

BILAG 2

BILAG 2A: SCORE-KORT (SCORE REPORTS)

The screenshot shows the CBAL Individual Student Score Report interface. At the top, it displays the student's name, Pat Smith, and teacher, Ms. Brown, along with the test information: Test 3 of 3, Grade 8, and Test Date: 03/30/10. The report is titled "MATH Score Reports". On the left, there is a sidebar with navigation links for "MATH Score Reports", "Individual" (selected), "Classroom", "Item Information", "Additional Materials", "General Concepts", "Skill and Task Information", and "Help". The main content area contains a letter to the teacher, Ms. Brown, followed by detailed sections about the test results, including appropriate and inappropriate uses, performance summaries, current test details, and what to do next. A note at the bottom states that the report includes links to additional information and the item information report.

Kilde: Zapata-Rivera m. fl. (2012).

CBAL Individual Student Score Report

MATH Score Reports

Student: Pat Smith
Teacher: Ms. Brown
Grade: 8
Test: 3 of 3
Test Date: 03/30/10

Additional Materials
General Concepts Skill & Task Info

Introduction Appropriate Use AND Inappropriate Use Performance Summary Current Test What to Do Next Classroom Item Information General Concepts Skill and Task Information Help ?

Individual Introduction Appropriate Use AND Inappropriate Use Performance Summary Current Test What to Do Next Classroom Item Information General Concepts Skill and Task Information Help ?

Appropriate Use

- To identify student standing with respect to content standards measured by this test
- To tentatively identify student strengths and weaknesses to help make appropriate adjustments to student instruction
- To identify particular questions that were more difficult for students

Inappropriate Use*

- To use this information as the only source of evidence to promote students to the next grade
- To use this information as the only criterion to place students in advanced or special programs

*This is not a comprehensive list.

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CBAL Individual Student Score Report

MATH Score Reports

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Test: 3 of 3
Test Date: 03/30/10

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Individual Introduction Appropriate Use AND Inappropriate Use Performance Summary Current Test What to Do Next Classroom Item Information General Concepts Skill and Task Information Help ?

How did Pat do on all the Math Tests?

Pat's mathematics score, **240***, is at the **Proficient** level.

How did the 8th-graders in Pat's School do on all the Math Tests?

A total of 200 students completed the test.

*Score and performance level information is based on aggregate student performance data from the current as well as past tests. Test scores are not perfectly precise. The confidence band shows that Pat's true score lies between 220 and 260. (More information)

**A percentile is the value below which a certain percent of scores fall. For example, the 25th percentile is the score below which 25 percent of the scores may be found.

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Description of Performance	Number Correct*	Content Skills	Process Skills	Sample Question
Correctly used estimation to identify similar shapes based on a pictorial representation.	4 out of 4	Proportional Reasoning: Estimate and Approximate	Model & Represent	Click here
Correctly interpreted a scatterplot and provided strong and valid support for his/her answer.	5 out of 6	Statistics: Use and Interpret Data Displays	Argue & Justify	Click here
Correctly plotted all points on a scatterplot.	3 out of 3	Statistics: Use and Interpret Data Displays		Click here
Provided two well-justified statements to support conclusions about data.	2 out of 4		Argue & Justify	Click here

*Raw scores are combined and transformed to produce scaled scores.
**Sample task not yet available.

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How did Pat do on all the Math Tests*?	To Progress to the Advanced Level Pat Needs To:	General recommendations for teacher follow-up**
<ul style="list-style-type: none"> The student correctly answered questions that require creating, interpreting and using different data displays. The student correctly answered questions that require understanding and using algebraic expressions. The student provided two well-justified statements to support conclusions based on data. 	<ul style="list-style-type: none"> Solve problems that require the use of functions and relations. Evaluate expressions and provide well-justified statements to support conclusions. 	<p>Please verify if the student:</p> <ul style="list-style-type: none"> knows how to identify trend lines and line of best fit. knows how to generate justification statements based on data.

* Based on student performance data from the current as well as past tests.
** General recommendations are based on best practices and current research taking into account this student's performance and performance of students at this [level](#).

Kilde: Zapata-Rivera m.fl. (2012).

CBAL Classroom Score Report

MATH Score Reports

Teacher: Ms. Brown
Class: 3rd Period
Grade: 8
Test: 3 of 3
Test Date: 03/30/10

> Individual
> Classroom
Introduction
Appropriate Use AND Inappropriate Use
Performance Summary
> Item Information
Additional Materials
> General Concepts
> Skill and Task Information
Help ?

How did my students perform on Mathematics overall?

Class Period: All

Classroom Performance Distribution (All periods)

Performance Level	Percentage of Students
Not Yet Basic	10
Basic	30
Proficient	40
Advanced	20

Name ▾ Class Period ▾ Score * ▾ [0 - 400] Performance Level * ▾

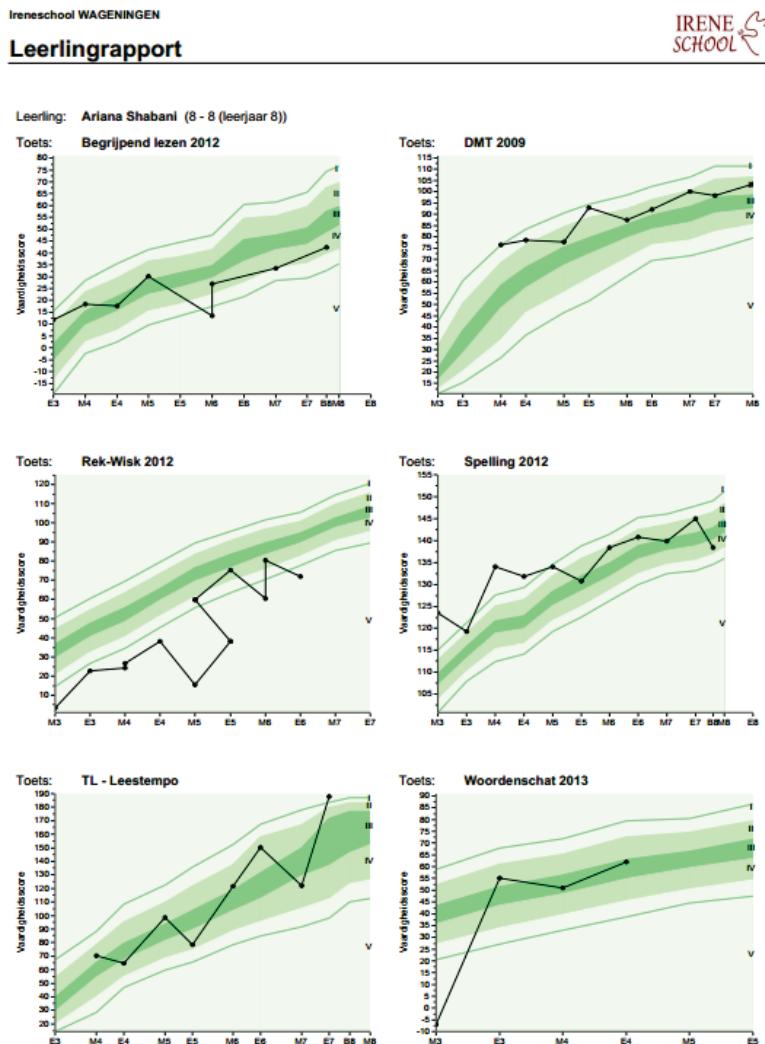
Name	Class Period	Score	Performance Level
Smith, Pat	1	240	Proficient
Katz, Jonathan	1	90	Not Yet Basic
Bing, Chi	1	380	Advanced
Jackson, Thomas	1	270	Proficient
Gallagher, Walter	1	130	Basic
Denning, Leticia	1	240	Proficient
Hui, Kelly	2	190	Basic
Ghandi, Malia	2	350	Advanced
Diaz, Ana	2	220	Proficient
Chen, Lee	2	170	Basic

* Score and performance level information are based on aggregate student performance data from the current as well as past tests. Test scores are not perfectly precise. The "true score" lies in an interval whose length depends on the confidence level and the standard error of measurement = SEM (10).

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Kilde: Zapata-Rivera m.fl. (2012).

BILAG 2B: LÆRINGSRAPPORT



Kilde: CITO (2014).