



Comprehensive System of Student Assessment (CSSA)



Guide to Test Interpretation for the High School Graduation Qualifying Examination For Parents and Students Spring 2005

Explanation of Examinations and Scoring

The Purpose of Testing

The purpose of the High School Graduation Qualifying Examination (HSGQE) is to determine student competency in the areas of reading, English, and mathematics. The HSGQE provides this information in the form of test scores that reflect the essential skills that students should know as a result of their public school experience. The requirement to pass the HSGQE in order to earn a high school diploma has been in effect since 2004.

How Results Are Measured

Students are tested on the Alaska Performance Standards in reading, writing, and mathematics. Performance Standards are measurable statements of what students should know and be able to do as a result of their public school experience. For example, in the mathematics content area, part of the Estimation and Computation standard for 10th grade is that a student should be able to add and subtract real numbers using scientific notation, powers, and roots. Alaska teachers developed the Performance Standards for Alaska students. For detailed information on the standards, please access the Department of Education & Early Development (EED) publication, *Alaska Standards: Content and Performance Standards for Alaska Students* available on the EED website at: <http://www.eed.state.ak.us/standards/>.

Components of the HSGQE

Each content area subtest on the HSGQE contains multiple-choice questions with four possible answer choices. These answers are machine-scored. Constructed-response questions allow students to demonstrate their skills in more complex levels of thinking, and are scored by a professional staff experienced in providing reliable and consistent hand scoring. All constructed-response questions allow for full or partial credit.

The following content areas are covered in the HSGQE:

Reading

The questions on the reading subtest assess skills such as reading comprehension, identification and support for main ideas, application of multi-step directions, ability to make and support assertions, and analysis and evaluation of themes. Multiple-choice questions target specific skills, and constructed-response items allow students to elaborate on and make comparisons among various aspects of the texts. Excerpts from published literature are the basis for evaluating reading skills.

Writing

The writing skills assessed on this examination include writing compositions, using conventions of standard English (spelling, grammar, capitalization, and punctuation), and revising writing to improve expression. Multiple-choice questions evaluate specific aspects of writing skill, and constructed-response writing prompts ask students to write and edit narrative, descriptive, and persuasive essays on various topics.

Mathematics

The questions on the mathematics subtest assess computation skills. Many questions are set in realistic situations to provide students with a sense of familiarity. Procedures such as estimation and mental computation are interwoven throughout this examination. Reading, interpreting, and constructing graphs, and principles of geometry and measurement are also assessed. Additionally, students use a ruler and a protractor for a portion of the test.



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)
STUDENT REPORT
2005 SPRING**

STUDENT NAME : LAST NAME, FIRST NAME MIDDLE NAME DISTRICT : ALASKA DISTRICT
BIRTHDATE : 99/99/9999 **A** SCHOOL : ALASKA HIGH SCHOOL

GRADE : 12
STATE ID NUMBER : 9999999999
DISTRICT ID NUMBER : 999999999

Your Student's Overall Performance

	Student's Scale Score	Student's Proficiency Level	Proficient Scale Score
B	270	Not Proficient	322
Reading			
Writing		Not Attempted	
Mathematics	459	Proficient	328

STANDARDS SKILL PERFORMANCE

This report provides a record of your student's test results on the HSGQE in reading, writing, and mathematics.

Proficiency Levels

The HSGQE is designed to measure knowledge and skills against state standards. Scores on these tests are grouped into two proficiency levels. The proficiency level chart describes the typical characteristics for the proficiency levels. Also included are the scale score ranges associated with each level.

Scale Score

Points earned are not valid for comparisons across grades, subjects, and standards due to variations among the tests. Scale scores adjust for these differences and allow for comparisons across standards within a particular grade and subject.

Skills Performance

Reading, writing, and mathematics are composed of different skills. The chart on the right shows how your student did on these skills.

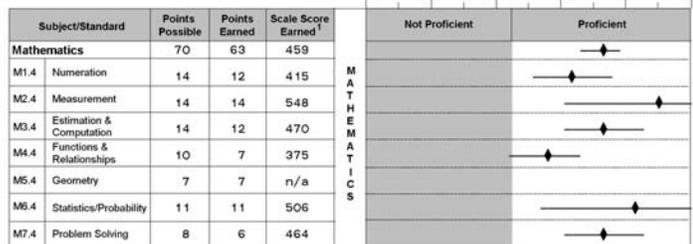
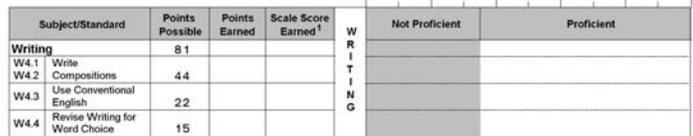
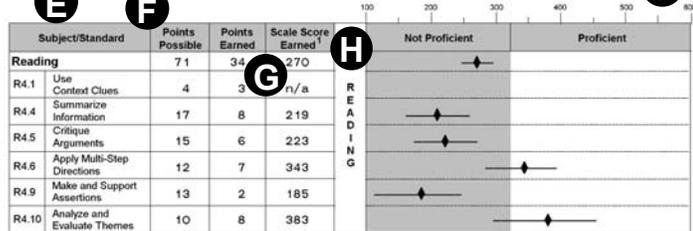
Interpretation of Chart

For each subject, the chart displays where the proficient cut score lies within the possible scale score range (100 - 600). Scores in the shaded area indicate not proficient, whereas scores in the non-shaded area indicate proficient. Scale scores are represented by the diamond(♦).

For example, your student's scale score in reading is 270. Note that the diamond representing this score falls in the not proficient scale score range. If your student were to take a similar test multiple times, the range of these scores would fall between 248 and 292 (as represented by the line) 80% of the time.

Your Student's Performance by Standard

PERFORMANCE LEVELS AND PROBABLE SCALE SCORE RANGES



¹Scale Score Earned: n/a = Standards with fewer than eight points are not reported

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Reading the Student Report

- A** Presents student demographics.
- B** Indicates the student's scale score on the three subtests of reading, writing, and mathematics, as well as the student's proficiency level. Also specifies the overall scale score needed to achieve proficiency in each content area. This section may also indicate why a student did not receive a score.
 - ABS = absent
 - ILL = illness during administration
 - INV = invalid
 - MOD = modified examination that is not approved by EED
 - NOA = subtest not attempted
 - OTH = other (reason for marking other should be documented)
 - PRF = parent refusal
 - SRF = student refusal
- C** Describes the proficiency levels reported in section B.

- D** Describes the scale scores reported in section B.
- E** Lists the Performance Standard categories grouped by the three content subtests.
- F** Lists the total points possible for the Performance Standard categories on the subtests. The sum of the points for the Performance Standard categories in mathematics is greater than 70 due to the fact that some items are reported in two of the Performance Standard categories.
- G** Lists the points earned by the student for the Performance Standards in each subtest. Points earned are not valid for comparisons across grades, subjects, and/or standards due to variations among tests. The same raw score on two standards usually results in two different scale scores depending on the number of items and the difficulty of the items. For this reason, you cannot divide the points earned by the points possible to determine accurate percentages.
- H** Lists the scale score equivalent for points earned.
- I** Explains the information found in the probable scale score range chart.
- J** Graphically illustrates the student's scale score (♦), the student's 80% confidence interval, and the proficiency cut score for Performance Standards and subtests.