



2019 Parent Guide

Dear Parents:

Thank you for supporting your child's participation in the 2019 Kansas Assessment Program.

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

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

In addition to assessment results, parents of eighth- 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.

Your student's assessment report also will 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 your child's "sweet spot" for learning and comprehension. Ask your school for additional information on how to use these scores to support your child's learning.

Kansas' students, teachers and parents are among the best in the nation, and we all share in the responsibility of making every child successful.

As you review your student's results, please remember that assessments are just one of several measures teachers 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. That's why your student's teachers use classroom interaction, homework and many other strategies throughout the year to identify learning and achievement levels.

Please contact your child's school, teacher or principal to have them explain your student's results in detail.

Thank you for being a positive part of your child's 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 2019 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 each assessment.

Test Purpose

The Kansas Assessment Program provides parents, educators, and policymakers with one piece of information about student learning. Additionally, KAP meets federal and state accountability requirements.

Test Content

In 2019, 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. KAP uses technology-enhanced items that ask students to do more than choose the right answer from a list. For example, students may be required to order items, create categories, label areas, plot graphs, select multiple options, and create written responses.

How are KAP assessments scored?

First, we add the points your 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 to 380 and are divided into four performance levels.

We use the same process to calculate your 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 your student's relative strengths and limitations
- » indicate your student's progress toward meeting state curriculum standards
- » compare your student's performance to other students in the school, district, and state

How can you help your student improve his or her KAP score?

- » 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 critical thinking skills.
- » Ask your student questions that require explanations and can't be answered with a single word.
- » Establish time for your student to read and provide engaging and appropriately challenging reading materials.
- » Have your student write lists, letters, stories, or podcast scripts.
- » Solve math problems with your student using everyday materials, such as road maps, sporting event results, or recipes. Have your student explain the solution to the problem.
- » Use the information on the back of the report to identify specific areas that your student needs additional support in. Ask the classroom teacher(s) how to practice these skills at home.

Student Report Walkthrough

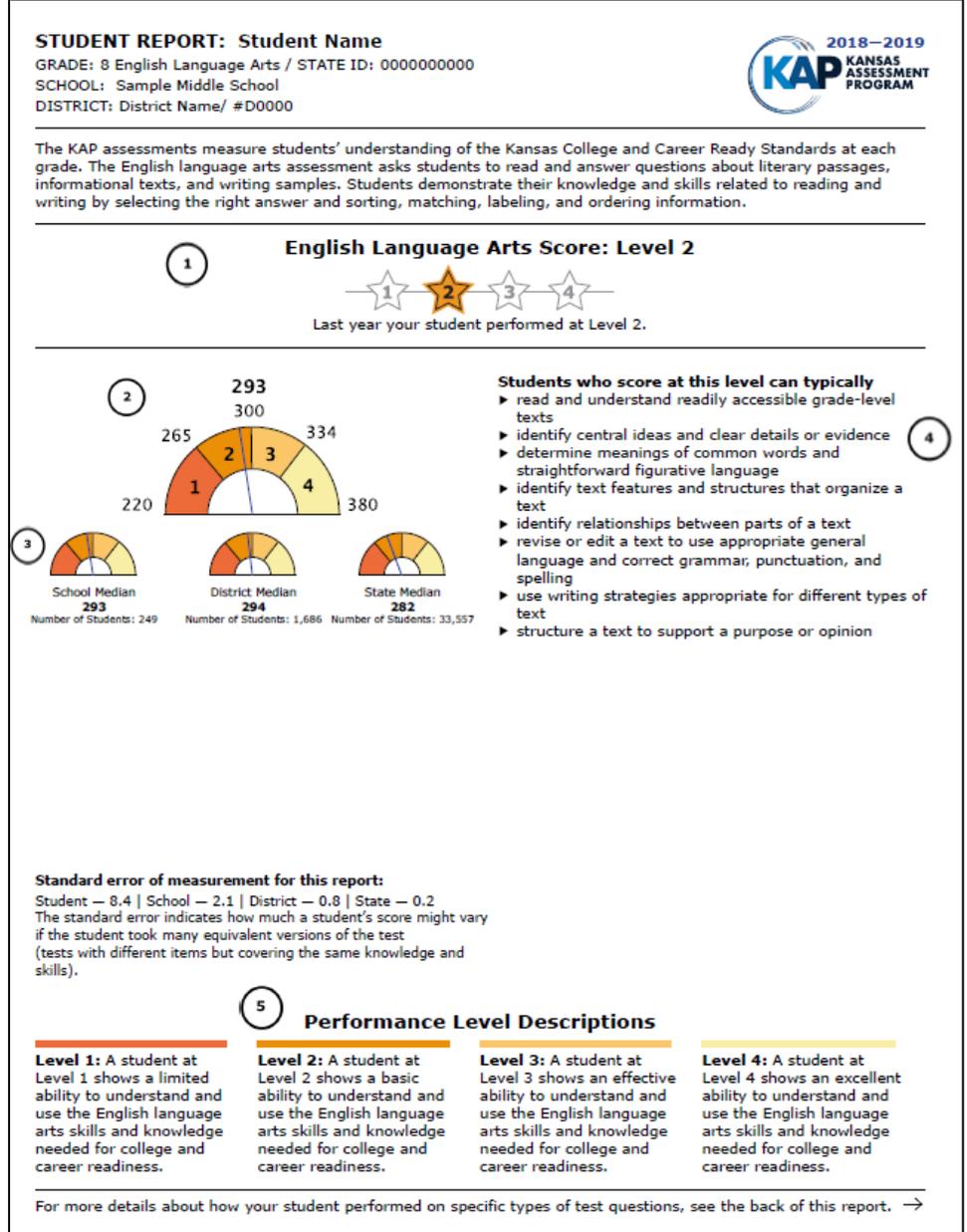
1 The level score corresponds to the numbered score on the meter. This score represents your student's performance across all sections of the test, which are described on the back of the report. Reports for students in grades 4–8 will also show the student's score in the previous year.

2 The meter shows where your 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. Your student's numeric score is displayed above the meter.

3 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.

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

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



If your student did not take the test, did not complete enough of the test, or transferred schools during testing, or if a special circumstance prevented your student's test from being scored, the score report you receive will not display a score and will be missing most other elements shown in this guide. Please contact your district test coordinator, principal, or student's teacher for specific information about your student's assessment.

6 This page shows your 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 (with all-caps titles). In math and English language arts, 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 OVERALL 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.

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

8 For further information about the standards, assessment program, and tests, please visit these websites.

9 Your student's scores on the KAP math and English language arts assessments are one indicator of whether he or she is one 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.

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

STUDENT REPORT
STUDENT: Matthews, Zoe
STATE ID: 00000000
GRADE: 10 English Language Arts

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Your student's performance

+ Exceeds
= Meets
- Below
✖ Insufficient Data

OVERALL READING
+ **In this area, your student performed better than 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.

READING: Literary Texts
+ **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 literary texts (such as stories and poems).

READING: Informational Texts
- **In this area, your student performed below 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).

READING: Making and Supporting Conclusions
= **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 make conclusions and use details and evidence to support ideas.

READING: Main Idea
+ **In this area, your student performed better than 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.

OVERALL WRITING
- **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 revising, editing, vocabulary, and language use.

WRITING: Revising
- **In this area, your student performed below students who received the minimum Level 3 score.** These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

WRITING: Editing
= **In this area, your student performed as well as students who received the minimum Level 3 score.** These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

WRITING: Vocabulary and Language Use
+ **In this area, your student performed better than students who received the minimum Level 3 score.** These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

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Additional Resources
 For sample test questions, information about the Kansas College and Career Ready Standards, and information about the Kansas Assessment Program, visit ksassessments.org. For score report information, visit ksassessments.org/scorereports.

ACT Scoring	Student's actual KAP grade 10 ELA score	Student's projected ACT reading score	Student's projected ACT English score
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 .	Level 1: 220–268	1–17	1–15
	Level 2: 269–299	17–23	15–22
	Level 3: 300–333	23–30	22–30
	Level 4: 334–380	30–36	30–36

Lexile® Measure
Your student's score: **123L**
 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.

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Quantile® Measure
Your student's score: **321Q**
 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.

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