Dear educators:

I want to take this opportunity to thank you for all of your hard work during the COVID-19 pandemic. You have played an important role in the success of Kansas’ students. You have gone above and beyond in an effort to make sure our students receive a quality education – no matter what learning environment they are in. While I know it hasn’t been easy, please accept my sincerest thanks for your support and dedication.

I also know that the assessment window is already a busy time for you. However, in the midst of a pandemic, it makes it even more challenging. You have worked diligently to make sure Kansas students are prepared.

This year, students were assessed in the following content areas:

- English language arts: Grades 3–8 and 10.
- Science: Grades 5, 8, and 11.

In addition to assessment results, parents of 8th- and 10th-grade students will see an ACT predictive measure added to their child’s assessment report. This measure correlates with or predicts a likely range of ACT scores based on how the student performed on the state assessment.

Students’ assessment reports also include a Lexile® measure and a Quantile® measure.

- Lexile measures indicate the level of difficulty at which your child reads most comfortably.
- Quantile measures indicate your child’s readiness for instruction addressing a particular mathematical skill or concept.

These ranges are a child’s sweet spot for learning and comprehension.

Please remember that assessments are just one of several measures to consider when gauging student progress. Something as simple as a student not feeling well on the day of the assessment could impact his or her performance. This is why it is so important for you to use classroom interaction, homework and other strategies throughout the year to identify learning and achievement levels.

Thank you for being a positive part of Kansas education, and thank you for supporting the Kansas State Board of Education’s vision for education—Kansas leads the world in the success of each student.

Sincerely,

Dr. Randy Watson, Kansas Commissioner of Education
# Understanding the 2021 Kansas Assessment Program

The Kansas Assessment Program (KAP) is a set of untimed, computerized tests in English language arts, mathematics, and science. The test content fully aligns to the Kansas Content Standards. The Assessment and Achievement Institute at the University of Kansas develops and delivers each assessment.

## Test Purpose
KAP provides parents, educators, and policymakers with one piece of information about student learning.

## Test Content
In 2021, all students in grades 3–8 and grade 10 took assessments in English language arts and mathematics. Students in grades 5, 8, and 11 took a science assessment.

## Test Format
Computerized tests allow students to demonstrate their knowledge in various ways. In addition to seeing multiple-choice items, students see technology-enhanced (TE) items. Depending on the subject area, TE items might include ordering items, matching items, or completing a matrix.

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

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

## How should you use KAP results?
Use these scores to help:
- identify students’ relative strengths and limitations.
- determine students’ progress toward meeting state curriculum standards.
- compare students’ performance to that of other students in the school, district, and state.

Please note a single test score does not provide a complete or precise measure of student achievement. When interpreting KAP results, please take into consideration other measures of student achievement. Also, consider how the conditions for learning, which may have been disrupted by the pandemic, may influence performance.

## How can you help students improve their KAP scores?
- Encourage parents and classroom teachers to discuss ways to develop students’ critical thinking skills.
- Establish time for students to read, and provide engaging and appropriately challenging reading materials.
- Encourage parents to practice skills with their students at home by asking questions that require explanations and can’t be answered with a single word; having students write lists, letters, stories, or podcast scripts; and solving math problems using everyday materials, such as road maps, sporting event results, or recipes.
- Use the information about specific skill categories to identify areas where students need additional support and encourage classroom teachers to have students practice these skills.
Student Report Walkthrough

1. The level score corresponds to the numbered score on the meter. This score represents a student's performance across all sections of the test, which are described on the back of the report.

Reports will also show a student’s score in 2019 if it is available.

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

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

3. This list describes the skills a student has likely mastered, based on his or her performance level score.

This section shows the range of possible level scores and what they mean about a student’s progress toward meeting state curriculum standards.

4. Students who score at this level can typically:
   - Read and understand moderately complex grade level texts
   - Summarize themes
   - Identify implied or clear details to support an idea
   - Determine meanings of more difficult words and complex figurative language
   - Identify literary elements and text structures and their impact on meaning
   - Determine point of view or purpose
   - Revise or edit a text to use academic language and correct grammar, punctuation, and spelling
   - Organize a text using sequence and logic
   - Use strategies to evaluate on ideas and structure texts

5. Performance Level Descriptions

   **Level 1:** A student at Level 1 shows a limited ability to understand and use the English language arts skills and knowledge needed for college and career readiness.

   **Level 2:** A student at Level 2 shows a basic ability to understand and use the English language arts skills and knowledge needed for college and career readiness.

   **Level 3:** A student at Level 3 shows an effective ability to understand and use the English language arts skills and knowledge needed for college and career readiness.

   **Level 4:** A student at Level 4 shows an excellent ability to understand and use the English language arts skills and knowledge needed for college and career readiness.

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

If a student did not take the test, did not complete enough of the test, or 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.
This page shows a student’s relative strengths and weaknesses on the different areas of the test.

Each category represents a group of test items that assess related skills. All subjects have main categories (written in all capitalized letters). In English language arts and math, some of the main categories are broken down further into subcategories. In math and science, each category includes a different set of items.

In English language arts, some items will be counted in multiple categories within the main groups of OVERALL READING and OVERAL WRITING. For example, an item that asks about the main idea of a story will be counted in OVERALL READING, READING: Literary Texts, and READING: Main Idea.

The symbols compare a student’s performance in each category to the performance of students who received the minimum Level 3 score.

For further information about the standards, assessment program, and tests, please visit https://ksassessments.org/educatorsadministrators-home.

A student’s score on the KAP math and English language arts assessments is one indicator of whether he or she is on track for success on the math, reading, and English portions of the ACT. Visit this website for more information about comparing KAP and ACT scores.

A student will receive a Lexile® Measure in English language arts and a Quantile® Measure in math.

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### Student Report

**Student:** Matthews, Zoe  
**Grade:** 10 English Language Arts  
**State ID:** 00000000

#### Your Student’s Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Below</th>
<th>Insufficient Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL READING</strong></td>
<td></td>
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<tr>
<td>In this area, your student performed as well as students who received the minimum Level 3 score. The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.</td>
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<tr>
<td><strong>READING: Literary Texts</strong></td>
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<tr>
<td>In this area, your student performed below students who received the minimum Level 3 score. This portion requires students to answer questions based on literary texts (such as stories and poems).</td>
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<tr>
<td><strong>READING: Informational Texts</strong></td>
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<td>In this area, your student performed better than students who received the minimum Level 3 score. This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).</td>
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<tr>
<td><strong>READING: Making and Supporting Conclusions</strong></td>
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<tr>
<td>In this area, your student performed as well as students who received the minimum Level 3 score. These questions require students to read texts and then make conclusions and use details and evidence to support ideas.</td>
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<tr>
<td><strong>READING: Main Idea</strong></td>
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<tr>
<td>In this area, your student performed as well as students who received the minimum Level 3 score. These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.</td>
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<tr>
<td><strong>OVERALL WRITING</strong></td>
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<tr>
<td>In this area, your student performed below students who received the minimum Level 3 score. The writing portion requires students to read short writing samples and answer questions related to revisions, editing, vocabulary, and language use.</td>
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<tr>
<td><strong>WRITING: Revising</strong></td>
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<tr>
<td>In this area, your student performed below students who received the minimum Level 3 score. These questions require students to revise and edit writing, including writing for specific purposes and contexts.</td>
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<tr>
<td><strong>WRITING: Editing</strong></td>
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<tr>
<td>In this area, your student performed better than students who received the minimum Level 3 score. These questions require students to improve written text, including the use of editing strategies.</td>
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<tr>
<td><strong>WRITING: Vocabulary and Language Use</strong></td>
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<tr>
<td>In this area, your student performed below students who received the minimum Level 3 score. These questions require students to write text by using accurate language and vocabulary that is appropriate to a text’s purpose and audience.</td>
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</tr>
</tbody>
</table>

#### Additional Resources

To learn more about the Kansas Assessment Program and these score reports, visit the “For Families” page on ksassessments.org. For information on the Kansas College and Career Ready Standards, visit ksdc.org.

#### ACT Scoring

To get an idea of how your high school student may perform on the ACT based on this KAP score, refer to this chart. For more information, go to ksassessments.org/act.

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Students’ actual KAP grade 10 ELA score</th>
<th>Students’ projected ACT Reading score</th>
<th>Students’ projected ACT English score</th>
</tr>
</thead>
<tbody>
<tr>
<td>135-185</td>
<td>1-17</td>
<td>1-16</td>
<td>1-16</td>
</tr>
<tr>
<td>126-134</td>
<td>18-23</td>
<td>16-22</td>
<td>12-26</td>
</tr>
<tr>
<td>114-125</td>
<td>22-29</td>
<td>22-28</td>
<td>12-26</td>
</tr>
<tr>
<td>96-113</td>
<td>29-36</td>
<td>28-36</td>
<td>28-36</td>
</tr>
</tbody>
</table>

#### Lexile® Measure

The Lexile measure provides a score that describes the level at which your child can comfortably read challenging text and also describes the complexity of texts, taking into account such features as vocabulary and sentence complexity. This measure, along with consideration of your child’s interests and experiences, is helpful in finding texts for independent reading.

<table>
<thead>
<tr>
<th>Your student’s score</th>
<th>1315L</th>
</tr>
</thead>
</table>

#### Quantile® Measure

The Quantile measure provides a score that describes your child’s level of mathematical ability and the difficulty of a skill or concept as it relates to other mathematical skills and concepts your child is learning. The score shows your child’s readiness for instruction regarding a particular mathematical skill or concept.

<table>
<thead>
<tr>
<th>Your student’s score</th>
<th>321Q</th>
</tr>
</thead>
</table>
School and District Report Walkthrough

1. This graph displays median scores for each grade. A median score is the middle score when scores are ordered from lowest to highest; median scores are an accurate representation of an average score.

2. Students’ scores fall into one of four performance levels. This graph demonstrates the distributions of students’ scores across the four levels.
This page shows students’ relative strengths and weaknesses on the different areas of the test. Each category represents a group of test items that assess related skills. Both math and English language arts have main categories (written in all capitalized letters) that are broken down further into subcategories. In math and science, each category includes a different set of items. In English language arts, some items will be counted in multiple categories within the main groups of OVERALL READING and OVERALL WRITING. For example, an English language arts item that asks about the main idea of a store will be counted in OVERALL READING, READING: Literary Texts, and READING: Main Idea.

The symbols compare students’ performance in this category to the performance of students who scored in the lowest range of Level 3 scores.

High school and eighth grade students’ scores on the KAP English language arts and math assessments are one indicator of whether they are on track for success on the math, reading, and English portions of the ACT. Visit this website for more information about comparing KAP and ACT scores.

For further information about the standards, assessment program, and tests, please visit https://ksassessments.org/educatorsadministrators-home.