

GUÍA PARA INTERPRETAR LAS PUNTUACIONES DEL ESTUDIANTE

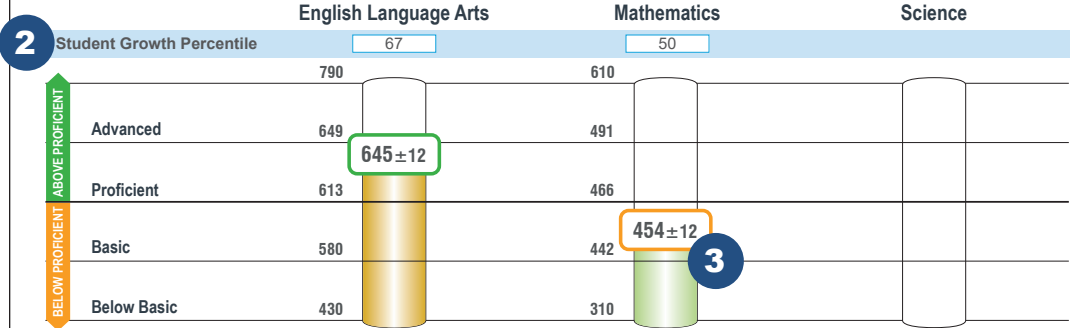
EJEMPLO DE INFORME DE UN ESTUDIANTE

WYOMING
DEPARTMENT OF EDUCATION

1 Jonathan A. Doe
WISER ID: 99912345 DISTRICT: Demo District (9999000)
DATE OF BIRTH: 04/01/2015 SCHOOL: Demo School (9999001)
GRADE: 05

SPRING 2024

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



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 Información del estudiante y nivel de grado**
Este encabezado describe el estudiante y el nivel de grado para el informe de puntuación.
 - 2 Percentil de crecimiento estudiantil**
Esta medición representa el crecimiento del estudiante en comparación con otros estudiantes con puntuaciones similares en pruebas anteriores, denominados sus compañeros académicos. En una evaluación estatal, es posible que un estudiante con una puntuación baja tenga un crecimiento alto y un estudiante con una puntuación alta demuestre un crecimiento bajo.
 - 3 Puntuación del estudiante en la escala y desempeño general**
Esta información representa la puntuación del estudiante en la escala y dónde se encuentra en los cuatro niveles de desempeño.
 - El número pequeño a la derecha de la puntuación del estudiante, después del signo (±), representa el rango de puntuaciones en el que probablemente se ubicaría el estudiante si hiciera la misma evaluación varias veces con exactamente el mismo nivel de conocimientos o preparación.
 - Los niveles de logro 4 y 3 indican Avanzado y Competente, como se indica con el símbolo **ABOVE PROFICIENT** en el gráfico de barras.
 - Los niveles de logro 2 y 1 indican Básico e Inferior al básico, como lo indica el símbolo **BELOW PROFICIENT** en el gráfico de barras.
 - 4 Puntuaciones comparativas**
Estas puntuaciones demuestran cómo la puntuación del estudiante en la escala se compara con la sus compañeros a nivel de escuela, distrito y estado.
 - 5 Categoría de informe del desempeño del estudiante**
Esta información proporciona el desempeño del estudiante en las categorías de informes (áreas de contenido) dentro de cada área temática.
 - Las categorías de informes son enunciados generales de los resultados de aprendizaje del sistema de evaluación y están alineadas con los estándares.
 - La categoría de informe del desempeño se informa como: Debajo del estándar (⚠), En/cerca del estándar (▣), o Por encima del estándar (✓).
- (Continúa en la siguiente página...)

Glosario de Términos

- Puntuación de escala del estudiante:** Una escala de puntuación es la puntuación directa (número total de puntos obtenidos) transformada a una puntuación en escala.
- No evaluado (NT):** La materia no se evalúa en este nivel de grado.
- No aplicable (NA):** No hay puntuación calculada disponible para esta sección.

INTERPRETACIÓN DE LAS PUNTUACIONES DEL ESTUDIANTE (CONTINUACIÓN)

EJEMPLO DE INFORME DE UN ESTUDIANTE



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.

7 **Lexile® Measure**

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.

What Does Your Child's Result Indicate?

READING LITERATURE	
 ABOVE STANDARD	<p>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.</p> <p>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.</p>
READING INFORMATIONAL	
 AT/NEAR STANDARD	<p>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.</p> <p>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.</p>
LANGUAGE/VOCABULARY ACQUISITION AND USE	
 BELOW STANDARD	<p>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.</p> <p>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.</p>

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.

- 6** **Descriptores del nivel de logro del estudiante**
Se da una breve explicación para cada uno de los cuatro niveles de logro en cada área de contenido. El desempeño del estudiante se destaca debajo de cada materia.
- 7** **Medidas Lexile® y Quantile®**
- Medida Lexile informada: Lexile mide la capacidad de lectura del estudiante y sirve como guía para seleccionarle libros.
 - Medida Quantile informada: Esta medida representa las habilidades matemáticas del estudiante y puede determinar qué conceptos matemáticos el estudiante puede necesitar practicar para aumentar su comprensión.
- 8** **Qué significa este resultado**
Este breve párrafo describe la comprensión del estudiante sobre el contenido de esta categoría en función de su nivel de habilidad.
- 9** **Próximos pasos**
Son actividades escogidas para cubrir los contenidos evaluados en cada asignatura. Se alienta a los padres a realizar las actividades recomendadas para ayudar a mejorar y mantener el conocimiento y las habilidades de su hijo en la materia.
- 10** **Dimensiones de redacción**
Esto representa el desempeño del estudiante en las dimensiones de redacción de ELA, evaluadas en 3.º, 5.º, 7.º y 9.º grado. Tenga en cuenta que la respuesta escrita es solo una parte del desempeño general de ELA del estudiante.

Recursos Adicionales

Portal de Evaluación de WY-TOPP:

wyoassessment.org

Página Web Estatal de WY-TOPP:

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

Página Web de los Estándares Estatales:

edu.wyoming.gov/educators/standards/

Sitio Web de Lexile:

lexile.com

Sitio Web de Quantile:

quantiles.com