Parent Guide to Student Reports
Spring 2018 PEAKS Assessment
English Language Arts and Mathematics

The Purpose of PEAKS Assessment
The PEAKS assessment is administered statewide to students in grades 3 through 9. It provides students the opportunity to show their understanding of the Alaska English Language Arts and Mathematics Standards at their grade levels. PEAKS provides information to parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. PEAKS also provides information to help schools improve and to help meet the State Board of Education’s mission: “An excellent education for every student every day.”

Types of Items
The English Language Arts (ELA) and mathematics subject areas contain several different types of questions (also called items). Students are asked to select one right answer from four possible answer choices (multiple-choice) or to select more than one correct answer (multiple-select) from several possible answer choices. Students taking the computer-based assessment also answer technology-enhanced items that allow students to demonstrate their knowledge and skills at more complex levels of thinking. These technology-enhanced items have similar counterparts in the paper-based versions of the tests.

In ELA, multiple-choice, multiple-select, and technology-enhanced items are scored as one or two points. Items in mathematics are worth one point each.

Reporting Categories
The Alaska English Language Arts and Mathematics Standards define what students should know and be able to do in English language arts and mathematics. Standards are broken down into categories in each subject. PEAKS items assess student skills within these reporting categories.

For more information visit the Alaska Standards webpage.
PEAKS Assessment
Students in grades 3–9 take the PEAKS statewide assessment. The assessment provides information on a student’s understanding of the state’s standards in English Language Arts and Mathematics. PEAKS results for schools and districts provide information to the public about how Alaska’s schools and districts are performing and to help them improve.

Student Name: Clarence Montgomery-Washington
Grade: 8
AKSID: 123456
Test Date: Spring 1999
District: District Name
School: School Name

English Language Arts | Scale Score
---|---
**Clarence** | 580

**Advanced:** Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

The symbol shows the student’s scale score; the dark circle is the score. If the student were to test again, the student’s score would likely fall within the lines on either side of the circle.

**Profiicient:** Student meets the standards at a proficient level, demonstrating knowledge and skills of complex grade-level content.

**Below Proficient:** Student meets the standards at a below proficient level; however, the student may meet some standards at proficient level.

**Far Below Proficient:** Student did not meet the standards.

Performance Results Key

- **A**: did better than students who scored just barely proficient (scale score of 500).
- **B**: did about as well as students who scored just barely proficient (scale score of 500).
- **C**: did not do as well as students who scored just barely proficient (scale score of 500).
- **D**: did not attempt any items in this category.

Summary Achievement Level Descriptors (ALDs)

These are general descriptions of what a student in this grade level can do at each achievement level. A student who scores at an achievement level would also be expected to demonstrate the skills at the previous achievement levels.

### Advanced

Students who score at this level read and comprehend complex grade 8 text. Students demonstrate themes and purpose of multiple texts, analyzing how they are developed throughout the texts, and determine relationships between parts of a text. When revising or editing, students can use appropriate language and conventions, as well as strategies particular to a type of test, and structure a text to support a purpose or opinion.

### Proficient

Students who score at this level read and partially comprehend grade 8 text. Students meet the standards at a proficient level; however, the student may meet some standards at advanced level.

### Below Proficient

Students who score at this level read and partially comprehend grade 8 text. Students did not meet the standards.

### Far Below Proficient

Students who score at this level read and minimally comprehend grade 8 text. Students may not meet the standards.

---

For more information on the student report, please see the Educator and Parent Guides to Reports on the website: [https://education.alaska.gov/tls/assessments/peaks.html](https://education.alaska.gov/tls/assessments/peaks.html)
Reading the PEAKS Student Report

A  This section presents student, school, and district information.

B  The number in the box indicates the student’s scale score in English language arts and mathematics. *Please Note: If the student did not attempt the test or if the student did not receive a valid test score, there will not be a scale score or other information reported. Contact your school for more information about the specific circumstances.

C  The horizontal bar graphically illustrates the student’s scale score and the location of that score in the achievement level attained by the student. The dark circle in the symbol (–○–) represents the student’s actual scale score. The bars on the side of the circle represent the range of where the student’s score would likely fall if the student were to test again. This represents the standard error of measurement (SEM).

D  This section describes the student’s achievement level determined by the scale scores reported in section B. Achievement levels are reported as Advanced (A), Proficient (P), Below Proficient (BP), or Far Below Proficient (FBP). The Achievement Level Descriptors on the back page of the report provide more specific information about each achievement level.

E  This section shows the student’s scale score and how it compares to the scores of the school, district, and state. The median represents the middle score in an ordered list of scores. Half the scores are above the median and half are below. The median is used instead of the mean (or average) because it is more stable if there are some extremely high or low scores in a group.

F  This section shows a comparison of how the student performed in the reporting categories for English language arts and mathematics. The symbols indicate how the student performed compared to students who score at the just barely proficient level (a scale score of 500).

G  This section provides general descriptions of what a student in this grade level can do at each achievement level in each subject. Find the student’s achievement level on the first page of the report and read the description to learn more about the content and skills that the student demonstrated and see what content and skills would be demonstrated by students reaching a higher achievement level on PEAKS.

Terms and Types of Scores

Scale Score: A number that provides a common metric for expressing student performance. The student’s overall performance on PEAKS is reported as a scale score. Points earned by answering an item correctly are converted into a scale score that takes into consideration the difficulty of the item.

Achievement Levels: Student performance on PEAKS is reported in one of four achievement levels. These levels describe the performance of the student on the standards tested at the grade level. The four achievement levels are:

- **Advanced** (A) — Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
- **Proficient** (P) — Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
- **Below Proficient** (BP) — Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
- **Far Below Proficient** (FBP) — Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

Standard Error of Measurement (SEM): The 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. The SEM is specific for the particular grade and content area.