NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

North Dakota Academic Progression of Learning & Understanding of Students (ND A+)

Grades 3 - 8 Interim Report Interpretation Guide

2026-2027

Table of Contents

ND A+ INTERIM ASSESSMENT OVERVIEW 3

Understanding Predicted Performance 5
- What is the predicted score? 5
- How was the predicted score calculated? 5
- Where can I find the predicted score? 5
- Predicted Score Considerations 5

GRADES 3 - 8 REPORTING INFORMATION 7

Scale Scores and Performance Levels 7

Reporting Categories 9

Lexile and Quantile Measures 12

ACCESSING ND A+ INTERIM ASSESSMENT REPORTS 13

GRADES 3 - 8 ND A+ INTERIM ASSESSMENT REPORTS 15

Performance Dashboard 15
- Accessing the Performance Dashboard 16

Program Report 17

Performance Report 18

Teacher Report 19

Class Report 20
- Roster View 21
- Assignment View 21

Test Report 22

INDIVIDUAL STUDENT REPORTS 23

ADDITIONAL ADAM REPORTS 27

Progress Report 27

Activity Report 27

KEY REPORT FEATURES 28

ND A+ Interim Assessment Overview

The ND A+ Interim Assessments are administered at multiple points throughout the school year to measure in-year academic growth in reading and math and student progress towards end-of-year proficiency goals.

These assessments are based on and aligned to the North Dakota Content Standards. The ND A+ Interim Assessments are relatively short and follow a proportionately smaller blueprint of the ND A+ Summative Assessment blueprint.

Each assessment is untimed, although most students complete the assessment within 40-50 minutes. Because of the shorter length of the interim assessments, a student must answer all questions to receive a score in Interim 1 and students must answer 90% of the questions to receive a score in Interims 2 & 3. If students do not meet these attemptedness rules during their test attempts, they will not receive an ISR for those assessments.

ND A+ Interim Assessments in grades 3 - 8 maintain valid results with fewer items because it takes advantage of a computer adaptive testing (CAT) algorithm in reading and math, which provides increased measurement precision. This adaptation during the administration allows students to see items that are closer to their actual ability level rather than those that are too easy or too hard.

The ND A+ Interim Assessments have been designed and developed with common features and tools to ensure alignment across the ND A+ assessment system and provide a way to predict summative performance based on interims results.

Following the 2025–2026 administrations of the ND A+ Interim and Summative Assessments, analyses were conducted to evaluate the relationship between interim and summative performance for Grade 3–8 Reading and Grade 3–5 Mathematics. Grades 6–8 Mathematics were excluded from these analyses due to differences in calculator functionality during Fall 2025 Interim 1 and Spring 2026 summative administrations that impacted comparability.

In addition to measuring individual student growth, the ND A+ Interim Assessments provide data to help identify students and groups who may need additional support. It also offers insights that can guide and inform resource allocation at the classroom, school, and district levels.

Understanding Predicted Performance

What is the predicted score?

The goal of the predicted score is to provide additional information about the estimated trajectory of students' academic progress, relative to the summative, based on current interim test performance. Used alongside classroom evidence and other assessment information, it can help provide a fuller picture of how students are likely to progress toward end-of-year expectations.

How was the predicted score calculated?

Pearson statistically analyzed the relationship between student performance on the interim assessments and the summative assessment using data from students who took both assessments. Based on these analyses, Pearson estimated the probability that a student with a given interim score will achieve each performance level on the summative assessment. The predicted summative performance level with the highest probability for a given interim score is reported on the Interim Individual Student Report (ISR). As additional student data become available, Pearson and NDDPI will continue to refine and update the prediction models to improve prediction accuracy.

Where can I find the predicted score?

Beginning in the 2026-2027 school year, the predicted score will appear on both the Interim 1 and Interim 2 ISRs. The predicted score will appear, accompanied by the following language:

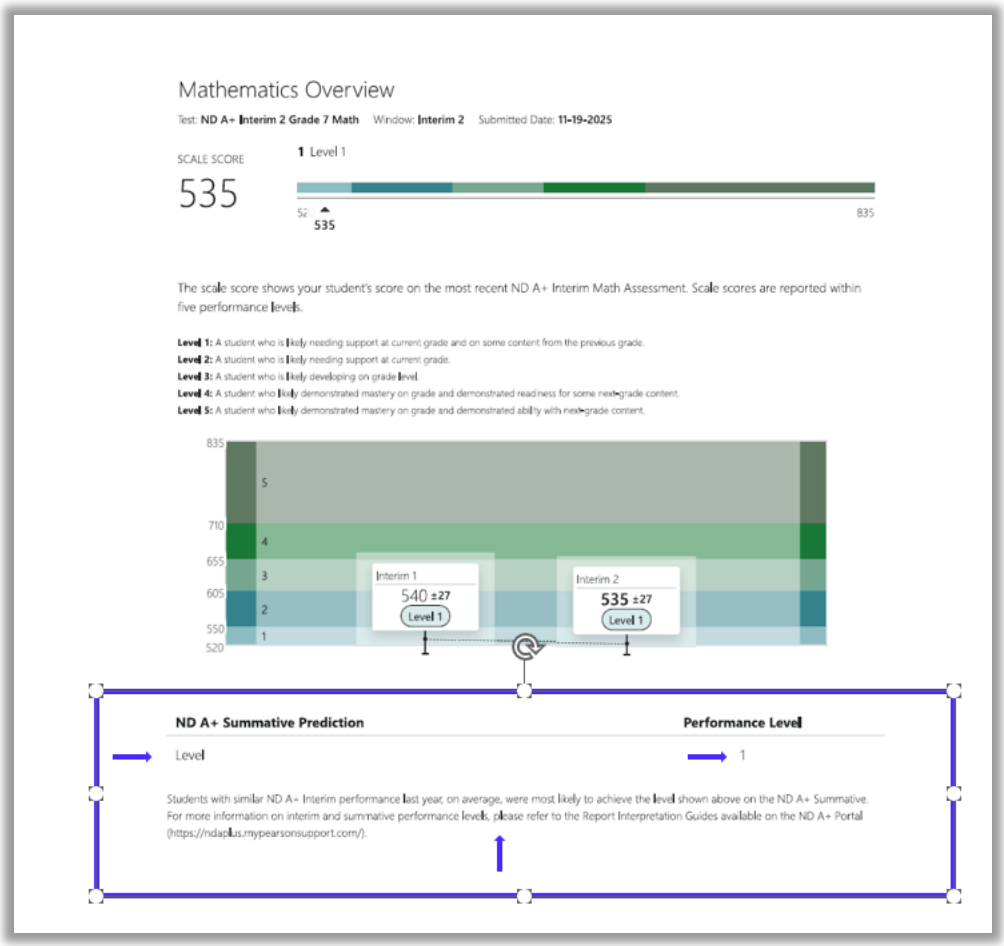
"Students with similar ND A+ interim performance last year, on average, were most likely to achieve the level shown above on the ND A+ summative. For more information on interim and summative performance levels please use the report interpretation guides found on the ND A+ Portal (https://ndaplus.mypearsonsupport.com/)."

Predicted Score Considerations

The predicted score assumes that the student's profile is reasonably represented in the student sample used to conduct the study. The predicted score also assumes that the learning trajectory for a given student will remain constant throughout the school year, and does not account for instructional interruptions or interventions.

While the predicted score is intended to provide an additional data source for assessing student academic progression, these scores should not be used in isolation.

Predicted Score Mock-Up Example



In addition to measuring individual student growth, the ND A+ Interim Assessments provide data to help identify students and groups who may need additional support. It also offers insights that can guide and inform resource allocation at the classroom, school, and district levels.

Grades 3 - 8 Reporting Information

ND A+ Interim Assessments report an overall scale score, performance level, reporting category profile measure, and Lexile/Quantile measure for each assessment taken.

Scale Scores and Performance Levels

ND A+ Interim Assessments for grades 3 - 8 report on overall content area performance using scale scores and performance levels.

IRT Theta Estimates: Before a scale score is produced, student performance is summarized using a measure of ability known as a theta estimate, which comes from a method called Item Response Theory (IRT). Rather than simply counting correct answers, IRT considers how difficult each question is. A student who answers harder questions correctly demonstrates a higher level of ability than a student who answers an equal number of easier questions correctly. The theta estimate brings this information together into a single value that represents a student's ability on the subject being measured. Because the estimate accounts for item difficulty, it gives a fairer and more precise picture of what a student knows and can do, and it allows performance to be compared meaningfully even when students take different sets of questions.

Scale Scores: Scale scores are derived from student's IRT theta estimates and converted to a standardized scale. This process allows student performance to be reported consistently and supports comparisons across assessments within the same subject area and grade level. Grades 3-8 Reading and Mathematics scale scores are reported on grade-specific scales. Grades 3-8 Reading and Mathematics also report performance levels.

Performance Levels: Students are placed into one of five performance levels based on where their score falls in the distribution of the ND A+ Interim Assessment scale scores. Results provide visualizations indicating where average scores or a student's score falls within the scale score ranges.

The goal of performance levels is to help educators, students, and families and caregivers interpret student results and identify students who need support or who may be ready for more challenging content.

Note: A performance level is *not* equivalent to proficiency levels used in the ND A+ Summative Assessment and should never be interpreted as a state summative proficiency level.

The following tables provide the defined performance level descriptors (PLD) and an overview by subject of the scale score ranges for each performance level.

Performance Level	Description
Level 1	A student who is likely needing support at current grade and on some content from the previous grade.
Level 2	A student who is likely needing support at current grade.
Level 3	A student who is likely developing on grade level.
Level 4	A student who likely demonstrated mastery on grade and demonstrated readiness for some next-grade content.
Level 5	A student who likely demonstrated mastery on grade and demonstrated ability on next-grade content.

Scale Score Ranges					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Math					
3	435-440	445-505	510-570	575-635	640-685
4	450-490	495-550	555-610	615-690	695-735
5	485-530	535-590	595-650	655-730	735-785
6	495-535	540-595	600-640	645-700	705-805
7	520-550	555-605	610-655	660-710	715-835
8	530-570	575-620	625-665	670-725	730-865
Reading					
3	435-455	460-505	510-560	565-620	625-695
4	460-495	500-545	550-610	615-665	670-760
5	495-535	540-585	590-640	645-700	705-785
6	510-555	560-610	615-665	670-720	725-800
7	525-575	580-625	630-680	685-735	740-835
8	545-600	605-655	660-715	720-770	775-865

Note: Grade 3-8 Reading and Mathematics scale scores are reported in 5-point increments. Therefore, not every whole-number scale score is possible, and some values are intentionally omitted from the performance-level ranges shown above.

Reporting Categories

ND A+ Interim Assessments provide results for the overall content area as well as by reporting category. Assessment items are aligned to content standards, which are grouped within reporting categories.

Grade	Reporting Category Name	Reporting Category Label	Reporting Category Report
Math			
3-8	Numbers & Operations	RC1	RC Profile
	Algebraic Reasoning	RC2	RC Profile
	Geometry &Measurement	RC3	RC Profile
	Data, Probability &Statistics	RC4	RC Profile
Reading			
3-8	Comprehension	RC1	RC Profile
	Text Analysis	RC2	RC Profile

How are student scores calculated?

Calculating Student Scores

For computer adaptive tests, students see different items aligned to the same content. Item selection is determined by the test blueprint (e.g., content coverage requirements) and how students respond to each item. As students correctly answer items, they will see increasingly more difficult items. If students incorrectly answer items, items will become less difficult.

- Example: ND A+ ELA and Math 3-8 Assessments

For linear tests, students receive a pre-determine set of items – item selection will not adapt based on how students respond to each item. Item selection is pre-determined, according to the test blueprint (e.g., content coverage requirements), and item/test form difficulty is comparable across students.

- Example: ND A+ K-2 Interim Assessments

For computer adaptive tests, students are scored based on the difficulty of the items they receive, and the pattern of how they respond to those items (answer correctly/incorrectly). For linear tests, students are scored based on the pattern of how they respond to a pre-determined set of items (answer correctly/incorrectly). At the end of each test, based on a student's performance, a student's estimated ability is calculated as a theta score. That theta score is then converted into a scale score and performance level for reporting, using a process called scaling.

Item Difficulty

For ND A+ assessments, item difficulty estimates are calculated using IRT, a method that looks at the relationship between a student's ability and how they respond to each question. Rather than treating every question as equal, IRT measures how hard or easy each item is based on how students actually perform on it.

Every item has a difficulty estimate placed on a theta scale, which typically runs from negative to positive values (for example, -6 to +6). Negative values indicate easier items, while positive values indicate harder ones. These estimates are calculated using field test data from prior test administrations.

Scaling Student Scores – What Is Scaling?

Scaling is used to communicate scores in a way that is easier to interpret and give meaning to, such as scale scores and performance levels. For ND A+ assessments, scale scores are produced through linear scaling, which uses a slope and an intercept to convert a student's theta estimate into a scale score. Those scaled scores are grouped into ranges that then correspond to each of the ND A+

assessment performance levels. These ranges are defined using a process called standard setting.

Ultimately, the goal behind the ND A+ scoring methodology is to ensure that student scores are fair, accurate, and meaningful.

Lexile and Quantile Measures

ND A+ Interim Assessments also provide Lexile and Quantile measures for students in grades 3-8. A Lexile is a measure of both reading ability and the text complexity of reading materials. A Quantile is a measure of both math ability and the difficulty of assessed math skills and concepts.

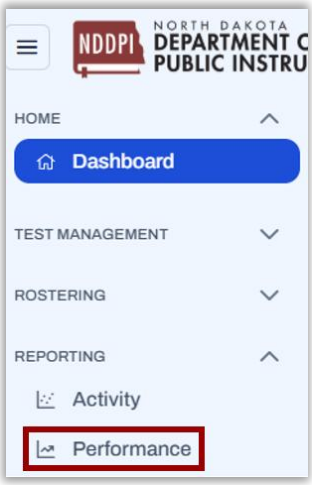
Lexile and Quantile measures are reported on several ND A+ Interim Assessment reports, including the **Individual Student Report** (ISR). The ISR includes a link to the MetaMetrics Hub where families/caregivers and teachers can access instructional resources for students to support learning in both reading and math. These resources include finding books based on students' Lexile/Quantile levels, understanding the Lexile and Quantile measures by grade level, resources for home learning, and a math skills database that leverages Quantile measures. By registering as a Basic user, families/caregivers and educators get free access to these resources.

https://hub.lexile.com/

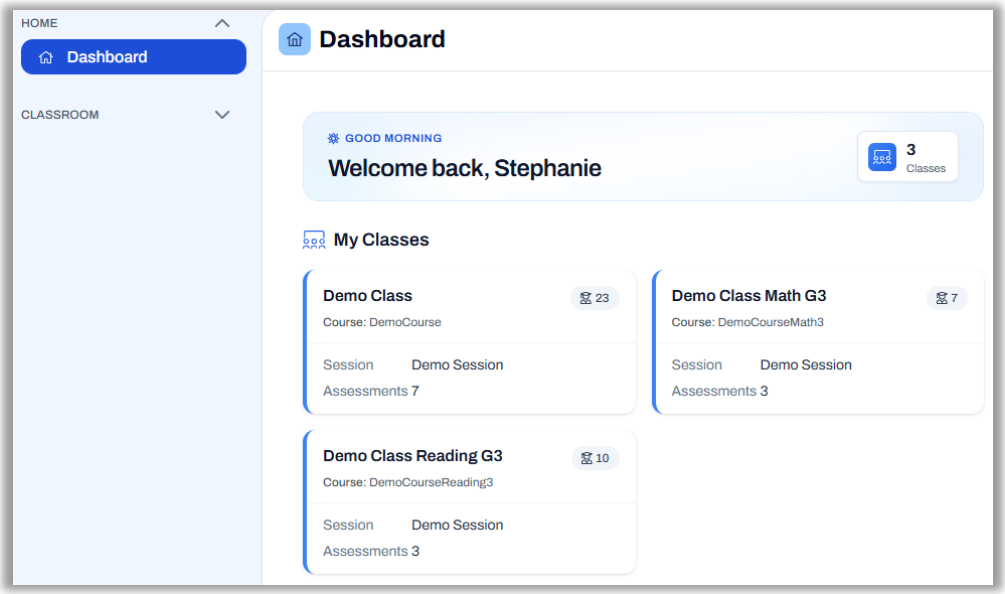
Accessing ND A+ Interim Assessment Reports

To access ND A+ Interim Assessment reports, users must log in to LaunchPad and then select the “ADAM” tile. Once ADAM is selected, the user will automatically be signed in via SSO. School and district users are rostered to ADAM via the Launchpad tool.

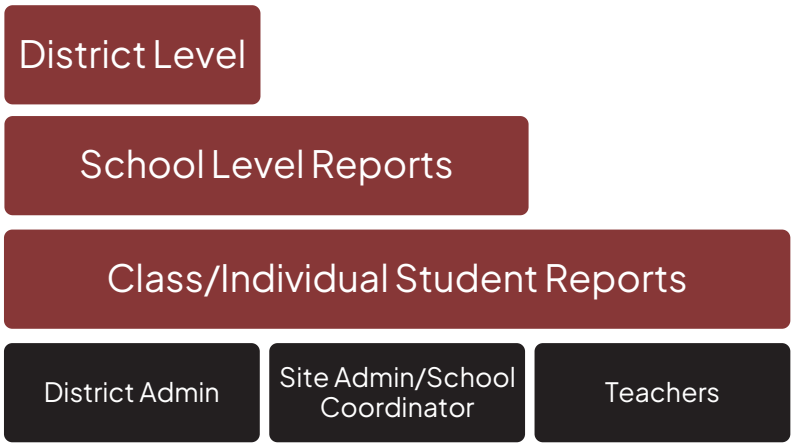
District Administrators and Site Admin/School Coordinators will access reports by going to “Reporting” in the left navigation menu and selecting “Performance”.



Teachers will access reports by selecting a class from the “My Classes” section of the dashboard.



Please see the Report User Role Matrix below.



The reports available for teachers include:

- Class Report
- Test Report
- Individual Student Report

District Admins and Site Admin/School Coordinators can access the reports available to teachers as well as the reports below:

- Performance Dashboard
- Program Report
- Performance Report

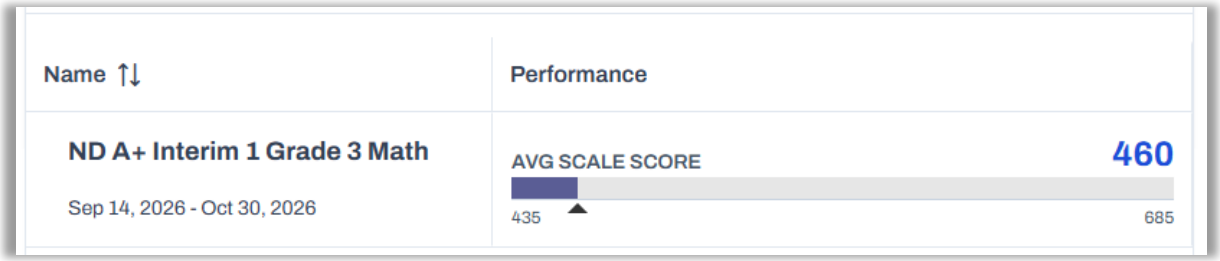
Grades 3 - 8 ND A+ Interim Assessment Reports

Performance Dashboard

District Admin

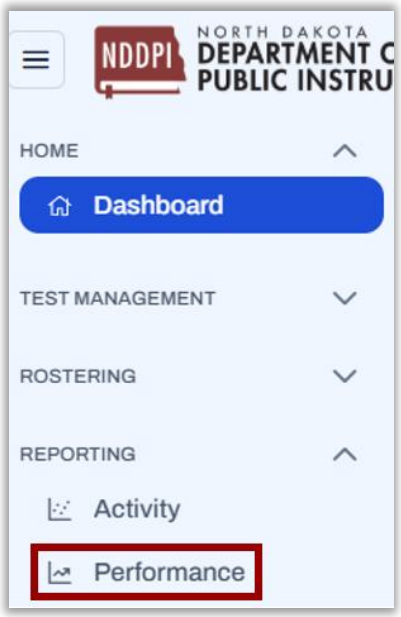
School Coordinator

This dashboard can be used by District Administrators or Site Admin/School Coordinators to view the average scale score of each assessment. It is also where the **Program Report** is accessed, as well as the **Performance Report** for individual assessments.

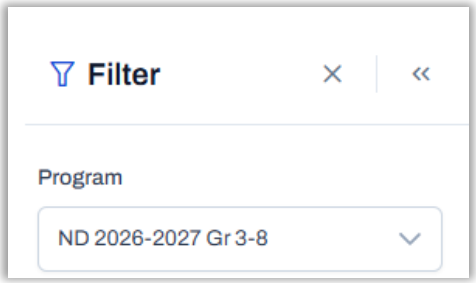


Accessing the Performance Dashboard

1. Select **Reporting > Performance**.

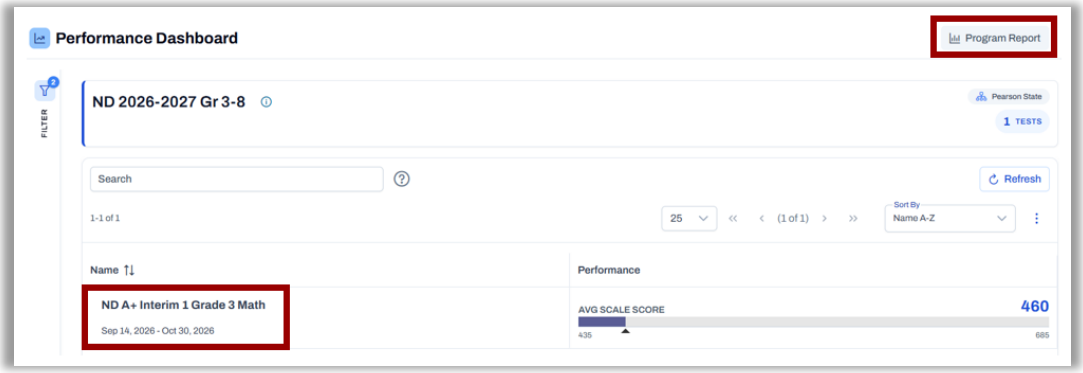


2. Filter for the **Program | ND 2026-2027 Gr 3-8**.



3. From the Performance Dashboard, District Administrators or Site Admin/School Coordinators can

   - Click the **Program Report** button to open the **Program Report** or,
   - Click a row to open the **Performance Report** for a specific assessment.



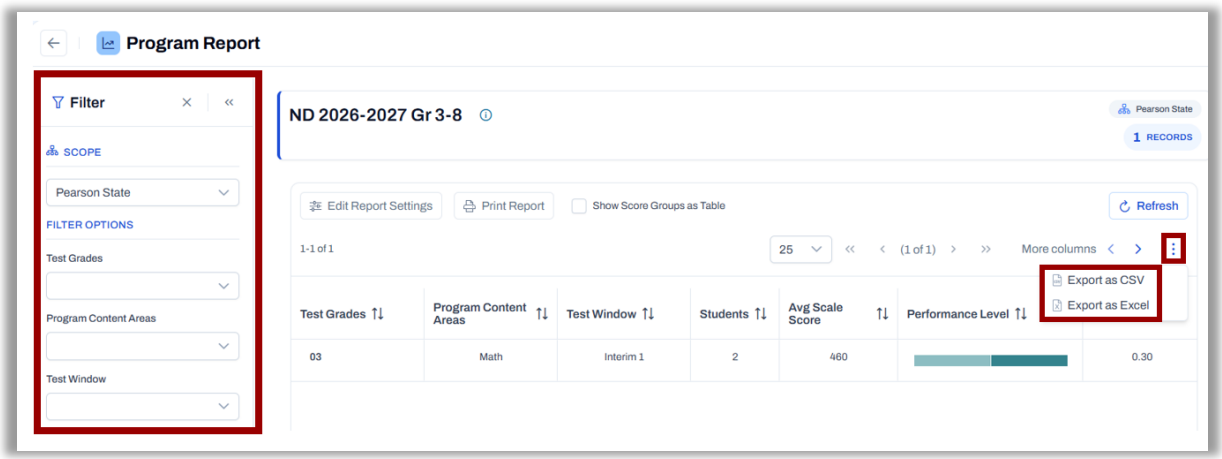
Program Report

District Admin

School Coordinator

The **Program Report** shows aggregate student performance data for each assessment based on your level of access as a District Administrator or Site Admin/School Coordinator. Once two interims are completed, you can view data from both interims to make comparisons across ND A+ Interim Assessment administrations (i.e., Interim 1, Interim 2).

The report can be filtered to include specific grades, content areas, and test windows. At the top right, there is a **More Options** menu (three vertical dots) with option to export the report.



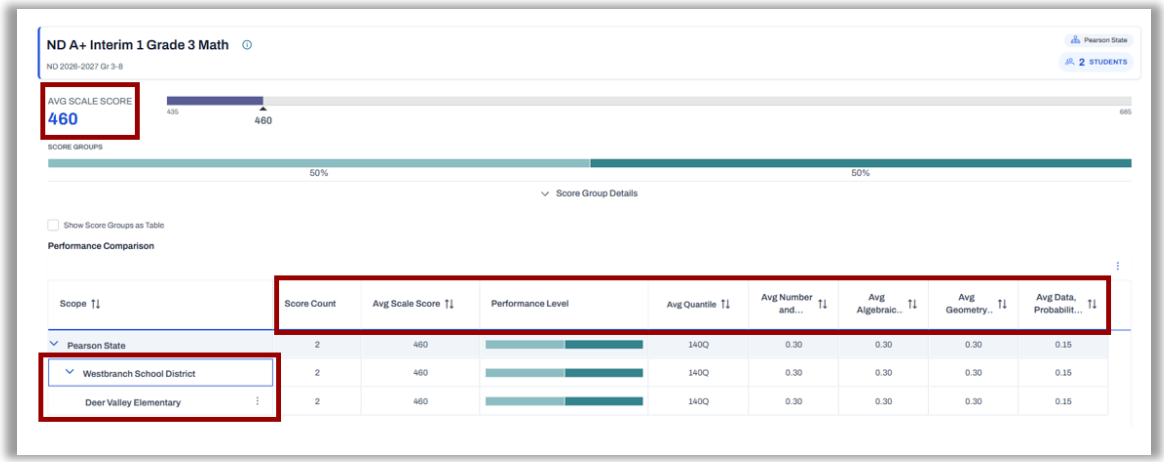
Performance Report

District Admin

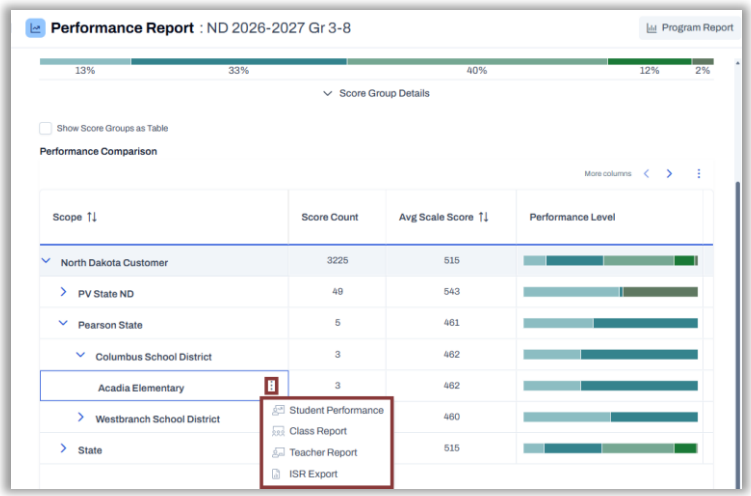
School Coordinator

The **Performance Report** shows student progress and performance on each assessment at the district or school level. The Performance Report shows the average scale score, performance level, reporting categories, and the Lexile/Quantile measures based on student performance on the assessment.

Administrators can look at student performance across schools or classes (depending on the user's role and permission level) as well a comparison to the state averages.



Administrators can also click on the **More Options** menu (three vertical dots) next to an individual school to access more detailed information on performance on the assessment at that location.



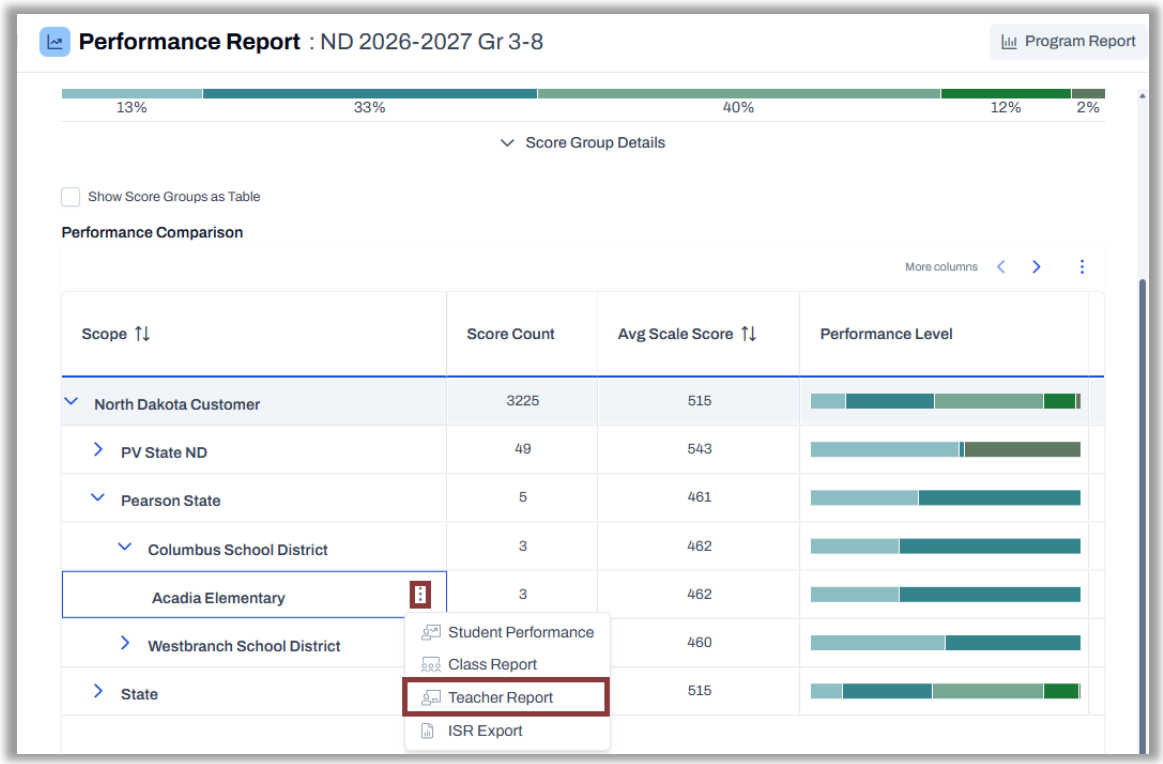
Teacher Report

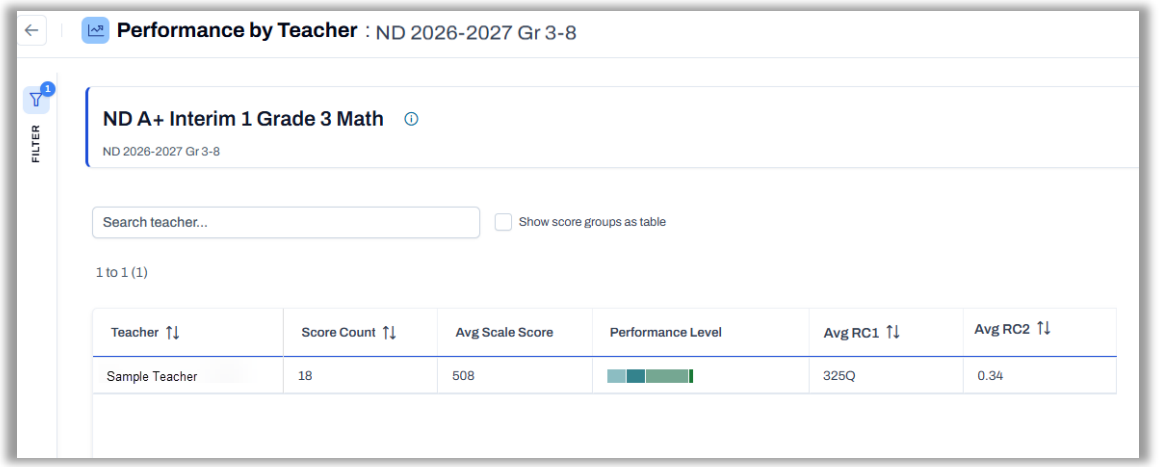
District Admin

School Coordinator

The **Teacher Report** shows student progress and performance on each assessment at the teacher level. The **Teacher Report** shows the average scale score, performance level, and reporting categories based on student performance on the assessment.

Administrators can look at student performance sorted by teachers (depending on the user's role and permission level).

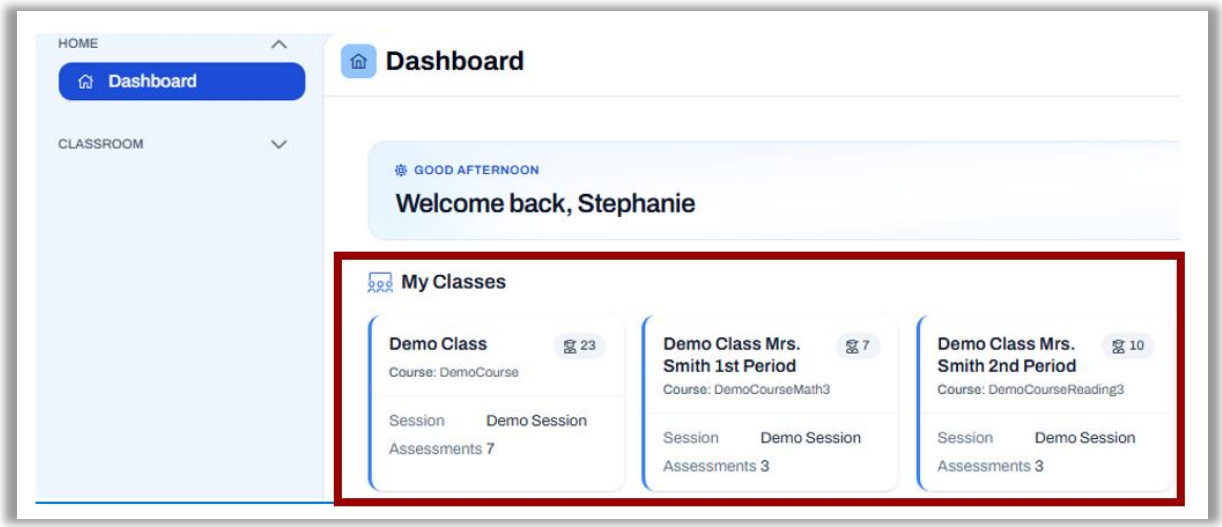




Class Report

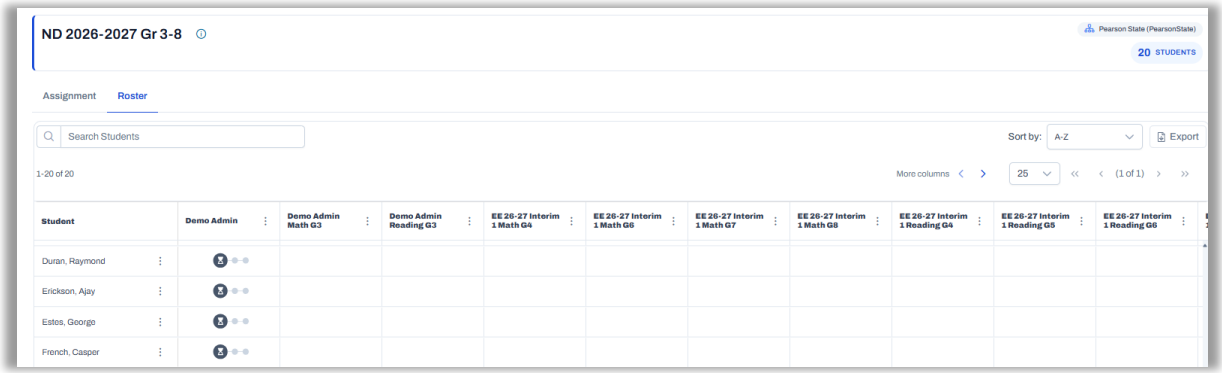
Teacher

Teachers access the **Class Report** by selecting a class from the **My Classes** section of the **Dashboard**.

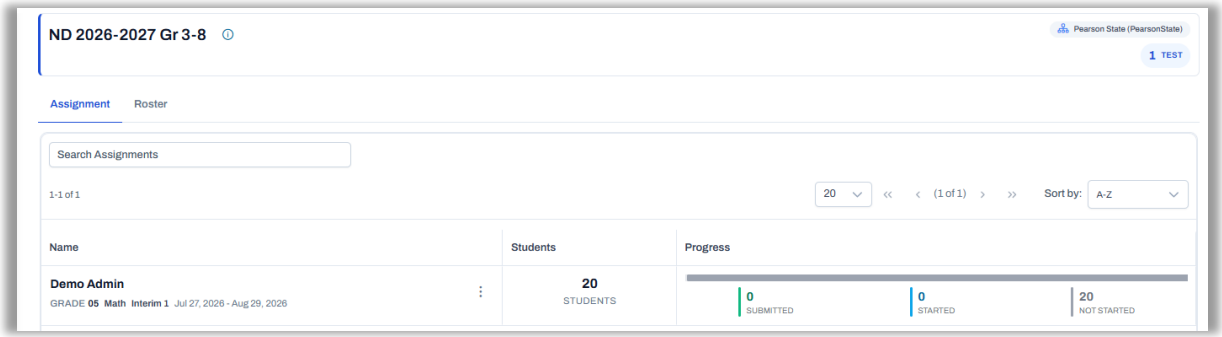


Once a class is selected, there are two views on this report: **Roster** and **Assignment**. The **Roster** view shows an overview of the testing status for each student's test. The **Assignment** view shows aggregated testing status by class.

Roster View



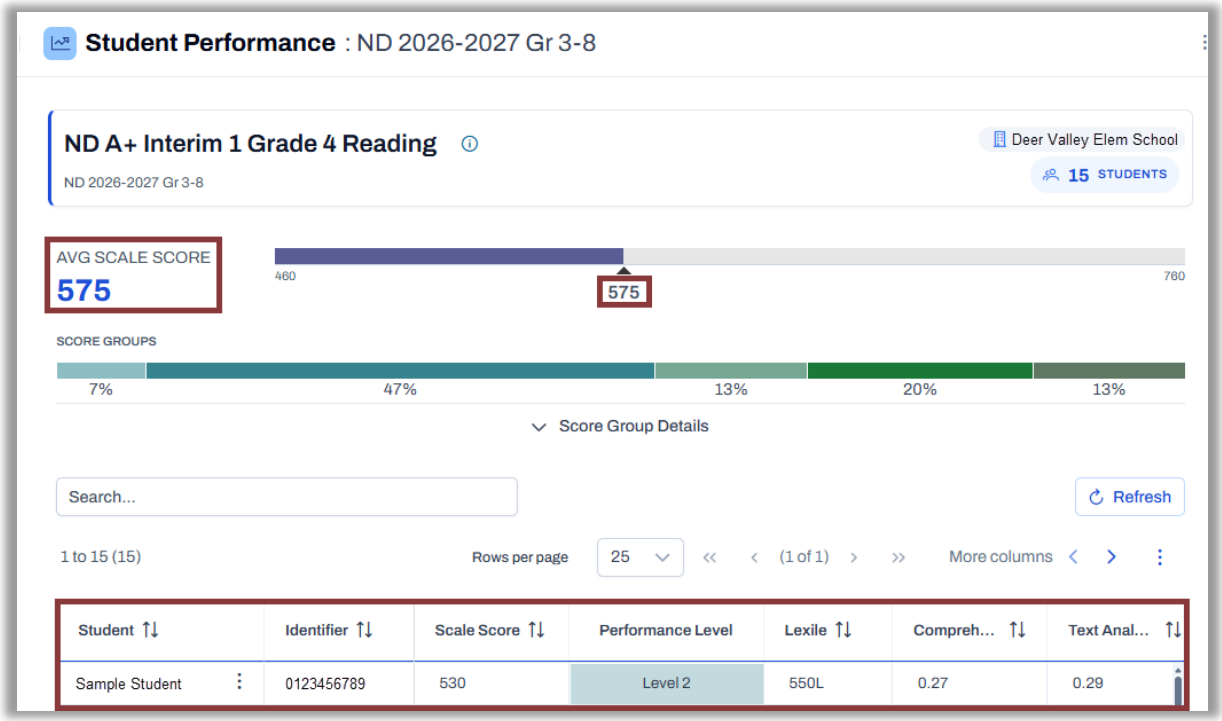
Assignment View



Test Report

Teacher

Teachers access the **Test Report** by clicking on a specific assessment on the **Student Performance** tab**.** This report shows the class average scale score, student scale score, and student performance level on the assessment.



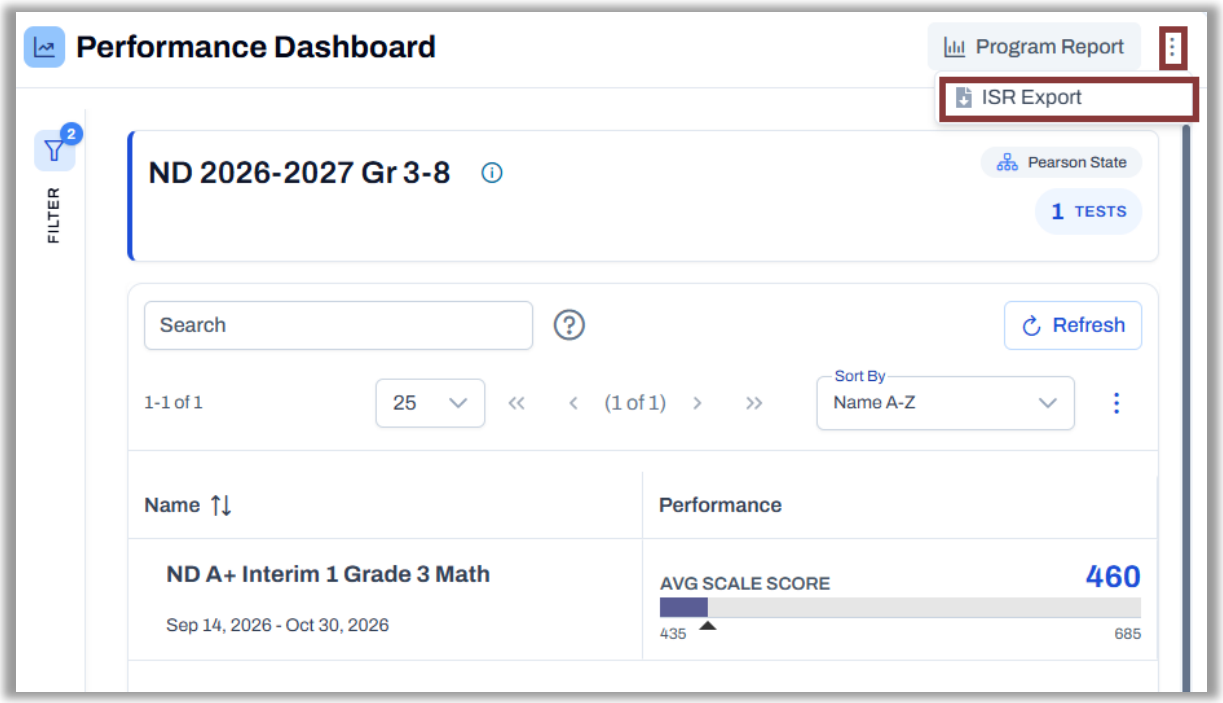
Individual Student Reports

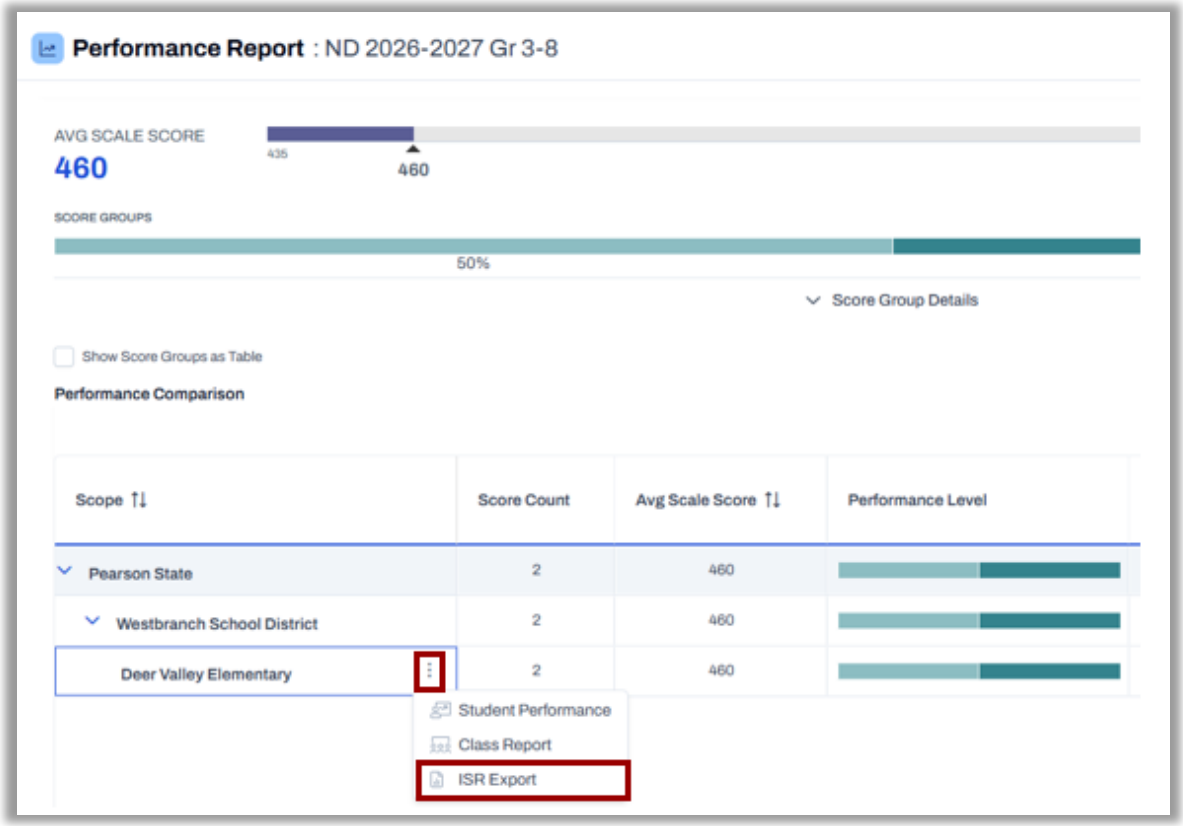
District Admin

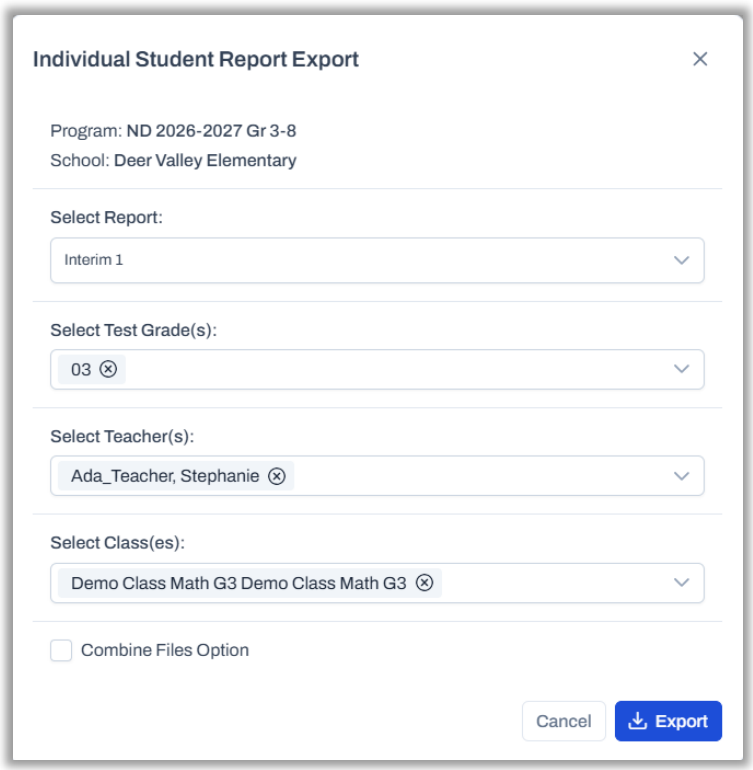
School Coordinator

District Admin and Site Admin/School Coordinators can access Individual Student Reports from within the **Performance Report**. Click on the **More Options** menu (three vertical dots) next to an individual school and select **Student Performance**. Click on a student's name to open that student's **Individual Student Report** (ISR).

ISRs can be exported by administrators from within the **Performance Dashboard**, **Performance Report**, or the **Student Performance Report** by selecting **ISR Export** and then entering school, grades, teacher, and classes for the export.




Performance Report : ND 2026-2027 Gr 3-8
AVG SCALE SCORE
460
435
460
SCORE GROUPS
50%
Score Group Details
Show Score Groups as Table
Performance Comparison
Scope
Score Count
Avg Scale Score
Performance Level
Pearson State
2
460
Westbranch School District
2
460
Deer Valley Elementary
2
460
Student Performance
Class Report
ISR Export


Individual Student Report Export
Program: ND 2026-2027 Gr 3-8
School: Deer Valley Elementary
Select Report:
Interim 1
Select Test Grade(s):
03
Select Teacher(s):
Ada_Teacher, Stephanie
Select Class(es):
Demo Class Math G3 Demo Class Math G3
Combine Files Option
Cancel
Export

Teacher

Teachers can click on a student name in the **Class Report** or **Test Report** to access that student's **Individual Student Report** (ISR).

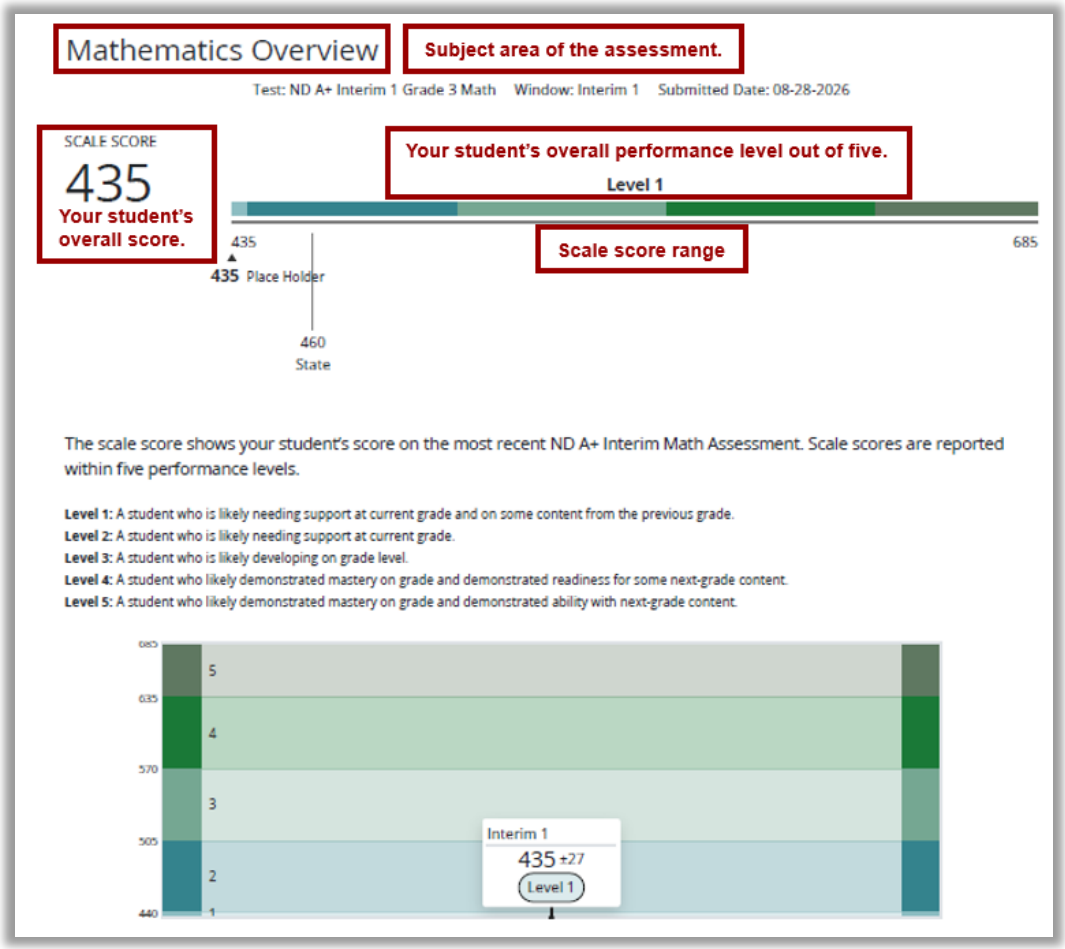
The Individual Student Report (ISR) shows a student's overall scale score and their resulting performance level.

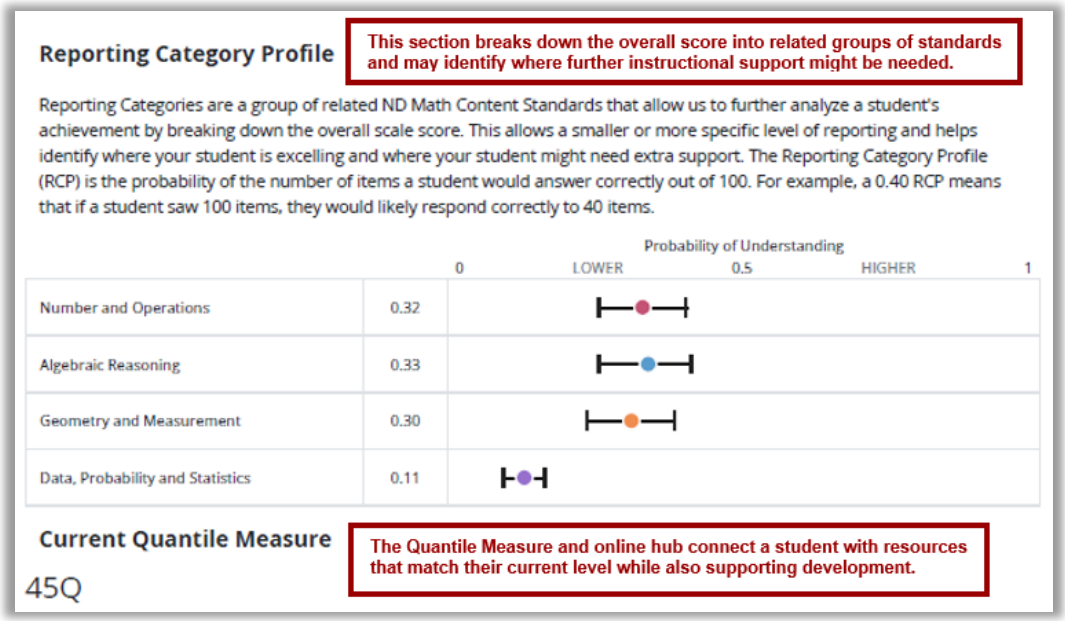
The scale score is further broken down into reporting categories, reflecting groups of related standards. The reporting category profile shows the likelihood that a student can answer a question in that category correctly. This can give an indication of where additional instructional support might be needed or where advanced coursework can be offered for students with higher performance levels. For example, if one reporting category score is significantly lower, consideration might be given on how to support additional learning for the student in that area.

ISRs generated from the ND A+ Interim Assessments can help educators identify areas for deeper exploration. The ND A+ formative assessment, Navvy, provides tools to investigate those areas and take instructional action based on individual student needs.

After interim 2, the ISR will also show a student's growth or change in performance across interim assessment administrations (i.e., Interim 1, Interim 2) and is a component of monitoring in-year student growth.

Below is a sample ISR for a grade 3 student in interim 1.





Note: After the completion of the interim assessment window, the state, district and school averages will be added to the scale score range noted above as a point of comparison with the student's scale score.

Additional ADAM Reports

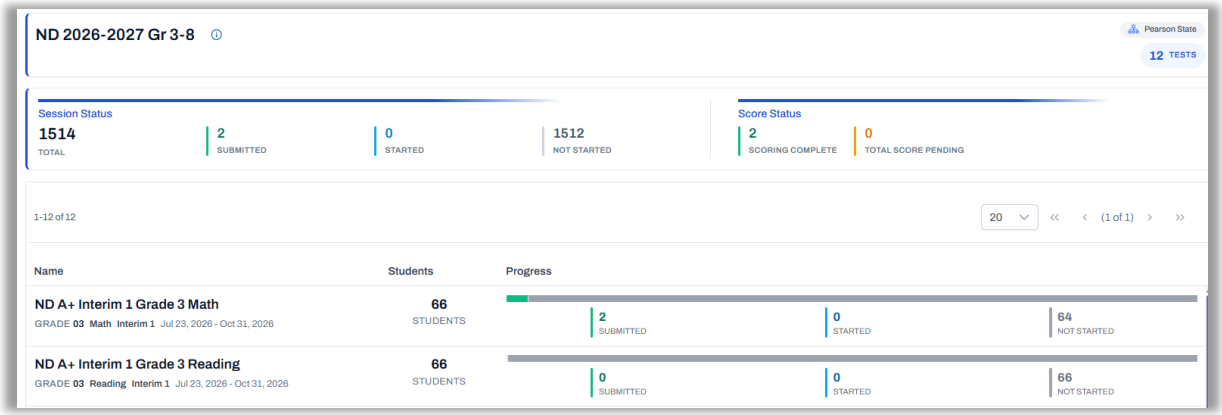
District Admin

School Coordinator

Administrators can access two additional reports within ADAM to assist with tracking and monitoring testing.

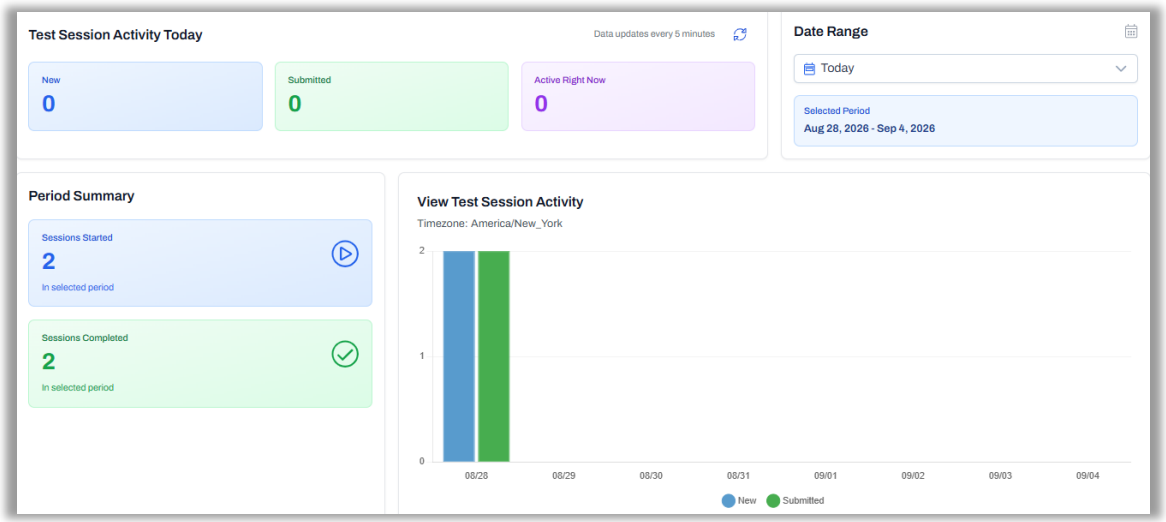
Progress Report

The Progress Report shows the status of a selected assessment.



Activity Report

The Activity Report shows the activity on all test administrations over a selected time period.

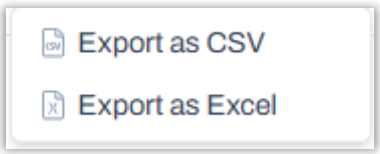


Key Report Features

Key Reporting Features

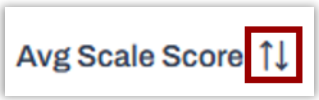
The ND A+ Interim reports have several key features to support navigation, interpretation, and use. Before accessing and interpreting the reports, familiarize yourself with some of the functionality.

Exports/Downloads



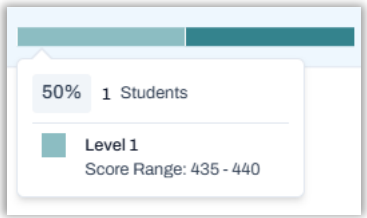
Reports can be exported by using the **Export** button. Available export options include **CSV** and **Excel** formats, allowing educators to save and analyze report data outside the system.

Sorting



Data can be sorted to support analysis and interpretation while allowing educators to quickly identify trends and key insights.

Hovering



Additional information is provided by hovering the cursor over the bar graphs to support interpretation of the data.