

# 2016 Educator Guide

## Understanding the Kansas Assessment Program Score Report

### Dear Educators:

Thank you for your participation in the 2016 Kansas Assessment Program.

While assessments are an important tool that can help gauge a student's progress, we recognize they are just one of several measures to consider. Your use of classroom interaction, homework, assessments and other strategies throughout the year are equally important to the process of identifying learning and achievement levels.

The Kansas State Board of Education's new vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases the focus on the needs of the whole child. As we work toward this vision, you will see an increased focus on areas such as kindergarten readiness, Individual Plans of Study focused on career interest, high school graduation rates, postsecondary completion, and social/emotional growth.

Assessments will continue to serve a role in helping to determine your students' academic readiness, but the State Board and the Kansas State Department of Education think it is time to shrink the assessment footprint on Kansas. We want the goals of each student — from the 5-year-old kindergarten student all the way to the high school graduate considering a career, college or the military — to be important.

Kansas' teachers, students and parents are among the best in the nation, and we all share in the responsibility of making every child successful by achieving their desired future.

Thank you for all of your hard work and commitment to ensuring each student in Kansas is prepared for future success.



Sincerely,

Dr. Randy Watson  
Kansas Commissioner of Education



## Understanding the 2016 Kansas Assessment Program

The Kansas Assessment Program (KAP) is a set of untimed, computerized tests in English language arts; mathematics; science; and history, government, and social studies. The test content fully aligns to the Kansas College and Career Ready Standards as well as Kansas's content standards. The Center for Educational Testing & Evaluation at the University of Kansas develops each assessment.

### Test Purpose

The Kansas Assessment Program provides parents, educators, and policymakers with one piece of information about student learning. KAP meets federal and state accountability requirements.

### Test Content

In 2016, all students in grades 3–8 and grade 10 took assessments in English language arts and mathematics. Students in grades 6, 8, and 10 also took a history, government, and social studies assessment. Students in grades 5, 8, and 11 participated in a field-test science assessment, which will not be scored.

### Test Format

Computerized tests allow students to demonstrate their knowledge in various ways. KAP uses technology-enhanced items that ask students to do more than choose the right answer from a list. For example, students may be required to order items, create categories, label areas, plot graphs, select multiple options, and create written responses.

### How is the KAP scored?

First, we add the points a student earned on the test questions without deducting points for incorrect answers. Some questions are worth more than one point. Next, we convert this raw score to a scaled score that has the same meaning for all versions of the test. KAP scaled scores range from 220 to 380 and are divided into four performance levels.

We use the same process to calculate a student's performance in different categories of each subject-area test, such as Reading Informational Texts in English language arts or Algebra in mathematics.

### How should you use KAP results?

Use these scores to help

- » identify your students' relative strengths and limitations
- » indicate your students' progress toward meeting state curriculum standards
- » compare your students' performance to other students in the school, district, and state

### How can you help your students improve their KAP scores?

- » Encourage parents and classroom teachers to discuss ways to develop students' critical thinking skills.
- » Establish time for students to read and provide engaging and appropriately challenging reading materials.
- » Encourage parents to practice skills with their students at home by asking questions that require explanations and can't be answered with a single word; having students write lists, letters, stories, or podcast scripts; and solving math problems using everyday materials, such as road maps, sporting event results, or recipes.
- » Use the information about specific skill categories to identify areas your students need work in. Encourage classroom teachers to practice these skills.

# Student Report Walkthrough

**1** The overall score represents your student's performance in all sections of the test. In math, the overall score is the same as the score displayed on the meter. In English language arts, the overall score combines your student's scores on the reading, writing, and listening section and the on-demand writing task. Students must complete both sections of the English language arts test to receive an overall score.

**2** The meter shows where your student's score falls within the range of possible scores. The segments of the meter represent the four performance levels. The regions differ in size because the score ranges for performance levels are not equal. Your student's numeric score is displayed above the meter.

**3** Additional meters show the median scores of students in the school, district, and state. A median score is the middle score when scores are ordered from lowest to highest; a median score is an accurate representation of an average score.

A small percentage of students may also have these notifications:

**INCOMPLETE SCORE**

The student did not complete all sections of the assessment.

**TRANSFERRED STUDENT**

The student was not enrolled in the reporting school at the end of the year.

**4** This list describes the skills your student has likely mastered, based on his or her performance level score.

**5** On English language arts reports, the colored circle indicates your student's score on the on-demand writing task. Students' writing samples are awarded from 1 to 4 points. The writing task score is calculated into the overall score.

**STUDENT REPORT: MATTHEWS, ZOE**  
 GRADE: 4 English Language Arts / STATE ID: 000000000  
 SCHOOL: School Name here  
 DISTRICT: District name here / #D0000

2015 - 2016  


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The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The English language arts questions ask students to select the right answer, organize information, and respond to a writing prompt. The overall score combines a score from the reading, writing, and listening section and a score from the on-demand writing task section.

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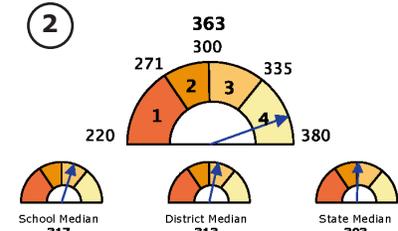
**Overall English Language Arts Score: Level 4**

**1**    

Your student's performance level from last year is not available.

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**2**



**363**  
**300**  
 271    2    3    335  
 220    1    380

**School Median**  
317  
Number of Students: 88

**District Median**  
313  
Number of Students: 242

**State Median**  
303  
Number of Students: 37,199

Students who score at this level can typically

- ▶ read and understand very complex grade-level texts
- ▶ summarize and analyze themes, point of view, and purpose
- ▶ use implied and clear details to support or refute an inference or conclusion
- ▶ interpret and analyze literary devices and word choice and their impact on meaning and tone
- ▶ revise and edit a text to use challenging vocabulary and correct grammar, punctuation, and spelling
- ▶ organize details or elaborate on ideas for a purpose
- ▶ show understanding of text structure
- ▶ use evidence to support or elaborate on ideas

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**3**

**On-Demand Writing Task Score**



**Your student's on-demand writing task score is a 4.** On-demand writing tasks ask students to engage with texts and other resources and then compose a related writing sample.

Students who perform at this level can typically

- ▶ maintain a setting and characters in narrative writing or maintain a clear main idea in informational and opinion writing
- ▶ use significant descriptions and supporting evidence and details
- ▶ clarify relationships and use appropriate transitions
- ▶ follow complex grammar, punctuation, and spelling rules

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**Performance Level Descriptions** *(applies to all scores)*

|   |   |  |  |
|---|---|--|--|
| <p><b>Level 1:</b> A student at Level 1 shows a limited ability to understand and use the reading, writing, and listening skills and knowledge needed for college and career readiness.</p> | <p><b>Level 2:</b> A student at Level 2 shows a basic ability to understand and use the reading, writing, and listening skills and knowledge needed for college and career readiness.</p> | <p><b>Level 3:</b> A student at Level 3 shows an effective ability to understand and use the reading, writing, and listening skills and knowledge needed for college and career readiness.</p> | <p><b>Level 4:</b> A student at Level 4 shows an excellent ability to understand and use the reading, writing, and listening skills and knowledge needed for college and career readiness.</p> |
|---|---|--|--|

For more details about how your student performed on specific types of test questions, see the back of this report. →

**7**

**6** This list describes the likely characteristics of your student's writing sample, based on her or his score.

**7** This section shows the range of possible level scores and what they mean about your student's progress toward meeting state curriculum standards.

**4**

**6**

**8** This page shows your student's relative strengths and weaknesses on the different areas of the test. Each category represents a group of test items that assess related skills. Both math and English language arts have main categories (with all-caps titles). Some of the main categories are broken down further into subcategories. In math, each category includes a different set of items. In English language arts, some items will be counted in multiple categories within the main groups of OVERALL READING and OVERALL WRITING. For example, an item that asks about the main idea of a story will be counted in OVERALL READING, READING: Literary Texts, and READING: Main Idea.

**9** The symbols compare your student's performance in each category to the performance of students who received the minimum Level 3 score.

**10** For further information about the standards, assessment program, and tests, please visit these websites.

STUDENT REPORT

STUDENT: MATTHEWS, ZOE  
STATE ID: 000000000

GRADE: 4 English Language Arts

**8**

**Your Student's Performance**

**9**

+ Exceeds
 + Meets
 - Below
 ✖ Insufficient Data

OVERALL READING

+ **In this area, your student performed better than students who received the minimum Level 3 score.** The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.

READING: Literary Texts

+ **In this area, your student performed better than students who received the minimum Level 3 score.** This portion requires students to answer questions based on literary texts (such as stories and poems).

READING: Informational Texts

+ **In this area, your student performed better than students who received the minimum Level 3 score.** This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).

READING: Making and Supporting Conclusions

+ **In this area, your student performed better than students who received the minimum Level 3 score.** These questions require students to read literary and informational texts and then make conclusions and use details and evidence to support ideas.

READING: Main Idea

+ **In this area, your student performed as well as students who received the minimum Level 3 score.** These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.

OVERALL WRITING

+ **In this area, your student performed better than students who received the minimum Level 3 score.** The writing portion requires students to read short writing samples and answer questions related to revising, editing, vocabulary, and language use. (This portion does not include the on-demand writing task.)

WRITING: Revising

+ **In this area, your student performed better than students who received the minimum Level 3 score.** These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

WRITING: Editing

+ **In this area, your student performed better than students who received the minimum Level 3 score.** These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

WRITING: Vocabulary and Language Use

+ **In this area, your student performed better than students who received the minimum Level 3 score.** These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

OVERALL LISTENING

+ **In this area, your student performed better than students who received the minimum Level 3 score.** The listening portion requires students to listen to a recording and show understanding by interpreting the speaker's point of view, identifying central ideas and supporting evidence, and making conclusions.

**Standard error of measurement for this report:**

Student — 15.7 | School — 4.0 | District — 2.6 | State — 0.2

The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

**Additional Resources**

For sample test questions, go to [ksassessments.org/practice-tests](http://ksassessments.org/practice-tests)

For information on the Kansas College and Career Ready Standards, visit [ksde.org](http://ksde.org)

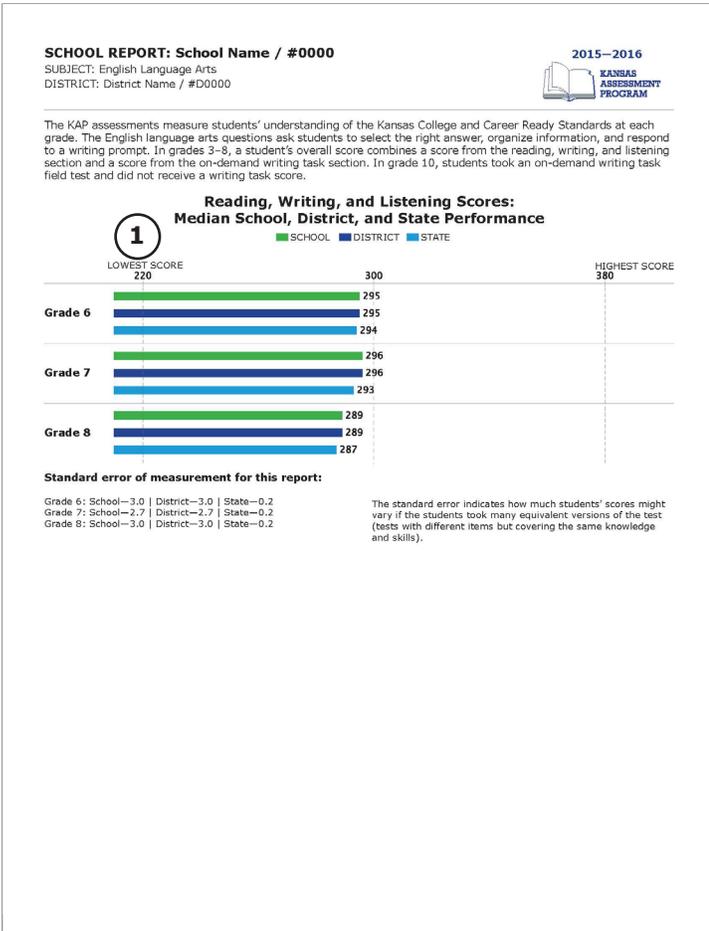
To learn about the Kansas Assessment Program, go to [ksassessments.org](http://ksassessments.org)

To discover more about this score report, see the 2016 Parent Guide at [kap.cete.us/pg](http://kap.cete.us/pg)

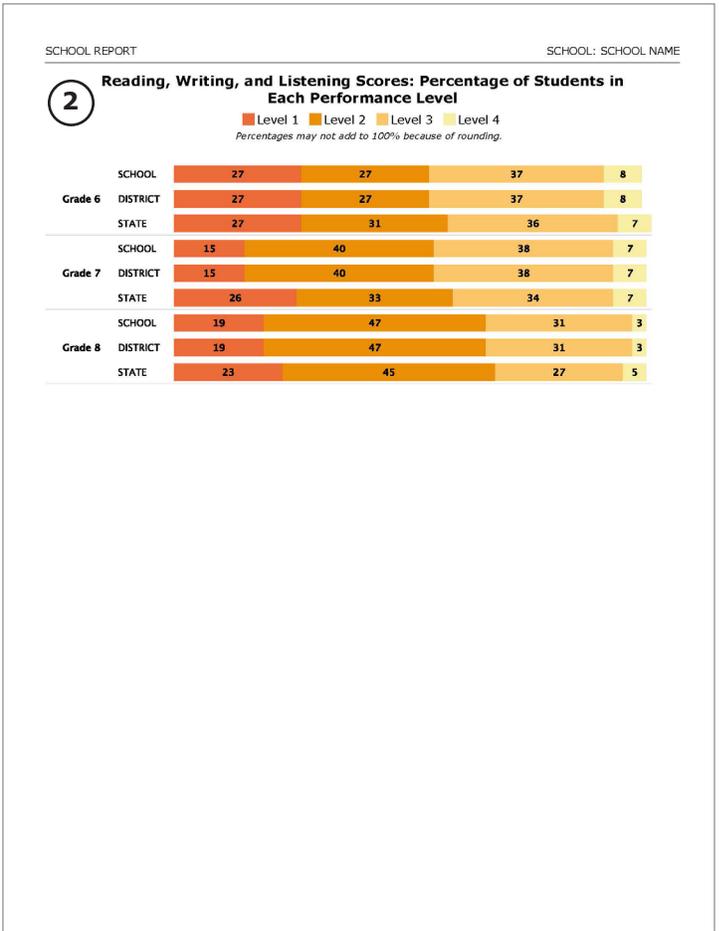
**10**



# School and District Report Walkthrough

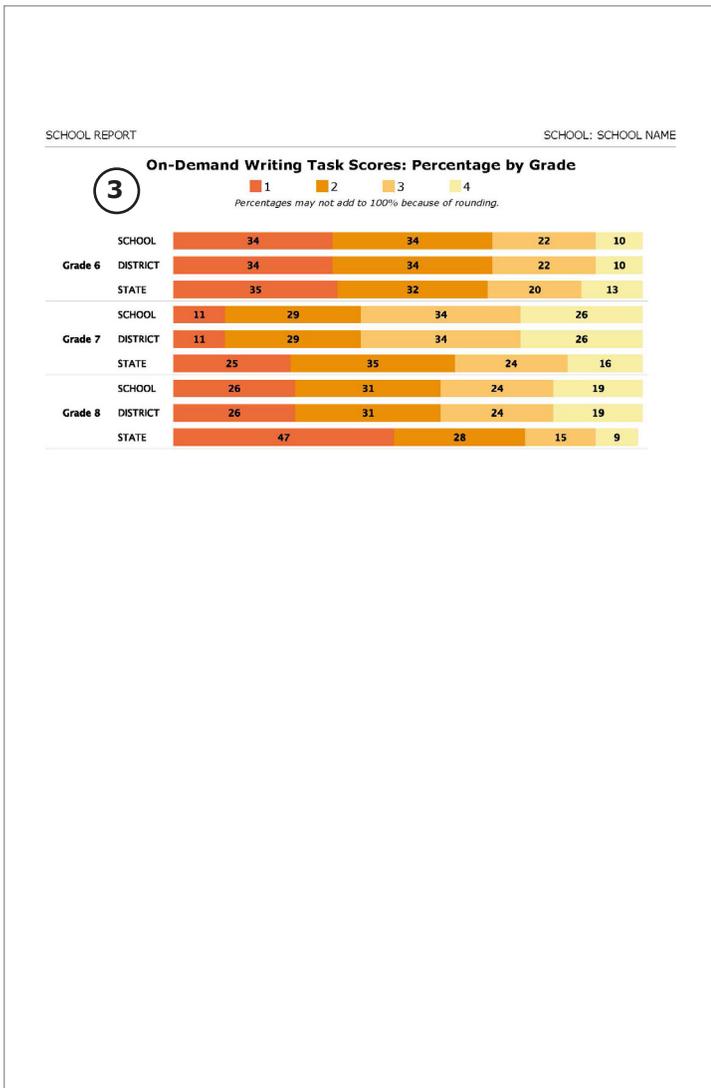


**1** This graph displays median scores for each grade. A median score is the middle score when scores are ordered from lowest to highest; median scores are an accurate representation of an average score. In English language arts, the median score represents only the machine-scored Reading, Writing, and Listening section of the test and does not include the on-demand writing task score. In math, this score includes the performance task.

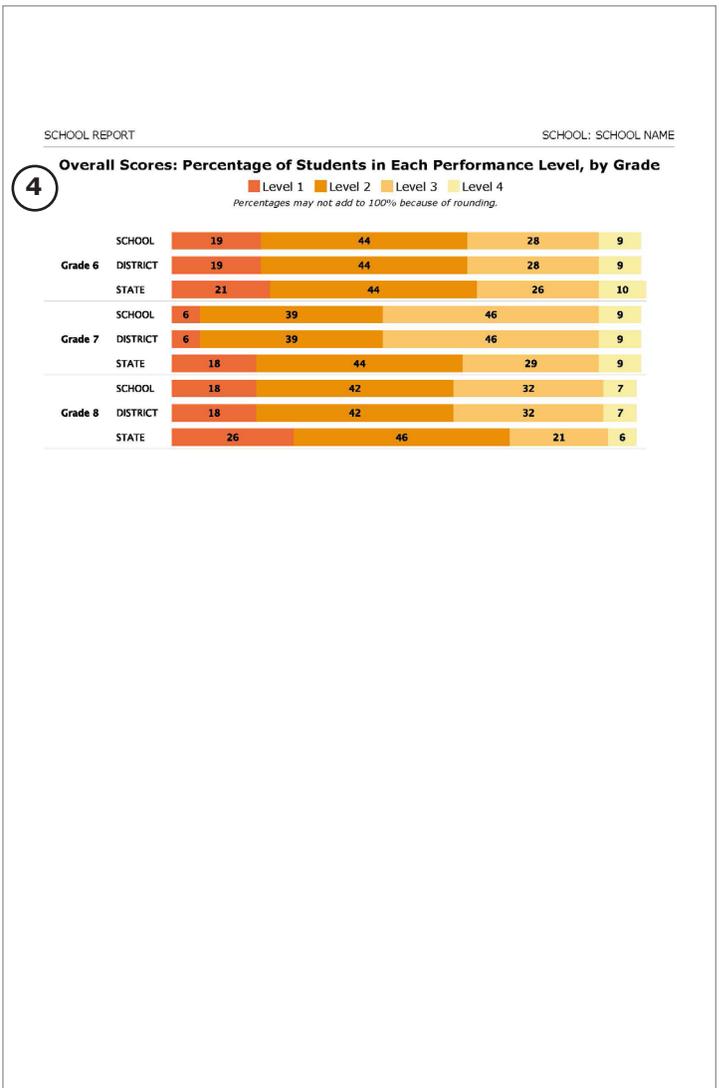


**2** Students' scores fall into one of four performance levels. This graph demonstrates the distribution of students' scores across the four levels. In English language arts, this graph represents scores on only the Reading, Writing, and Listening section of the test and does not include the on-demand writing task score. In math, this graph represents scores on the entire test.

## School and District Report Walkthrough, continued



**3** In the English language arts assessment, students' writing samples are scored on a rubric of 1 to 4. This graph demonstrates the distribution of students' scores across the four rubric values.



**4** In English language arts, a student's Reading, Writing, and Listening score and on-demand writing task score are combined to give an overall performance level. This graph demonstrates the distribution of students' overall performance across the four levels.

# School and District Report Walkthrough, continued

SCHOOL REPORT SCHOOL: SCHOOL NAME

**5** **Your School's Performance** **6**

+ Exceeds  
 + Meets  
 - Below  
 ✘ Insufficient Data

| Grade                             | 6                                    | 7                                    | 8                                   |
|-----------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| <b>OVERALL READING</b>            | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Literary Texts                    | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Informational Texts               | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Making and Supporting Conclusions | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Main Idea                         | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| <b>OVERALL WRITING</b>            | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Revising                          | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| Editing                           | <span style="color: green;">+</span> | <span style="color: green;">+</span> | <span style="color: blue;">-</span> |
| Vocabulary and Language Use       | <span style="color: green;">+</span> | <span style="color: blue;">-</span>  | <span style="color: blue;">-</span> |
| <b>OVERALL LISTENING</b>          | <span style="color: green;">+</span> | <span style="color: green;">+</span> | <span style="color: blue;">-</span> |

**OVERALL READING**  
The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.

**Literary Texts**  
This portion requires students to answer questions based on literary texts (such as stories and poems).

**Informational Texts**  
This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).

**Making and Supporting Conclusions**  
These questions require students to read literary and informational texts and then make conclusions and use details and evidence to support ideas.

**Main Idea**  
These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.

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**OVERALL WRITING**  
The writing portion requires students to read short writing samples and answer questions related to revising, editing, vocabulary, and language use. (This portion does not include the on-demand writing task.)

**Revising**  
These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

**Editing**  
These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

**Vocabulary and Language Use**  
These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

SCHOOL REPORT SCHOOL: SCHOOL NAME

**OVERALL LISTENING**  
The listening portion requires students to listen to a recording and show understanding by interpreting the speaker's point of view, identifying central ideas and supporting evidence, and making conclusions.

**Your School's Performance**

+ **Exceeds**  
In this area, your students typically performed better than students who received the minimum Level 3 score.
 
+ **Meets**  
In this area, your students typically performed as well as students who received the minimum Level 3 score.

- **Below**  
In this area, your students typically performed below students who received the minimum Level 3 score.
 
✘ **Insufficient Data**  
In this area, your students did not answer enough questions for accurate reporting.

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**7** **Additional Resources**  
For sample test questions, go to [ksassessments.org/practice-tests](http://ksassessments.org/practice-tests)  
For information on the Kansas College and Career Ready Standards, visit [ksde.org](http://ksde.org)  
To learn about the Kansas Assessment Program, go to [ksassessments.org](http://ksassessments.org)  
To discover more about this score report, see the 2016 Educator Guide at [kap.cte.us/eg](http://kap.cte.ksde.us/eg)



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**5** This page shows your students' relative strengths and weaknesses on the different areas of the test. Each category represents a group of test items that assess related skills. Both math and English language arts have main categories (with all-caps titles) that are broken down further into subcategories. In math, each category includes a different set of items. In English language arts, some items will be counted in multiple categories within the main groups of OVERALL READING and OVERALL WRITING. For example, an English language arts item that asks about the main idea of a story will be counted in OVERALL READING, READING: Literary Texts, and READING: Main Idea.

**6** The symbols compare your students' performance in this category to the performance of students who scored in the lowest range of Level 3 scores.

**7** For further information about the standards, assessment program, and tests, please visit these websites.