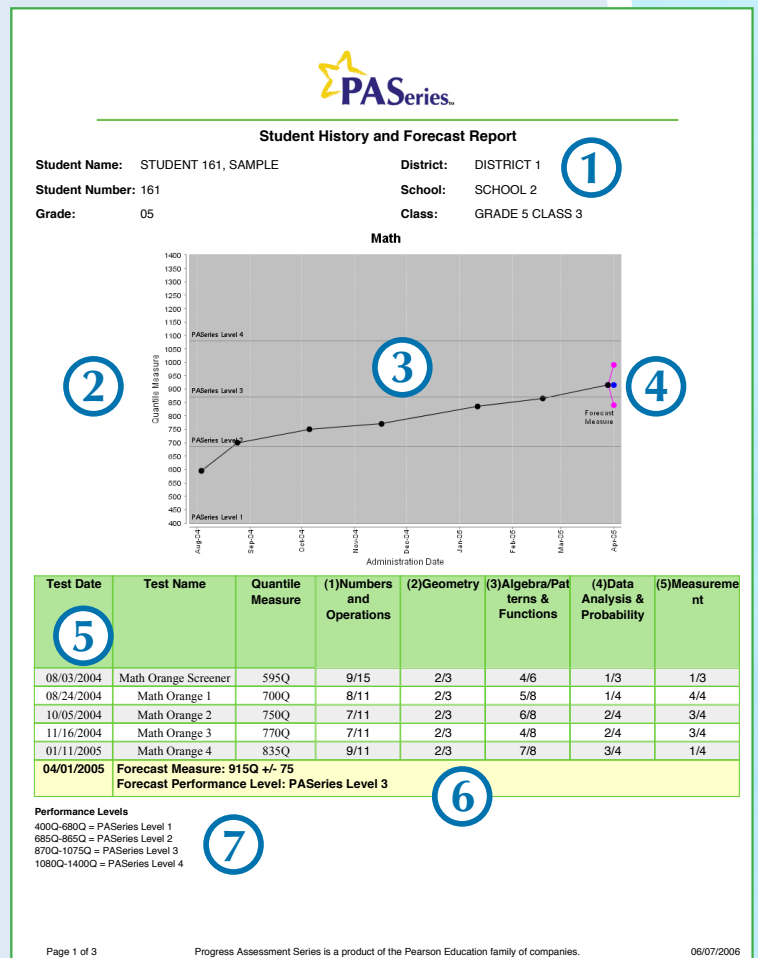


The Student History and Forecast Report shows the progress of students over the course of their assessments as well as a forecast of their achievement on the state test.

This guide provides important information on how to interpret the student's report.


- ① Location of the student's information.
- ② PASeries (Progress Assessment Series) uses the scientifically based Lexile Framework for Reading® and the Quantile Framework for Mathematics® as standard scales of achievement. Understanding the student's Lexile and/or Quantile score allows you to select appropriate learning materials for enabling continued performance growth. More information and resources may be found at the following websites: <http://www.lexile.com> and <http://www.quantiles.com>, and in the PASeries Resource Library located at <http://www.paseries.net>. Included there are helpful guides on using Lexile and Quantile resources as well as colorful Lexile and Quantile Maps.
- ③ View the student's progress throughout the year. Each of the points on the line graph indicates the student's score on an individual PASeries test.
- ④ The student's Forecast Measure of achievement is represented by the blue dot. The Forecast Measure is a scientifically based forecast of how the student is expected to achieve at the time of the state test. The magenta points above and below the Forecast Measure indicate the expected likely range of achievement. With continued appropriate instruction, the Forecast Measure is a reliable estimate of how the student can be expected to perform on the state test. The number after the Forecast Measure (e.g., ± 95) represents the likely range in which the score is expected to fall. The smaller the expected range, the greater confidence you should have in the best estimate Forecast Measure (the blue dot).



- ⑤ The student's PASeries assessment history is shown. Included in the history are the PASeries assessments the student has completed, the Lexile or Quantile the student achieved on each assessment, and additional information about the number of questions answered correctly on each of the assessments.
- ⑥ An estimate of the student's end-of-the-year Lexile or Quantile score is shown. The Performance Level shown is determined by the student's Lexile or Quantile score. The performance level names and ranges are determined by each state and will vary from state to state.
- ⑦ A score range of the proficiency levels is provided. These performance levels are indicators of student performance expectations at the student's grade level.

The Class History and Forecast Report shows student achievement and forecasted performance for a particular class or group of students by subject area.

- ① The class information is provided.
- ② The class average Lexile or Quantile score is provided for each PASeries assessment completed by the class in the subject area.
- ③ Student measures for each PASeries assessment are provided
- ④ Individual student Forecast Measures and Forecast Performance Levels are provided. You may sort this report by Student Name or by Forecast Measure online prior to selecting the Print-friendly Version option.



Class History and Forecast Report


Test Administration: MATH PROGRESS TESTS
 School: SCHOOL 2
 Class: GRADE 5 CLASS 3

Student Name	Math Progress Tests - Quantile Measure						Forecast Measure	Forecast Performance Level
	Screener	1	2	3	4	5		
Class Average	681Q	734Q	792Q	844Q	897Q	940Q	984Q	
STUDENT 161, SAMPLE								915Q PASeries Level 3
Orange	595Q	700Q	750Q	770Q	835Q	865Q	915Q	
STUDENT 162, SAMPLE								1140Q PASeries Level 4
Orange	850Q	960Q	1015Q	1055Q	1090Q	1110Q	1140Q	
STUDENT 163, SAMPLE								890Q PASeries Level 3
Orange	405Q	485Q	565Q	675Q	750Q	830Q	890Q	
STUDENT 164, SAMPLE								895Q PASeries Level 3
Orange	430Q	545Q	600Q	705Q	770Q	840Q	895Q	
STUDENT 165, SAMPLE								1005Q PASeries Level 3
Orange	745Q	805Q	830Q	865Q	915Q	945Q	1005Q	
STUDENT 166, SAMPLE								1040Q PASeries Level 3
Orange	815Q	880Q	915Q	960Q	980Q	1005Q	1040Q	

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The Item Analysis Report provides student achievement on a particular PASeries assessment for a class or group.

- ⑤ The class information is provided. In Mathematics, the report may be sorted by Score Group to view student proficiency in individual strands.
- ⑥ Class performance by item is provided as class % correct on each item as well as the class % correct for the assessment. Clicking on the item number in the online report provides a .pdf version of the item. If state-specific alignments have been completed for the items, a row with the state abbreviation will be present. Clicking on the state abbreviation will yield the specific alignments for that item.
- ⑦ The raw score for each student is presented as well as individual student answers. Unanswered items are marked as incorrect for scoring purposes. You may sort by Score Group, Student Name, or Raw Score.



Item Analysis Report

Test Administration: Math Progress Tests
 School: D1B - SCHOOL 2
 Class: GRADE 5 CLASS 3
 Test: Math Orange 1
 Score Group: All Items

Class Performance By Item (30 students tested, maximum score possible: 30)																																
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Answer Key	A	D	A	A	B	C	A	B	A	D	A	B	A	D	B	C	D	A	B	A	D	C	B	B	B	C	C	A	C	C		
Class % Correct	64	53	60	93	43	90	83	77	60	77	67	77	73	57	77	63	77	37	67	57	53	43	47	43	63	37	43	93	70	83	87	
Student Name	Raw Score	Student Responses																														
STUDENT 170, SAMPLE	9	C	D	A	C	A	C	A	C	A	A	B	B	A	A	D	D	C	D	B	C	A	D	C	D	B	D	A	B	A	B	
STUDENT 177, SAMPLE	10	A	C	A	B	B	C	B	B	A	C	A	D	D	D	D	C	B	D	C	B	B	D	C	D	A	D	C	B	B	D	
STUDENT 175, SAMPLE	11	B	D	A	C	B	C	A	D	A	B	B	C	C	D	D	A	B	B	A	C	C	D	D	D	C	B	A	C			
STUDENT 163, SAMPLE	12	A	C	A	B	B	C	C	D	A	D	D	B	D	D	C	C	B	B	A	B	A	D	C	B	A	D	C	A	B	B	
STUDENT 167, SAMPLE	2	B	D	A	D	B	C	A	C	D	D	B	B	A	A	D	D	A	D	B	A	A	C	D	A	D	C	B	B	C		
STUDENT 168, SAMPLE	12	B	D	A	D	B	C	A	C	D	D	B	B	A	A	D	D	A	D	B	A	A	C	D	A	D	C	B	B	C		
STUDENT 181, SAMPLE	12	A	C	A	B	B	C	B	B	A	C	A	D	D	D	D	C	B	D	C	B	D	C	D	A	D	C	B	C	C		
STUDENT 187, SAMPLE	12	A	C	A	B	B	C	B	B	A	C	A	D	D	D	C	B	D	C	B	D	C	B	D	C	A	D	C	B	C		
STUDENT 164, SAMPLE	15	A	C	A	B	B	C	A	D	A	B	A	B	D	D	A	C	B	A	D	C	B	A	D	C	B	A	D	C	A	B	C
STUDENT 171, SAMPLE	15	A	C	A	B	B	C	A	D	A	B	A	B	D	D	A	C	B	A	D	B	A	D	C	B	A	D	C	A	B	C	
STUDENT 185, SAMPLE	15	C	D	A	C	B	C	A	B	B	D	A	C	A	C	D	C	C	A	B	C	C	D	D	C	D	C	D	C	C		
STUDENT 186, SAMPLE	18	A	C	A	B	B	C	A	D	A	D	A	B	D	D	B	C	B	A	B	B	A	D	C	B	A	D	C	A	B	C	
STUDENT 161, SAMPLE	20	A	C	A	B	B	C	A	D	A	D	A	B	D	D	B	C	B	A	B	B	D	D	C	B	A	D	C	A	C	C	
STUDENT 188, SAMPLE	20	B	D	B	A	B	B	A	B	D	A	B	B	D	D	A	B	A	A	C	B	B	C	B	C	C	C	C	C	C		
STUDENT 165, SAMPLE	22	C	D	A	C	B	C	A	B	A	D	A	C	A	D	B	C	C	A	B	A	C	C	D	B	C	C	C	A	C	C	
STUDENT 169, SAMPLE	22	A	B	A	A	B	C	B	B	A	D	A	B	B	D	B	C	B	A	C	C	D	B	B	B	B	B	C	A	C	C	
STUDENT 179, SAMPLE	22	D	D	A	A	B	D	A	B	D	D	A	B	A	D	B	D	D	A	B	D	D	C	B	B	D	D	C	C	A	A	

■ Indicates an incorrect answer.

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