



MANAGING Multiple MEASURES

It's happened in many classrooms. Students take an interim assessment and receive a Lexile® measure or a Quantile® measure. Then, weeks later, they take another interim assessment or a different high-stakes assessment and you notice a significant difference – 100 points or more – in their measures.

How does score fluctuation happen?

Test scores – or a Lexile or Quantile measure – are an estimate of a student's ability. It is one data point at a single point in time. Just as a person's blood pressure can fluctuate from one reading to another, different factors can impact a student's results from one testing experience to another.



Testing Experience

There are home and school factors that may affect student performance on a test, such as:



If the student had a good night's sleep.



If the student ate a healthy breakfast.



If the student was sick that day.



If the student was motivated to perform well on the assessment.



Different Type of Test, Different Results

It is important to remember that different assessment types can produce different test results. Students often perform differently on a 20-minute interim assessment than an end-of-course or other high-stakes test. In fact, research shows that there is less measurement error for high-stakes assessments than for interim assessments.

Summative tests cover a broad range of curriculum, allowing students of all abilities to answer at least some questions. Formative assessments tend to be shorter in length, cover only portions of the curriculum and restrict scores for students at the higher and lower ends of the spectrum.

How do you determine which measure to use?

Our *Lexile*® Measures Manager and *Quantile*® Measures Manager tools ask a few questions about the testing experiences (e.g., test name, date test was taken, etc.) and produces a recommended measure to use. For a recommended Lexile measure, visit hub.lexile.com/lexile-measures-manager, and for a recommended Quantile measure, visit hub.lexile.com/quantile-measures-manager. Remember, it's important to look at trends with test scores. If a measure is an obvious outlier, consider it a weak estimate of the student's true ability.

Want to learn more?

For more information and resources you can share with parents, visit:

- Our Lexile Multiple Measures Resource Center at lexile.com/managing-multiple-measures.
- Our Quantile Multiple Measures Resource Center at quantiles.com/managing-multiple-measures.

What can you do to get a more accurate test score?



Motivation & Test Administration Matters

Motivation affects student performance. Highly motivated students perform better and see less variation in their test scores. Studies¹ show that students achieve at higher levels when:

- They feel competent.
- They see a direct link between their actions and an outcome.



Look Beyond Test Scores to See the Complete Picture

Students are more than test scores alone. Take into consideration:

- Observations of student performance during instruction.
- School and class attendance.
- Health and home concerns.

Avoid:

- Evaluating student ability or future learning opportunities from a single test result.
- Offering rewards for student performance or test compliance.
- Exaggerating consequences of test results.



Parent Communication is Key

Parents play an important role in motivating their child to succeed. Communicate with parents to provide testing dates in advance and offer them tips to help their child.

Tips to Provide Parents

- Help your child get a good night's sleep before the test.
- Make sure your child eats a healthy breakfast the morning before the test.
- Talk to your child about the importance of doing their best on a test to show what they know and have learned.

¹ Usher, A. and Kober, N. (2012) Summary paper: Student Motivation—An Overlooked Piece of School Reform. Center on Education Policy. Graduate School of Education and Human Development, The George Washington University, Washington, D.C. Retrieved March 7, 2018, from <<https://files.eric.ed.gov/fulltext/ED532666.pdf>>