An Individual Student Report (ISR) is generated for every student who participated in a reading, mathematics, or science assessment. It describes an individual student’s performance in terms of overall results, performance level, and the Minnesota Academic Standards for each subject. For students who did not participate, the ISR shows why results are not included (e.g., absent or not completed). If a student participated in both MTAS and MCA for different subjects, students receive separate ISRs for each.

Reports By Grade

For high school, separate two-page ISRs include the results for each subject: grade 10 reading, grade 11 mathematics, and high school science.

For grades 3, 4, 6, and 7, a four-page ISR includes the results for reading and mathematics.

For grade 5 and 8, a four-page ISR includes the results for reading, mathematics, and science.

1. **Student Demographic Information**—Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

2. **Performance Meter**—For each reported subject, performance is shown and described in relation to the extended standards of the Minnesota Academic Standards.

3. **Overall Results**—For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score represents one of four performance levels for each subject: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards.

   State average scores are provided for comparison.

For more information, view sample ISRs, videos, and the Interpretive Guide for Minnesota Assessment Reports on PearsonAccess Next (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources).
4. MTAS Scoring Rubric—This rubric was used by the Test Administrator to score MTAS tasks along with a task-specific script.

5. Performance Details—For each subject, performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

### Reading Performance Details

**Minnesota Test of Academic Skills (MTAS) Scoring Rubric**

The MTAS consists of nine performance tasks. For each task, points are earned according to the guidelines below:

- The student responds correctly without assistance = 3 points
- The student responds correctly to the task after the test administrator provides additional support = 2 points
- The student responds incorrectly to the task after the test administrator provides additional support = 1 point
- The student does not respond to the task or the student's response is unrelated to the task = 0 points

**Firstname's score Exceeds the Reading Alternate Achievement Standards**

Students at the *Exceeds* level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

**Key Ideas and Details:** Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a reasonable interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

**Craft and Structure:** Determine literal meanings of new and multiple-meaning words by using context clues, and determine the meaning of new grade-level, content area vocabulary.

<table>
<thead>
<tr>
<th>READING AREA</th>
<th>DESCRIPTION</th>
<th>POINTS EARNED*</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read closely to determine what the text says explicitly and make inferences.</td>
<td>6 / 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the main idea in a text; summarize key supporting details and ideas.</td>
<td>6 / 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how individuals, events, and ideas develop and/or interact over the course of a text.</td>
<td>10 / 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret words and phrases as they are used in text, including multiple-meaning words.</td>
<td>3 / 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>25 / 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* State averages for the areas and total are 4.8, 2.4, 6.9, 7.6, and 21.7 respectively.

6. Reading Access—Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicated how the student accessed each reading passage. The choices available for each passage were: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.