

## 9.0 Participation Summary Reports

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### 9.1 Description of Participation Summary Report – All Assessments

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A Participation Summary Report is available at the district and school levels for each assessed grade and content area. The report includes overall student group composition and participation rates, which should always be taken into consideration when interpreting assessment results.

Information included on the Participation Summary Report can be used to show how the population of Students with Scores represents the total population of Enrolled Students. Reasonable interpretations for the Overall student group may be made with more confidence with higher participation rates and the more the Enrolled Students distribution mirrors the Students with Scores distribution.

Interpretations for the Overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided. Comparison of subgroup performance can be made with more confidence when the subgroups are of reasonable size and have relatively high and comparable participation rates. Comparisons between subgroups should be made with caution or completely avoided when subgroups have lower participation rates and/or greater differences in participation rates between them.

Districts and schools are encouraged to closely review their local participation data when interpreting and comparing aggregated and group results, as participation rates are critical to interpretation.

#### 9.1.1 General Information

Refer to page 1 of the Participation Summary Report.

**A. Test Date**

The administration season and year.

**B. Identification Information**

The school and district name and code.

**C. Subject Area**

The subject area of the report (Mathematics, ELA, CSLA, or Science).

**D. Grade**

The grade level of the assessment.

### 9.1.2 Participation Information

Refer to page 1 of the Participation Summary Report.

#### E. Table 1 Information: Distributions by Student Group

Table 1 of the Participation Summary shows how the population of students with scores represents the total population of enrolled students.

#### F. Student Group

Demographic and program subgroup categories are listed on the left side of the table. The “Not Indicated” subgroups contain results of students for whom no demographic or program information was coded.

#### G. Number of Enrolled Students

The number of students in the demographic group enrolled in the organization (e.g., 35 males and 27 females).

#### H. Percent of Total Enrolled Students

The percent of total students in the demographic group enrolled in the organization (e.g., 56% male and 44% female).

Compare the information included in the *Percent of Total Enrolled Students* column with the information included in the *Percent of Total Students with Scores* column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

#### I. Number of Students with Scores

The number of students in the demographic group with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment. Example: 30 of 35 males have valid scores; 24 of 27 females have valid scores.

#### J. Percent of Total Students with Scores

The percent of students in the demographic group with valid scores on the assessment (for example, the number of female students with scores divided by the total number of students with scores).

Compare the information included in the *Percent of Total Students with Scores* column with the information included in the *Percent of Total Enrolled Students* column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

### 9.1.3 Participation Information

Refer to page 2 of the Participation Summary Report.

#### K. Table 2 Information: Participation Rates by Student Group

Table 2 of the Participation Summary provides participation rates for the overall population of students, as well as across student subgroups.

#### L. Student Group

Demographic and program subgroup categories are listed on the left side of the table. The “Not

Indicated” subgroups contain results of students for whom no demographic or program information was coded.

**M. Total Number of Enrolled Students**

The number of enrolled students at the school for that grade.

**N. Students without Scores**

The percent of students registered to take the assessment who did not receive scores.

**O. Students with Scores**


The percent of students with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.

## 9.2 Sample Participation Summary Report

Page 1

 <b>School Participation Summary</b>	<b>Colorado Measures of Academic Success</b>	<b>A</b> Spring 20XX
	School: SCHOOL NAME (9999) <b>B</b> District: DISTRICT NAME (9999)	
<b>Mathematics</b> <b>C</b>	<b>CONFIDENTIAL - DO NOT DISTRIBUTE</b>	<b>D</b> Grade 7

**Purpose:** This report provides information on overall student group composition and participation rates, which should be considered when interpreting and determining appropriate uses of spring 20XX results. N-sizes should always be taken into consideration when interpreting assessment results.


Table 1 shows how the population of students with scores represents the total population of enrolled students. The number and percent of different groups of students by enrolled students and students with scores is included. Closer distributions indicate a higher degree of similarity between enrolled students and students with scores (e.g., representativeness) than distributions with greater differences. Reasonable interpretations for the overall student group may be made with more confidence the more the enrolled students distribution mirrors the students with scores distribution. Interpretations should be made with caution or completely avoided the less similar the students with scores distribution is from the enrolled students distribution.

<b>E</b> Table 1: Spring 20XX CMAS Distributions by Student Group				
<b>F</b> Student Group	<b>G</b> Number of Enrolled Students	<b>H</b> Percent of Total Enrolled Students	<b>I</b> Number of Students with Scores	<b>J</b> Percent of Total Students with Scores
Female	188	53%	37	54%
Male	165	44%	32	46%
Nonbinary	5	3%	4	80%
Hispanic or Latino	178	50%	28	41%
American Indian or Alaska Native	33	9%	11	16%
Asian	25	7%	6	9%
Black or African American	29	8%	4	6%
Native Hawaiian or Other Pacific Islander	22	6%	7	10%
White	28	8%	5	7%
Two or more races	29	8%	6	9%
Not Indicated	9	3%	2	3%
Free/Reduced Lunch Eligible	14	4%	3	4%
Not Eligible for Free/Reduced Lunch	339	96%	66	96%
IEP - Yes	31	9%	15	22%
IEP - No	322	91%	54	78%
NEP and LEP	120	34%	27	39%
Not NEP or LEP	5	1%	2	3%

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**School  
Participation  
Summary**

**Colorado Measures of Academic Success**

**Spring 20XX**

School: SCHOOL NAME (9999)  
District: DISTRICT NAME (9999)

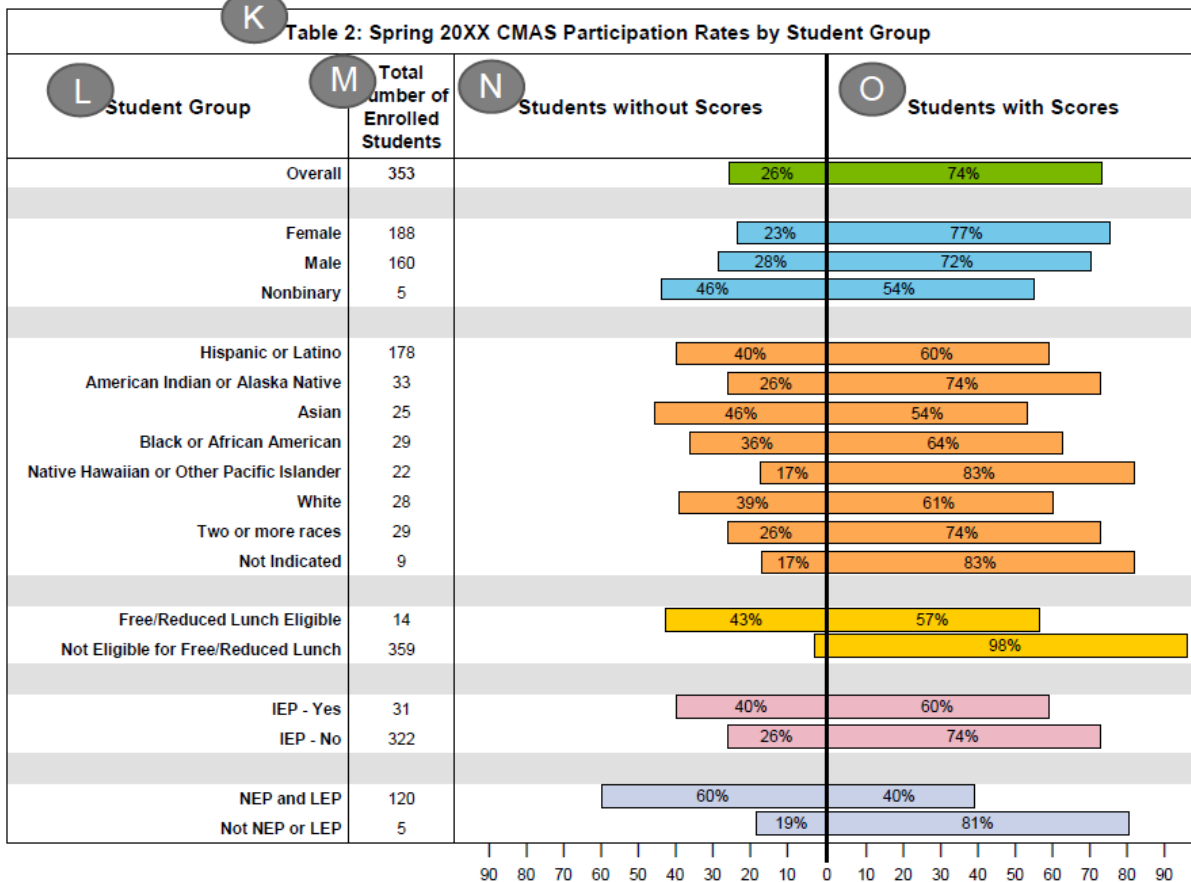
**Mathematics**

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**Grade 7**

Table 2 provides participation rates for the overall population of students, as well as across student subgroups. Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.



Bar graph segments without a value have a percentage of less than three, where applicable.

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