

Transcend Interim Study

Report Interpretation Guide

Contents

Contents

Overview	3
Score Reporting Information	3
Accessing the Transcend Reports	4
District or School Status Overview Report	5
Class Status and Growth Summary Report	7
Status Roster Report	9
Student Status and Growth Summary Report	11
Item Mapping Analysis Report	13
Interim Test by Assessment Report	15
Interim Writing Reports	16

Overview

The DC Transcend Interim Study utilizes the Transcend assessment solution developed by Pearson. Transcend is an interim assessment system that provides information about student performance on the grade level learning standards in reading and mathematics at three intervals throughout the year. The assessments are designed to be administered during a single class period for each content area assessment, and they are computer adaptive. Students are given grade level items at varying levels of difficulty matched to their current pattern of responses to estimate a score accurately and efficiently.

Results from Transcend assessments are intended to provide valid and reliable information from which educators can base decisions consistent with the purpose of an interim assessment. These types of decisions, referred to as macro decisions, are ones often made by school and district leaders. Examples of the types of decisions Transcend supports are evaluating programs and program implementation, allocating resources, areas of focus in professional learning community discussions, and assigning interventions to students.

Results from Transcend assessments are also intended to support teachers plan instruction but with some limitations, given that it is designed as an interim assessment and not a formative assessment system. Teachers can evaluate individual student performance to support differentiated instruction and identify specific academic standards where students need additional support. These decisions are referred to as micro decisions.

As with all assessment data, Transcend results should be considered in the context of the other information educators know about their students to best inform decision making. Transcend score information is presented with dynamic reporting and is available within 24-48 hours after a student completes an assessment. This allows educators and administrators to make timely decisions to best support the learning of each student, and to partner with families around the progress of their students.

Transcend Assessment Design

Transcend is intended to provide scores and performance levels for a specific content area (i.e., math or reading). In addition, Transcend provides domain-level scale scores, information at the item level, and changes in student performance from one assessment to the next within a given instructional year. The information in each report is aligned to the locally determined scope and sequence covering the Common Core State Standards. Prior to each testing period, districts utilize Pearson's Intelligent Blueprint system to select the grade level learning standards that will be covered during that interim testing period. It is recommended that districts select standards that have been taught in total (i.e., all components of the standard) and consider this when scheduling each interim assessment administration. This ensures that students do not receive items testing learning standards that have not yet been instructed.

The assessments also follow a cumulative test design. Items aligned to previously taught and tested standards are sampled throughout each subsequent interim test to allow for a measure of within-year growth. Because Transcend is intended to be a short assessment, there are not enough items by standard to support interpretations such as mastery at the standards level in a way that is reliable and useful. Adding items to support such an interpretation would add considerable length to the assessment.

Important note: The Intelligent Test Blueprint does require some constraints in the selection of standards in order to create valid and reliable overall content scores and performance levels starting with the first interim. Therefore, for interim 1, districts must select at least 5 standards for each math assessment. For the reading assessment, the first four Reading for Information and Reading for Literacy standards are automatically selected.

Score Reporting Information

The Transcend is intended to provide valid and reliable results at the content and domain levels. Items are aligned to the Common Core State Standards. The standards are associated with specific domains, which are reported as subscores of the overall content area score. Reporting at the domain level provides more specific information about student strengths and areas for growth within the content area.

Content Area	Math (Grades 3-8)	Reading (Grades 3-8)
Domains	OA - Operations & Algebraic Thinking (g3-5)	RI - Reading for Information (g3-8)
	NBT - Numbers & Operations in Base Ten (g3-5)	RL - Reading for Literacy (g3-8)
	NF - Numbers & Operations -- Fractions (g3-5)	
	G - Geometry (g3-8)	
	MD - Measurement and Data (g3-5)	
	NS - The Number System (g6-8)	
	EE - Expression & Equations (g6-8)	
	F - Functions (g6-8)	
	SP - Statistics & Probability (g6-8)	

The Transcend reports on overall content area and domain level scores using *scale scores*. **Scale scores** are raw scores that have been adjusted and converted to a standardized scale to enable comparisons of student performance across tests within a subject area and grade level. The scale score range for the Transcend is 300-500. Transcend reporting includes visual representations of the distribution of tested students' scores across the range of possible scores at each grade and content level. The mean scale score and standard deviation is reported for each group of students viewed.

Estimated performance levels are provided at the content level for both reading and math.

Performance Levels
1. Likely to not meet expectations
2. Likely to partially meet expectations
3. Likely to approach expectations
4. Likely to meet expectations
5. Likely to exceed expectations

Accessing the Transcend Reports

The Transcend reports are permissioned based on the district and school user roles in PearsonAccess^{next}.

The following users have access to all reports within the district:

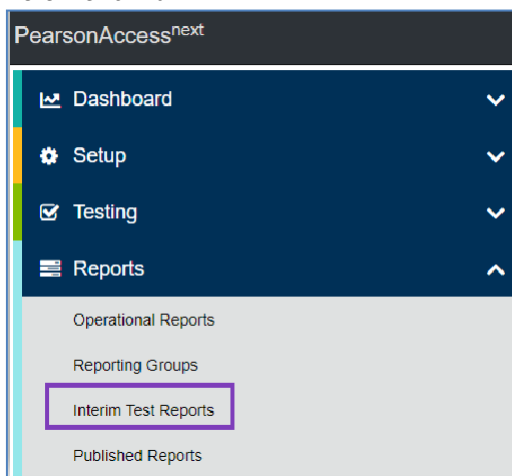
- District Test Coordinator (DTC)
- Technology Coordinator (If assigned at district level)
- Report Access (If assigned at district level)

The following users have access to all reports at their assigned school:

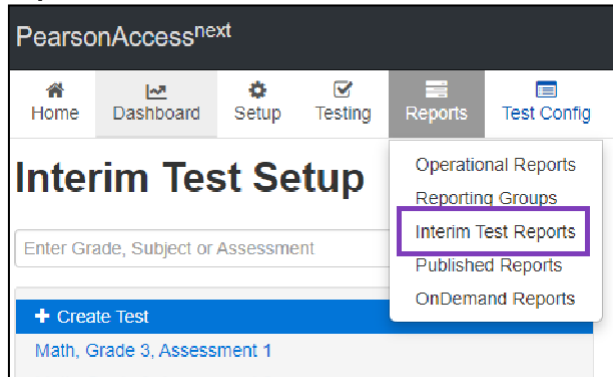
- School Test Coordinator (STC)
- Test Administrators
- Technology Coordinator
- Report Access

To access the Transcend Reports, log-in to PearsonAccess^{next}. Click on the Reports menu and then select Interim Test Reports. You can do this from the left menu bar on the home page or the top menu bar.

Left Menu Bar:



Top Menu Bar:

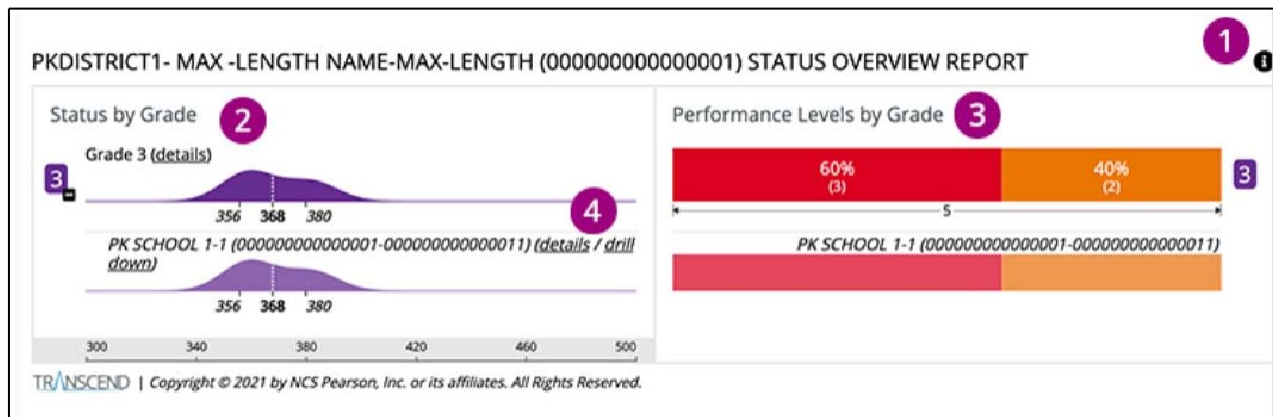


Select Reading or Math. Reports will then be available based on the permissions of the user.

District or School Status Overview Report

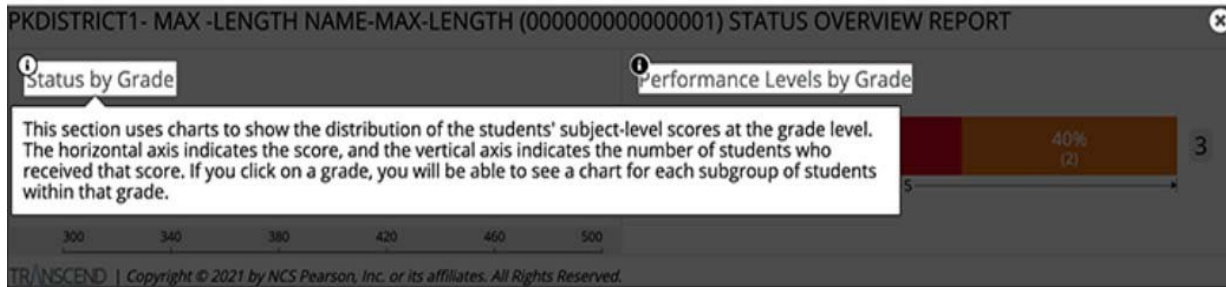
Within each content area, district and school users will see a dashboard providing information on both the status of tested students at a given grade level and the performance levels of students at a particular grade level. Dashboards are populated once four or more students have completed testing, and they are updated as additional student scores are received. Permissioned users at the district level will have access to all overview reports, whereas permissioned users at the school level will see only their assigned school. The following example is representative of a district view.

To access the **STATUS OVERVIEW REPORT**, select either Reading or Math from the dropdown menu. The selected dashboard will appear with the information for each grade level within the district/school. In the example below, the user has drilled down into the subgroups (schools and classes). District users will see the entire grade level within the district represented, as well as the grade level by each individual school. School users will see only their individual school and the grade levels serviced by it.



Detailed Explanation of Report (1-4)

1. Click on the Info Icon on the top right to access a brief description of the information contained in the report.



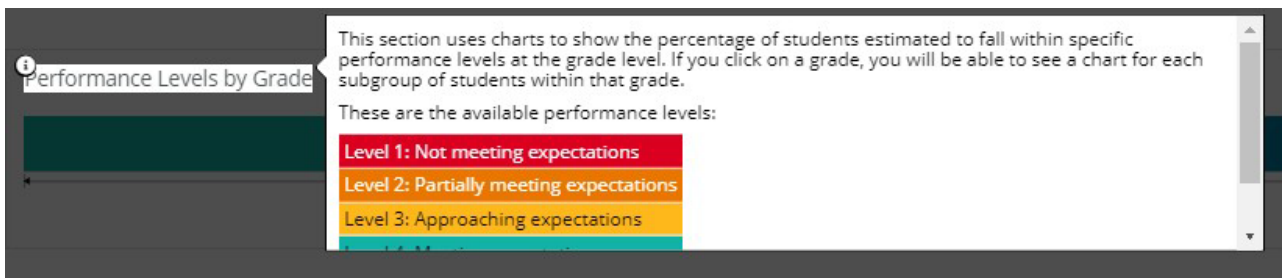
2. Status by Grade- This visual representation shows the distribution of tested students' scores amongst the possible range of scores (300-500). The horizontal axis represents the range of possible scores while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.

In the district example above, the distribution of all tested students within the grade level is shown amongst the possible range of scores. Immediately below the district information is information about a school within the district. In this case, because the data is identical, we may assume that either the district has only one school serving grade 3, or that only one of their schools serving grade 3 has tested enough students at this point to generate a report.

Interpretation Tip: The information shown in the visual representation allows stakeholders to evaluate the variance of student scores across students. If the visual is wider and flatter, students are more varied in their scores across the scale score range. A narrower visual indicates that students are more similar in their scores. This information can be useful in planning the extent of differentiation required to support student learning.

Looking at the example, student scores appear to range from about 340-400 with the largest number of students being concentrated around 358-360. The mean is 368, and the standard deviation is +/- 12.

3. Performance Levels by Grade- This graph includes the performance level and percentage of student that performed at that level. Performance Levels are color coded. The performance levels color bands can be found within each report by clicking on the Info Icon.



In this example, 60% of students are at Level 1 or Likely to not meet expectations, and 40% are at Level 2 or Likely to partially meet expectations. Presently, no students are represented in performance levels 3-5, so these levels are not shown on the graph. As additional tests are completed, the graphs will automatically update.

Interpretation Tip: The grouping of students in the performance levels indicates how they are likely to perform on the state summative assessment, if they took it on the day Transcend was administered. This can be useful for grouping students who need additional supports. It should

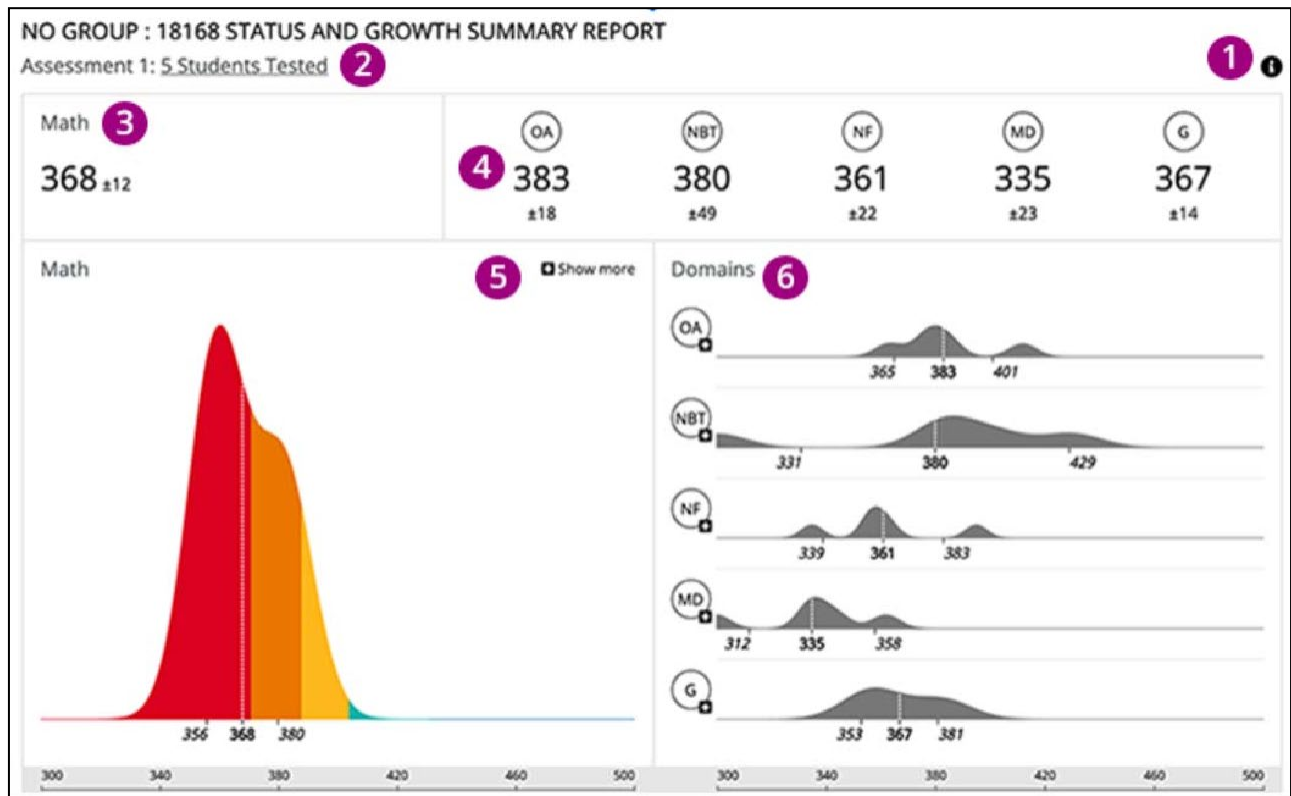
be noted that no classification of students will be exact, as the standard error of measurement should be considered.

4. Click on “details” at the school (or class) level to go to the Status and Growth Summary Report. Click on “drill down” to go to the Status Overview Report for that specific grouping.

Class Status and Growth Summary Report

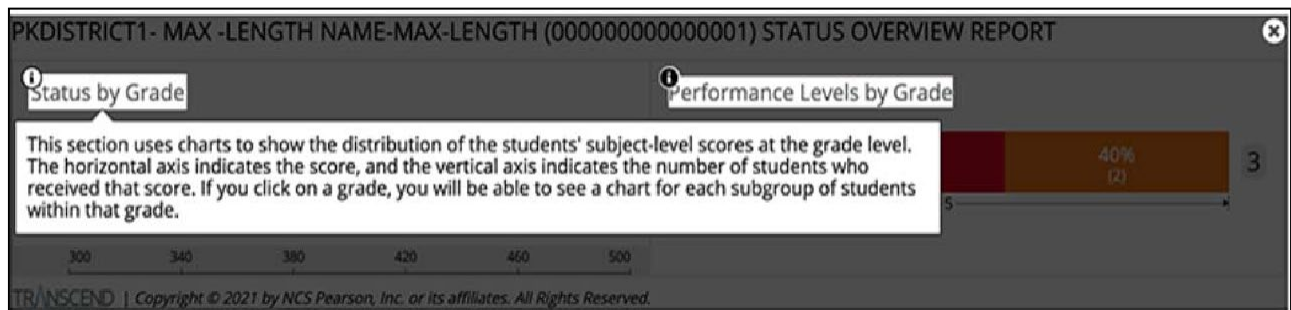
To access the Status and Growth Summary Report, click on the “details” next to the number in the purple box on the left, or click on “details” at the school (or class) level on the Status Overview Report.

The **STATUS AND GROWTH SUMMARY REPORT** displays the overall score and the domain scores for a group of students on a specific test. A district user will be able to see the scores for students within a specific grade and subject, while a school user will only have access to their school scores. Again, the subgroups would be schools in the district and/or classes in the school.



Detailed Explanation of Report (1-6)

1. Click on the Info Icon on the top right to expose the information available for each report.

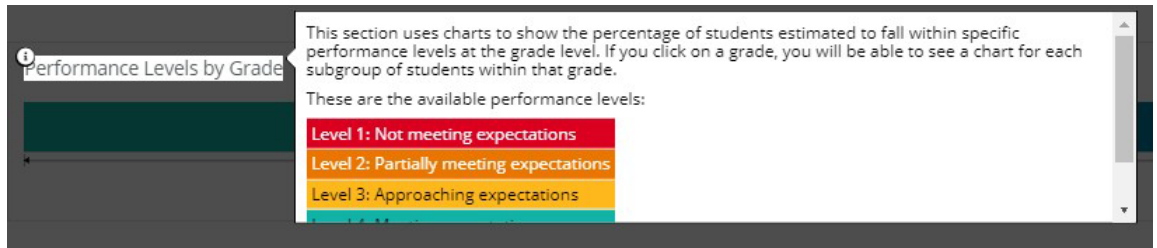


2. The number of students currently tested appears below the main heading. You can click the “Students’ Tested” to open the Status Roster Report.

3. This shows the mean and standard deviation of students' scores at the subject level. Click the overall score to compare it with previous tests to analyze the group's growth. In this example, the mean is 368 and the standard deviation is +/- 12.
4. This shows the mean and standard deviation of students' scores for each domain tested. Click each of the domain scores to compare them with domain scores of previous tests to analyze the group's growth.

Interpretation Tip: Comparing scores across domains allows users to identify relative areas of strength and needed support.

5. This multi-colored chart shows the distribution of tested students' scores amongst the possible range of scores.
 - a. The horizontal axis represents the range of possible scores (300-500) while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.
 - b. The color bands represent the different performance levels. The performance levels color bands can be found within each report by clicking on the Info Icon.



- c. Click **Show more** (and then **Show less**) to toggle between the most recent test and all previous tests.

Interpretation Tip: This visual representation shows the relative number of students in each of the performance levels based on their scale score. This indicates how they are likely to perform on the state summative assessment, if they took it on the day Transcend was administered.

6. The chart in the Domains section shows the distribution of student domain-level scores on the current test.
 - a. The horizontal axis represents the range of possible scores (300-500) while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.
 - b. Click on a domain to see charts for the previous assessments for that domain.
 - c. Domains do not have performance levels.

Interpretation Tip: The information shown in the visual representation allows stakeholders to evaluate the variance of student scores within a given domain across students. If the visual is wider and flatter, students are more varied in their scores across the scale score range. A narrower visual indicates that students are more similar in their scores. This information can be useful in planning the extent of differentiation required to support student learning.

Status Roster Report

The **STATUS ROSTER REPORT** shows a group of students' estimated performance on a single test. This includes the subject-area and domain scale scores, and standard deviations.

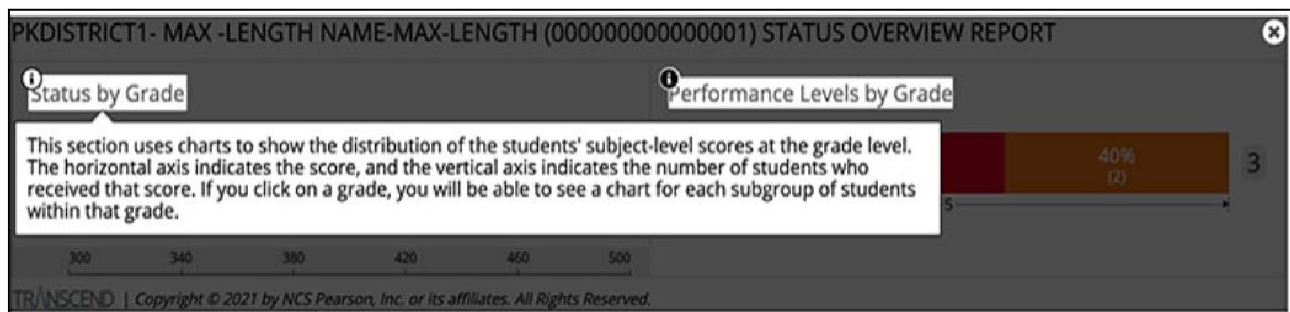
This report will pull all students registered in a class into one report for teachers. This will allow teachers to see a quick summary of their class.

On this report, you can click the arrows at the top of any column to sort that column.



Detailed Explanation of Report (1-6)

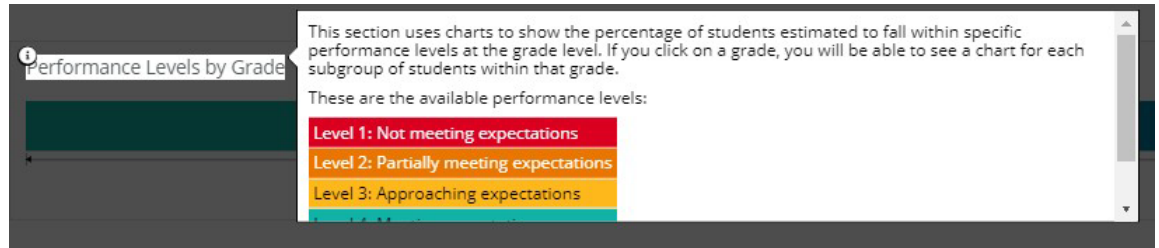
1. Click on the Info Icon on the top right to expose the information available for each report.



2. The **Level** column indicates the estimated performance level for each student in that subject. The circular chart color represents the student's estimated performance level, surrounded with a confidence band.

- When a student is placed in the lowest performance level, the confidence band around the circle reflects the likelihood that the student is placed in the lowest performance level.
- When the performance level is one **other than the lowest performance level**, the confidence band around the circle represents the likelihood that the student is placed in that performance level or above it.

- c. The circles match the performance level colors shown above. The performance levels color bands can be found within each report by clicking on the Info Icon.



Interpretation Tip: The confidence bands around the performance level circles represent the degree of confidence the stakeholder should in the performance level determination. If the confidence band is closer to being closed, the stakeholder can be more confident in using this information to support a decision. If the circle is closer to being open, the stakeholder should collect additional information about the student before making a decision. As with all assessments, decisions should be based on the triangulation of other data educators know about what students know and can do.

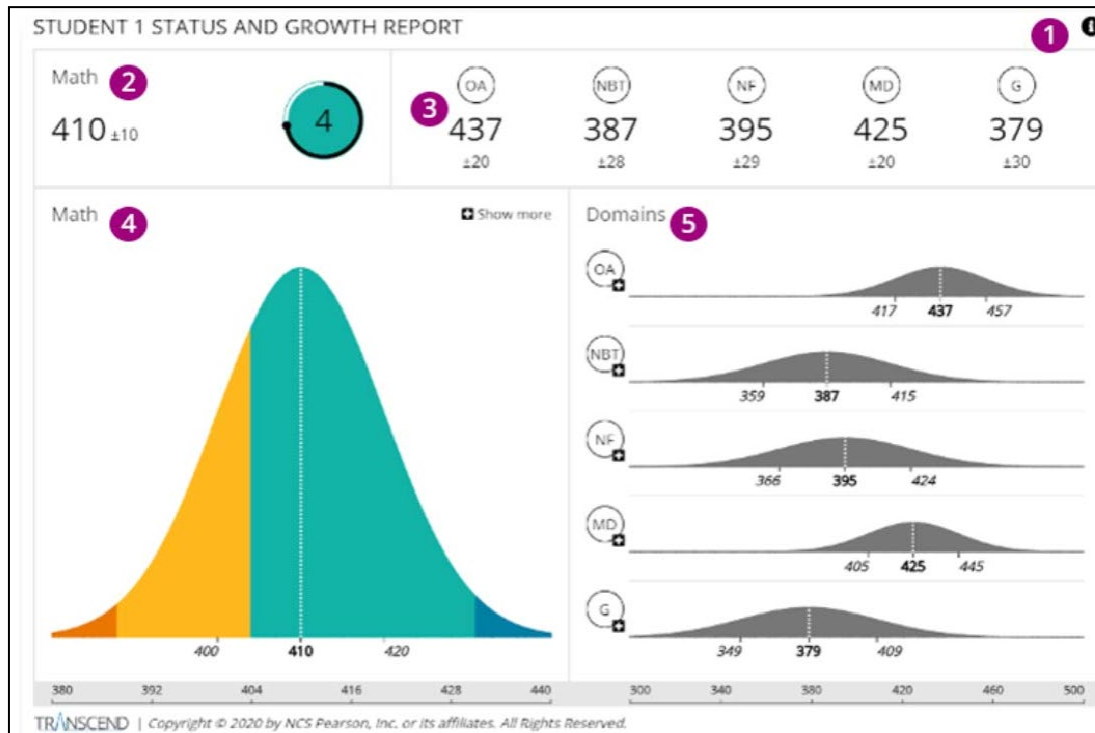
3. The **Score** section contains:
 - a. Summary of entire group of students (See 4 below for more information)
 - b. Overall and domain score for individual students (See 5 below for more information)
4. The information shown at the top of each Score column summarizes the entire group of students.
 - a. The numbers show the mean and standard deviation of the students' scores.
 - b. The chart shows the distribution of the students' scores. The horizontal axis indicates the score, and the vertical axis indicates the number of items correct based on the item difficulty.

Interpretation Tip: Students who have a narrow visualization answered more items with similar difficulties. Students who have a wide visualization had more variation in correctly answering items across a range of difficulties. If the visualization is more to the right, students obtained a higher score and a lower score, if the visualization is towards the left.

5. Individual student rows show an individual's overall score, and their score in each domain.
 - a. The numbers show the score and its standard error of measurement.
 - b. The chart graphically illustrates the probable range of scores for that student.
6. Click a student name to go to that student's STATUS AND GROWTH REPORT.

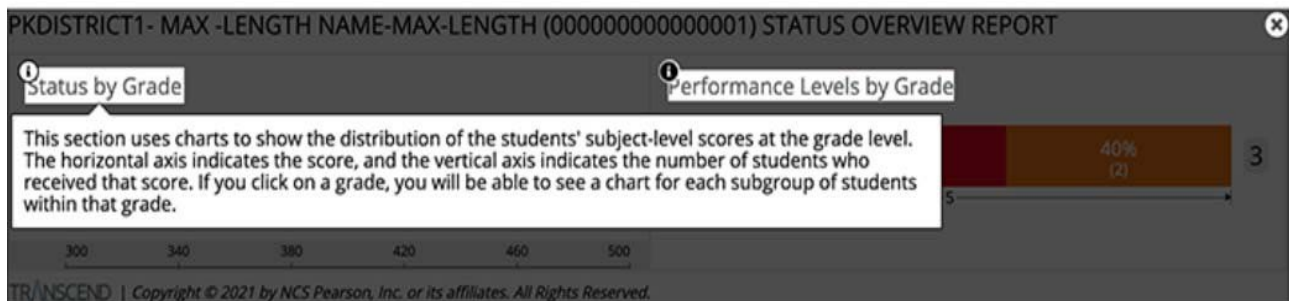
Student Status and Growth Summary Report

The **STATUS AND GROWTH REPORT** shows a single student's scores on a test. This includes the overall score, domain scores, and performance levels.



Detailed Explanation of Report (1-5)

1. Click on the Info Icon on the top right to expose the information available for each report.

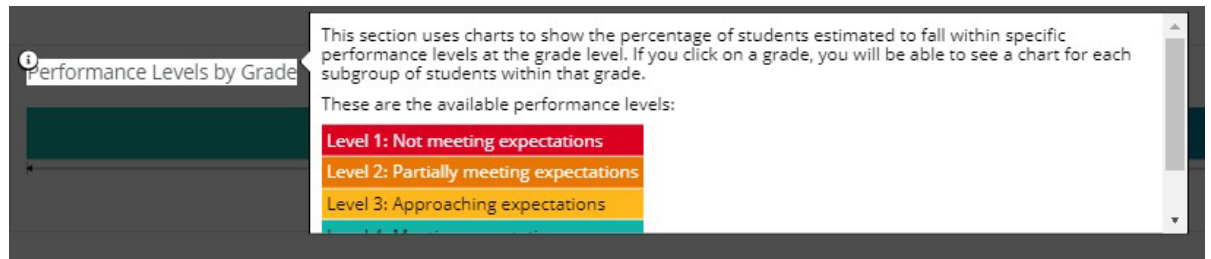


2. The overall student score indicates the student's score and standard error of measurement on the single test in that subject. The circular chart color represents the student's estimated performance level, surrounded with a confidence band. In this example, the student received an overall score of 410 +/-10 and a performance level 4 "Likely to meet expectations".

Interpretation Tip: The dotted line representing the students score provides information about the certainty or confidence that the student's performance level is likely accurate. If the line is closer to a higher or lower performance level there will be less confidence that a student is accurately placed in a performance level.

3. These numbers indicate the student's score and standard error of measurement for each of the domains.
 - a. *You can click the + (plus) on the overall score or one of the domain scores to compare this test with earlier tests to show the student's growth.*

4. The chart indicates the student's subject-level score and standard error of measurement on this single test.
 - a. The color bands represent the different performance levels. The performance levels color bands can be found within each report by clicking on the Info Icon.



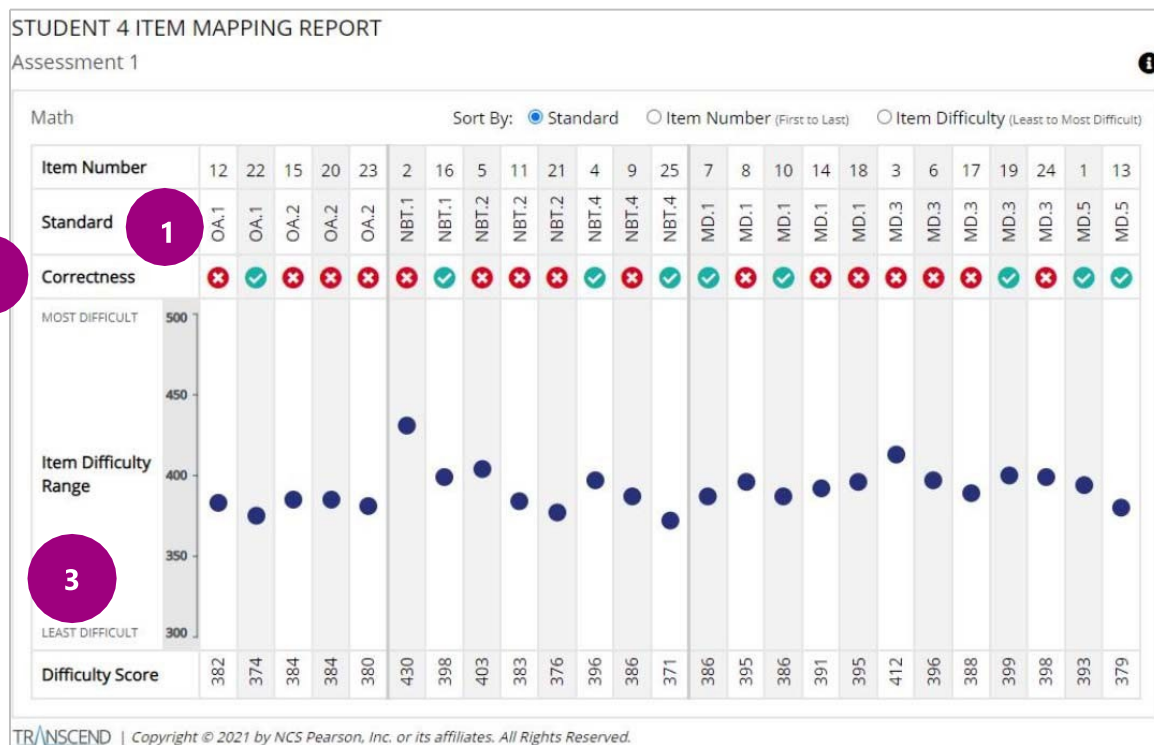
- b. Click **Show more** (and then **Show less**) to toggle between the latest test and all tests.
5. Charts in the **Domains** section indicate the student's score and standard error of measurement for each of the domains on this specific test.
 - a. *You can click on a domain to see charts for the previous assessments for that domain.*

Item Mapping Analysis Report

The **ITEM MAPPING ANALYSIS REPORT** provides users information regarding each item that was administered to an individual student.

Users will be able to sort the item information by:

- The standard measured
- The difficulty of the item
- The order in which the student was administered the item



Detailed Explanation of Report (1-3)

1. The standard of the item measured.
2. Correctness- did the student get the item correct or incorrect.
 - a. A white X with a red circle indicates the student got the item incorrect. A white check mark with a green circle indicates the student got the item correct.
3. The item difficulty range.
 - a. Items with an item difficulty range around 400 are considered to be items of average difficulty. Items with an item difficulty range between 300-350 are considered to be easier items, whereas items with a difficulty range of 450-500 are considered to be more difficult items.

Educators may use this report to consider questions like the following:

1. Are there certain standards that students excelled at? Or struggled with?
2. Did students get easier items correct and struggle with harder items within a specific standard?
3. Are the patterns in this report consistent with student performance on other assignments (i.e., homework, quizzes, classroom tests).
4. What was the range of item difficulties that were on the student assessment? Was the range large or small?