Delaware Smarter
ELA/Literacy, Mathematics,
and DCAS Science and
Assessment Interpretive
Guide

Understanding Your
Child’s Test Scores
Spring 2017

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Disclaimer: The data in the Family Report sample are for display purposes only and
do not represent actual results. The student’s name on the sample is fictitious, and
any similarity to an actual student name is purely coincidental.
Smarter ELA/Literacy, Mathematics, and DCAS Science Assessment

Dear Parent/Guardian,

This report is provided to share information on the progress Elliot made in English language arts/literacy and mathematics this past school year. Delaware’s goal is for all students to make progress each year so they graduate from high school ready to succeed in college or careers of their choosing. This year students in grades 3-8 took the Smarter Assessments that provide you, your child and your child’s teachers with valuable information about their strengths and areas needing attention. These assessments provide an “academic checkup,” measuring academic progress and whether they are on track to meet that goal.

This report also describes the content of the tests. Unlike multiple choice tests of the past, these assessments put more emphasis on writing, solving problems and critical thinking. They were created specifically to measure students’ progress toward mastery of Delaware’s academic standards. In addition, your child took a computer-based science assessment and this report describes the knowledge being assessed and ideas for activities that will support continued learning. I encourage you to read this report closely and discuss with your child what he is learning in class. I also urge you to talk to your child’s teachers about how you can support your child’s continued learning. You can visit www.DeExcels.org to find out more about the Smarter Assessments and link to practice tests.

Sincerely,

Susan Bunting
Susan Bunting, Secretary of Education
Smarter ELA/Literacy, Mathematics, and DCAS Science Assessment

This chart reports your student's performance for each school year. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your student's score and indicates whether they met the standards that year.

**Elliot’s Mathematics Progress**

![Graph showing Elliot's Mathematics Progress]

**Score Information** The report shows how your child performed in each area of each subject tested. This section describes what your child is able to do in each area.

**Above Standard** (✔) Your child’s test results show that he/she understands and is able to apply his/her knowledge to the standards in a specific content area for his/her grade.

**Below Standard** (⚠) Your child’s test results show that he/she has not yet met the standards in a specific content area for his/her grade.

**At/Near Standard** (◻) Your child’s test results may be near or just below the standard, but the result is not clearly meeting the standard.

**Bar Chart** Your child’s score in each area of the test is displayed in the bar chart. Pale red signifies Below the Standard, yellow signifies At/Near the Standard, and green signifies Above the Standard.

**Trend Chart** The report shows your child’s performance on the test this year compared to performance on the same subject in previous years. The shaded areas shown in the chart correspond to the four Achievement Levels of the test. A green diamond indicates a year in which your child met the achievement standard. A red circle indicates a year in which your child did not meet the standard.

**How did Elliot do on the Mathematics Assessment?**

Elliot’s Mathematics score is 2620. This score is higher than the average score of fifth graders in his school, higher than fifth graders in his district, and higher than fifth graders statewide.

**Elliot’s Score:**

- **Concepts & Procedures**
  - Below Standard (⚠)
  - At/Near Standard (◻)
  - Above Standard (✔)

- **Problem Solving/Modeling and Data Analysis**
  - Below Standard (⚠)
  - At/Near Standard (◻)
  - Above Standard (✔)

- **Communicating Reasoning**
  - Below Standard (⚠)
  - At/Near Standard (◻)
  - Above Standard (✔)

**Visitor Information**

Visit [http://delexcels.org](http://delexcels.org) to find resources and information about how you can support your child’s learning at home.
How did Elliot do on the Science Assessment?

Elliot's Score: 600

How does this compare?
Elliot's Science score is 600. This score is higher than the average score of fifth graders in his school, higher than fifth graders in his district, and higher than fifth graders statewide.

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Average</td>
<td>409</td>
</tr>
<tr>
<td>District Average</td>
<td>390</td>
</tr>
<tr>
<td>School Average</td>
<td>415</td>
</tr>
</tbody>
</table>

Science Score Information
Students took DCAS Science once during the spring testing window; it is not tested in the fall testing window. DCAS Science is not tested in the previous grade, so no comparison is available with the previous year.

Science Categories Being Assessed in Grade Five

**Earth Science**
Earth Science focuses on the solar system, cycles related to the motion of the Earth and Moon, components of Earth, and changes to Earth's surface.

**Life Science**
Life Science focuses on structure and function relationships, matter and energy transformations, life cycles, heredity, and ecology.

**Physical Science**
Physical Science focuses on properties of materials, mixtures and solutions, conservation of matter, forms of energy, energy transfer, and forces.

Next Steps for Elliot Based on His Performance This Year
The following activities may help improve your child's knowledge and skills:

- Have your child design an experiment that examines unbalanced and balanced forces. Have him use materials that show push and pull forces or the effect of the force of gravity.
- Have your child design an experiment that shows the states of matter at different temperatures. Ask him to explain how particle arrangement and energy affect the state of matter.
- Have your child illustrate common structures found in plants or animals and explain what functions those structures provide for the life of the organism.
- Discuss with your child different scenarios that may affect a population of plants or animals. Ask him to predict the outcomes for that population.
- Have your child design a model that shows the orbital and rotational motion of the Earth and Moon. Ask him to describe how these motions affect the appearance of the Moon from Earth.
- Have your child design an experiment that shows how weathering, erosion, or deposition occurs. Ask him to explain how human activity can contribute to shaping Earth.

Next Steps
The next steps recommendations are based on your child’s overall performance level in each subject. The activities are chosen to cover the content assessed in each subject. Parents are encouraged to use these recommended activities to help improve and maintain their child’s knowledge and skills in the subject area.
Frequently Asked Questions & Additional Resources

Frequently Asked Questions

Are my child’s scores good enough?
While it is the goal of the school to have your child achieve at the highest level possible, at a minimum, children are expected to perform at the Meets Standard level in each subject at each grade level.

How are students prepared for online testing?
A practice test is available for families to try out the online testing system at http://de.portal.airast.org. To use the practice test, you will need to install a free Mozilla Firefox browser on your home computer. The latest version of Adobe Flash must also be installed on the computer. A link to download the browser can be found on the website with the practice test.

How are accommodations provided for students with disabilities and English language learners?
Most accommodations that are provided to students with disabilities and English language learners in classes are also available for the Delaware System of Student Assessments (DeSSA). Therefore, decisions for your child concerning accommodations that were chosen by ELL, 504, and IEP teams during the school year will continue to be used for the administration of the DeSSA. For more information, please contact your child’s school.

Additional Resources

Visit http://de.portal.airast.org for more information on DE reports.

Glossary of Terms/Definitions

Achievement Level: A proficiency level that corresponds to a score range determined by groups of Delaware educators and parents. Cut scores for achievement levels differ by grade and subject.

Score: A numerical value that is on a common scale so that children’s scores can be compared over time and across grade levels.

Standards: Expectations for what Delaware children should know and be able to do.

Subject: Grade-level content (ELA/literacy, mathematics, science) that is assessed.