that is, it is an equal interval scale.

### NCLB<sup>2</sup>
**No Child Left Behind;** the No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA)—the main federal law affecting education from kindergarten through high school...NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.

### NM (Reading)
**Not measured;** if NM is shown for Reading Rate, the student has clicked “I have read this story” in less than 5 seconds, making Reading Rate a measure that cannot be calculated.

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1. Definition taken from Institute of Education Sciences, US Dept of Education National Center for Education Statistics webpage; http://nces.ed.gov/nationsreportcard/about/ on 1/25/08
**NPR**  
**National Percentile Ranking:** the NPR illustrates the percentage of students that would score below the scaled score for the given student. The NPR compares student scaled scores against the scaled scores of members of the norm group within the same grade level. Different values appear for Fall, Winter, and Spring administrations to reflect the comparison with each respective norm group:

- **Fall** = August 20 through November 22
- **Winter** = January 1 through February 22
- **Spring** = March 22 through June 15

Any students tested outside of these windows, such as summer school students, will not have norm scores.

**Passage**  
(Also called *exhibit*) A graphic or section of text that students must study before answering one or more questions linked to the passage.

**Percentile Ranking**  
See “NPR” on page 161.

**Performance Bands**  
Ratings set up by your location controller to help you identify levels of mastery and adjust instruction accordingly. These ratings apply color codes and labels to the Scaled Scores shown on the Class Profile (see “Results Reports from the Class Profile” on page 99). Use the color codes and labels to quickly see a visual overview of Performance Series scores and grouping possibilities.

The bands score range sets from Scantron’s national norm research that supports our national percentile ranking (NPR) scores. The location controller for your top level site (usually a district) can select which set reports use. Contact your top-level location controller if you have questions about the color coding or labels.

**NOTE:** Performance bands will not be applied to students who took a Performance Series test outside a Scantron norm period (see “NPR” on page 161 for a list of Scantron’s norm periods) or before our most recent norming study was applied (7/1/2007).
Appendix A: Glossary

Performance Series
A web-based computer adaptive diagnostic test created by Scantron, aligned to state and national standards.

Permissions
A designated role that defines what features a particular Performance Series user may do. Districts and schools have different types of permissions:

At the top levels (e.g., district, state, etc.):
- **Location Controllers** perform all tasks at a location and any subordinate locations. For your security, keep the number of location controllers at the top level to a minimum.
- **Administrators** have full viewing/reporting and test control capabilities (such as spoiling) at a location, but cannot create or edit student or staff records.
- **Test Operators** can perform tasks related to the test-taking logistics of the system (such as scheduling), list and create student records.

At the school level:
- **Location Controllers** perform all tasks at a location. For your security, keep the number of location controllers at each location to a minimum.
- **Administrators** have full viewing/reporting and test creation capabilities at a location, but cannot create or edit student or staff records.
- **Teachers w/o Student Edit** can view just the students and classes they have been assigned. If a teacher needs more access, create a second identity for the staff member using a different position (such as Administrator or Location Controller) and unique staff ID. Only teachers can be assigned to classes.

**TIP:** We recommend starting all teachers at this level and adding edit permissions only as necessary.

- **Teachers w/ Student Edit** are just like Teachers w/o Student Edit except this position can also create and edit student records.
- **Data Entry** operators have creating/editing/deleting capabilities to allow most common data entry tasks.
• **Test Operators** can perform tasks related to the test-taking logistics of the system (such as scheduling), list and create student records.

• **Consultants** is a position reserved for customers using Achievement Series who would like to only share specific areas of the site with an outside consultant.

**PNG**

Portable Network Graphics; a losslessly compressed bitmap image format. Lossless data compression allows the exact original data to be reconstructed from the compressed data.

**Proxy Server**

A server that sits between a client application, such as a Web browser, and a real server. It intercepts all requests to the real server to see if it can fulfill the requests itself. If not, it forwards the request to the real server.

Proxy servers have two main purposes:

• **Improve Performance**: Proxy servers can dramatically improve performance for groups of users. This is because it saves the results of all requests for a certain amount of time. Consider the case where both user X and user Y access the World Wide Web through a proxy server. First user X requests a certain Web page, which we'll call Page 1. Sometime later, user Y requests the same page. Instead of forwarding the request to the Web server where Page 1 resides, which can be a time-consuming operation, the proxy server simply returns the Page 1 that it already fetched for user X. Since the proxy server is often on the same network as the user, this is a much faster operation. Real proxy servers support hundreds or thousands of users. The major online services such as Compuserve and America Online, for example, employ an array of proxy servers.

• **Filter Requests**: Proxy servers can also be used to filter requests. For example, a company might use a proxy server to prevent its employees from accessing a specific set of Web sites.

1. Definition taken from Wikipedia on 5/18/06
Reading Rate

Reading Rate is based on a silent reading rate. The rate is calculated by counting the number of words in the passages the student read and dividing that number by the time it took the student to read those passages. Certain test taking techniques may alter the accuracy of this rate. This score will only be accurate if the student reads the story before answering questions. An aid to interpreting this score would be Pilulski’s Silent Reading Fluency Scales or another similar reference.

Rollover

A process typically performed during summer break that archives last year’s data and advances students in preparation for the upcoming school year.

Room Simulator

A virtual device in Performance Series that, combined with Diagnostic Sessions (see page 157), assesses how well your network can handle a specified testing load.

Scaled Score

The scaled score is an estimate of the student's ability using the Rasch single-parameter computer adaptive model. This is calculated by multiplying the examinee's underlying ability estimate (in logits) by 200 and adding the result to 2500. The scaled score is now prominently displayed along with the standard error of measure.

SEM

Standard Error of Measurement; the SEM is expressed in scaled score points. It is the extent to which the student’s scaled score varies from his/her true score. A student with a scaled score of 2000 and a SEM of (50) has a true score somewhere between 1950 and 2050.

Site

See “Locations” on page 160.

SIP Score

Standards Item Pool; SIP scores express the probability of a student correctly answering each item within the item pool for his/her enrolled grade level. For example, a fifth grade student who scores a SIP of 85% is expected to correctly answer 85 percent of the items aligned to the fifth grade standards. Since the SIP scores are related to the item pool for the student’s current grade level they cannot be compared to SIP scores from previous years.
The same Item pool may apply to multiple grade levels if the state standards were written in grade-clusters or benchmarks.

**Spoiling**  
The act of deleting student results for a particular test, generally used when the student has cheated or other testing irregularities have occurred. See “Spoiling Tests” on page 64 for details.

**Standards**  
Documents (generally state-sponsored) that identify when a particular skill or objective should be mastered on a grade-level basis. Performance Series items are automatically associated with your state’s standards if your site subscribes to this feature.

**Student Count**  
The Student Count shows the number of students who have completed the test.

**Student Profile**  
Also called “Student Record”. The complete record containing all student demographic and testing data.

**SLO**  
**Suggested Learning Objectives**: The left column will show the learning objectives attained for math, reading language arts and science within the units selected. The column on the right shows the suggested learning objectives within the units selected. The suggested learning objectives are listed in order (the first one being the least difficult).

**Subnet Mask**  
A formatted number that represents all the machines on the same local area network (LAN) and is identified by a standard, formatted number (usually 255.255.255.0).

**Teachers**  
With and without edit; see “Permissions” on page 162.

**Test**  
A collection of items (see “Item” on page 159), generally on the same or similar subject matter, designed to assess a student’s mastery of the skills and objectives identified by the items.

**Test Operators**  
See “Permissions” on page 162.
Appendix A: Glossary

**Unit Scores**  Unit Scores are SIP scores that are derived from the scaled score. They express the probability of a student correctly answering the items within the given unit at his/her enrolled grade level. Unit SIP scores are displayed as a percentage. For example, a fifth grade student who gets a SIP score of 85% in algebra is expected to correctly answer 85 percent of the algebra items that are aligned to the fifth grade standards.
Appendix B:
Frequently Asked Questions

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Setup and Site Administration ................. page 171
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District Reports ........................................ page 178
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Appendix B: Frequently Asked Questions

General

**NOTE:** For further information on these questions, or to view a video of Dr. Richard Brown discussing some of these issues, please see the online help. To do so:

a. Log in to Achievement or Performance Series.

b. Click **Help**.

c. Click **Frequently Asked Questions** in the help file’s table of contents (on the left-hand side)

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**What is Performance Series?**

Performance Series is an online standards-based adaptive measurement. Scantron Corporation has developed Performance Series to be a placement and gains assessment system that works with state and national standards. Performance Series uses a computer adaptive testing engine that relies upon Item Response Theory (IRT) calibration. The computer adaptive testing engine ensures that all content units are covered, and uses the IRT-based item bank of questions and difficulty indices to provide reliability and accuracy.

**Is Performance Series a criterion-referenced test or a norm-referenced test?**

Performance Series is both. The main difference between a criterion-referenced test and a norm-referenced test is not the test itself, but the interpretation of the results. In a criterion-referenced test students are assessed on their performance in relation to a set of criteria and in a norm-referenced test students are assessed on their performance within the norm group. Performance Series is designed to measure individual performance against state standards; therefore, it is a criterion-referenced test. However, National Percentile Rankings are also provided to show how students performed on the test compared to a national norm sample.

**Where did the learning objectives come from?**

Scantron Corporation has been able to leverage the extensive research done with Curriculum Designer to identify critical learning objectives taught throughout the country. Curriculum Designer contains a massive relational database of alignments for hundreds of standards documents, including state and national
standards documents, and state and national high-stakes assessments. By analyzing the commonality and correlation of learning objectives present in these documents, essential learning objectives and content at each grade level were identified and collated. Consequently, the assessment of learning objectives tested by Performance Series has a high degree of correlation to state and national standards.

Using a large team of teachers and educational consultants, Scantron carefully investigated each skill area to determine if the learning objective was a critical objective and grade-level appropriate. For more information, please refer to the Performance Series Technical Report.

**What subjects are available?**
Performance Series currently includes reading (grades 2-10), math (grades 2-10), language arts (grades 2-8), and science (grades 2-8).

**Does Performance Series align to specific state standards?**
Yes, a Curriculum Alignment Guide is used to align state standards to learning objectives assessed in Performance Series. If a Curriculum Alignment Guide is applied, both the items used for student testing and the reports will display the state’s standards next to the appropriate learning objectives in Performance Series. The Curriculum Alignment Guide is available for math, language arts, reading, and science.

**What units are covered?**
Reading Performance contains the following units:
- Vocabulary
- Long Passage
- Fiction
- Nonfiction

Language Arts Performance covers:
- Parts of Speech
- Sentence Structure
- Punctuation
- Capitalization
Appendix B: Frequently Asked Questions

Math Performance contains the following units:
• Number & Operations
• Algebra
• Geometry
• Measurement
• Data Analysis & Probability

Life Science and Inquiry Performance includes:
• Living Things
• Ecology
• Science Processes

How often can Performance Series be administered?
Scantron Corporation recommends tests in each subject be given no more than three times a year, with at least a 12-week window between tests, to ensure reliability and validity and provide the lowest standard error of measurement. Performance Series can be used as pre-and post-tests at the beginning of the school year and once during the middle of the year to monitor student growth.

NOTE: You can administer Performance Series tests as often as you like; however only testing sessions defined by the school and separated by at least 12 weeks are used to calculate the aggregated gains. See the online help for details on setting testing periods.

What do I do if a student gets a screen with a crossing guard on it?
If students trigger Performance Series’ Auto-Spoil feature, “This test is incomplete” appears with a crossing guard image. This happens if the test engine determines that a student is answering too quickly or in patterned sequences. The student will need to start the assessment over to get a valid score.

Is customer support available?
Yes, customer support is available from 5:30am-4:30pm PST at 1-800-445-3141. Customer support is also available by email at support@scantron.com and via LiveChat at www.scantron.com.

Is training on Performance Series available?
Yes, there are two days of mandatory training. One day of pre-test training (Site Set-Up) and one day of post-test training (Data Interpretation). Web-based training is also
Appendix B: Frequently Asked Questions

Why can I find something in Help that does not display on my screen?

Your user level may not have access to these specific actions, but the system can perform them. Contact your Location Controller or System Administrator if you need these privileges.

Setup and Site Administration

How do I login to take the test?

Go to www.performanceseries.com and click the subject you wish to test. You will be asked to provide a site ID. Enter the site ID that was given to you. Next you will be asked to enter a student ID. Enter the student ID that was assigned. You will see a question asking if the correct name is entered. If the name is correct, click Yes and read the directions for the test. After reading the directions, click Begin Test to start taking the test.

What if I lose my site ID number?

If you lose your site ID number, contact your district or school representative, or call customer support at 800-445-3141.

How can I change my password?

You can change your password using the Site Admin tab (unless you are a consultant, in which case this tab reads “Change Password”). See the online help for details.

You will be required to enter your old password to change your password. If you have forgotten your password, go to your Location Controller, who can give you a new password. Scantron is only able to reset passwords for the primary contact for the district (typically the person listed on the initial order).

How can data be imported from another database, such as a Student Information System?

As long as the enrollment data from another application can be exported into a CSV (comma-delimited) format, it can be imported into Achievement Series through the Import Manager. Imports can only be completed at the top level (usually the district) site. When logged into the top level site as the Location Controller, you should be able to see the “Import Manager” option on the menu under Site Administration, where you will also find the Import Specifications and sample spreadsheets to use as a model.
What does it mean to have the Student-Class Enrollments file date overwrite existing data?

If a district chooses this option, student enrollments on the system are added or removed as necessary for classes contained in the Class file to make them exactly match the enrollments in the Student-Class Enrollments file when an import is performed. Classes that are not included in the Class file for a particular import will not be altered.

Why do my consultants see a Change Password tab?

This tab is provided so that consultants can change their passwords, if necessary. The consultant permission set does not include any access to the Site Administration tab, or to the Staff Member page under preferences, where passwords are usually accessed.

Assessment Concepts

As test takers respond to test items, a CAT “adapts” itself to the test takers by selecting the next item to be presented on the basis of performance on preceding items. The computer program chooses a more difficult question after each correct answer and an easier question after each incorrect answer.

The test functions according to estimated difficulties for items representing the skills. The item difficulties are not estimated differently for different students, thus the expectation is that all students at the same ability level have the same probability (less than 100%) of answering any given item. That does not mean that they necessarily WILL answer the items the same - that is the difference between a probabilistic test model such as the Rasch model underlying Performance Series (PS) and a deterministic test model.

The concern that such an assumption renders the test unreliable would be an inaccurate statement. It is possible (in fact it is expected with some estimable probability) that a given student will actually know things that are estimated to be above their ability level. However, the higher probability is that they do not.

The chart on the next page shows the difference between person ability (Θ) and item difficulty (δ) and the corresponding probability of a given student getting the question correct. The main thing to remember here is that
no matter the size of the difference (-4 to +4 logits), probability is never 100%.

<table>
<thead>
<tr>
<th>$\Theta-\delta$</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4</td>
<td>.02</td>
</tr>
<tr>
<td>-3</td>
<td>.05</td>
</tr>
<tr>
<td>-2</td>
<td>.12</td>
</tr>
<tr>
<td>-1</td>
<td>.27</td>
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<tr>
<td>0</td>
<td>.50</td>
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<tr>
<td>1</td>
<td>.73</td>
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<tr>
<td>2</td>
<td>.88</td>
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<tr>
<td>3</td>
<td>.95</td>
</tr>
<tr>
<td>4</td>
<td>.98</td>
</tr>
</tbody>
</table>

Scantron has not conducted any internal research to examine differences between administration of paper-and-pencil tests and online testing, since so much independent research has already been conducted in this area. A quick search of any educational research database should return many articles focusing on this topic. One such study, as well as a brief summary of its findings, is provided below:


A meta-analysis was conducted to examine the effects of medium of test administration (paper-and-pencil vs. computerized) for tests of cognitive abilities for populations of young adults and adults. No difference in equivalence was observed between the two types of administration.

We recommend a window of this size to increase the probability of sufficient growth occurring so that any variations observed in test scores are due to gains in students’ knowledge rather than standard error.

If you are trying to track student growth, there is less likelihood of growth being greater than the standard error of the test instrument if less than 12 weeks have passed since the assessment was last administered.
**Appendix B: Frequently Asked Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are Performance Series tests timed?</td>
<td>No, the students should be allowed as much time as needed to take the test.</td>
</tr>
<tr>
<td>What happens if the test is stopped?</td>
<td>If a test is stopped before a student has finished, the test will resume at exactly the same spot where the student left off. (Exception: The student must resume testing within two weeks.)</td>
</tr>
<tr>
<td>Do all students see the same test?</td>
<td>No, since Performance Series is computer adaptive, each test is unique for every student. Even if two students happen to have the same test question, the answers are scrambled, which increases test security.</td>
</tr>
</tbody>
</table>
| What accommodations would be considered for special education students to remain compliant with federal guidelines? | Examples of possible accommodations:  
- someone could read the stories and questions to the student  
- the student could be given extra time to take the test  
- the teacher may opt to use Title I or Special Education testing programs |
| Does Performance Series fulfill Title I requirements?                   | Yes, Performance Series can be used as a multiple measure of assessment and can show annual yearly progress by measuring gains on a consistent scale. The user is also able to create groups, such as Free/Reduced Lunch, Before School/After School Programs, etc., to measure gains by specified groups. In addition, within the reports, the user is able to select students according to specified demographics, such as ethnicity, gender, etc. |
| How long does the test take?                                            | The test takes an average of one hour to complete per subject area. However, if a student's ability level is significantly different than their assigned grade level, the test may take longer to adjust for this difference. Scantron Corporation recommends reserving two one-hour class periods to allow for set-up time and testing time. |
| How many test items does each student receive?                          | Since the test is computer adaptive, each student will receive a unique test and the number of items may vary. There are not a set number of questions. The average number of questions in a testing session is about 50. |
Can teachers see which questions the students answered correctly or incorrectly?

We do not provide a list of how each student answered every question, but we do provide a Suggested Learning Objectives Report. This report includes a list of successfully attained objectives as well as a list of objectives that the learner needs to work on next. The reason for this is that the test is computer adaptive and each student follows a different path. The questions the students see along the path are not as important as the path they took to obtain their final score.

How was the readability of the reading passages measured?

All passages and questions were analyzed for reading level utilizing a number of powerful computer-based reading algorithms featured by Micro Power & Light Co. Careful attention was paid to both reading level and contextual appropriateness of each question. The following reading indices are used in assigning grade levels to passages:

- Dale-Chall
- Flesch Grade Level (Flesch-Kincaid)
- Flesch Reading Ease
- Powers-Sumner-Kearl
- Fry Graph
- FOG
- SMOG
- FORCAST
- Spache

Items that did not successfully pass this level of review were returned to the writing team for editing and resubmission. Once the content team approved the passages and questions, they were submitted to a team of independent editors for review. The Editor Team consisted of professional educators (credentialed teachers and university professors) from around the United States and Canada.

What does the Reading Rate mean?

This number is based on a silent reading rate. The rate is calculated by counting the number of words in the passages the student read and dividing that number by the time it took the student to read those passages. The time to read the passage is the instant the passage is present to
Appendix B: Frequently Asked Questions

the instant that they click “I have read the passage”. Certain test taking techniques may alter the accuracy of this rate. This score will only be accurate if the student reads the story before answering questions. If a student reads a passage in less than 5 seconds the reading rate will be invalidated and a “not measured” will appear.

Are problem solving skills tested in Math Performance?

The Math test has questions that assess both problem solving skills and computation skills.

Can the students use scratch paper for Math Performance?

The students can and should have a pencil and scratch paper available to them for their use.

Can the students use calculators?

The questions in the math test are designed so that a calculator is not necessary. Scantron recommends that the district follow the same procedures for calculator use on other tests given in the district.

Can the students use formulas for Math Performance?

A formula or table of formulas is given in the question only if the learning objective is not intended to test knowledge of the formula. We do not recommend that a hard copy of formulas be given to the students.

What if I want to test outside normal school hours?

No reservation is needed for tests starting outside of the 7:30 a.m. to 3:00 p.m. time range.

Will Life Science And Inquiry Performance assess evolution?

Evolution is included in Life Science And Inquiry Performance, but is strictly limited to science with no discussion of religious theory. The topic is part of the National Science Education Standards (published by the National Research Council) and is accepted by the National Center for Science Education, the American Scientific Affiliation (ASA), the National Science Teachers Association, and the American Association for the Advancement of Science (publishers of Benchmarks for Science Literacy). Also, evolution is a key scientific concept that is necessary for the understanding of many other topics in life science and ecology.

Will health issues be assessed by Life Science And Inquiry Performance?

Topics that are primarily covered in Health classes, such as the male and female reproductive systems, pregnancy and birth, and drug and alcohol education will not be covered in Life Science And Inquiry Performance. Health classes
and substance abuse programs such as D.A.R.E. are completed in various grades in schools throughout the country, as well as independently outside of school. Therefore, such skills are not reliable grade level determinants.

Why is spelling not covered in Language Arts Performance?

Due to the amount of skills covered in Language Arts, we had to choose the most common units for use in the product. We felt that spelling could become its own product at some point.

Why is composition not covered in Language Arts Performance?

The multiple-choice format of Performance Series is not conducive to a composition test.

Why are the Ethnicity Categories used in Performance Series not the same as those Ethnicity Categories used in my school?

There is no standard set of Ethnicity Categories used in the Testing Field. In the early development stages of Performance Series several years ago, we took input from our customer base and attempted to provide a superset of categories (i.e., more categories rather than fewer) to provide users with a broadest set of options. This is why our set of Ethnicity Categories is larger than many expect.

There has been some thought in re-defining the Ethnicity Categories in Performance Series—but this would change the import process for the majority of our customers who already use the existing definitions. We have decided to leave the Ethnic Categories as is and change at a later time when some common Ethnicity Category Standard is released. We suggest that customers continue to use the same criteria when placing students in these Ethnic Categories.

How do I get Lexile measures for my students?

Contact your Scantron account representative.

Is the Lexile measure a free option?

No. There is an additional cost for Lexile measures. Contact your account representative for more information.
Appendix B: Frequently Asked Questions

Are the Lexile resources free? Yes. The resources available on www.Lexile.com are free to all. The only fee is on reporting a Lexile measure for your student. Once you get the Lexile measure, you can go to www.Lexile.com and access all the free resources available.

Will archived scores have Lexile measures? Yes. As long as the feature is purchased for your site, Lexile measures will be reported when Reading profiles are reported.

Where can I find the Lexile measures for my students? The Lexile measures are displayed in the Individual Student Profile for Reading.

How was the Grade Level Estimate Scale developed? The 2005-2006 Performance Series Fall and Spring norm samples and the 2007 Winter norm sample were used to develop these Grade Level Estimate Scales.

District Reports

When are reports available? Reports are immediately available online once a student completes a test.

Are there different levels of reports available? Yes, reports are available at the student, course, class, school, district, sub-district, county, and state levels.

What types of reports are available? Depending on the user’s level of access, the following reports are available: Course Reports, Staff Reports, Grade Level Reports, Student Reports, Group Reports, Testing Status Reports, Class Reports, District/School Reports, Gains/History Reports, Distribution Reports, Suggested Learning Objectives, and Class Profile Reports. Within each of these reports, the user is able to sort results according to specified demographics.

Why don’t some of my students have Performance Band labels? There are two reasons why a student might not be included in a Performance Band:

- The student has not taken a test in that subject, and thus does not have a score to be ranked
- The student has taken a test in the subject, but took that test on a date that falls outside Scantron’s norm periods or before our most recent norming study was applied.
Since Performance Bands are set based on the student’s NPR rank, tests must be taken within one of the following norm periods and after our most recent norming study was applied (7/1/2007) to have Performance Bands applied:

- **Fall** = August 20 through November 22
- **Winter** = January 1 through February 22
- **Spring** = March 22 through June 15

Double-check the date the student took the diagnostic assessment (shown in the student or class profile). If that date falls outside the range for that year’s norm research, no NPR score can be generated. The following shows which years follow which norm periods:

<table>
<thead>
<tr>
<th>NPRs are available for tests falling between these dates</th>
<th>...in these years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08/01–11/30</td>
<td>2002–2006</td>
</tr>
<tr>
<td>Spring 02/15–02/15</td>
<td>2003–2007</td>
</tr>
<tr>
<td>Fall 08/20–11/22</td>
<td>2007–present</td>
</tr>
<tr>
<td>Winter 01/01–02/22</td>
<td>2008–present</td>
</tr>
<tr>
<td>Spring 03/22–06/15</td>
<td>2008–present</td>
</tr>
</tbody>
</table>

Also, check the date range you specified for the NPR report or student profile report. If that date range ends before the student took the diagnostic assessment, no NPR score can be generated or displayed.

In this scenario, you chose to print by class and only 10 students met the criteria you selected for the report. The other 6 students either tested outside the timeframe, in different subjects, or have not yet completed a test.

This report was designed for Students to focus on and take ownership of their next steps. The list includes the 3 skills closest to the student’s instructional level. It is not a replacement for a complete SLO report, which can list up to 20 skills.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Performance Series select the top 3 SLOs for the Student Goals Summary report?</td>
<td>The 3 skills listed have difficulty values immediately above the student’s scaled score, regardless of unit.</td>
</tr>
<tr>
<td>How can I view scores for a particular Quarter or Semester?</td>
<td>To change the time frame of the reports for a particular test, click <strong>Change</strong> next to Time Frame at the bottom of the District Report screen for any District test. By changing the time frame, you can filter the scores by a particular period of time. Only the tests scores that fall in the selected time frame will appear in the District Report.</td>
</tr>
<tr>
<td>Why do some tests have Grade Level Reports for several grades, while other tests have Grade Level Reports for only one grade?</td>
<td>Especially at the secondary level, many subject area tests are administered to students in several grade levels. However, if a test is only given to a single grade level, the Grade Level Report will only show the scores of students in that grade level. Grade Level Reports, like every report, can also be sorted by the demographic filter of student date of birth, to break grade levels down by specific age ranges.</td>
</tr>
</tbody>
</table>
| How can district data be exported into a district data warehouse solution? | Each District Report table has an Export XLS option in the top left-hand corner of the table that will generate a .csv file with the information listed in the table. Alternatively, the entire set of data (in for a single test may be exported into .csv files by:  
  - Select **Performance Tests...**, then **Student Scores Export**. This creates a csv file overnight with the latest Performance Series scores for each student.  
  Once the data is exported into a spreadsheet, you should be able to follow the specifications given by the other data solution for importing the data into another database. See “Exporting Data” on page 31.                                                                 |
| How do the SLOs Work?                                                   | The foundation for the Suggested Learning Objectives report in the Performance Series is based on the unidimensionality of the item pools. Unidimensionality allows the items (or skills) to be rank ordered to form a hierarchical continuum of items (or skills).  
  Using the outcome measure estimated during the test, probability inferences can be made on successfully answering any of the items within the pool. One can also  

determine the position of the outcome measure on the hierarchical continuum of items (or skills).

The goal in the Suggested Learning Objectives report is to list the skills within the Performance Series item pool where the student most likely has attained (Successfully Attained) as well as those skills where the student most likely did not attain (Suggested Learning Objectives).

This can be determined using the ability estimate M measured by the test and the difficulties of the skills. Skills are made up of several items with a variety of difficulties. There are several options available in representing the difficulty of a skill. One of the central tendency statistics (as mean, median, or mode) is a reasonable choice. The approach used in the Performance Series is a more conservative one. The difficulty of the skill is defined as the difficulty of the item within that skill for which its difficulty is greater than or equal to 75% of the other items within that skill.

For example, if a skill is composed of 100 items all ordered by difficulty (item 1 is the easiest, item 100 is the hardest), then the difficulty of the skill is equal to the difficulty of item 75. Since we are going to make statements about skills that the student most likely attained, the 75th item more than likely will have a larger difficulty than the calculated mean, median, or mode of the items in that skill.

This will make our interpretation of Successfully Attained skills more conservative.

Given an ability estimate M and an item of difficulty B, the Rasch probability of answering that item correct is:

\[
\frac{e^{M - B}}{1 + e^{M - B}}
\]

Items with difficulty B equal to M have a 0.50 probability of being answered correctly. Items with difficulty B less than M have a greater than 0.50 probability of being
answered correctly, and similarly, items with difficulty $B$ greater than $M$ have a less than 0.50 probability of being answered correctly.

The Suggested Learning Objectives report positions the outcome measure $M$ on the continuum by partitioning the list of skills into the Successfully Attained column by selecting those skills with difficulty estimates less than the student ability estimate $M$; and into the Suggested Learning Objectives column are the remaining skills, those with difficulty estimates greater than or equal to the student ability estimate $M$.

An example of a continuum of items along with the difficulty of the skills is presented to the left. The vertical axis represents the difficulty scale of our items. Each point on the graph represents an item.

In this example, we have 5 skills with ten items within each skill. The green and red bars on the skills indicate the difficulty of the skill based on the 75% rule. The blue bar represents the student Scaled Score on the test and their relative position on the continuum.

Notice that the student Scaled Score is greater than the difficulties for Skill 1 and Skill 2. Hence in the SLO Report, Skill 1 and Skill 2 would be considered as Successfully Attained. The student Scale Score falls below the difficulties for Skills 3, 4, and 5. These skills would be listed on the Suggested Learning Objectives column.

A stanine (standard nine) scale is created by taking a normal distribution of scores and dividing it into 9 slices of equal width (1/2 a standard deviation). Though based on the normal distribution, the stanine scale is not a standard score because stanines do not have a precise midpoint or mean.

In general, stanines can be interpreted as follows:
- Students in stanines 1-3 are considered below average
- Students in stanines 4-6 are considered average
- Students in stanines 7-9 are considered above average

Why doesn’t Scantron recommend using stanine scores with Performance Series?
The rule of thumb when comparing these scores is that stanine scores should not be considered significantly different unless those scores are 2 or more stanines apart.

Test Scores can be scaled to stanine scores using the following algorithm:

1. Rank results from lowest to highest

2. Give the lowest 4% a stanine of 1, the next 7% a stanine of 2, etc., according to the following table:

<table>
<thead>
<tr>
<th>Result Ranking</th>
<th>4%</th>
<th>7%</th>
<th>12%</th>
<th>17%</th>
<th>20%</th>
<th>17%</th>
<th>12%</th>
<th>7%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanine Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

The purpose of Performance Series is to get an accurate idea of where a student is performing on the scale and measure growth over time. Stanines are blunt measures and less sensitive to growth, so they really don't give as much information as the other scores we currently do report.

A normal curve equivalent score is a standardized score that has a mean of 50 and is divided into 99 equal units. NCE scores are all equally spaced on the distribution, that is, it is an equal interval scale.

Because the NCE scores are on an equal interval scale, they can be used to compare how far above or below grade level a student is. NCE scores can also be used to calculate averages as well as other statistics.

NCEs appear on the Percentile Reports by Student and one of the Individual Student Profile templates.
What are the differences between the measures of central tendency and which one is better to use?

Measures of central tendency examine the location of the middle or the center of a distribution. There are several ways to define central tendency with the mean, median, and mode being three of the most common measures.

- **Mean**
  The mean of a data set is found by dividing the sum of all the pieces of data by the number of data items. It is most commonly referred to as the average.

- **Median**
  The median is the middle number in a data set, when the values are written in order from smallest to largest. If the number of data points is odd, the median is the middle data point. If the number of data points is even, then the median is the average of the two points nearest the middle.

- **Mode**
  The mode of a data set is the value that occurs the most often. It is possible for a data set to have one mode, more than one mode, or even no mode at all.

These measures (mean, median, and mode) are available in Performance Series. Mean and mode are provided through the District Reports section, while the median can be found based on the information provided through the Class Profile.

The best choice of measure depends on how you plan to use it:

- If you want to determine where your instruction should be to address the largest number of people, use the **mode**.

- To know where your average student is performing or where the average performance of students is occurring, then the **mean** would be the better option.

- The **median** would be the best choice if you want to know the point at which your instruction would be too easy for ½ of the students and too hard for the other ½ or if you have a non-normal distribution.
Appendix B: Frequently Asked Questions

**Why do the units listed in the Math reports differ between students?**

Although the majority of students see questions in all five math units, there are a few rare instances when this is not the case. One such case is that some units may not be appropriate for the student’s individual math level. Another case is when a unit is not aligned to the Curriculum Alignment Guide for certain grade levels. The last and rarest case is when a student tests several times over a short period of time, causing the selection algorithm to run out of appropriate items for the student’s math level.

**How do I activate the Grade Level Estimate Reporting Feature?**

The Grade Level Estimate reporting option is free of charge for all customers and is available upon request. Interested customers must contact Scantron Customer Support to request that the feature be activated for their account.

**Where in the reports can I see the Grade Level Estimate Scores?**

The Grade Level Estimate Score will be displayed in the Individual Student Profile.

**My student scored a 4.5 Grade Level Estimate on Performance Series Math and a 4.5 Grade Level Estimate on my state assessment, does that mean he performed the same on both tests?**

Identical Grade Level Estimates on different tests do not equal the same performance on those tests. The Percentile rankings can be used to determine the relative performance within each test.

**My 3rd grade student scored a 4.5 Grade Level Estimate on Performance Series Math, does that mean he will be Proficient on my state assessment?**

Grade Level Estimates are norm-based measures. Most states assessments are criterion referenced tests with pre-defined proficiency cut points that are independent of student relative performance. There is no relationship between Grade Level Estimates and Proficiency cut scores on state assessments.

**Can I use my Grade Level Estimate Scores to measure growth?**

Grade Level Estimates are not on an equal interval scale. This means that we cannot add or subtract them, or calculate averages from them. The metric that should be used to measure growth is the Scaled Score.

**Can I export student scores?**

Yes, on the Performance Tests tab.
Appendix B: Frequently Asked Questions

What’s the difference between a Recent and an Extended scores export?

When you export student data, you can choose a data set:

- **Recent**
  The Recent set includes a single row for each student showing the most recent score on each of the assessments they’ve taken.

- **Extended**
  The Extended set includes a single row for each *test* taken by each student. In other words, if a student has taken three math assessments, two reading assessments, and a language arts assessment, the export includes six rows for that student. Each row contains only the score data for the assessment on a specific date in a specific subject area.

Classroom Reports

Can Lexile scores be estimated if the students are performing below the scale for their grade level?

The Lexile scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text and is an optional feature offered through Performance Series (PS). Matching the reader and text measures is the goal. This allows for selecting text that is targeted to a reader’s reading ability, and the result is an expected 75% comprehension rate—not too difficult to be frustrating, but difficult enough to encourage reading progress.

Performance Series Lexile scores allow for unrestrained or unrestricted Lexile values to be calculated in addition to the reported minimum and maximum Lexile values from MetaMetrics. See “Using the Lexile Framework for Reading® Through Performance Series™” on page 191 for more information.

Why don’t some of my students have Performance Band labels?

There are two reasons why a student might not be included in a Performance Band:

- The student has not taken a test in that subject, and thus does not have a score to be ranked.
• The student has taken a test in the subject, but took that test on a date that falls outside Scantron’s norm periods or before our most recent norming study was applied.

Since Performance Bands are set based on the student’s NPR rank, tests must be taken within one of the following norm periods and after our most recent norming study was applied (7/1/2007) to have Performance Bands applied:

• **Fall** = August 20 through November 22
• **Winter** = January 1 through February 22
• **Spring** = March 22 through June 15

**Online Testing**

In the Testing Security menu under Site Administration within a school site, Location Controllers can control online testing by limiting the allowed login days/times and the allowed network addresses from which any test can be taken at the site. Allowed login days/times/networks can also be edited for each test session, by selecting the name of the session and clicking on the Devices tab. A school location password can also be required, and can be edited under the Login Settings under the school Testing Security menu. Some schools change their school location password daily, for example, to increase testing security.

Under the Edit Student menu, Location Controllers/Teachers w/ editing rights can also assign students a student password that is required for them to log on to take an online test. See “Creating and Editing Student Records” on page 181.

When a test is scheduled, the Manager of the test can edit the Allowed Student option to limit which students are able to take the test, by assigning students by grade level or class, or by assigning individual students.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a test saved after each answer?</td>
<td>The test answers are saved frequently during testing, and the entire test is saved when a test is turned in. So, if a computer is turned off in the middle of a test or Internet connection is lost, the student will have to start the test again, but they will only lose a few answers, at most.</td>
</tr>
<tr>
<td>What can I do to return to an online test if the “Connecting...one moment” message with the hourglass is on the screen?</td>
<td>Press <strong>F5</strong> on a PC or <strong>⌘ + 3</strong> on a Mac to refresh and return to the test.</td>
</tr>
<tr>
<td>Who can perform a rollover?</td>
<td>Only a Location Controller at the top level location (which for most customers is a district) can perform a rollover.</td>
</tr>
<tr>
<td>Do I have to rollover?</td>
<td>Technically, you don’t have to roll over, but there are negative consequences if you don’t. See “What happens if I don’t roll over?”, below, for more details.</td>
</tr>
</tbody>
</table>
| What happens if I don’t roll over?                                      | Rolling over enforces a clear separation of school years that is necessary to help maintain the meaningfulness of reports. If you don’t roll over, your data from the two years will begin to mix together in an undesirable way. For example:  
  - Last year’s classes and this year’s classes will be mixed together on class reports, and the same would be true for courses and staff reports.  
  - Students who are promoted to a new school before a rollover will not have their scores from last year properly tied to their former school.  
  - If students’ grades are increased but no rollover takes place, then grade level reports will begin to have students who are in two grades in the “current year”.  
  In order to get the information you want, you will want to roll over before each new school year and start fresh. |
| When should I roll over?                                                | The best time to roll over is in between school years, before you begin changing any information in Performance to prepare for the new school year.                                                                                                                                                                                                                                                                   |
What should I do if the school year has already started?

If possible, roll over before you begin making any changes in Achievement Series to prepare for the new school year. For example, don’t:

• increase student grades by one
• add students or classes or perform any imports
• transfer students to new school years
• have students begin testing

If you haven’t done so already, do each of these kinds of things only after you have rolled over.

I have already started to make changes in the system to prepare for the new school year. What should I do?

If you roll over after you have already started to make changes for the new year, these changes will be reflected in the “snapshot” of last year that is taken during the rollover process. This is true to a certain extent even if you choose a rollover date that is in the past.

For example, if you have created classes for the new year and have assigned students to them and then roll over, it will look like students were in these classes last year when looking at archive reports. If this is a concern, you may consider putting all the students back to how they were and the end of the last year, rolling over, and then starting fresh in the new year. If you have already started testing, you will want to choose a rollover date that is in the past, which will only archive tests before that date.

Also, when you do roll over, be careful that the options you select make sense for your situation. For example, you may not want to select the recommended option of removing students from classes if the classes are really this year’s classes.

Can I choose a date in the past to roll over?

Yes, but there are limitations and this should only be done as a last resort. Rolling over in the past only affects which tests are archived and which are not; other information, like what classes or groups a student belongs in or what grade a student is in, will be archived based on the most current information, not based on a past rollover date. See the previous question for more details.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can each school roll over separately from each other?</td>
<td>No, all the schools in your system must be rolled over together.</td>
</tr>
<tr>
<td>Should I do an import before or after the rollover?</td>
<td>Assuming your import is for the new year, then do it after the rollover. Only Location Controllers and Data Entry positions at the top level Location can perform imports.</td>
</tr>
<tr>
<td>What should I do with students who no longer attend the school?</td>
<td>If they are still somewhere in your school system, you can either transfer them on the web site (at a school level select <strong>Students ➔ Student Transfer</strong>) or perform an import (from the top level location, select <strong>Locations ➔ Import Manager</strong>). The import will transfer students to the school indicated on the import if you use numeric IDs of at least 5 digits. If the students are not still in your school system, like those who graduated high school, you may delete these students after the rollover takes place. Doing so will delete the student only in the current year; all their information and test scores will still exist in the archive year and will be available to you through archive reports.</td>
</tr>
<tr>
<td>Can I compare students’ scores from last year and this year?</td>
<td>You can set a filter in the gains report to calculate gains over a custom time period. If individual students have taken Performance Series over two years, you can see their scores and their gains. See “Gains” on page 85 for details.</td>
</tr>
<tr>
<td>How can I access student scores after doing a rollover?</td>
<td>By selecting a published test from a previous year (the year appears in the right-most column on the screen).</td>
</tr>
<tr>
<td>Will I still be able to see my scores when I roll over?</td>
<td>Yes.</td>
</tr>
</tbody>
</table>
Appendix C: Using the Lexile Framework for Reading® Through Performance Series™

The Performance Series Reading Scaled Score is statistically linked to the Lexile® measure, making it possible to produce an equivalent Lexile measure for every Reading Scaled Score. This Lexile measure is available on each student’s Performance Series Reading Profile as an optional reporting feature.

The Lexile Framework for Reading® is an innovative approach to reading comprehension that can be implemented by educators, parents, and readers of all ages. Lexile measures, as components of the Lexile scale, are the result of more than 20 years of ongoing research based on two well-established predictors (word frequency and sentence length, formally known as semantic difficulty and syntactic complexity) of how difficult a text is to comprehend.
By measuring both text difficulty and reader ability on the same scale, readers can be appropriately matched with books that will be both engaging and challenging. Lexile measures are the most widely adopted reading measures in use today. Tens of thousands of books and tens of millions of newspaper and magazine articles have Lexile measures—more than 450 publishers Lexile their titles. In addition, all major standardized reading tests and many popular instructional reading programs can report student reading scores in Lexiles.

**The Lexile Framework**

The Lexile Framework consists of two main components:

- a Lexile measure
  A Lexile measure is the numeric representation of a reader's ability or a text's difficulty, both followed by an “L” (for Lexile)
- the Lexile scale
  The Lexile scale is a development scale for reading ranging from 200L for beginning readers to above 1700L for advanced text.

Two measures are provided:

- **Lexile Measure**, an instructional score
  Use it to select materials, since it is bound by developmental guidelines

- **Lexile (Research) measure**.
  Use the Research measure for tracking progress and growth.

All Lexile Framework products, tools, and services rely on the Lexile measure and scale to identify the Lexile levels of both reader and text. When reader and text are appropriately matched, a reader can expect a comprehension level of about 75 percent. The 75-percent comprehension level corresponds to that balance of skill and difficulty that allows reading to be a positive but adequately challenging experience, and encourages the reader to grow in proficiency and motivation.
A unique feature of the Lexile Framework is that both student ability and text difficulty are measured on the same scale, in the same units, which are called Lexiles. The Lexile Framework provides a distinctive approach for matching readers with texts based on the following assumptions:

- Texts can be ordered according to the difficulty each presents for a reader.
- Readers can be assessed according to the success each will have with any particular text.

The Lexile Framework is used to determine a Lexile measure for the student and compare it with the Lexile measure of the reading material being considered for selection. After this basic comparison, it is possible to adjust the reader's expected comprehension of the reading material, taking other factors into account, such as the particular reader, text and context. By putting readers and texts on the same scale, Lexiles allow readers to make consistent and highly accurate book selection judgments. It assures that every reader will be able to select books that are not too difficult, paving the way for many successful individualized reading experiences.  

Using Lexile Measures from Performance Series

When a student takes a Performance Series Reading test, he or she will now be able to obtain a Lexile measure along with the Performance Series scaled score. The Lexile measure can be used to search a database for reading materials suitable for the student in an effort to increase reading proficiency.

The following example is a guide on how the Lexile measures can be used to access the vast amount of resources available online. In this example, a 5th grade student has taken the Performance Series Reading test with a Scaled Score that equates to a Lexile measure of 800L.

---

1. Go to the Lexile website at www.lexile.com to access the tools and resources for the Lexile measure of interest.

2. To access the resources, select educators.

3. Navigate within this area to find the tools and resources for your student’s Lexile measure. There are eight tabs on the top of the page that direct you to specific areas.

4. The area of most interest regarding the Lexile measure is under Book Search. Click this tab to search the database for reading materials.

Book Search

Within this area you have six links on the left-hand side of the screen to choose from. The first one, which is the area that appears when you click Book Search, is the general book search area. You have three methods of book searching to choose from within this area.

For our example, you use the second book search option, which allows you to search for books with a given Lexile measure or a Lexile range. The other options allow you to search by Title, Author, Keyword, or the International Standard Book Number (ISBN).

The student in our example has a Lexile measure of 800L. The student Lexile measure marks the level of text a student can read with 75% anticipated comprehension. That is, if our student with a Lexile measure of 800L reads a text with a Lexile measure of 800L, then the student should comprehend approximately three-quarters of the material. This 75% rule allows the students reading to be challenging, but not too difficult to the point of frustration.

The student’s Lexile measure establishes a range of readability levels, which extends about 50L above and 100L below the student’s measure on the Lexile scale. Considering the 800L student in our example, he or she would have a reading range between 700L and 850L. If the
student attempts material above 850L, the level of challenge is likely to be too great for the student to be able to construct very much meaning from the text (i.e., the material is “too hard”). Likewise, materials below 700L will provide that student with little comprehension challenge (i.e., these materials are “too easy”). Teachers can guide students to reading materials within this range, adjusting difficulty to compensate for the challenges or opportunities the particular reading opportunity provides.¹

Some examples of searching

- If you put 800 in both the Min and Max boxes of the Lexile search engine, books of a Lexile measure of 800 are presented to you. Give these books to your student if you feel that he or she is at this reading level.

  **NOTE:** Although you are not dealing with a range of Lexile measures in this case, you still need to fill in both boxes or no results appear.

- If you feel that the student generally performs below his or her ability then you can search for books below 800L, but not less than 700L. Again, simply type in the preferred Lexile in the Min and Max boxes.

- If you feel that the student performs above his or her level, then you can search for books that are above 800L but not more than 850L.

- Lastly, if you feel that the student performs within a range of his or her Lexile measure, simply put the lower Lexile measure in the Min box and the upper Lexile measure in the Max box and a list of books that have Lexile measures within the specified range appear. Putting in a Lexile range also allows you to retrieve a list of books with Lexile measures for an entire classroom of students that have Lexile measures within this range.

**NOTE:** Some students may receive a Lexile measure of BR (Beginning Reader). When you perform a book search, you must put a numeric Lexile measure of at least 10L and no more than 1900L to retrieve a book list. If a student has a Lexile measure of BR, search for books within a Lexile range of 10L to 200L. Books within this range are created for students that are at the BR level. Choose a book within this range that you feel is most appropriate to the students BR level.

The second link within this area is titled **Book Search Instructions.** Click this link to get more information about book searching. The remaining links in the **Book Search** area pertain to advanced book searches, Spanish book searches, textbook searches, and links to contact specific publishers. Use the instructions to help you with these links.

**Lexile Calculator**

Another great tool is called the Lexile Calculator. This is a free tool that allows you to calculate expected comprehension at various Lexile measures. It can calculate the rate at which a student is expected to comprehend a text or calculate the reading ability a reader is expected to need in order to comprehend a text at a given level.

Access this tool by clicking **Tools** on the top of the main educators page:

![Lexile Calculator](image)

The Lexile Calculator is designed to forecast the reader’s expected comprehension of a specific text or text collection. A reader with a Lexile measure of 600L who is
asked to read a text measured at 600L is expected to have a 75-percent comprehension rate. But what would the comprehension rate be if this same reader were given a text measured at 350L or one at 850L? The difference in Lexiles between reader and text that governs comprehension. This feature also can be customized for use in standard setting at the school, district, or state level. Examples of how to use the Lexile Calculator for both scenarios are presented on the site.

The Lexile Power Vocabulary is another tool that is a systematic and individualized approach to vocabulary development. It enables you to assist students in grades 2 through 12 to improve their reading comprehension skills:

Lexile Power Vocabulary

Lexile Power Vocabulary (formerly PowerV) is a systematic and individualized approach to vocabulary development that enables teachers to assist students in grades 2 through 12 to improve their reading comprehension skills. The right-hand columns provide the links to the instructional applications: student word lists, activities and assessment (S), and teacher answer keys (T).

Notable features: Lexile Power Vocabulary lessons in a two-stage process: words are selected and then instructional applications are developed. For books where the instructional applications have not been developed, we have provided the words for you to use (O).

Select a letter to see the PowerV lists: PowerV AB C DEFGHIJKLMNOPQRSTUVWXYZ

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Lexile</th>
<th>Words</th>
<th>PowerV</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across the Lines</td>
<td>Reader, Carolyn</td>
<td>0380730731</td>
<td>1000</td>
<td></td>
<td>W</td>
<td>I</td>
</tr>
<tr>
<td>Alls and Buns</td>
<td>Sceg, William</td>
<td>0374303270</td>
<td>600</td>
<td></td>
<td>S</td>
<td>I</td>
</tr>
<tr>
<td>Ballad of the Civil War, A</td>
<td>Sceg, May</td>
<td>0360273523</td>
<td>860</td>
<td></td>
<td>S</td>
<td>I</td>
</tr>
</tbody>
</table>

NOTE: The Lexile Power Vocabulary screen is lengthy; this screen shows a partial sample.

Depending on a student’s Lexile measure, you can access instructional applications that will help improve their reading comprehension skills. The right-hand columns provide the links to the instructional applications:

- student word lists indicated by a “W”
- activities and assessments indicated by a “S”

Metametrics develops Lexile Power Vocabulary lessons in a two-stage process:

1. Words are selected.
2. Instructional applications are developed.

For books where the instructional applications have yet to be developed, they have provided the words for you to use.

Some books only have a “W” under the Words columns and nothing under PowerV and Answer Key. That means that the instructional applications (“S” and “T”) still need to be developed for these book, but Metametrics has supplied a list of words to practice with. The student will need to get familiar with the words in order to complete the activities and assessments when they are available as well as to help increase the student's comprehension of the book.

The activities and assessments (“S”) contain all the words in “W”. Thus you need not worry if a book has only an “S” under PowerV and “T” under Answer Key with nothing under the Words column. A book contains all instructional applications if it has a letter under all columns or if it only has something under the PowerV and Answer Key columns.

Notice that the resources are listed in alphabetical order and not ordered by Lexile measure. The most efficient way to use the Lexile Power Vocabulary tool is to do a “Book Search” with the student’s Lexile first. Once you have the resources from the “Book Search”, then you can go back to the Lexile Power Vocabulary tool and find the instructional applications for those resources in the alphabetical list.
Other Resources

Other resources on the Lexile website include:

- Lexile Analyzer which allows you to analyze text, literature and supplementary materials (A limited version is available for free, non-commercial use; a more extensive or commercial use requires a contractual agreement.)

- Lexile Reading Pathfinders which support educators and parents in their efforts to select books relating to particular topics and at their reading level that students can read independently—both at school and home.
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As an educator, you are keenly aware that every child learns at a different pace and has different instructional needs. Unfortunately, it is not easy to recognize these needs and provide each student with individualized instruction targeted at his or her own proficiency level. Performance Series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects, that correspond with the specific standards of your state. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Scantron’s assessment solution helps educators meet NCLB requirements and raise the levels of student performance through a research-based content-rich, standards-aligned diagnostic assessment called Performance Series.