



## Educator Guide to Assessment Results

AK STAR English Language Arts and Mathematics



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2024



THE STATE  
*of* **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education  
& Early Development**

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Dear Educator,

Assessment stands as a cornerstone of daily classroom practice, ensuring that our teaching leads to meaningful student learning and that every student receives the support they need. It is central to the educational journey, guiding our efforts towards the goal of student success.

In spring 2022, Alaska witnessed the operational debut of two significant assessments: the Alaska System of Academic Readiness (AK STAR) and the Alaska Science Assessment. This marked a notable shift as, for the first time, we implemented two different approaches to statewide summative assessments.

These changes underscore our unwavering commitment to Alaska's educational standards in English Language Arts, mathematics, and science. AK STAR, focusing on English language arts and mathematics from grades 3 to 9, celebrates student strengths and pinpoints areas needing support. Similarly, the Alaska Science Assessment measures student learning in alignment with three-dimensional science and engineering practices, disciplinary core ideas, and cross-cutting concepts.

The results from AK STAR and the Alaska Science Assessment are crucial for informed decision-making. They empower students and families to identify strengths and areas needing growth, assist educators and administrators in evaluating progress and focusing on student needs, and inform policymakers and district leaders in allocating resources where they are most needed.

Preparing for and administering these assessments requires significant dedication and effort from educators, often amidst numerous other responsibilities within Alaska's schools. We recognize and appreciate the time and effort you invest in ensuring the validity and reliability of statewide assessment results.

Alaska is fortunate to have a wealth of exceptional schools and hardworking educators. Thank you for your unwavering commitment to providing quality education to every student, every day.

Cheers,

Deena M. Bishop, Ed. D  
Commissioner

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# Part 1—Introduction

## About AK STAR Assessments - Overview

Alaska has implemented an innovative approach to a balanced assessment system called the Alaska System of Academic Readiness (AK STAR). This balanced approach connects the MAP Growth interim assessment taken in fall and winter to the spring AK STAR assessment, which is made up of a grade-specific summative component combined with a growth component. The summative component addresses the breadth and depth of the [Alaska English Language Arts and Mathematics Standards](#) while the growth component includes instructional areas in Reading, Language Usage, and Mathematics.

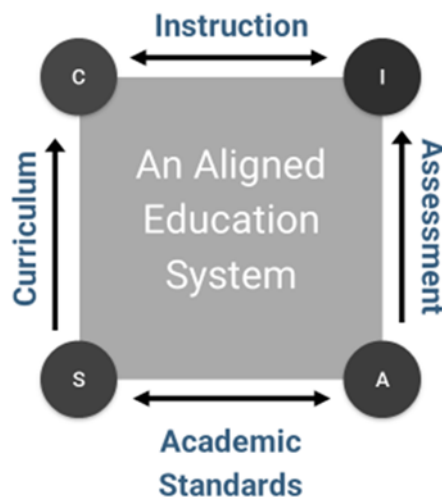
AK STAR is administered to all students in grades 3–9 and is an adaptive assessment personalized for each student by adapting above and below grade level. It provides both a summative test score and achievement level based on grade-level content standards and interim information using the MAP Growth normative RIT scale and a RIT score specific to each MAP Growth instructional area.

AK STAR assessments also provide information to parents, educators, policy makers, and communities about how Alaska's schools and districts are performing. They provide information to help schools improve and to meet the Alaska State Board of Education's Mission: "An excellent education for every student every day."

The [Alaska English Language Arts and Mathematics Standards](#) provide the foundation for the curriculum, instruction, and assessment activities in schools and classrooms throughout Alaska. For any assessment to accurately measure student performance, curriculum and instruction must be aligned to those common expectations.

Further, classroom instruction should be responsive to the assessment data, with regular opportunities for adjustment of resources and strategies to better address the academic standards.

For more information about the academic standards measured by these assessments, visit the [Alaska Standards webpage](#).



## Dates of Testing

The AK STAR assessments were administered from March 25 to April 26, 2024. All reports, including Individual Student Reports, School Summary Reports, and District Summary Reports, are accessible in the AK STAR Administration Portal.

## Educator Use of Information

Summative assessments are designed to provide a snapshot of student, school, or program progress and achievement at the end of a period of instruction. Statewide summative assessments are administered near the end of the school year. The results are used to provide information about the overall status of student learning across the state and the attainment of the state standards in English Language Arts (ELA) and Mathematics. Results of state assessments may be used to measure the overall effectiveness of an educational program at the school, district, or state level.

While the AK STAR summative and growth components provide specific measures of the knowledge possessed by an individual student, other types of assessment also contribute to the whole picture. Many indicators of student learning, such as classroom work, grades, and local assessments, will create a full picture of a student's skills and knowledge and can be used to identify which learning goals educators and families need to address next. Other types of assessments used in classrooms, schools, and districts include those listed in [Table 1: Assessment Types](#).

The AK STAR growth component is designed to provide teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. The growth component measures what a student knows at that time, and then is compared to their previous MAP Growth assessments, either fall or winter, to provide a conditional growth score. Growth uses a Rasch Unit (RIT) scale and compares a student at that point in time to all other students in the nation who took MAP Growth.

**Table 1: Assessment Types**

| Assessment Type                             | Description                                                                                                                                                                                                                                                                                                                                                                  | Frequency           |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Formative assessment                        | A planned, ongoing process used by educators and students during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Formative assessment processes are a blend of both planned and in-the-moment actions and responses. | Daily               |
| Summative assessment                        | Culminating assessments that report the evaluation of learning, skills acquisition, and standards attainment; can be used for a single unit or to assess attainment of learning standards for the entire school year; used to determine whether students have learned what they were expected to learn.                                                                      | Yearly              |
| Progress monitoring                         | An assessment process by which students are regularly measured (e.g., weekly, or bi-weekly) to determine their progress on specific learning progressions or domains within a subject area. Progress monitoring is used to determine how well students are responding to specific, short-term instructional techniques and programs so that they can be adjusted, if needed. | Weekly or Bi-weekly |
| Curriculum-embedded tests, or program tests | Assessments that are part of the instructional materials being used by teachers or part of the instructional activities routinely taking place.                                                                                                                                                                                                                              | Weekly or Per Unit  |

| Assessment Type           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Frequency                       |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Interim assessments       | Assessments that are given periodically throughout an academic year to provide individual student performance data, which teachers can use to adjust instruction to meet student needs. Interim assessments can also be used to determine the effectiveness of ongoing instructional programs and methods.                                                                                                                                                                                                                                                                                                                                                                          | Approximately 3+ Times Per Year |
| Universal screening tests | Assessments that are usually given two or three times during a school year to accurately identify students who may be at risk of learning difficulties. Universal screening tests focus on targeted, essential skills (such as word recognition) that are predictive of future outcomes. They are designed to be practical and quickly administered on a large scale with all students in a grade level.                                                                                                                                                                                                                                                                            | 2-3 Times Per Year              |
| Diagnostic assessments    | Assessments that are evidence-gathering procedures that provide detailed information about which targeted skills and knowledge a student is most struggling to learn. This information is needed by teachers when they decide how to design instructional interventions most appropriately. Due to their time-intensive and specific nature, diagnostic assessments are only used with a small group of students for whom the learning process has broken down and sufficient progress has not been made. Diagnostic assessments may be highly formalized, such as those used in special education applications, or less formal to guide decisions in general education situations. | As Needed                       |

# Part 2—Test Design

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## Blueprints

A test blueprint is a comprehensive document that outlines the structure, content, and objectives of a particular assessment. A blueprint details the distribution of topics or skills to be covered and the specific types of questions that will be included.

The AK STAR assessments have two components.

The Summative component:

- Addresses the breadth and depth of the Alaska grade-level content standards
- Produces a summative test score and achievement level
- Satisfies the core summative test blueprint for balance of content representation

The Growth component:

- Accesses a broader item pool, including items from MAP Growth and items assessing above- or below-grade standards
- Works together with the items from the core summative component to yield diagnostic scores on the MAP Growth RIT scale, including a RIT score specific to current MAP Growth Instructional Areas

AK STAR assessment [ELA and Math blueprints](#) are available on the [AK STAR Assessment Design webpage](#).



## Instructional Areas

Instructional areas are the specific content or skills students are assessed in on MAP Growth. The AK STAR assessment growth component contains questions related to each instructional area, allowing educators to see how a student is performing in the different instructional areas (such as Geometry) as well as the overall subject (such as Mathematics). Instructional areas can be used to plan more targeted instruction at the student level and at the class level. Educators can compare instructional area RIT scores to overall RIT scores and identify which instructional areas appear to be an area of strength or an area of focus. At the student level, this aids in individualized instruction and goal setting. At the class level, this information can support instructional grouping or curricular adjustments. Formative assessment practices should be used in conjunction with the instructional area scores to account for student learning that occurs between the assessment administration and the time that instruction is delivered in school.

### English Language Arts

As outlined in the [Test Blueprints for AK STAR ELA and Math](#), the AK STAR ELA assessment encompasses Reading and Language Usage. Students receive overall RIT scores in both Reading and Language Arts. Reading and Language Arts are further broken down into instructional areas that are aligned to MAP Growth. Students also receive RIT scores for each of these instructional areas. These sub-scores are generated for students taking online adaptive and print-on-demand assessments. Students taking braille or ASL assessments receive overall RIT scores but no instructional area RIT scores.

The instructional areas in Reading and Language Arts for grades 3–9 are listed in [Table 2: Instructional Areas for Reading](#) and [Table 3: Instructional Areas for Language Usage](#).

**Table 2: Instructional Areas for Reading**

| Reading Instructional Areas |                                                                                                                                                                          |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literary Text               | <ul style="list-style-type: none"> <li>Analyze Theme and Literary Elements; Summarize</li> <li>Analyze Point of View, Features, and Structure</li> </ul>                 |
| Informational Text          | <ul style="list-style-type: none"> <li>Analyze Central Idea, Concepts, and Events; Summarize</li> <li>Analyze Point of View, Purpose, Features, and Structure</li> </ul> |
| Vocabulary                  | <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>                                                                                                             |

**Table 3: Instructional Areas for Language Usage**

| Language Usage Instructional Areas                 |                                                                                                                                                                                                                                                         |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language: Understand, Edit for Grammar, Usage      | <ul style="list-style-type: none"> <li>Parts of Speech</li> <li>Phrases, Clauses, Agreement, Sentences</li> </ul>                                                                                                                                       |
| Language: Understand, Edit Mechanics               | <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Spelling</li> </ul>                                                                                                                                                 |
| Writing: Plan, Organize, Develop, Revise, Research | <ul style="list-style-type: none"> <li>Plan, Organize; Create Cohesion, Use Transitions</li> <li>Provide Support; Develop Topics; Conduct Research</li> <li>Establish and Maintain Style; Use Precise Language</li> <li>Purpose and Audience</li> </ul> |

### Mathematics

As outlined in the [Test Blueprints for AK STAR ELA and Math](#), the AK STAR Mathematics assessment is broken down into instructional areas that are aligned to MAP Growth. Students also receive RIT scores for each of these instructional areas. These sub-scores are generated for students taking online adaptive and print-on-demand assessments. Students taking braille or ASL assessments receive overall RIT scores but no instructional area RIT scores.

The instructional areas in Mathematics for grades 3–9 are listed in [Table 4: Mathematics Instructional Areas for Grade 3-5](#) and in [Table 5: Mathematics Instructional Areas for Grade 6-9](#).

**Table 4: Mathematics Instructional Areas for Grade 3-5**

| Mathematics Instructional Areas for Grades 3-5 |                                                                                                                                                                                                 |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operations and Algebraic Thinking              | <ul style="list-style-type: none"> <li>• Represent and Solve Problems</li> <li>• Analyze Patterns and Relationships</li> </ul>                                                                  |
| Number and Operations                          | <ul style="list-style-type: none"> <li>• Understand Place Value, Counting, and Cardinality</li> <li>• Number and Operations in Base Ten</li> <li>• Number and Operations – Fractions</li> </ul> |
| Measurement and Data                           | <ul style="list-style-type: none"> <li>• Geometric Measurement and Problem Solving</li> <li>• Represent and Interpret Data</li> </ul>                                                           |
| Geometry                                       | <ul style="list-style-type: none"> <li>• Reason with Shapes, Attributes, and Coordinate Plane</li> </ul>                                                                                        |

**Table 5: Mathematics Instructional Areas for Grade 6-9**

| Mathematics Instructional Areas for Grades 6–9 |                                                                                                                                                                |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operations and Algebraic Thinking              | <ul style="list-style-type: none"> <li>• Expressions and Equations</li> <li>• Use Functions to Model Relationships</li> </ul>                                  |
| The Real and Complex Number Systems            | <ul style="list-style-type: none"> <li>• Ratios and Proportional Relationships</li> <li>• Perform Operations</li> <li>• Extend and Use Properties</li> </ul>   |
| Geometry                                       | <ul style="list-style-type: none"> <li>• Geometric Measurement and Relationships</li> <li>• Congruence, Similarity, Right Triangles, &amp; Trig</li> </ul>     |
| Statistics and Probability                     | <ul style="list-style-type: none"> <li>• Interpreting Categorical and Quantitative Data</li> <li>• Using Sampling and Probability to Make Decisions</li> </ul> |

## Types of Items

The AK STAR assessments contain several different types of items or questions. Refer to [Table 6: Item Types](#). Examples of each item type are available in the [AK STAR Assessment Item Types](#) document on the [AK STAR Assessments Results](#) webpage.

**Table 6: Item Types**

| Item Type                       | Description                                                                                                                                                                                                                                                                                                                                                  | Max Points                                                                                                                         | ELA | Math | Summative | MAP Growth |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----------|------------|
| Multiple-Choice Single Select   | This type of question lists four choices and asks students to select the correct answer.                                                                                                                                                                                                                                                                     | 1                                                                                                                                  | ✓   | ✓    | ✓         | ✓          |
| Multiple-Choice Multiple-Select | This type of question lists five or more choices and has two or more correct answers. (Students will be told how many choices to select.) Students must select all the correct choices and none of the incorrect ones for their answers to be scored as correct.                                                                                             | 1                                                                                                                                  | ✓   | ✓    | ✓         | ✓          |
| Numeric Entry                   | This type of question asks students to enter a number or numbers. Students can use the digits 0 through 9 in their answer. In grades 4 and up, students can use a decimal point, and in grades 6 and up, students can also use a negative sign.                                                                                                              | 1                                                                                                                                  |     | ✓    | ✓         | ✓          |
| Table                           | This type of question asks students to sort information into groups. For each row, students select the column that correctly describes that row.                                                                                                                                                                                                             | 2<br>1 (if student chooses all but one of the correct answers)                                                                     | ✓   |      | ✓         |            |
|                                 | This type of question asks students to select cells in a table. For each row, students select the column or columns that are correct. Some questions may restrict them to one selection for each row or column, and some may allow them to select more than one column per row.                                                                              | 1                                                                                                                                  |     | ✓    | ✓         | ✓          |
| Drop-Down                       | This type of question asks students to select answers from drop-down lists. Points are based on the number of drop-down lists. Students can earn partial credit of 1 if they select the correct choice from only one of the drop-down lists.                                                                                                                 | 1 point per drop down list                                                                                                         | ✓   |      | ✓         |            |
|                                 | This type of question asks students to select answers from drop-down lists.                                                                                                                                                                                                                                                                                  | 1                                                                                                                                  |     | ✓    | ✓         |            |
| Select in Passage               | This type of question asks students to select answers from a short section of the passage or another text, such as a dictionary entry. In the given text, certain words, phrases, or sentences are underlined. The students' job is to select the underlined choice or choices that provide the best answer. (They will be told how many choices to select.) | 1                                                                                                                                  | ✓   |      | ✓         | ✓          |
| Drag and Drop                   | This type of question asks students to move one or more choices into the correct box. If there is only one box to fill or if the number of choices equals the number of boxes to fill, the question is 1 point. If there are two or more boxes to fill and there are more choices than boxes, the question is 2 points.                                      | 1 if one box to fill<br>2 if two or more boxes to fill<br><br>Partial credit of 1 point if student fills all but one box correctly | ✓   |      | ✓         |            |
|                                 | This type of question asks students to move one or more choices into the correct space or spaces.                                                                                                                                                                                                                                                            | 1                                                                                                                                  |     | ✓    | ✓         |            |
| Text Entry                      | This type of question asks students to write a short-written response—usually of just one word—in a box. It is usually used to test knowledge of spelling.                                                                                                                                                                                                   | 1                                                                                                                                  | ✓   |      | ✓         |            |

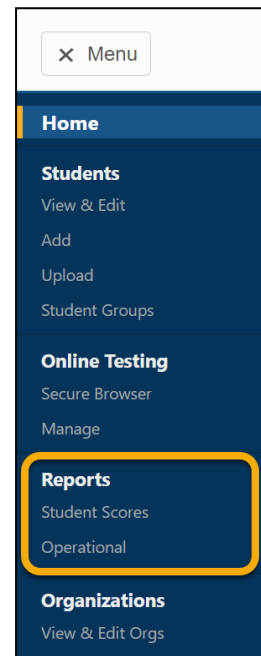
| Item Type            | Description                                                                                                                                                                                                                                                                                            | Max Points                                                                                                                                                                                       | ELA | Math | Summative | MAP Growth |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----------|------------|
| Select Text          | This type of question asks students to select answers from a list or group of text. In the given text, certain words, phrases, or sentences are underlined. The students' job is to select the underlined choice or choices that provide the best answer. They will be told how many choices to select | 1                                                                                                                                                                                                |     | ✓    | ✓         |            |
| Multipart            | This type of question combines two other kinds of questions. Usually, the first part asks about a passage, and the second part asks for evidence to support the answer in the first part.                                                                                                              | 2<br><br>Partial credit of 1 if student answers the first part correctly<br><br>Students earn no credit if they answer the first part incorrectly, even if they answer the second part correctly | ✓   |      | ✓         |            |
| Multipart            | This type of question has two or three parts. Each part has one question that can be any of the types described in this document. All parts are based on the information that is presented on the left side of the screen.                                                                             | Each part is 1 point unless one of the parts is a constructed-response question                                                                                                                  |     | ✓    | ✓         |            |
| Constructed Response | This type of question asks students to write a short response of about a paragraph based on a passage or two passages.                                                                                                                                                                                 | Varies based on the item; 1–3 points                                                                                                                                                             | ✓   |      | ✓         |            |
|                      | This type of question asks students to write a response that includes a combination of words and math expressions or equations. Although not required, students can use the equation editor buttons to add mathematical symbols to their answer. Words can be typed from their regular keyboard.       | 3 for grades 3-5<br><br>4 for grades 6 and up                                                                                                                                                    |     | ✓    | ✓         |            |

## Part 3—Reports

AK STAR spring assessment results are available in both static and dynamic reports accessible through the AK STAR Administration Portal. Depending on user role, educators can access reports at the student, group, school, or district level. Users can also be assigned to specific organizations or reporting groups.

**Static reports** contain student data and score results presented in a single format. Static reports cannot be filtered or customized based on specific data sets. The static reports (District Summary Report, School Summary Report, and the Individual Student Report or ISR) are accessed in the **Student Scores** or **Operational** links in the **Reports** section of the main menu in the AK STAR Administration Portal.

**Dynamic reports** contain student results data that can be viewed and filtered through different levels and demographics for a specific data set. Dynamic reports allow the user to filter by student group and compare data. Different dynamic views of reports can be generated through the **Student Scores** link in the **Reports** section of the main menu in the AK STAR Administration Portal.



## AK STAR Reports Available for 2024

[Table 7: Report Types](#) below includes all the different reports available for the AK STAR assessment. The table lists each type of report, how to access the report, who can view the report, and a description of what is included in and how to best use the information in each report.

**Table 7: Report Types**

| Report                                                        | Type of Report | Access to Report                        | Audience                                                | Description                                                                                                                                                                                                                                                                                                                                                                                                     | How to Use Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------|----------------|-----------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Organization Reports</a><br>(School and district) | Dynamic        | Access through Reports > Student Scores | For school leaders and district users                   | <ul style="list-style-type: none"> <li>Provides a histogram and list view of district to school to student results data and performance</li> <li>Can be filtered by demographic at the district level and by group at the school level</li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li>Useful to district to present overall view of district student performance</li> <li>Useful to district data staff to view district-level data down to school level data</li> <li>Useful to school leaders to view school-level data</li> </ul>                                                                                                                                                                                                                                    |
| <a href="#">Dynamic Student Report</a>                        | Dynamic        | Access through Reports > Student Scores | For school leaders, educators, and district level users | <ul style="list-style-type: none"> <li>Provides individual student’s summative scale score and achievement level</li> <li>Provides growth component overall RIT scores, growth, percentiles, and instructional area RIT scores</li> <li>Provides the following information for test items: item type, level of difficulty, and standard alignment</li> <li>Contains confidential student information</li> </ul> | <ul style="list-style-type: none"> <li>Useful to district and school leaders to view overall student performance</li> <li>Useful to educators and instructors for reporting groups and students that have been assigned to them</li> <li>Allows for a quick view of student summative and MAP Growth performance</li> <li>Provides test details such as student test engagement, test duration, end date, time of test, accommodations, and which tools were used on each item</li> </ul>                                |
| <a href="#">Comparison Summary Report</a>                     | Static         | Access through Reports > Student Score  | For district-level users only                           | <ul style="list-style-type: none"> <li>Provides summary comparison of scale scores for a test administration</li> <li>Customizable multi-school, grade, and content area views</li> <li>Provides aggregated data based on selection criteria</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Useful to districts to compare assessment results across schools, grades, or content areas</li> <li>Useful to compare data across multiple administrations for historical data access</li> </ul>                                                                                                                                                                                                                                                                                  |
| <a href="#">Individual Student Report (ISR)</a>               | Static         | Access through Reports > Student Scores | For students, parents, and educators                    | <ul style="list-style-type: none"> <li>Provides individual student’s summative scale score and achievement level</li> <li>Provides growth component overall RIT scores, growth, percentiles, and instructional area RIT scores</li> <li>Contains confidential student information</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Useful for understanding how a student performed overall on the standards at a grade level at the end of the school year</li> <li>Compare a student’s performance to other students in the school, district, or state</li> <li>Useful for understanding the strengths and weaknesses of individual students and, along with other classroom- or district-level information, identifying areas where the student may need instructional support in the next school year</li> </ul> |
| <a href="#">School Summary Report</a>                         | Static         | Access through Reports > Operational    | For educators, school leaders, and the public           | <ul style="list-style-type: none"> <li>Provides summary information for whole school, district, and state</li> <li>Includes number of students tested, percentage in each achievement level, median and mean scale scores, and performance on instructional areas</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Useful for information about the performance of the educational system at a school level</li> <li>Determine grade level or content areas where program or instruction may be improved to increase student achievement</li> </ul>                                                                                                                                                                                                                                                  |
| <a href="#">District Summary Report</a>                       | Static         | Access through Reports > Operational    | For district users and the public                       | <ul style="list-style-type: none"> <li>Provides summary information for whole district and state</li> <li>Includes all information provided in school summary reports at the district - level</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Useful for information about the performance of the educational system at a district level</li> <li>Determine grade level or content areas where program or instruction may be improved to increase student achievement</li> </ul>                                                                                                                                                                                                                                                |
| <a href="#">Student Score Data File (SSDF)</a>                | Static         | Access through Reports > Operational    | For school leaders and district users                   | <ul style="list-style-type: none"> <li>Contains all reportable student data within a particular district, including demographic and student score data, sorted by Reporting School Code and Alaska State Student ID</li> <li>Contains confidential student information</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Useful to district data analysts to view, download, and analyze data</li> <li>Useful to download data into district Student Information System (SIS)</li> <li>Can be used to develop district reports and presentations</li> <li>Sample file layout available by selecting the main menu then Help</li> </ul>                                                                                                                                                                     |

### Accessing and Downloading Reports

All reports are housed in the AK STAR Administration Portal. District Test Coordinators (DTCs) are responsible for viewing, downloading and distributing the appropriate reports to the appropriate audience and staff. DTCs are also responsible for providing appropriate access to staff in their district, if desired.

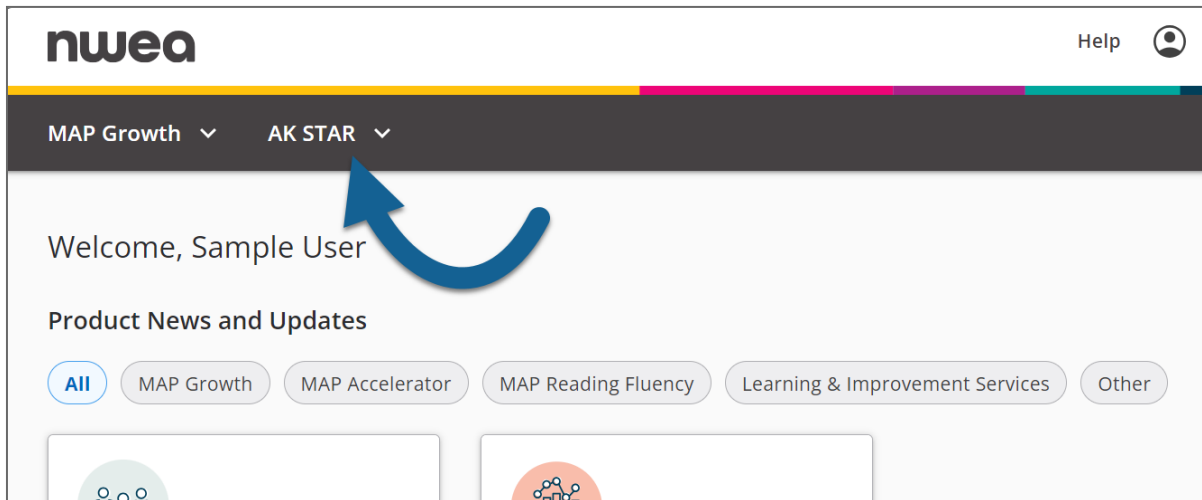
**Table 8: User Roles for Reports**

|                                 | System Administrator | Data Administrator | Assessment Coordinator<br>DTC | Assistant Assessment Coordinator<br>BTC | Test Administrator<br>Proctor | School Administrator | Instructor | Super-intendents |
|---------------------------------|----------------------|--------------------|-------------------------------|-----------------------------------------|-------------------------------|----------------------|------------|------------------|
| Online Reporting System (ORS)   |                      |                    | ✓                             |                                         |                               | ✓                    | ✓          | ✓                |
| Student Score Data File (SSDF)  |                      | ✓                  | ✓                             |                                         |                               | ✓                    |            | ✓                |
| Score Summary Reports           |                      | ✓                  | ✓                             |                                         |                               | ✓                    |            | ✓                |
| Summary Comparison Report       |                      |                    | ✓                             |                                         |                               |                      |            | ✓                |
| Individual Student Report (ISR) |                      |                    | ✓                             |                                         |                               | ✓                    | ✓          | ✓                |

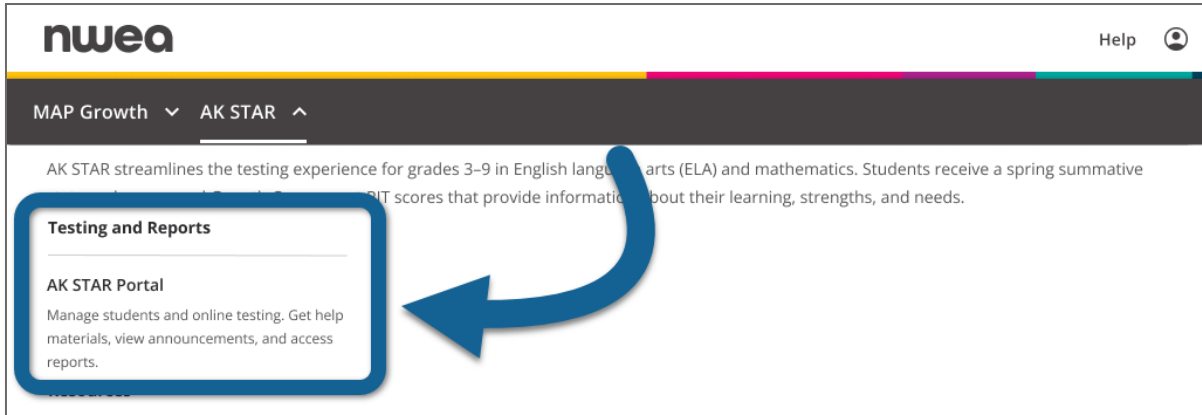
### Accessing Reports

To access reports:

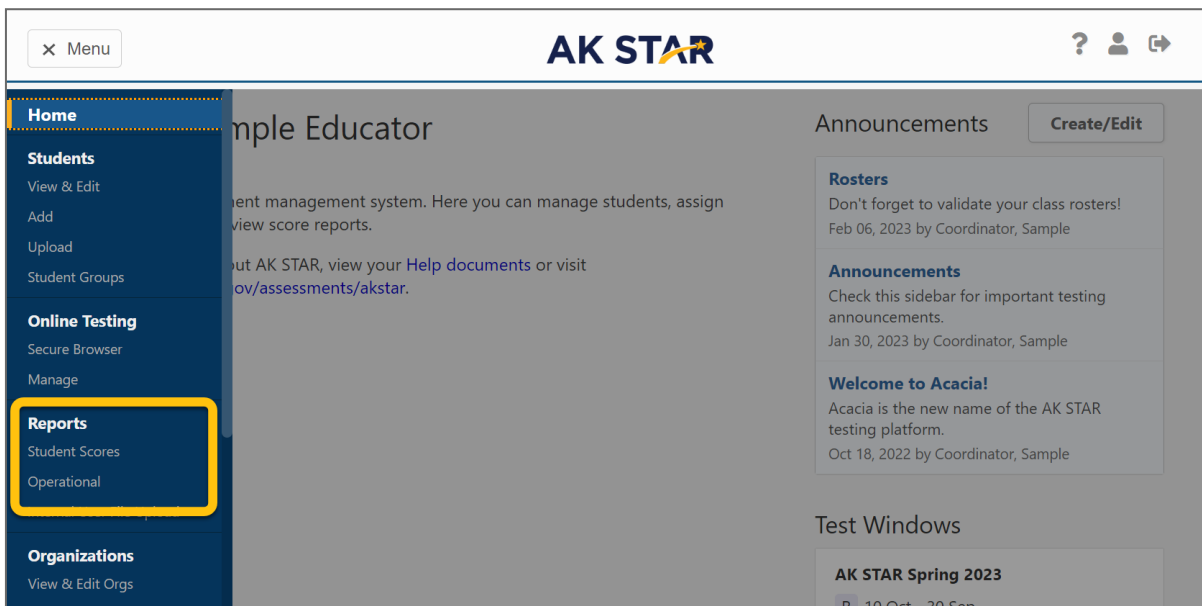
1. Log into the AK STAR Administration Portal using your Single Sign-On from [MAP Growth](#).
2. Select the AK STAR menu at the top.



- Under **Testing and Reports**, select **AK STAR Portal**.



- The AK STAR Administration Portal opens. Use the left navigation menu to select either **Student Scores** or **Operational Reports**.



**Note:** Not all users have access to AK STAR reports. To validate who has access to reports, contact your District Test Coordinator.

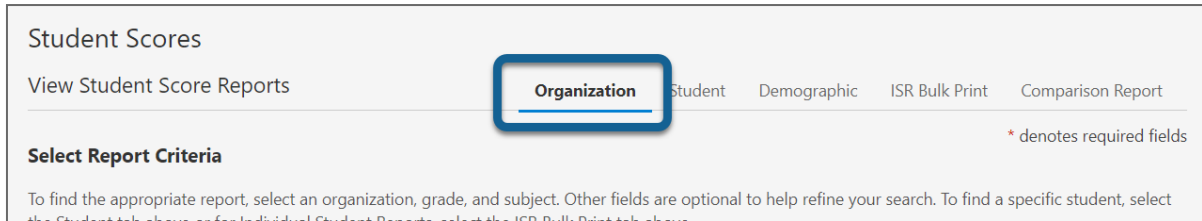


## Organization Reports

Organization reports offer a comprehensive view of educational performance data, allowing educators to analyze and compare results at different levels (district or school). Districts and schools can use these reports to view overall student performance, identify trends, and pinpoint which schools or student groups may need additional support or intervention. These reports can be viewed at the district or school level depending on the user’s level of access.

To access an organization report in the AK STAR Administration Portal:

1. Select **Menu > Reports > Student Scores**.
2. Verify that you are on the **Organization** tab. This is the default tab.




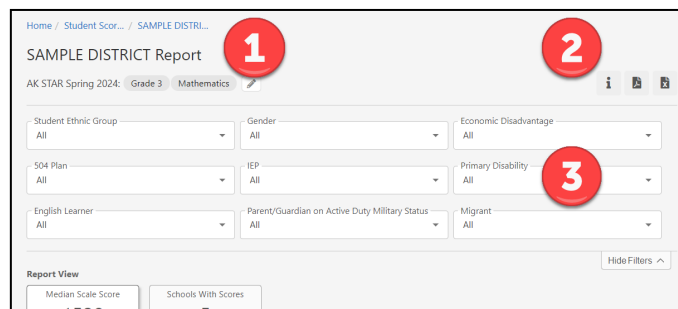
3. Select the desired organization from the dropdown **Organization** field.
4. Select the grade and content area. For school-level reports, select the group or choose **All Reporting Groups**. Optionally, select the test administration year.
5. Select **Find**.
6. Test administrations that match the search criteria appear in the search results. Select the administration you wish to view.




### Report Navigation

#### Viewing and Adjusting Report Selections and Demographics Filters

The top of the organization report shows information about the report selections. Demographic filters are also available for district-level reports.

1. **Header and report criteria:** The report header shows the report title, test administration, grade, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area or, for school-level reports, choose a specific group.



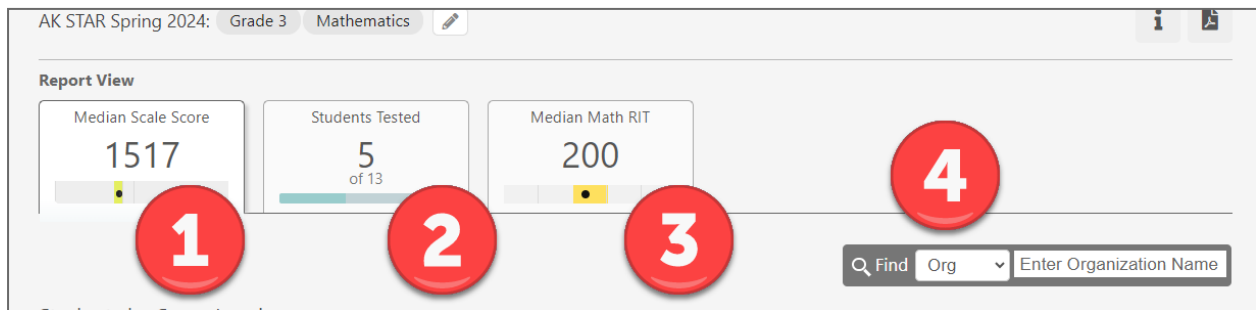
2. **Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections. On district-level reports, select the X file icon  to download a CSV spreadsheet.
3. **Demographics filters:** Available on district-level reports only. Filter by demographics such as gender and student ethnic group. Use the **Hide/Show Filters** tab to toggle the visibility of these filters. Refer to [Table 9: Available Demographic Filters](#) on the next page.

**Table 9: Available Demographic Filters**

| Available Filter                               |
|------------------------------------------------|
| Student Ethnic Group                           |
| Gender                                         |
| Economic Disadvantage                          |
| 504 Plan                                       |
| IEP                                            |
| Primary Disability                             |
| English Learner                                |
| Parent/Guardian on Active Military Duty Status |
| Migrant                                        |

**Switching Between Report Views and Using Find**

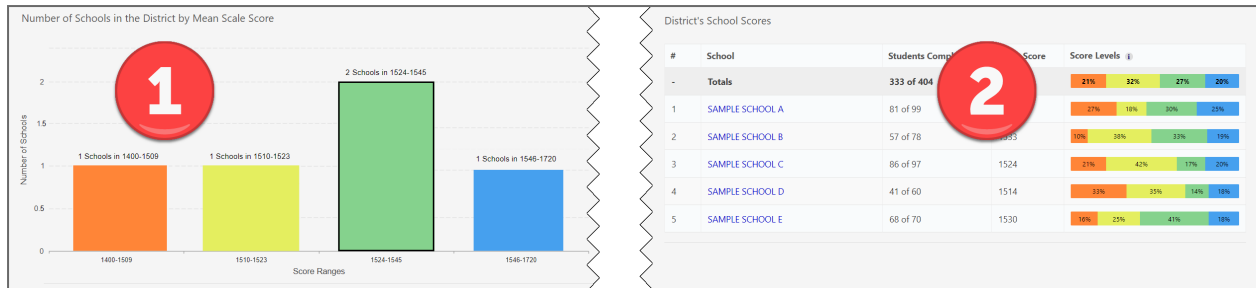
At the top of the report are the tabs you can use to switch between different report views. There is also a **Find** button you can use to search for organizations, groups, or students by name, depending on the report level. For example, you can search for schools at the district level, and you can search for groups at the school level.



- Median scale score tab—Histogram view:** The median scale score tab takes you to the Histogram view, which is the default view of all Organization reports. The tab displays the median scale score for the students that match the report selections and demographic filters. Refer to [Use of Median](#) for more information.
- Schools With Scores/Students Tested—List view:** The Schools With Scores (on district-level reports) or Students Tested (on school- or group-level reports) tab takes you to the List view. The tab shows the total number of schools or students with scores out of the total number of students that match the report selections and demographic filters.
- Median RIT—RIT List view:** The Median RIT tab takes you to the RIT List view. This tab only appears on school- or group-level Organization reports. The tab shows the median (or middle) RIT score for the students that match the report selections and demographic filters.
- Find:** Select the find button to search for a school, group, or student by name or AKSID. On district-level reports, you can search for schools and students, and on school- or group-level reports, you can search for groups and students.

## Drilling Down



The main area of the report is interactive. When you select a bar or a school or student name, you will either see more detailed data or drill down to a new report level.





1. **Histogram bars:** Select one of the bars in the histogram to view a list of schools or students in that achievement level. The list appears below the histogram chart.
2. **School or students in list:** In the district-level List view, select a school to drill down to the school-level report. At the school-level, you can select a group or choose to view all students. When viewing a student list, select the student name to drill down to that student's Dynamic Student Report.

*Annotated Report Samples*  
**District Level—Histogram View**

By default, organization reports open to the Histogram View. At the district level, this view contains bar graphs showing the distribution of the mean (average) scale scores in each achievement level for the selected grade and content area. At the district level, you can set filters for demographics as well. The numbers and distributions on all the reports update dynamically based on the report selections and filter criteria.

- Header and report criteria:** The report title, test administration, grade, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area.
- Report actions:** Select the info icon  to learn more about the data on the report.

Select the PDF icon  to download a printable PDF of the report with your current filters and selections. Select the X file icon  to download a CSV spreadsheet.

- Filters:** Filters based on demographics such as gender and student ethnic group. Use the **Hide/Show Filters** tab to toggle the visibility of these filters.
- Median Scale Score:** The median scale score of the filtered selections. Refer to [Use of Median](#) for more information. The median changes when you update the report selections and filter criteria. This is the active tab for the Histogram View.

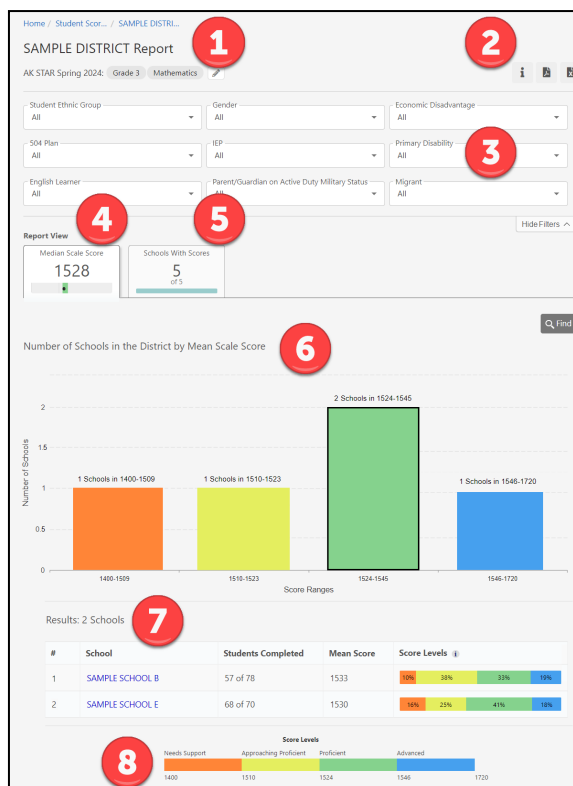
- Schools With Scores:** How many schools or students are included in the current filter criteria. Select this tab to switch to the List View.

- Histogram:** Bar graph showing how many schools have their average score in each achievement level. Select a bar to show a list of the schools in that achievement level.

- Schools:** A list of schools with an average scale score in this achievement level. This list appears if you select one of the bars in the graph. Select a school name to view the Organization report for the school.





The number of students who completed a test out of the total number of students matching the filter criteria, as well as the mean score and the distribution of students across the achievement levels is also displayed. These numbers change when you update the report selections and filter criteria.

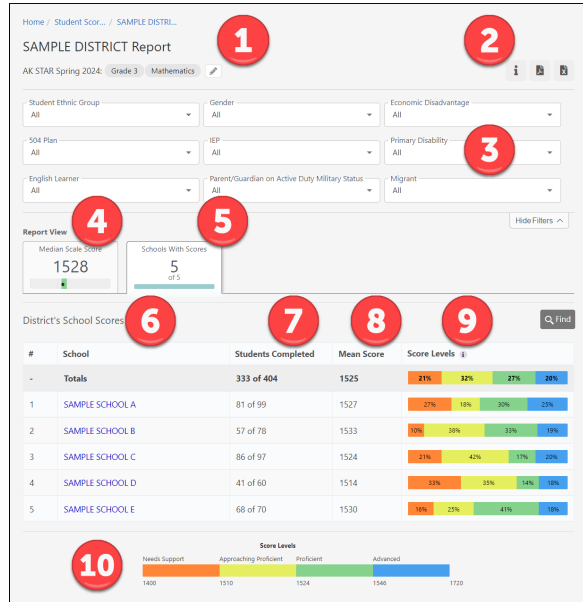
- Score Levels:** The cut scores for each achievement level for the grade and content area being viewed.



**District Level—List View**




From the Histogram View, select the **Schools With Scores** tab to switch to the list view. The list view shows all schools in the district and some information about the score distributions at that school. As with the histogram view, you can set filters based on demographics and the scores will update to show only students who match the demographic filters you select.

1. **Header and report criteria:** The report title, test administration, grade, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area.
2. **Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections. Select the X file icon  to download a CSV spreadsheet.
3. **Filters:** Select filters based on attributes such as gender and student ethnic group. Use the **Hide/Show Filters** tab to toggle the visibility of these filters.
4. **Median Scale Score:** The median scale score of the filtered selections. Refer to [Use of Median](#) for more information. The median changes as you choose different filters and selections. Select this tab to switch to the Histogram View.
5. **Schools with Scores:** The second tile shows how many schools are included in the current filter criteria. This is the active tab for the List View.
6. **District School Scores:** A list of schools in the district. Select the school name to view the Organization report for that school.
7. **Students Completed:** The number of students with scores and the total number of students matching the report and filter criteria. These numbers change when you update the report selections and filter criteria.
8. **Mean Score:** The average scale score for students matching the report and filter criteria at each school. Refer to [Use of Mean](#) for more information. This number changes when you update the report selections and filter criteria.
9. **Score Levels:** The distribution of students across the different achievement levels. These numbers change when you update the report selections and filter criteria.
10. **Score Levels (footer):** The cut scores for each achievement level for the grade and content area being viewed.



## School Level—Histogram View


If you select a school from the district level Organization reports, or if you generate the report at the school level, you are shown the school-level Histogram View. This view shows the distribution of students at the school in the various achievement levels.

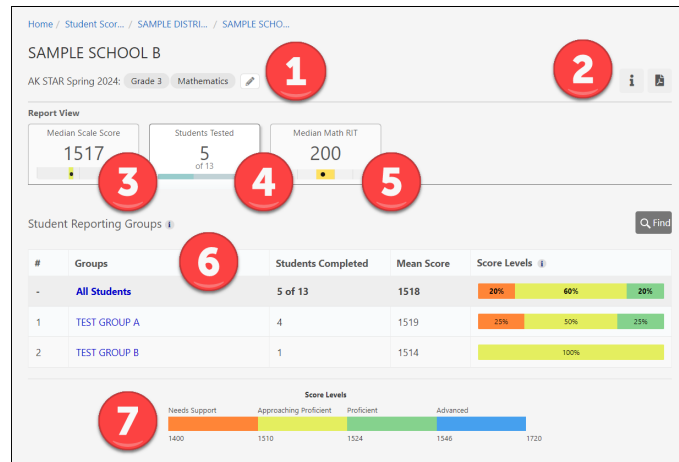
- Header and report criteria:** The report title, test administration, grade, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area, or filter by group.
- Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections.
- Median Scale Score:** The median scale score of the filtered selections. Refer to [Use of Median](#) for more information. The median changes when you update the report selections and filter criteria. This is the active tab for the Histogram View.
- Students Tested:** The total number of students at the school matching the current filter criteria, and how many of those students have tested. Select this tab to switch to the List View.
- Median RIT:** The median RIT score for this content area for students matching the current filter criteria. Select this tab to switch to the RIT List View. For ELA, there is a RIT tab for Reading and for Language Usage. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
- Histogram:** Bar graph showing how many students have scale scores in each achievement level. Select a bar to show a list of the students with scores in that achievement level.
- Median Score Comparison:** The median scale scores for the school, district, and state. These numbers change when you update the report selections and filter criteria.
- Student Scores:** A list of students with a scale score in this achievement level, and some information about the student's achievement level. This list appears if you select one of the bars in the graph. Select a student to view the Dynamic Student Report for that student.
- Score Levels (footer):** The cut scores for each achievement level for the grade and content area being viewed.





### School Level—List View—Reporting Groups

Select the **Students Tested** tab to switch to the List View. At the school level, the List View shows the reporting groups at the school. Select a reporting group (or select **All Students**) to view a list of students and information about their assessment results.

1. **Header and report criteria:** The report title, test administration, grade, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area, or filter by group.






2. **Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections.

3. **Median Scale Score:** The median scale score of the filtered selections. This number changes when you update the report selections and filter criteria. Select this tab to switch to the Histogram View.
4. **Students Tested:** The total number of students at the school matching the current filter criteria, and how many of those students have tested. This is the active tab for the List View.
5. **Median RIT:** The median RIT score for this content area for students matching the current filter criteria. Select this tab to switch to the RIT List View. For ELA, there is a RIT tab for Reading and for Language Usage. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
6. **Student Reporting Groups:** A list of reporting groups at the school, including the number of students with completed tests, the mean score for these students, and the distribution of scores across the achievement levels. These numbers change when you update the report selections and filter criteria.  
Select a reporting group to see score information for each student in that group, or select **All Students**.
7. **Score Levels (footer):** The cut scores for each achievement level for the grade and content area being viewed.

**School Level—List View—Students**

From the Students Tested tab, select a group to see the List View displaying all students in that group.

1. **Header and report criteria:** The report header shows the report title, test administration, grade, any group selections, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area, or filter by group.
2. **Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections.
3. **Median Scale Score:** The median scale score of the filtered selections. Refer to [Use of Median](#) for more information. The median changes as you choose different filters and selections. Select this tab to switch to the Histogram View.
4. **Students Tested:** The total number of students at the school matching the current filter criteria, and how many of those students have tested. This is the active tab for the List View.
5. **Median RIT:** The median RIT score for this content area for students matching the current filter criteria. For ELA, there is a RIT tab for Reading and for Language Usage. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
6. **Student Scores:** A list of students matching the report selections and filter criteria. Select a student name to go to the [Dynamic Student Report](#).
7. **Scale Score:** The scale score for each student, along with the standard error of measurement (SEM) in parentheses. The SEM shows the expected range of scores the student would receive if tested again under similar circumstances.
8. **Current Achievement Level:** The achievement level for the student's scale score.
9. **Score Range:** This shows where the student's score lies on the entire achievement scale. This allows you to see how close the student's score is to the next achievement level.
10. **Score Levels (footer):** The cut scores for each achievement level for the grade and content area being viewed.






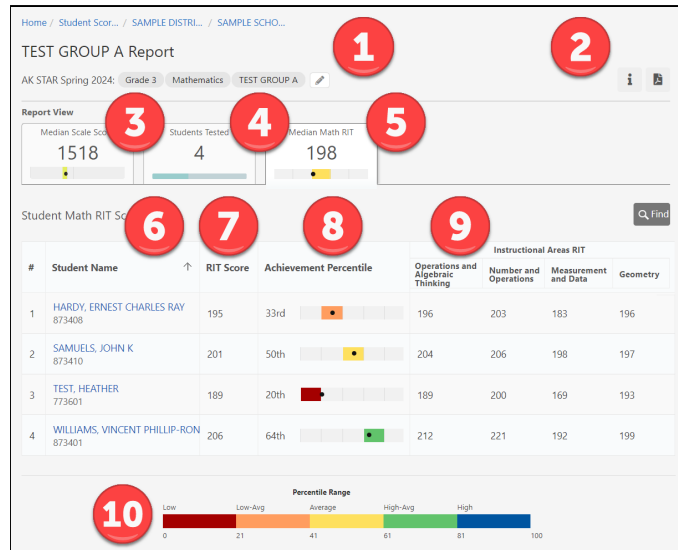


## School Level—RIT List View

The RIT List View is similar to the List View that shows the scale scores. Along with showing the RIT score, this view also shows the student's percentile ranking and RIT scores for the available instructional areas. For math, there is a single Student Math RIT tab. For ELA, there are two tabs: Reading and Language Usage.

For more information on interpreting RIT scores and percentiles, refer to [Growth Component Scores \(RIT Scores\)](#).

- Header and report criteria:** The report header shows the report title, test administration, grade, any group selections, and content area. Above the title are breadcrumb links you can use to navigate to other report levels. Use the pencil icon  to choose a different grade or content area, or filter by group.
- Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report with your current filters and selections.
- Median Scale Score:** The median scale score of the filtered selections. Refer to [Use of Median](#) for more information. The median changes as you choose different filters and selections. Select this tab to switch to the Histogram View.
- Students Tested:** The second tab shows the total number of students at the school matching the current filter criteria, and how many of those students have tested. Select this tab to switch to the List View.
- Median RIT:** The third tab shows the median RIT score for this content area for students matching the current filter criteria. For ELA, there is a RIT tab for Reading and for Language Usage.
- Student Content Area RIT Scores:** A list of students matching the report selections and filter criteria. Select a student name to go to the [Dynamic Student Report](#).
- RIT Score:** The student's RIT score.
- Achievement Percentile:** The percentile ranking for the student's RIT score based on the NWEA Norms Study. The score is placed on a graph showing the range of percentiles and the quintile their score falls in.
- Instructional Areas RIT:** The RIT score for each instructional area.
- Percentile Range:** The achievement percentile range is split into 5 equal sections or quintiles. This graph shows the lowest achievement percentile that falls into each quintile.



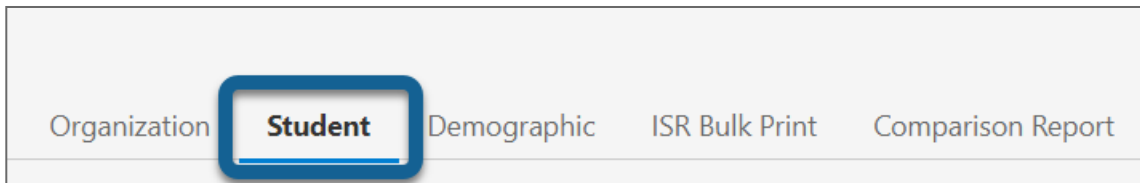
## Dynamic Student Report

The Dynamic Student Report gives a quick view of the student summative and MAP Growth performance. It provides an individual student’s summative scale score and achievement level, growth component overall RIT scores, growth, percentiles, instructional area RIT scores, and confidential student information such as name and ID. It also includes information about the test items the student answered, such as item type, level of difficulty, and the item’s alignment to the Alaska English Language Arts and Mathematics Content Standards.

The Dynamic Student Report is useful to educators and instructors for viewing test data for groups and students who have been assigned to them, and district and school leaders to view overall student performance.

To view a Dynamic Student Report, drill down to the student from an Organization report, or generate it directly with the following steps:

1. Select **Reports > Student Scores** from the main menu.
2. Select the **Student** tab at the top right of the page.



3. Search using the following criteria:

- Last Name (\*required field)
- Organization (\*required field)
- Grade (\*required field)
- Subject
- First Name
- AKSID

4. All reports matching the search criteria will be listed. Select the report you wish to view.

The image shows a search form titled 'View Student Score Reports'. At the top, there are navigation tabs: 'Organization', 'Student' (selected), 'Demographic', 'ISR Bulk Print', 'Comparison Report', and 'Report Export'. Below the tabs, the form is titled 'Select Student Report Criteria' and includes a note: '\* denotes required fields'. The form contains several input fields: 'Organization \*' (dropdown menu with 'TRAINING DISTRICT' selected), 'First Name' (text input), 'Last Name \*' (text input with 'Samuels' entered), 'Student State ID' (text input), 'Grade \*' (dropdown menu with 'Grade 3' selected), 'Subject' (dropdown menu with '- Select Subject -' selected), and 'School Year' (dropdown menu with '- Select Year -' selected). A green 'Find Student' button is located at the bottom right of the form.

**Note:** This report is confidential and not for distribution to anyone not authorized to have access to the information. The report shown on the following page is a sample and not real student data.

Dynamic Student Report Sample

**HARDY, ERNEST CHARLES RAY Report** 1

873408 2

AK STAR Spring 2024: Grade 3 English Language Arts

Overall English Language Arts Score **1554** ( $\pm 5$ ) 3

Needs Support

District Mean English Language Arts Score: 1554 9

Current Achievement Level **Needs Support**

Student may partially meet the standards but needs support to master the knowledge and skills at current grade level content.

[View skills in the Achievement Level Explorer](#)

Reading Instructional Areas RIT Scores 10

| Literary Text  | Informational Text | Vocabulary     |
|----------------|--------------------|----------------|
| RIT Score: 173 | RIT Score: 165     | RIT Score: 175 |

Language Usage Instructional Areas RIT Scores

| Language: Grammar | Language: Mechanics | Writing: Write/Revise |
|-------------------|---------------------|-----------------------|
| RIT Score: 170    | RIT Score: 172      | RIT Score: 185        |

Growth Component Scores 5

Powered By MAP<sup>®</sup> Growth<sup>™</sup>

Reading RIT **172** 11

No match found

Percentiles **6th**

Achievement Growth

Language Usage RIT **176** 11

No match found

Percentiles **6th**

Achievement Growth

Test Details 6

Student Test Engagement **Low**

Students with "Low" engagement answered some questions very quickly and may have rushed through sections of the test. The final score may not reflect the student's best effort.

Test Duration **00:06:15**

End Date & Time **Mar 05, 2024 04:58 PM CST**

Accommodations 7

Tools Used by Item Count 8

- Ans. Eliminator: 0 of 46 items
- Highlighter: 0 of 58 items
- Line Reader: 0 of 58 items




Student Responses

| Standard | Student Response    | Item Type                       | Item Difficulty | Response Time | Tools Used |
|----------|---------------------|---------------------------------|-----------------|---------------|------------|
| L.2.4.d  | ✓ Correct           | Multiple-Choice Single-Select   | EASY            | 00:01         | --         |
| L.3.1    | ✗ Incorrect         | Drop-Down                       | EASY            | 00:02         | --         |
| L.3.1    | ✗ Incorrect         | Drop-Down                       | EASY            | 00:02         | --         |
| L.3.4    | ⚡ Partially Correct | Drop-Down / Multipart           | MEDIUM          | 00:04         | --         |
| L.3.1    | ✓ Correct           | Multiple-Choice Multiple-Select | MEDIUM          | 00:02         | --         |
| L.3.1.a  | ✗ Incorrect         | Multiple-Choice Single-Select   | EASY            | 00:01         | --         |
| L.3.1.e  | ✓ Correct           | Multiple-Choice Single-Select   | EASY            | 00:05         | --         |
| L.3.1.f  | ✗ Incorrect         | Multiple-Choice Single-Select   | EASY            | 00:01         | --         |
| L.3.2.d  | ✗ Incorrect         | Multiple-Choice Single-Select   | EASY            | 00:04         | --         |
| L.3.2.e  | ✗ Incorrect         | Multiple-Choice Single-Select   | EASY            | 00:01         | --         |
| L.3.5    | ✗ Incorrect         | Multiple-Choice Single-Select   | EASY            | 00:02         | --         |
| L.3.5    | ✗ Incorrect         | Drop-Down                       | MEDIUM          | 00:02         | --         |

Score Levels

Needs Support Approaching Proficient Proficient Advanced

12




1. **Header and report criteria:** Student, school, and district information along with grade and subject. Select the pencil icon  to choose a different subject. Use the menu to switch to a different student.
2. **Report actions:** Select the info icon  to learn more about the data on the report. Select the PDF icon  to download a printable PDF of the report.
3. **Scale Score:** The numeric AK STAR summative scale score. Refer to [Scale Scores](#) for more for information.
4. **Current Achievement Level:** A short description of the student’s achievement level. Use the link to visit the Achievement Level Explorer, which shows the skills associated with a particular achievement level. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information.
5. **Growth Component Scores:** Overall RIT scores, if available, along with growth values based on MAP Growth fall or winter test event and AK STAR spring test event. Achievement and growth percentiles, as well as the achievement descriptor, are also displayed. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
6. **Student Test Engagement:** A measure of how engaged the student was in the assessment based on their response times. The date of the test and the total test duration are also listed. The Student Test Engagement metric uses the presence of rapid responses to questions to infer whether students rushed through the test. Students with low engagement answered some questions very quickly, and the final score may not reflect the student’s best effort. Students with medium or high engagement took the typical amount of time to answer test questions.
7. **Accommodations:** What accommodations, if any, were assigned to the student.
8. **Tools Used by Item Count:** The number of items on which the student used each available tool.
9. **AK STAR Scale:** A visual representation of the AK STAR scale with the associated cut points between achievement levels.
10. **Growth Component Instructional Areas:** RIT scores for related instructional areas.

11. **Student Responses:** The Student Responses section provides:

- **Standard:** The Alaska standard to which the item is aligned. Select the standard to read the full standard description.  
On the ELA assessment for grades 6–9, items are aligned to "RH" (Reading in History/Social Studies) or "RST" (Reading in Science and Technical Subjects) standards. These standards are not part of the AK STAR blueprint but do fall under the broader category of "RI" (Reading Informational Text). Refer to [Table 10: RH or RST to RI Crosswalk](#).

**Table 10: RH or RST to RI Crosswalk**

| RH or RST Standard | RI Equivalent |
|--------------------|---------------|
| RH.1 or RST.1      | RI.1          |
| RH.2 or RST.2      | RI.2          |
| RH.3 or RST.3      | RI.3          |
| RH.5 or RST.5      | RI.5          |
| RH.6 or RST.6      | RI.6          |
| RH.7 or RST.7      | RI.7          |
| RH.8 or RST.8      | RI.8          |
| RH.9 or RST.9      | RI.9          |

- **Student Response:** Whether the student answered correctly. The possible options are:
  -  **Correct** – Student answered the item correctly and received full score credit
  -  **Partially Correct** – Student answered a portion of the item correctly and received partial score credit
  -  **Incorrect** – Student did not answer the item correctly and received no score credit
- **Item Type:** The type of item. Refer to [Types of Items](#) in [Part 2—Test Design](#) for more information.

- **Item Difficulty:** How likely a student will correctly answer the question based on their ability level. The thresholds are set in terms of the barely proficient student: a hypothetical student whose final test score is right at the cut score for proficiency. The difficulty criteria for the test items are defined as:
    - **Easy:** The barely proficient student has a 75% probability or better of correctly answering
    - **Medium:** The barely proficient student has between a 40% and 75% probability of correctly answering
    - **Hard:** The barely proficient student has a 40% probability or less of correctly answering
  - **Response Time:** How long the student took to answer the question
  - **Tools Used:** Which tools the student used on the question
12. **Score Levels (footer):** The achievement level descriptors and minimum score for each achievement level for the grade and content area being viewed. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information.

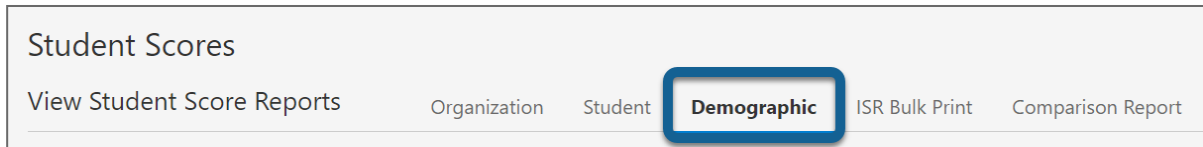
## Demographic Report

Reviewing demographics is an essential practice for understanding and addressing the diverse needs of a student population. By reviewing demographic data, educators and administrators can identify achievement trends for specific groups.

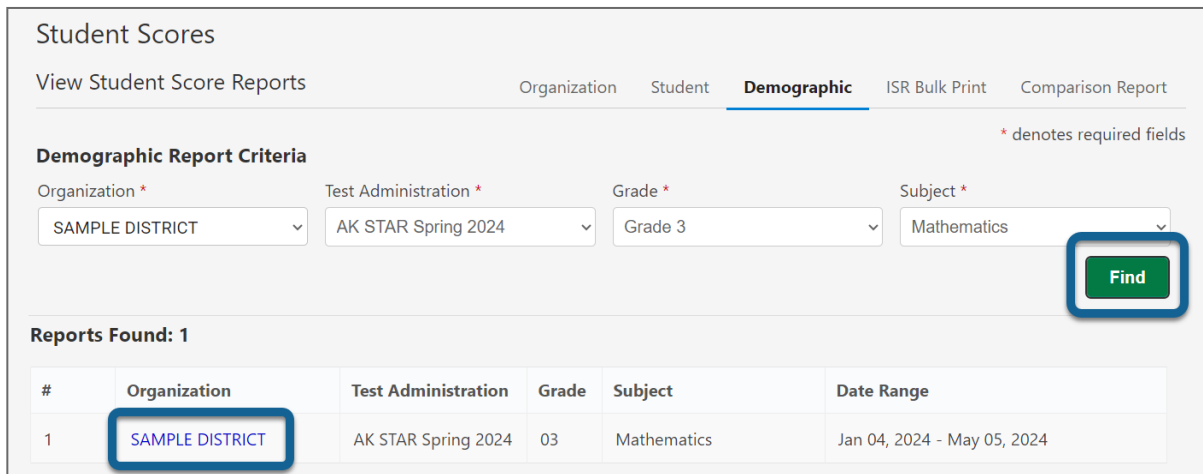
The Demographic Report shows the mean scale score for each gender, ethnic group, and targeted group (such as 504 Plan). It also shows the distribution of students in each demographic category across the achievement levels.

To view the Demographic Report:

1. In the AK STAR Administration Portal, select **Menu > Reports > Student Scores**
2. Above the search criteria, select the **Demographic** tab on the top right.



3. Select the organization (district or school), test administration, grade, and subject from the drop-down lists, then select **Find**.
4. Select the organization from the search results.



5. The report loads, showing the mean (average) score and the distribution of scores across the achievement levels for students in each demographic group.

Demographic Report Sample

Home / Student Scores / SAMPLE DISTRICT

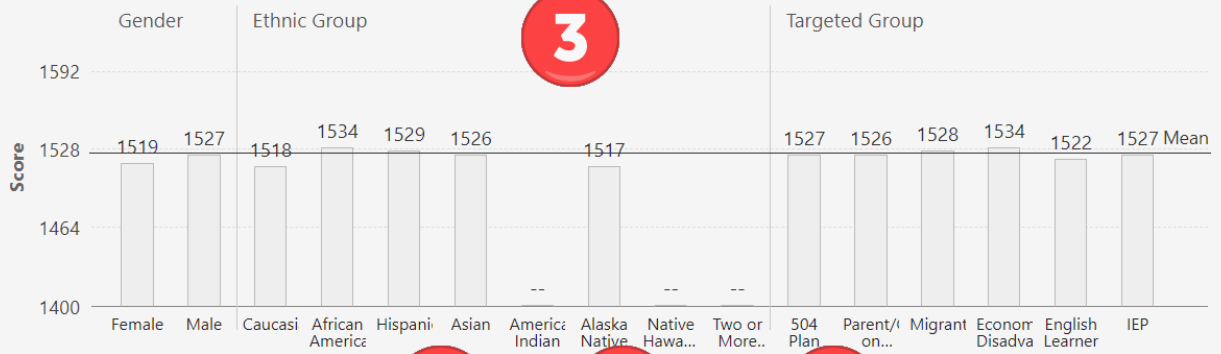
SAMPLE DISTRICT Demographic Report



AK STAR Spring 2024: Grade 3 Mathematics



Student Mean Score by Demographic Group





Student Demographic Groups



| Group                 | Students Completed | Mean Score  | Score Levels |
|-----------------------|--------------------|-------------|--------------|
| <b>Totals</b>         | <b>11</b>          | <b>1525</b> | 9% 36% 55%   |
| <b>Gender</b>         |                    |             |              |
| Female                | 3                  | 1519        | 33% 33% 33%  |
| Male                  | 8                  | 1527        | 38% 63%      |
| <b>Ethnic Group</b>   |                    |             |              |
| Caucasian             | 3                  | 1518        | 33% 33% 33%  |
| Economic Disadvantage | 3                  | 1534        | 100%         |
| English Learner       | 4                  | 1522        | 75% 25%      |
| IEP                   | 10                 | 1527        | 40% 60%      |

%

1. **Header and report criteria:** The report title, test administration, grade, and subject. Use the pencil icon  to choose a different grade or subject.
2. **Report actions:** Select the PDF icon  to download a printable PDF of the report.
3. **Student Mean Score by Demographic Group:** Each bar represents the mean scale score for each group. The horizontal line represents the district mean scale score for this grade and content area. Refer to [Use of Mean](#) for more information.
4. **Students Completed:** The number of students in a demographic group with valid scores in the selected grade and content area.
5. **Mean Score:** The mean score for this demographic group in the selected grade and content area. Refer to [Use of Mean](#) for more information.
6. **Score Levels:** The distribution of students in this demographic group across the achievement levels for the selected grade and content area. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information.

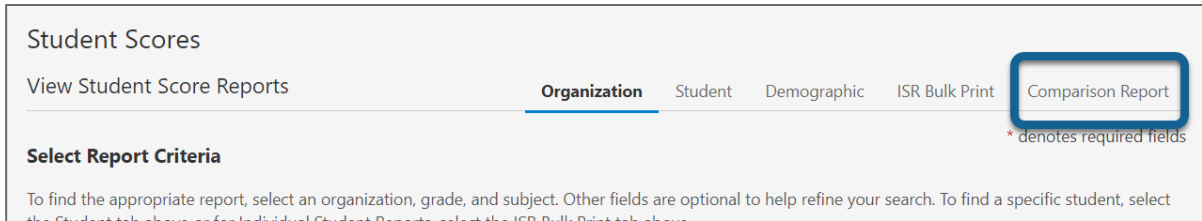


## Comparison Summary Report

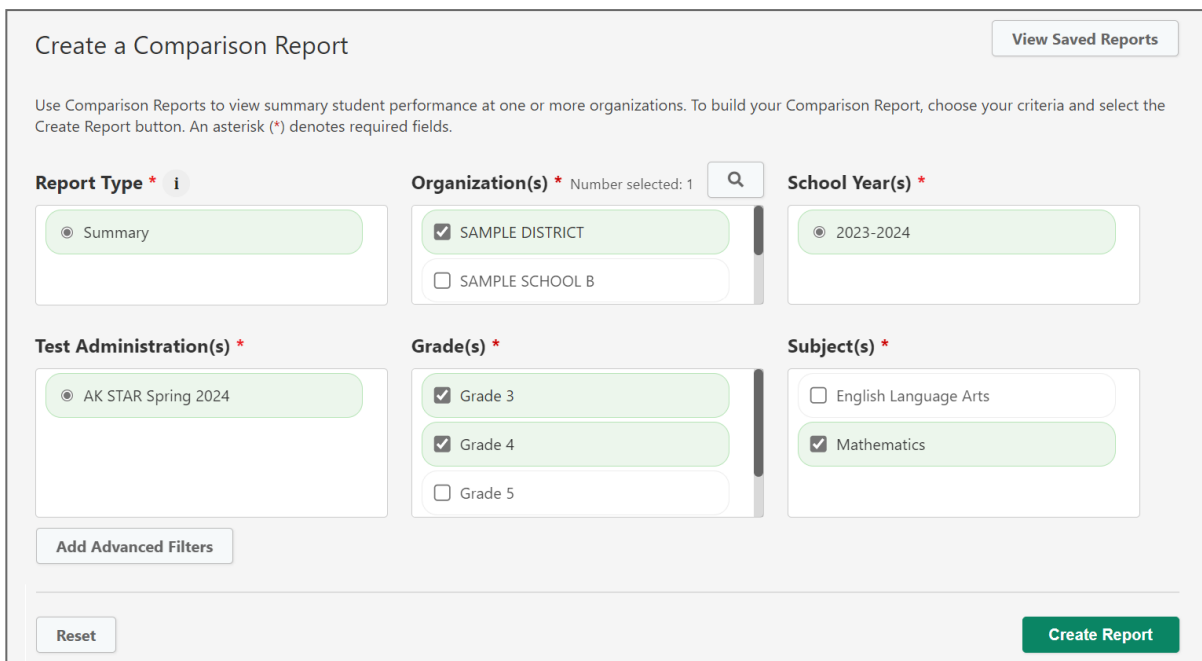
The Comparison Summary Report allows educators to create and export comprehensive data summaries that illustrate trends in learning. This report compares average scale scores and the distribution of scale scores across the achievement levels for the selected schools, grades, and content areas. You can compare the schools, grades, and content areas to each other and to the overall state results.

To view the Comparison Summary Report:

1. In the AK STAR Administration Portal, select **Menu > Reports > Student Scores**.
2. Above the search criteria, select the **Comparison Report** tab on the top right.




3. Select the **Summary** report type, then choose the organizations, school year, test administration, grades, and content areas you want to compare. You may select multiple organizations, grades, and content areas to compare.



4. Optionally, select **Add Advanced Filters** to filter by demographics such as gender or student ethnic group. You can also add these filters after you've generated the report.
5. Select **Create Report**. The Summary Report page is displayed.

Once you create the report, you can bookmark your selected search on the top right.

**Bookmark a Comparison Summary Report**

1. While viewing the Summary report you want to save, select the bookmark icon  in the top right.
2. The **Bookmark This Report Search** window will open.
3. Enter a name for the saved report criteria.
4. Select **Save Report Bookmark** to save the report search criteria.
5. To access a saved report, select the **View Saved Reports** button on the **Create a Comparison Report** page.

Home / Student Scor... / Create A Report

### Create a Comparison Report

[View Saved Reports](#)

Use Comparison Reports to view summary student performance at one or more organizations. To build your Comparison Report, choose your criteria and select the Create Report button. An asterisk (\*) denotes required fields.


**Report Type \***

6. To delete a saved report, select the checkbox next to the report name and select **Delete** at the top of the list, or select the trashcan icon under **Actions**.

#### Saved Report Searches ✕

Comparison report searches that you have bookmarked are listed here. Returning to a report will show the latest available data. To delete a report search, click the checkbox on the one(s) you want to delete and click the Delete button.

[Delete](#)

| # | <input type="checkbox"/> | Saved Report Name | Report Type | School Year(s) | Test Administration(s) | Subject(s)                         | Date Search↓<br>Saved | Actions                                                                               |
|---|--------------------------|-------------------|-------------|----------------|------------------------|------------------------------------|-----------------------|---------------------------------------------------------------------------------------|
| 1 | <input type="checkbox"/> | Grade 3           | Summary     | 2023-2024      | AK STAR Spring 2024    | English Language Arts, Mathematics | Apr. 25 2024          |  |

Comparison Summary Report Sample

The screenshot shows the 'Summary Report' page for 'SAMPLE ELEMENTARY SCHOOL' in '2022-2023' for 'AK STAR Spring 2023' at 'Grade 3' and 'Grade 4' in 'Mathematics'. The interface includes a breadcrumb trail, report title, filters, filter controls, a results table, and a score level legend.

**1** Header and report criteria: Home / Student Scores / Build A Report / Summary

**2** Report actions: Info, bookmark, PDF, X file icons

**3** Filters: Gender, Student Ethnic Group, Economic Disadvantage, 504 Plan, IEP, Primary Disability, English Learner, Parent/Guardian on Active Duty Military Status, Migrant

**4** Summary Results: Table with columns for Organization, Type, Grade, Students Tested, Avg Score, and Score Levels

**5** Score Levels (footer): Needs Support, Approaching Proficient, Proficient, Advanced

| Organization             | Type   | Grade | Mathematics Scores |           |                 |
|--------------------------|--------|-------|--------------------|-----------|-----------------|
|                          |        |       | Students Tested    | Avg Score | Score Levels    |
| State                    | State  | 03    | 73                 | 1529      | 48% 10% 15% 27% |
| SAMPLE ELEMENTARY SCHOOL | School | 03    | 25                 | 1548      | 36% 8% 4% 52%   |
| State                    | State  | 04    | 63                 | 1537      | 56% 6% 11% 27%  |
| SAMPLE ELEMENTARY SCHOOL | School | 04    | 20                 | 1546      | 55% 5% 5% 35%   |

- Header and report criteria:** The report header shows the report title, schools being compared, administration year, test administration, grades, and subjects. Use the pencil icon to change the comparison grades and content areas.
- Report actions:** Select the info icon to learn more about the data on the report. Select the bookmark icon to save this report for later. Select the PDF icon to download a printable PDF of the report with your current filters and selections. Select the X file icon to download a CSV spreadsheet.
- Filters:** Select filters based on demographics such as gender and student ethnic group. Use the **Hide/Show Filters** tab to toggle the visibility of these filters.
- Summary Results:** A list of the grades and subjects at the schools you chose to compare. You can compare the number of students tested, the average scale score, and the distribution of students across the achievement levels.  
Select any hyperlink under the **Students Tested** column to view the Organization report for that school. Refer to [Organization Reports](#) for more information.
- Score Levels (footer):** The cut scores for each achievement level for the grade and content area being viewed.

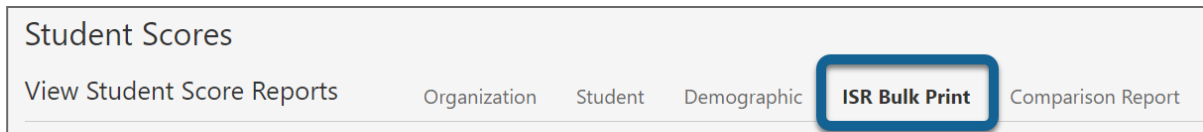
### Individual Student Report (ISR)

The primary audience for the Individual Student Report is students and families. The report summarizes the individual performance of a student at the end of an academic year. It includes a comparison of school, district and state performance, a description of the Achievement Level and Scale Score in each content area and instructional area, as well as a descriptor of any reported codes. It also includes MAP Growth RIT score data. Expanded MAP Growth data reports are available in the [MAP Suite](#). The ISR is available in the AK STAR Administration Portal, based on user permission. District users are responsible for downloading and providing ISRs to the families and educators of students. ISRs can be downloaded in bulk or individually, available in PDF format.

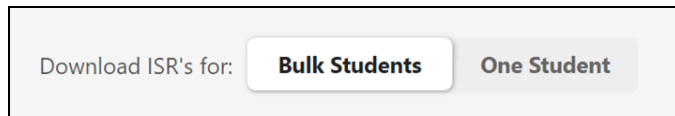
The selections the user makes will determine how the files are batched in the zip files. Selections can be made at a district level or school level by all grades or a single grade. Users selecting an organization at the school level can also select to print by reporting groups and download a single group.

To generate an ISR:

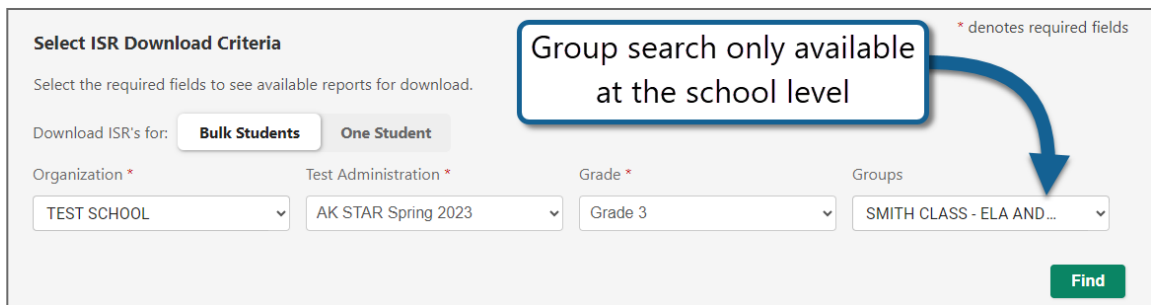
1. In the AK STAR Administration Portal, select **Menu > Reports > Student Scores**.
2. Select the **ISR Bulk Print** tab (upper right of the screen).



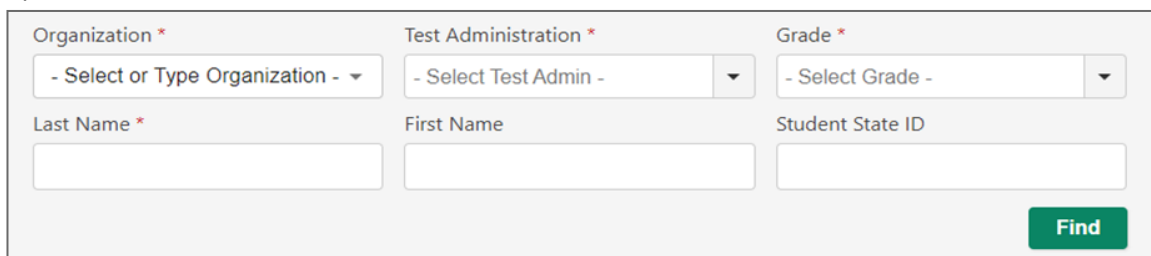
3. Select **Bulk Students** for a ZIP file with multiple PDFs included or **One Student** to download a single PDF file.



4. In the **Organization** field, select the desired school or district from the dropdown.
5. Options are different dependent on selection of **Bulk Students** or **One Student**.
  - a. **For Bulk Students:** Choose the appropriate search criteria, then select **Find**. Organization, Test Administration, and Grade are required, while Groups is optional and available only at the school level.




- b. **For One Student:** Choose the appropriate search criteria, then select **Find**. Organization, Test Administration, Grade, and Last Name are required, while First Name and Student State ID are optional.




6. For bulk printing at the district level, test administrations that match the search criteria appear in the search results.

Reports Found: 1 Refresh

| # | Test Administration | Organization              | Grade | Language | Group        | # Students | Generate Files | Status | Download |
|---|---------------------|---------------------------|-------|----------|--------------|------------|----------------|--------|----------|
| 1 | AK STAR Spring      | PRIIBILOF SCHOOL DISTRICT | 03    | English  | All Students | 1          | Generate       |        |          |

7. Select **Generate** to create the ZIP files you want to download. A ZIP icon  appears in the **Download** column when the file is ready to download.

Individual Student Report Sample



**AK STAR**  
ALASKA SYSTEM OF ACADEMIC READINESS

1

PAULSON, ALICIA  
AKSID: 123456  
Grade: 5  
School: ABILENE MIDDLE SCHOOL  
District: PLEASANT VALLEY USD  
2024 Individual Student Report

---

2

**What is AK STAR?**

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3-9 in the areas of English Language Arts (ELA) and Mathematics. This balanced approach connects fall or winter MAP® Growth™ interim assessments to the spring AK STAR, which is made up of a grade-specific summative component combined with a growth component. With this approach, Alaska has a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

**What do the AK STAR scores mean?**

**Summative Component**

- The summative component addresses the breadth and depth of Alaska grade-level content standards, by showing what a student knows and can do by designating one of the four achievement levels.
- The summative component measures student understanding of what they have learned over time. Summative scale scores describe student performance based on Alaska grade-level content standards.

3

**What are the Achievement Levels for the Summative Component of AK STAR?**

| Non-Proficient                                                                                                                | Proficient                                                                                                                              |                                                                                                               |                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Needs Support</b>                                                                                                          | <b>Approaching Proficient</b>                                                                                                           | <b>Proficient</b>                                                                                             | <b>Advanced</b>                                                                                                             |
| Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content. | Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content. | Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content. | Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content. |

For more information on what a student in this grade level can do at each achievement level visit <https://education.alaska.gov/assessments/achievement> or scan the QR code.


4

**Growth Component** (Powered By MAP® Growth™)

- The growth component provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- The growth component measures what a student knows at that time, and then is compared to their previous MAP® Growth™ assessments, either fall or winter, to provide a conditional growth score.
- Growth uses a Rasch unit (RIT) scale and compares a student at that point in time to all other students in the nation who took MAP® Growth™.

**MAP® Growth™ Score Key**

|                           |                        |                        |                        |                              |
|---------------------------|------------------------|------------------------|------------------------|------------------------------|
| <b>Low</b>                | <b>Low Avg</b>         | <b>Avg</b>             | <b>High Avg</b>        | <b>High</b>                  |
| Less than 21st percentile | 21st - 40th percentile | 41st - 60th percentile | 61st - 80th percentile | Greater than 81st percentile |




For more information on AK STAR, please visit [education.alaska.gov/akstar](https://education.alaska.gov/akstar).

1 of 3

Page 1: Overview

- Report Information:** Student, school, and district information.
- AK STAR Introduction:** A short summary of the summative assessment and additional context for interpretation.
- AK STAR Achievement Levels:** A breakdown and generic description of each achievement level applicable to all grade levels. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information.
- Growth Component and MAP Growth Score Key:** Information about RIT scores and the MAP Growth percentile scores. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.



ALASKA SYSTEM OF ACADEMIC READINESS

PAULSON, ALICIA  
 AKSID: 123456  
 Grade: 5  
 School: ABILENE MIDDLE SCHOOL  
 District: PLEASANT VALLEY USD  
 2024 Individual Student Report

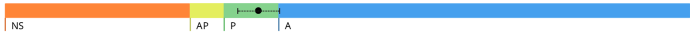
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### English Language Arts

**Summative Component Score: Proficient** 5

This score falls in the **Proficient** range for English Language Arts, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

1608\*



*\*If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

|                                        |                                                 |                                    |                                  |
|----------------------------------------|-------------------------------------------------|------------------------------------|----------------------------------|
| <b>NS</b> Needs Support<br>1420 - 1575 | <b>AP</b> Approaching Proficient<br>1576 - 1595 | <b>P</b> Proficient<br>1596 - 1625 | <b>A</b> Advanced<br>1626 - 1780 |
|----------------------------------------|-------------------------------------------------|------------------------------------|----------------------------------|


**Comparison to State, District, and School Performance** 6

| Scale Score Median Comparisons | # Tested | Non-Proficient  | Proficient      |
|--------------------------------|----------|-----------------|-----------------|
|                                |          | NS   AP   P   A | NS   AP   P   A |
| <b>Alicia</b>                  |          | 1608            |                 |
| School Median Score            | 7        | 1601            |                 |
| District Median Score          | 567      | 1595            |                 |
| State Median Score             | 6,233    | 1595            |                 |

**Growth Component Scores** (Powered By MAP® Growth™) 7

|                                                                                                              |                                                                                                               |                                                                                                                   |                                                                                                                                        |                                                                                                                  |                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Reading Overall RIT</b>                                                                                   |                                                                                                               |                                                                                                                   | <b>Language Usage Overall RIT</b>                                                                                                      |                                                                                                                  |                                                                                                         |
| 229<br>RIT Score<br><span style="color: green;">+19</span> from Fall                                         | 82nd<br>Achievement<br>Percentile                                                                             | 89th<br>Conditional<br>Growth<br><span style="background-color: #0070C0; color: white; padding: 2px;">High</span> | 220<br>RIT Score<br><span style="color: red;">-2</span> from Fall                                                                      | 74th<br>Achievement<br>Percentile                                                                                | 68th<br>Conditional<br>Growth<br><span style="background-color: #90EE90; padding: 2px;">High Avg</span> |
| <b>Reading Instructional Area RIT</b>                                                                        |                                                                                                               |                                                                                                                   | <b>Language Usage Instructional Area RIT</b> <span style="font-size: 2em; color: red; border-radius: 50%; padding: 2px 10px;">8</span> |                                                                                                                  |                                                                                                         |
| 218<br>Literary Text                                                                                         | 230<br>Informational Text                                                                                     | 224<br>Vocabulary                                                                                                 | 220<br>Language:<br>Grammar                                                                                                            | 210<br>Language:<br>Mechanics                                                                                    | 222<br>Writing:<br>Write/Revise                                                                         |
| <b>MAP® Growth™ Score Key</b>                                                                                |                                                                                                               |                                                                                                                   |                                                                                                                                        |                                                                                                                  |                                                                                                         |
| <span style="background-color: #C00000; color: white; padding: 2px;">Low</span><br>Less than 21st percentile | <span style="background-color: #FF8C00; color: white; padding: 2px;">Low Avg</span><br>21st - 40th percentile | <span style="background-color: #FFD700; color: white; padding: 2px;">Avg</span><br>41st - 60th percentile         | <span style="background-color: #90EE90; color: white; padding: 2px;">High Avg</span><br>61st - 80th percentile                         | <span style="background-color: #0070C0; color: white; padding: 2px;">High</span><br>Greater than 81st percentile |                                                                                                         |

*For more information, contact your student's school.*




For more information on AK STAR, please visit [education.alaska.gov/akstar](http://education.alaska.gov/akstar).

2 of 3

## Page 2: English Language Arts

5. **Scale Score section:** A short description of the student’s achievement level along with a visual representation of the student’s score - the student’s scale score is above the bar. Refer to [Achievement Levels and Achievement Level Descriptors](#) and [Scale Scores and Scale Score Ranges](#) for more information.
6. **Median Comparison Table:** A comparison of the student's score to the median scores at school, district, and state levels. Refer to [Use of Median](#) for more information.
7. **Growth Component Scores:** MAP Growth RIT scores (if available) for related instructional areas, and comparison to the previously taken MAP Growth RIT score. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
8. **Instructional Area RIT:** A learning area (e.g., Geometry) within a subject (e.g., Math). Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.



ALASKA SYSTEM OF ACADEMIC READINESS

PAULSON, ALICIA  
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 2024 Individual Student Report

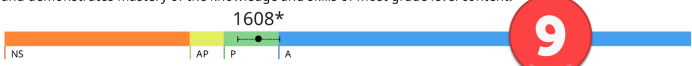
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**Mathematics**

**Summative Component Score: Proficient**

This score falls in the **Proficient** range for Mathematics, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

1608\*




*\*If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

|                                        |                                                 |                                    |                                  |
|----------------------------------------|-------------------------------------------------|------------------------------------|----------------------------------|
| <b>NS</b> Needs Support<br>1420 - 1530 | <b>AP</b> Approaching Proficient<br>1531 - 1543 | <b>P</b> Proficient<br>1544 - 1576 | <b>A</b> Advanced<br>1577 - 1780 |
|----------------------------------------|-------------------------------------------------|------------------------------------|----------------------------------|

**Comparison to State, District, and School Performance**

10



| Scale Score           | Median Comparisons | # Tested | Non-Proficient | Proficient |
|-----------------------|--------------------|----------|----------------|------------|
| <b>Alicia</b>         |                    |          | 1608           | 1608       |
| School Median Score   | 7                  |          | 1601           | 1601       |
| District Median Score | 567                |          | 1595           | 1595       |
| State Median Score    | 6,233              |          | 1595           | 1595       |

**Growth Component Scores** (Powered By MAP® Growth™)

11

**Math Overall RIT**

|                                  |                                |                                                                                                                |
|----------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------|
| 229<br>RIT Score<br>-2 from Fall | 82nd<br>Achievement Percentile | 89th<br>Conditional Growth<br><span style="background-color: #0070c0; color: white; padding: 2px;">High</span> |
|----------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------|

**Math Instructional Area RIT**


|                                          |                              |                             |                 |
|------------------------------------------|------------------------------|-----------------------------|-----------------|
| 230<br>Operations and Algebraic Thinking | 220<br>Number and Operations | 222<br>Measurement and Data | 232<br>Geometry |
|------------------------------------------|------------------------------|-----------------------------|-----------------|

12

**MAP® Growth™ Score Key**

|                                         |                                          |                                      |                                           |                                             |
|-----------------------------------------|------------------------------------------|--------------------------------------|-------------------------------------------|---------------------------------------------|
| <b>Low</b><br>Less than 21st percentile | <b>Low Avg</b><br>21st - 40th percentile | <b>Avg</b><br>41st - 60th percentile | <b>High Avg</b><br>61st - 80th percentile | <b>High</b><br>Greater than 81st percentile |
|-----------------------------------------|------------------------------------------|--------------------------------------|-------------------------------------------|---------------------------------------------|

*For more information, contact your student's school.*



For more information on AK STAR, please visit [education.alaska.gov/akstar](http://education.alaska.gov/akstar).

3 of 3

**Page 3: Mathematics**

9. **Scale Score section:** A short description of the student’s achievement level along with a visual representation of the student’s score - the student’s scale score is above the bar. Refer to [Achievement Levels and Achievement Level Descriptors](#) and [Scale Scores and Scale Score Ranges](#) for more information.
10. **Median Comparison Table:** A comparison of the student's score to the median scores at school, district, and state levels. Refer to [Use of Median](#) for more information.
11. **Growth Component Scores:** MAP Growth RIT scores (if available) for related instructional areas, and comparison to the previously taken MAP Growth RIT score. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.
12. **Instructional Area RIT:** A learning area (e.g., Geometry) within a subject (e.g., Math). Refer to [Growth Component Scores \(RIT Scores\)](#) for more information.

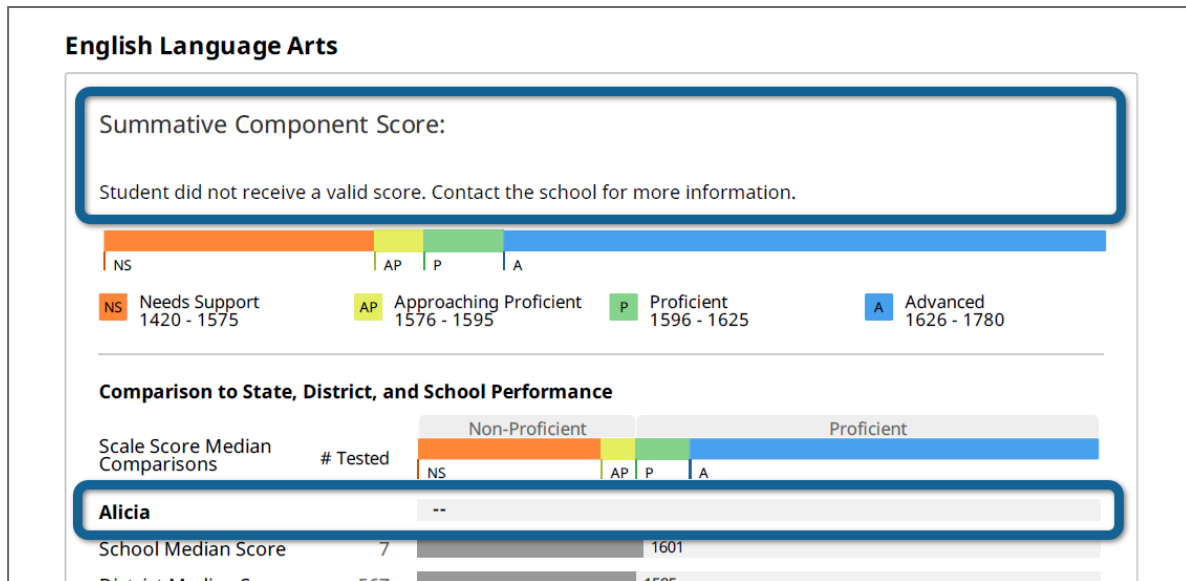


**Special Circumstance Codes**

Special Circumstance Codes are applied to a student's test registration if the student's test was invalid or the student did not complete a test. Refer to [Special Circumstances](#) for more information on Special Circumstance Codes.

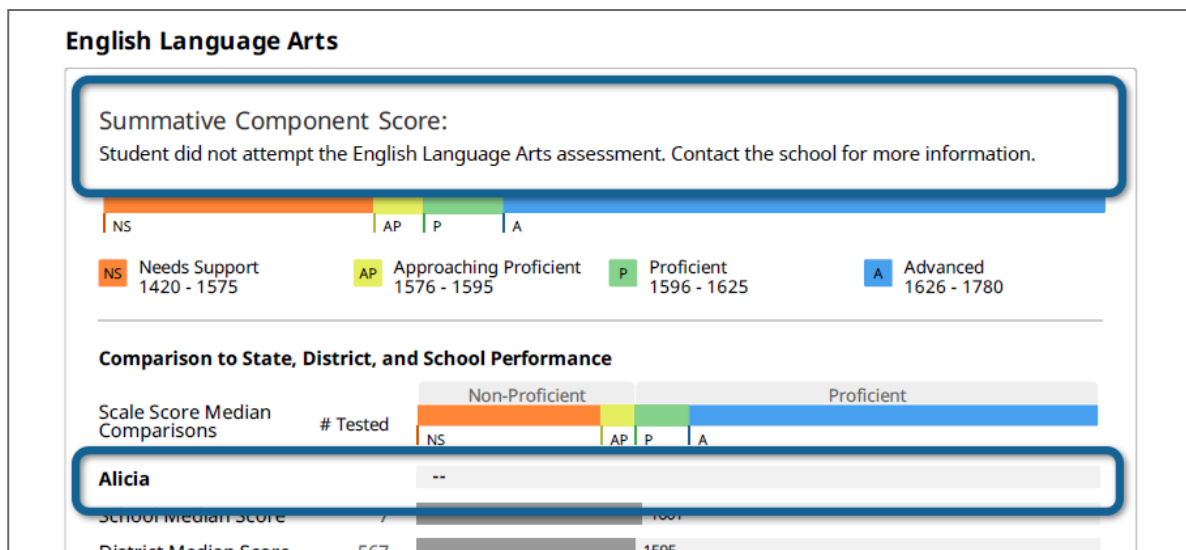
If a Special Circumstance code of INV is assigned to the student's test this statement is provided: *Student did not receive a valid score. Contact the school for more information.*

The example below shows a student who did not receive a valid score. You can still find the school, district and state median score but will not be able to compare that information to how the student tested.



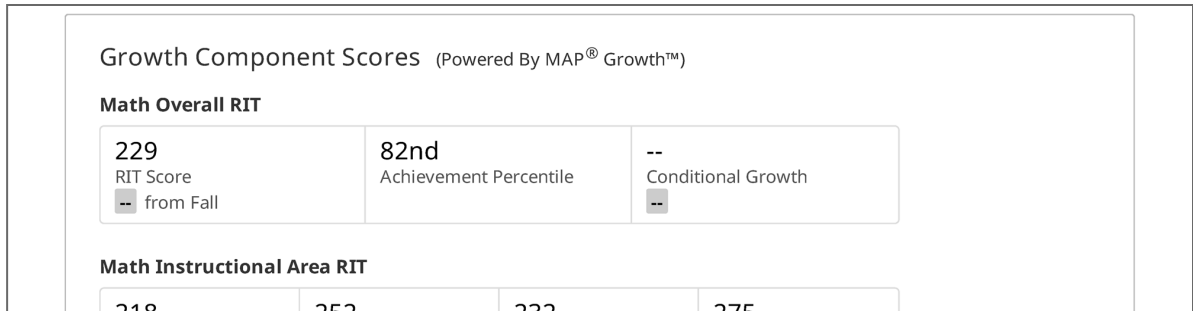
If a Special Circumstance code of EMW, PAR, STR, or UTT is assigned to the student test event or the student did not provide 5 or more responses (NOA) this statement is provided: *Student did not attempt the English Language Arts (or Math) assessment. Contact the school for more information.*

The image below shows where this text will be displayed.

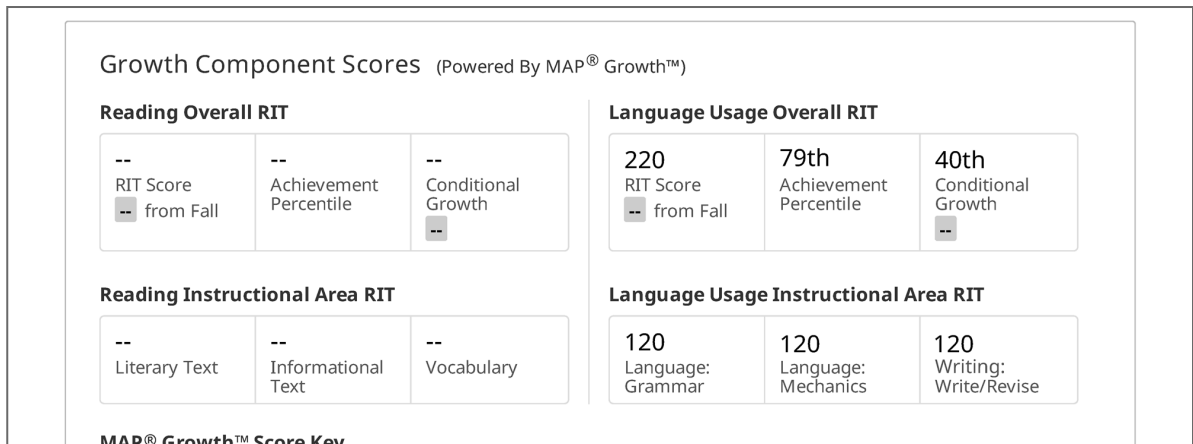


**Missing Growth Component Scores**

If a student does not have a MAP Growth score from the fall test administration, RIT growth and the Conditional Growth Percentile are not available.



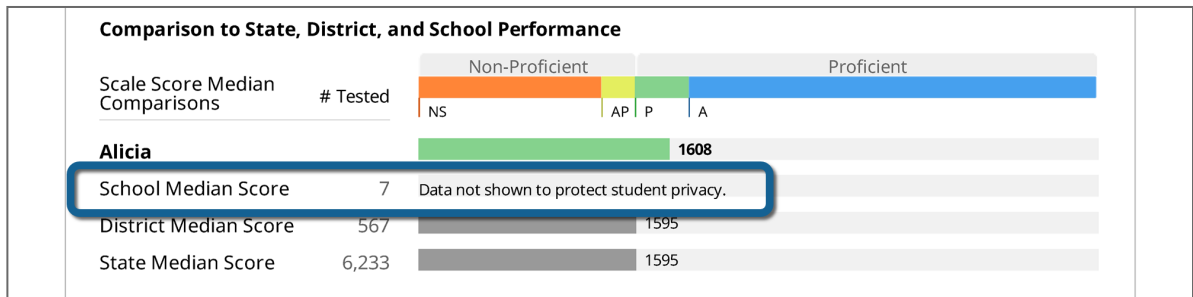
If a student did not respond to enough items in a content area to receive a RIT score, the overall RIT and instructional area RITs for that content area are not available. For the ELA assessment, it is possible for a student to receive an overall RIT and instructional area RITs for one area (such as Language Usage) and not the other (such as Reading).



**Data Suppressed for Student Privacy**

For schools with small numbers of students in a grade, the school median may be suppressed to protect student privacy. Instead, the following statement is provided: *Data not shown to protect student privacy.*

Refer to [Part 5—Suppression Rules](#) for more details.



## School Summary Report

The School Summary Report is a static PDF report that shows information about student performance at the school. This report shows the total number of students with valid scores, the mean and median scale score, and the distribution of students across the achievement levels. It also includes comparative information so you can see how the school is performing compared to the state and district.

To protect student privacy, summary data is suppressed when fewer than 5 students have tested. Refer to [Part 5—Suppression Rules](#) for more information.

To generate the School Summary Report:

1. Open the left navigation panel and select **Reports > Operational**.
2. Begin typing the school name in the **Organization** field, or open the **Organization** menu and select the school.
3. Open the **Report Type** menu and select **Score Summary Report**.
4. To generate multiple reports for the school simultaneously, open the **Report Type** menu again and select another report.

When you have selected more reports than can appear in the menu, text appears showing how many additional reports are selected. Open the **Report Type** menu again to view all the reports you've selected.

### Operational Report

Reports can be regenerated once every four hours. Select "Find" and then "Refresh" to be able to download the report. Most reports will be ready within an hour. \* Denotes required field.

**Find Report**

Organization \*

Report Type \*

Student Score Data File ✕

Score Summary Report ✕ +2

**Find**

5. To remove a report, select the X next to the report type name.
6. Select **Find** to generate the reports. When the reports are ready, select the icon in the **Download** column to download the report.

School Summary Report Sample



1

2024 School Summary Report - English Language Arts  
 District: PLEASANT VALLEY USD  
 School: ABILENE MIDDLE SCHOOL

2

|                       | Students Tested | Mean Score | Median Score | % of Students by Achievement Level |
|-----------------------|-----------------|------------|--------------|------------------------------------|
| Abilene Middle School | 304             | 2398       | 2380         |                                    |
| Pleasant Valley USD   | 7,980           | 2390       | 2330         |                                    |
| ALASKA                | 160,712         | 2270       | 2270         |                                    |

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



3

ELA Summary By Grade

| Grade | Students Tested | Mean Score | Median Score | % of Students by Achievement Level         |
|-------|-----------------|------------|--------------|--------------------------------------------|
| 3     | 70              | 2390       | 2330         | School: NS: 18%, AP: 28%, P: 32%, A: 22%   |
|       |                 |            |              | District: NS: 19%, AP: 30%, P: 30%, A: 20% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 4     | 14              | 2390       | 2330         | School: NS: 2%, AP: 48%, P: 2%, A: 48%     |
|       |                 |            |              | District: NS: 19%, AP: 30%, P: 33%, A: 18% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 5     | 66              | 2390       | 2330         | School: NS: 18%, AP: 28%, P: 32%, A: 22%   |
|       |                 |            |              | District: NS: 23%, AP: 30%, P: 27%, A: 20% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 6     | 84              | 2390       | 2330         | School: NS: 18%, AP: 28%, P: 32%, A: 22%   |
|       |                 |            |              | District: NS: 18%, AP: 30%, P: 32%, A: 20% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 7     | 40              | 2390       | 2330         | School: NS: 18%, AP: 28%, P: 32%, A: 22%   |
|       |                 |            |              | District: NS: 24%, AP: 32%, P: 26%, A: 18% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 8     | 14              | 2390       | 2330         | School: NS: 2%, AP: 48%, P: 2%, A: 48%     |
|       |                 |            |              | District: NS: 21%, AP: 31%, P: 29%, A: 19% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |
| 9     | 16              | 2390       | 2330         | School: NS: 18%, AP: 28%, P: 32%, A: 22%   |
|       |                 |            |              | District: NS: 24%, AP: 32%, P: 26%, A: 18% |
|       |                 |            |              | State: NS: 20%, AP: 30%, P: 30%, A: 20%    |
|       |                 |            |              |                                            |

4

Due to rounding, the sum of the percentage values may not equal 100%.



For more information on AK STAR, please visit [education.alaska.gov/akstar](https://education.alaska.gov/akstar).



2024 School Summary Report - English Language Arts  
 District: PLEASANT VALLEY USD  
 School: ABILENE MIDDLE SCHOOL

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

| Grade                   | Students with Valid RIT Scores | Instructional Area | Comparison             |       |   |
|-------------------------|--------------------------------|--------------------|------------------------|-------|---|
|                         |                                |                    | District               | State |   |
| 3                       | 70                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 4                       | 14                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 5                       | 64                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 6                       | 84                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 7                       | 40                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 8                       | 14                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |
| 9                       | 16                             | Reading Overall    | ↑                      | ↑     |   |
|                         |                                |                    | • Literary Text        | ≈     | ↑ |
|                         |                                |                    | • Informational Text   | ↓     | ≈ |
|                         |                                |                    | • Vocabulary           | ↑     | ↑ |
|                         |                                |                    | Language Usage Overall | ↑     | ↑ |
|                         |                                |                    | • Language: Grammar    | ≈     | ↑ |
|                         |                                |                    | • Language: Mechanics  | ↓     | ≈ |
| • Writing: Write/Revise | ↑                              | ↑                  |                        |       |   |



For more information on AK STAR, please visit [education.alaska.gov/akstar](http://education.alaska.gov/akstar).

**Note:** If an expected grade level is missing from a summary report, this means that there were no valid student scores reported in that particular grade and subject.

1. **Report Information:** School and district information along with the content area and term of administration.
2. **Scale Score Comparison:** Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level across the school, district, and state.
3. **Summary by Grade:** Lists each grade with the number of students tested and the mean and median score for that grade. Refer to [Reporting Scores for Groups of Students](#) for more information. Some numbers may be suppressed for student privacy due to low student counts. Refer to [Part 5—Suppression Rules](#) for more information.
4. **% of Students by Achievement Level:** The distribution of valid scores for the grade in each achievement level. The school's distribution is compared to the district and the state. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information. Some numbers may be suppressed for student privacy due to low student counts. Refer to [Part 5—Suppression Rules](#) for more information.
5. **Performance by Instructional Area:** Compares the school mean RIT scores in each instructional area to the district and state mean RIT for the grade. This provides relative information about groups of students to help inform areas where instruction may be improved. The Comparison Legend at the top of the page describes what each symbol means. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information on RIT scores.
  - ↓ Did better than the district or state mean RIT
  - ≈ Did about as well as the district or state mean RIT
  - ↓ Did not do as well as the district or state mean RIT
  - ∅ Did not attempt any items in this area

## District Summary Report

The District Summary Report is a static PDF report that shows information about student performance at the district. This report shows the total number of students with valid scores, the mean and median scale score, and the distribution of students across the achievement levels. It also includes comparative information so you can see how the district is performing compared to the state.

To protect student privacy, summary data is suppressed when fewer than 5 students have tested. Refer to [Part 5—Suppression Rules](#) for more information.

To generate the District Summary Report:

1. Open the left navigation panel and select **Reports > Operational**.
2. Begin typing the district name in the **Organization** field or open the **Organization** menu and select the district.
3. Open the **Report Type** menu and select **Score Summary Report**.
4. To generate multiple reports for the district simultaneously, open the **Report Type** menu again and select another report.

When you have selected more reports than can appear in the menu, text appears showing how many additional reports are selected. Open the **Report Type** menu again to view all the reports you've selected.

### Operational Report

Reports can be regenerated once every four hours. Select "Find" and then "Refresh" to be able to download the report. Most reports will be ready within an hour. \* Denotes required field.

**Find Report**

Organization \*

Report Type \*

Student Score Data File ✕

Score Summary Report ✕ +2

**Find**

5. To remove a report, select the X next to the report type name.
6. Select **Find** to generate the reports. When the reports are ready, select the icon in the **Download** column to download the report.

District Summary Report Sample



1

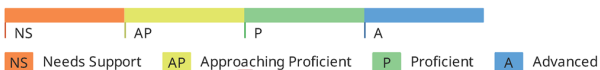
2024 District Summary Report - English Language Arts  
District: PLEASANT VALLEY USD

2

|                     | Students Tested | Mean Score | Median Score | % of Students by Achievement Level |
|---------------------|-----------------|------------|--------------|------------------------------------|
| Pleasant Valley USD | 7,980           | 2390       | 2330         |                                    |
| ALASKA              | 160,712         | 2270       | 2270         |                                    |

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](http://education.alaska.gov/assessments/achievement).



3

ELA Summary By Grade

| Grade | Students Tested | Mean Score | Median Score | % of Students by Achievement Level |
|-------|-----------------|------------|--------------|------------------------------------|
| 3     | 1,170           | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 4     | 984             | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 5     | 1,166           | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 6     | 1,184           | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 7     | 1,156           | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 8     | 1,014           | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |
| 9     | 955             | 2390       | 2330         | District                           |
|       |                 |            |              | State                              |

Due to rounding, the sum of the percentage values may not equal 100%.

4



For more information on AK STAR, please visit [education.alaska.gov/akstar](http://education.alaska.gov/akstar).





**2024 District Summary Report - English Language Arts**  
**District: PLEASANT VALLEY USD**

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

| Grade                   | Students with Valid RIT Scores | Instructional Area | Comparison             |   |
|-------------------------|--------------------------------|--------------------|------------------------|---|
|                         |                                |                    | State                  |   |
| 3                       | 1,170                          |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 4                       | 984                            |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 5                       | 1,166                          |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 6                       | 1,184                          |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 7                       | 1,156                          |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 8                       | 1,014                          |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |
| 9                       | 955                            |                    | Reading Overall        | ↑ |
|                         |                                |                    | • Literary Text        | ↑ |
|                         |                                |                    | • Informational Text   | ≈ |
|                         |                                |                    | • Vocabulary           | ↑ |
|                         |                                |                    | Language Usage Overall | ↑ |
|                         |                                |                    | • Language: Grammar    | ↑ |
|                         |                                |                    | • Language: Mechanics  | ≈ |
| • Writing: Write/Revise | ↑                              |                    |                        |   |



For more information on AK STAR, please visit [education.alaska.gov/akstar](http://education.alaska.gov/akstar).

**Note:** If an expected grade level is missing from a summary report, this means that there were no valid student scores reported in that particular grade and subject.

1. **Report Information:** District information along with the content area and administration.
2. **Scale Score Comparison:** Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level across the district and state.
3. **Summary by Grade:** Lists each grade with the number of students tested and the mean and median score for that grade. Refer to [Reporting Scores for Groups of Students](#) for more information. Some numbers may be suppressed for student privacy due to low student counts. Refer to [Part 5—Suppression Rules](#) for more information.
4. **% of Students by Achievement Level:** The distribution of valid scores for the grade in each achievement level. The school's distribution is compared to the district and the state. Refer to [Achievement Levels and Achievement Level Descriptors](#) for more information. Some numbers may be suppressed for student privacy due to low student counts. Refer to [Part 5—Suppression Rules](#) for more information.
5. **Performance by Instructional Area:** Compares the district mean RIT scores in each instructional area to the state mean RIT for the grade. This provides relative information about groups of students to help inform areas where instruction may be improved. The Comparison Legend at the top of the page describes what each symbol means. Refer to [Growth Component Scores \(RIT Scores\)](#) for more information on RIT scores.
  - ↓ Did better than the district or state mean RIT
  - ≈ Did about as well as the district or state mean RIT
  - ↓ Did not do as well as the district or state mean RIT
  - ∅ Did not attempt any items in this area

## Student Score Data File

The Student Score Data File, or SSDF, is a CSV spreadsheet containing information about all student tests at the school or district.

To view the format of the CSV, select the help icon in the upper right corner in the AK STAR Administration Portal. The SSDF file format is available to download from this page.

To generate the SSDF:

1. Open the left navigation panel and select **Reports > Operational**.
2. Begin typing the organization name in the **Organization** field, or open the **Organization** menu and select the school or district.
3. Open the **Report Type** menu and select the report you want to generate. Select **Student Score Data File**.
4. To generate multiple reports for this organization simultaneously, open the **Report Type** menu again and select another report.

When you have selected more reports than can appear in the menu, text appears showing how many additional reports are selected. Open the **Report Type** menu again to view all the reports you've selected.

### Operational Report

Reports can be regenerated once every four hours. Select "Find" and then "Refresh" to be able to download the report. Most reports will be ready within an hour. \* Denotes required field.

**Find Report**

Organization \*

Report Type \* Student Score Data File Score Summary Report +2

**Find**

5. To remove a report, select the X next to the report type name.
6. Select **Find** to generate the reports. When the reports are ready, select the icon in the **Download** column to download the report.

## Part 4—Score Interpretation

### Achievement Levels and Achievement Level Descriptors

The full range of possible scale scores can be represented as a line that is divided into four levels of achievement: Advanced, Proficient, Approaching Proficient, and Needs Support. Each student's scale score falls into one of these score levels.

[Table 11: Achievement Level Description](#) displays the policy achievement level descriptors of what students should be able to do at each overall level.

**Table 11: Achievement Level Description**

| Achievement Level |                             | Description                                                                                                                             |
|-------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Proficient        | Advanced (A)                | Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.             |
|                   | Proficient (P)              | Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.                           |
| Non-Proficient    | Approaching Proficient (AP) | Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content. |
|                   | Needs Support (NS)          | Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.           |

Minimum scale scores students should attain at each achievement level for all grades in ELA and mathematics were recommended by Alaska educators in a standard setting study in summer 2022. Alaska educators gathered in May 2023 to validate those recommendations. With input from a Policy Review Committee and DEED, and after a period of public comment, the Alaska State Board of Education and Early Development approved the scale score ranges for AK STAR found in [Appendix A](#).

Policy Achievement Level Descriptors or ALDs are general descriptions of what a student in a specific grade level and subject can do at each achievement level, as aligned with Alaska's academic standards. Educators find these levels useful to see how a student performed overall on grade-level standards by the end of the school year, and to compare a student's performance to other students in the school, district, or state.

AK STAR summary ALDs for all grades and content areas can be found on the [Summative Achievement Level Summaries webpage](#). The full set of ALDs can be viewed on the [AK STAR Results webpage](#), or through the [Achievement Level Explorer tool \(ALE\)](#).

## Scale Scores and Scale Score Ranges

### *Scale Scores*

The AK STAR scale score is a four-digit number that provides a common measure for expressing student performance across different forms of a test. Scale scores have the same meaning when students take different forms of the test (e.g., standard test versus braille test, paper test versus online test, tests in different years). The scale score is a representation of the total number of correct questions a student has answered (raw score) that has been converted onto a consistent and standardized scale. Using a scale score provides consistent reporting of scores from year-to-year for each grade and content area.

When interpreting test results, it is not appropriate to compare scale scores across content areas or grade levels. Each content area is scaled separately. Therefore, the scale scores for one content area cannot be compared to another content area.

### *Standard Error of Measurement and Scale Score Range*

The standard error of measurement (SEM) provides information about the level of confidence that a student would achieve the same score if that student tested again on an equivalent form of the test without changing knowledge or skills. For example, if a student's score is 1550 and their SEM is 5, we would expect that the student's score would be within 5 points of 1550 if they tested again. Their scale score range—the expected range of scores the student would receive if tested under similar circumstances—would be 1545–1555.

The SEM and scale score range are represented numerically on Organization reports and Dynamic Student Reports next to the student's scale score. For example, a student with a score of 1550 and an SEM of 5 has their score listed as 1550 ( $\pm 5$ ). On the Individual Student Report and Dynamic Student Report, the SEM and scale score range are also displayed graphically. The black dot on the graph indicates the student's scale score on the test, and the dotted line represents the scale score range.

### *Rounding Rules*

The SEM and scale score are rounded to the nearest integer. Instructional areas use standard rounding—increasing the tenths position by 1 if the one hundredths digit is 5 or more (round up) or leaving the tenths digit the same if the one hundredths digit is 4 or less (round down).

## Growth Component Scores (RIT Scores)

In addition to a scale score, student performance is reported as a RIT score. For ELA tests, students receive a RIT in Reading and Language Usage. For Mathematics tests, students receive a Mathematics RIT. Students also receive RIT scores for each instructional area within a subject. Refer to [Instructional Areas](#) for more information.

RIT scores are available on the [Individual Student Report \(ISR\)](#), [Dynamic Student Report](#), and [Organization Reports](#) at the school level. On the ISR and Dynamic Student Report, they are available under the Growth Component Scores heading. On school-level Organization reports, they are available on the Median RIT tab.

The RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student achievement regardless of age, grades, or whether the student is achieving at grade level. Like marking height on a growth chart and being able to see how tall a child is at various points in time, educators can also see how much students have grown between tests.

Students also receive an achievement percentile, which indicates how well the student performed in comparison to students in the same grade and content area. If the student has a score from a previous test administration, they also receive a conditional growth percentile. The conditional growth percentile compares the student's RIT growth between the previous test administration and the current test administration to the typical growth of students in the same grade, content area, starting achievement level, and time between test administrations (for example, fall to winter). Both the achievement percentile and conditional growth percentile are based on the [NWEA 2020 MAP Growth Achievement Status and Growth Norms for Students and Schools](#) research report.

To learn more about RIT, visit [What is the RIT scale?](#) on NWEA Connection. To learn more about norms, visit [2020 Norms resources](#) in the MAP Help Center.

## Reporting Scores for Groups of Students

Scores for groups of students, such as all students in a grade at a school, district, or the state, are reported as a median or a mean. To provide context for how students, and schools are performing, reports contain comparisons to school, district, and state medians or means. For example, the Individual Student Report compares the student's scale score in a content area to the median scale score for the grade at the student's school, district, and the state. Similarly, the School Summary Report compares the median and mean scores for the school to the median and mean scores for the district and state at each grade level.

### *Use of Median*

The **median** is the middle number in an ordered list of numbers. Half of the scores are above the median score and half of the scores are below the median. The median is a way to describe the midpoint score in a group of scores. Unlike the mean (sometimes called the average), the median is not affected by scores that are very high or very low when compared to most other scores. Even if there are very high or very low scores that differ largely from most other scores, the median will be in the same position.

### *Use of Mean*

The **mean** (sometimes called the average) is calculated by adding the values of a set of scores and dividing by the number of scores in the set. The Organization Reports, District Report, and School Summary Report show the mean scale score along with the median scale score.

## Special Circumstances

If a student does not take a test or the test should not be scored, school districts document the situation using a Special Circumstance code (SCC). Circumstances in which a student does not test would include absence, extended illness requiring a medical waiver, parent refusal, or student refusal. Reasons a student's test was not scored would include security violations or misadministration which resulted in an invalidation. Additionally, if a student does not attempt at least five summative test items per content area, the assessment is not scored.

Special Circumstance codes can be found in the Student Score Data File (SSDF), in the student list page of the Student Scores, and the Dynamic Student Reports.

Special Circumstance codes are listed in [Table 12: Special Circumstance codes](#) on the following page.

**Table 12: Special Circumstance codes**

| Code | Special Circumstance Descriptions | Definitions                                                                                                                                                                                                                                                                                                                                    |
|------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UTT  | Absent                            | Student was absent during the scheduled testing days and during scheduled make-up days.                                                                                                                                                                                                                                                        |
| INV  | Invalidation                      | A student's assessment was determined invalid.                                                                                                                                                                                                                                                                                                 |
| EMW  | Medical Waiver                    | An unexpected and severe medical condition outlined in Alaska Regulation 4 AAC 06.820 prevented the student from taking the assessment. Documentation should be kept locally, and student privacy should be maintained at all times. Additional documentation on this special circumstance is located on the <a href="#">AK STAR webpage</a> . |
| PAR  | Parent Refusal                    | Parent refused to allow student to participate in an assessment. Local policy governs how parent refusal is handled.                                                                                                                                                                                                                           |
| STR  | Student Refusal                   | Student refused to participate in an assessment.                                                                                                                                                                                                                                                                                               |
| NOA* | Not Attempted                     | Student did not meet the item attempted requirements (*Not an assigned SCC.)                                                                                                                                                                                                                                                                   |

## Part 5—Suppression Rules

### Data Privacy

DEED employs suppression rules in public reporting to protect student privacy. AK STAR reports have been designed to protect student privacy. Suppression means not showing certain results on a report if an individual student's results could be identified or inferred. Summary data at the school, district, and/or state level will not be displayed on publicly available reports when fewer than five students have tested. On School and District Summary Reports, there are additional suppression rules to guard against reporting assessment data that could be linked to an individual student.

### Primary Suppression Rules

1. If the number of tested students is less than five, results are suppressed.
2. When the count of tested students is five or higher and:
  - a. All scores fall into only two achievement levels and the number of students in one of those achievement levels is zero, one, or two, percentage ranges will be reported for each achievement level instead of actual percentages. Refer to [Table 13: Reporting Percentage Ranges](#).
  - b. All scores fall into only one achievement level, percentage ranges will be reported for each achievement level instead of actual percentages. Refer to [Table 13: Reporting Percentage Ranges](#).

**Table 13: Reporting Percentage Ranges**

| Count of Tested Students | Percentage Range Published |
|--------------------------|----------------------------|
| 5-7                      | $\geq 60\%$ or $\leq 40\%$ |
| 8-9                      | $\geq 75\%$ or $\leq 25\%$ |
| 10-19                    | $\geq 80\%$ or $\leq 20\%$ |
| 20-39                    | $\geq 90\%$ or $\leq 10\%$ |
| 40 or more               | $\geq 95\%$ or $\leq 5\%$  |

### Secondary Suppression Rules

Secondary suppression is applied only to school-level summary reports. If one school, grade, or subject has fewer than 5 students, secondary suppression is applied to the next smallest school in the district.


Secondary suppression suppresses the scores and performance levels, including median and mean scores. Secondary suppression does not apply to the Performance by Instructional Area section.



**Primary or Secondary Suppression Example**

Two dashes (--) are displayed instead of the number or symbol when data is suppressed.

| Grade | Students Tested | Mean Score | Median Score | % of Students by Achievement Level |
|-------|-----------------|------------|--------------|------------------------------------|
| 3     | 2               | --         | --           | School                             |
|       |                 |            |              | District                           |
|       |                 |            |              | State                              |
| 4     | 6               | --         | --           | School                             |
|       |                 |            |              | District                           |
|       |                 |            |              | State                              |
| 5     | 8               | --         | --           | School                             |
|       |                 |            |              | District                           |
|       |                 |            |              | State                              |

|                                                                                                               |                                | <b>District Summary Report - Math</b><br>District: Pleasant Valley USD                                                                                                                                                             |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Performance by Instructional Area</b><br>The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test. |                                | <b>Comparison Legend</b><br>↑ did better than the District/State mean RIT<br>≈ did about as well as the District/State mean RIT<br>↓ did not do as well as the District/State mean RIT<br>∅ did not attempt any items in this area |                  |
| Grade                                                                                                                                                                                          | Students with Valid RIT Scores | Instructional Area                                                                                                                                                                                                                 | Comparison State |
| 8                                                                                                                                                                                              | 2                              | Math Overall                                                                                                                                                                                                                       | --               |
|                                                                                                                                                                                                |                                | • Operations and Algebraic Thinking                                                                                                                                                                                                | --               |
|                                                                                                                                                                                                |                                | • Number and Operations                                                                                                                                                                                                            | --               |
|                                                                                                                                                                                                |                                | • Measurement and Data                                                                                                                                                                                                             | --               |
|                                                                                                                                                                                                |                                | • Geometry                                                                                                                                                                                                                         | --               |
| 9                                                                                                                                                                                              | 2                              | Math Overall                                                                                                                                                                                                                       | --               |
|                                                                                                                                                                                                |                                | • Operations and Algebraic Thinking                                                                                                                                                                                                | --               |
|                                                                                                                                                                                                |                                | • Number and Operations                                                                                                                                                                                                            | --               |
|                                                                                                                                                                                                |                                | • Measurement and Data                                                                                                                                                                                                             | --               |
|                                                                                                                                                                                                |                                | • Geometry                                                                                                                                                                                                                         | --               |

## Appendix A

### *Achievement Level Scale Score Ranges*

**English Language Arts Achievement Level Scale Score Ranges**

|              | <b>ELA Performance Levels</b> |                               |                   |                 |
|--------------|-------------------------------|-------------------------------|-------------------|-----------------|
| <b>Grade</b> | <b>Needs Support</b>          | <b>Approaching Proficient</b> | <b>Proficient</b> | <b>Advanced</b> |
| Grade 3      | 1400 – 1561                   | 1562 – 1581                   | 1582 – 1598       | 1599 – 1720     |
| Grade 4      | 1410 – 1567                   | 1568 – 1588                   | 1589 – 1611       | 1612 – 1750     |
| Grade 5      | 1420 – 1575                   | 1576 – 1595                   | 1596 – 1625       | 1626 – 1780     |
| Grade 6      | 1430 – 1575                   | 1576 – 1604                   | 1605 – 1635       | 1636 – 1800     |
| Grade 7      | 1440 – 1583                   | 1584 – 1609                   | 1610 – 1644       | 1645 – 1820     |
| Grade 8      | 1450 – 1586                   | 1587 – 1614                   | 1615 – 1651       | 1652 – 1840     |
| Grade 9      | 1450 – 1589                   | 1590 – 1618                   | 1619 – 1667       | 1668 – 1850     |

**Mathematics Achievement Level Scale Score Ranges**

|              | <b>Math Performance Levels</b> |                               |                   |                 |
|--------------|--------------------------------|-------------------------------|-------------------|-----------------|
| <b>Grade</b> | <b>Needs Support</b>           | <b>Approaching Proficient</b> | <b>Proficient</b> | <b>Advanced</b> |
| Grade 3      | 1400 – 1509                    | 1510 – 1523                   | 1524 – 1545       | 1546 – 1720     |
| Grade 4      | 1410 – 1523                    | 1524 – 1537                   | 1538 – 1557       | 1558 – 1750     |
| Grade 5      | 1420 – 1530                    | 1531 – 1543                   | 1544 – 1576       | 1577 – 1780     |
| Grade 6      | 1430 – 1542                    | 1543 – 1562                   | 1563 – 1593       | 1594 – 1800     |
| Grade 7      | 1440 – 1550                    | 1551 – 1569                   | 1570 – 1608       | 1609 – 1820     |
| Grade 8      | 1450 – 1558                    | 1559 – 1579                   | 1580 – 1622       | 1623 – 1840     |
| Grade 9      | 1450 – 1563                    | 1564 – 1589                   | 1590 – 1625       | 1626 – 1850     |



# Educator Guide to Assessment Results

2024

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