

## An Introduction to Performance Series

The Performance Series assessment makes it easy for your child's teacher(s) to identify his or her progress—and get the diagnostic information they need to place your child and manage instruction.

Performance Series is a web-based, computer-adaptive test that your school uses:

- to locate individual ability levels
- to demonstrate academic growth over time
- for placing students in the correct instructional programs



## What is Performance Series?

An exciting new assessment tool, Scantron's **Performance Series**, has recently been adopted to use as one of the tools to help identify your child's abilities. You may be familiar with the standard bubble sheet from Scantron—this is a completely different type of assessment. Because it adapts, **Performance Series** keeps your student engaged.

Unlike other forms of assessment, Performance Series tests are completely computer-based and adjust to each student's ability level. All tests begin in relation to your student's current grade. As your student answers each question, however, the test adapts according to his or her response. Questions get easier when your student answers incorrectly and get more challenging when he or she answers correctly. This individualizes every testing experience and more accurately measures your child's ability.

### Why is this helpful to you?

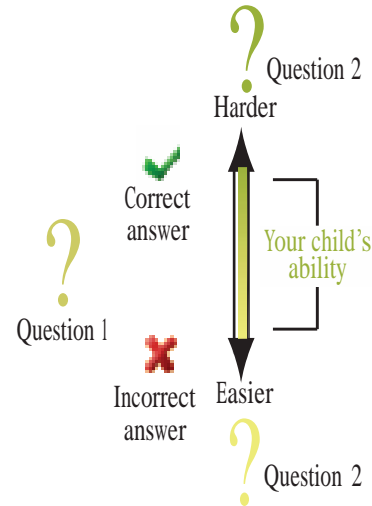
- Unique tests matched to your child's abilities more accurately determine their next steps in the classroom
- Results from these tests provide information to help you understand your child's growth academically, through this year and across years

### Why is this helpful to your child's teacher?

- Immediate results mean they can adjust instruction more quickly to help your child master important concepts
- Educational materials are customized (based on the results for each student and group) which help teachers improve learning
- Detailed reports allow teachers to evaluate current or new teaching strategies and programs

For additional information on the computer adaptive testing model, please see:

[http://www.scantron.com/downloads/Performance\\_Series\\_White\\_Paper.pdf](http://www.scantron.com/downloads/Performance_Series_White_Paper.pdf).



### How many test items does each student receive?

Since the test is online and computer-adaptive, each student receives a unique test and the number of items may vary. There is no set number of questions. The average number of questions in a testing session is about 50. The maximum test questions a student might see is 90 questions.

### Are the tests timed?

No, the students are allowed as much time as needed to take the test.

More Frequently Asked Questions about Performance Series are available online at <http://www.scantron.com/performanceseries>





# What Do the Scores Mean to Me and to My Child?

## Scaled Score (SS)

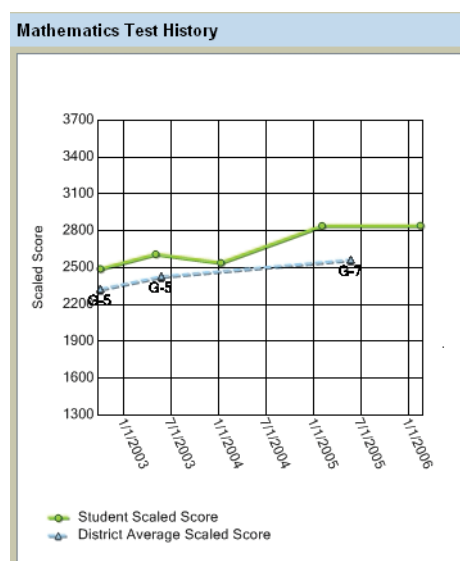
The scaled score is a reliable estimate of the student's ability using the statistical Rasch model and is independent of grade level. Use this

score to track progress over time, from fall to spring or year after year, as a sort of educational yardstick. The following are average score ranges for different testing sessions in the various subject areas.

|    | Reading   |           |           | Math      |           |           | Language Arts |           |           | Science   |           |           |
|----|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|-----------|-----------|-----------|
|    | Fall      | Winter    | Spring    | Fall      | Winter    | Spring    | Fall          | Winter    | Spring    | Fall      | Winter    | Spring    |
| 2  | 1774–2202 | 1884–2327 | 2032–2461 | 1893–2106 | 1967–2165 | 2078–2291 | 1890–2188     | 2006–2286 | 2143–2366 | 1908–2239 | 2031–2326 | 2142–2397 |
| 3  | 2050–2516 | 2159–2608 | 2257–2678 | 2081–2292 | 2153–2350 | 2247–2463 | 2143–2409     | 2222–2495 | 2268–2521 | 2117–2426 | 2265–2503 | 2266–2528 |
| 4  | 2286–2719 | 2306–2737 | 2441–2836 | 2231–2442 | 2263–2460 | 2349–2570 | 2289–2542     | 2276–2536 | 2372–2617 | 2281–2552 | 2336–2595 | 2385–2636 |
| 5  | 2457–2844 | 2496–2887 | 2585–2933 | 2323–2535 | 2368–2580 | 2443–2689 | 2358–2597     | 2397–2639 | 2404–2652 | 2352–2612 | 2444–2563 | 2434–2684 |
| 6  | 2591–2950 | 2564–2940 | 2677–3010 | 2429–2676 | 2416–2661 | 2528–2798 | 2443–2663     | 2418–2672 | 2494–2718 | 2444–2693 | 2462–2714 | 2485–2727 |
| 7  | 2659–2981 | 2663–3028 | 2727–3032 | 2495–2753 | 2507–2764 | 2571–2862 | 2483–2684     | 2513–2747 | 2521–2730 | 2502–2732 | 2562–2787 | 2524–2774 |
| 8  | 2747–3047 | 2711–3049 | 2793–3089 | 2559–2841 | 2535–2796 | 2633–2926 | 2583–2750     | 2599–2774 | 2609–2784 | 2457–2788 | 2544–2802 | 2561–2814 |
| 9  | 2795–3091 | 2770–3058 | 2829–3123 | 2574–2983 | 2542–2823 | 2620–2967 | —             | —         | —         | —         | —         | —         |
| 10 | 2831–3108 | 2821–3119 | 2846–3152 | 2579–2929 | 2559–2822 | 2635–2997 | —             | —         | —         | —         | —         | —         |

## Gains

Gains are simply the number of Scaled Score points by which your child has improved over time. Through the year, this can be used to gauge if they are 'on track' or not.



## Reading Rate

Reading Rate is a silent reading rate, calculated by dividing the number of words in the passages by the time it took the student to read those passages. Certain test taking techniques may alter the accuracy of this rate. This score will only be accurate if the student reads the long passage before answering questions.

## Lexile Measure

The Lexile scale is a developmental scale matching the reader to the appropriate text. You can use this score online to locate books at your child's level at [www.lexile.com](http://www.lexile.com).

Find additional information on Lexiles and Performance Series at [http://www.scantron.com/downloads/Lexile\\_FINAL.pdf](http://www.scantron.com/downloads/Lexile_FINAL.pdf).

## Suggested Learning Objectives (SLOs)

Suggested Learning Objectives are based on performance on the most recent subject-based assessment. The report provides a list of objectives that the student has successfully attained and objectives that could be considered instructional next steps.

## National Percentile Ranking (NPR)

The NPR uses the SS to compare the student to members of the Performance Series National Norm Group within the same grade level. For example, an NPR of 74 for a student would mean that his score is above 74% of his peers in the national norm group.

## What Else Should I Know?

### Does Performance Series align to my state standards?

Yes, your district worked with Scantron to ensure that your state standards are used as the guide to assess your child.

### What units are covered?

#### Reading

- Vocabulary
- Fiction
- Nonfiction
- Long Passage

#### Math

- Algebra
- Geometry
- Measurement
- Data Analysis & Probability
- Number & Operations



#### Language Arts

- Capitalization
- Parts of Speech
- Punctuation
- Sentence Structure

#### Life Science & Inquiry

- Living Things
- Ecology
- Science Processes



### Do all students see the same test?

All students see the same topic areas, but all students do not see the same items, since Performance Series is computer-adaptive—each test is unique for each student.

## What Subject Areas Are Covered?

### Language Arts



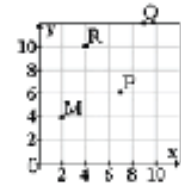
Which word fits best in this sentence?

I was very hungry. \_\_\_\_\_ I could not eat the squid.

- A. yet
- B. and
- C. or
- D. for

### Mathematics

Which ordered pair describes point M?



- A. (2, 2)
- B. (4, 2)
- C. (4, 1)
- D. (2, 4)

Braille is one of the most commonly used systems of reading and writing for people who are blind. Louis Braille invented it in 1826, when he was only fifteen years old. Louis had been blind since he was three. He learned to read by touching letters engraved in wood. It was a very slow process and people could not use it to write. He had heard of the army using a twelve-dot system punched on cardboard to send communication to battlefields during the night. He adapted that system and created Braille, a six-dot system.



The six dots are arranged in a cell, which is three dots long and two dots wide. Each character is a different combination of those six dots. There are sixty-three characters in the Braille code. The characters are raised on heavy paper. They are read by running the fingers lightly across the top. Learning to read Braille can be difficult. People who are blind generally begin by learning just the letters, and then they continue with the word combinations. Every character must be memorized by touch.

Braille was not used in the United States until 1854, two years after Louis Braille's death. It was used along with other dot systems until 1916, when it was officially adopted by the U.S. In 1932, at a conference in London, it was adopted as the universal Braille code for English. Braille codes for music, science, and math have also been developed.

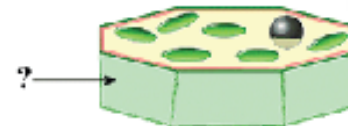
### Reading

What do the following three events have in common?

1. Braille used in the United States
  2. Braille officially adopted by the United States
  3. Braille adopted as universal code for English
- A. They all happened after Louis Braille's death.
  - B. Louis Braille was an important participant in each event.
  - C. Louis Braille was against any of these events taking place.
  - D. They all happened in the same year.

This is a diagram of a plant cell.

Plant Cell



Which part of the cell is indicated by the arrow?

- A. the cell wall
- B. the nuclear wall
- C. the nucleus
- D. the cytoplasm

### Life Science & Inquiry