

The Optimal Reference Guide:

Using Assessment Results to Get Performance Results

Extraordinary insight into today's education topics

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Foreword

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Is there a perfect assessment report? I recall a talk I had with a principal about his school's assessment results. (This was the 1980's, so these were actually called test results.) After my carefully crafted, extensive, and graphical presentation, he looked at me and simply said, "So if the line goes up, that's good, right?" Another principal ended my explanation of performance within quartiles by summarizing her results as, "I guess my top held firm, my middle sagged, and my bottom fell out." With more credit to the principals than to the reports, they got it!

With the emergence of data portals and enterprise portals, education agencies have the capacity to present (and spin) their assessment results from an unlimited variety of perspectives. Educators talk about performance indicators while IT people talk about analytics. Educators want actionable reports while IT people are offering OLAP cubes, analysis data stores, and query engines. In fact, I hear more talk these days about the dangers of misinterpretation and misuse of assessment data than I do about the lack of data. Teachers are concerned about having time to use all the data they have.

Imagine the perfect assessment report. Not too little or too much information. Not too technical or too high level. Not so much text that there is too little time to read it all. Everything on one page. Just enough explanation to understand what it all means. References just in case more detail is desired. Imagine that.

This publication presents in clear and concise templates, standards to use when designing an assessment report. Use these standards to judge the potential for an assessment report to satisfy its purpose for its intended audience. Even more important, these standards may support the actual, appropriate use of the results. That is the real goal.

How were these standards developed? We actually traveled the country and talked to teachers. Teachers, school administrators, assessment program managers, and parents were interviewed to determine why their assessment reports are not more useful or more used. From this, a template, or sample report contents, was designed for each user and assessment purpose. Then a formal knowledge sharing session was conducted with assessment experts from around the nation to vet and finalize the standards.

How are these standards to be used? Anyone designing or producing an assessment report should begin with these standards to draft reports. Then they should end with these templates to rate their reports.

In a world that may be overloaded with assessment data, making results available so they support learning improvement is the challenge these standards address.



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Introduction

There is no question that an increasing amount of data is being reported as a result of the No Child Left Behind initiative and the state's accountability system. Is it data overload or is it information that can be readily used by education in making instructional decisions that will support our educational systems' success? To answer this question and identify areas that can facilitate the transformation of overwhelming data reporting requirements into useful information for educators, students, and parents, the American Productivity and Quality Center (APQC), in partnership with ESP Solutions Group, conducted a two-part study funded with a USED research grant.

During Phase I of the study, teachers and other school- and district-level educators were interviewed to determine how much they use the assessment information reported as part of their state accountability system or as part of No Child Left Behind. Their comments were summarized into recommendations and were discussed and refined at a Knowledge Transfer Session (KTS) conducted at the APQC headquarters in Houston, Texas.

The concern most often brought up at the interviews and at the KTS was that teachers and other school-level educators do not have access to student assessment data in a format or media they can readily use to make instructional decisions. Some reported that they had too much information and it was difficult to sort and understand. Others said they did not have access to the information, and most complained the timing of the reports was not conducive to maximizing their use. An interesting finding in Phase I was a discrepancy in the perceptions of teachers and administrators. Administrators tend to view the access to information and training on how to use the information as adequate, while teachers many times do not recall having received the training or the reports.

Phase II of the study focused on the audience, purpose, content, and format of assessment reports to promote their usefulness. Beginning with the recommendations of Phase I, ESP Solutions Group developed a proposed set of standards for reports for large-scale assessment programs. The set of standards includes a list of reports, a report taxonomy for each of the reports proposed, and a rubric to be used to evaluate reports presented by vendors or internal report designers in the process of setting up or revising a statewide or districtwide assessment program.

Sample reports were secured from different state assessment programs and scoring vendors' web sites through electronic catalogs and assessment report interpretive guides. Each of the sample reports was matched to a score report template based on the report taxonomy. At the Phase II KTS, conducted at the NCES Summer Data Conference, researchers, administrators, and other assessment data producers and users reviewed the sample reports and taxonomies using the rubrics. The purpose of these reviews was not so much to rate the sample reports, but to refine the taxonomies and rubrics to create a final set to be included in the proposed national standards.



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Some teachers and other school-level educators reported that they had too much information and it was difficult to sort and understand. Others said they did not have access to the information, and most complained the timing of the reports was not conducive to maximizing their use.



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If teachers are to use test results more productively, then they must get them right away, in the right way. Teachers tell us that we must create the reports they need, only those they need, and provide them while the results still apply to their students. Phase II presents a national standard for assessment reports that do this. Now schools, districts, states, and test publishers have clear specifications for the assessment data required and the format for reporting them.

To accomplish this, we must clearly define those useful and timely reports and ensure that the data to fill them are moved electronically directly into the best medium for teachers' use. This requires aligning each piece of information in an assessment report to the data field that will carry it in an electronic file, and tracking that datum throughout the entire testing, scoring, and reporting process. One way this can be accomplished is using the national data exchange standards available to test publishers, software developers, and school districts—SIF (Schools Interoperability Framework).

Making a direct link to the No Child Left Behind Act and a state's accountability system makes this standard for reporting assessment results valuable to both the educators and the policy makers. The U.S. Department of Education's Education Data Exchange Network (EDEN) and the associated reporting engine, *EDFacts*, provide definitions and code sets for assessment results. They establish a national standard in which assessment data collected for accountability will be available in every state. This grounds the report templates developed for this project in reality—the data will align with public reporting systems.

APQC has documented the significant role that efficient processes play in productivity and quality for an organization. For the assessment efforts of states, districts, and schools to be productive, they require these standards for reporting. These standards would include benchmarks for contents and delivery mechanisms to allow agencies planning an assessment program to include well-defined deliverables in their contracts with assessment vendors.

A key to reducing the cycle time for producing reports as well as automating the delivery of results using electronic media is the interoperability of the information systems (i.e., software applications) that must exchange the data. In today's information environment, data must be moved from one database to another with a minimum of crosswalking, transposing, and manual reformatting. Several standards exist to support this interoperability. The National Center for Education Statistics (NCES) has published handbooks with definitions and code sets for education data elements. SIF has established standards for exchanging data from one software application to another. EDEN has defined the data required for state to federal reporting. All of these are supportive of the assessment and accountability requirements of the No Child Left Behind Act (including the annual report card and adequate yearly progress requirements). The national standard for assessment reports developed by this project is aligned with these extant national standards to provide the framework for immediate adoption nationwide.

Professional organizations have published standards for assessments and their use which have implications for reporting. The recommendations and benchmarks included in these standards have also been reviewed and followed.

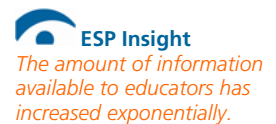


In today's information environment, data must be moved from one database to another with a minimum of crosswalking, transposing, and manual reformatting.

Phase 1 - Using Assessment Results to Get Performance Results

Exploring Teachers' Needs

All states have now assessed student achievement as part of their state accountability system and to comply with the federal requirements of the No Child Left Behind Act. Several states have recently incorporated into their state assessment contracts a requirement to provide districts and schools with an electronic application that will facilitate access to scores by teachers and administrators. The amount of information available to educators has increased exponentially and is being disseminated through state report cards, data submissions to the federal government, and reports and analyses made public by various watch groups, research organizations, and the media.



The question this study answers is whether the teachers, who are the ones who produce the results these assessments are trying to document, are using the scores. Do they have access to the information in ways that make sense to them? Is the information useful to them? Can they use this information to make instructional decisions or validate them?

If the information is available and not being used, then we need to know why, so valuable resources are not being wasted with systems that are not producing the intended results.

Participants

Seven states were selected to represent different approaches to the various components of a state assessment program: administration, scoring, and reporting. The states included in the study were California, Idaho, Louisiana, New York, Texas, Utah, and Virginia. In each state, various districts were contacted to represent one large district (more than 35,000 students) and one small district (fewer than 35,000 students). Two schools were selected in each participating district, one elementary and one secondary. All but two of the schools were visited. One school was undergoing renovations and was dropped from the study, the other school closed the day of the interview due to inclement weather. All together, there were over 370 educators who participated in the study.

Interviews

Interviews were conducted at every school and district central office. Twenty-six schools were visited during the lunch hour to allow teachers to participate without interfering with their instructional duties. Lunch was provided and teachers were encouraged to share their opinions and ideas during a "revolving door" informal interview. Once teachers realized this was an independent study and that they were not being judged or set up for a sales pitch, they opened up and had much to share.

Surveys

In addition to the interview visits, participants were asked to complete an on-line survey dealing with availability of scores and frequency and mode in which teachers

and school administrators are using this information. The survey also included questions regarding staff development and support. There were four different surveys, covering assessment related issues at the teacher, school administrator, district assessment coordinator, and technology coordinator levels.

Knowledge Transfer Session

After all the interviews were completed, a Knowledge Transfer Session (KTS) was conducted at APQC headquarters. Fourteen of the administrators and teachers who participated in the interviews met for a one-day meeting where preliminary findings from the interviews were presented. The KTS participants reviewed the findings and preliminary recommendations using the following format:

1. Discuss the finding briefly.
2. Review the recommendation.
3. Write a brief rational of why this must work.
4. Explain why this does not work now.
5. Determine what must change to make this work.
6. Identify who is part of the solution.
7. List the resources needed for the recommendation to work.

Results

Not surprisingly, educators want faster test results, easier access, more detail, more training, and more time for training and analysis of the scores. The following table presents the findings and recommendations in detail.

Findings and Recommendations

Findings	Educators' Recommendations
Timing	
Scores are sent to schools the last week of school or later. It is too late to do anything that year.	<ul style="list-style-type: none"> • Use split shipment to send individual scores reports (parent report) before students leave for the summer. Preferably allowing time for parent questions. • Provide group summaries soon after to allow teachers and school administrators for training and resources for the next year.
Test is too early in the year; some content for the grade has not been covered.	<ul style="list-style-type: none"> • Test within the last two weeks of school. Allow schools to scan answer documents to produce student preliminary reports before sending the answer documents in for scoring. • OR - Test after instruction ends. Send results back configured for the next school year.
The first grade tested (normally 3 rd grade) covers content from kindergarten to the end of grade 3 but it is used to judge the third-grade teachers.	<ul style="list-style-type: none"> • Provide a pretest for grade 3.
Availability/Accessibility	
Scores come in printed reports for the groups as they were tested. The next year teacher has to pull out individual scores from cumulative folders or from a comprehensive roster for the entire school.	<ul style="list-style-type: none"> • Provide a computer application to allow teachers to look up new students and create new groups. • Provide the capability to obtain scores for students transferring from other schools within the state. • Provide the capability of printing rosters and summaries for the new fall classes.
When systems are available to access assessment scores electronically, they are not accessed by most of the teachers to their fullest potential	<ul style="list-style-type: none"> • Include users in the development process. • Provide staff development that culminates with activities using the participants' own data to generate more interest. • Follow up on staff development by requesting teachers to generate specific reports. • Continue refining the system from teacher feedback. Also continue staff development going into deeper levels of use of scores. • Make a clear connection between the scores in the system and the accountability system.

Findings	Educators' Recommendations
Reports	
A variety of scale scores are meaningless to teachers, students, and parents. Scale scores do not provide a context.	<ul style="list-style-type: none"> • Report percent correct, which would be easier to understand by teachers, students, and parents. • Provide capability of printing rank order lists by total test and by objective. • Provide capability of printing objective analysis and item analysis.
Parent report is too hard to understand (particularly in low SES households).	<ul style="list-style-type: none"> • Produce simple reports with easy to interpret graphs.
Trends across grades would aid interpretation and use of scores.	<ul style="list-style-type: none"> • Produce multiple year reports. • Allow multiple year data in interactive applications.
Resources	
Many teachers are not aware of the multiple resources that central administration and the school administrators report being available.	<ul style="list-style-type: none"> • Work with teacher training institutions. • Work with teacher organizations to disseminate information about the assessment system and the resources available to teachers.
Teachers do not have time for training or to look at complicated reports.	<ul style="list-style-type: none"> • Provide additional staff development days for teachers on how to interpret scores and how to apply that information to make instructional adjustments. • Rethink current staff development topics to include assessment use.
Diagnostic purposes are not well met by state's accountability assessment.	<ul style="list-style-type: none"> • Provide teachers with diagnostic tools.

Conclusions

For these recommendations to be successfully implemented, the following conclusions must be followed.

1. There needs to be a national standard, a benchmark from best practices, for the types of assessment reports and their contents that are required to meet the data driven decision making needs of all stakeholders. These reports need to meet all the accountability reporting requirements of No Child Left Behind (e.g., AYP and annual report cards) as well as specific state accountability provisions.
2. The reports and their contents need to be linked to national standards for data exchange (EDEN, SIF, NCES handbooks, etc.) to ensure that reporting is timely, accurate, and interpreted appropriately.
3. Teachers do not use assessment reports as much as they might because they are overwhelmed by the quantity and complexity of the reports. Training on the vast scope of these reports is not realistic. There needs to be a better targeting of the really useful information to teachers in a simpler format and at the best time for use.

4. The current process of moving assessment reports from the top down, one level at a time filters out and dilutes the information before it reaches the teachers. There needs to be a delivery mechanism for assessment reports that provides them to the appropriate levels without relying upon a higher level to pass them along.
5. Assessments that serve both an accountability purpose and a diagnostic purpose may be disappointing for both purposes, but are typically very disappointing to teachers hoping for timely and specific diagnostic information. A statewide accountability assessment does not contain enough items for each specific objective to provide reliable diagnosis for an individual student. School, district, and state diagnostic summaries can be useful and are more reliable.
6. Time is a limited resource and is basic to most of the recommendations for improvement in the use of assessment results. Making more time available to teachers for training or interpretation of their students' and classes' results is a difficult goal. Making the time available better focused on the teacher's students and classes rather than on sample data and generalities is recommended. Training should use the actual data for a teacher's students whenever possible.
7. Cycle time is the key to most of the improvement recommendations. Getting the results back to the teachers immediately is necessary--especially for diagnostic uses.
8. Making more diagnostic assessments available--separate from the annual accountability test--is a priority. If these are administered and scored on computers with "instant" feedback, the results would be used.

Bottom Line Recommendations

1. Support on-line diagnostic testing.
2. Create a national standard for assessment reports.
3. Revise teacher training activities to show teachers how to use their own students' results.



Phase 2 – A National Standard for Reporting of Assessment Results

Overview

In order to get teachers the reports they need in a timely manner, ESP Solutions Group along with APQC developed the Assessment Report Standards (ARS) as part of the Data-Driven Decision-Making (D3M) model. Schools, districts, states, and test publishers now have clear specifications for the assessment data required and the format for reporting them for specific purposes and audiences.

The D3M ARS clearly define useful and timely reports and describe how the data that fill them can move electronically directly into the best medium for teachers' use. This is done by aligning each piece of information in an assessment report to the data field that will carry it in an electronic file. Data elements throughout the entire testing, scoring, and reporting process are tracked by using the national data exchange standards available to test publishers, software developers, and school districts—SIF (School Interoperability Framework). The SIF and the ARS Taxonomy of Assessment Reporting Templates is provided in Appendix A.

As mentioned earlier, making a direct link to the No Child Left Behind Act and a state's accountability system makes this standard for reporting assessment results valuable to both the educators and the policy makers. This grounds the report templates in reality—the data will align with public reporting systems.

Teachers interviewed in Phase I made it very clear that the state assessments are not the best diagnostic tools. Therefore, additional research must define the diagnostic data elements that need to come from on-line, real-time diagnostic measures that are representative of the annual state tests.

Participants

National leaders in assessment and use of results were invited to attend a knowledge transfer session (KTS), conducted as part of the NCES Summer Data Conference held in Washington, D.C. in July 2004. The 36 participants were representatives of a variety of organizations including school districts, state and federal education agencies, test developers, and consultants. During the three-hour KTS, participants evaluated drafts of the report taxonomies and rubrics and provided suggestions on how to strengthen the process of designing more useful reports for large-scale assessment programs.

Proposed Standards and Instruments

ESP Solutions Group created the following standard documents, which were later revised to incorporate the suggestions from the KTS participants:

1. A **Basic Set of Assessment Reports** that addresses the needs identified in Phase I of this study. The reports are divided into individual student reports, list reports that include a roster of students and a summary with averages for the group, and summary reports for accountability. Appendix B presents the complete list of reports indicating the targeted audience, the

purpose of the report, and a brief list of elements that must be present in the report.

2. A **Report Taxonomy** was created for each of the recommended reports to assist educators and administrators in the evaluation or design of a set of reports for a large-scale assessment program (Appendix C).

Making sure a report includes all the necessary elements can be a daunting task. By using the Assessment Report Templates developed by this project, the designer or manager of a large-assessment program may determine the content of each report to meet the different audiences needs. Each report template includes the following sections:

Assessment Identification: Describe the form of the test from which results were derived, include the form, grade or level, date of administration, norms or benchmarks.	Student/Group Identification: For individual students, clearly show student identification. For group reports, indicate which students are included in the report.
Description of Results: Specify the unit of report (individual or group), the knowledge and skills (test areas), and metrics (types of scores) to be included in the report.	
Display of Results: Specify if the report is to have tables and/or graphics. The use of color or patterns to identify selected students, groups of students, or academic areas.	
Use of Results: Include a brief explanation of the results and the legitimate uses for these types of results.	
Legend: Include a definition of relevant terms, description of comparison groups or benchmarks, and disclaimers or warnings about the use of score types.	
Footer: Include page number, date of publication of report, copyright disclaimers, and FERPA confidentiality statement.	

In addition to the Report Templates, the standards include a set of report taxonomies that will help the designers and managers of assessment programs organize the information needed for each report. The templates and taxonomies will also help maintain information consistency across reports, while providing each user the variant within that consistency that will meet their specific information needs to make sound instructional decisions at their level. Each taxonomy contains the following elements:

Taxonomy
Audience: The audience represents the users for the template. Some audience members will be the prime targets for the data; others will be marginal or occasional users. There is a relationship between the audiences and the confidentiality of a report.
Purpose: The intended or appropriate uses of the data must be taken into account in order to select the appropriate metrics and display of the report.
Access: Confidentiality and statistical reliability must be addressed for each audience and purpose.
Metrics: The score types selected for each report must support the purpose and the audience.
Unit of Analysis: The unit of analysis is the level of granularity for the report. Student is the most granular. The unit of analysis determines the confidentiality of the report as well. Certain reports may only be appropriate for students or for large groups.
Knowledge and Skills: This dimension may not be relevant to the templates except to make the point that all types of knowledge and skills can be reported.
Response Type: Response type of assessment type is more clearly described as the type of items or style of presentation of the prompts to the student. The assessment type aligns most directly with the purpose of an assessment more than with the report template.
Benchmark: More thought needs to go into the relationship of the benchmark to the metric (e.g., % correct, scale score, percentile, etc.) being reported in the template. Different benchmark groups require different metrics for proper comparisons.
Granularity of Scores: Depending on the audience and purpose of the report, scores will go from general or total scores to skills, objectives, and item scores.
Stage: Stage may be an indicator on the template rather than requiring a different template. The issue is whether or not a different template is needed to show that some metrics and values cannot be reported until the final stage.
Medium: We need to think of whether there should be a preferred medium rather than an indication which ones could be used. Cycle time would demand electronic reporting for diagnostic reports, as an example.
Display: Select a display of scores that will facilitate the use of the report. Use design elements such as tables, graphs, and color coding to help users interpret and use scores.

3. **A Score Report Rating Rubric** was created to evaluate the presence and effectiveness of the elements recommended in the Report Taxonomies. The rubrics are designed to rate reports on the following components: 1) audience, 2) purpose, 3) scores reported, 4) definition of elements, 5) graphic aids, and 6) interactivity. The rubrics include evaluation questions about the major components of the reports and provide a 5-point scale to rate each question. According to the participants of the original interviews of Phase I of the study and comments from the Knowledge Transfer Session, the amount of information and detail in a report may be too little (not enough) or too much (confusing). To accommodate the “bi-directional” qualities of “Too Little” - “Just Enough” - “Too much,” the following scale was adopted:

Not Enough Information			Informative Not Overwhelming			Too Much Information		
①	②	③	④	⑤	④	③	②	①

The rubrics developed by the D3M ARS may be used as checklists to evaluate existing reports or as a guide to designing new reports. Some of the sections in the rubric include several questions, thus giving more emphasis on various sections as suggested by the KTS participants. As a result of the feedback received during the KTS, a rubric was developed for each report type. The scoring rubrics are presented in Appendix D.

Sample Score Reports

A collection of sample score reports was gathered by downloading reports from test publisher’s electronic catalogues, state web sites, and interpretive guides. The intention was to obtain several examples of each of the reports proposed for the standards. It is important to point out here that there are great differences among the states and scoring vendors in the accessibility of information about the student assessment program, including the types of reports available. There were many states in which no sample reports or interpretive guides could be found on their web sites. These materials may be available but the web page design was not conducive to finding them easily. Even the test publishing companies and commercial scoring services had a very limited display of scoring services and report options on their web sites.

There were several samples of parent reports, student profiles, simple list reports, and group summaries. However, there was only one sample report including students in rank order or grouped by performance level. No samples were found for reports showing student and group growth, although several states are working on models. Some of these reports may be distributed to schools and districts rather than being published directly by the states.

Knowledge Transfer Session

During the KTS, participants reviewed the Phase I findings. After a brief discussion of the purpose of the session, participants were asked to use the *Report Taxonomy* and *Score Report Rating Rubric* to evaluate sample reports that were provided by the session leaders. The purpose of these report evaluations were twofold; to

determine the effectiveness of the particular report and, most importantly, to help refine the rating instruments and taxonomies.

Results

Following is a summary of the comments and recommendations made by the KTS participants after using the Report Taxonomy Templates and the Score rating Rubrics. Appendix E lists the comments collected at the session.

General Comments

- Scoring rubrics need to parallel the report type; there should be a different rubric for each report type.
- Greater variance is needed in each section of the scoring rubric.
- More weight should be given to Section III (Definition of Elements – scores, groups, programs, areas, and codes) and V (Interactivity – User can customize report by selecting subgroups, report elements, and scores).
- Instead of a scoring system, use a checklist system. Maybe we won't get a "10" [perfect score] but can improve reports – the rating scale is not valuable, but would like characteristics to help with complexity, etc. A descriptive rubric would be more helpful.
- Create sample reports to show model reports according to the taxonomy.
- More emphasis needs placed on what teachers need. There are assumptions made about what teachers know. Don't take for granted that we are "providing too much data" – sometimes we are missing the basics that people need.
- Involve the users in the development of the report.
- Provide overall conclusions that can be drawn from the report. Give an explanation of the use of the report and the results.
- Somewhere we must deal with the purpose of the assessments – have to match report with test use.
- Need to differentiate between reports from the learning standpoint vs. the accountability standpoint. The rubrics did not fit reports for instructional use – rubrics fit accountability reports better than instructional reports.
- Process for improving reports based on the taxonomy needs to be developed. Would really like a publication: "so you want to change your reports... what next"
- Generally the taxonomies were strong.
- Need to unpack from four simple features to show the complexity – have different features for different types of reports.
- Want to underscore the need for the magic graph... They would like to have a teacher report where teachers could gather around a table and within 15 seconds come up with the same interpretation.
- Must create a report that people will want to look at – not too much, not too little.
- Need to really focus on the audience – you just might pull it off if the report can be focused – so much seems to be riding on making reports fit so many audiences.
- Have to give teachers their incoming student data – not just last year's students – have to make the data actionable.

- How can the rubric evaluate the amount of content provided?
- Provide total score at the end of the rubric—it was often overlooked.

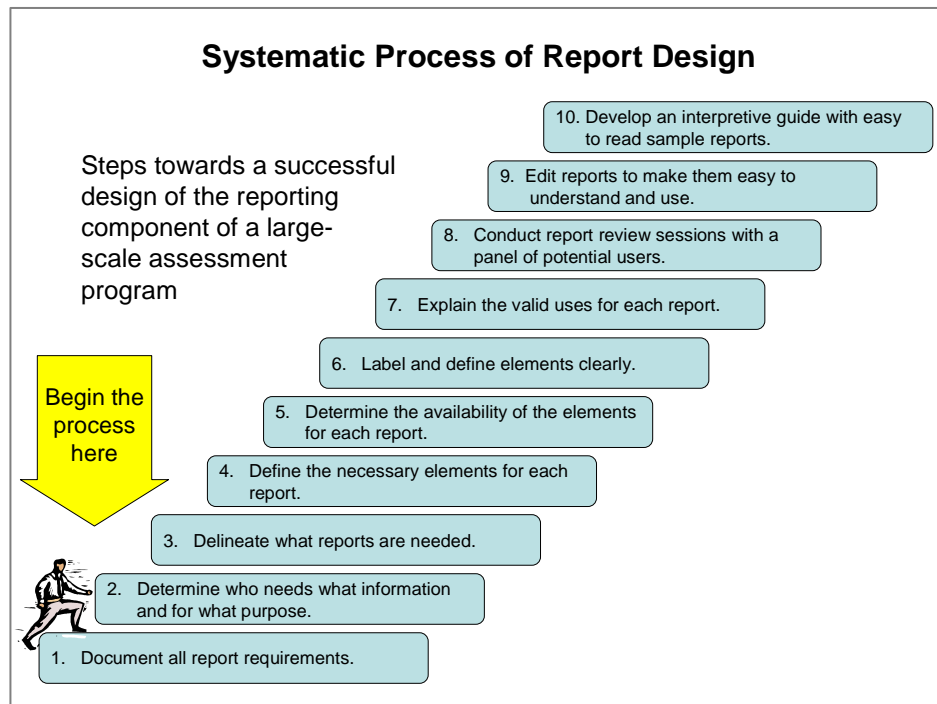
After the KTS, the Score Report Taxonomy templates and the Score Report Rating Rubrics were revised, incorporating as many as the recommendations as was practical.

Conclusion and Recommendations

Project managers and administrators designing an assessment program may have a clear idea of what the program will look like; including what reports will be produced and what those reports will look like. However, to assure the success of the assessment program, it is important to follow a systematic approach. There are two premises that must be kept in mind during this process:

- To have a clear idea of the purpose of the assessment program.
- To involve the end users of the information produced through the assessment program. During this study, it was clear that there is often a wide gap between the perceptions of the administrators and the perceptions of the end users of the information.

The use of these standards will help the designers and managers of large-scale assessment programs produce reports that will make sure the information collected with the assessments becomes useful data for all concerned; from students and parents, to school and district level educators, to policy makers, and to the general public. The use of these standards will also help state assessment programs meet the reporting requirements in the *No Child Left Behind* (NCLB) Act. The D3M ARS include the following steps for the successful design of a reporting system of a large-scale assessment program:



All report requirements must be thoroughly studied and documented. Whether the assessment program is a local district requirement, a statewide assessment or a national assessment program, the policy makers requesting the assessment and the education administrators designing and managing the program must be clear about what is the ultimate goal of the assessment program. This will help determine who should be getting what information and for what purposes.

Before finalizing the design of reports, the availability of data to populate them must be verified. If the information required is not in the assessment files, determine if there are other sources that can be linked to the assessment file through the use of unique student ID numbers. If there is no way to obtain the information, revise the specifications for the report. Determine if the information is necessary enough to modify the data collection system to obtain the data during the next assessment cycle.

As reports are designed for a large-scale assessment program, samples, documentation, and explanations must also be developed. These materials should be evaluated by users at the task force meetings at the same time as the reports are reviewed. Access to these materials needs to be in multiple media and should be mentioned in the report itself. Users of reports want to be able to use the report immediately; they need reports that are self contained and intuitive. When this is not possible because of the nature of the report, users should be able to find interpretive explanations easily.

What Now?

There is work to be done by test publishers, scoring services, state education agencies, districts, and any other entities that are scoring and reporting assessment results. The standards defined and proposed here need to be used, tested, vetted, and improved through practice.

One of the most significant insights from this study came during the knowledge transfer session when the assembled experts, who had cumulatively hundreds of years of assessment experience, were taken aback by the low ratings they were giving to the published assessment reports being rated. Some knew that the ratings were low because the rubrics in use were harsher than they should be. For instance, following the rating system of the rubric produced a score of 5; however, it was felt that although the report was missing a few components, a score of 5 was too low. Even with that concession, the reports were clearly lacking in many important characteristics.

The 8 ½ X11 syndrome was pervasive—every report had been designed to fit neatly on a single letter-sized sheet of paper. Showing everything anyone would need to know on one side of a report is admirable. What was clearly disjointed was the priority given to this goal over the primary purpose of the report—to communicate with the audience. This catch 22—get it all on one sheet of paper, but do so without leaving anything off—is indicative of a real problem. We apparently are trying to do too much with each assessment report. We are showing so much information on our single piece of paper that the essence of what the typical reader wants to know is either lost or reduced to 8-point type.

Therein lays the challenge. How can we follow the standards developed in this study without designing even more complex and incomprehensible reports that overwhelm the reader?

A great starting point is to serve only one purpose with a report; to target only one audience; to reduce the content to the basic data; and to provide those few users that really seek more detail another report.

Appendix A: SIF and D3M ARS Crosswalk

Schools Interoperability Framework and the *D3M Assessment Report Standard*

Taxonomy of Assessment Reporting Templates (National Standards)

Prepared by ESP Solutions Group

Glynn D. Ligon, Ph.D. and Vicente Paredes, Ph.D.

The SIF Implementation Specification Version 1.5 standard has been used to document how the contents (i.e., “data elements”) of an assessment report (as defined by the taxonomy and detailed in the specific templates) can be exchanged. This exchange is crucial to cycle time reduction because moving the data from the testing location to the scoring service and into the reporting media has been the most time-consuming (and error-prone) set of processes in the student assessment arena. The automated exchange of test responses and results using SIF standards will speed these processes.

SIF’s Version 1.5 has been reviewed to find the data objects that can be used to exchange the assessment data. Each object is identified below and briefly described.

SIF Implementation Specification Version 1.5

5.6.7 Assessment

The Assessment data structure is used to contain the exchange of test data structures. The Assessment data structure can contain items or sections. The Assessment data structure may contain meta-data, objectives, rubric control switches, assessment-level processing, feedback, and selection and sequencing information for sections.

5.6.8 Assessment Section

The Assessment Section data structure is used to define arbitrarily complex hierarchical section and item data structures. The Assessment Section may contain meta-data, objectives, rubric control switches, assessment-level processing, feedback, and selection and sequencing information for sections and items.

5.6.9 Assessment Item

An Assessment Item is the most granular object of assessment. An Assessment Item is often associated with a question/item/prompt and its associated attributes and processes.

5.6.10 Assessment Subtest

Operationally, a subtest is a class of scores on an assessment.

5.6.11 Student Result Set

The Student Result Set describes student work or a result produced by an assessment or activity in raw as well as scored form. The Student Result Set object can contain student responses to items, the score for a set of one or

more items, or the scores for a set of one or more subtests. This Student Result Set object also contains context information related to the administration of the assessment or activity.

5.6.11.3 Transmitting Responses

This object represents how responses are collected and sent for scoring.

5.6.11.4 Transmitting Scores

After responses to an assessment are scored, a scoring service could use the Transmitting Scores object to send the scored form back to a school, district, or state.

5.10.1 Report Manifest

In order to exchange the report formats, text, and score contents using SIF, the Vertical Reporting objects are recommended. The Report Manifest describes the report that is to be “built” from the data. An advantage provided by the Report Manifest is that the text descriptions that are an important characteristics of an assessment report (i.e., they help the user make appropriate interpretations of the data) can be exchanged.

SIF Crosswalk to Assessment Report Templates

The data elements (i.e., fields) within each major section that has been defined for a report template have been crosswalked to the corresponding SIF object and element.

Template Section	Field	SIF Object	SIF Element>Attribute
Report ID	Name of Test	5.6.7	RefId
	Subtest	5.6.10	SubTestName
	Grade Level	5.6.11	GradeLevels
	Test Date	5.6.11	Administration/Form/Period or Administration/AdminTime/StartDate
	Subject	5.6.11	ExtendedElement@Name="SubjectArea"
	Language	5.6.7	Xml:lang
	Form	5.6.7	Assessment/Instance/Form
	Norms	5.6.11	ExtendedElement@Name="Norms"
	Type	5.6.7	AssessmentType
Entity/ Student ID	State	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=State
	Region	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=Region
	District	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=District
	School	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=School
	Class	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=Class
	Program	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=Program
	Subgroup	5.6.11	OrganizationRefId@RefIdType=NameString; OrganizationRefId@Type=Subgroup
	Student Name	5.6.11	(Requires StudentPersonal Object)
	Student ID	5.6.11	StudentPersonalRefId
	(Demographics)		(Requires StudentPersonal Object)
Legend	Notes	5.6.11	Administration/Form
	Definitions	5.10.1	ExtendedElement@Name="Definitions"
	Disclaimers/Warnings	5.10.1	ExtendedElement @Name="DisclaimerWarning"
	Symbols/Colors/Highlights	5.10.1	ExtendedElement @Name="Symbols"

Template Section	Field	SIF Object	SIF Element>Attribute
Footer	Comments	5.6.7	AssessmentComment
	FERPA Confidentiality Statement		ExtendedElement@Name="FERPA"
	Page Number	5.10.1	ExtendedElement@Name="PageNumber"
	Report Date	5.10.1	ExtendedElement@Name="ReportAsOfDate"
	Copyright	5.10.1	ExtendedElement@Name="Copyright"
Results	Each report template requires a different subset of elements from the Results object. These are examples of commonly used elements. See the SIF 1.5 specification for all available elements.	5.6.11	Result/Description
			Result/Score@ScoreRefId
			Result/Score@RefIdType
			Result/Score/Diagnostic@DiagnosticRefId
			Result/Score/Diagnostic@DiagnosticType
			Result/Score/Diagnostic@RefIdType
			Result/Score/Diagnostic/DiagnosticStatement

Appendix B: Basic Set of Assessment Reports

	Report Type	Report Audience(s)*	Report Purpose(s)	Report Elements**
1	Student Profile for Parents/Students	Parents Students Confidential	Describe student performance in lay terms. Identify relative strengths and weaknesses for discussion at parent/teacher conferences, help students plan their academic future.	<ul style="list-style-type: none"> ▪ Student identifier ▪ Performance by area and skill ▪ Comparison to standard or group ▪ Simple explanation (no higher than 7th grade reading level).
2	Individual Student Profile for Educators	Teachers Counselors Instructional Aides Confidential	Identify relative strengths and weaknesses for customizing instruction. Instructional placement, prescription, grouping, and needs assessment.	<ul style="list-style-type: none"> ▪ Student identifier ▪ Demographic/Program Information ▪ Performance by area, skill, and item ▪ Comparison to standard or group
3	Student Achievement List (including group summary 3-A)	Teachers Instructional Aides School Administrators District Administrators Confidential	Identify relative strengths and weaknesses for customizing instruction, prescription, and needs assessment.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Demographic/Program Information ▪ Performance by area, skill, and item ▪ Comparison to standard or group
4	Skills Analysis List (including group summary 4-A)	Teachers Instructional Aides School Administrators District Administrators Public	Identify relative strengths and weaknesses for customizing instruction, prescription, and needs assessment.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Demographic/Program Information ▪ Performance by area and skill ▪ Comparison to standard or group
5	Item Analysis (including group summary 5-A)	Teachers Instructional Aides School Administrators Public	Identify skills in need of additional instruction and verification of understanding, prescription, and needs assessment.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Demographic/Program Information ▪ Performance by area, skill, and item ▪ Comparison to standard or group
6	Rank-Order or Performance-Level List (including group summary 6-A)	Teachers Instructional Aides School Administrators Confidential	<p>Identify students eligible for specific program services.</p> <p>Identify resources needed to meet the needs of eligible students.</p>	<ul style="list-style-type: none"> ▪ Group identifier ▪ Student name ▪ Student demographic/program information ▪ Performance by area ▪ Comparison to eligibility criteria

	Report Type	Report Audience(s)*	Report Purpose(s)	Report Elements**
7	Program Eligibility List (including group summary 6-A)	Teachers Instructional Aides School Administrators Confidential	Identify students eligible for specific program services. Identify resources needed to meet the needs of eligible students.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Student name ▪ Student demographic/program information ▪ Performance by area ▪ Comparison to eligibility criteria
8	Growth List (including group summary 8-A)	Teachers Counselors School Administrators Confidential	Identify students with unusually large or unusually small achievement gains to identify effective programs and methods or to provide necessary remedial programs or instruction.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Student name ▪ Performance by area for two or more years, or actual and predicted performance ▪ Difference between two scores
8-A	Program/School Evaluation Report	School Administrators District Administrators Public	Identify effective and ineffective programs.	<ul style="list-style-type: none"> ▪ Group identifier ▪ Performance by area for two or more years, or actual and predicted performance ▪ Difference between two scores
9	Group Improvement Status	Teachers School Administrators District Administrators Public	Study growth patterns for students, groups, and subject areas to refocus instruction and evaluate programs	<ul style="list-style-type: none"> ▪ Group identifier ▪ Performance by area ▪ Improved performance expected scores ▪ Difference between two scores ▪ Improvement status by area
10	Annual School/District Report Card	School Administrators District Administrators State Administrators General Public Policy Makers Public	Inform stakeholders of the academic progress of a group, school, or district.	<ul style="list-style-type: none"> ▪ School/District identifier ▪ AYP Status ▪ Proficiency level by area for each subgroup ▪ Additional indicator ▪ Was AYP achieved through the safe harbor provision?

* Reports should include a reference about confidentiality according to FERPA guidelines.

** These report elements are in addition to clear information about the test, statewide testing program, and other relevant information in the header and footer of the report.

Appendix C: D3M ARS Report Taxonomy

Report Taxonomy and Scoring Rubrics

Report Category: Individual Report
Report Template: Student Profile for Parents/Students

<p>Assessment Identification:</p> <table style="width: 100%;"> <tr> <td>Report ID (Name of Report)</td> <td>Form</td> </tr> <tr> <td>Test</td> <td>Norms</td> </tr> <tr> <td>Grade</td> <td></td> </tr> <tr> <td>Subject</td> <td></td> </tr> <tr> <td>Test Date</td> <td></td> </tr> </table>	Report ID (Name of Report)	Form	Test	Norms	Grade		Subject		Test Date		<p>Student/Group Identification:</p> <table style="width: 100%;"> <tr> <td>Student Name</td> <td>District</td> </tr> <tr> <td>State</td> <td>Class</td> </tr> <tr> <td>School</td> <td></td> </tr> <tr> <td>Student ID</td> <td></td> </tr> </table>	Student Name	District	State	Class	School		Student ID	
Report ID (Name of Report)	Form																		
Test	Norms																		
Grade																			
Subject																			
Test Date																			
Student Name	District																		
State	Class																		
School																			
Student ID																			

Description of Results:

Unit of Report: Student

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
 References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
 Description of comparison group or benchmarks
 Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
 Message from the state, district, or school
 FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

<p>Audience</p> <table style="width: 100%;"> <tr><td>Teacher</td><td><input type="checkbox"/></td></tr> <tr><td>Counselor</td><td><input type="checkbox"/></td></tr> <tr><td>Support Staff</td><td><input type="checkbox"/></td></tr> <tr><td>Activity Sponsor</td><td><input type="checkbox"/></td></tr> <tr><td>Coach</td><td><input type="checkbox"/></td></tr> <tr><td>Principal</td><td><input type="checkbox"/></td></tr> <tr><td>School Administrator</td><td><input type="checkbox"/></td></tr> <tr><td>Program Manager</td><td><input type="checkbox"/></td></tr> <tr><td>Evaluator</td><td><input type="checkbox"/></td></tr> <tr><td>Administrator</td><td><input type="checkbox"/></td></tr> <tr><td>Decision Maker</td><td><input type="checkbox"/></td></tr> <tr><td>Policy Maker</td><td><input type="checkbox"/></td></tr> <tr><td>Student/Parent</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Other Institution</td><td><input type="checkbox"/></td></tr> <tr><td>Researcher</td><td><input type="checkbox"/></td></tr> </table> <p>Unit of Analysis</p> <table style="width: 100%;"> <tr><td>Student</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Group</td><td><input type="checkbox"/></td></tr> <tr><td>Sample</td><td><input type="checkbox"/></td></tr> </table> <p>Response Type</p> <table style="width: 100%;"> <tr><td>Multiple Choice</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Constructed Response</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Performance Task</td><td><input checked="" type="checkbox"/></td></tr> </table> <p>Benchmark</p> <table style="width: 100%;"> <tr><td>National Normative Sample</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Other Normative Sample</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Academic Standards</td><td><input checked="" type="checkbox"/></td></tr> </table> <p>Stage</p> <table style="width: 100%;"> <tr><td>Preliminary</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Final</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Revised</td><td><input type="checkbox"/></td></tr> </table> <p>Display</p> <table style="width: 100%;"> <tr><td>Table</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Graph</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Text</td><td><input checked="" type="checkbox"/></td></tr> </table>	Teacher	<input type="checkbox"/>	Counselor	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Activity Sponsor	<input type="checkbox"/>	Coach	<input type="checkbox"/>	Principal	<input type="checkbox"/>	School Administrator	<input type="checkbox"/>	Program Manager	<input type="checkbox"/>	Evaluator	<input type="checkbox"/>	Administrator	<input type="checkbox"/>	Decision Maker	<input type="checkbox"/>	Policy Maker	<input type="checkbox"/>	Student/Parent	<input checked="" type="checkbox"/>	Other Institution	<input type="checkbox"/>	Researcher	<input 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style="width: 100%;"> <tr><td>Private/Restricted</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Public/Masked</td><td><input type="checkbox"/></td></tr> <tr><td>Public</td><td><input type="checkbox"/></td></tr> <tr><td>Research</td><td><input type="checkbox"/></td></tr> </table> <p>Metrics</p> <table style="width: 100%;"> <tr><td>Raw Scores</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Percent Correct</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Scaled Scores</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>National Percentile</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>State Percentile</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>National Stanine</td><td><input type="checkbox"/></td></tr> <tr><td>State Stanine</td><td><input type="checkbox"/></td></tr> <tr><td>Performance Level</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Lexile</td><td><input type="checkbox"/></td></tr> 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Template: 1-1

Report Taxonomy and Scoring Rubrics

Report Category: Individual Report

Report Template: Student Profile for Educators

Assessment Identification:

Report ID (Name of Report)	Form
Test	Norms
Grade	
Subject	
Test Date	

Student/Group Identification:

Student Name	District
State	Class
School	
Student ID	

Description of Results:

Unit of Report: Student

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 1-2

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Overall Achievement (Summary in Template 3-1)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Student/Group Identification:

Teacher Name
State
School
District
Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	✓	Accountability	
Counselor	✓	Diagnostics	✓
Support Staff	✓	Eligibility	✓
Activity Sponsor	✓	Access	
Coach	✓	Private/Restricted	✓
Principal	✓	Public/Masked	
School Administrator		Public	
Program Manager		Research	✓
Evaluator		Metrics	
Administrator		Raw Scores	✓
Decision Maker		Percent Correct	✓
Policy Maker		Scaled Scores	✓
Student/Parent		National Percentile	✓
Other Institution		State Percentile	✓
Researcher		National Stanine	
Unit of Analysis		State Stanine	
Student	✓	Performance Level	✓
Group	✓	Lexile	
Sample		Knowledge or Skills	
Response Type		Reading	✓
Multiple Choice	✓	Writing	✓
Constructed Response	✓	Language Arts	✓
Performance Task	✓	Mathematics	✓
Benchmark		Science	✓
National Normative Sample	✓	Social Studies	✓
Other Normative Sample	✓	Composite	✓
Academic Standards	✓	Granularity of Scores	
Stage		Composite	✓
Preliminary	✓	Test/Area	✓
Final	✓	Skill	
Revised		Objective	
Display		Item	
Table	✓	Medium	
Graph	✓	Paper	✓
Text	✓	Web	✓
		Local Application	✓
		Data File	✓

* The summary of this report should also be available as a separate report.

Template: 2-1

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Skills Analysis (Summary in Template 3-2)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	<input checked="" type="checkbox"/>	Accountability	<input type="checkbox"/>
Counselor	<input checked="" type="checkbox"/>	Diagnostics	<input checked="" type="checkbox"/>
Support Staff	<input checked="" type="checkbox"/>	Eligibility	<input type="checkbox"/>
Activity Sponsor	<input checked="" type="checkbox"/>	Access	
Coach	<input checked="" type="checkbox"/>	Private/Restricted	<input checked="" type="checkbox"/>
Principal	<input checked="" type="checkbox"/>	Public/Masked	<input type="checkbox"/>
School Administrator	<input type="checkbox"/>	Public	<input type="checkbox"/>
Program Manager	<input type="checkbox"/>	Research	<input checked="" type="checkbox"/>
Evaluator	<input type="checkbox"/>	Metrics	
Administrator	<input type="checkbox"/>	Raw Scores	<input checked="" type="checkbox"/>
Decision Maker	<input type="checkbox"/>	Percent Correct	<input checked="" type="checkbox"/>
Policy Maker	<input type="checkbox"/>	Scaled Scores	<input checked="" type="checkbox"/>
Student/Parent	<input type="checkbox"/>	National Percentile	<input checked="" type="checkbox"/>
Other Institution	<input type="checkbox"/>	State Percentile	<input checked="" type="checkbox"/>
Researcher	<input type="checkbox"/>	National Stanine	<input type="checkbox"/>
Unit of Analysis		State Stanine	<input type="checkbox"/>
Student	<input checked="" type="checkbox"/>	Performance Level	<input checked="" type="checkbox"/>
Group	<input checked="" type="checkbox"/>	Lexile	<input type="checkbox"/>
Sample	<input type="checkbox"/>	Knowledge or Skills	
Response Type		Reading	<input checked="" type="checkbox"/>
Multiple Choice	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>
Constructed Response	<input checked="" type="checkbox"/>	Language Arts	<input checked="" type="checkbox"/>
Performance Task	<input checked="" type="checkbox"/>	Mathematics	<input checked="" type="checkbox"/>
Benchmark		Science	<input checked="" type="checkbox"/>
National Normative Sample	<input checked="" type="checkbox"/>	Social Studies	<input checked="" type="checkbox"/>
Other Normative Sample	<input checked="" type="checkbox"/>	Composite	<input checked="" type="checkbox"/>
Academic Standards	<input checked="" type="checkbox"/>	Granularity of Scores	
Stage		Composite	<input checked="" type="checkbox"/>
Preliminary	<input checked="" type="checkbox"/>	Test/Area	<input checked="" type="checkbox"/>
Final	<input checked="" type="checkbox"/>	Skill	<input checked="" type="checkbox"/>
Revised	<input type="checkbox"/>	Objective	<input type="checkbox"/>
Display		Item	<input type="checkbox"/>
Table	<input checked="" type="checkbox"/>	Medium	
Graph	<input checked="" type="checkbox"/>	Paper	<input checked="" type="checkbox"/>
Text	<input checked="" type="checkbox"/>	Web	<input checked="" type="checkbox"/>
		Local Application	<input type="checkbox"/>
		Data File	<input type="checkbox"/>

* The summary of this report should also be available as a separate report.

Template: 2-2

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Item Analysis (Summary in Template 3-3)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, difference from comparison group, Item

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	✓	Accountability	
Counselor	✓	Diagnostics	✓
Support Staff	✓	Eligibility	
Activity Sponsor	✓	Access	
Coach	✓	Private/Restricted	✓
Principal	✓	Public/Masked	
School Administrator		Public	
Program Manager		Research	✓
Evaluator		Metrics	
Administrator		Raw Scores	✓
Decision Maker		Percent Correct	✓
Policy Maker		Scaled Scores	✓
Student/Parent		National Percentile	✓
Other Institution		State Percentile	✓
Researcher		National Stanine	
Unit of Analysis		State Stanine	
Student	✓	Performance Level	✓
Group	✓	Lexile	
Sample		Knowledge or Skills	
Response Type		Reading	✓
Multiple Choice	✓	Writing	✓
Constructed Response	✓	Language Arts	✓
Performance Task	✓	Mathematics	✓
Benchmark		Science	✓
National Normative Sample	✓	Social Studies	✓
Other Normative Sample	✓	Composite	✓
Academic Standards	✓	Granularity of Scores	
Stage		Composite	✓
Preliminary	✓	Test/Area	✓
Final	✓	Skill	✓
Revised		Objective	✓
Display		Item	✓
Table	✓	Medium	
Graph	✓	Paper	✓
Text	✓	Web	✓
		Local Application	
		Data File	

* The summary of this report should also be available as a separate report.

Template: 2-3

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Rank Order or Performance Level (Summary in Template 3-4)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Rank Order or Performance Level

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

* The summary of this report should also be available as a separate report.

Template: 2-4

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Program Eligibility (Summary in Template 3-5)

Assessment Identification:

Report ID (Name of Report)
 Test
 Grade
 Subject
 Test Date

Student/Group Identification:

Teacher Name
 State
 School
 District
 Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Test area, composite

Metrics (Not all need to be included): Percent correct, percentile, scaled score, stanine

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
 References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
 Description of comparison group or benchmarks
 Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
 Message from the state, district, or school
 FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative	Social Studies
Sample	Composite
Other Normative	Granularity of Scores
Sample	Composite
Academic Standards	Test/Area
Stage	Skill
Preliminary	Objective
Final	Item
Revised	Medium
Display	Paper
Table	Web
Graph	Local Application
Text	Data File

* The summary of this report should also be available as a separate report.

Template: 2-5

Report Taxonomy and Scoring Rubrics

Report Category: List Report (Including Summary*)

Report Template: Achievement Growth (Summary in Template 3-6)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Student and group

Knowledge or Skills (Not all need to be included): Test area, skill, composite

Metrics – Pre and post test scores as well as difference for one of the following types of scores: Grade equivalent, percentile, scaled score, stanine

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	✓	Accountability	✓
Counselor	✓	Diagnostics	✓
Support Staff	✓	Eligibility	✓
Activity Sponsor	✓	Access	
Coach	✓	Private/Restricted	✓
Principal	✓	Public/Masked	✓
School Administrator	✓	Public	✓
Program Manager	✓	Research	✓
Evaluator	✓	Metrics	
Administrator	✓	Raw Scores	✓
Decision Maker	✓	Percent Correct	✓
Policy Maker	✓	Scaled Scores	✓
Student/Parent	✓	National Percentile	✓
Other Institution	✓	State Percentile	✓
Researcher	✓	National Stanine	✓
Unit of Analysis		State Stanine	✓
Student	✓	Performance Level	✓
Group	✓	Lexile	✓
Sample	✓	Knowledge or Skills	
Response Type		Reading	✓
Multiple Choice	✓	Writing	✓
Constructed Response	✓	Language Arts	✓
Performance Task	✓	Mathematics	✓
Benchmark		Science	✓
National Normative	✓	Social Studies	✓
Sample	✓	Composite	✓
Other Normative	✓	Granularity of Scores	
Sample	✓	Composite	✓
Academic Standards	✓	Test/Area	✓
Stage		Skill	✓
Preliminary	✓	Objective	✓
Final	✓	Item	✓
Revised	✓	Medium	
Display		Paper	✓
Table	✓	Web	✓
Graph	✓	Local Application	✓
Text	✓	Data File	✓

* The summary of this report should also be available as a separate report.

Template: 2-6

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Overall Achievement (List in Template 2-1)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 3-1

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Skills Analysis (List in Template 2-2)

Assessment Identification:

Report ID (Name of Report)
 Test Form
 Grade Norms
 Subject
 Test Date

Student/Group Identification:

Teacher Name
 State District
 School Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, percentile, scaled score, stanine, NCE, difference from comparison group, lexile

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
 Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
 References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
 Description of comparison group or benchmarks
 Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
 Message from the state, district, or school
 FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	✓	Accountability	
Counselor	✓	Diagnostics	✓
Support Staff	✓	Eligibility	
Activity Sponsor	✓	Access	
Coach	✓	Private/Restricted	✓
Principal	✓	Public/Masked	✓
School Administrator	✓	Public	
Program Manager	✓	Research	✓
Evaluator	✓	Metrics	
Administrator	✓	Raw Scores	✓
Decision Maker	✓	Percent Correct	✓
Policy Maker		Scaled Scores	✓
Student/Parent		National Percentile	✓
Other Institution		State Percentile	✓
Researcher		National Stanine	
Unit of Analysis		State Stanine	
Student		Performance Level	✓
Group	✓	Lexile	
Sample		Knowledge or Skills	
Response Type		Reading	✓
Multiple Choice	✓	Writing	✓
Constructed Response	✓	Language Arts	✓
Performance Task	✓	Mathematics	✓
Benchmark		Science	✓
National Normative	✓	Social Studies	✓
Sample		Composite	✓
Other Normative	✓	Granularity of Scores	
Sample		Composite	✓
Academic Standards	✓	Test/Area	✓
Stage		Skill	✓
Preliminary	✓	Objective	
Final	✓	Item	
Revised		Medium	
Display		Paper	✓
Table	✓	Web	✓
Graph	✓	Local Application	✓
Text	✓	Data File	✓

Template: 3-2

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Item Analysis (List in Template 2-3)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Raw score, maximum score possible, percent correct, difference from comparison group, Item

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience		Purpose	
Teacher	✓	Accountability	
Counselor	✓	Diagnostics	✓
Support Staff	✓	Eligibility	
Activity Sponsor	✓	Access	
Coach	✓	Private/Restricted	✓
Principal	✓	Public/Masked	✓
School Administrator	✓	Public	
Program Manager	✓	Research	✓
Evaluator	✓	Metrics	
Administrator	✓	Raw Scores	✓
Decision Maker	✓	Percent Correct	✓
Policy Maker		Scaled Scores	✓
Student/Parent		National Percentile	✓
Other Institution		State Percentile	✓
Researcher		National Stanine	
Unit of Analysis		State Stanine	
Student		Performance Level	✓
Group	✓	Lexile	
Sample		Knowledge or Skills	
Response Type		Reading	✓
Multiple Choice	✓	Writing	✓
Constructed Response	✓	Language Arts	✓
Performance Task	✓	Mathematics	✓
Benchmark		Science	✓
National Normative		Social Studies	✓
Sample	✓	Composite	✓
Other Normative	✓	Granularity of Scores	
Sample		Composite	✓
Academic Standards	✓	Test/Area	✓
Stage		Skill	✓
Preliminary	✓	Objective	✓
Final	✓	Item	✓
Revised		Medium	
Display		Paper	✓
Table	✓	Web	✓
Graph	✓	Local Application	✓
Text	✓	Data File	✓

* The summary of this report should also be available as a separate report.

Template: 3-3

Report Taxonomy and Scoring Rubrics

Report Category: Group Report

Report Template: Rank Order or Performance Level (List in Template 2-4)

Assessment Identification:

Report ID (Name of Report)
 Test Form
 Grade Norms
 Subject
 Test Date

Student/Group Identification:

Teacher Name
 State District
 School Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Skill, objective, test area, composite

Metrics (Not all need to be included): Rank Order or Performance Level

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
 Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
 References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
 Description of comparison group or benchmarks
 Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
 Message from the state, district, or school
 FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

* The summary of this report should also be available as a separate report.

Template: 3-4

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Program Eligibility (List in Template 2-5)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Test area, composite

Metrics (Not all need to be included): Percent correct, percentile, scaled score, stanine

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 3-5

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Achievement Growth (List in Template 2-6)

Assessment Identification:

Report ID (Name of Report)
Test
Grade
Subject
Test Date

Form
Norms

Student/Group Identification:

Teacher Name
State
School

District
Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Test area, skill, composite

Metrics – Pre and post test scores as well as difference for one of the following types of scores: Grade equivalent, percentile, scaled score, stanine

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 3-6

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report
Report Template: Group Improvement

Assessment Identification:

Report ID (Name of Report)
 Test Form
 Grade Norms
 Subject
 Test Date

Student/Group Identification:

Teacher Name
 State District
 School Class

Description of Results:

Unit of Report: Group

Knowledge or Skills (Not all need to be included): Test area, composite

Metrics – Pre and post test scores as well as difference for one of the following types of scores: Grade equivalent, percentile, scaled score, stanine
 Required growth and difference between actual and required growth

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
 Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
 References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
 Description of comparison group or benchmarks
 Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
 Message from the state, district, or school
 FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 3-7

Report Taxonomy and Scoring Rubrics

Report Category: Summary Report

Report Template: Annual School/District Report Card

Assessment Identification:

Report ID (Name of Report)
Test Form
Grade Norms
Subject
Test Date

Student/Group Identification:

Teacher Name
State District
School

Description of Results:

Unit of Report: Total group and NCLB subgroup

Knowledge or Skills (Not all need to be included): Test area, composite

Metrics – Pre and post test scores as well as difference for one of the following types of scores: Grade equivalent, percentile, scaled score, stanine
Required growth and difference between actual and required growth

Display of Results:

Clearly labeled tables and simple, easy-to-interpret graphic display of scores
Number of students in group(s)

Use of Results:

Brief explanation of the results and the legitimate uses for these types of results:
References or resources that would help the audience obtain more information

Legend:

Definition of relevant terms, symbols colors, highlights
Description of comparison group or benchmarks
Disclaimers and warnings about the use of score types

Footer:

Page number, date of publication of report, copyright disclaimers, and other text notes
Message from the state, district, or school
FERPA confidentiality statement

Taxonomy:

The checks below represent all the possible selections for each category for this type of report. Users will include only the items that apply to their specific assessment program.

Audience	Purpose
Teacher	Accountability
Counselor	Diagnostics
Support Staff	Eligibility
Activity Sponsor	Access
Coach	Private/Restricted
Principal	Public/Masked
School Administrator	Public
Program Manager	Research
Evaluator	Metrics
Administrator	Raw Scores
Decision Maker	Percent Correct
Policy Maker	Scaled Scores
Student/Parent	National Percentile
Other Institution	State Percentile
Researcher	National Stanine
Unit of Analysis	State Stanine
Student	Performance Level
Group	Lexile
Sample	Knowledge or Skills
Response Type	Reading
Multiple Choice	Writing
Constructed Response	Language Arts
Performance Task	Mathematics
Benchmark	Science
National Normative Sample	Social Studies
Other Normative Sample	Composite
Academic Standards	Granularity of Scores
Stage	Composite
Preliminary	Test/Area
Final	Skill
Revised	Objective
Display	Item
Table	Medium
Graph	Paper
Text	Web
	Local Application
	Data File

Template: 3-8

Appendix D: Rubrics

Score Report Rating Rubric/Checklist

Report Type:	1-1. Student Profile for Parents and Students
Developer/Publisher:	
Name of Report:	
Audience:	Parents and Student
Purpose: (A report may be designed for one or more of these purposes.)	Inform parents of student's scores, relative standing in group/class/school/district/state/nation, need of instructional adjustment and/or progress.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is it clear that this is a report for parents and students?	①	②	③	④	⑤					
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a narrative telling parents and students how to use this report? . . .	①	②	③	④	⑤					
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤					
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are in the report? (For example, can parents tell these are the scores for their child, not a generic report?)	①	②	③	④	⑤					
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming				Too Much Information		
▪ Is there enough information for parents and students to understand the results and be able to ask pertinent questions or take action?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail (areas, skills, objectives)?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①	
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming				Too Much Information		
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①	
▪ Are there legends and explanations as needed? If so, are they clear? . . .	①	②	③	④	⑤	④	③	②	①	
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout				
▪ Are scores presented in clear tables?	①	②	③	④	⑤					
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤					
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain				

▪ Can parents and students obtain copies of the report easily?	①	②	③	④	⑤
▪ Is it accessible through the Internet?	①	②	③	④	⑤
▪ Can they “drill down” or request different or more detailed information?	①	②	③	④	⑤
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤
▪ Is this report available in other languages if appropriate?	①	②	③	④	⑤
▪ Is this report available in large print or Braille on request if appropriate?	①	②	③	④	⑤

Score Report Rating Rubric/Checklist

Report Type:	1-2. Student Profile for Educators
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including relative strengths and weaknesses and relative standing in group/class/school/ district/state/nation. This information is diagnostic and used as a needs assessment for instructional adjustment and to monitor progress.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is it clear that this is a report for school-level educators?	①	②	③	④	⑤					
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a narrative telling users how to use this report?	①	②	③	④	⑤					
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤					
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student’s name?)	①	②	③	④	⑤					
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail (areas, skills, objectives)?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①	
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①	

▪ Are there legends and explanations as needed? If so, are they clear? . . .	①	②	③	④	⑤	④	③	②	①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout			
▪ Are scores presented in clear tables?	①	②	③	④	⑤				
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤				
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain			
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤				
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤				
▪ Can they “drill down” or request different or more detailed information? . . .	①	②	③	④	⑤				
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤				

Score Report Rating Rubric/Checklist

Report Type:	2-1. Student List with Overall Achievement (Summary: 3-1)
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including relative strengths and weaknesses and relative standing in group/class/school/ district/state/nation. This information is diagnostic and used as a needs assessment for instructional adjustment.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear						Clearly Stated/ Unambiguous		
▪ Is it clear that this is a report for school-level educators?	①	②	③	④	⑤				
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear						Clearly Stated/ Unambiguous		
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤				
III. Unit of Analysis – Individual student or group	Difficult to Find						Clearly Stated/ Unambiguous		
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student’s name?)	①	②	③	④	⑤				
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming					Too Much Information		
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①
▪ Is there sufficient level of detail (areas, composite)?	①	②	③	④	⑤	④	③	②	①
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①
▪ Is there a summary for the entire group showing the number of students									

included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④	③	②	①
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information		Informative Not Overwhelming				Too Much Information		
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①
▪ Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout			
▪ Are scores presented in clear tables?	①	②	③	④	⑤	④	③	②	①
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	④	③	②	①
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain			
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤	④	③	②	①
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤	④	③	②	①
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤	④	③	②	①
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤	④	③	②	①

Score Report Rating Rubric/Checklist

Report Type:	2-2. Student List with Skills Analysis (Summary: 3-2)
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including relative strengths and weaknesses and relative standing in group/class/school/ district/state/nation. This information is diagnostic and used as a needs assessment for instructional adjustment.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous
▪ Is it clear that this is a report for school-level educators?	① ② ③	④ ⑤
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous
▪ Is there a reference of where more information may be found?	① ② ③	④ ⑤
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student's name?)	① ② ③	④ ⑤

IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming			Too Much Information		
<ul style="list-style-type: none">Is there enough information for users to understand the results and be able to assess the needs of students and take action?Is there sufficient level of detail (areas, composite)?Are the appropriate types of scores included?Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?Is there a context in which to interpret the scores?Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming			Too Much Information		
<ul style="list-style-type: none">Are the areas tested identified and described?Is there a clear explanation of what the scores mean?Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
	①	②	③	④	⑤	④	③	②	①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout						Clear Layout		
<ul style="list-style-type: none">Are scores presented in clear tables?Is there good use of graphs, patterns, and/or color coding?	①	②			③		④		⑤
	①	②			③		④		⑤
VII. Access and Interactivity	Difficult to Obtain						Easy to Obtain		
<ul style="list-style-type: none">Can users obtain copies of the report easily?Is it accessible through a local/network application or the Internet?Is there an interactive, query-able application available?Is there a FERPA confidentiality statement?	①	②			③		④		⑤
	①	②			③		④		⑤
	①	②			③		④		⑤
	①	②			③		④		⑤

Score Report Rating Rubric/Checklist

Report Type:	2-3. Student List with Item Analysis (Summary: 3-3)
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including item responses. This information is diagnostic and used as a needs assessment for instructional adjustment.

Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear			Clearly Stated/ Unambiguous		
<ul style="list-style-type: none"> Is it clear that this is a report for school-level educators? 	①	②	③	④	⑤	

II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤					
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student's name?)	①	②	③	④	⑤					
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming				Too Much Information		
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail (areas, composite)?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①	
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming				Too Much Information		
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①	
▪ Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①	
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout				
▪ Are scores presented in clear tables?	①	②	③	④	⑤	④	③	②	①	
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	④	③	②	①	
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain				
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤	④	③	②	①	
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤	④	③	②	①	
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤	④	③	②	①	

Score Report Rating Rubric/Checklist

Report Type:	2-4. Student List with Rank Order or Performance Level Groups (Summary: 3-4)
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators rank-order or performance-level lists of students by test or by objective. This information may be used to group students for instruction, and to identify students eligible for programs or in need of additional help.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is it clear that this is a report for school-level educators?	①	②	③	④	⑤					
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤					
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student’s name?)	①	②	③	④	⑤					
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Are students listed in a format that is easy for teachers to follow?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①	
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①	
▪ Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①	
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout				
▪ Are scores presented in clear tables?	①	②	③	④	⑤	④	③	②	①	
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	④	③	②	①	
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain				
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤					
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤					
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤					
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤					

Score Report Rating Rubric/Checklist

Report Type:	2-5. Student List with Program Eligibility (Summary: 3-5)
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including relative strengths and weaknesses and relative standing in group/class/school/ district/state/nation. This information is provided to help school level educators determine program eligibility for students.

Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
▪ Is it clear that this is a report for school-level educators?	① ② ③	④ ⑤	
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
▪ Is there a reference of where more information may be found?	① ② ③	④ ⑤	
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous	
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student's name?)	① ② ③	④ ⑤	
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming	Too Much Information
▪ Are students' scores and eligibility criteria presented clearly for teachers and other school personnel to be able to determine eligibility?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there sufficient level of detail (areas, composite)?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Are the appropriate types of scores included?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a context in which to interpret the scores?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is the test date included and easy to find?	① ② ③ ④ ⑤	④ ③ ② ①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming	Too Much Information
▪ Are the areas tested identified and described?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a clear explanation of what the scores mean?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Are there legends and explanations as needed? If so, are they clear?	① ② ③ ④ ⑤	④ ③ ② ①	
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout	Clear Layout	
▪ Are scores presented in clear tables?	① ② ③	④ ⑤	
▪ Is there good use of graphs, patterns, and/or color coding?	① ② ③	④ ⑤	
VII. Access and Interactivity	Difficult to Obtain	Easy to Obtain	
▪ Can users obtain copies of the report easily?	① ② ③	④ ⑤	
▪ Is it accessible through a local/network application or the Internet?	① ② ③	④ ⑤	
▪ Is there an interactive, query-able application available?	① ② ③	④ ⑤	
▪ Is there a FERPA confidentiality statement?	① ② ③	④ ⑤	

Score Report Rating Rubric/Checklist

Report Type:	2-6. Student List with Achievement Growth (Summary: 3-6)
Developer/Publisher:	

Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators detailed scores for each student, including pretest - posttest analysis of change. This information may be used for diagnostic or evaluative purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
▪ Is it clear that this is a report for school-level educators?	① ② ③	④ ⑤	
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
▪ Is there a reference of where more information may be found?	① ② ③	④ ⑤	
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous	
▪ Is it clear whose scores are in the report? (For example, is it easy to find the student's name?)	① ② ③	④ ⑤	
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming	Too Much Information
▪ Is there enough information for users to understand the results and be able to determine student achievement growth?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there sufficient level of detail (areas, composite)?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Are the appropriate types of scores included?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a context in which to interpret the scores?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is the test date included and easy to find?	① ② ③ ④ ⑤	④ ③ ② ①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming	Too Much Information
▪ Are the areas tested identified and described?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Is there a clear explanation of what the scores mean?	① ② ③ ④ ⑤	④ ③ ② ①	
▪ Are there legends and explanations as needed? If so, are they clear?	① ② ③ ④ ⑤	④ ③ ② ①	
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout	Clear Layout	
▪ Are scores presented in clear tables?	① ② ③	④ ⑤	
▪ Is there good use of graphs, patterns, and/or color coding?	① ② ③	④ ⑤	
VII. Access and Interactivity	Difficult to Obtain	Easy to Obtain	
▪ Can users obtain copies of the report easily?	① ② ③	④ ⑤	
▪ Is it accessible through a local/network application or the Internet?	① ② ③	④ ⑤	
▪ Is there an interactive, query-able application available?	① ② ③	④ ⑤	

▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤
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Score Report Rating Rubric/Checklist

Report Type:	3-1. Summary of Overall Achievement
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators a group summary, including group relative strengths and weaknesses and relative standing of the group in comparison to class/school/district/state/nation. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
<ul style="list-style-type: none">Is it clear that this is a report that can be made public?Are scores for small groups masked for confidentiality?	①	②	③	④	⑤	①	②	③	④	⑤
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
<ul style="list-style-type: none">Is there a reference of where more information may be found?	①	②	③	④	⑤					
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
<ul style="list-style-type: none">Is it clear whose scores are included in the summary? (For example, subgroup, school, district)	①	②	③	④	⑤					
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming				Too Much Information		
<ul style="list-style-type: none">Is there enough information for users to understand the results and be able to assess the needs of students and take action?Is there sufficient level of detail (areas, composite)?Are the appropriate types of scores included?Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?Is there a context in which to interpret the scores?Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming				Too Much Information		
<ul style="list-style-type: none">Are the areas tested identified and described?Is there a clear explanation of what the scores mean?Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	
	①	②	③	④	⑤	④	③	②	①	

VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout				
▪ Are scores presented in clear tables?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	①	②	③	④	⑤
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain				
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤	①	②	③	④	⑤

Score Report Rating Rubric/Checklist

Report Type:	3-2. Summary of Skills Analysis
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators a group summary, including group relative strengths and weaknesses and relative standing of the group in comparison to class/school/district/state/nation. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is it clear that this is a report that can be made public?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Are scores for small groups masked for confidentiality?	①	②	③	④	⑤	①	②	③	④	⑤
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤	①	②	③	④	⑤
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are included in the summary? (For example, subgroup, school, district)	①	②	③	④	⑤	①	②	③	④	⑤
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail (areas, composite)?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a summary for the entire group showing the number of students										

included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④	③	②	①
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information		Informative Not Overwhelming				Too Much Information		
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④	③	②	①
▪ Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④	③	②	①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout					Clear Layout			
▪ Are scores presented in clear tables?	①	②	③	④	⑤	④	③	②	①
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	④	③	②	①
VII. Access and Interactivity	Difficult to Obtain					Easy to Obtain			
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤	④	③	②	①
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤	④	③	②	①
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤	④	③	②	①
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤	④	③	②	①

Score Report Rating Rubric/Checklist

Report Type:	3-3. Summary of Item Analysis
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators a group summary, including an item analysis and relative standing of the group in comparison to class/school/ district/state/nation. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous
▪ Is it clear that this is a report that can be made public?	① ② ③ ④ ⑤	
▪ Are scores for small groups masked for confidentiality?	① ② ③ ④ ⑤	
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous
▪ Is there a reference of where more information may be found?	① ② ③ ④ ⑤	
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous

<ul style="list-style-type: none"> Is it clear whose scores are included in the summary? (For example, subgroup, school, district) 	①	②	③	④	⑤
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming			Too Much Information
<ul style="list-style-type: none"> Is there enough information for users to understand the results and be able to assess the needs of students and take action? Is there sufficient level of detail (areas, composite)? Are the appropriate types of scores included? Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested? Is there a context in which to interpret the scores? Is the test date included and easy to find? 	①	②	③	④	⑤
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming			Too Much Information
<ul style="list-style-type: none"> Are the areas tested identified and described? Is there a clear explanation of what the scores mean? Are there legends and explanations as needed? If so, are they clear? 	①	②	③	④	⑤
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout				Clear Layout
<ul style="list-style-type: none"> Are scores presented in clear tables? Is there good use of graphs, patterns, and/or color coding? 	①	②	③	④	⑤
VII. Access and Interactivity	Difficult to Obtain				Easy to Obtain
<ul style="list-style-type: none"> Can users obtain copies of the report easily? Is it accessible through a local/network application or the Internet? Is there an interactive, query-able application available? Is there a FERPA confidentiality statement? 	①	②	③	④	⑤

Score Report Rating Rubric/Checklist

Report Type:	3-4. Summary of Performance Levels
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators a group summary, including the number of students in each performance level in comparison to class/school/ district/state/nation. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/	Clearly Stated/
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	Not Clear	Unambiguous				
▪ Is it clear that this is a report that can be made public?	①	②	③	④	⑤	
▪ Are scores for small groups masked for confidentiality?	①	②	③	④	⑤	
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear			Clearly Stated/ Unambiguous		
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤	
III. Unit of Analysis – Individual student or group	Difficult to Find			Clearly Stated/ Unambiguous		
▪ Is it clear whose scores are included in the summary? (For example, subgroup, school, district)	①	②	③	④	⑤	
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming			Too Much Information	
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④ ③ ② ①
▪ Is there sufficient level of detail (areas, composite)?	①	②	③	④	⑤	④ ③ ② ①
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④ ③ ② ①
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④ ③ ② ①
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④ ③ ② ①
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④ ③ ② ①
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming			Too Much Information	
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④ ③ ② ①
▪ Is there a clear explanation of what the scores mean?	①	②	③	④	⑤	④ ③ ② ①
▪ Are there legends and explanations as needed? If so, are they clear?	①	②	③	④	⑤	④ ③ ② ①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout			Clear Layout		
▪ Are scores presented in clear tables?	①	②	③	④	⑤	
▪ Is there good use of graphs, patterns, and/or color coding?	①	②	③	④	⑤	
VII. Access and Interactivity	Difficult to Obtain			Easy to Obtain		
▪ Can users obtain copies of the report easily?	①	②	③	④	⑤	
▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤	
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤	
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤	

Score Report Rating Rubric/Checklist

Report Type:	3-5. Summary of Program Eligibility
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators a group summary including the number of students eligible for one or several programs. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	

Comments about the Report: (Include supportive documentation.)	
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To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is it clear that this is a report that can be made public? Are scores for small groups masked for confidentiality? 	① ② ③ ④ ⑤ ① ② ③ ④ ⑤		
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is there a reference of where more information may be found? 	① ② ③ ④ ⑤		
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is it clear whose scores are included in the summary? (For example, subgroup, school, district) 	① ② ③ ④ ⑤		
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming	Too Much Information
<ul style="list-style-type: none"> Is there enough information for users to understand the results and be able to assess the needs of students and take action? Is there sufficient level of detail (areas, composite)? Are the appropriate types of scores included? Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested? Is there a context in which to interpret the scores? Is the test date included and easy to find? 	① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ①		
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming	Too Much Information
<ul style="list-style-type: none"> Are the areas tested identified and described? Is there a clear explanation of what the scores mean? Are there legends and explanations as needed? If so, are they clear? 	① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ①		
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout	Clear Layout	
<ul style="list-style-type: none"> Are scores presented in clear tables? Is there good use of graphs, patterns, and/or color coding? 	① ② ③ ④ ⑤ ① ② ③ ④ ⑤		
VII. Access and Interactivity	Difficult to Obtain	Easy to Obtain	
<ul style="list-style-type: none"> Can users obtain copies of the report easily? Is it accessible through a local/network application or the Internet? Is there an interactive, query-able application available? Is there a FERPA confidentiality statement? 	① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④ ⑤		

Score Report Rating Rubric/Checklist

Report Type:	3-6. Summary of Achievement Growth
Developer/Publisher:	

Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators the average achievement growth for students in the group in comparison to class/school/ district/state/nation. This information may be used for diagnostic and needs assessment purposes.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is it clear that this is a report that can be made public? Are scores for small groups masked for confidentiality? 	① ② ③ ① ② ③	④ ⑤ ④ ⑤	
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is there a reference of where more information may be found? 	① ② ③	④ ⑤	
III. Unit of Analysis – Individual student or group	Difficult to Find	Clearly Stated/ Unambiguous	
<ul style="list-style-type: none"> Is it clear whose scores are included in the summary? (For example, subgroup, school, district) 	① ② ③	④ ⑤	
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information	Informative Not Overwhelming	Too Much Information
<ul style="list-style-type: none"> Is there enough information for users to understand the results and be able to assess the needs of students and take action? Is there sufficient level of detail (areas, composite)? Are the appropriate types of scores included? Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested? Is there a context in which to interpret the scores? Is the test date included and easy to find? 	① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ①		
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information	Informative Not Overwhelming	Too Much Information
<ul style="list-style-type: none"> Are the areas tested identified and described? Is there a clear explanation of what the scores mean? Are there legends and explanations as needed? If so, are they clear? 	① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ①		
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout	Clear Layout	
<ul style="list-style-type: none"> Are scores presented in clear tables? Is there good use of graphs, patterns, and/or color coding? 	① ② ③ ① ② ③	④ ⑤ ④ ⑤	
VII. Access and Interactivity	Difficult to Obtain	Easy to Obtain	
<ul style="list-style-type: none"> Can users obtain copies of the report easily? 	① ② ③	④ ⑤	

▪ Is it accessible through a local/network application or the Internet?	①	②	③	④	⑤
▪ Is there an interactive, query-able application available?	①	②	③	④	⑤
▪ Is there a FERPA confidentiality statement?	①	②	③	④	⑤

Score Report Rating Rubric/Checklist

Report Type:	3-7. Group Improvement
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Provide educators, policy makers, students, and parents detailed information about the school and district. Show the group's growth in comparison to a pre-established growth goal.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is it clear that this is a public report?	①	②	③	④	⑤	①	②	③	④	⑤
▪ Are scores for small groups masked for confidentiality?	①	②	③	④	⑤	①	②	③	④	⑤
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous				
▪ Is there a reference of where more information may be found?	①	②	③	④	⑤	①	②	③	④	⑤
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous				
▪ Is it clear whose scores are included? (For example, subgroup, school, district)	①	②	③	④	⑤	①	②	③	④	⑤
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①	
▪ Is there sufficient level of detail (areas, composite)?	①	②	③	④	⑤	④	③	②	①	
▪ Are the appropriate types of scores included?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested?	①	②	③	④	⑤	④	③	②	①	
▪ Is there a context in which to interpret the scores?	①	②	③	④	⑤	④	③	②	①	
▪ Is the test date included and easy to find?	①	②	③	④	⑤	④	③	②	①	
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information			Informative Not Overwhelming			Too Much Information			
▪ Are the areas tested identified and described?	①	②	③	④	⑤	④	③	②	①	

<ul style="list-style-type: none"> Is there a clear explanation of what the scores mean? Are there legends and explanations as needed? If so, are they clear? 	① ② ③ ④ ⑤ ④ ③ ② ① ① ② ③ ④ ⑤ ④ ③ ② ①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout Clear Layout
<ul style="list-style-type: none"> Are scores presented in clear tables? Is there good use of graphs, patterns, and/or color coding? 	① ② ③ ④ ⑤ ① ② ③ ④ ⑤
VII. Access and Interactivity	Difficult to Obtain Easy to Obtain
<ul style="list-style-type: none"> Can users obtain copies of the report easily? Is it accessible through a local/network application or the Internet? Is there an interactive, query-able application available? Is there a FERPA confidentiality statement? 	① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④ ⑤

Score Report Rating Rubric/Checklist

Report Type:	3-8. Annual School/District Report Card
Developer/Publisher:	
Name of Report:	
Audience:	Teacher, counselor, support staff, activity sponsor, principal, school or district administrator, program manager, decision maker, researcher
Purpose: (A report may be designed for one or more of these purposes.)	Meet the reporting requirements of the No Child Left Behind initiative. Provide information to the general public about the performance of each school and district.
Rating: (Average: 1-5)	
Comments about the Report: (Include supportive documentation.)	

To rate the reports of your assessment program efficiently, you must compare each report to the corresponding Assessment Report Template and Taxonomy. Answer each question below using the scale provided, leaving blank the questions that do not apply. Then average the scores to obtain the rating of the report.

I. Audience	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous									
<ul style="list-style-type: none">Is it clear that this is a public report?Are scores for small groups masked for confidentiality?	①	②	③	④	⑤	①	②	③	④	⑤					
II. Purpose – Intended or appropriate uses	Not Mentioned/ Not Clear					Clearly Stated/ Unambiguous									
<ul style="list-style-type: none">Is there a reference of where more information may be found?	①	②	③	④	⑤										
III. Unit of Analysis – Individual student or group	Difficult to Find					Clearly Stated/ Unambiguous									
<ul style="list-style-type: none">Is it clear whose scores are included? (For example, subgroup, school, district)	①	②	③	④	⑤										
IV. Scores Reported – Metrics and granularity of scores	Not Enough Information					Informative Not Overwhelming					Too Much Information				
<ul style="list-style-type: none">Is there enough information for users to understand the results and be able to assess the needs of students and take action?	①	②	③	④	⑤	④	③	②	①						

<ul style="list-style-type: none"> Is there sufficient level of detail (areas, composite)? Are the appropriate types of scores included? Is there a summary for the entire group showing the number of students included in the averages, tested but not counted, and not tested? Is there a context in which to interpret the scores? Is the test date included and easy to find? 	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
V. Definition of Elements – Scores, groups, programs, areas, codes	Not Enough Information Informative Not Overwhelming Too Much Information
<ul style="list-style-type: none"> Are the areas tested identified and described? Is there a clear explanation of what the scores mean? Are there legends and explanations as needed? If so, are they clear? 	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
	① ② ③ ④ ⑤ ④ ③ ② ①
VI. Graphic Aids – Layout, graphs, patterns, and color	Confusing Layout Clear Layout
<ul style="list-style-type: none"> Are scores presented in clear tables? Is there good use of graphs, patterns, and/or color coding? 	① ② ③ ④ ⑤
	① ② ③ ④ ⑤
VII. Access and Interactivity	Difficult to Obtain Easy to Obtain
<ul style="list-style-type: none"> Can users obtain copies of the report easily? Is it accessible through a local/network application or the Internet? Is there an interactive, query-able application available? Is there a FERPA confidentiality statement? 	① ② ③ ④ ⑤
	① ② ③ ④ ⑤
	① ② ③ ④ ⑤
	① ② ③ ④ ⑤



About ESP Solutions Group

ESP Solutions Group provides its clients with *Extraordinary Insight™* into K-12 education data systems and psychometrics. Our team is comprised of industry experts who pioneered the concept of “data driven decision making” and now help optimize the management of our clients’ state and local education agencies.

ESP personnel have advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of K-12 school data management. We are regarded as leading experts in understanding the data and technology implications of the **No Child Left Behind Act (NCLB)**, **Education Data Exchange Network (EDEN)**, and the Schools **Interoperability Framework (SIF)**.

Dozens of education agencies have hired ESP to design and build their student record collection systems, federal reporting systems, student identifier systems, data dictionaries, evaluation/assessment programs and data management/analysis systems.

To learn how ESP can give your agency *Extraordinary Insight™* into your K-12 education data, contact Greg Nadeau at (781) 370-1017 or gnadeau@espsg.com.

This document is part of *The Optimal Reference Guide Series*, designed to help education data decision makers analyze, manage, and share data in the 21st Century.

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