What information do we get from summative score reports?
Generally Four Categories

• Performance
• Comparison
• Narrative
• Error
Performance

• Student performance can be reported as:
  – Scale score or raw score
  – Composite or by domain/ strand/ subtest
  – Performance level
  – Growth estimate

• Discussion questions:
  – For summative assessments, which is most precise?
  – What is the difference between raw scores and scale scores?
  – How are sub-scores best understood and used?
Comparison

• Examples:
  – Comparison to school, district, state mean
  – Indication of spread (e.g. quartiles)
  – Percentile

• Discussion questions:
  – What does a national percentile mean?
  – How are comparisons to summary data (e.g. state or school mean) best used?
  – What questions might one ask to better understand the information?
Narrative

• Typically this is a brief statement of what students in each performance level know and can do (i.e. PLDs)

• Discussion questions:
  – How is this information valuable?
  – What are some limitations or caveats associated narrative information?
  – What are some good questions to ask or sources of information to better understand the narrative information?
• Most score reports provide an indication of the precision of the scores

• Examples:
  – Overall standard error
  – Conditional standard error
  – Error bands
  – Explanation of error

• Discussion question:
  – How is this information best understood and used?
Limitations

• Summative assessment information is typically most accurate and useful for estimating performance level classifications

• Most tests are less useful for disentangling degrees of difference in performance, especially for very low and very high performing students

• Comparative information can be useful but is better understood in more context than is typically provided

• Summative tests are especially ill-suited to provide diagnostic information (e.g. what’s next?)