

Reports: Further information for educators

Overview

There are a wide range of reports available in the tool. Which reports you choose to view will depend on whether you want information on individuals or groups, and on what you plan to do with the assessment information.

You are likely to want to read an Individual Learner Report or an Individual Progress Report to help answer these questions:

- What are the learner's current literacy and numeracy skills?
- How is the learner progressing over time?
- What is the learner's next learning step to make progress towards the skills needed?

If you want assessment information for accountability or reporting purposes, typically you are likely to want to view a Group Item Report or a Group Progress Report. These reports present results for groups of learners and show overall achievement levels and trends.

Each report represents the results of a particular assessment or assessments done at a particular point or points in time. When looking at the result for an individual assessment, readers of the reports should interpret the result with care, keeping in mind the context in which the assessment was completed, as well as data from other assessment sources.

The reports use a range of graphics and statistics to show the results of assessments. Some of the terminology used in the reporting is explained below.

Understanding report terminology

Scale Scores

The assessment tool uses scale scores to report learner achievement. A scale score represents the conversion of a raw score on an assessment (for example, twenty two out of thirty) to a location on an equal-interval scale designed to measure progress over a set of Learning Progressions. There are three separate scales in the assessment tool: the Reading scale, the Numeracy scale and the Writing scale.

The process used to convert a raw score to scale score takes into account the difficulty of the questions in the assessment. This means that scale scores within a learning area can be compared directly, regardless of whether the same or different assessments were administered. Scores from different scales (for example, a reading score and a writing score) cannot be compared with each other.

It is important to remember that a learner's location on the scale is not a precise point. In the reports, scale scores are shown with an estimate of the measurement error. This indicates the

precision of the score and gives a range within which we can be reasonably sure that the learner's true achievement level lies. This margin of error should be considered in all comparisons of scale scores, particularly when the scores are close together. When there is an overlap in the error estimates for two results, it is unlikely that any difference between the scale scores represents a real difference in achievement.

Assessment questions and tasks also have a location on the scale. In Reading and Numeracy the scale is defined so that a learner whose scale score is at the same position as a particular set of questions is expected to answer correctly 70 percent of these questions and more than 70 percent of the questions located further down the scale. It is often interesting to look at questions where the learner's response is unexpected, for example, when a learner answers a question correctly that is well above their own location on the scale, or answers a question incorrectly that is well below their own scale location.

In Writing, the score categories for each set of criteria used to mark a task have been located on the scale. The Writing scale is defined so that a learner who is at the same location as a particular category has a 70% probability of being in at least that category. When a student achieves a category located well below their overall scale score this indicates a possible weakness in the area assessed by the set of criteria. When a student achieves a category located well above their overall scale score there is some indication they may have a strength in the area assessed by the set of criteria.

Step levels

The reports show the step level achieved by a learner. The step level links the student's achievement on an assessment to a "best fit" step on the Learning Progressions.

Every question in the Numeracy and Reading assessments, and all the categories of the Writing criteria, have been designed to reflect a step on the Learning Progressions. After the questions and tasks were trialled and located on the appropriate scale it was then possible to link each of the steps of the Progressions to the scales. The scale was then divided accordingly using cut scores, to best represent the divisions between steps on the Progressions. On the reports (for instance, the Individual Learners Report) koru are used to show the location of the different steps. You will notice on these reports that the steps are not necessarily equal in size.