Common Assessments

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| Assessment | How does it report results | What does it measure | What it DOESN’T measure |
| PSSA | * Performance Levels and Scale Scores
* Most valuable when converted to Percentiles
 | * After instruction, how well did the student perform in comparison to other students in his/her grade level in relation to end of grade level expectations?
 | * How high, in relation to the standards, a student is capable of performing.
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| Keystones | * Performance Levels and Scaled Scores
* Most valuable when converted to Percentiles, but can only gauge within a range of percentiles due to multiple administrations of the assessment in one year
 | * After instruction, how well did the student perform in comparison to other students in relation to end of grade/course level expectations.
 | * How high, in relation to the standards, a student is capable of performing.
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| Grades | * Usually in letters, percents, or some other value judgement based on raw scores.
 | * After instruction, how well the student performed in a teacher’s class.
 | * Does not distinguish between content/skills development in standards related tasks and other criteria.
* May contain value judgements on performance on homework completion, class participation, effort.
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| Benchmark Assessments i.e.Study IslandDIBELSAIMSWebEasyCBMSTAR4Sight | * Raw score, percentile, and in some instances a scale score.
 | * Performance on a measure designed to predict performance on the end of grade/course level assessment.
* Informs teachers if the student is likely below, on, or above the trajectory to score proficient on end of course/grade level assessments like PSSA/Keystone
 | * How high, in relation to the end of grade/course level expectations, a student is capable of performing.
* Discreet skills that can be determined through assessment analysis to determine exactly where instruction should intervene. Usually the number of items in particular standard area/eligible content is too small to really know if the student can/cannot demonstrate achievement in that skill.
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| Assessment | How does it report results | What does it measure | What it DOESN’T measure |
| More Comprehensive Benchmarks[MAP](https://www.nwea.org/content/uploads/2015/08/MAP-2015-Comparative-Data-to-Inform-Instructional-Decisions-One-Sheet-DEC15.pdf) | * Scaled score ( RIT Score) or percentile
 | * Compares how a student performs on increasingly difficult tasks (RIT Scale) as reported in a RIT Score – Rasch Unit – which indicates the level of difficulty a student is capable of answering correctly 50% of the time in the areas of math, reading, language usage, and general science.
* Reports how a student has grown from one test administration to another in the same year.
* Compares how your student performed against other same grade level students across the nation who took the same test (Most recent norms are 2015).
* Provides correlations to performance on other measures.
 | * What grade level a student is functioning at when assessed on standards based or standards aligned questions.
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| Classroom Diagnostic Tool | * Scaled Score (overall and by subgroup) in Math, Reading, Literature/Writing Composition, and science
 | * How accurately the student answered questions aligned to the standards in multiple grade levels (quantity of grade level maps that can be viewed differs based on which assessment was administered).
 | * How a student performed on all grade level standards.
* The likelihood of what a student will score on an end of grade/course level test
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| Teacher Input Forms | * Raw score in a particular classroom/instructional setting
 | * How a student performs in class based on teacher perceptions of behaviors that usually correlate with gifted students.
 | * How much of grade/course level achievement has occurred
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| Pre-assessment, homework, classwork, Exit tickets, think—pair-share, etc. | * Raw score in a particular instructional setting while learning is still happening before a final summative assessment
 | * How accurately students demonstrate what they Know-Understand-Do on establish unit, lesson, or activity objectives.
 | * How far above the objectives the student can perform.
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| PVAASPA Value Added Assessment System | * Achievement Probability for a performance level
* Projection to a percentile
 | * Projections to percentiles or performance scores on future assessment – PSSA, Keystone, ACT, SAT, or AP Exams
* How the student is projected to perform on future assessments – PSSA, Keystone, ACT, SAT, or AP Exams
 | * How much the individual student grew
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