

Resources for Reporting Test Scores: A Bibliography for the Assessment Community

Introduction

Score reporting is a rising challenge for many testing agencies today regardless of the audience for the reports (local, state, national, and even international) and regardless of test purpose (norm-referenced and criterion-referenced achievement, diagnosis, growth, or credentialing). For example, NCLB requirements have shone a bright spotlight on K-12 assessment practices in the United States over the past several years (involving millions of reports to parents), and international comparisons of performance are likewise of great interest (and receive considerable attention from policy makers, educators, and the public).

Both here and overseas, educational tests are increasingly being used for a variety of important purposes, and in the realm of professional credentialing test results are high-stakes for individuals (and their professional organizations). Across testing contexts, stakeholders including the examinees themselves want results presented to them in ways that are clear, concise, and relevant. At the same time, score reporting has historically been a bit of a postscript to the test development process and has not always been held to the same quality standards as the assessments themselves. Research findings, too, to guide the process of score report design are often lacking. For agencies charged with developing score reporting resources, the literature on reporting is diffuse at best: it draws not only from psychometrics but also graphic design, cognitive psychology, public policy, public relations, and increasingly, information technology.

Clearly, score reporting is a rapidly evolving topic that simply cannot be done ‘on the fly’, and this bibliography endeavors to bring together references on numerous aspects of score reporting together as a resource for people involved in the development of score reports and reporting materials. Here, we have searched the psychometric literature as well as that of related fields to identify journal articles, technical reports and documents, and conference papers that could be used by testing agencies to inform reporting practices in a variety of testing contexts.

We begin our bibliography by citing the relevant professional guidelines in the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME, 1999), the *Code of Professional Responsibilities in Educational Measurement* (NCME, 1995), and the *Code of Fair Testing Practices in Education* (*Code of Fair Testing Practices in Education*, 2004). From there we have organized the references into categories as noted in the Table of Contents:

- Guidelines references are those which offer readers general and specific guidance for report development in the form of principles or other advice.

- Report Levels and Audiences references are materials that concern reporting for different stakeholder groups and at different levels of aggregation (students, district, state, etc.)
- Scores and Reporting Contexts as a category encompasses a range of materials on the contents of score reports, including references on scale scores, achievement levels, scale anchoring/item mapping, domain score/subscore reporting, diagnostic score reporting, market basket reporting, and reporting and validity.
- Displaying Data and Accessing Results references address graphic design, report formatting, and reporting medium such as online reporting.
- Reporting Policy and Accountability references speak generally to the topic of reporting materials including reporting in an accountability context.
- Sample Reports provides references to a number of individual- and group-level score reports and interpretive guides that intended users of this bibliography may find useful as examples of current practices (please note that inclusion does not imply endorsement or formal review with respect to professional standards or other guidelines cited previously).