PEAKS
PERFORMANCE EVALUATION FOR ALASKA'S SCHOOLS

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Parent Guide to Student Reports
Spring 2021 PEAKS Assessment
English Language Arts and Mathematics

The Purpose of PEAKS Assessment

The PEAKS assessment is administered annually statewide to students in grades 3 through 9. It provides students the opportunity to show their understanding of Alaska's English Language Arts (ELA) and Mathematics Standards. The assessment provides information to parents, educators, policymakers, communities, and businesses about how Alaska's schools and districts are performing. The PEAKS assessment also provides information to help schools improve and to meet Alaska's educational mission, "An excellent education for every student every day."

Types of Items

The ELA and mathematics subject area assessments contain several different types of questions (also called items). For multiple-choice items, students are asked to select one correct response from four possible answer choices. For multiple-select items, students are asked to select more than one correct response from the answer choices. Computer-based assessments include technology-enhanced items that allow students to demonstrate their knowledge and skills at more complex levels of thinking. Each technology-enhanced item has a similar counterpart item on the paper-based versions of the tests. Students in grades 4 through 9 are asked to complete a Text-Dependent Analysis (TDA) item. Unlike a writing prompt, the TDA item is a text-based analysis, based on a passage or multiple-passage set that each student reads during the assessment. The TDA item type addresses both literary and informational texts. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response.

In ELA, multiple-choice, multiple-select, and technology-enhanced items are scored as one or two points. The TDA item is scored on a scale of 0 to 4 points. In mathematics, items are worth one point each.

Reporting Categories

The Alaska 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. The Department of Education and Early Development (DEED) recognizes that the 2020–2021 instruction and assessment environments were very different and provided unique challenges. PEAKS reporting for this year will not provide direct comparisons from previous years of assessment. Due to these differences, DEED encourages you to visit the PEAKS Results link from the PEAKS webpage for further guidance on how the data and reports can be interpreted and understood within this unique context: PEAKS webpage.

For more information visit the Alaska Standards webpage.

PEAKS Student Report

PERFORMANCE EVALUATION FOR ALASKA'S SCHOOLS

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 Report

Student Name: Clarence Montgomery-Washington
Grade: 5

A

AKSID: 123456
Test Date: Spring 9999

District: District Name
School: School Name

English Language Arts | Scale Score 580

FBP | BP | P | A

400 — 463 | 464 — 499 | 500 — 547 | 548 — 600

B Mathematics | Scale Score 550

C

FBP | BP | P | A

400 — 461 | 462 — 499 | 500 — 567 | 568 — 600

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

D

Proficient: Student meets the standards at a proficient level, demonstrating knowledge and skills of current 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.

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E

Scale Score	# Tested	FBP	BP	P	A
Clarence					580
School (median)	18			530	
District (median)	41		475		
State (median)	5,461		485		

FBP - Far Below Proficient | BP - Below Proficient | P - Proficient | A - Advanced

Scale Score	# Tested	FBP	BP	P	A
Clarence				550	
School (median)	16			555	
District (median)	52		505		
State (median)	4,058		480		

FBP - Far Below Proficient | BP - Below Proficient | P - Proficient | A - Advanced

F

English Language Arts Reporting Category	Performance
Reading	△
Key Ideas and Details	▽
Craft and Structure/Integration of Knowledge and Ideas	△
Writing	=
Text Types and Purposes	=
Distribution and Production/Research	▩
Text-Dependent Analysis (TDA)	0
Language	=

Reading Text Type Reporting Category	Performance
Literary Text	△
Informational Text	▽

Mathematics Reporting Category	Performance
Number and Operations in Base Ten	▽
Number and Operations—Fractions	△
Operations and Algebraic Thinking	△
Geometry and Measurement	=

Performance Results Key G
Your student
△ *did better than* students who scored just barely proficient (scale score of 500).
= *did about as well as* students who scored just barely proficient (scale score of 500).
▽ *did not do as well as* students who scored just barely proficient (scale score of 500).
▩ *did not attempt* any items in this category.

H **Text-Dependent Analysis (TDA) Key**
Possible scores range from 0 (lowest) to 4 (highest).

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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.

I

Achievement Levels	English Language Arts	Mathematics
Advanced	Students who score at this level read and comprehend complex grade 5 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading and writing.	Students who score at this level can write, evaluate, and interpret numerical expressions with multiple sets of parentheses; they can generate complex numerical patterns, translate them into ordered pairs, plot them on a coordinate plane, and explain data displayed on a coordinate plane. Students can read, write, compare, and perform all four operations with multi-digit numbers, decimals, and fractions. Students can calculate multistep measurement conversions; they can identify applications of perimeter, area, and volume. Students can classify 2-D shapes by hierarchy.
Proficient	Students who score at this level read and comprehend grade 5 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including explaining connections between these features. Students explain how an author uses reasons and evidence to support particular points in a text. When writing and revising, students use grade-appropriate language, conventions, and techniques to structure text logically and sequentially.	Students who score at this level can write, evaluate, and interpret numerical expressions with parentheses; they can generate numerical patterns from given rules, translate them into ordered pairs, and plot them on a coordinate plane. Students can read, write, and compare decimals to the thousandths; they can multiply and divide multi-digit whole numbers and decimals to the hundredths. Students can solve problems involving fractions and all four operations. Students can calculate measurement conversions; they can distinguish between perimeter, area, and volume. Students can recognize 2-D figures by hierarchy.
Below Proficient	Students who score at this level read and partially comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level can write numerical expressions and apply parentheses; they can identify a rule for a given pattern and identify ordered pairs on a coordinate plane. Students can read, write, compare, and multiply decimals to the hundredths. Students can solve problems involving addition and subtraction of fractions; they can multiply a fraction by a whole number. Students can calculate simple measurement conversions; they can identify volume as an attribute of 3-D objects. Students can classify figures according to their attributes.
Far Below Proficient	Students who score at this level attempt to read and minimally comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level may be able to evaluate 1-step numerical expressions, identify the next term in a pattern, and identify the coordinate plane. Students may be able to identify the place-value name for a given digit or decimal to the tenth and add and subtract decimals to the hundredth. They may be able to use models to subtract unit fractions with unlike denominators. Students may also be able to calculate 1-step conversions of length, identify measures of volume, and find the volume of rectangular prisms by counting unit cubes. They may also be able to plot points on a coordinate plane.

For more information on the report, please see the Educator and Parent Guides to Reports on the PEAKS webpage: education.alaska.gov/assessments/peaks

EDUCATION

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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 as determined by the scale scores reported in **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 median scores at the school, district, and state levels. 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 just barely at the proficient level (a scale score of 500). The number in the performance column for the Text-Dependent Analysis (TDA) represents how the student performed on a scale from 0–4.

G This section shows the Performance Results Key, which provides the meaning of each of the four performance symbols that appear in the Reporting Category sections.

H This section shows the Text-Dependent Analysis (TDA) Key, which shows the possible scores that a student may receive on the TDA item.

I 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.