Colorado Spanish Language Arts

Interpretive Guide to Assessment Reports

A Guide for Parents and Educators

2016

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1.0 General Information for Parents and Educators

1.1 Background

Colorado Spanish Language Arts (CSLA) assessments were administered to eligible Spanish-speaking students in grades 3 and 4 for the first time during the 2015–2016 school year. CSLA was field tested in Colorado schools in the Spring and Fall of 2015. The CSLA assessments are aligned to the skills and concepts in the Colorado Academic Standards (CAS) and mirror the Colorado Measures of Academic Success (CMAS) PARCC English language arts assessments. CSLA was developed because Colorado School Law C.R.S. §22-7-1006.3 (4) (a) and (b), require a Spanish language arts assessment.

1.2 CSLA Assessment

The primary purpose of CSLA is to provide high-quality linguistically accommodated Spanish assessments that align to the CMAS PARCC English language arts assessments. The CSLA provides an accommodated form of the English language arts assessments for eligible Spanish-speaking students in grades 3 and 4. The Spring 2016 CSLA assessments were administered in paper based format.

1.3 Confidentiality of Reporting Results

Individual student performance results on the CSLA assessment are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for CSLA assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the Student Roster Report, Evidence Statement Analysis, Performance Level Summary, Content Standards Roster, and District Summary of Schools Report.

Please note that the sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

2.0 Understanding the CSLA Individual Student Report (ISR)

2.1 Types of Scores on the CSLA ISR

Student performance on the CSLA assessment is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. State, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students (less than 16) to maintain student privacy and therefore, results are not reported.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade and content area. The CSLA report provides overall scale scores for Spanish language arts, which determines a student's performance level. CSLA scale scores range from 650 to 850. Additionally, the CSLA report provides separate scale scores for both Reading and Writing. CSLA Reading scale scores range from 10 to 90 and CSLA Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 4 CSLA assessment would be expected to earn an overall scale score of 800 on any other form of the grade 4 CSLA assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level used to report overall student performance by describing how well students met the expectations for their grade level. Each performance level is defined by a range of overall scale scores. There are five performance levels for the CSLA assessment:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in the content area (Spanish language arts), and at each grade level. PLDs are available at http://www.cde.state.co.us/assessment/csla_pldsgrade3english and http://www.cde.state.co.us/assessment/csla_pldsgrade4english.

2.1.3 Subclaim Performance Indicators

Subclaim performance for CSLA assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

2.2 Sample ISR (Colorado Spanish Language Arts)

Colorado Measures of Academic Success

Spring 2016

FIRSTNAME M. LASTNAME

(A) ID: 5200154001 **Grade: 3**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME

GRADE 3 CSLA

(B) Colorado Spanish Language Arts Assessment Report

This score report provides information about your student's performance on the Colorado Spanish Language Arts Assessment (CSLA).

- Your student's performance is represented by a scale score and a performance level so that you can see your student's achievement of the grade-level or course-level Colorado Academic Standards at the end of the year.

- School, district, and state information is provided so that you can compare your student's performance to the performance of others.

- Page 2 of the report provides a breakdown of your student's performance on specific skill sets so you can see where your student is excelling or may need improvement. Arrows are included that compare your student's performance to the performance of other students.

(C) How Did FIRSTNAME Perform Overall?

Performance Level 3

Score: **740**

CO Percentile Rank: **75th**

Level 5	Exceeded Expectations
Level 4	Met Expectations
Level 3	Approached Expectations
Level 2	Partially Met Expectations
Level 1	Did Not Yet Meet Expectations

Your Student's Score

(D) ←— **740** —→ ▼

650	700	725	750	779	850
Level 1	Level 2	Level 3	Level 4	Level 5	

May need additional support to meet expectations at the next grade level   On track for the next grade level
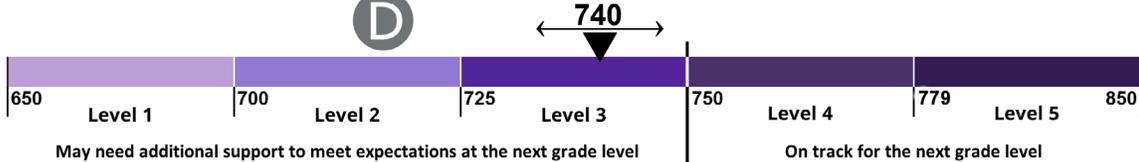
(E) *The probable range in the student's overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your student's score if he/she were to take the test many times. Arrows beneath your student's score represent the probable range.*

(F)
Student — 740
School Average — 714
District Average — 724
State Average — 729

650	700	725	750	779	850
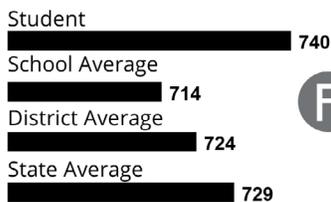
How Students in Colorado Performed

(G)

15%	25%	35%	15%	10%
Level 1	Level 2	Level 3	Level 4	Level 5
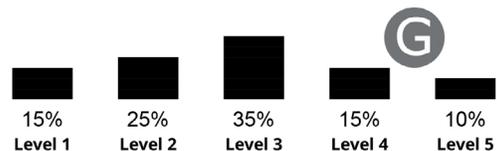
Percentage of students at each performance level

Sample ISR (Spanish Language Arts) – Page 2

How Did Your Student Perform in Reading and Writing?
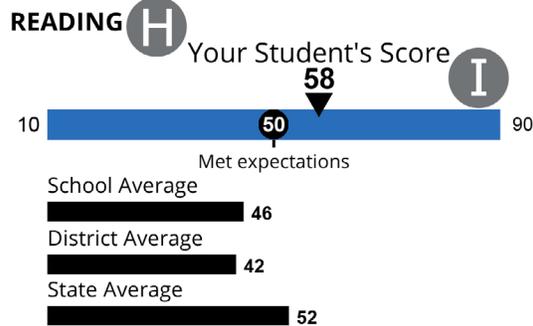
READING

Your Student's Score
58

10 —— **50** —— 90

Met expectations

School Average
46

District Average
42

State Average
52

LITERARY TEXT

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING

Your Student's Score
39

10 —— **35** —— 60

Met expectations

School Average
32

District Average
22

State Average
39

WRITING EXPRESSION

Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can compose writing using rules of standard Spanish.

LEGEND
Your student performed about the same as students who:

Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations

The Colorado Measures of Academic Success, or CMAS, is a series of state tests administered to students in the content areas of English language arts, math, science, and social studies. Spanish-speaking students in grades 3 and 4 who meet establis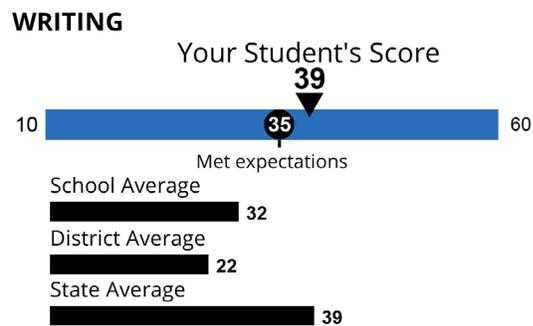hed eligibility criteria may take the CSLA in place of the English language arts assessment. These tests are aligned to the Colorado Academic Standards, which set high expectations for all students in Colorado to help ensure readiness for college or careers after high school graduation.

This test was designed to measure complex skills, like critical-thinking and problem solving. It allows parents and teachers to see how well their students are doing compared to other students in the state, and in some cases, at the school and district level.

2.3 Description of Individual Student Reports

2.3.1 General Information

A. **Identification Information**
An Individual Student Report lists the student's name, state student ID, grade level when assessed, district name, and school name.

B. **Description of Report**
The description of the report provides the content area (Spanish language arts) and grade level assessed. It also provides a brief explanation of the overall assessment results to inform understanding of the information provided on the score report.

2.3.2 Overall Assessment Scores

C. **Overall Scale Score and Performance Level**
This section of the report provides the student's performance level (refer to Section 2.1), overall scale score, and percentile ranking. Students receive a numerical overall scale score and, based on that score, are included in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations. The percentile ranking shows how well the student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.

D. **Graphical Representation of Overall Performance: Overall Scale Score and Performance Level**
This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated at the bottom of the graphic. The black arrow below the scale score indicates the probable range (see letter E for description). On the grade 3 CSLA assessment, the scale score needed to reach Performance Level 2 is 700, for Performance Level 3 is 725, for Performance Level 4 is 750, and for Performance Level 5 is 779. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

E. **Probable Range**
The probable range of scores is based on the standard error of measurement, which reflects the variability that would be expected in the scores that your student would likely receive if the same form of the assessment was taken multiple times. The probable range of scores differs across level of performance.

F. **Average of School, District, and State Performance Level Percentages**
The overall scale score of the student and the average overall scale scores of the school, district, and state are shown below the performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state for the same grade level and content area.

G. **Percentage of Students at Each Performance Level**
This bar graph shows the percentage of students within the state who performed at each of the five performance levels.

2.3.3 Performance by Reporting Category

H. **Reporting Category**
There are two reporting categories for CSLA, Reading and Writing, indicated by a bold heading.

I. **Performance by Reporting Category Scale Score**

For Spanish language arts, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes the range of possible scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or "summative") scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing. A student could be considered as partially meeting expectations in claim by attaining 30 in reading or 25 in writing.

2.3.4 Performance by Subclaim Category

J. **Subclaim Category**

Within each reporting category for Spanish language arts are specific skill sets (subclaims) students demonstrate on the CSLA assessments. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

K. **Subclaim Performance Indicators**

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow

- Approached Expectations – represented by a bidirectional arrow

- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

L. **Description of Subclaim Performance Indicator Graphics**

- Student performance for each subclaim is marked with a subclaim performance indicator. **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support to engage successfully in further studies in the subclaim content area.

- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students may need instructional interventions to increase achievement in the subclaim content area.

2.3.5 CSLA Information

M. **Description of the CSLA Assessments**
This section provides a brief description of the CSLA Spanish language arts assessments.

3.0 Understanding the CSLA School and District Reports

3.1 Purpose and Use of CSLA Results

The primary purpose of CSLA is to provide high-quality linguistically accommodated Spanish assessments that align to the CMAS PARCC English language arts assessments. CSLA results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize student achievement

- Describe student performance relative to meeting standards

- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

3.2 CSLA School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, an Evidence Statement Analysis, a Performance Level Summary, and a Content Standards Roster. Districts will receive a District Summary of Schools Report, an Evidence Statement Analysis, and a Performance Level Summary. These reports summarize how students in the school or district performed and are described later in this section.

3.2.1 Types of Scores on the CSLA School and District Reports

Performance on the CSLA assessment is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. A dash (–) will appear on the report when there are too few students in a school to maintain student privacy and therefore, results are not reported.

3.2.2 Scale Score

A scale score is a numerical value that summarizes student performance. Each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various administrations of the test. The resulting scale score allows for an accurate comparison across administration years within a grade and content area. CSLA reports provide overall scale scores for Spanish language arts, which determine a student's performance level, as described below. Additionally, CSLA reports provide separate scale scores for both Reading and Writing.

For example, a student who earns an overall scale score of 800 on one form of the grade 4 CSLA assessment would be expected to earn an overall scale score of 800 on any other form of the grade 4 CSLA assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

3.2.3 Performance Level

Each performance level is a broad, categorical level used to report overall student performance by describing how well students met the expectations for their grade level. Each performance level is defined by a range of overall scale scores. There are five performance levels for CSLA assessments:

- Level 5: Exceeded expectations

- Level 4: Met expectations

- Level 3: Approached expectations

- Level 2: Partially met expectations

- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in the content area (Spanish language arts), and at each grade level. PLDs are available at http://www.cde.state.co.us/assessment/csla_pldsgrade3english and http://www.cde.state.co.us/assessment/csla_pldsgrade4english.

3.2.4 Subclaim Performance Indicators

Subclaim performance for CSLA assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Met or Exceeded Expectations – represented by a green up arrow

- Approached Expectations – represented by a blue bidirectional arrow

- Did Not Yet Meet or Partially Met Expectations – represented by a red down arrow

3.3 Sample Student Roster Report (Colorado Spanish Language Arts)

Colorado Measures of Academic Success
STUDENT ROSTER
Spring 2016

Grade 3

(A) SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME

(B) COLORADO SPANISH LANGUAGE ARTS
Grade 3 Assessment

| STUDENT (C) | CSLA OVERALL SCORE (D) | SCORE (G) | READING* | | | SCORE (G) | WRITING* | |
			LITERARY (F)	INFORMATION (F)	VOCABULARY (H)		EXPRESSION (F)	CONVENTIONS (H)
STATE AVERAGE	746	43	36 21 43	24 63 13	33 21 46	51	38 40 22	51 19 30
DISTRICT AVERAGE	750	37	13 58 71	24 20 56	35 35 30	47	36 17 48	25 38 37
SCHOOL AVERAGE	734	43	34 42 24	46 37 17	29 60 11	51	30 40 30	45 42 13
ALASTNAME, FIRSTNAME M.	751	28	⬆	⬌	⬆	69	⬌	⬆
BLASTNAME, FIRSTNAME M.	720	28	⬆	⬌	⬆	69	⬌	⬆
CLASTNAME, FIRSTNAME M.	746	44	⬇	⬌	⬌	55	⬆	⬌
DLASTNAME, FIRSTNAME M.	713	37	⬆	⬆	⬆	62	⬆	⬆
ELASTNAME, FIRSTNAME M.	794	28	⬇	⬆	⬌	69	⬇	⬌
FLASTNAME, FIRSTNAME M.	698	44	⬇	⬇	⬌	55	⬌	⬇
GLASTNAME, FIRSTNAME M.	724	37	⬇	⬇	⬇	62	⬇	⬌
HLASTNAME, FIRSTNAME M.	N/A							
ILASTNAME, FIRSTNAME M.	830	28	⬆	⬌	⬆	69	⬆	⬆
JLASTNAME, FIRSTNAME M.	661	44	⬇	⬌	⬌	55	⬇	⬇
KLASTNAME, FIRSTNAME M.	726	28	⬇	⬇	⬇	69	⬇	⬇

(I)

(E)
| 1 | Did Not Yet Meet Expectations (650-699) | 2 | Partially Met Expectations (700-724) | 3 | Approached Expectations (725-749) | 4 | Met Expectations (750-778) | 5 | Exceeded Expectations (779-850) |

| ⬆ Met or Exceeded Expectations | ⬌ Approached Expectations | ⬇ Did Not Yet Meet or Partially Met Expectations |

* Numbers are percentages

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(J) mmddyyyy-Batch-1234-5678-1234567

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

3.4 Description of Student Roster Reports

3.4.1 General Information

A. Identification Information
Student Roster Reports list the assessment year, grade level assessed, school name, and district name.

B. Assessment Information
The report heading provides the content area (Spanish language arts) and grade level assessed.

C. Roster of Students
The first column of the Student Roster Report lists all the students in the school at the specified grade level who took the assessment for Spanish language arts. The first three rows include the state, district, and school averages.

3.4.2 Overall Assessment Scores

D. Overall Scale Score and Performance Level
This column of the report provides the student's overall scale score and performance level (refer to Section 3.2). Students receive a numerical score and, based on that score, are included in one of five performance levels, with Level 5 indicating that the student exceeded expectations and Level 1 indicating that the student has not yet met expectations. Performance levels are indicated by the color highlighting behind the number. Refer to E for the color key.

Note: The first three rows contain state, district, and school averages.

E. Description of Performance Level Graphics
This graphic provides a colored illustration of the five performance levels and helps to quickly show the performance level for each student's scale score.

3.4.3 Performance by Reporting Category

F. Reporting Category
There are two reporting categories for CSLA: Reading and Writing. The bold heading indicates the claim (Reading or Writing).

G. Performance by Reporting Category Scale Score
For CSLA, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. The first three rows contain state, district, and school averages.

Important to the CSLA assessments is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages.

3.4.4 Performance by Subclaim Category

H. Subclaim Categories
Within each reporting category for CSLA are specific skill sets (subclaims) students demonstrate on the assessments. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and an explanatory icon representing the student's performance.

I. Subclaim Performance Indicators
A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance

in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

State, district, and school subclaim performance in the first three rows is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met or exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear directly under each color.

J. **Description of Subclaim Performance Graphics**
Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support to engage successfully in further studies in the subclaim content area.

- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students may need instructional interventions to increase achievement in the subclaim content area.

3.5 Sample District Summary of Schools Report (Colorado Spanish Language Arts)

Colorado Measures of Academic Success
DISTRICT SUMMARY OF SCHOOLS
Spring 2016

Grade 3

A

SAMPLE DISTRICT NAME

COLORADO SPANISH LANGUAGE ARTS
Grade 3 Assessment

Performance Distribution by % (D)	Number of Students (C)	CSLA Avg Overall Score (F)	Avg Score (H)	Reading* Literary (G)	Information	Vocabulary (I)	Avg Score (H)	Writing* Expression (G)	Conventions (I)
STATE — 8 / 21 / 26 / 28 / 17	999,999	749	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
DISTRICT — 10 / 17 / 21 / 37 / 15	99,999	751	28	13 58 71	24 20 56	35 35 30	69	36 17 48	25 38 37
ABRAHAM LINCOLN MIDDLE SCHOOL — 13 / 19 / 28 / 18 / 22	264	738	44	34 42 24	46 37 17	29 60 11	55	30 40 30	45 42 13
ADA LOVELACE MIDDLE SCHOOL — 10 / 13 / 42 / 35 / 0	204	742	37	21 79 0	12 57 31	33 40 27	62	32 17 49	36 22 42
BENJAMIN FRANKLIN MIDDLE SCHOOL — 6 / 29 / 33 / 21 / 11	198	730	28	29 18 53	22 64 14	29 22 49	69	33 38 29	52 18 30
BOOKER T. WASHINGTON MIDDLE SCHOOL — 2 / 28 / 29 / 17 / 24	177	727	44	11 57 32	28 20 52	35 34 30	55	34 19 47	25 39 36
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL — 23 / 24 / 17 / 25 / 11	204	724	37	37 42 21	47 39 14	32 60 8	62	27 48 25	47 40 13
DWIGHT EISENHOWER MIDDLE SCHOOL — 14 / 9 / 25 / 37 / 15	198	762	28	29 60 11	12 49 39	35 41 24	47	34 19 47	36 22 42
ELEANOR ROOSEVELT MIDDLE SCHOOL — 18 / 21 / 29 / 15 / 17	177	743	44	28 17 55	27 19 54	29 22 50	55	33 38 29	51 19 30

Legend:
1 Did Not Yet Meet Expectations (650-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-778)
5 Exceeded Expectations (779-850)

↑ Met or Exceeded Expectations
↔ Approached Expectations
↓ Did Not Yet Meet or Partially Met Expectations

* Numbers are percentages
Page 1 of 2
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mmddyyyy-Batch-1234-5678-1234567

3.6 Description of District Summary of Schools Reports

3.6.1 General Information

A. Identification Information
District Summary of Schools Reports list the assessment year, grade level, and district name.

B. Assessment Information
The report heading provides the content area assessed (Spanish language arts) and grade level.

C. Number of Students
The first two rows contain the number of assessed students for the state and district. Subsequent rows contain the number of students assessed at each school within the district.

3.6.2 Overall Assessment Scores

D. Percentage of Students at Each Performance Level
The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each colored section of the graph represents a performance level, beginning with Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear directly under each color. The name of the school is listed in each row above the graph.

E. Description of Performance Level Graphics
This graphic provides a colored illustration of the five performance levels and helps to identify the percentage of students in each performance level.

F. Average Overall Scale Score
This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report.

Note: The first two rows contain state and district averages.

3.6.3 Performance by Reporting Category

G. Reporting Category
There are two reporting categories for CSLA: Reading and Writing. The bold heading indicates the reported claim (Reading or Writing).

H. Performance by Reporting Category Scale Score
For CSLA, student performance for each reporting category is provided as a scale score (refer to Section 3.2) on a different scale from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages.

Important to the CSLA assessments is the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district and state averages.

3.6.4 Performance by Subclaim Category

I. Subclaim Category
Within each reporting category are specific skill sets (subclaims) students demonstrate on the CSLA assessments. Each subclaim category includes the column header identifying the subclaim, as well as state, district, and school averages.

J. **Description of Subclaim Performance Graphics**

- The green section (right section) of the graph for the specified subclaim indicates that the percentage of students who "Met or Exceeded Expectations," meaning that the students' subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- The blue section (middle section) of the graph for the specified subclaim indicates the percentage of students who "Approached Expectations," meaning that the students' subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support to engage successfully in further studies in the subclaim content area.

- The red section (left section) of the graph for the specified subclaim indicates the percentage of students who "Did Not Yet Meet or Partially Met Expectations," meaning that the students' subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students may need instructional interventions to increase achievement in the subclaim content area.

K. **Subclaim Performance Indicators**
A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by a green up arrow
- Approached Expectations – represented by a blue bidirectional arrow
- Not Yet Met or Partially Met Expectations – represented by a red down arrow

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met or exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear directly under each color.

3.7 Sample Evidence Statement Analysis

A CSLA Evidence Statement Analysis Report is available for each assessed grade level (grades 3 and 4). School- and district-level versions of the report are available. The report includes item level score information at the school, district, and state levels. The back of the report includes item map information.

Information included on the CSLA Evidence Statement Analysis Report can be used to identify patterns of evidence statements where a school(s) is performing better or worse than the district or state or where a district is performing better or worse than the state. For example, within a particular Evidence

Statement, a school within a district may be out-performing the district and the state while the school may be performing worse than the district and the state in another Evidence Statement. In combination with other evidence and data, schools and districts can use the information in the CSLA Evidence Statement Analysis Report to identify patterns across Evidence Statements that may be indicative of potential areas of strength or weakness. **Note:** A sample district-level report is provided. The school-level report contains the same information, but also includes information for the school.

Colorado Measures of Academic Success
District Evidence Statement Analysis
Spring 2016

Grade 3

CONFIDENTIAL - DO NOT DISTRIBUTE

(A) SAMPLE DISTRICT NAME

COLORADO SPANISH LANGUAGE ARTS **(B)**
Grade 3 Assessment

(D) ■ State
● District

Students with Valid Scores (104) **(C)**

Purpose: This report presents the average percent correct by Evidence Statement for district and state.

(G) Writing Categories   PCR Task

Difficulty Order Most to Least

(E)

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|1|2|3|4|5|6|7|8|9|10|11|12|13|14|15|16|17|18|19|20|21|22|23|24|25|26|

RL 3.9.3 / RI 3.9.1 / RI 3.2.3 / RI 3.3.3 / RL 3.7.1 / RI 3.8.1 / RI 3.3.1 / RI 3.7.1 / RI 3.5.1 / RI 3.2.1 / RL 3.3.2 / RI 3.3.2 / RI 3.1.1 / RL 3.5.2 / RI 3.2.2 / RL 3.1.1 / RL 3.2.1 / RI 3.4.1 / RL 3.9.2 / RL 3.3.1 / L 3.6.1 / RL 3.2.2 / RL 3.2.3 / RL 3.4.1 / L 3.4.1 / L 3.5.1

Evidence Statement

Writing Expression / Writing Knowledge **(H)**

Literary Analysis / Research Simulation / Narrative Writing **(I)**

Difficulty level is determined at the State level for all reports.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 1

07202016-Sp-Z9999999-5555-0000- 0000000

18   **CSLA INTERPRETIVE GUIDE 2016**

Evidence Statement Analysis
Spring 2016

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

COLORADO SPANISH LANGUAGE ARTS
Grade 3 Assessment

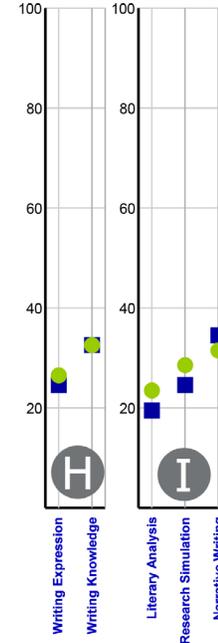| Difficulty Order Most to Least	Evidence Statement	Colorado Academic Standard(s)	Domain
1	RL 3.9.3	3.2.1.c.iii	Reading: Literature
2	RI 3.9.1	3.2.2.c.iii	Reading: Informational Text
3	RI 3.2.3	3.2.2.a.ii	Reading: Informational Text
4	RI 3.3.3	3.2.2.a.iii	Reading: Informational Text
5	RL 3.7.1	3.2.1.c.i	Reading: Literature
6	RI 3.8.1	3.2.2.c.ii	Reading: Informational Text
7	RI 3.3.1	3.2.2.a.iii	Reading: Informational Text
8	RI 3.7.1	3.2.2.c.i	Reading: Informational Text
9	RI 3.5.1	3.2.2.b.ii	Reading: Informational Text
10	RI 3.2.1	3.2.2.a.ii	Reading: Informational Text
11	RL 3.3.2	3.2.1.a.v	Reading: Literature
12	RI 3.3.2	3.2.2.a.iii	Reading: Informational Text
13	RI 3.1.1	3.2.2.a.i	Reading: Informational Text
14	RL 3.5.2	3.2.1.b.iii	Reading: Literature
15	RI 3.2.2	3.2.2.a.ii	Reading: Informational Text
16	RL 3.1.1	3.2.1.a.i	Reading: Literature
17	RL 3.2.1	3.2.1.a.iii	Reading: Literature
18	RI 3.4.1	3.2.2.b.i	Reading: Informational Text
19	RL 3.9.2	3.2.1.c.iii	Reading: Literature
20	RL 3.3.1	3.2.1.a.v	Reading: Literature
21	L 3.6.1	3.2.3.e	Language
22	RL 3.2.2	3.2.1.a.iii	Reading: Literature
23	RL 3.2.3	3.2.1.a.iii	Reading: Literature
24	RL 3.4.1	3.2.1.b.i	Reading: Literature
25	L 3.4.1	3.2.3.c	Language
26	L 3.5.1	3.2.3.d	Language

Evidence Statements: http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Colorado Academic Standards: http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12

3.7.1 General Information

A. Identification Information
The Evidence Statement Analysis identifies the district name and the administration season and year. The school name is also included on school-level reports.

B. Subject Area and Grade Level
The subject area of the report (Spanish language arts) and grade level are identified.

3.7.2 Item Analysis Information

C. Number of students with valid scores
The number of students with valid scores is indicated.

D. Graph Key
The graph key includes explanatory text for the symbols and lines in the bars in the graph: State and District for the district-level report and State, District, and School for the school-level report.

E. Evidence Statement and Difficulty Order
Items on the CSLA assessments are written to Evidence Statements, which are mapped to the Colorado Academic Standards. Each operational item on the assessment is combined into an evidence statement group. CSLA items may be aligned to more than one evidence statement. This means that one item could be represented on the report multiple times depending on its alignment.

The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the state level.

F. Graphical Representation of State, District, and School Level Performance by Evidence Statement
The graphical representation shows how the state, district, and school performed on each operational item. The state is represented as a blue line with squares, the district is represented as green circles, and on the school-level reports, the school is represented by orange upside down triangles.

G. Writing Tasks
This section charts information related to the performance of the writing tasks that are included on the CSLA assessment.

H. Writing Expression and Writing Knowledge
Writing Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

I. Prose Constructed Response (PCR)
This section breaks down the writing tasks by the three types of PCR items included on the CSLA assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Literary Analysis, Research Simulation, and Narrative Writing.

3.7.3 Item Map Information

J. Evidence Statement
Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

K. Colorado Academic Standard(s)
The Colorado Academic Standard(s) linked to the Evidence Statement is listed in the third

column. An evidence statement could be connected to multiple standards. There are some evidence statements that do not directly align to a Colorado Academic Standard. For statements that are considered Modeling or Modeling & Reasoning - Securely Held Knowledge, verbiage is indicated on the chart on page 2. Additionally some integrated evidence statements cross multiple domains and are not linked to a single Colorado Academic Standard. Those statements will indicate "Multiple" on the report.

L. Domain
The Domain level is listed in this column.

M. Additional Information
Links to more detailed information on the Evidence Statements and Colorado Academic Standards are provided at the bottom of the report.

Evidence Statements: http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Colorado Academic Standards http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12

3.8 Sample CSLA Performance Level Summary

The Performance Summary Report is available for each assessed grade at each school and district. It contains aggregated performance level information across the state. It also contains disaggregated performance level data by student demographic, program category, and subgroup for the state.

Colorado Measures of Academic Success
DISTRICT PERFORMANCE LEVEL SUMMARY
Spring 2016 Ⓐ

Grade 3

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SAMPLE DISTRICT NAME

COLORADO SPANISH LANGUAGE ARTS Ⓑ
Grade 3 Assessment

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores Ⓓ	Average Scale Score Ⓔ	Level 1 Did Not Yet Meet Expectations #	%	Level 2 Partially Met Expectations #	%	Level 3 Approached Expectations #	%	Level 4 Met Expectations #	%	Level 5 Exceeded Expectations #	%	≥ Level 4 Met or Exceeded Expectations Ⓕ #	%	No Scores Reported Ⓖ #	Total Number of Students Ⓗ #
State	63,246	606	18,891	29.9%	15,001	23.7%	15,564	24.6%	11,496	18.2%	2,294	3.6%	13,790	21.8%	2,221	65,467
District	44	616	7	15.9%	12	27.3%	16	36.7%	9	20.5%	0	0.0%	9	20.5%	3	47
Gender																
Female	21	632	3	14.3%	4	19.0%	8	38.1%	6	28.6%	0	0.0%	6	28.6%	1	22
Male	23	301	4	17.4%	7	30.4%	9	39.1%	3	13.0%	0	0.0%	3	13.0%	2	25
Ethnicity/Race																
Hispanic or Latino	12	648	0	0.0%	3	25.0%	5	41.7%	4	33.3%	0	0.0%	4	33.3%	2	14
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0
Asian	1	705	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	1
Black or African-American	8	557	2	25.0%	3	37.5%	3	37.5%	0	0.0%	0	0.0%	0	0.0%	1	9
Native Hawaiian or Other Pacific Islander	1	775	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	1
White	17	597	4	23.5%	6	35.3%	5	29.4%	2	11.8%	0	0.0%	2	11.8%	3	20
Two or more races	5	646	0	0.0%	0	0.0%	4	80.0%	1	20.0%	0	0.0%	1	20.0%	0	5
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0
Economic Disadvantage																
Free/Reduced Lunch Eligible	23	301	4	17.4%	7	30.4%	9	39.1%	3	13.0%	0	0.0%	3	13.0%	2	25
Not Eligible for Free/Reduced Lunch	21	632	3	14.3%	4	19.0%	8	38.1%	6	28.6%	0	0.0%	6	28.6%	3	24

Ⓒ

Performance Levels

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3.8.1 General Information

A. Identification Information
The report identifies the administration season and year as well as the district (or school) name.

B. Subject Area and Grade Level
The subject area of the report (Spanish language arts) and the grade level of the assessment are identified.

3.8.2 Performance Level Distribution Data

C. Demographic and Program Categories and Subgroups
Demographic and program categories with subgroups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" subgroup.

D. Number of Valid Scores
The number of valid scores does not include students with no score.

E. Average Scale Score
The average scale score is displayed for the state and district as well as each demographic or program subgroup. On school level reports, the average scale score for the school is also included. The average does not include students with no scores.

F. Performance Level Results
The number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated greater than or equal to Met or Exceeded Expectations performance levels, are displayed for each demographic or program subgroup.

G. No Scores Reported
This is the number of students registered to take the CSLA who did not receive scores. They are not included in the denominator for the performance level percentages.

H. Total Number of Students
This is the number of students registered to take the CSLA.

3.9 Sample CSLA Content Standards Roster

Colorado Measures of Academic Success

Grade 3

CONTENT STANDARDS ROSTER

Spring 2016

A SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME

B COLORADO SPANISH LANGUAGE ARTS
Grade 3 Assessment

D-F CO = State Average Percent Correct
ST = Student Percent Correct
PP = Total Points Possible

STUDENT	**F** **E** **D** TOTAL			Key Ideas & Details 3.2.1.a.i 3.2.1.a.iii 3.2.1.a.v			Craft & Structure 3.2.1.b.i 3.2.1.b.iii 3.2.1.b.iv			Integration of Knowledge & Ideas 3.2.1.c.i 3.2.1.c.iii			Range of Reading & Level of Text Complexity 3.2.1.d.i			TOTAL			Key Ideas & Details 3.2.2.a.i 3.2.2.a.ii 3.2.2.a.iii			Craft & Structure 3.2.2.b.i 3.2.2.b.ii 3.2.2.b.iii			Integration of Knowledge & Ideas 3.2.2.c.i 3.2.2.c.ii 3.2.2.c.iii			Range of Reading & Level of Text Complexity 3.2.2.d.i		
	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP
1. Student 1	39	25	30	43	29	11	n/a	n/a	<6	18	13	16	n/a	n/a	<6	43	25	28	51	38	13	n/a	n/a	<6	28	8	12	46	14	7
2. Student 2	43	50	28	51	54	13	n/a	n/a	<6	28	33	12	46	43	7	37	55	33	45	82	11	n/a	n/a	<6	24	14	14	45	75	8
3. Student 3	38	33	28	39	50	8	n/a	n/a	<6	22	7	14	n/a	n/a	<6	39	22	30	52	29	7	n/a	n/a	<6	24	6	17	n/a	n/a	<6
4. Student 4	39	37	30	52	71	7	n/a	n/a	<6	24	12	17	n/a	n/a	<6	33	58	26	36	54	13	n/a	n/a	<6	19	50	10	41	71	7
5. Student 5	34	48	29	43	55	11	n/a	n/a	<6	20	25	16	n/a	n/a	<6	39	25	30	43	29	11	n/a	n/a	<6	18	13	16	n/a	n/a	<6
6. Student 6	38	21	34	68	57	7	n/a	n/a	<6	22	10	21	n/a	n/a	<6	43	50	28	51	54	13	n/a	n/a	<6	28	33	12	46	43	7
7. Student 7	38	33	27	53	75	8	n/a	n/a	<6	22	14	14	n/a	n/a	<6	38	33	28	39	50	8	n/a	n/a	<6	22	7	14	n/a	n/a	<6
8. Student 8	39	39	33	48	64	11	n/a	n/a	<6	27	14	14	44	38	8	39	37	30	52	71	7	n/a	n/a	<6	24	12	17	n/a	n/a	<6
9. Student 9	43	22	32	53	27	11	43	0	6	26	30	10	n/a	n/a	<6	34	48	29	43	55	11	n/a	n/a	<6	20	25	16	n/a	n/a	<6
10. Student 10	37	33	33	41	18	11	n/a	n/a	<6	24	21	14	51	50	8	38	21	34	68	57	7	n/a	n/a	<6	22	10	21	n/a	n/a	<6
11. Student 11	34	41	32	53	55	11	43	33	6	26	0	10	n/a	n/a	<6	38	33	27	53	75	8	n/a	n/a	<6	22	14	14	n/a	n/a	<6
12. Student 12	40	41	29	63	50	8	n/a	n/a	<6	23	25	16	n/a	n/a	<6	39	39	33	48	64	11	n/a	n/a	<6	27	14	14	44	38	8
13. Student 13	43	25	28	51	38	13	n/a	n/a	<6	28	8	12	46	14	7	43	22	32	53	27	11	43	0	6	26	30	10	n/a	n/a	<6
14. Student 14	37	55	33	45	82	11	n/a	n/a	<6	24	14	14	45	75	8	37	33	33	41	18	11	n/a	n/a	<6	24	21	14	51	50	8
15. Student 15	39	22	30	52	29	7	n/a	n/a	<6	24	6	17	n/a	n/a	<6	34	41	32	53	55	11	43	33	6	26	0	10	n/a	n/a	<6
16. Student 16	33	58	26	36	54	13	n/a	n/a	<6	19	50	10	41	71	7	40	41	29	63	50	8	n/a	n/a	<6	23	25	16	n/a	n/a	<6

C Reading: Literature — Reading: Informational Text

G

For more information about the Colorado Academic Standards go to http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12
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Page 1 of 2

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3.9.1 General Information

A. Identification Information
The Content Standards Roster lists the assessment year, grade level assessed, school name, and district name.

B. Assessment Information
The report heading provides the content area (Spanish language arts) and grade level assessed.

3.9.2 Content Standards Information

C. Domain and Standard
All operational items are combined into the domain and standard group into which they apply. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade, then a total column will also be provided.

D. Average Percent Correct and Points Possible
Within all domains and standards, this report provides the total points possible for that group based on the items in that group and the max points possible for those items.

For example, a standard might have four items aligned to it. Three of those items might be worth 2 points each and one item worth 4 points, meaning that group would have a max points possible of 10 points.

Columns with no items aligned or items which have a max points possible of less than 6 points will show an "n/a" in the total points possible column. For domains with multiple standard groups, this amount will still be included in the total.

E. Student Percent Correct
This column shows the percent correct of the total points possible that each student listed received in each domain and standard group. Groups with less than 6 max points will have "< 6" listed in this column. For Domains with multiple standard groups, this amount will still be included in the total.

F. State Average Percent Correct
This column provides the average percent correct for all students in the state with valid scores for each domain and standard group at an operational form combination. Groups with less than 6 max points will have "< 6" listed in this column. For Domains with multiple standard groups, this amount will still be included in the total.

G. Student Information
Students are listed by last name, first name in alphabetical order. Only students with a valid score are listed.

Appendix A

Scale Score Ranges

Appendix A Scale Score Ranges

Grade 3 Spanish Language Arts			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–778
Level 5 Cut	779	Level 5 Range	779–850

Grade 4 Spanish Language Arts			
Level 1 Cut	650	Level 1 Range	650–699
Level 2 Cut	700	Level 2 Range	700–724
Level 3 Cut	725	Level 3 Range	725–749
Level 4 Cut	750	Level 4 Range	750–771
Level 5 Cut	772	Level 5 Range	772–850

Appendix B

Performance Level Descriptors

Appendix B Performance Level Descriptors

Performance Level Descriptors

Grades 3 and 4 Spanish Language Arts

PLDs for grade 3 Spanish language arts are available at
http://www.cde.state.co.us/assessment/csla_pldsgrade3english.

PLDs for grade 4 Spanish language arts are available at
http://www.cde.state.co.us/assessment/csla_pldsgrade4english.