VERMONT
AGENCY OF EDUCATION

Vermont Comprehensive Assessment Program

Score Report Interpretation Guide
for Computer-Based and Paper-Based Tests

Spring 2023

VT AOE Contact Information

General Administration Questions	Policy Questions
Cognia Vermont Customer Care Center & Help Desk Team	Vermont Agency of Education Assessment Team
Telephone: 800-215-8975 Email: vtservicecenter@cognia.org	Email: aoe.statewideassessment@vermont.gov

Content and Copyright Information

This manual was developed by Cognia® under a contract with the Vermont Agency of Education (AOE) to develop, administer, score, and create reports for the Vermont Comprehensive Assessment Program. While the AOE has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

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Contents

General Information

Background

During the spring 2023, the Vermont Comprehensive Assessment Program (VTCAP) was administered in the following content areas and grades:

- English language arts (ELA) grades 3–9
- Mathematics grades 3–9
- Science grades 5, 8, and 11

The ELA and mathematics assessments measure the Common Core State Standards (CCSS) for ELA and mathematics, respectively. The science assessment measures the Next Generation Science Standards (NGSS).

VTCAP Assessments

The VTCAP assessments are designed to measure Vermont student achievement of the academic standards adopted by the Vermont State Board of Education: the Common Core State Standards (CCSS) in mathematics and English language arts and the Next Generation Science Standards (NGSS) in science. The VTCAP assessments are criterion-referenced assessments, which means they measure student proficiency against a fixed set of criteria (the standards). The VTCAP assessments provide information about how well students have mastered the CCSS and NGSS. As the VTCAP is a single measure at the end of a grade or grade band, interpretations and uses of VTCAP scores should be supplemented with additional measures, including information from classroom assessments.

Results Usage: Guidelines and Caveats

To ensure consistent and accurate decision-making based on assessment results, it is vital that the reported scores are comparable across different sets of items students take, especially considering the adaptive nature of VTCAP assessments. Scale scores are utilized to achieve this comparability. In the case of VTCAP, all assessment scores are presented as scale scores. These scale scores are derived by considering the difficulties of the items and a student's responses to these items.

Students must complete a minimum of five items in the entire test to receive a scale score. However, if a student fails to complete all the items within a specific reporting category, they will not receive a score for that reporting category.

Confidentiality of Reporting Results

Individual student performance results on VTCAP assessments are confidential and should be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

Purpose of This Guide

This guide provides information on the Individual Student Reports (ISRs), school reports, and district reports provided for VTCAP assessment results. The section Understanding the VTCAP Individual Student Report outlines and explains elements of the ISR. This section will help educators support families in their understanding of their child's test results. This can supplement the Family Interpretation Guide that will also be provided. The section Understanding the VTCAP Online Reports outlines and explains elements of the school and district reports. Vermont state policies and calculations for

accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

Understanding the VTCAP Individual Student Report (ISR)

Types of Scores on the VTCAP ISR

Student performance on the VTCAP is described in the ISR using scale scores, performance levels, standard error of measurement (SEM), and reporting category performance indicators.

Scale Score

A scale score is a numerical value that summarizes student performance. Given the adaptive nature of the VTCAP, not all students respond to the same set of test items, so each student's scale score accounts for the slight differences in difficulty among the various forms and administrations of the test. The scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. VTCAP ISRs provide overall scale scores for ELA, mathematics, and science, which determine a student's performance level for each content area. Scale scores range from 1500–2000 for all grades and content areas. You can refer to the VTCAP scale score ranges in the table provided in Appendix A.

For example, a student who earns an overall scale score of 1750 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 1750 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well the student met the expectations for the grade level/course in the given content area. Each performance level is defined by a range of overall scale scores for each content area. There are four performance levels for the VTCAP assessments.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA, mathematics, and science) and at each grade level/course.

The performance level descriptors for ELA are:

- Level 4: Level 4 students show thorough understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 3: Level 3 students show satisfactory understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 2: Level 2 students show partial understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 1: Level 1 students show emerging understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

The performance level descriptors for mathematics are:

- Level 4: Level 4 students show thorough understanding of mathematical concepts and strong procedural skill, fluency, and application to solve problems.

- Level 3: Level 3 students show satisfactory understanding of mathematical concepts and adequate procedural skill, fluency, and application to solve problems.

- Level 2: Level 2 students show partial understanding of mathematical concepts and some procedural skill, fluency, and application to solve problems.

- Level 1: Level 1 students show emerging understanding of mathematical concepts and beginner procedural skill, fluency, and application to solve problems.

The performance level descriptors for science are:

- Level 4: Level 4 students show thorough understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 3: Level 3 students show satisfactory understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 2: Level 2 students show partial understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 1: Level 1 students show emerging understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

Students who are Level 3 and above display proficiency of grade-level expectations.

Reporting Category Performance Indicators

Reporting category information for VTCAP assessments is reported by graphs indicating if the student performed above standard, at/near standard, or below standard in a given reporting category.

A student's reporting category performance indicator appears as one of the following:

- Above Standard—represented by an arrow pointing diagonally up

- At/Near Standard—represented by a green checkmark

- Below Standard—represented by a yellow triangle

Description of Individual Student Reports

Each Individual Student Report (ISR) presents the student's results for the test taken. Sample ISRs for Grade 5 ELA, mathematics, and science are shown on pages 8, 9, and 10. An ISR provides the following information:

A. Student Identification Information

The top page of the ISR presents the student's name, state-assigned student ID, date of birth, student's grade level, grade level of the test, content area of the test, school district, and school name. A report is produced only if the test is complete or classified as incomplete based on the number of items the student attempted.

B. Lexile and Quantile Measurements

The Lexile measure (ELA) indicates the student's reading ability. Lexile measures range from below 200L for early readers to above 1600L for advanced readers.

The Quantile measure (mathematics) indicates a student's mathematical achievement level. Quantile measures range from below 0Q (Emerging Mathematician) to above 1600Q and span the skills and concepts taught in kindergarten through Algebra II, Geometry, Trigonometry, and Precalculus.

As a part of the ongoing linking study for grade 9 assessments, Lexile and Quantile results will not be provided to grade 9 students in 2023.

C. Scale Score and Performance Level

This section of the report provides the student's overall scale score and performance level (refer to the section Types of Scores on the VTCAP ISR). Students receive an overall scale score and based on that scale score, are placed in one of four performance levels, with Level 3 indicating the student is on track to meet their grade-level expectations. Along with the overall scale score, the standard error of measurement (SEM) is reported using a black vertical bar to represent the error band. The SEM indicates the level of precision associated with a scale score; the smaller the SEM, the higher the degree of score precision.

D. Student Performance in Each Reporting Category

Within VTCAP, there are specific skill sets, or reporting categories, that students demonstrate on the assessment. Students receive both a scale score and a placement for each reporting category. The performance levels for each reporting category are classified into one of three levels—Below Standard, At/Near Standard, or Above Standard—indicating whether the student has met the expectations. For each reporting category, a horizontal black bar is used to represent the SEM associated with the scale score. The SEM indicates the level of precision for each reporting category scale score.

E. Student Performance on the Essay

This information is only provided in the ELA ISR. Student essays are scored in two domains: Written Expression and Conventions. Each domain carries a maximum score of four points. The total score of the essay is determined by combining the scores from both domains.

F. Performance Level Distribution by Percent

This section provides the percentage of students included in each of the four performance levels within the state, your district, and your school. It allows you to gauge how well your students are performing in comparison to the state, district, and school. Only students who complete the test are included in the percentages.

G. Student Performance in Reading & Listening and Writing & Language

This information is only available in the ELA ISR. Student scores are reported individually for the Reading & Listening domain and the Writing & Language domain. The report includes scale scores that indicate the student's performance in each domain.

A — Name: Lastname, Firstname M.
Student ID: D050000123
DOB: 12/24/2011   Enrolled Grade: 05

Grade 5 - English Language Arts
Demonstration District A
Demonstration School 1

Vermont 2022-2023 Summative Assessment
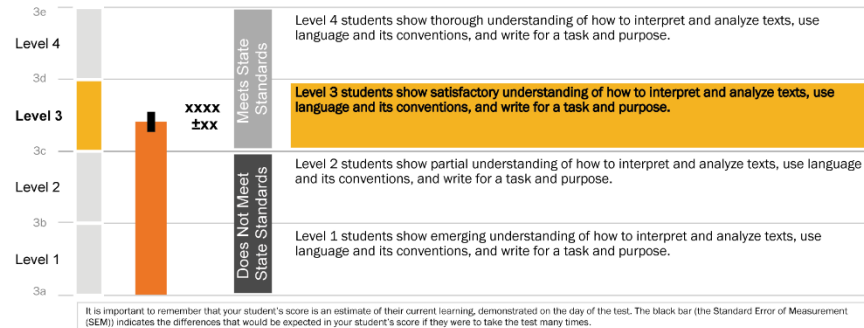Individual Student Report

Scale Score:
xxxx ±xx

B — Lexile Measure:
xxxxL

Performance Level:
Level 3

Your Student's Performance on the Grade 5 ELA Summative

C

3e	Level 4	Level 4 students show thorough understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.
3d	Level 3	Level 3 students show satisfactory understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.
3c	Level 2	Level 2 students show partial understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.
3b	Level 1	Level 1 students show emerging understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.
3a		

Meets State Standards / Does Not Meet State Standards

xxxx ±xx

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

D

How Your Student Performed In Each Reporting Category

Category	Performance Standard*	Performance*
Text Type - Literary Text	Below the Standard — Above the Standard	✅
Text Type - Informational Text	Below the Standard — Above the Standard	
Writing Analysis & Language Conventions	Below the Standard — Above the Standard	⚠️

⚠️ Below Standard   ✅ At/Near Standard   ↗ Above Standard

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

* Your student's score is based on an incomplete test. As a result of the incomplete test, the student may not have a score for all reporting categories. Further, your student's scores may have a larger Standard Error of Measurement (as represented by the black bands) due to the incomplete test.

E

How Your Student Performed on the Essay*

Writing Prompt	Rubric Score
Written Expression	2 / 4

The response attempts to state a controlling idea based on the texts, but that idea may be partial or limited. Some support may be present, but connections among ideas are weak or underdeveloped. An attempt at an organizational structure is present.

Conventions	3 / 4

The response demonstrates an adequate command of conventions.

F

Performance Level Distribution by %

Level 1 · Level 2 · Level 3 · Level 4

0%   25%   50%   75%   100%

State: 20% | 40% | 35% | 5%
District: 10% | 30% | 40% | 20%
School: 30% | 35% | 24% | 11%
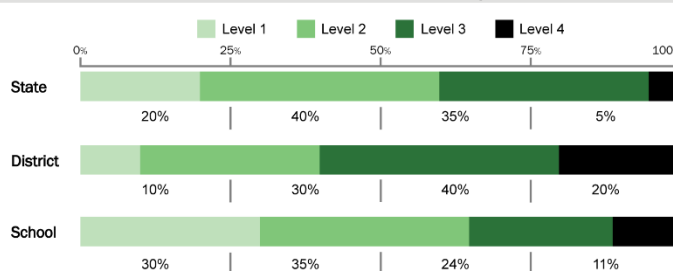
G

How Your Student Performed in Reading & Listening and Writing & Language*

Reading & Listening — 30
xxx   xxx

Writing & Language — 50
xxx   xxx

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A

VERMONT
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Vermont 2022-2023
Summative Assessment

Individual Student Report
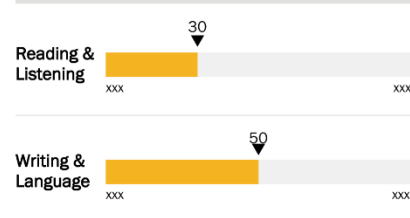
Name: **Lastname, Firstname M.**
Student ID: D050000123
DOB: 12/24/2011   Enrolled Grade: 05

Grade 5 - Mathematics
Demonstration District A
Demonstration School 1

Scale Score:
xxxx ±xx

B Quantile Measure:
xxxxQ

Performance Level:
Level 2

C

Your Student's Performance on the Grade 5 Mathematics Summative

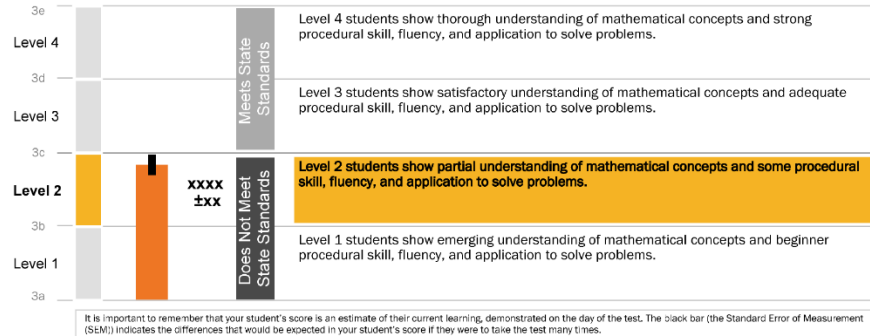|	Meets State Standards	
3e		
Level 4		Level 4 students show thorough understanding of mathematical concepts and strong procedural skill, fluency, and application to solve problems.
3d		
Level 3		Level 3 students show satisfactory understanding of mathematical concepts and adequate procedural skill, fluency, and application to solve problems.
3c		
Level 2	**xxxx ±xx**	**Level 2 students show partial understanding of mathematical concepts and some procedural skill, fluency, and application to solve problems.**
3b	Does Not Meet State Standards	
Level 1		Level 1 students show emerging understanding of mathematical concepts and beginner procedural skill, fluency, and application to solve problems.
3a		

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

D

How Your Student Performed In Each Reporting Category

Category	Performance Standard	Performance
Operations & Algebraic Thinking	Below the Standard ——— Above the Standard	✓
Number & Operations in Base Ten/Number & Operations - Fractions	Below the Standard ——— Above the Standard	⊘
Measurement & Data/Geometry	Below the Standard ——— Above the Standard	⚠
Problem Solving/Reasoning & Argument	Below the Standard ——— Above the Standard	⊘
Modeling/Structure & Repeated Reasoning	Below the Standard ——— Above the Standard	⚠

⚠ Below Standard   ✓ At/Near Standard   ⊘ Above Standard

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

F

Performance Level Distribution by %

Level 1   Level 2   Level 3   Level 4

	0%	20%	40%	60%	80%	100%

State	20%	40%	35%	5%

District	10%	30%	40%	20%

School	30%	35%	24%	11%

A Name: Lastname, Firstname M.
Student ID: D050000123
DOB: 12/24/2011   Enrolled Grade: 05

Vermont 2022-2023 Summative Assessment
Individual Student Report

Grade 5 - Science
Demonstration District A
Demonstration School 1

Scale Score:
xxxx ±xx

Performance Level:
Level 1

C

Your Student's Performance on the Grade 5 Science Summative

Level 4   Meets State Standards   Level 4 students show thorough understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.

Level 3   Level 3 students show satisfactory understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.

Level 2   Does Not Meet State Standards   Level 2 students show partial understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.

Level 1   **xxxx ±xx**   **Level 1 students show emerging understanding of all 3 dimensions in making sense of phenomena and designing solutions to problems in all 3 science domains.**

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.
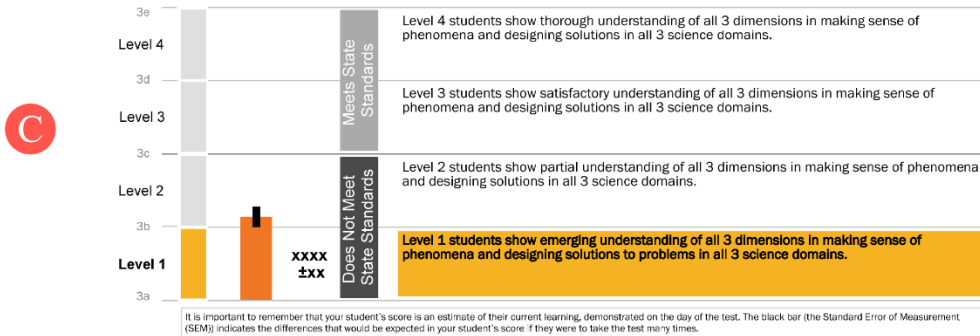
D

How Your Student Performed In Each Reporting Category

Category	Performance Standard	Performance
Practices and Crosscutting Concepts in Physical Sciences	Below the Standard — Above the Standard	✅
Practices and Crosscutting Concepts in Life Sciences	Below the Standard — Above the Standard	↗
Practices and Crosscutting Concepts in Earth and Space Sciences	Below the Standard — Above the Standard	⚠️

⚠️ Below Standard   ✅ At/Near Standard   ↗ Above Standard

It is important to remember that your student's score is an estimate of their current learning, demonstrated on the day of the test. The black bar (the Standard Error of Measurement (SEM)) indicates the differences that would be expected in your student's score if they were to take the test many times.

F

Performance Level Distribution by %

Level 1   Level 2   Level 3   Level 4

0%   20%   40%   60%   80%   100%

	Level 1	Level 2	Level 3	Level 4
State	20%	40%	35%	5%
District	10%	30%	40%	20%
School	30%	35%	24%	11%

Understanding the VTCAP Online Reports

Purpose and Use of VTCAP Results

The VTCAP is Vermont's statewide summative assessment for ELA, mathematics, and science. ELA and mathematics are administered at the end of grades 3–9, and science is administered at the end of grades 5, 8, and 11. As the VTCAP is a single measure at the end of a grade or grade band, interpretations and uses of VTCAP scores should be supplemented with additional measures, including information from classroom assessments.

VTCAP School and District Reports

Schools and districts will have access to digital ISRs and a dynamic reporting platform. The ISRs and other dynamic reporting tools can be viewed in the online platform.

Types of Scores on the VTCAP School and District Reports

Performance on VTCAP assessments is described on the school and district reports using scale scores, performance levels, and reporting category performance indicators. Information about school, district, and state performance is included in relevant sections of the reports to help schools and districts understand how student and school performance compares to other students and schools.

Scale Score

A scale score is a numerical value that summarizes student performance. Given the adaptive nature of the VTCAP, not all students respond to the same set of test items, so each student's scale score accounts for the slight differences in difficulty among the various forms and administrations of the test. The scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. The VTCAP school and district reports provide overall scale scores for ELA, mathematics, and science, which determine a student's performance level for each content area. You can refer to the VTCAP scale score ranges in the table provided in Appendix A.

For example, a student who earns an overall scale score of 1750 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 1750 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well the student met the expectations for the grade level/course in the given content area. Each performance level is defined by a range of overall scale scores for each content area. There are four performance levels for the VTCAP assessments.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA, mathematics, and science), and at each grade level/course.

The performance level descriptors for ELA are:

- Level 4: Level 4 students show thorough understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 3: Level 3 students show satisfactory understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 2: Level 2 students show partial understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

- Level 1: Level 1 students show emerging understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

The performance level descriptors for mathematics are:

- Level 4: Level 4 students show thorough understanding of mathematical concepts and strong procedural skill, fluency, and application to solve problems.

- Level 3: Level 3 students show satisfactory understanding of mathematical concepts and adequate procedural skill, fluency, and application to solve problems.

- Level 2: Level 2 students show partial understanding of mathematical concepts and some procedural skill, fluency, and application to solve problems.

- Level 1: Level 1 students show emerging understanding of mathematical concepts and beginner procedural skill, fluency, and application to solve problems.

The performance level descriptors for science are:

- Level 4: Level 4 students show thorough understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 3: Level 3 students show satisfactory understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 2: Level 2 students show partial understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

- Level 1: Level 1 students show emerging understanding of all three dimensions in making sense of phenomena and designing solutions in all three science domains.

Reporting Category Performance Indicators

Reporting category performance for VTCAP assessments is reported by using the following indicators:

- Above Standard

- At/Near Standard

- Below Standard

Description of the Student List and Summary Statistics

All ISRs, school reports, and district reports will be available using the online reporting platform. For information on how to access each report, please see the ADAM Reporting User Guide located on the VT Help and Support site. The following information will be available:

Performance Dashboard

School Test Coordinators and District Test Administrators will be able to access the Performance Dashboard to view progress and performance on tests that were given during the administration. Using this dynamic reporting dashboard, it is possible to filter by grade, content area, and additional fields. Test progress and average score are also shown in this reporting dashboard.

Program Report

The Program Report provides School Test Coordinators and District Test Administrators with an overview of student performance for all test windows in the program. The Program Report can be configured as follows:

- **Scope—**Select an institution. In the dropdown, click an arrow to expand the list of child institutions. Only the institutions you have access to will be available.

- **Grades—**Add or remove grade levels. By default, all grades are selected.

- **Content Areas—**Add or remove content areas, such as ELA or mathematics.

- **Test Windows—**Add or remove testing windows.

- **Show Score Groups as a Table—**Select this checkbox to show the Performance Level column as a table. This checkbox is only available if Performance Level is used in the program.

- **Export Report—**Click this button to export the report as a CSV file.

- **Edit Report Settings—**Click this button to modify the report settings.

    - **Add Column—**Add a new column, such as Race or Gender.

    - **Reorder Columns—**Drag and drop the column headers to change column positions.

    - **Report Filters—**Filter by Grades, Content Areas, or Test Windows. You can select multiple values for each filter. These filters can also be applied on the main report page.

    - **Student Demographic Filters—**If available in your system, filter by Race, Hispanic or Latino Ethnicity, or Gender. You can select multiple values for each filter. Click the plus icon to add a filter as a report column. It is also possible to add additional columns to disaggregate the data.

Performance Report

The Performance Report shows student performance by organization (district/school) for a single test. The report shows average scale score and proficiency as well as a performance comparison—scored count, assigned count, percent correct, and performance levels—across the districts and schools. There is a top-level summary at any district level (District Summary). These reports can be exported.

Report Assets

On the Report Assets page, you can find and download reports and other files that have been published for you. From here they can be printed and distributed as needed. This is where the Individual Student Reports will be posted.

Appendix A: Scale Score Ranges

Subject	Grade	Scale Score Range			
		Level 1	Level 2	Level 3	Level 4
ELA	3	1500–1630	1631–1749	1750–1801	1802–2000
	4	1500–1650	1651–1749	1750–1815	1816–2000
	5	1500–1665	1666–1749	1750–1818	1819–2000
	6	1500–1610	1611–1749	1750–1818	1819–2000
	7	1500–1607	1608–1749	1750–1826	1827–2000
	8	1500–1652	1653–1749	1750–1806	1807–2000
	9	1500–1663	1664–1749	1750–1860	1861–2000
Mathematics	3	1500–1645	1646–1749	1750–1851	1852–2000
	4	1500–1663	1664–1749	1750–1866	1867–2000
	5	1500–1682	1683–1749	1750–1826	1827–2000
	6	1500–1673	1674–1749	1750–1859	1860–2000
	7	1500–1687	1686–1749	1750–1810	1811–2000
	8	1500–1644	1645–1749	1750–1855	1856–2000
	9	1500–1654	1655–1749	1750–1861	1862–2000
Science	5	1500–1686	1687–1749	1750–1808	1809–2000
	8	1500–1676	1677–1749	1750–1861	1862–2000
	11	1500–1709	1710–1749	1750–1893	1894–2000