

The background of the page is a photograph of a university campus. In the foreground, there is a paved walkway where several people are walking. The trees are in various stages of autumn, with some showing vibrant orange and red leaves, while others are still green. In the background, a large, multi-story brick building is visible under a clear blue sky.

**Massachusetts Adult Proficiency Tests –
College and Career Readiness (MAPT-CCR)**

Understanding and Accessing the MAPT-CCR for **Reading Score Reports**

Version 3

**Center for Educational Assessment
University of Massachusetts Amherst**

Table of Contents

<i>Resources</i>	3
<i>Introduction</i>	4
<i>Understanding the MAPT-CCR Score Scale and Item Difficulty</i>	6
<i>Individual Student Score Reports</i>	8
<i>Class Score Reports</i>	18
<i>References</i>	22
<i>Accessing the MAPT-CCR for Reading Score Reports through LACES</i>	23
<i>Appendix A</i>	31
<i>Appendix B</i>	34

Resources

In addition to this guide, the following MAPT-CCR resources are available:

Understanding and Accessing the MAPT-CCR for Math Score Reports

Available at <http://www.doe.mass.edu/acls/assessment/>

MAPT-CCR Score Report Quick Guides

Available at <http://www.doe.mass.edu/acls/assessment/>

3-Minute Video introduction to the MAPT-CCR Score Reports

<https://www.powtoon.com/embed/greuhvcKUeQ/>

MAPT-CCR Test Administrator Online Training

Available 24/7 through the SABES calendar or the following link:

https://umassamherst.co1.qualtrics.com/SE/?SID=SV_cOzTFuhOmYmilX7

MAPT-CCR Test Administrator Manual

Available at <http://www.doe.mass.edu/acls/assessment/>

MAPT-CCR Frequently Asked Questions

<https://blogs.umass.edu/aclstesthelp/faq/>

Center for Educational Assessment Help Desk

aclstesthelp@educ.umass.edu

Introduction

The Massachusetts Adult Proficiency Tests – College and Career Readiness (MAPT-CCR) for Reading are designed to measure adult education learners' knowledge and skills in reading so that their progress in meeting educational goals can be evaluated. Although a primary purpose of the MAPT-CCR is to fulfill federal accountability demands under the National Reporting System, adult educators in Massachusetts want to use MAPT-CCR results to identify students' strengths and weaknesses and to inform instructional planning. It is with these aims in mind that the current MAPT-CCR for Reading score reports were designed.

There are two types of MAPT-CCR for Reading score reports. The first report is the Individual Student Score Report, which provides information about how each individual student did on a particular MAPT-CCR for Reading test. The second is the Class Score Report, which is organized at the class level and gives adult education teachers insight into the performance of groups of students.

All items on the MAPT-CCR for Reading are aligned with a benchmark from the *College and Career Readiness Standards for Adult Education (CCRSAE; Pimental, 2013)*. It is critical that all adult education reading teachers in Massachusetts be familiar with this framework, which can be accessed at <http://www.sabes.org/CCRStandards>. Because all MAPT-CCR items measure a benchmark in the framework, the student report focuses on the benchmarks measured by each item completed by a student. For each completed item, the individual student report also provides information regarding how difficult the specific item was, as well as whether the student answered the item correctly or incorrectly.

The MAPT-CCR for Reading is a computerized-adaptive test, which means that as a student responds to questions (items) on the test, the OWL system keeps track of whether the item was answered correctly. If a student is not doing well on a set of items, the computer chooses a slightly easier set to administer next. If the student is doing very well on a set of items, the computer will choose a slightly harder set of items. This adaptation of the test to the student is helpful for obtaining an accurate measure of a particular student's reading proficiency. However, it introduces some complexity for score reporting at the class level because all students within a class do not respond to the same sets of items. Furthermore, the MAPT-CCR tests taken by students within a class are likely to be very different with respect to the difficulty of sets of items. Thus, the MAPT-CCR for Reading class reports are likely to look very different from score reports from other tests because the MAPT-CCR is distinct from other tests.

You need to understand a few basic points about the MAPT-CCR for Reading before you learn about the score reports in detail:

1. All MAPT-CCR items are secure, which means they are confidential and cannot be included on a score report.
2. A MAPT-CCR for Reading test contains 35 items that contribute to a student's score. There are also five pilot items included in each test, but these are not included in computing a student's score.
3. Each MAPT-CCR for Reading test item measures a specific benchmark in the CCRSAE (<http://www.sabes.org/CCRStandards>).
4. MAPT-CCR for Reading test items differ from one another in terms of difficulty. A relatively easy item is answered correctly by most adult education learners, even those who are at a low learning level. A relatively difficult item is answered correctly by very few learners, most of whom are at the highest learning levels.
5. There is not one single MAPT-CCR for Reading test form (e.g., as the TABE has forms 11/12). Instead, the specific 35 items administered to a student are chosen from a large pool of items each time a learner takes the MAPT-CCR. The computer ensures that the items selected (a) represent the intended content dictated by the test specifications and (b) are at the most appropriate difficulty level for the specific student.

Given these points, you can understand the challenges around providing specific information on students' MAPT-CCR performance at both the individual and class levels. We solve the problem somewhat for the Student Score Report by reporting the benchmark measured by each item, rather than reporting the item itself. This solution maintains the security of the item while still allowing teachers to identify the benchmark measured by it. We also report the difficulty level of the item so that teachers can better understand why a student may or may not have correctly answered an item.

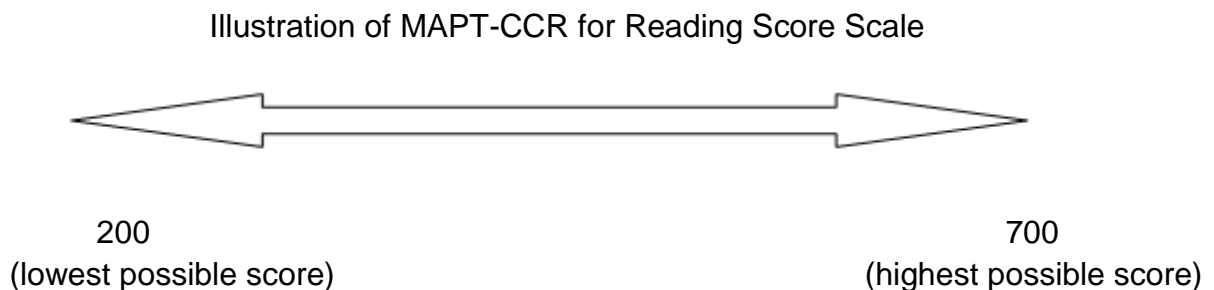
For the Class Report, it is not possible to report item-level information or to report results at the benchmark level. This is because each MAPT-CCR test is composed of 35 items specifically geared to each individual student. As a result, the number of students within a class who see the exact same item, or different items targeting the same benchmark at about the same difficulty level, is almost never enough to support meaningful reporting. The Class Report addresses this problem by focusing on broader groupings—Domains or Content Strands—rather than benchmarks. Thus, before interpreting the Student or Class score reports, you must gain an understanding of the “item difficulty” and “domains/content strands” concepts.

Understanding the MAPT-CCR Score Scale and Item Difficulty

The Score Scale

To explain the difficulty level of an item, we must first discuss the MAPT-CCR score scale, which ranges from 200 to 700. A score of 200 is the lowest possible score and a score of 700 is the highest possible score (see Figure 1).

Figure 1



After taking the MAPT-CCR for Reading, all students are given a score on this scale. How this score is calculated is mathematically complex, but is based on the difficulty of an item and whether the student answered the item correctly. A student who answers many difficult items correctly will earn a higher score than a student who answers the same number of easier items correctly.¹ The mathematical details of this scoring, provided in the MAPT-CCR Technical Manual (Zenisky et al., 2018), are based on a statistical model called *item response theory*. For our current purposes, it is only important to bear in mind these two points:

1. All students receive a score between 200 and 700.
2. Students' scores are determined by the number and the difficulty of the items they answer correctly.

¹ Essentially, this method of scoring gives students more “credit” for answering a difficult item correctly than for correctly answering an easier item.

Understanding Item Difficulty

Item difficulty refers to how easy or hard an item is. Suppose we have two items, item A and item B. If 50% of all students answer item A correctly and 75% of those students answer item B correctly, we say item A is “more difficult” than item B. Unlike the Content Standard or benchmark an item measures, the difficulty level of an item is not an inherent characteristic of the item. Rather, it is determined by the number and types of students who correctly answer the item. Item difficulty is more specific than just noting that a test-taker got an item written to a benchmark right or wrong. It is possible that two questions written to the same benchmark will differ in their level of difficulty simply because one question is more challenging than the other. A much more detailed explanation of item difficulty is provided in Appendix A.

Individual Student Score Reports

Now that you understand item difficulty, we can take a look at a sample score report for a student. The individual reports can be accessed to show performance by Content Standard or Domain. These reports are identical in format, but differ in how items are grouped. Below, we discuss the Individual Student Score Reports by Content Standard; then, the Individual Student Score Reports by Domain. Please note that beginning on page 23 of this *Guide*, we will show you how to produce these reports.

Individual Student Score Report by Content Standard

Please note the following features of the Individual Student Score Reports by Content Standard:

- The Individual Student Score Report by Content Standard is for a single test administration. Note the test date printed in the upper right-hand corner of the report. The student's score and score range (explained below) are also reported.
- The report is divided into two sections—the benchmarks associated with items the student answered correctly are located on the left side, and the benchmarks associated with items the student answered incorrectly are located on the right side.
- The items are organized by the content strands in the CCRSAE:
 - Informational Reading
 - Literary Reading
- Within each Content Standard, the items are sorted by difficulty level.
- For each item, the code for the benchmark it measures is reported, as well as a brief description of the benchmark. The full benchmark description can be obtained from the CCRSAE (<http://www.sabes.org/CCRStandards>).

A sample Individual Student Score Report by Content Standard is presented in Figure 2. For this particular student, 19 items were answered correctly and 16 items were answered incorrectly. Please note that the name of the site would appear on the score report, but it is blocked out here to protect confidentiality.

Figure 2

Sample MAPT-CCR for Reading Student Score Report by Content Standard

ADULT & COMMUNITY LEARNING SERVICES

MAPT Reading: Student Score Report by Content Standard

Fiscal Year:	2018-2019	Test Date:	Sep 20, 2018
Site:	[REDACTED]	Test No:	First Test
Student:	Learner, Ayma	Student Score (Score Range):	355 (323 - 388)
Class Title:			

MAPT Scale	200<----->700
Your Score Range	323 - 388

19 Questions Answered Correctly

16 Questions Answered Incorrectly

Benchmark		Item Dif.
Informational Reading		
8.C.1	Explain how reasons/evidence support key points	481
8.C.1	Explain how reasons/evidence support key points	396
4.C.1	Determine meaning of key words & phrases in text	386
8.C.1	Explain how reasons/evidence support key points	354
7.D.1	Integrate media/formats/words to understand ideas	353
7.C.1	Interpret visual/oral/quant info&how adds to text	346
4.D.1	Find meaning/analyze impact of words&phrases	342
7.E.1	Integrate quant/technical analysis w/qual analysis	338
1.C.1	Use examples to explain/draw inferences from text	322
9.C.1	Integrate info from multiple texts	316
1.C.1	Use examples to explain/draw inferences from text	312
Literary Reading		
3.D.1	Analyze connections among elements within texts	399
4.B.1	Determine meaning of key words & phrases in text	390
RF3.B.1	Know & apply word analysis skills to decode words	383
1.C.1	Use examples to explain/draw inferences from text	366
1.B.1	Demonstrate understanding of key details in text	359
L6.D.1	Acquire & use academic and domain-specific	344
RF3.B.1	Know & apply word analysis skills to decode words	343
4.C.1	Determine meaning of key words & phrases in text	329

Benchmark		Item Dif.
Informational Reading		
7.C.1	Interpret visual/oral/quant info&how adds to text	479
7.C.1	Interpret visual/oral/quant info&how adds to text	469
7.E.1	Integrate quant/technical analysis w/qual analysis	469
7.B.2	Explain how illustrations contribute to meaning	409
9.C.1	Integrate info from multiple texts	399
6.B.1	ID main purpose of text, including author goals	386
4.B.1	Determine meaning of key words & phrases in text	381
1.C.1	Use examples to explain/draw inferences from text	364
7.C.1	Interpret visual/oral/quant info&how adds to text	345
Literary Reading		
4.C.2	Find meaning of words&phrases in text (fig. lang.)	462
5.C.1	Describe overall structure of information in text	408
4.C.2	Find meaning of words&phrases in text (fig. lang.)	373
2.B.1	ID main idea; recall details & explain MI support	369
1.C.1	Use examples to explain/draw inferences from text	347
1.B.1	Demonstrate understanding of key details in text	323
3.D.1	Analyze connections among elements within texts	301

Below is a detailed look at the report.

The top section of the Individual Student Score Report by Content Standard appears as follows in Figure 3. Along the left is listed the fiscal year in which the test was taken, the site name, the student’s name, and the class title.

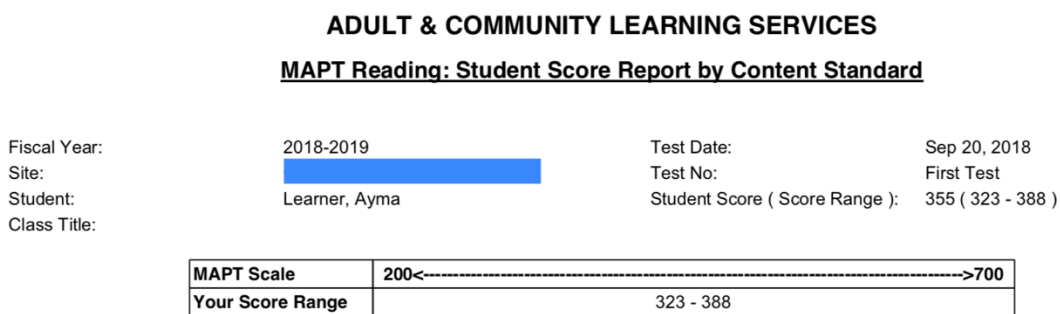
On the right side of the header is the test date (actual date of the test administration), the number of the test (for example, first or pre-test, second optional test, or third and post-test), and the student’s MAPT-CCR score as well as the score range associated with that score.

The student score range is calculated by taking the student’s MAPT-CCR score and then adding and subtracting a *margin of error* based on the reliability of the MAPT-CCR score. How this margin of error is calculated is described in the *MAPT Technical Manual* (Zenisky et al., 2018), but the important point here is that the score range acknowledges the fact that all tests are imperfect measures of student performance, and if students were retested before learning anything new, it is likely they would not earn the exact same score. We provide the score range on the Student Score Report to give an idea of how high or low the student’s “true” reading proficiency is on the MAPT-CCR scale. This is especially important when comparing pre- and post-test scores to determine if a student made learning gains. If the second test score is within the score range of the first test, then the student has not exhibited any learning gains.

After the header text, there is a small table illustrating the MAPT-CCR scale in the top row. The second row provides a graphical representation of the student’s score range.

Figure 3

Detail View of the Individual Student Score Report by Content Standard



Now, in Figure 4, we’d like to highlight some specific aspects of the full score report shown in Figure 2. (Figure 4 is an extraction of the same report shown in Figure 2.)

Figure 4

Extracted View of Individual Student Score Report by Content Standard

19 Questions Answered Correctly			16 Questions Answered Incorrectly		
Benchmark		Item Dif.	Benchmark		Item Dif.
Informational Reading					
8.C.1	Explain how reasons/evidence support key points	481	7.C.1	Interpret visual/oral/quant info&how adds to text	479
8.C.1	Explain how reasons/evidence support key points	396	7.C.1	Interpret visual/oral/quant info&how adds to text	469
4.C.1	Determine meaning of key words & phrases in text	386	7.E.1	Integrate quant/technical analysis w/qual analysis	469
8.C.1	Explain how reasons/evidence support key points	354	7.B.2	Explain how illustrations contribute to meaning	409
7.D.1	Integrate media/formats/words to understand ideas	353	9.C.1	Integrate info from multiple texts	399
7.C.1	Interpret visual/oral/quant info&how adds to text	346	6.B.1	ID main purpose of text, including author goals	386
4.D.1	Find meaning/analyze impact of words&phrases	342	4.B.1	Determine meaning of key words & phrases in text	381
7.E.1	Integrate quant/technical analysis w/qual analysis	338	1.C.1	Use examples to explain/draw inferences from text	364
1.C.1	Use examples to explain/draw inferences from text	322	7.C.1	Interpret visual/oral/quant info&how adds to text	345
9.C.1	Integrate info from multiple texts	316	Literary Reading		
1.C.1	Use examples to explain/draw inferences from text	312	4.C.2	Find meaning of words&phrases in text (fig. lang.)	462
Literary Reading					
3.D.1	Analyze connections among elements within texts	399	5.C.1	Describe overall structure of information in text	408
4.B.1	Determine meaning of key words & phrases in text	390	4.C.2	Find meaning of words&phrases in text (fig. lang.)	373
RF3.B.1	Know & apply word analysis skills to decode words	383	2.B.1	ID main idea; recall details & explain MI support	369
1.C.1	Use examples to explain/draw inferences from text	366	1.C.1	Use examples to explain/draw inferences from text	347
1.B.1	Demonstrate understanding of key details in text	359	1.B.1	Demonstrate understanding of key details in text	323
L6.D.1	Acquire & use academic and domain-specific	344	3.D.1	Analyze connections among elements within texts	301
RF3.B.1	Know & apply word analysis skills to decode words	343			
4.C.1	Determine meaning of key words & phrases in text	329			

The body of the Individual Student Score Report by Content Standard is divided vertically into two sections. On the left are questions that a student answered correctly. In this example, the student answered 19 items correctly. On the right side of the report is a listing of the questions the student answered incorrectly (here, that is 16). Every one of the 35 scored items on a student’s MAPT-CCR for Reading test will appear in one of these columns.

Moving down in Figure 4, note that each row represents a test item and lists the CCRSAE benchmark number to which the test item was mapped. It also shows the abbreviated text of the benchmarks, and an item difficulty value (computed as explained in the section on Understanding the MAPT-CCR Score Scale and Item Difficulty). The items here are grouped according to the two Content Standards, which are Informational Reading and Literary Reading. Within each strand, test items are ordered by item difficulty from most difficult to easiest.

Individual Student Score Report by Domain

MAPT-CCR for Reading items are classified as measuring one of three domains—Key Ideas and Details; Craft and Structure; or Integration of Knowledge and Ideas. Please note the following features of the Individual Student Score Reports by Domain:

- The Individual Student Score Report by Domain is for a single test administration. Note the test date printed in the upper right-hand corner of the report. The student's score and score range (explained below) are also reported.
- The report is divided into two sections—the benchmarks associated with items the student answered correctly are located on the left side, and the benchmarks associated with items the student answered incorrectly are located on the right side.
- The items are organized by Domains:
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
- Within each domain, the items are sorted by difficulty level.
- For each item, the code for the benchmark it measures is reported, as well as a brief description of the benchmark. The full benchmark description can be obtained from the CCRSAE.

Understanding the Domains Measured on the MAPT-CCR

All MAPT-CCR for Reading items were written to and classified according to three domains: (a) Key Ideas and Details; (b) Craft and Structure; or (c) Integration of Knowledge and Ideas. These levels were included in specifying the content of the test to ensure that items were written to measure skills necessary for the different purposes for which reading is used. Brief descriptions of these cognitive levels follow.

The domains describe the types of mental processes learners use for different reading skills to respond to MAPT-CCR for Reading test items. Reading entails understanding a text, applying that understanding, and then extending it to show a deeper level of knowledge.

More specifically, Key Ideas and Details is the domain focused on the skills necessary to understand the meaning and main point of a text. This includes understanding how pieces of information in the text (such as people, events, and ideas introduced in the text) interact and provide meaning to the text. Items within this domain test a student's understanding of a text and how the details in the text provide that meaning.

While Key Ideas and Details focuses on the ideas within the text, the Craft and Structure domain is about how the words used and the structure of the text create a specific meaning and tone. Items within this domain test students' skills in identifying how the structure of the text provides meaning and feeling to the text.

Finally, the Integration of Knowledge and Ideas domain focuses on gaining knowledge and meaning beyond a single text. This domain focuses on gathering information from multiple sources such as graphics and additional texts. Furthermore, part of the skills assessed in this domain is a student's skill in differentiating facts and opinions across texts and authors as well as determining if there is enough evidence within texts to support the claims within a text or multiple texts.

In Figure 5, we present an alternate version of the Individual Student Score Report, but organized by Domain rather than Content Standard. Later in this guide, in the section entitled *Accessing the MAPT-CCR for Reading Score Reports through LACES* on page 23, we show you how to choose which version of the report you would like to view or print.

The header in the Individual Student Score Report by domain remains the same as for the Content Standard version. Whereas in Figure 4 the items were divided into content strands, here in the body of the report the items are broken out by domains.

Figure 5

Sample MAPT-CCR for Reading Individual Student Score Report by Domain

ADULT & COMMUNITY LEARNING SERVICES

MAPT Reading: Student Score Report by Domain

Fiscal Year:	2018-2019	Test Date:	Jan 31, 2019
Site:	[REDACTED]	Test No:	Second Test
Student:	Learner, Ayma	Student Score (Score Range):	393 (360 - 424)
Class Title:			

MAPT Scale	200<----->700
Your Score Range	360 - 424

19 Questions Answered Correctly

16 Questions Answered Incorrectly

Benchmark		Item Dif.
Key Ideas and Details		
1.B.1	Demonstrate understanding of key details in text	391
L6.C.1	Acquire & use academic and domain-specific	342
1.D.1	Cite text to support analysis and inferences	333

Benchmark		Item Dif.
Key Ideas and Details		
2.B.1	ID main idea; recall details & explain MI support	493
2.C.2	ID theme of literary text; summarize text	468
1.C.1	Use examples to explain/draw inferences from text	459
1.B.1	Demonstrate understanding of key details in text	439
1.C.1	Use examples to explain/draw inferences from text	435
2.C.2	ID theme of literary text; summarize text	385
1.D.1	Cite text to support analysis and inferences	384
3.D.1	Analyze connections among elements within texts	360
1.B.1	Demonstrate understanding of key details in text	328

Craft and Structure		
6.E.1	Determine author view; analyze rhetoric used	495
6.E.1	Determine author view; analyze rhetoric used	466
4.C.1	Determine meaning of key words & phrases in text	462
4.B.1	Determine meaning of key words & phrases in text	460
5.B.1	Know and use text features to locate key facts	457
4.B.1	Determine meaning of key words & phrases in text	373
4.D.1	Find meaning/analyze impact of words&phrases	365
6.D.2	Identify text aspects that reveal author's purpose	358
5.B.2	Use text features to locate relevant topic info	341
4.C.1	Determine meaning of key words & phrases in text	340
4.C.1	Determine meaning of key words & phrases in text	336
4.D.1	Find meaning/analyze impact of words&phrases	332

Craft and Structure		
4.C.1	Determine meaning of key words & phrases in text	450
5.D.2	Analyze structure used by author to organize text	400
4.C.1	Determine meaning of key words & phrases in text	383

Integration of Knowledge and Ideas		
7.E.1	Integrate quant/technical analysis w/qual analysis	439
7.B.1	Use illustrations and text to show understanding	401
9.C.1	Integrate info from multiple texts	385
8.C.1	Explain how reasons/evidence support key points	325

Integration of Knowledge and Ideas		
8.E.1	Delineate/evaluate arguments & claims; ID false	481
7.E.1	Integrate quant/technical analysis w/qual analysis	469
7.C.1	Interpret visual/oral/quant info&how adds to text	455
7.B.2	Explain how illustrations contribute to meaning	345

Interpreting the Student Score Reports

As illustrated in Figures 2 and 5, a great deal of information is presented in the Content Standard and domain versions of the Individual Student Score Report. The reports indicate the numbers of items answered correctly and incorrectly for the student, the benchmark measured by each item, and the difficulty level of the item. Depending on the version of the report chosen by the user, the Content Standard or domain measured by the item is also provided. But what does all this information mean, and how can teachers use it to help the student? In this section, we provide some ideas about how to interpret the Student Score Report. These ideas focus on (a) the benchmarks, Content Standards and domains measured by the items, (b) the student's score range, and (c) the difficulty levels of the items answered correctly and incorrectly.

It is particularly instructive to focus on items answered correctly and incorrectly that are located outside of the student's score range. If a student gets items wrong that are lower than the lower end of the score range, those benchmarks may be areas for instruction to focus on. Likewise, items answered correctly that are above the upper end may be areas of strength, and items answered incorrectly above the upper end of the score range are also benchmarks that may help to guide instruction.

In some cases, it may be helpful to consider the Individual Student Score Reports by Content Standard and domain together, to understand how student performance on certain items might be explained by both the content of the material tested as well as the domain of the item.

Understanding "score range"

The student score range acknowledges the fact that all tests are imperfect measures of student performance, and if the student were retested before learning anything new, it is likely they would not earn the exact same score. It is calculated by taking the student's MAPT-CCR score, and then adding and subtracting a *margin of error* based on the reliability of the MAPT-CCR score. How this margin of error is calculated is described in the *MAPT Technical Manual* (Zenisky et al., 2008), but the important point here is that the score range acknowledges the fact that all tests are imperfect measures of student performance, and if the student were retested before learning anything new, it is likely they would not earn the exact same score. We provide the score range on the Student Score Report to give an idea of how high or low the student's "true" reading proficiency is on the MAPT-CCR scale. For example, within a score range of 478-528, scores of 503, 520 and 480 don't show gain or loss.

The score range is centered around the student’s MAPT-CCR score, which is a single number. For the student in Figures 2, and 5, the score is 355.² Of course, in practice, students do not take the MAPT-CCR for Reading multiple times over without any intervening instruction, and the students themselves continue to learn. The best interpretation of the score range then becomes a range of scores that is likely to contain the score that best reflects the actual student proficiency, irrespective of lucky guesses and “having a bad day.”

Sample interpretation

The score report for a student is presented in Figure 6. The report is arranged by Content Standard. Note that the test score is 439, and the score range is 406-472. Notice that this student answered 12 of 22 Informational Reading questions incorrectly. Thus, some aspects of this Content Standard may be an area of weakness for the student³. On the other hand, we can also see that the student successfully answered 9 of the 12 Literary Reading items that were included in this test administration.

To better understand the student’s performance, we will now consider the score range and the difficulty levels of the items. The student’s MAPT-CCR for Reading test score was 439. Considering the margin of error, the score range reports that the actual range of test performance this score represents is 406-472. Given this score range, *we would generally expect* the student to correctly answer items with difficulty levels below 406 (the lower end of the score range), and be less likely to answer items with difficulty levels above 472 (the upper end of the score range). Items with difficulty levels in the middle of the score range are right about where the person scored, and that person will get some of those wrong and some of those right.

When we review the report more closely, we see that many of the items the student answered incorrectly were within the score range or above the upper end of score range. As a general interpretation, the student answered relatively harder items incorrectly, and this score report provides some information about what the benchmarks associated with those

² To be a bit more technical without explaining the full details, the score range represents the range of scores we would expect if we tested the student over and over again. Statistically, the student’s “true” score is likely to be contained within this interval 68% of the time. This means that if the student took the same exam many times over, the statistical expectation is that his or her score would be 68% likely to fall within this range.

³ Do not be confused by the fact that this student (“Alex Test-taker”) saw 22 Informational Reading items while the student in Figure 2 (“Ayma Learner”) only saw 20 items from this Content Standard. The numbers of items to be administered in each Content Standard (and domain) differ across educational functioning levels (EFLs).

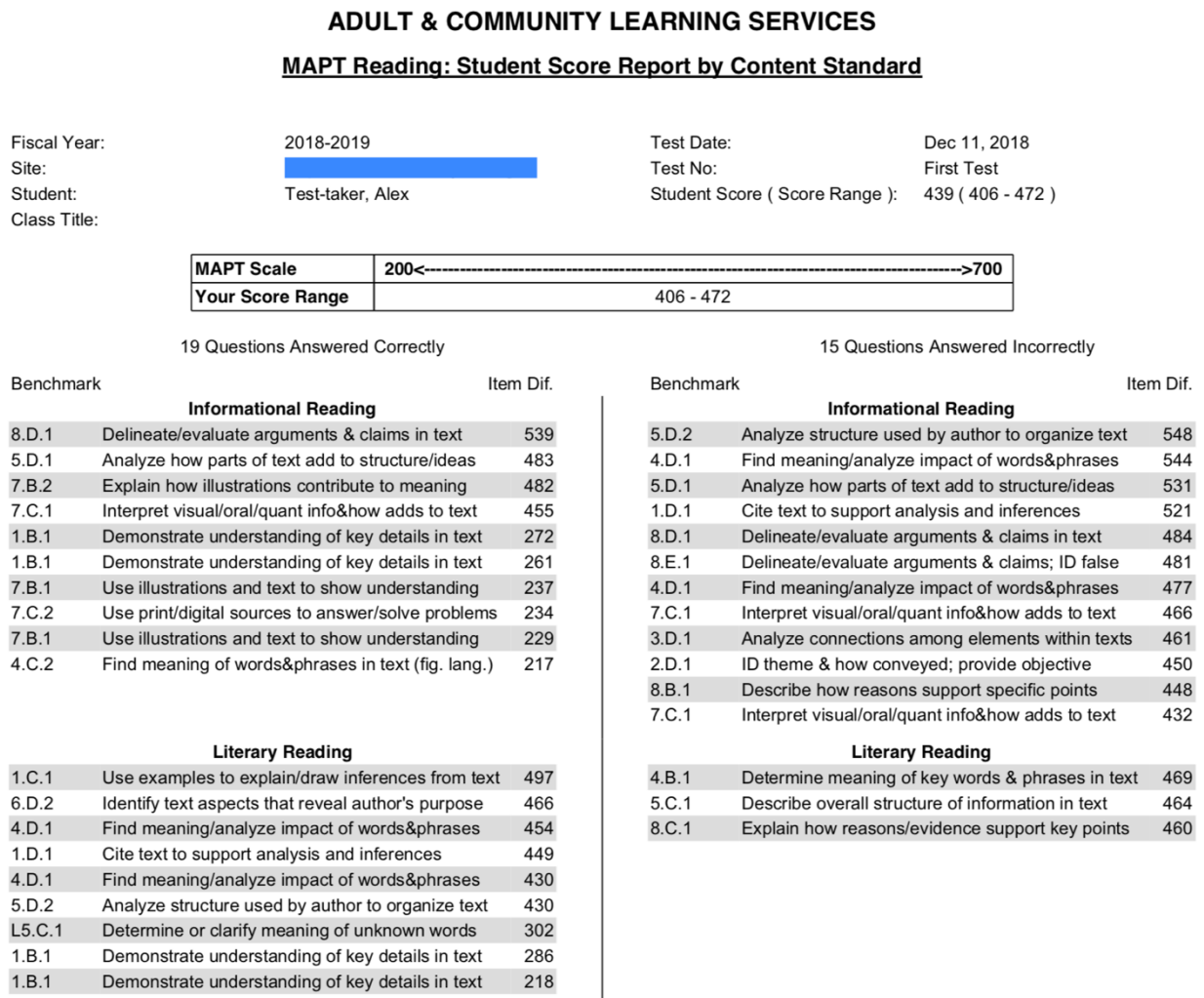
incorrect answers were. These are benchmarks that a teacher might want to look at and incorporate into instruction for this student.

In Informational Reading, for example, 7 of the 12 items the student answered incorrectly were outside of the upper end of the student’s score range.

Another resource for understanding these reports is to refer to the Quick Reference Guide for MAPT-CCR for Reading Individual Student Score Reports (Appendix B).

Figure 6

Sample MAPT-CCR for Reading Student Score Report for Student with Score of 439



Class Score Reports

The Class Score Report is very different from the Individual Student Score Reports in the following areas:

- Individual students within a class do not typically see the same questions on a MAPT-CCR test.
- The range of difficulty on MAPT-CCR tests within a class may be considerable.
- The class-level reports summarize performance by a combination of Content Standard and domain rather than for individual benchmarks.
- Domains are replaced by “topics” in the class report.

Topics represent an intermediary step between the more detailed “benchmarks” and general domains. Essentially, topics represent meaningful groupings of related benchmarks that relate to a common theme of instruction. In all cases, the benchmarks that are grouped together are from a common domain. There are a total of twelve topics, as shown below. The domains and topics go across the Reading anchors presented in the CCRSAE.

MAPT-CCR for Reading Topics

Domain	Topics	Anchors
Key Ideas and Details	<ul style="list-style-type: none"> • Identify words • Use general academic vocab. • Locate explicit info in text • Determine central ideas/themes • Summarize key details/ideas • ID/analyze connections in text 	Reading: 1, 2, 3 Language: 4, 6 Foundational Skills: 2,3,4
Craft and Structure	<ul style="list-style-type: none"> • Understand fig. language, word relationships, nuances in word meanings • Understand author purpose/org. • Identify and analyze literary structures, techniques, and styles 	Reading: 4, 5, 6 Language: 5
Integration of Knowledge & Ideas	<ul style="list-style-type: none"> • Use information and ideas • Evaluate content and claims • Combine and compare/contrast themes, ideas, points of view, claims 	Reading: 7,8,9

The Class Score Report is generated to analyze test scores by Content Standard and topic. Figure 7 provides an example of a Class Score Report. The header of this Class Score Report includes the Fiscal Year, the site name (blocked for confidentiality), the Class Title listed in LACES, the number of students in the class, the number of tests the report includes, and the date on which the report was run. Note that sometimes the number of tests may be larger than the number of students. Depending on when the report is run, some students may have taken the test once, some may have taken it twice, and perhaps some may have taken it a third time, all within a fiscal year. This means that when a teacher looks at this report, depending on how many times different students have taken the MAPT-CCR within a fiscal year, there may be more test administrations than students listed. In other words, this report may include data on more than one test administration for some students.

Refer to the body of the Class Score Report in Figure 7. Along the left margin of the table are the Strands from the CCRSAE and the domains within the Strands. Along the top of the table are ranges of item difficulty on the MAPT-CCR scale (200-299, 300-399, 400-499, 500-599, and 600-700). If a class has not taken test items within a certain portion of the MAPT-CCR scale, that part of the range is not presented in the report. As described earlier, each item on the MAPT-CCR is located on the MAPT-CCR scale and so falls into one of these score ranges. This is a way of characterizing item difficulty because the adaptive nature of the MAPT-CCR results in different students within a class seeing items of different difficulty.

Consider the column headed by 200-299 in Figure 7. In the row labeled Key Ideas and Details within the Literary Reading strand, there are nine student responses in the 200-299 range, and all were answered correctly. This might be reflecting that the same item was seen by nine different students, or that nine different items were seen by different students. The point remains: in this class, among the nine items in that grouping (Literary Reading – Key Ideas and Details within the 200-299 difficulty level), on all occasions all the learners answered correctly. In turn, 88% of the 96 items in the 300-399 range for this Content Standard/domain combination were answered correctly by this class. That percentage drops to 84% in the 400-499 range and 50% in the 500-599 range. One thing to note, then, is that the students in this class have a relatively good grasp of the benchmarks associated with Key Ideas and Details in Literary texts for items appearing at Levels 2 through 4, but as those items get harder, this may be an area for additional instruction at the class level.

Figure 7

Class Score Report by Content Standard and Topic

MAPT Reading Class Score Report by Content Standard and Topic

Fiscal Year: 2018-2019
 Site: [REDACTED]
 Class Title: HISET Reading II PM
 Number of Students: 25
 Number of Tests: 35
 Report Date: 04/30/2019

Percentage of Items Answered Correctly

		200-299		300-399		400-499		500-599		600-700	
		# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Informational Reading	Craft and Structure	4	100%	31	90%	126	70%	53	68%	1	100%
Informational Reading	Integration of Knowledge and Ideas	9	100%	26	85%	238	70%	76	62%	8	25%
Informational Reading	Key Ideas and Details	11	100%	19	89%	65	75%	26	50%	1	100%
Literary Reading	Craft and Structure	5	100%	17	76%	148	74%	28	64%	2	0%
Literary Reading	Integration of Knowledge and Ideas					14	50%	1	0%		
Literary Reading	Key Ideas and Details	9	100%	32	88%	96	84%	16	50%		
Total		38	83%	125	71%	687	71%	200	49%	12	38%

Note: Total Sums the number of student responses based on the total number of student-item combinations

Number of Items per Difficulty Level Seen by Students

200-299	300-399	400-499	500-599	600-700
24	63	93	50	8

To interpret this Class Score Report, the logic outlined in the previous paragraph applies throughout. Look at the item difficulty range along the top, and then choose a strand and topic to focus on. Then, evaluate how many items within that difficulty range/strand and domain combination were presented and answered correctly. This gives you a sense of the extent to which students in a class were able to answer questions on a given strand/domain combination correctly at a specific difficulty level.

In the example provided in Figure 7, the class answered all items in the 200-299 range correctly. In the 500-599 range, the lowest percentages of items correctly answered were in the Key Ideas and Details domain of both the Informational and Literary Reading Content Standards. In the 600-700 range, only 25% of questions in the Integration of Knowledge and Ideas domain of the Informational Reading Content Standard were answered correctly. Because the number of items administered for the other domain/Content Standard combinations in the 600-700 range is low, there are too few item responses on which to base a strong judgment. When the number of student responses is less than 5, any conclusions to be drawn are likely to be unreliable.

The bottom table in Figure 7 provides the number of unique items per difficulty level that were presented to the class. The counts of items in the main body of the table are higher because some items are seen by more than one test-taker.

References

- Goodman, D. P., & Hambleton, R. K. (2004). Student test score reports and interpretive guides: Review of current practices and suggestions for future research. *Applied Measurement in Education, 17*(2), 145-220.
- Pimentel, S. (2013). College and career readiness standards for adult education. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Zenisky, A. L., Sireci, S. G., Lewis, J., Lim, H., O'Donnell, F., Wells, C. S., Padellaro, F., Jung, H. J., Banda, E., Pham, D., Hong, S. E., Park, Y., Botha, S., Lee, M., & Garcia, A. (2018). Massachusetts Adult Proficiency Tests for College and Career Readiness: Technical Manual. *Center for Educational Assessment research report No. 974*. Amherst, MA: Center for Educational Assessment.

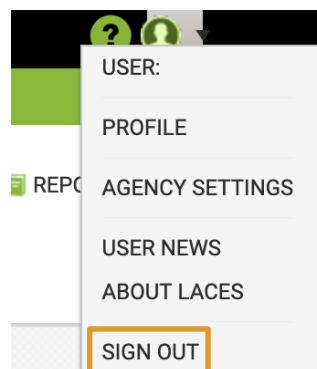
Accessing the MAPT-CCR for Reading Score Reports through LACES

Please note that the score reports for MAPT-CCR for Reading tests that are completed each day will be available in LACES by 5 AM the next morning.

You can access LACES at: <https://laces.literacypro.com/laces>.

On the “log on” screen, type your LACES ID into the “Account Name” field and type your password into the “Password” field.

Reminder: When you are finished reviewing data, make sure you sign out—do not just close the browser. Click on the user icon shown on the upper right corner and select “Sign out.”



Generating Score Reports for an Individual Student

1. Click “Student” in the green bar at the top of the screen.



2. Use the column header filters to find the learner’s record. In this example, we found Ayma Learner’s record by searching for the last name “Learner.”

<input type="checkbox"/>	Last Name ↑	First Name ↑	Middle Name ↑	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword	Last Instr Hours Date
<input type="checkbox"/>	Learner										
<input type="checkbox"/>	Learner	Ayma		Enrolled	ABE	ABE L4	ABE L4	Reading	Assessed onc...	No Value Ente...	04/11/2019

3. Click the checkbox next to the learner’s name and then click “Reports.”

View
Student List

+ ADD NEW STUDENT + ADD WAITLIST STUDENT ✓ SELECTION ✖ EXPORT GRAPHIC REPORTS **REPORTS**

1 of 8173 and Students.Last Name + ADD SEARCH ✖ REMOVE SEARCH ✓ SAVE SEARCH

> Searches

<input type="checkbox"/>	Last Name ↑	First Name ↑	Middle Name ↑	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword	Last Instr Hours Date
<input type="checkbox"/>											
<input checked="" type="checkbox"/>	Learner	Ayma		Enrolled	ABE	ABE L4	ABE L4	Reading	Assessed onc...	No Value Ente...	04/11/2019

- Select the type of report you would like to download. There are two options for Reading: “Student Score Report by Content Standard” and “Student Score Report by Domain.” Only one type of report can be downloaded at a time.

Report Manager

Select one of the following reports:

Drag a column header and drop it here to group by that column

	Report Title	Category
<input type="checkbox"/>	All NRS Tables	NRS
<input type="checkbox"/>	Assessments: Hours Between Assessments	LACES
<input type="checkbox"/>	MAPT Math: Student Score Report by Cognitive Level	LACES
<input type="checkbox"/>	MAPT Math: Student Score Report by Content Strand	LACES
<input checked="" type="checkbox"/>	MAPT Reading: Student Score Report by Content Standard	LACES
<input type="checkbox"/>	MAPT Reading: Student Score Report by Domain	LACES
<input type="checkbox"/>	STUDENT: All Hours with Hours Types between Date Range Page by Student	LACES
<input type="checkbox"/>	STUDENT: Instruct Hours Sum in Date Range	LACES
<input type="checkbox"/>	Student: Student Assessment (with date range)	LACES
<input type="checkbox"/>	STUDENT: All Hours with Hours Types between Date Range	LACES
<input type="checkbox"/>	STUDENT: Assessment Average by Scaled Score by Subject Area	LACES
<input type="checkbox"/>	STUDENT: Assessment By Student with Entry Level and Current FY Hours	LACES
<input type="checkbox"/>	STUDENT: Assessment Domain / Push	LACES
<input type="checkbox"/>	STUDENT: BEST Pre Assessments (with no Post) by Fiscal Year including Demographics	LACES
<input type="checkbox"/>	STUDENT: BEST Pre-Post Assessments by Fiscal Year including Demographics	LACES
<input type="checkbox"/>	STUDENT: Change of Employment History	LACES
<input type="checkbox"/>	STUDENT: Class Days, Time and Building/Room	LACES
<input type="checkbox"/>	STUDENT: Class Days, Time and Building/Room - Page by Student	LACES
<input type="checkbox"/>	STUDENT: Class Enrollment with Grade and Credit	LACES
<input type="checkbox"/>	STUDENT: Class Including Program, Keyword and Term	LACES
<input type="checkbox"/>	STUDENT: Class Including Program, Keyword and Term (by current student list)	LACES
<input type="checkbox"/>	STUDENT: Class, Teacher, Grades and Hours	LACES
<input type="checkbox"/>	STUDENT: Comments by Date Range, Comment Type and Comment like	LACES
<input type="checkbox"/>	Student: Current Year Pre and Post Assessments	LACES
<input type="checkbox"/>	Student: Demographic Report (based on OT table)	LACES
<input type="checkbox"/>	STUDENT: Employment including Occupation and Keyword	LACES
<input type="checkbox"/>	STUDENT: Goals by Date Met Range	LACES

Report Title: MAPT Reading: Student Score Report by Content Standard

Report takes the following parameters:

Reporting System Code
NRS FY 18-19

Additional report information:
Last Update: 12/14/2018
Report File Name: StudentMaptReadingScoreByContentStandard.r

PRINT PDF PRINT EXCEL CANCEL

- Next, select the fiscal year that you are interested in.

Report Title: MAPT Reading: Student Score Report by Content Standard

Report takes the following parameters:

Reporting System Code

NRS FY 18-19

Select a value:

- NRS FY 18-19
- NRS FY 17-18
- NRS FY 16-17

Report File Name: StudentMaptReadingScoreByContentStandard.r

- Click “Print PDF” or “Print Excel,” depending on your preferred format.

PRINT PDF PRINT EXCEL CANCEL

- Once the document is generated, a window will pop up and you will have the option to open it or save it (recommended).

Generating Score Reports for Multiple Students

1. In the 'Student' tab, use the column header filters to limit the view to the group of students whose score reports you would like to access. In this example, we typed "Enrolled" in the "Overall Status" field and "ABE L4" in the "Entry Level" field to see only the records of currently enrolled students who started at ABE L4.

8173 of 8173 + ADD SEARCH X REMOVE SEARCH ✓ SAVE SEARCH

> Searches

<input type="checkbox"/>	Last Name ↓	First Name	Middle Name	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword	Last Instr Hours Date
	<input type="text"/>	<input type="text"/>	<input type="text"/>	Enrolled	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

230 of 8173 and Students.Overall Status X + ADD SEARCH X REMOVE SEARCH ✓ SAVE SEARCH

> Searches

<input type="checkbox"/>	Last Name ↓	First Name	Middle Name	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword	Last Instr Hours Date
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	ABE L4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. To access the score reports of all learners whose records match the filter criteria, click the checkbox to the left of "Last Name" to select all records and click "Reports."

View Student List + ADD NEW STUDENT + ADD WAITLIST STUDENT ✓ SELECTION + EXPORT + GRAPHIC REPORTS REPORTS

≡ MORE + ADD SEARCH X REMOVE SEARCH ✓ SAVE SEARCH

> Searches

<input checked="" type="checkbox"/>	Last Name ↓	First Name	Middle Name	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword	Last Instr Hours Date
<input checked="" type="checkbox"/>				Enrolled	ABE	ABE L4	ABE L4	Math	Assessed onc...	No Value Ente...	05/02/2019
<input checked="" type="checkbox"/>				Enrolled	ABE	ABE L4	ABE L4	Reading	Assessed onc...	No Value Ente...	05/01/2019
<input checked="" type="checkbox"/>				Enrolled	ABE	ABE L4	ABE L5	Math	Assessed 2+ t...	No Value Ente...	05/02/2019
<input checked="" type="checkbox"/>				Enrolled	ABE	ABE L4	ABE L4	Math	Assessed 2+ t...	No Value Ente...	05/02/2019
<input checked="" type="checkbox"/>				Enrolled	ABE	ABE L4	ABE L4	Math	Assessed 2+ t...	No Value Ente...	05/03/2019

Alternatively, to access the score reports of only a few learners within the group, click the checkboxes for those learners, click "Selection", and then click "Subset." After the screen updates to show only those learners' records, click "Reports."

+ ADD NEW STUDENT + ADD WAITLIST STUDENT SELECTION + EXPORT

Overall Status X and Students.Entry Level X

Subset
 Omit
 Clear
 Select All

Program	Entry Level	Current Level	Status	Area
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Select the type of report you would like to download. There are two options for Reading: “Student Score Report by Content Standard” and “Student Score Report by Domain.” Only one type of report can be downloaded at a time.

Report Manager

Select one of the following reports:

Drag a column header and drop it here to group by that column

	Report Title	Category
<input type="checkbox"/>	All NRS Tables	NRS
<input type="checkbox"/>	Assessments: Hours Between Assessments	LACES
<input type="checkbox"/>	MAPT Math: Student Score Report by Cognitive Level	LACES
<input type="checkbox"/>	MAPT Math: Student Score Report by Content Strand	LACES
<input checked="" type="checkbox"/>	MAPT Reading: Student Score Report by Content Standard	LACES
<input type="checkbox"/>	MAPT Reading: Student Score Report by Domain	LACES
<input type="checkbox"/>	STUDENT: All Hours with Hours Types between Date Range Page by Student	LACES
<input type="checkbox"/>	STUDENT: Instruct Hours Sum in Date Range	LACES
<input type="checkbox"/>	Student: Student Assessment (with date range)	LACES
<input type="checkbox"/>	STUDENT: All Hours with Hours Types between Date Range	LACES
<input type="checkbox"/>	STUDENT: Assessment Average by Scaled Score by Subject Area	LACES
<input type="checkbox"/>	STUDENT: Assessment By Student with Entry Level and Current FY Hours	LACES
<input type="checkbox"/>	STUDENT: Assessment Domain / Push	LACES
<input type="checkbox"/>	STUDENT: BEST Pre Assessments (with no Post) by Fiscal Year including Demographics	LACES
<input type="checkbox"/>	STUDENT: BEST Pre-Post Assessments by Fiscal Year including Demographics	LACES
<input type="checkbox"/>	STUDENT: Change of Employment History	LACES
<input type="checkbox"/>	STUDENT: Class Days, Time and Building/Room	LACES
<input type="checkbox"/>	STUDENT: Class Days, Time and Building/Room - Page by Student	LACES
<input type="checkbox"/>	STUDENT: Class Enrollment with Grade and Credit	LACES
<input type="checkbox"/>	STUDENT: Class Including Program, Keyword and Term	LACES
<input type="checkbox"/>	STUDENT: Class Including Program, Keyword and Term (by current student list)	LACES
<input type="checkbox"/>	STUDENT: Class, Teacher, Grades and Hours	LACES
<input type="checkbox"/>	STUDENT: Comments by Date Range, Comment Type and Comment like	LACES
<input type="checkbox"/>	Student: Current Year Pre and Post Assessments	LACES
<input type="checkbox"/>	Student: Demographic Report (based on OT table)	LACES
<input type="checkbox"/>	STUDENT: Employment including Occupation and Keyword	LACES
<input type="checkbox"/>	STUDENT: Goals by Date Met Range	LACES

Report Title: MAPT Reading: Student Score Report by Content Standard

Report takes the following parameters:

Reporting System Code
NRS FY 18-19

Additional report information:
Last Update: 12/14/2018
Report File Name: StudentMaptReadingScoreByContentStandard.r

PRINT PDF PRINT EXCEL CANCEL

4. Next, select the fiscal year that you are interested in.

Report Title: MAPT Reading: Student Score Report by Content Standard

Report takes the following parameters:

Reporting System Code
NRS FY 18-19

Select a value:
NRS FY 18-19
NRS FY 17-18
NRS FY 16-17

Report File Name: StudentMaptReadingScoreByContentStandard.r

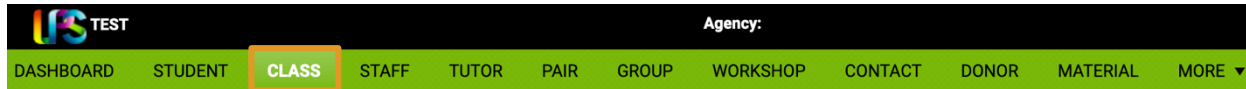
5. Click “Print PDF” or “Print Excel,” depending on your preferred format.

PRINT PDF PRINT EXCEL CANCEL

6. Once the document is generated, a window will pop up and you will have the option to open it or save it (recommended).

Generating Class Score Reports

1. Click “Class” in the green bar at the top of the screen.



2. Use the column header filters to find the class or classes that you are interested in. In this example, we found all HiSET Reading classes (AM and PM) by typing “HiSET Reading” in the “Title” field.

<input type="checkbox"/>	Term	Course Number	Title ↑	Status	Service	Class Keyword	Start Date	End Date	Instructor Type
	<input type="text"/>	<input type="text"/>	HiSET Reading <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	2018-2019	102 WAB056...	HiSET Reading I AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	104 WAB056...	HiSET Reading I PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	202 WAB057...	HiSET Reading II AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	204 WAB057...	HiSET Reading II PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	302 WAB043...	HiSET Reading III AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	304 WAB043...	HiSET Reading III PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff

3. To obtain score reports for all classes the meet the criterion (or criteria), click the checkbox to the left of “Term” to select all records in the current view. Next, click “Reports.”

<input checked="" type="checkbox"/>	Term	Course Number	Title ↑	Status	Service	Class Keyword	Start Date	End Date	Instructor Type
	<input type="text"/>	<input type="text"/>	HiSET Reading <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	2018-2019	102 WAB056...	HiSET Reading I AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	104 WAB056...	HiSET Reading I PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	202 WAB057...	HiSET Reading II AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	204 WAB057...	HiSET Reading II PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	302 WAB043...	HiSET Reading III AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	304 WAB043...	HiSET Reading III PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff

Alternatively, to obtain score reports for only a selection of the classes that meet the criterion, click the checkboxes for those classes, click “Selection,” and then click “Subset.” In this example, only the AM classes were selected. Next, click “Reports.”

View
Class List

6 of 493 and Active and Classes.Title + ADD SEARCH X REMOVE SEARCH

SELECTION
Subset
Omit
Clear
Select All

	Term	Course Number	Title ↑	Status	Service	Class Keyword	Start Date		Instructor Type
<input checked="" type="checkbox"/>	2018-2019	102 WAB056...	HiSET Reading I AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	104 WAB056...	HiSET Reading I PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	202 WAB057...	HiSET Reading II AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	204 WAB057...	HiSET Reading II PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input checked="" type="checkbox"/>	2018-2019	302 WAB043...	HiSET Reading III AM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff
<input type="checkbox"/>	2018-2019	304 WAB043...	HiSET Reading III PM	Active	ABE	No Value Ente...	09/01/2018	06/30/2019	Staff

4. Select the type of class report you would like to download. There is only one option for Reading: “MAPT Reading Class Report by Content Standard and Topic.” Next, select the fiscal year that you are interested in and make a selection under “Test Numbers” depending on which tests you would like included in the report (leave that selection blank to include all tests).

Report Manager

Select one of the following reports:

Report Title	Category
<input type="checkbox"/> Class: Class Attendance Report	LACES
<input type="checkbox"/> CLASS: Student Goals by Course Number and Date Set Range with Teacher/Staff	LACES
<input type="checkbox"/> CLASS: Student Hours by Class	LACES
<input type="checkbox"/> CLASS: All Hours by Date Range	LACES
<input type="checkbox"/> CLASS: Assessments by Class	LACES
<input type="checkbox"/> CLASS: Attendance and Hours Since Last Assessment by Term and Course Number	LACES
<input type="checkbox"/> CLASS: Course Catalog with Start Date, End Date and Cost (Print to Excel)	LACES
<input type="checkbox"/> CLASS: Enrolled Student Absences With Contact Numbers	LACES
<input type="checkbox"/> CLASS: FORM - Present/Absent	LACES
<input type="checkbox"/> CLASS: Hours Attended and Absent by Date Range	LACES
<input type="checkbox"/> CLASS: Hours, Grades and Earned Credits by Term	LACES
<input type="checkbox"/> CLASS: Staff Hours by Type	LACES
<input type="checkbox"/> Class: Student Attendance Form by Class Title for Students with FY Assessment	LACES
<input type="checkbox"/> CLASS: Student Attendance Form by Course Title	LACES
<input type="checkbox"/> CLASS: Student Class with Grade/Credit (selected by Term/Keyword/Program)	LACES
<input type="checkbox"/> CLASS: Student Classes with Grade/Credit (selected by class list)	LACES
<input type="checkbox"/> CLASS: Student Goals By Class Including Subject Area	LACES
<input type="checkbox"/> CLASS: Student Goals by Course Number and Date Set Range	LACES
<input type="checkbox"/> Class: Student Hours by EFL	LACES
<input type="checkbox"/> CLASS: Student Hours, Credits, Grade and Comments	LACES
<input type="checkbox"/> CLASS: Student No Goals Set in Current FY	LACES
<input type="checkbox"/> Class: Student Registration Export for Hours Entry in Excel	LACES
<input type="checkbox"/> CLASS: Student, Teacher, Grades and Hours	LACES
<input type="checkbox"/> CLASS: TEST IMMEDIATELY - Assessment Hours by Class and Course Number	LACES
<input type="checkbox"/> MAPT Math Class Score Report by Content Standard	LACES
<input type="checkbox"/> MAPT Math Class Score Report by Topic and Cognitive Level	LACES
<input checked="" type="checkbox"/> MAPT Reading Class Score Report by Content Standard and Topic	LACES

Report Title: MAPT Reading Class Score Report by Content Standard and Topic

Report takes the following parameters:

Fiscal Year: NRS FY 18-19

Test Numbers (comma-delimited list, leave blank for all tests): Select a value:

Additional report information:
Last Update: 2/8/2019
Report File Name: MaptReadingScoreByTopicCrosstabSummary.rpx

PRINT PDF PRINT EXCEL CANCEL

5. Click “Print PDF” or “Print Excel,” depending on your preferred format.

PRINT PDF

PRINT EXCEL

CANCEL

6. Once the document is generated, a window will pop up and you will have the option to open it or save it (recommended).

Appendix A

Understanding Item Difficulty

Item difficulty refers to how easy or hard an item is. Suppose we have two items, item A and item B. If 50% of all students answer item A correctly and 75% of those students answer item B correctly, we say item A is “more difficult” than item B. Unlike the Content Standard or benchmark an item measures, the difficulty level of an item is not an inherent characteristic of the item. Rather, it is determined by the number and types of students who correctly answer the item.

Now let’s consider a more complicated example, illustrated in Table A1.

Table A1

Differences in Item Difficulty

Item A	Item B
Completed by Low Intermediate students (Level 3, GLE 4.0-5.9)	Completed by High Intermediate students (Level 4, GLE 6.0-8.9)

As before, we again have two items, A and B. This time, however, different groups of students complete each item. Group 1 is a group of Low Intermediate students (i.e., Intermediate Reading students, sometimes referred to as Level 3 or GLE 4.0–5.9). Group 2 is a group of High Intermediate students (i.e., Pre-GED students, sometimes referred to as Level 4 or GLE 6.0–8.9). We expect a larger percentage of the High Intermediate students to answer these items correctly than of the Low Intermediate students, so, in determining the difficulty level of an item, we have to account not only for the numbers of examinees who answer it correctly, but also for the skill level of those students. Item difficulty is more specific than just noting that a test-taker got an item written to a benchmark right or wrong. It is possible that two questions written to the same benchmark will differ in their level of difficulty.

To determine item difficulty, we calibrate all items onto the same scale on which students are placed—the 200 to 700 MAPT-CCR score scale. Figure A1 displays an *item characteristic curve* (ICC), which shows the probability that an examinee at a given MAPT-CCR score will answer an item correctly. The horizontal axis in the figure is the 200-to-700

MAPT-CCR score scale. The vertical axis is probability, which ranges from zero (no chance of answering the item correctly) to 1.0 (a certainty that the item will be answered correctly). The difficulty level of an item is determined by finding the point on the MAPT-CCR score scale where a student has a 50% chance of answering the item correctly. For the item displayed in Figure A1, this point is 501. A horizontal line is drawn where probability = 0.50. The arrow perpendicular to this line illustrates the location on the MAPT-CCR score scale where probability = 0.50. This point represents the difficulty level of the item.

Figure A1

Illustration of MAPT-CCR Item with Difficulty Level of 501

After finding where the probability of correct response is 0.5, we see that the difficulty for this item is roughly 501 on the MAPT scale.

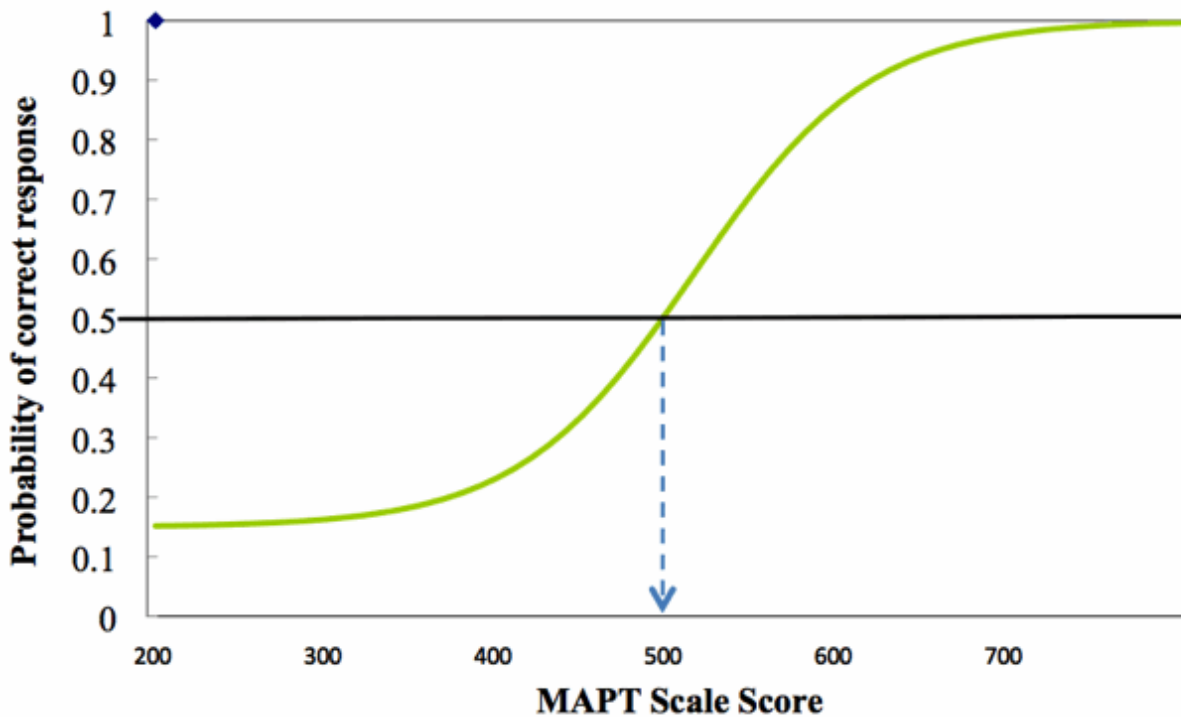


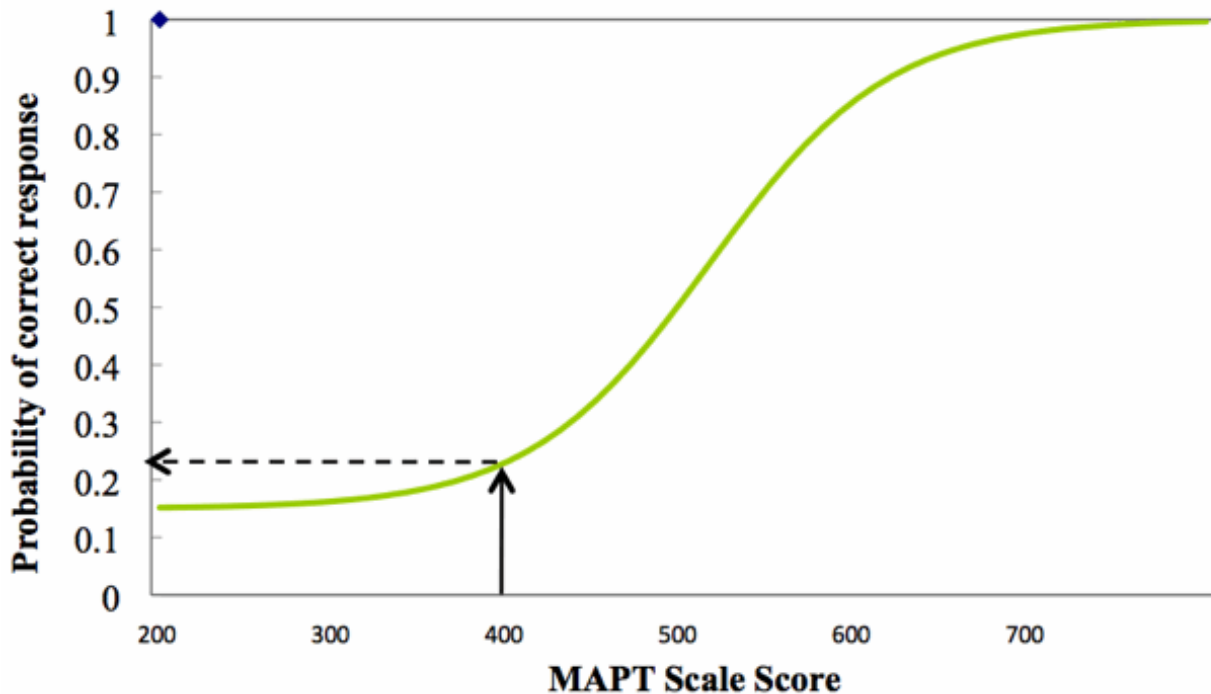
Figure A2 depicts the probability that a student with a MAPT-CCR score of 400 will correctly answer the item in Figure A1, which has a difficulty level of about 500. The probability is determined by starting on the horizontal MAPT-CCR scale axis, locating the examinee score of 400. A perpendicular line is drawn beginning on the MAPT-CCR scale, then intersecting with the item characteristic curve. The probability is found by starting at the new intersection, then drawing another perpendicular line to the vertical axis where probabilities are labeled.

By following the two arrows from the 400 point on the MAPT scale to the ICC and then to the probability axis, you can see that students who score 400 are only roughly 23% likely (i.e., probability = 0.23) to get this item correct. Therefore, this item must be more difficult than the 400 level of performance. On the other side of the spectrum, students at the 600 score level (not shown) are more than 50% likely to get this item correct, so the item is too easy to be at the 600 level. These results are reasonable considering that the actual item difficulty is 501.

Test-development norms suggest that the best place to locate an individual item on the scale is at the point where students have a 50% chance of answering the item correctly (e.g., see Goodman & Hambleton, 2005). Therefore, a student who earns a score of 501 on the MAPT-CCR for Reading has a 50% chance of correctly answering the item depicted in Figures 2 and 3, and that item is assigned a difficulty level of 501.

Figure A2

Illustration of the Probability of an Examinee with a MAPT-CCR Score of 400 Answering an Item Correctly at a MAPT-CCR Score of 400



Appendix B

Quick Guides for Interpreting the Reports

In the following pages are the Quick Guides that have been developed to assist in the interpretation of the score reports. Three Quick Guides have been developed, and are included here in this order:

- Individual Student Score Report by Content Standard
- Individual Student Score Report by Domain
- Class Score Report by Content Standard and Topic

These Quick Guides are also available on the [ACLS Test Help blog](#).

Quick Reference Guide to the MAPT-CCR for Reading: Student Score Report by Content Standard

ADULT & COMMUNITY LEARNING SERVICES
MAPT Reading: Student Score Report by Content Standard

Fiscal Year: 2018-2019
 Site:
 Student: Learner, Ayma
 Class Title:

Test Date: Sep 20, 2018
 Test No: First Test
 Student Score (Score Range): 355 (323 - 388)

MAPT Scale 200 ←-----→ 700

Your Score Range 323 - 388

19 Questions Answered Correctly

16 Questions Answered Incorrectly

Benchmark	Item Dif.	Benchmark	Item Dif.
Informational Reading			
8.C.1	Explain how reasons/evidence support key points 481	7.C.1	Interpret visual/oral/quant info&how adds to text 479
8.C.1	Explain how reasons/evidence support key points 396	7.C.1	Interpret visual/oral/quant info&how adds to text 469
4.C.1	Determine meaning of key words & phrases in text 386	7.E.1	Integrate quant/technical analysis w/qual analysis 469
8.C.1	Explain how reasons/evidence support key points 354	7.B.2	Explain how illustrations contribute to meaning 409
7.D.1	Integrate media/formats/words to understand ideas 353	9.C.1	Integrate info from multiple texts 399
7.C.1	Interpret visual/oral/quant info&how adds to text 346	6.B.1	ID main purpose of text, including author goals 386
4.D.1	Find meaning/analyze impact of words&phrases 342	4.B.1	Determine meaning of key words & phrases in text 381
7.E.1	Integrate quant/technical analysis w/qual analysis 338	1.C.1	Use examples to explain/draw inferences from text 364
1.C.1	Use examples to explain/draw inferences from text 322	7.C.1	Interpret visual/oral/quant info&how adds to text 345
9.C.1	Integrate info from multiple texts 316		
1.C.1	Use examples to explain/draw inferences from text 312		
Literary Reading			
3.D.1	Analyze connections among elements within texts 399	4.C.2	Find meaning of words&phrases in text (fig. lang.) 462
4.B.1	Determine meaning of key words & phrases in text 390	5.C.1	Describe overall structure of information in text 408
RF3.B.1	Know & apply word analysis skills to decode words 383	4.C.2	Find meaning of words&phrases in text (fig. lang.) 373
1.C.1	Use examples to explain/draw inferences from text 366	2.B.1	ID main idea; recall details & explain MI support 369
1.B.1	Demonstrate understanding of key details in text 359	1.C.1	Use examples to explain/draw inferences from text 347
L6.D.1	Acquire & use academic and domain-specific 344	1.B.1	Demonstrate understanding of key details in text 323
RF3.B.1	Know & apply word analysis skills to decode words 343	3.D.1	Analyze connections among elements within texts 301
4.C.1	Determine meaning of key words & phrases in text 329		

1. The header of the report contains basic identifying information as well as the student's MAPT-CCR score and score range, which represents the range of scores we would expect if we tested the student over and over without additional learning.

2. Below the header is an illustration of the student's score range as it connects to the MAPT-CCR scale.

3. The item difficulty level is a value on the MAPT-CCR scale associated with a 50% chance of answering the item correctly.

4. Every item is aligned to a benchmark in the CCRSAE Standards.

5. Each of the 35 items a student takes will be in one of these columns: Questions Answered Correctly or Questions Answered Incorrectly. MAPT-CCR items are confidential and cannot be included on score reports. Therefore, we report the benchmark measured by each item rather than the item itself.

The items in this report are organized by **Content Standard**.

To interpret this report

- Note the student's MAPT-CCR score (in this example, 355)
- Note the score range associated with the MAPT-CCR score (in this example, 323-388)

Using this information

- Look for items answered incorrectly with item difficulty values lower than the students' score range (in this example, the last item on the incorrect side). These were expected to have been easy for the student based on their difficulty level, but were not answered correctly.
- Look also for items answered incorrectly with item difficulty values higher than the student's score range. These were relatively hard for the student given the student's performance and are benchmarks to work on.
- Look for items answered correctly with item difficulty values lower than the student's score range. These were answered correctly and were relatively easy for the student.
- Look for items answered correctly with item difficulty values higher than the student's score range. These were relatively hard for the student given the student's performance, but were answered correctly.

Questions to consider

- How does this information align with what content/skills were taught to students in the class?
- What benchmarks represent material covered that was mastered?

Quick Reference Guide to the MAPT-CCR for Reading: Student Score Report by Domain

ADULT & COMMUNITY LEARNING SERVICES
MAPT Reading: Student Score Report by Domain

Fiscal Year: 2018-2019	Test Date: Jan 31, 2019	1
Site: [Redacted]	Test No: Second Test	2
Student: Learner, Ayma	Student Score (Score Range): 393 (360 - 424)	3
Class Title:		

MAPT Scale	200 <-----> 700	
Your Score Range	360 - 424	

<p>19 Questions Answered Correctly</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Benchmark</th> <th style="width: 30%;">Key Ideas and Details</th> <th style="width: 10%;">Item Dif.</th> </tr> </thead> <tbody> <tr><td>1.B.1</td><td>Demonstrate understanding of key details in text</td><td>391</td></tr> <tr><td>L6.C.1</td><td>Acquire & use academic and domain-specific</td><td>342</td></tr> <tr><td>1.D.1</td><td>Cite text to support analysis and inferences</td><td>333</td></tr> <tr><td colspan="3">Craft and Structure</td></tr> <tr><td>6.E.1</td><td>Determine author view; analyze rhetoric used</td><td>495</td></tr> <tr><td>6.E.1</td><td>Determine author view; analyze rhetoric used</td><td>466</td></tr> <tr><td>4.C.1</td><td>Determine meaning of key words & phrases in text</td><td>462</td></tr> <tr><td>4.B.1</td><td>Determine meaning of key words & phrases in text</td><td>460</td></tr> <tr><td>5.B.1</td><td>Know and use text features to locate key facts</td><td>457</td></tr> <tr><td>4.B.1</td><td>Determine meaning of key words & phrases in text</td><td>373</td></tr> <tr><td>4.D.1</td><td>Find meaning/analyze impact of words&phrases</td><td>365</td></tr> <tr><td>6.D.2</td><td>Identify text aspects that reveal author's purpose</td><td>358</td></tr> <tr><td>5.B.2</td><td>Use text features to locate relevant topic info</td><td>341</td></tr> <tr><td>4.C.1</td><td>Determine meaning of key words & phrases in text</td><td>340</td></tr> <tr><td>4.C.1</td><td>Determine meaning of key words & phrases in text</td><td>336</td></tr> <tr><td>4.D.1</td><td>Find meaning/analyze impact of words&phrases</td><td>332</td></tr> <tr><td colspan="3">Integration of Knowledge and Ideas</td></tr> <tr><td>7.E.1</td><td>Integrate quant/technical analysis w/qual analysis</td><td>439</td></tr> <tr><td>7.B.1</td><td>Use illustrations and text to show understanding</td><td>401</td></tr> <tr><td>9.C.1</td><td>Integrate info from multiple texts</td><td>385</td></tr> <tr><td>8.C.1</td><td>Explain how reasons/evidence support key points</td><td>325</td></tr> </tbody> </table>	Benchmark	Key Ideas and Details	Item Dif.	1.B.1	Demonstrate understanding of key details in text	391	L6.C.1	Acquire & use academic and domain-specific	342	1.D.1	Cite text to support analysis and inferences	333	Craft and Structure			6.E.1	Determine author view; 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1. The header of the report contains basic identifying information as well as the student's MAPT-CCR score and score range, which represents the range of scores we would expect if we tested the student over and over again without additional learning.

2. Below the header is an illustration of the student's score range as it connects to the MAPT-CCR scale.

3. The item difficulty level is a value on the MAPT-CCR scale associated with a 50% chance of answering the item correctly.

4. Every item is aligned to a benchmark in the CCRSAE Standards.

5. Each of the 35 items a student takes will be in one of these columns: Questions Answered Correctly or Questions Answered Incorrectly. MAPT-CCR items are confidential and cannot be included on score reports. Therefore, we report the benchmark measured by each item rather than the item itself.

The items in this report are organized by **Domain**.

To interpret this report

- Note the student's MAPT-CCR score (in this example, 393)
- Note the score range associated with the MAPT-CCR score (in this example, 360-424)

Using this information

- Look for items answered incorrectly with item difficulty values lower than the students' score range (for example, the last item on the incorrect side). These were expected to have been easy for the student based on their difficulty level, but were not answered correctly.
- Look also for items answered incorrectly with item difficulty values higher than the student's score range. These were relatively hard for the student given the student's performance and are benchmarks to work on.
- Look for items answered correctly with item difficulty values lower than the student's score range. These were answered correctly and were relatively easy for the student.
- Look for items answered correctly with item difficulty values higher than the student's score range. These were relatively hard for the student given the student's performance, but were answered correctly.

Questions to consider

- How does this information align with what content/skills were taught to students in the class?
- What benchmarks represent material covered that was mastered?

Quick Reference Guide to the MAPT-CCR for Reading: Class Score Report by Content Standard and Topic

1. The header of the report contains identifying information about the class. Note that in a given class, the number of students may not equal the number of tests recorded because individual students may have taken the test multiple times within the same fiscal year.

2. Each item on the MAPT-CCR is mapped to the MAPT-CCR scale, and so falls into one of five score ranges.

MAPT Reading Class Score Report by Content Standard and Topic

Fiscal Year: 2018-2019
 Site: [REDACTED]
 Class Title: HISET Reading II PM
 Number of Students: 25
 Number of Tests: 35
 Report Date: 04/30/2019

Percentage of Items Answered Correctly

Standard	Topic	200-299		300-399		400-499		500-599		600-700	
		# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Informational Reading	Craft and Structure	4	100%	31	90%	126	70%	53	68%	1	100%
Informational Reading	Integration of Knowledge and Ideas	9	100%	26	85%	238	70%	76	62%	8	25%
Informational Reading	Key Ideas and Details	11	100%	19	89%	65	75%	26	50%	1	100%
Literary Reading	Craft and Structure	5	100%	17	76%	148	74%	28	64%	2	0%
Literary Reading	Integration of Knowledge and Ideas					14	50%	1	0%		
Literary Reading	Key Ideas and Details	9	100%	32	88%	96	84%	16	50%		
Total		38	83%	125	71%	687	71%	200	49%	12	38%

Note: Total Sums the number of student responses based on the total number of student-item combinations

Number of Items per Difficulty Level Seen by Students

200-299	300-399	400-499	500-599	600-700
24	63	93	50	8

3. The “# Student Responses” and “% Correct” columns present information about how many student responses were provided, and the percent of these that were correct. Within each cell, these may or may not represent the same item seen by more than one student, or different items seen by different students.

The items in this report are organized by **Content Standard and Topic**.

To interpret this report

- Note the Difficulty Range of Items (along the top of the table)
- Identify a standard and topic combination you want to look at.
- Note the number of student responses and the percent of these that were answered correctly for the cell you are interested in.

Using this information

- If the number of student responses is less than 5, be aware that this is a relatively small number of items and any conclusions to be drawn are likely to be unreliable.
- Where the number of student responses is greater than 5, look at the percent correct.
 - If the percent correct is high, that represents higher numbers of correct answers to those items in that difficulty range and greater mastery of skills among members of the class as a group.
 - If the percent correct is low, that represents lower numbers of correct answers to those items in that difficulty range and a lower degree of mastery of skills among members of the class as a group.