

UNDERSTANDING YOUR STUDENT'S SCORES

SAMPLE STUDENT REPORT

WYOMING
DEPARTMENT OF EDUCATION

1

Jonathan A. Doe

WISER ID: 99912345

DISTRICT: Demo District (9999000)

SPRING 2024

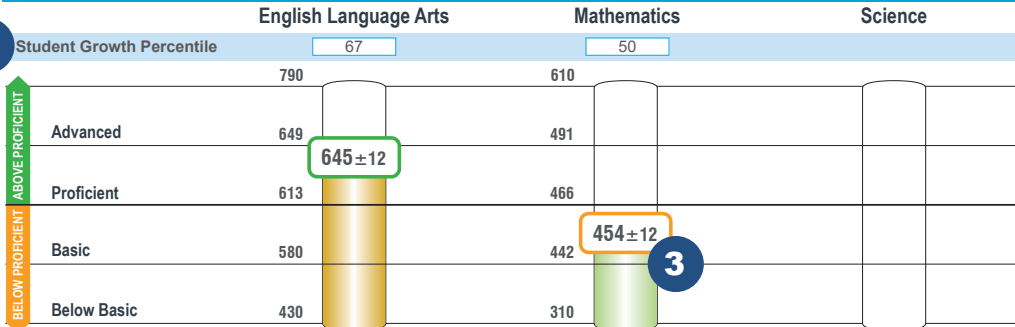
DATE OF BIRTH: 04/01/2015

SCHOOL: Demo School (9999001)

GRADE: 05

Jonathan's Performance on the Wyoming Test of Proficiency and Progress (WY-TOPP)

2



How Does This Compare?

| | | | |
|-------------------|-----|-----|----|
| School Average: | 632 | 470 | NT |
| District Average: | 625 | 465 | NT |
| State Average: | 614 | 450 | NT |

How Did Jonathan Perform in Each Subject Reporting Category?

5

| | Below Standard | At/Near Standard | Above Standard |
|--|----------------|------------------|----------------|
| READING LITERATURE | | | ✓ |
| READING INFORMATIONAL | | ▣ | |
| LANGUAGE/VOCABULARY ACQUISITION AND USE | ⚠ | | |
| Listening and Writing contribute to the overall ELA score. | | | |
| OPERATIONS AND ALGEBRAIC THINKING | | ▣ | |
| NUMBER AND OPERATIONS – BASE TEN | | | ✓ |
| NUMBER AND OPERATIONS – FRACTIONS | | ▣ | |
| MEASUREMENT AND DATA | ⚠ | | |
| GEOMETRY | | ▣ | |
| LIFE SCIENCE | | | |
| EARTH AND SPACE SCIENCE | | | |
| PHYSICAL SCIENCE | | | |

Notes from the Wyoming Department of Education

- The purpose of the WY-TOPP assessment is to measure student performance in English language arts, mathematics, and science, relative to the Wyoming Content and Performance Standards. The results of the assessments are used to make programming decisions at the district and school levels.
- The Wyoming Content and Performance Standards serve as the foundation for the development of the assessment tasks for the WY-TOPP. More information about the Wyoming Content and Performance Standards can be found by visiting edu.wyoming.gov/standards.

- The ± number presented after a student's score represents the standard error of the mean (SEM). If a student were to participate in the assessment multiple times, the student's score would likely fall within that number of points (±) of the current score.
- Student growth percentile describes a student's growth compared to their academic peers, which are other students with similar prior test scores.
- If you have any questions, please ask your student's teacher for more information.

WY-TOPP scores are a snapshot of student performance. Please speak with your child's teacher(s) to better understand their learning and performance.

1

Student Information and Grade Level

This heading identifies the student and grade level for the score report.

2

Student Growth Percentile

This measure represents your student's growth compared to other students with similar prior test scores, referred to as their academic peers. On a state assessment, it is possible for a student with a low score to have high growth and a student with a high score to demonstrate low growth.

3

Student's Scale Score and Overall Performance

This information represents your student's scale score and where it falls on the four achievement levels.

- The small number to the right of your student's score, following the (±) sign, represents the score range that your student would likely fall within if they took the same test multiple times with exactly the same level of knowledge and preparation.
- Achievement Levels 4 and 3 indicate Advanced and Proficient, as denoted by the **ABOVE PROFICIENT** symbol on the bar graph.
- Achievement Levels 2 and 1 indicate Basic and Below Basic, as denoted by the **BELOW PROFICIENT** symbol on the bar graph.

4

Comparison Scores

These scores demonstrate how the student's scale score compares with their peers at the school, district, and state level.

5

Student's Reporting Category Performance

This information provides your student's performance on Reporting Categories (content areas) within each subject area.

- Reporting Categories are broad statements of the assessment system's learning outcomes and are aligned to standards.
- Reporting Category performance is reported as: Below Standard (⚠), At/Near Standard (▣), or Above Standard (✓).

(Continued on next page...)

Glossary of Terms

Student's Scale Score: A scale score is the raw score (total number of points earned) transformed into a score on a scale.

Not Tested (NT): The subject is not tested at this grade level.

Not Applicable (NA): No calculated score is available for this section.

UNDERSTANDING YOUR STUDENT'S SCORES (CONTINUED)

SAMPLE STUDENT REPORT



WYOMING TEST OF PROFICIENCY AND PROGRESS RESULTS

English Language Arts Achievement Results

- 6** **Advanced** - Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
- 7** **Proficient** - Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.
- 8** **Basic** - Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.
- 9** **Below Basic** - Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Lexile® Measure

7 640L

A Lexile measure is a valuable piece of information about a student's reading ability. Lexile measures can predict how well a reader will likely comprehend a text. Use the Find a Book tool, found at lexile.com, to enter your child's Lexile number to get a list of books appropriate for your child's reading level.

Listening and Writing contribute to the overall ELA score.

6 Student's Achievement Level Descriptors

A brief explanation is given for each of the four achievement levels in each content area. Your student's performance is highlighted under each subject.

7 Lexile® and Quantile® Measures

- Reported Lexile Measure: The Lexile measures your student's reading ability and serves as a guide in selecting books for your student.
- Reported Quantile Measure: This measure represents your student's mathematical skills and can determine which mathematical concepts your student may need to practice to increase their understanding.

8 What This Result Means

This short paragraph describes your student's understanding of the content in this category based on his or her ability level.

9 Next Steps

These are activities chosen to cover the content assessed in each subject. Parents are encouraged to use the recommended activities to help improve and maintain their child's knowledge and skills in the subject area.

10 Writing Dimensions

This represents your student's performance on the ELA Writing Dimensions, assessed in grades 3, 5, 7 and 9. Note that the written response is only one part of the student's overall ELA performance.

What Does Your Child's Result Indicate?

READING LITERATURE



ABOVE STANDARD

8 WHAT THIS RESULT MEANS

Your child can almost always identify how a narrator's point of view affects how a story is presented; explain how visual elements (such as images) contribute to the meaning, tone, or beauty of a text; compare the themes of two stories in the same genre; and use details to compare characters or settings in a story.

9 NEXT STEPS

Ask your child to read stories and to explain how their themes are related through the characters and the events. Ask your child to describe how the narrator's point of view affects how the stories are told. Ask your child to read a similar story and to compare the themes and topics of the two stories.

READING INFORMATIONAL



AT/NEAR STANDARD

8 WHAT THIS RESULT MEANS

Your child can often summarize a text; identify its main ideas and supporting details; explain the relationship between events or ideas; show how an author uses details in the text to support a point; determine the meaning of words and phrases; and answer questions using information from two texts.

9 NEXT STEPS

Ask your child to read an article about a topic and to find the main ideas and supporting details. Have your child explain the relationships between ideas or events. Ask him or her to read another article about the topic and to contrast the two authors' points of view and purposes.

LANGUAGE/VOCABULARY ACQUISITION AND USE



BELOW STANDARD

9 WHAT THIS RESULT MEANS

Your child may have trouble using commas correctly; choosing appropriate verb tenses; using clues in a text to find the meaning of words or phrases; understanding figurative language (e.g., a simple example of a simile or a metaphor); and spelling words correctly.

9 NEXT STEPS

Ask your child to read a text. Help him or her to determine the meaning of unfamiliar words or phrases using context clues from the text. Have your child write a short response to a text and help correct the grammar, spelling, and punctuation. Pay particular attention to incorrect shifts in your child's use of verb tense.

Writing Dimensions

10

Essay Type:

INFORMATIVE/EXPLANATORY

| PURPOSE, FOCUS, AND ORGANIZATION | EVIDENCE AND ELABORATION | CONVENTIONS OF STANDARD ENGLISH |
|---|--|---|
| The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: Maintained controlling idea, though some loosely related material may be present; Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas; Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion. | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: Relevant evidence integrated smoothly and thoroughly with references to sources; Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text; Clear and effective expression of ideas, using precise language; Academic and domain-specific vocabulary clearly appropriate for the audience and purpose; Varied sentence structure, demonstrating language facility. | The response demonstrates a partial command of basic conventions. The response may include the following: Various errors in usage; Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling. |

Additional Resources

WY-TOPP Assessment Portal:

wyoassessment.org

State WY-TOPP Webpage:

edu.wyoming.gov/for-district-leadership/state-assessment/wy-topp/

State Standards Webpage:

edu.wyoming.gov/educators/standards/

Lexile Website:

lexile.com

Quantile Website:

quantiles.com