



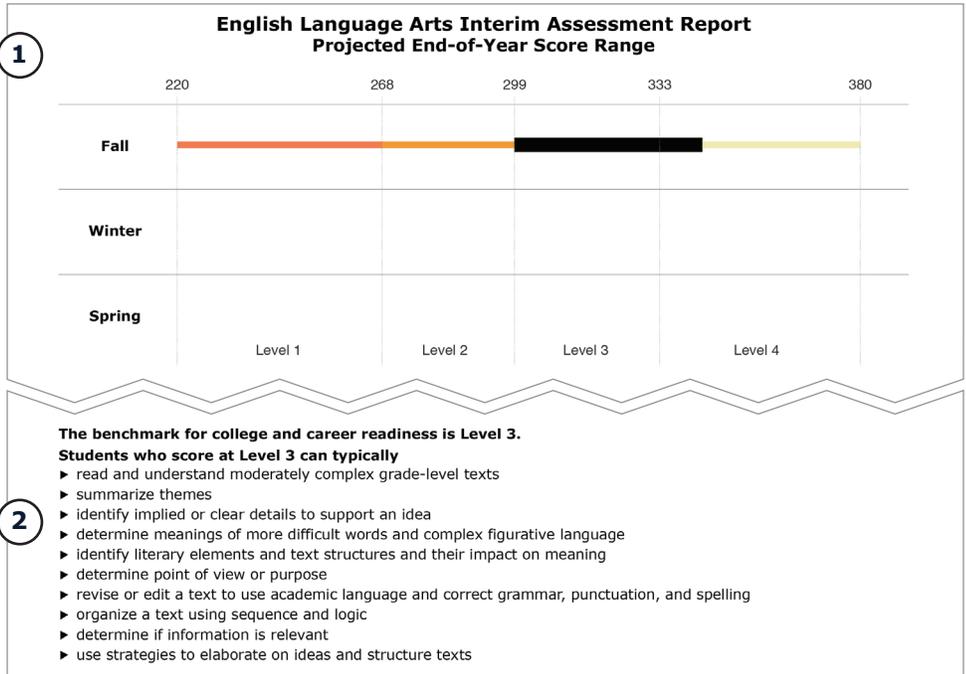
Understanding the Predictive Interim Score Report

PURPOSE This interpretive guide will assist in understanding the results of the Kansas predictive interim assessment. The guide provides basic information about the predictive interim assessment, describes the score report, and suggests ways to use the results.

TEST PURPOSE The predictive interim assessments provide an estimate of a student’s future performance on Kansas summative assessments in English language arts and mathematics. The predictive interim assessments allow educators to evaluate students’ knowledge and skills and are designed to inform decisions both at the classroom level and beyond (e.g., at the school or district level).

TEST CONTENT Each predictive interim assessment comprises English language arts or mathematics test questions, including traditional and technology-enhanced/technology-enabled items, that parallel the summative assessment; the assessment provides items that include a range of depth-of-knowledge levels. Each predictive interim assessment covers approximately half of the content standards assessed on the Kansas summative assessment; if all three predictive interim assessments are administered, a student is exposed to all of the content standards of the year-end summative test. Content for the assessments is based on the time-frame in which the mini-tests were administered in 2016–2017 and on information from teacher surveys about when specific topics are typically taught.

TEST FORMAT Predictive interim assessments are available for grades 3–8 and 10 in English language arts and mathematics. Three separate predictive interim assessments can →



INTERIM REPORT WALK-THROUGH

1 The line graph shows the range of possible scores on the end-of-year (summative) test and where the student’s projected score is likely to be. The segments of the horizontal line, shown in different colors, represent four performance levels on the summative test. The numbers at the top show the boundary scores for the performance levels. The regions differ in size because the score ranges for performance levels are not equal. The black bar represents the likely range of scores the student could receive on the KAP summative test based on the student’s performance from the predictive interim test. Based on a student’s score on the predictive interim assessment, there is 95% confidence that the student’s summative assessment score will be within this predicted range.

The predictive interim assessment can be given three times a year. A student may not have scores from all three test administrations. A student must

answer all the questions on the test to have a projected score range.

“Test not completed” is displayed if the student does not answer all questions on the test. “Student was not tested” is displayed if the student was not tested in an earlier window.

The projected score range can be one piece of evidence used in evaluating whether a student or group of students is set to meet performance expectations. A student’s entire body of work (e.g., in-class work, assignments, classroom assessments, district assessments, predictive interim assessments) should be used to evaluate a student’s mastery level.

2 This list describes the skills that a student who scores at a Level 3 on the Kansas summative test typically displays. Scoring at a Level 3 on the summative test indicates that a student is academically well prepared and on track to be ready for further education or entry into the workforce after high school.

be administered for English language arts and mathematics, for six total assessments. These assessments are available during two-week testing windows in the fall, winter, and spring of each year. Each predictive interim assessment has 25 test questions and is administered online via the KITE® Student Portal.

STUDENT REPORT

STUDENT: Student11, Interim
STATE ID: Student11

GRADE: 10 English Language Arts

3 This chart shows how your student performed on each question that appeared on the most recent interim assessment. The Credit Earned column provides a symbol indicating whether the student received full, partial, or no credit for the question or that the question was not answered. The percent (PCT) reflects the number of students out of 100 who earned full credit on this question. Higher numbers indicate an easier question; lower numbers indicate a more difficult question.

Your Student's Results

Key: No Credit Partial Credit Full Credit Question Unanswered

	Question Description	Credit Earned	PCT
1	Parallel structure; revising to correct error in structure		84
2	Point of view in narrative writing; explaining difference between points of view		72
3	Transitions in argumentative text; revising transitions to connect paragraphs		83
4	Language use; precise language to fit specific context; clear writing context for word choice		82
5	Language use; precise language to fit specific context; clear writing context for word choice		63

4 **Additional Resources**
For sample test questions, visit ksassessments.org/interactive-demos.
For information about the Kansas College and Career Ready Standards, visit ksde.org.
To learn about the Kansas Assessment Program, visit ksassessments.org.

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3 This page shows the student's performance on each question that appeared on the most recent interim test administration. The table provides three pieces of information.

The Question Description column provides some information about the knowledge or skill assessed by each item, or question, on the test.

The Credit Earned column provides a symbol indicating whether the student received full, partial, or no credit for the question or that the question was not answered.

The PCT column provides the number of students out of 100 who earned full credit on this question during the 2016–2017 school year; this number is based only on students who took a mini-test that year. A higher number in this column indicates an easier question (more students answered it correctly); a lower number indicates a more difficult question (fewer students answered it correctly). This value can be used to help interpret and evaluate a student's performance. For example, if a student answered the item incorrectly, but overall it was expected to be an easier question, the student may need additional

support or instruction to master that skill.

A student's mastery of knowledge or of a skill **must not** be evaluated by performance on a single test question alone on the predictive interim assessment. Mastery of knowledge or of a skill should be evaluated based on *all of the available evidence*, including performance on classroom assessments, assignments, and classroom observations.

Because some test questions on the predictive interim assessment evaluate the same or similar skills, identifying patterns of performance on these items provides additional insight to a student's level of mastery. Evaluating the performance of a group of students (e.g., classroom, grade level) on a test question may provide evidence of the effectiveness of instruction of specific knowledge or of a particular skill. A teacher, a group of teachers, or an instructional leader might use this information to prioritize the knowledge or skills on which students should receive additional instruction.

4 For further information about the content standards, assessment program, and tests, please visit the listed websites.

