

# “How is my student doing?”



This is the question most parents and guardians want answered when they receive their student’s test score. However, Colorado Measures of Academic Success (CMAS) test results can answer two questions about how your student did on the test and how well your student is progressing through the years:

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## What is your student’s achievement level?

### ACHIEVEMENT LEVEL

Performance or achievement levels on Colorado Measures of Academic Success tests help students, families and educators understand how students are performing against the Colorado Academic Standards that describe the expectations of what students need to know and be able to do at the end of each grade.

**Achievement levels** provide a snapshot of performance on a test at a single point in time. The levels indicate what a typical student at each grade level should know based on their command of grade-level expectations. When asking, “Was my child’s score high enough?” We are asking about the level of achievement.

#### Five performance levels:

- **Level 5:** Exceeded expectations
- **Level 4:** Met expectations
- **Level 3:** Approached expectations
- **Level 2:** Partially met expectations
- **Level 1:** Did not yet meet Expectations

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## What is your student’s academic growth?

### ACADEMIC GROWTH

Academic growth tells us about the progress students make over time. Instead of just saying how many points a student has gained or lost since the previous year, the Colorado Growth Model tells us how a student’s progress compares to other students with similar past test scores. This provides us with a Student Growth Percentile, with scores that can range from 1 (lowest growth) to 99 (highest growth).

**Growth percentiles** are not “percent correct” scores and they don’t tell us anything about student achievement levels. Student growth percentiles describe your student’s relative progress. For example, a student growth percentile of 60 indicates the student grew as much as or more than 60 percent of his or her academic peers. Students with test scores that are very low in achievement levels can receive high growth scores. Likewise, students with high achievement scores can also show high or low growth.

## HOW TO USE THE REPORT

Your student’s growth and achievement results are available on the attached report. This report can help form the basis of informed conversations with your student’s school and teachers. We encourage you to have discussions with your student about their achievement level and growth.

When asking, “How’s my student doing?” You can also ask a teacher or principal more focused questions, such as:

- Is my daughter’s academic growth enough to keep her at grade level in English language arts next year?
- What will it take for my son to move up to meeting expectations in English language arts next year?

### WHERE CAN I LEARN MORE?

- [Additional Growth resources.](http://www.cde.state.co.us/accountability/coloradogrowthmodel)
- [How to use CMAS reports to support your student.](http://www.cde.state.co.us/communications/resourcesforparents)

Direct questions to: [Growth.questions@cde.state.co.us](mailto:Growth.questions@cde.state.co.us)