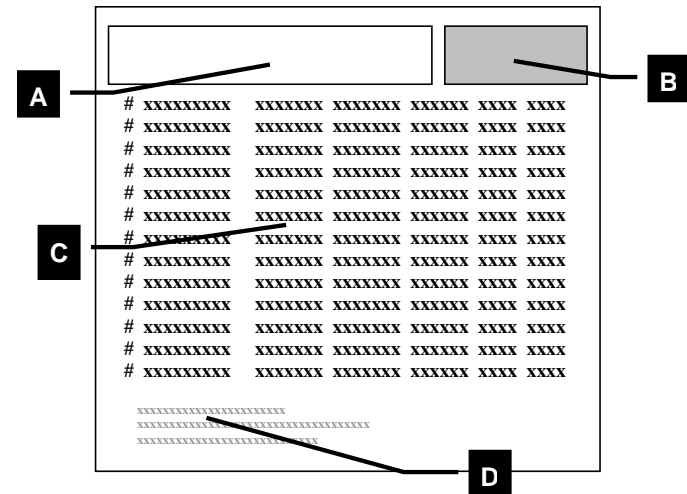


# 2008 Interpretive Guide to New Mexico SBA Summary Reports

## General Report Layout (same applies to profile and landscape formatting)

- A Report Header** – describes the contents of each report to include test name, test year, description of report (i.e., summary roster, etc.) and level of aggregation (i.e., state, district, etc.).
- B Report Information** – includes language (English or Spanish), subject area, grade level, district/school name, and test date.
- C Results** – statistical performance results and breakdowns.
- D Footnotes** – provide detailed interpretive information specific to each report (not all reports have footnotes).



## Concepts and Definitions

**Criterion vs. Norm Referencing** – Results appearing on the SBA reports offer two different points of reference. *Criterion referenced* comparisons provide information about student performance as compared to the New Mexico state content standards and benchmarks. You will find results of this kind presented in terms of performance level classifications (see below). *Norm referenced* comparisons have to do with comparisons to the performance of other students such as comparisons of school averages to district or state averages.

**Performance Levels** – Student performance on the SBA is classified according to four performance levels: *Beginning Step, Nearing Proficiency, Proficient, and Advanced*. Each performance level depicts student performance relative to state content standards for a given subject area. Performance level results provide an indication of how well New Mexico students are meeting the state content standards.

**Scale Scores** – Provide a stable means of comparing student performance across administrations for a given subject area. This is done by adjusting for minor differences in test difficulty across administrations and transforming raw scores to a stable scale score metric. For example, a scale score of 600 on one administration reflects the same student ability as a scale score of 600 earned on another administration for the same subject and grade level test. The grade 11 New Mexico SBA scale scores range from approximately 400 to 900.

**Raw Scores** – Raw scores are numbers of points earned on test for a given subject where correct multiple choice items are worth 1 raw score point, short answer items are worth up to 2 raw score points, and open ended items are worth up to 4 raw score points. For the New Mexico SBA, raw scores are only reported at the benchmark level as on the District Report of Schools, Content Area Summary and new Item Plot reports.

## Interpretational Cautions

**Measurement Error** – It is important to understand that all tests contain some degree of measurement error. A given test score does not offer a perfect reflection of student ability and as such, a 'margin of error' should be considered when evaluating any results. For the New Mexico SBA tests, Standard Errors of Measurement (SEM) are roughly 10 to 12 scale score points on average (or 5 to 6 raw score points) for each subject area test. Because of error of measurement, a student's actual/true performance is most accurately interpreted as most likely existing within a score range (for example a range around their earned test score plus and minus one SEM). For this example a student's performance would be best understood as most likely existing somewhere between the scale scores of 588 and 612 for a reported scale score of 600.

**Group and Item Level Comparisons** – Caution must also be taken when evaluating results based on either groups of students or subsets of items. Statistics such as means or percentages based on small group sizes or only a few test questions can be misleading because the measurement error increases as the sample sizes decrease. The smaller the sample, the poorer the statistic is for drawing inferences. It should also be noted that data are not reported where there are fewer than 10 students for a given analysis (as on the summary reports by groups).

**Raw Score Comparisons** – Raw score results should **not** be compared across grade level or across test administrations, even within the same subject. With no correction for differences in item difficulty from one test to another, raw score totals reflect differing levels of overall performance and do not provide the necessary foundation for drawing reliable conclusions.

# Descriptions of 2008 SBA Summary Reports

- All reports are provided separately by grade level.
  - Be sure to refer to the Interpretational Cautions on Page 1 of this report to ensure that the reliability of the data is not overestimated for small sample sizes.
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## Student Roster Report

- Alphabetical list of all students at a school
- **Scale score** and **performance level** attained in each content area tested at that grade
- Includes demographic information

## District Summary Roster Report

- Alphabetical list of all schools in a district
- Average **scale scores** and percent of students **proficient or advanced** in each content area tested at that grade

## District Report of Schools

- Alphabetical list of all schools in a district
- Separate report for each content area tested at that grade level (i.e., Mathematics)
- Average **scale scores** and percent of students in **each performance level**
- Average number of **raw score points** earned for each benchmark, rolled up to the content standard level

## Performance by Subgroup Category Report

- Separate report for each content area tested at that grade level (i.e., Mathematics)
- Average **scale scores** and percent of students in **each performance level**
- Percent of students at a grade in a school who scored **proficient or advanced**, also provided in bar graph form
- Comparisons of school percents **proficient or advanced** compared to district and state averages proficient or advanced
- Above scores for school population as a whole
- Disaggregations of above scores by subgroups: Gender, Ethnicity, Educational Program, Title I, Migrant, Bilingual Education, Economics, and English Language Learners
- Also provided for the district and state levels

## Content Area Summary Report

- Separate report for each content area tested at that grade level (i.e., Mathematics)
- Average **scale scores** and percent of students within each **performance level** compared to district and state percentages (bar graphs)
- Second graph of percent of students who scored **proficient or advanced** compared to district and state percentages (bar graphs)

- Number of items tested for each benchmark, rolled up to the content standard level
- Average raw score points earned out of total points possible by benchmark and rolled up to content standard level for the school, compared to district and state averages
- Also provided at the district and state levels

## Item Plot Reports

- Separate reports for the school and district levels
- Reports include all content areas tested at any given grade: Reading, Mathematics, and Science at Grades 3-8 & 11 plus Social Studies at grade 11. (Writing reports will be delivered separately, in October, this first reporting year).
- Data shown includes total **raw score points** possible for each content area and each standard, benchmark, and performance standard (Grade Level Performance Standard-GLPS).
- Number of items and points possible, and average points earned are shown according to item type: MC, SA and OE items. These are reported at the content area, standard/strand, benchmark, and performance standard levels.
- Next to last columns show total number of points possible and average points earned from SA and OE items combined.
- Final column shows the average points earned from SA and OE items at the next highest level of aggregation. School level reports compare average points earned from SA and OE at a school to district averages. District level reports compare average points earned from SA and OE at the district to state averages.

### Item Types:

**MC** – Multiple Choice – 0-1 point each  
**SA** – Short Answer – 0-2 points each  
**OE** – Open Ended – 0-4 points each