

MKAS²

3rd Grade Reading

Summative Assessment

Student Score Report

Interpretation Guide



May 2015

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MKAS² 3rd Grade Reading Summative Assessment—Student Score Report Interpretation Guide

Introduction

The purpose of this guide is to provide educators and parents with information that will help them understand and interpret the results of the MKAS² 3rd Grade Reading Summative Assessment Student Score Report.

For questions regarding the MKAS² 3rd Grade Reading Summative Assessment policies, contact

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For additional teacher resources, visit the Mississippi Department of Education Website at <http://www.mde.k12.ms.us/OSA/RSA>

MKAS² 3rd Grade Reading Summative Assessment

The MKAS² 3rd Grade Reading Summative Assessment is a computer-adaptive test that measures student achievement on 3rd grade reading skills. As a student takes the assessment, the software selects items based on the student's correct and incorrect responses. In this way, the assessment is tailored to accurately measure each student's level of achievement. The assessment is designed to meet the state requirements of the Literacy-Based Promotion Act.

Literacy-Based Promotion Act

The Literacy-Based Promotion Act was passed by the state of Mississippi during the 2013 legislative session. This act places an emphasis on proficiency of reading skills, particularly as students in public schools progress through grades K–3. Beginning with the 2014–2015 school year, a student scoring at or below the lowest achievement level in reading on the established state assessment for 3rd grade (MKAS² 3rd Grade Reading Summative Assessment) will not be promoted to 4th grade unless the student qualifies for a good cause exemption for promotion.

District: Mississippi District
#1/2520
School: Mississippi School
#1/25
Teacher: Mrs. Smith

Test Date: May 11, 2015 9:15 AM
Test Time: 28 Minutes



Cheama, Amber

B MSIS ID: 123456789
Grade: 3

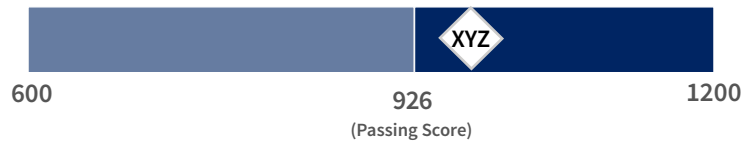
Amber's Scaled Score

C XYZ
PASS

Assessment Results:

Passing Scaled Score: 926 **C**
Amber's Scaled Score: XYZ

D Test Attempts: 1 of (3)



E A student's MKAS² 3rd Grade Reading Summative scaled score is a measure of their performance on the test. On another occasion, they might obtain a slightly different score as a result of normal variation; the typical range of such variation is indicated by the standard error of measurement (SEM). The student's scores on different occasions should be within +/- the standard error of measurement of one another about two-thirds of the time. For more information about this score report and SEM, please visit <http://tinyurl.com/Grade-3-Reading-Summative>.

Amber meets 3rd Grade Reading Summative Assessment benchmark.

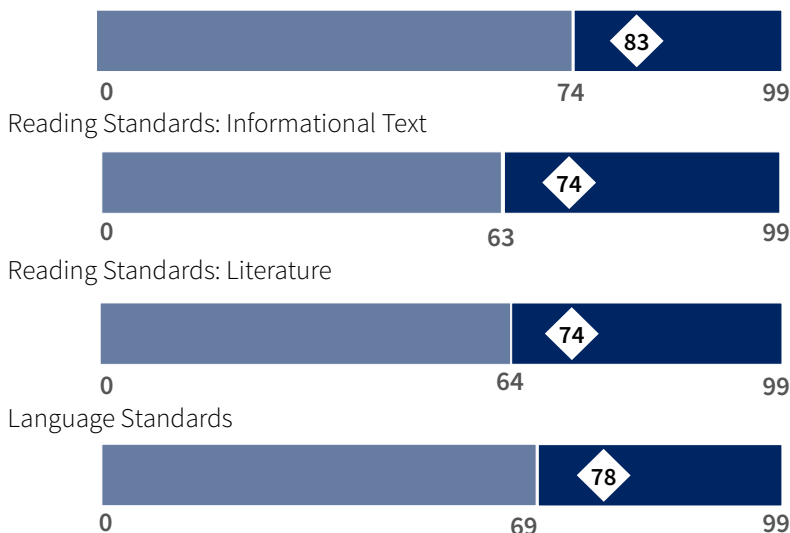
F When reading grade-level texts, students at the Ready level* can:

- Answer questions, referring explicitly to the text as the basis for the answer
- Determine the central message, lesson, moral in literary text
- Determine the main idea and recount key details in informational text
- Identify character traits as they relate to the story
- Refer to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza
- Locate information relevant to a given topic using key words, headings, bold print, etc.
- Know and apply grade-level phonics and word analysis skills in decoding words:
 - Identify and know the meaning of the most common prefixes and suffixes
 - Decode multi-syllable words
- Determine and clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content

Congratulations, Amber, you passed the MKAS² 3rd Grade Reading Summative Assessment.

The second page of this report lists the focus skills assessed on the MKAS² 3rd Grade Reading Summative assessment.

G Reading Standards: Foundational Skills



Domain scores range from 0-99. The solid diamond represents the student's domain score and is based on his or her scaled score. The white vertical line represents the domain's Benchmark score and is based on the passing scaled score.

Projected Benchmark at each domain level

Domain scores

*Benchmark projections are based on the students total scaled score.

Domain	Focus Skill
Foundational Skills	Read grade 3 words, even when their spellings are unusual (for example: certain, notice)
	Use various ways to understand what is being read, such as slowing down, re-reading, or sounding out a word by using phonics
Reading: Informational Text	When reading non-fiction, be able to tell how some events lead to other events
	Tell the topic of what is being read and the main idea in each paragraph
	Use a table of contents, an index, a title, a caption, and other text features to find information
Reading: Literature	Ask and answer questions to understand a story better (for example: who, what, where, when, why, and how)
	Find the moral of a story, even if the story comes from another country or culture
	Explain how the characters in a story act when they face a problem (for example: How does the girl in the story solve the problem?)
	Explain how stories, poems, and plays are different
Language	Use a beginner’s dictionary or dictionary to check the meaning of a word
	Know the different meanings of words that sound the same or that are spelled the same, and use the correct word in context (for example: hear or here)
	Use prefixes, suffixes, or the root of a word to figure out the meaning of a new word (for example, use “view” to understand “review”, and “preview”)

For more information regarding the MKAS² 3rd Grade Reading Summative Assessment, please visit the MKAS² website - <http://www.mde.k12.ms.us/MKAS2>

For parent resources, please visit the literacy website-<http://www.mde.k12.ms.us/literacy>

A Test Date and Test Time

The Student Score Report indicates the date and time of day the MKAS² 3rd Grade Reading Summative Assessment was administered to the student. The length of time it took the student to complete the assessment is also reported.

B MSIS ID

The Mississippi Student Information System (MSIS) number is a unique 9-digit number assigned to each student by the state of Mississippi upon entering the public school system.

C Scaled Score

A scaled score (SS) is the student's score on the assessment. It is used to report performance for all students on a consistent scale. A computer-adaptive test creates a virtually unlimited number of test forms as it dynamically interacts with the student taking the test. To make the results of all tests comparable, it is necessary to convert all the results of the tests to scores on a common scale. The MKAS² 3rd Grade Reading Summative Assessment scale ranges from 600–1200.

Passing Scaled Score: Upon completion of the first MKAS² 3rd Grade Reading Summative Assessment testing window, the Standard Setting Committee presented a recommended passing scaled score to the Mississippi Board of Education. (For information as to how the committee identified this cut score, see Standard Setting on page 7.) The actual passing score was approved by the Mississippi Board of Education.

Student Scaled Score: The actual score the student achieved on the MKAS² 3rd Grade Reading Summative Assessment.

D Test Attempts

Each student has up to three opportunities to pass the MKAS² 3rd Grade Reading Summative Assessment. The report indicates whether the test scores reported represent a first, second, or third attempt.

E Standard Error of Measurement

When interpreting the results of any test instrument, it is important to remember that the scores represent estimates of a student's true achievement level. Test scores are not absolute or exact measures of performance. The standard error of measurement (SEM) can be thought of as a measure of how precise a given score is, and it describes the extent to which scores would be expected to fluctuate. For example, if measurement errors follow a normal distribution, a SEM of 15 means that if a student were tested repeatedly, his or her scores could fluctuate plus or minus 15 points of his or her first score about two-thirds of the time, and within 30 points (twice the SEM) roughly 95 percent of the time. Since reliability can also be regarded as a measure of precision, there is a direct relationship between the reliability of a test and the standard error of measurement for the score it produces. Because the MKAS² 3rd Grade Reading Summative assessment is computer-adaptive, the SEM will tend to be lower than that of a traditional fixed-form assessment, particularly at the highest and lowest score levels, where the measurement precision of conventional tests is weakest. The overall standard error of measurement for the MKAS² 3rd Grade Reading Summative assessment has been calculated as +/- 13 scaled score points.

F Performance-Level Descriptors

Performance-Level Descriptors (PLDs) are statements in clear, operational language that define what a student must know and be able to do in Reading to pass the MKAS² 3rd Grade Reading Summative Assessment. PLDs are developed as a component of the standard-setting process. There are two sets of PLDs; one describes a student who passes the test and the second describes a student who does not pass the test.

Developed by the Mississippi Department of Education within the Office of Elementary Education and Reading, and refined by the Standard-Setting Committee, these descriptors define the Ready level—what a student must know and be able to do in Reading to be ready to move to Grade 4. Students who pass this assessment have acquired the minimum skills needed to learn 4th-grade standards. The descriptors also served as a guide for the standard-setting panel members, who used them in order to develop a shared understanding of what skills and knowledge are required for a student to be promoted to 4th grade.

When reading grade-level texts, students at the Ready level can:

- Answer questions, referring explicitly to the text as the basis for the answer
- Determine the central message, lesson, moral in literary text
- Determine the main idea and recount key details in informational text
- Identify character traits as they relate to the story
- Refer to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza
- Locate information relevant to a given topic using key words, headings, bold print, etc.
- Know and apply grade-level phonics and word analysis skills in decoding words:
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(For more information about the purpose of PLDs in determining the passing cut score for the MKAS² 3rd Grade Reading Summative Assessment, see Standard Setting on page 7.)

G Domain Scores

A domain score is an estimate of percent of proficiency in a given domain of knowledge and ranges from 0–99. For example, a domain score of 83 in Foundational Skills means the student would be expected to correctly answer 83 percent of the items which assess foundational skills if all of the items in that domain were administered.

A student's domain scores are based on his or her overall scaled score and will provide parents and teachers with an estimate of where the student is with regard to his or her domain mastery.

H Focus Skills

The Student Score Report includes a list of focus skills. Educators can use the list of focus skills to determine the appropriate interventions for students. Parents can use this list of skills along with the At-Home Reading Activities (available on the MKAS² website) to support the reading development of their child.

Standard Setting

Standard setting is a formal and structured process that helps determine the passing score for an assessment. Mississippi used the ID-matching standard-setting method to determine the passing scaled score for the MKAS² 3rd Grade Reading Summative Assessment. The standard-setting process includes three critical components—performance-level descriptors, standard-setting committee members, and the standard-setting process.

The first is the Performance-Level Descriptors, written under the direction of the Office of Elementary Education and Reading within the Mississippi Department of Education, define the Ready level—what a student must know and be able to do in Reading to be ready to move to Grade 4. (For more on this process, see Performance-Level Descriptors on page 6.)

The second key component involves a 24-member standard-setting committee from across the state. These members include educators, parents, and various stakeholders familiar with 3rd-grade standards and reading instruction. The demographics of this panel reflect those of the state. The role of the standard-setting panel is to recommend a passing cut score to the Board of Education.

The third component—the standard-setting process— gives the panel access to a representative set of the test items administered to students. For panel review, the test questions are ordered by difficulty. The easiest questions are seen first, progressing to the most difficult item at the end of the document. This item arrangement helps the panel determine the best cut score for the overall test.

Mississippi's ID-matching standard-setting process occurred over a two-day meeting period during which members independently read and judged each question on the test in terms of the Performance-Level Descriptors.

The task of the committee was to determine whether each question aligned with the Performance-Level Descriptor. The test questions that best separated “Pass” from “Not Pass” became the members' recommended cut score. Members then discussed their judgements regarding cut score recommendations as a collective group. Following this discussion, members completed a second round of judgements, during which they confirmed or adjusted their recommended cut score. After this round of review, the panel once again discussed the rationale behind their judgements. They also considered and discussed the anticipated statewide impact data—the percent of students likely to be identified as Passing or Not Passing if their Round 2 judgement were to be adopted. Members then completed a third round of individual judgements, which were compiled to form the committee's recommended passing score. The recommendation was reviewed by the Technical Advisory Committee and the Mississippi Department of Education and approved by the Mississippi Board of Education.