



## Grade 2 Reading Interpretive Guide

The Grade 2 Reading Assessment measures both foundational reading skills and reading comprehension. The results can assist teachers and families who are helping students to make the transition from “learning to read” to “reading to learn.” Families should discuss their child’s results with the child’s teachers, as students will continue working on these skills at school.

Test Purpose	Test Content	Test Format
The Grade 2 Reading Assessment provides parents and educators with information about student learning.	The test includes reading passages and questions (also known as items) designed by reading specialists at The University of Kansas to measure a student’s abilities in reading. The test is based on the 2017 Kansas English Language Arts Standards.	<p>The test is taken via computer, using Kite Student Portal. Students have access to embedded tools such as a guideline and highlighter.</p> <p>The Grade 2 Reading assessment consists of a reading passage and a set of related multiple-choice questions.</p>

### HOW ARE GRADE 2 READING ASSESSMENTS SCORED?

First, the points your student earned on the test questions are added together without deducting points for incorrect answers. All questions on this test are worth one point.

### HOW SHOULD YOU USE KAP RESULTS?

Use these scores to help identify your student’s relative strengths and limitations.

### HOW CAN YOU SUPPORT YOUR STUDENT?

- Encourage your student to do her or his best on the assessments.
- Talk with the classroom teacher(s) about ways to develop your student’s reading and critical-thinking skills.
- Ask your student questions about what they read that require explanations and cannot be answered with a single word; have them write lists, letters, stories, or podcast scripts.
- Establish time for your student to read and provide engaging and appropriately challenging reading materials.
- Use the information on the back of the report to identify areas where your student needs additional support and ask the classroom teacher(s) how to practice these skills at home.

# STUDENT REPORT WALKTHROUGH

1 Student: Dole, Robert  
Grade: 2  
Subject: Reading

School: Meadowlark Elementary  
District: Sunflower / #D1001  
Spring 2025

## KAP Grade 2 Reading Assessment - Educator Report

2 The Grade 2 Reading Assessment measures both foundational reading skills and reading comprehension. It is designed to serve as a bridge between the early elementary goal of learning to read and the later elementary goal of reading to learn. Results are intended for parent, teacher, school, and district use. Results should be used to drive instruction. Grade 2 Reading Assessment results are not included in the state accountability framework.

### 3 How is Robert doing in different areas of Grade 2 reading?

STUDENT SCORE		TOTAL POSSIBLE
15	OF	19

**Foundational Reading Skills**  
In this area, students are asked to show their understanding of:

- the relationships between letters and sounds; and
- how those letter/sound combinations are used to create words on the page.

STUDENT SCORE		TOTAL POSSIBLE
7	OF	8

**Reading Comprehension - Literary Text**  
In this area, students are asked to show their understanding of:

- the relationships between letters and sounds; and
- how those letter/sound combinations are used to create words on the page.

STUDENT SCORE		TOTAL POSSIBLE
6	OF	8

**Reading Comprehension - Informational Text**  
In this area, students read information about a specific topic, like what might be found in a magazine, science, or history book, and show their understanding of:





- main ideas and key details within texts; and
- how text features are used in informational texts.








- 1 The report identifies the student's name, grade level, school, and district. Additionally, the test's subject matter and time it was taken are provided.
- 2 This section provides an overview of the content assessed by the Grade 2 Reading Assessment as well as the ways the results of this assessment can be used by both teachers and families.
- 3 This section outlines the three areas that are assessed so that teachers and families can determine a student's areas of strength and potential areas for future growth.
- 4 For each of the three areas measured by this assessment, both the student's score and the total number of points available are reported.

## 5 Robert's results

The table below shows how your student performed on each question that appeared on the 2024-2025 Grade 2 Reading Assessment. The Credit Earned column provides a symbol indicating whether the student received full credit or no credit for the question or if the question was not answered. The percent (PCT) column reflects the percentage of students across the state who earned credit on this question during the previous year's test administration.

**Key:**  No Credit Earned  Partial Credit Earned  Full Credit Earned  Question Unanswered

## 6 Foundational Reading Skills

Standard	Description	Credit	PCT
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).		95
			98
			96
RF.1.3.a	Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).		95
			99

### Additional Resources

For information about the Kansas Standards, visit [ksde.org](https://ksde.org).  
To learn about the Kansas Assessment Program, visit [ksassessments.org](https://ksassessments.org).



- 5 This section of the report shows the student's **performance on each question** that appeared on the test. Each table includes four pieces of information.
- 6 The **Table Heading** (Ex: Foundational Reading Skills) describes the areas that were measured. The specific ELA Standard is provided in the table as well. For example, "RF.K.3.c" is a Reading Fundamentals standard in grade K (kindergarten) in the 3<sup>rd</sup> standard and part c of that section.
- 7 The **Description** column provides more information about the knowledge or skill assessed by each item, or question, on the test.
- 8 The **Credit** column shows a symbol indicating whether the student received full, partial, or no credit for the question or that the question was not answered.
- 9 The **PCT** column shows the percentage of students who took the assessment statewide who earned full or partial credit on this question during previous school 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.

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**If a student did not take the test, did not complete enough of the test, transferred schools during testing, or if a special circumstance prevented the student's test from being scored, the score report will not display a score and will be missing most other elements shown in this guide.**

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