
Quick Guides for Interpreting the MAPT-CCR for Reading Score Reports

In the following pages are the Quick Guides that have been developed to assist in the interpretation of the MAPT-CCR for Reading 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	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

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	
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

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; 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
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

16 Questions Answered Incorrectly

Benchmark	Key Ideas and Details	Item Dif.
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		
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		
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

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?

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.