

Utah Aspire Plus Score Interpretation Guide



2018–2019

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General Information for Parents and Educators

Purpose of this Guide

This guide provides information on the individual student reports provided for Utah Aspire Plus assessment results. This guide, which outlines and explains elements of the individual student report, may be shared with parents and will help parents understand their child's test results. 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 test administration.

About Utah Aspire Plus

The Utah Aspire Plus summative assessments were created out of Utah Statute 53E-4-304 which requires the Utah State Board of Education (USBE) to administer an assessment, that is predictive of the college readiness assessment, at both grades 9 and 10. Since most Utah students take the ACT[®] assessment in the 11th grade, creating a link between Utah's state assessment and the ACT provides a unique and beneficial achievement metric for students, parents, and teachers.

The Utah Aspire Plus summative assessments are fixed-form tests given for English, mathematics, reading, and science. While the test was administered online, it is not computer adaptive. This means that every 9th grade student was asked the same 9th grade questions, and every 10th grade student was asked the same 10th grade questions. Key measurement targets for each test are listed below:

- English: language conventions and comprehension;
- Math: linear relationships, abstract and quantitative reasoning, and problem solving;
- Reading: reading and comprehending complex informational and literary texts; and
- Science: scientific skills described in Intended Learning Outcomes (ILOs) across all science content areas.

The Utah Aspire Plus tests utilize various question types to assess student achievement, including multiple choice, multiple select, evidence based selected response, and technology enhanced (TE). Multiple choice questions provide students with four or five response options from which there is one correct answer. Multiple select questions require students to select two or three correct answers within the given response options. Evidence-based selected response questions have two parts: Part A is identification and Part B is evidence. These questions can be two multiple choice items or a combination of multiple choice and technology enhanced (TE) interaction items. Technology enhanced (TE) questions require specialized interactions for capturing student responses. Examples of TE questions used on the Utah Aspire Plus are listed below:

- Inline choice interaction: drop-down multiple choice
- Text-entry interaction: fill-in -the-blank item presentation
- Hot text interaction: selecting elements within a given image (e.g., reading passage)
- Plot/drawing interaction: plotting/drawing on a grid
- Matching interaction: matching response elements to appropriate category

Student responses to Utah Aspire Plus questions are calculated and reported using a scaled score. A scaled score is the result of a transformation of a raw score. The purpose of scaled scores is to facilitate interpretation and to report scores for all test-takes on a scale that remains consistent across multiple

years or forms, even if the overall difficulty of the test varies slightly. Scaled scores ensure that the test results mean the same thing regardless of which year the test was administered.

Several steps are taken to ensure that the results of the Utah Aspire Plus are valid and reliable. Every question is reviewed by Utah educators for standard alignment, appropriate content and cognitive demands, fairness, and bias before it appears on the test. All questions are field tested and reviewed again before they are calculated as part of the students' scores. Data and statistical information from test results are analyzed and reviewed frequently to ensure the response processes and internal structure are valid and reliable for all groups of students.

Confidentiality of Reporting Results

Individual student performance results on Utah Aspire Plus assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). For more information on student privacy, please visit <https://schools.utah.gov/studentdataprivacy?mid=3510&tid=5>.

Understanding the Utah Aspire Plus Individual Student Report (ISR)

The purpose of the Individual Student Report (ISR) is to provide student performance data on the Utah Aspire Plus summative assessments. There are two main components to the ISR: postsecondary readiness and Utah core standards-based proficiency. The scoring information for Utah Aspire Plus is described following the sample ISR.

Postsecondary Readiness

** SAMPLE REPORT ONLY **





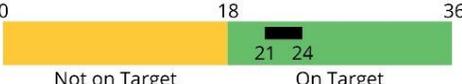
FIRSTNAME I. LASTNAME
GRADE 9
BRUNSWICK HIGH SCHOOL
CITY COMMUNITY SCHOOL DISTRICT



UTAH ASPIRE PLUS GRADE 9 ASSESSMENTS 2018-2019

COMPOSITE SCALE SCORE AND PREDICTED ACT SCORE

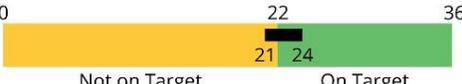
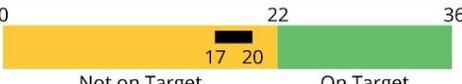
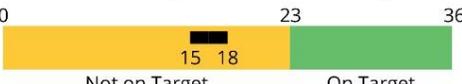
Your student took the Utah Grade 9 Assessment in [Month] of [CCYY]. Below you will find your student's composite scale score and predicted ACT score, followed by the subject area predicted ACT scores.

Composite Scale Score	Predicted Composite ACT Score Range*	Postsecondary Readiness Prediction
384	B 21-24	 <p style="text-align: center;">Not on Target On Target</p>

Postsecondary readiness is defined by Utah as a composite ACT score of 18 or higher.
*For more information on the predicted ACT score range, go to <https://tinyurl.com/USBReporting>.

SUBJECT AREA PREDICTED ACT SCORES

Below you will find your student's predicted ACT subject scores based on their performance in the four subject areas that make up the assessment (reading, English, math, science).

Subject Area	Predicted ACT Subject Score Range*	ACT College Readiness Benchmarks**
 Reading	C 21-24	 <p style="text-align: center;">Not on Target On Target</p>
 English	24-27	 <p style="text-align: center;">Not on Target On Target</p>
 Math	17-20	 <p style="text-align: center;">Not on Target On Target</p>
 Science	15-18	 <p style="text-align: center;">Not on Target On Target</p>

**ACT College Readiness Benchmarks for Subjects: Students who score at or above these benchmark scores (22-Reading, 18-English, 22-Math, 23-Science) are more likely to be successful in college courses commonly taken by first-year students. For more information, visit USBE Assessment and Accountability's Utah Aspire Plus assessments tab at <https://www.schools.utah.gov/assessment/assessments>.

Birth Date: 2007-06-25
Page 1
Student ID: 0123456

A**Identification Information**

The student's name, grade, school, and district are provided.

B**Composite Scale Score and Predicted ACT Score**

The student's composite scale score and predicted ACT composite score range are provided. The composite scores are average test scores across the four Utah Aspire Plus assessments (English, reading, mathematics, and science) and are provided for students who take all four assessments. The predicted ACT composite score range is also provided in a graphic which distinguishes two levels, Not on Target and On Target, along the ACT scale (0–36). These levels are determined by a benchmark score (18) that is defined as Utah's postsecondary readiness indicator. A predicted ACT composite score of 18 or higher indicates "on target" for postsecondary readiness while scores below 18 indicate "not on target" for postsecondary readiness. The student's predicted score range is indicated by a black bar within the graphic. If the student's predicted ACT score range crosses over the benchmark score (18), the student is indicated as being 'On Target'.

The central component of the Utah Aspire Plus assessment is measuring students' college readiness. To this end, students' test scores on Utah Aspire Plus are linked to ranges of predicted ACT scores. This is provided for composite scores and the subject test scores. Each subject test scale score is linked to a predicted ACT score range and the composite scale score is linked to a predicted composite ACT score range. The predicted ranges are compared to postsecondary readiness benchmarks so that Utah students can view their test performance in relation to the readiness benchmarks.

For the spring 2019 administration, the predicted ACT score ranges were determined through a statistical linking process. The ACT score range indicates how precise the predicted ACT scores are, according to data available in 2019. As longitudinal data becomes available, beginning with spring 2020, the predicted score ranges will be re-evaluated and the range of precision of the predicted scores will be reduced.

C**Subject Area ACT Predicted Scores**

This section of the report provides the student's predicted ACT score ranges for each subject test attempted. Student test scores from Utah Aspire Plus were linked to the ACT scale to obtain a predicted score range on each ACT subject test. Each predicted ACT score range is provided within graphics that distinguish "Not on Target" and "On Target" by subject readiness benchmarks along the ACT scale (0–36). The student's predicted score range for each subject test is indicated by a black bar within each graphic. If the student's predicted ACT score range crosses over the benchmark score, the student is indicated as being 'On Target'.

The ACT College Readiness benchmarks, as described in the ACT® Technical Manual, are empirically derived performance targets on the ACT that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first year college courses. Table 1 contains the college readiness for each

subject test. For information on the ACT college readiness benchmarks, please refer to the technical manual at https://www.act.org/content/dam/act/unsecured/documents/ACT_Technical_Manual.pdf.

Table 1. ACT College Readiness Benchmarks

Subject Test	The ACT Benchmark
English	18
Reading	22
Mathematics	22
Science	23

Utah Core Standards

** SAMPLE REPORT ONLY **

2018 - 2019 FIRSTNAME I. LASTNAME

SUBJECT AREA SCALE SCORES AND UTAH PROFICIENCY LEVELS

The remainder of this report details your student's performance compared to Utah State Core Standards and proficiency levels in each of the four subject areas of the assessment. Below you will find your student's scale scores by subject area and Utah proficiency levels.

Subject	Scale Score (Confidence Range*)	Utah Proficiency Level
 READING	394 (389-399)	 4 Highly Proficient
 ENGLISH	384 (380-388)	 3 Proficient
 MATH	284 (283-286)	 2 Approaching Proficient
 SCIENCE	184 (181-187)	 1 Below Proficient

*For more information about the Confidence Range, go to <https://tinyurl.com/USBReporting>.



RESOURCES

To access your student's performance results online, visit the Utah Aspire Plus Parent Portal at <https://www.results-ut.pearsonaccessnext.com>, or use the Quick Response Code (QR Code) to the right with a smart phone, tablet, or other device. To access this student's performance and set up your parent/guardian account access, use claim code **xjSdhEgc2ijz**.



Learn more about the Utah Aspire Plus, including predicted ACT scores, Utah's Postsecondary Readiness Indicator, ACT College Readiness Benchmarks, and Utah Proficiency Levels by visiting the Utah Aspire Plus Assessment page at <https://www.schools.utah.gov/assessment/assessments>.

Every high school student, teacher, and administrator in Utah has free, unlimited, and secure access to ACT test prep resources, including Shmoop. For more information on how to access these free resources, visit the Utah Aspire Plus Assessment page at <https://www.schools.utah.gov/assessment/assessments>.



Subject Area Scale Scores and Utah Proficiency Levels

For each subject test, a student's scale score is provided with a confidence range below it. The confidence range is an indicator of precision and represents the expected range of a student's score if the student took the same form of the test multiple times.

Students' test performance is summarized by proficiency levels which indicate the extent to which students demonstrate knowledge and skills on the assessment. There are four proficiency levels for Utah Aspire Plus:

- Level 4: Highly Proficient
- Level 3: Proficient
- Level 2: Approaching Proficient
- Level 1: Below Proficient

The proficiency levels are defined by performance level descriptors which outline the knowledge and skills that students should know and be able to do to be classified in each level. The performance level descriptors for Utah Aspire Plus are provided in Appendix A.

The student's proficiency level for each subject test is determined by the scale score. Students are classified into a proficiency level by subject test scale scores. Cut scores were recommended by Utah educators through a process known as standard setting. During this process, Utah educators reviewed the Utah Aspire Plus summative assessments along with the Utah Core Standards and PLDs to provide judgments on what students should know and be able to do at each proficiency level. A multi-round process of educator judgments, feedback data, and discussion resulted in a set of recommended cut scores for each Utah Aspire Plus assessment. The Utah State Board of Education formally adopted the cut scores for the Utah Aspire Plus assessments. The cut scores define the scale score ranges for each proficiency level. Table 2 provides the scale score ranges that define each proficiency level for each Utah Aspire Plus summative assessment.

Table 2. Utah Aspire Plus Proficiency Scale Score Ranges

Grade	Subject	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
9	English	100 to 164	165 to 201	202 to 241	242 to 300
	Reading	100 to 165	166 to 203	204 to 230	231 to 300
	Mathematics	100 to 171	172 to 205	206 to 232	233 to 300
	Science	100 to 163	164 to 210	211 to 238	239 to 300
10	English	100 to 160	161 to 199	200 to 244	245 to 300
	Reading	100 to 174	175 to 203	204 to 234	235 to 300
	Mathematics	100 to 180	181 to 209	210 to 235	236 to 300
	Science	100 to 167	168 to 212	213 to 238	239 to 300



The student proficiency level is provided within a “meter” graphic  on the score report that shows an approximate position of the scale score within the base range (100–300).

Note: The size of the shaded regions does not indicate size of score range by proficiency level or proportion of students.

Appendix A: Utah Aspire Plus Performance Level Descriptors

English Grades 9 and 10			
Below Proficient	Approaching Proficient	Proficient	Highly Proficient
The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engage in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance also likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance also likely indicates students are on track to be well-prepared for college or career.

Reading Grades 9 and 10			
Below Proficient	Approaching Proficient	Proficient	Highly Proficient
The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engages in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance also likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance also likely indicates students are on track to be well-prepared for college or career.

Mathematics
Secondary Math I & II

Below Proficient	Approaching Proficient	Proficient	Highly Proficient
<p>The Level 1 students are below proficient in applying the mathematics knowledge/skills as specified in the Utah Core State Standards. The students generally perform significantly below the standard for their grade level and are likely able to partially access grade-level content with extensive support.</p>	<p>The Level 2 students are approaching proficient in applying the mathematics knowledge/skills as specified in the Utah Core State Standards. The students generally perform slightly below the standard for their grade level and are likely able to access grade-level content with moderate support.</p>	<p>The Level 3 students are proficient in applying the mathematics knowledge/skills as specified in the Utah Core State Standards. The students generally perform at the standard for their grade level and are able to access grade-level content with minimal support. This level of mathematics performance also likely indicates students are on track to be sufficiently prepared for college or career.</p>	<p>The Level 4 students are highly proficient in applying the mathematics knowledge/skills as specified in the Utah Core State Standards. The students generally perform significantly above the standard for their grade level and are able to access above grade-level content. This level of mathematics performance also likely indicates students are on track to be well-prepared for college or career.</p>

**Science
Grades 9 and 10**

Below Proficient	Approaching Proficient	Proficient	Highly Proficient
<p>The Level 1 students are below proficient in achieving or applying the science attitudes and knowledge/ skills as specified in the Utah Core Standards. The students generally perform significantly below the standard for their grade level, are able to engage with higher-order thinking skills for all science contexts with extensive support.</p>	<p>The Level 2 students are approaching proficient in achieving or applying the science attitudes and knowledge/ skills as specified in the Utah Core Standards. The students generally perform slightly below the standard for their grade level, are likely able to engage in higher-order thinking skills for all science contexts with support.</p>	<p>The Level 3 students are proficient in achieving or applying the science attitudes and knowledge/skills as specified in the Utah Core Standards. The students generally perform at the standard for their grade level, are able to engage in higher order thinking-skills for all science contexts with independence and minimal support. This level of science performance also likely indicates students are on track to be sufficiently prepared for college or career.</p>	<p>The Level 4 students are highly proficient in achieving or applying the science attitudes and knowledge/skills as specified in the Utah Core Standards. The students generally perform above the standard for their grade level, are able to engage in higher-order thinking skills involving all science contexts independently. This level of science performance also likely indicates students are on track to be well-prepared for college or career.</p>