

Understanding THE 2015 STUDENT TEST SCORE REPORT

This year marks the first time Kansas students were assessed in English language arts and mathematics using the new Kansas College and Career Ready Academic Assessment. Developed by the Center for Educational Testing and Evaluation at the University of Kansas, it fully aligns to the Kansas College and Career Ready Standards.

Kansas Assessment Program tests also align to Kansas' content standards, which help educators and policymakers evaluate student learning and meet federal and state accountability requirements.

TEST PURPOSE

These student scores can be used to:

- Understand your child's test results level as defined by the state of Kansas in English language arts and mathematics
- Compare your child's performance to other students in the school, district, and state
- Help identify your child's relative strengths and limitations

TEST COMPONENTS

For 2015, all students in grades 3-8 and grade 10 took untimed computerized assessments in English language arts and mathematics. The ELA assessment contained reading and writing sections, including a multidisciplinary performance task that required students to read, take notes, and then write a response. Grades 4 and 7 also took a science assessment, and grades 6-8 participated in a required field test for history, social studies, and government.

TEST FORMAT



Unlike previous assessments, this computerized test employs technology-enhanced items that require students to do more than pick the right answer from a list. For example, students were required to order items, create categories, label areas, plot graphs, and select multiple responses.

Also different from last year is the use of scaled scores based on analysis of a large number of scores for the same test using expert committee-based decisions and mathematical formulas. With scaled scores, it doesn't matter what version of an assessment a student took because the scores would be similar. To obtain a scale score, the total number of score points attained by a student on a test is converted to a scale score, which looks different but still means the same. For instance, the fraction $\frac{1}{4}$ means the same when converted to the decimal .25. Kansas' weighted scaled scores range from 220, the lowest, to 380, the highest score. Scaled scores create a measurement that isn't attached to one type of test. That makes it easier to identify a student's performance level as well as strengths and weaknesses across tested subjects. While scale scores allow consistent reporting and score comparison, they do so only within a grade and content area.





Thank you for supporting your student's participation in the Kansas Assessment Program. In Kansas, we believe in the need for high quality, meaningful assessments that are aligned to college and career ready academic standards and that challenge students to demonstrate the depths of their knowledge. The assessment your student took earlier this spring did just that.

While assessments should not be viewed as the "end all, be all," they do provide a critical piece of information that helps to inform instruction as well as provide consistent benchmarking to ensure students are prepared for whatever path they choose to pursue after graduation. State assessments provide an opportunity for teachers, parents, and students alike to check in on the student's progress.

Your student may have commented that this year's assessment was more difficult than in previous years, and they would be right. Kansas adopted more rigorous academic standards in 2010, and this year's assessment was the first time students were asked to demonstrate their mastery of skills such as critical thinking. When you receive your student's scores, it is important to remember they cannot be compared to your student's performance in previous years. Doing so would be like comparing apples to oranges – there simply is no comparison.

Kansas schools are among the best in the nation, and we all share in the responsibility of and commitment to ensuring the success of your student.

Thank you for your continued support of Kansas education and for being the most important champion for your student's education success.

*Sincerely,
Dr. Randy Watson
Kansas Commissioner of Education*



How can students improve their state assessment score?

- Talk with the classroom teacher about ways to develop your child's critical thinking skills.
- Ask your child questions that require explanations and can't be answered with a single word.
- Establish time for your child to read and provide suitable reading materials.
- Have your child write lists, letters, and other enjoyable or purposeful tasks.
- Solve math problems with your child using everyday materials such as road trip maps, sporting events, or recipes.
- Have your child explain to you how she or he solves math problems.

Because of the dramatic assessment format change as well as the increased rigor, results cannot be compared to previous assessments. The 2015 results will serve as a benchmark to measure future progress.

STUDENT TEST SCORE REPORT

Student Report

Student: Zoe [1]
 Student State ID: [1]
 School Year: 2015-2016

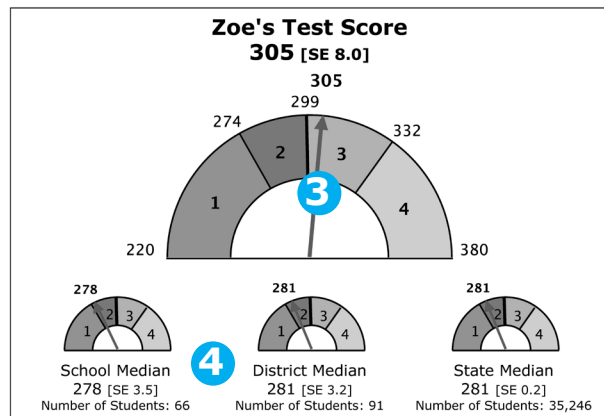


KANSAS
 ASSESSMENT
 PROGRAM

Grade 10 Mathematics

School: [2] Lower High
 District: [2] Bartland District

This report has information about your student's Kansas Assessment Program (KAP) test scores. The KAP assessments measure a student's understanding of the Kansas College and Career Ready Standards at the student's grade level. The test contains questions that ask students to select the right answer as well as questions that ask the student to sort items, create graphs, or label pictures.



The first graph shows Zoe's overall score on the Mathematics test. The bands on the graph represent the four possible levels, with 4 being the highest level. The arrow shows Zoe's score.

The three smaller graphs show the performance of other tenth graders in Zoe's school, the school district, and the state. The median, or middle number in an ordered list of numbers, is used for these comparison graphs.

Performance Levels

Overall scores on the KAP test are divided into four performance levels. The levels range from 1 to 4, 4 being the highest level. Zoe's score is in Level 3.

The typical student who performs at this level can add, subtract, and multiply polynomials; create and use linear, quadratic, simple rational, and exponential equations to model situations; graph exponential, quadratic, and absolute value functions and systems of linear inequalities or quadratic equations; solve equations for a specified quantity; interpret key features of graphs; determine rate of change over an interval; identify errors in proofs; solve real-world volume problems; and use appropriate statistics to compare sets of data.

Level	Score Range	Level Name
4	333 - 380	Level 4
3	300 - 332	Level 3
2	275 - 299	Level 2
1	220 - 274	Level 1

Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores {200, 210, 220, 230, 240, 250, 260}, the score of 230 is the median. The graphs show how the student's score compares to the median score for all students in the same grade who took the test in the school, district, and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

1 Student name, identification number, and test year are here.

2 This area provides grade level, content area assessed, school, and district.

3 The arrow points to the student's score. Note the thicker line that divides standards-achieved levels (3, 4) from those that have not (1, 2). The four regions differ in size because score ranges for performance levels (maximum score possible for the performance level minus minimum score possible for the performance level) are not equal.

4 Additional graphs show how this student compares to other students in the school, district, and state. A small percentage of students also may have the notification "exited" (student was not enrolled in the reporting school at year end), "incomplete" (student did not complete all sections of assessment), or "data not shown to protect student privacy" (total number of students by grade and content area was too small to report fairly and accurately).

5 The score range possible within each achievement level was determined by more than 150 Kansas educators who gathered in the 2015 summer to recommend "cut scores," which categorize students based on their state assessment performance last spring. Differing for each grade and content area, the four performance levels are Level 1, a student is below grade level; Level 2, a student is at grade level, but not on track for college or career readiness; Level 3, a student is at grade level and on track for college or career readiness; and Level 4, a student exceeds grade-level expectations and is on track for college or the workplace. At the 2015 September State Board of Education meeting, members approved these cut scores and four performance levels.

6 Skills listed indicate capabilities for the student's achievement level within the content level.

Detailed information about Kansas standards can be found at the Kansas Assessment Program website at <http://www.ksassessments.org/>.

STUDENT TEST SCORE REPORT

7

The Kansas Assessment Program builds on Kansas standards by focusing on broader skills and strategies rather than separate skills. This underlying framework organizes Kansas standards into “claims,” which are broad statements about student mastery of standards (“evidence”).

CLAIMS

TARGETS

STANDARDS

EVIDENCE

8

Claim scores are based on different numbers of test items. Generally, claim scores with more items will have smaller standard error of measurement.

9

If the number of items for a claim is too small, that claim can't be reliably reported on its own. So it may be combined into other claims and will contribute to the total score in a content area.

10

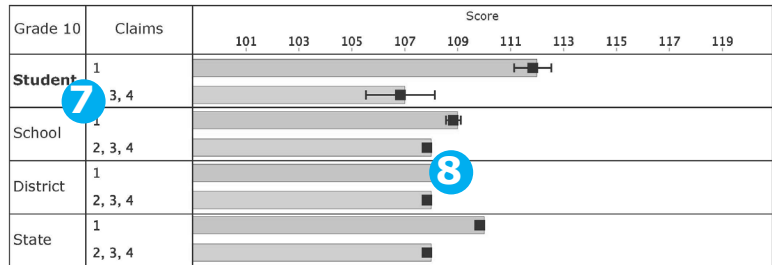
Included on the Kansas State Department of Education website are academic content standards and contact information. The Kansas Assessment Program website offers practice tests, news items, and a Frequently Asked Questions section.

Students are allowed as much time as they need to take the assessments.

Student Report

Grade 10 Mathematics

Student's Relative Areas of Strength



This chart shows your student's performance relative to other students in the school, district and state on specific areas of the Grade 10 Mathematics test. Note that the scale is different from the overall test score. This information is not intended to be used to make instructional decisions because the number of items is too small. The bracket on either side of the bold score line represents the standard error.

Mathematics test questions cover four main areas (also called claims) of the Kansas Mathematics Standards. There are fewer questions on the test for Problem Solving, Communicating and Reasoning, and Modeling and Data Analysis. Therefore, these have been grouped together on the graph.

- Claim 1: Concepts and Procedures. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2: Problem Solving. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- Claim 3: Communicating and Reasoning. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- Claim 4: Modeling and Data Analysis. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

Additional Resources

For information on the Kansas College and Career Standards, visit <http://kap.cete.us/kccrs>. For information on the Kansas Assessment Program, visit <http://ksassessments.org>. For the 2015 Interpretive Guide for score reports, visit <http://kap.cete.us/ig>.



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