



Parent Guide to Student Reports Spring 2017 PEAKS Assessment English Language Arts and Mathematics

The Purpose of PEAKS Assessment

The PEAKS assessment was administered statewide to students in grades 3 through 10. It provided students the opportunity to show their understanding of Alaska's English Language Arts (ELA) and Mathematics Standards at their grade levels. The assessment provides information to parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. They also provide information to help schools improve and to help meet Alaska's mission: "An excellent education for every student every day."

Types of Items

The ELA and mathematics subject areas contain several different types of questions (also called items). Students were asked to select one right answer from four possible answer choices (multiple-choice) or to select more than one correct answer (multiple-select). Students taking the computer-based assessment had technology-enhanced items that allowed students to demonstrate their knowledge and skills at more complex levels of thinking. These technology-enhanced items had similar counterparts in the paper-based versions of the tests. In ELA, items were scored as one or two points, while the items in mathematics were worth one point each.

Reporting Categories

The Alaska standards define what students should know and be able to do in English language arts and mathematics. Standards are broken down into categories in each subject. PEAKS items assess student skills within these reporting categories.

For more information on Alaska's standards, visit <https://education.alaska.gov/akstandards/>.

PEAKS Student Report



PEAKS Assessment

Students in grades 3–10 take the PEAKS statewide assessment. The assessment provides information on a student's understanding of the state's standards in English Language Arts and Mathematics. PEAKS results for schools and districts provide information to the public about how Alaska's schools and districts are performing and to help them improve.

Student Report

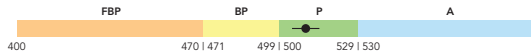
Student Name: Constantine Montgomery-Washington VII
Grade: 3

A

AKSID: 123456
Test Date: Spring 2017

District: District Name
School: School Name

English Language Arts | Scale Score **510**



Proficient: Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.

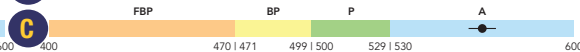
The —●— symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

Scale Score	# Tested	FBP	BP	P	A
Constantine				510	
School (median)	4	Data not shown to protect student privacy			
District (median)	41			500	
State (median)	5,461			485	

FBP - Far Below Proficient BP - Below Proficient P - Proficient A - Advanced

B

Mathematics | Scale Score **565**



Advanced: Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

The —●— symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

E

Scale Score	# Tested	FBP	BP	P	A
Constantine				565	
School (median)	16			555	
District (median)	52			530	
State (median)	4,058			495	

FBP - Far Below Proficient BP - Below Proficient P - Proficient A - Advanced

English Language Arts Reporting Category

Reading	Performance
Key Ideas and Details	▲
Craft and Structure/Integration of Knowledge and Ideas	▲
Writing	■
Text Types and Purposes	■
Distribution and Production/Research	■
Language	■

Reading Text Type Reporting Category

Literary Text	Performance
Informational Text	▲

F

Mathematics Reporting Category

Numbers, Expressions, and Equations	Performance
Functions	▲
Geometry	▲
Statistics and Probability	■

Performance Results Key

Your student
 ▲ did better than students who scored just barely proficient (scale score of 500).
 ■ did about as well as students who scored just barely proficient (scale score of 500).
 ▼ did not do as well as students who scored just barely proficient (scale score of 500).
 ■ did not attempt any items in this category.

07/13/2017

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Summary Achievement Level Descriptors (ALDs)

These are general descriptions of what a student in this grade level can do at each achievement level. A student who scores at an achievement level would also be expected to demonstrate the skills at the previous achievement levels.

G	Achievement Levels	English Language Arts	Mathematics
	Advanced	Students who score at this level read and comprehend complex grade 3 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. Students can also extend their use of language when revising and editing a text to use more challenging vocabulary and conventions. Students can incorporate implicit details at an in-depth level when reading or revising and editing.	Students who score at this level can solve multistep word problems and can explain rules for arithmetic patterns. Students can round multi-digit whole numbers; they can multiply 1-digit whole numbers by multiples of 100; and they can evaluate and identify errors in a solution strategy for simple equations. Students can understand fractional equivalence and can recognize and interpret mixed numbers. Students can solve multistep problems involving the interpretation of data displays; they can recognize patterns between area and perimeter. Students can partition shapes into equal areas and relate them to fractional parts.
	Proficient	Students who score at this level read and comprehend grade 3 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including providing connections between these features. When writing, a student can revise and edit a text to use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.	Students who score at this level can solve 2-step word problems using any of the four operations and can identify rules for arithmetic patterns. Students can round whole numbers; they can multiply 1-digit whole numbers by multiples of ten; and they can apply strategies to fluently add and subtract whole numbers. Students can understand fractions and can recognize fractional equivalence. Students can perform basic measurements; they can draw and interpret scaled data displays; and they can solve problems related to area. Students can partition shapes into equal areas and relate them to unit fractions.
	Below Proficient	Students who score at this level read and partially comprehend grade 3 text to identify main ideas and explicit details, determine meanings of common words and straightforward figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing, a student can revise or edit a text to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level can solve 1-step problems using all four operations and can extend arithmetic patterns. Students can identify place values of digits; they can multiply 1-digit numbers; and they can add and subtract whole numbers. Students can compare fractions with the same denominator. Students can tell and write time and can measure length to the nearest whole unit; they can draw and interpret unit-scaled data displays; and they can find perimeters of polygons. Students can identify the fractions associated with partitioned shapes.
	Far Below Proficient	Students who score at this level attempt to read and minimally comprehend grade 3 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing, a student attempts to revise or edit a text to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level may be able to add or subtract whole numbers up to 100, solve 1-step word problems using addition and subtraction, identify place values to the hundreds place, identify fractional parts, recognize standard and metric units of measure, and partition symmetrical shapes.

For more information on the student report, please see the Educator and Parent Guides to Reports on the website: <https://education.alaska.gov/tls/assessments/peaks.html>



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Reading the PEAKS Student Report

- A** This section presents student, school, and district information.
- B** The number in the box indicates the student's scale score in English language arts and mathematics.
*Please Note: If the student did not attempt the test or if the student did not receive a valid test score, there will not be a scale score or other information reported. Contact your school for more information about the specific circumstances.
- C** The horizontal bar graphically illustrates the student's scale score and the location of that score in the achievement level attained by the student. The dark circle in the symbol (—●—) represents the student's actual scale score. The bars on the side of the circle represent the range of where the student's score would likely fall if the student were to test again. This represents the standard error of measurement (SEM).
- D** This section describes the student's achievement level determined by the scale scores reported in **B**. Achievement levels are reported as Advanced (A), Proficient (P), Below Proficient (BP), or Far Below Proficient (FBP). The Achievement Level Descriptors on the back page of the report provide more specific information about each achievement level.
- E** This section shows the student's scale score and how it compares to the scores of the school, district, and state. The median represents the middle score in an ordered list of scores. Half the scores are above the median and half are below. The median is used instead of the mean (or average) because it is more stable if there are some extremely high or low scores in a group.
- F** This section shows a comparison of how the student performed in the reporting categories for English language arts and mathematics. The symbols indicate how the student performed compared to students who score at the just barely proficient level (a scale score of 500).
- G** This section provides general descriptions of what a student in this grade level can do at each achievement level in each subject. Find the student's achievement level on the first page of the report and read the description to learn more about the content and skills that the student demonstrated and see what content and skills would be demonstrated by students reaching a higher achievement level on PEAKS.

Terms and Types of Scores

Scale Score: A number that provides a common metric for expressing student performance. The student's overall performance on PEAKS is reported as a scale score. Points earned by answering an item correctly are converted into a scale score that takes into consideration the difficulty of the item.

Achievement Levels: Student performance on PEAKS is reported in one of four achievement levels. These levels describe the performance of the student on the standards tested at the grade level. The four achievement levels are:

- **Advanced (A)**—Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
- **Proficient (P)**—Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
- **Below Proficient (BP)**—Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
- **Far Below Proficient (FBP)**—Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

Standard Error of Measurement (SEM): The SEM provides information about the level of confidence that a student would achieve the same score if that student tested again on an equivalent form of the test without changing knowledge or skills. The SEM is specific for the particular grade and content area.

