



# INTERIM GUIDE FOR EDUCATORS AND TEST COORDINATORS

2023-2024



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## INTERIM GUIDE FOR EDUCATORS AND TEST COORDINATORS

This guide is designed to support Kansas educators in using the interim system. The interim system includes Predictive Interims assigned automatically and Instructional Interim (Mini-Tests) compiled, assigned, and shared by local educators.

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### A NOTE ABOUT ROLES

This guide's procedures and graphics expect the reader to have the role of Teacher in Educator Portal. If you have another role and you do not see a function, it is unavailable to you.

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### A NOTE ABOUT GRAPHICS

Every effort was made to assure the graphics in this guide match what the users will see when using Educator Portal. In some cases, however, graphics vary depending on role or have been edited to allow you to view more information or to obscure personal details.

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### A NOTE ABOUT NAMES AND DATA

All names and organizations used in this document are fictitious. No identification with actual persons (living or deceased), places, and organizations is intended or should be inferred. All data including scores and identification numbers are randomly generated.

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### DISCLAIMER

Kite<sup>®</sup> and the Kite logo are trademarks of The University of Kansas. All other trademarks referenced in this guide belong to their respective owners.

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### CHANGE LOG

The following table lists the changes made to this guide since the last major release of the documentation.

| Change Logged | Page(s) | Description of Change   |
|---------------|---------|---|
| 8/2023        | Various | Updated screenshots showing new user interface design in Kite Student Portal and Kite Educator Portal |

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## ACCESSING EDUCATOR PORTAL

Kite Educator Portal (EP) is a web-based application, so you will need to be connected to the Internet to access the system. Students take assessments in Kite Student Portal (SP).

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### REQUIRED SOFTWARE

To effectively use Educator Portal, your machine should have the following software:

- Supported browser – a list of supported browsers can be found on the KAP website’s [Technology Coordinators](#) page.
- PDF viewer – such as Adobe Acrobat that allows you to open and print PDF files.
- Spreadsheet program – such as Microsoft Excel to create comma-separated values (CSV) files if you need to upload information.

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### SERVICE DESK

The Kite Service Desk provides support for Educator Portal and Student Portal. Service Desk representatives are available to assist weekdays from 7:00 a.m. to 5:00 p.m. Central time. During summative assessments, the Service Desk extends hours of operation from 6:00 a.m. to 6:00 p.m. Central time. The Service Desk is closed on state holidays and unavailable during the week of December 25<sup>th</sup> through January 1<sup>st</sup>.

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**Phone:**        **855-277-9752**

**Email:**        [kap-support@ku.edu](mailto:kap-support@ku.edu)

**Live Chat:**    [Educator Portal](#)

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## INTERIMS OVERVIEW

Interim assessments are traditional tests used periodically throughout the school year to measure students' understanding of concepts and use of particular skills. Interim assessments are sometimes referred to as benchmark or predictive assessments.

Along with summative and formative assessment processes, interim assessments constitute an integral part of a robust and balanced assessment approach. Well-implemented interim assessment ensures that students and teachers remain engaged in feedback and instruction—measuring students' success in learning material and providing schools with data to make within-year programmatic decisions to help improve student achievement.

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### PREDICTIVE INTERIM

KAP provides Predictive Interim assessments in English Language Arts (ELA) and mathematics three times during the school year and are aligned to state curriculum standards that help predict future performance on the Kansas summative assessments. Several types of reports are available to view and download in Educator Portal (EP) that can be used to evaluate students' knowledge and skills and inform decisions at the classroom, school, or district level. In EP, educators can monitor students in test sessions and administrators can end and reactivate tests.

Predictive Interim assessments are available during three two-week testing windows during the school year. This year's Predictive Interim windows are scheduled as follows:

- Window 1: 10/2/23 – 10/13/23
- Window 2: 12/4/23 – 12/15/23
- Window 3: 1/29/24 – 2/9/24

Each Predictive Interim assessment:

- has between **17–25 questions** and is administered online via Kite Student Portal,
- comprises **ELA or mathematics** test questions, including traditional and technology-enhanced/ technology-enabled items that parallel the summative assessment,
- provides items that include a range of **depth-of-knowledge levels**, and
- covers approximately **one 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 content standards** of the summative assessment.

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## INSTRUCTIONAL INTERIM (MINI-TESTS)

Teachers, Building Test Coordinators and Users, and District Test Coordinators and Users can create and assign Instructional Interim tests composed of one or more Mini-Tests. Each Mini-Test is a grouping of questions related to a specific standard(s) created by the Achievement & Assessment Institute (AAI) at the University of Kansas. The Instructional Interim Mini-Tests are designed to be used frequently during instruction throughout the school year (early-September through May) to provide feedback to help students, evaluate students' learning, and aid teachers in adjusting instruction. In general, educators do the following:

1. Build tests using Mini-Tests with items that mirror summative assessment items.
2. Copy tests created by staff within their own building/district.
3. Assign Mini-Tests to students and start or stop test delivery to Student Portal.
4. Monitor, Pause, Resume, Reactivate, and End Test Session.
5. Administer Mini-Tests aligned to state curriculum standards.
6. See immediate results from students' tests.

## LOADING STUDENTS TO EDUCATOR PORTAL

Before interim tests are automatically assigned (predictive) or manually assigned (instructional), a district must submit a TASC record through KIDS. This creates or modifies a "roster" in Educator Portal (EP) connecting teachers to students.

Teachers should have active accounts in EP prior to the TASC upload. If a teacher does not have an Educator Portal account and is included in a TASC upload with an email address and Educator Identifier, an inactive user account will be created in EP. A building or district administrator will need to manually activate the teacher's account to send the teacher an activation email. More information on activating accounts can be found in the Kite Educator Portal Manual for Test Coordinators.

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## ROSTERING STUDENTS TO MORE THAN ONE TEACHER THROUGH A TASC UPLOAD

Students can be rostered to more than one teacher within the same building through a TASC record upload, providing multiple educators with the ability to assign, manage, and monitor Instructional Interim (Mini-Tests). For more information on how to submit a TASC record, please refer to KIDS documentation provided by KSDE.

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## REMOVING STUDENTS FROM A ROSTER

If you need to remove a student from a roster, you will need to submit a TASC record with Course Status = 99. In the event a TASC record is submitted to move a student to a different building or district, the student will be automatically removed from all rosters.

## INSTRUCTIONAL INTERIM (MINI-TESTS)

### BUILD

To create an instructional interim from mini-tests, perform the following steps:

1. Sign in to [Educator Portal](#).
2. Click Interim in the menu.
3. Click Build or Copy a Test.

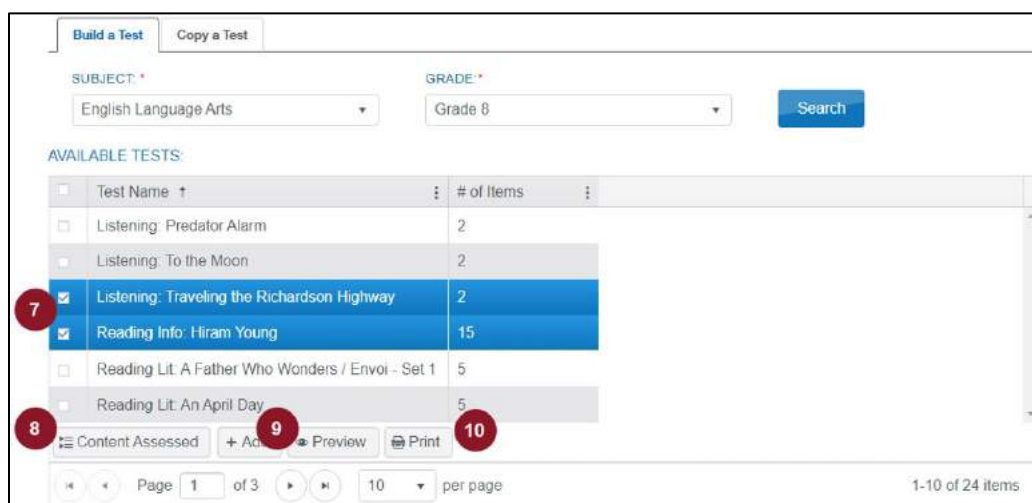


4. On the Build a Test tab, select the subject: English Language Arts or Math.
5. Select the grade.
6. Click Search.
7. Select one or multiple mini-tests from the Available Tests table.
8. Click the Content Assessed icon to view details about each selected test, if desired.
9. Click the Preview icon to preview a specific test, if desired. The test preview will open in a pop up. Click the X in the upper right corner of the Preview screen to exit.

**Note: Preview allows the educator to view information about the mini-test, the number of questions, and the questions and answers. Only one test can be previewed at a time.**

10. Click the Print icon to print the selected test(s), if desired.

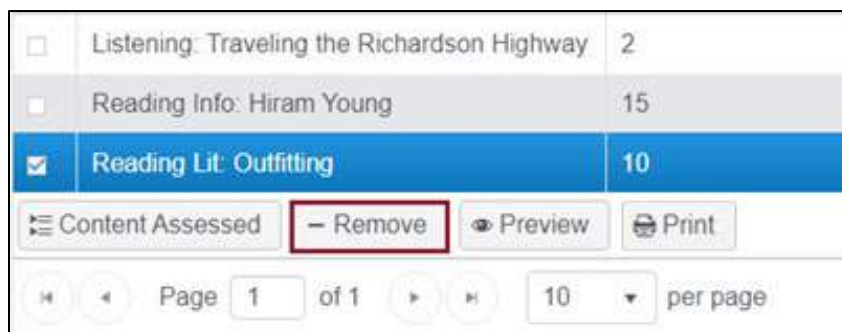
**Note: It is recommended to only print one mini-test at a time. Tests print in landscape mode by default, with one test question per page.**



11. Click + Add to add the test(s) to the Selected Tests table.



12. To remove a test from the Selected Tests table, select the specific test(s) and click – Remove.



13. When finished, click Save.  
 14. Name the test and provide an optional test description.  
 15. Click Save.

Save Test ×

**TEST NAME:**

**TEST DESCRIPTION:**

16. Saved tests can be assigned to students from the My Tests page on the Interim menu.

**Note: Students can only be assigned to Instructional Interims by the creator of the test. Only the creator of the test can start and stop the test. District and Building Administrators can view tests, assignments, and results of tests created by Teachers or anyone in their organization. Teachers can only assign tests and view results for students rostered to them.**



## COPY

To copy an instructional interim made from within my district, perform the following steps:

1. Sign in to [Educator Portal](#).
2. Click Interim in the menu.
3. Click Build or Copy a Test.



4. Click the Copy a Test tab.

**Note:** The system defaults to the Build a Test tab. Be sure you have clicked on Copy a Test.

5. Select a subject: English Language Arts or Math.
6. Select a grade.
7. Click Search.
8. Select a test from the Available Tests table to copy.

**Note:** View assessed content and a preview of the test here, similar to building a test.

9. Click Copy.

| Test Name                        | Organization Name  | Created By   | # of Items | Test Description        |
|----------------------------------|--------------------|--------------|------------|-------------------------|
| Fall Window - ELA Interim Test 1 | Meadowlark School  | Kite Trainer | 17         | enter a description for |
| KAP_ELA_Gr8_123                  | Sunflower District | Lisa Braun   | 29         |                         |

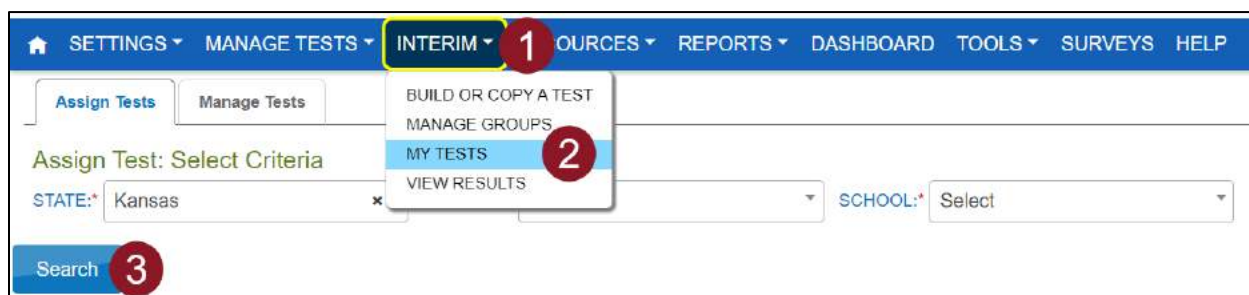
10. Enter a test name.
11. Provide a test description (optional).
12. Click Copy.

## ASSIGN

Mini-Tests can be assigned to an entire roster, a specific grade, or to specific students. To assign a test, perform the following steps listed below:

**Note: Students added to a roster/grade after the test was originally assigned will automatically get assigned to the test.**

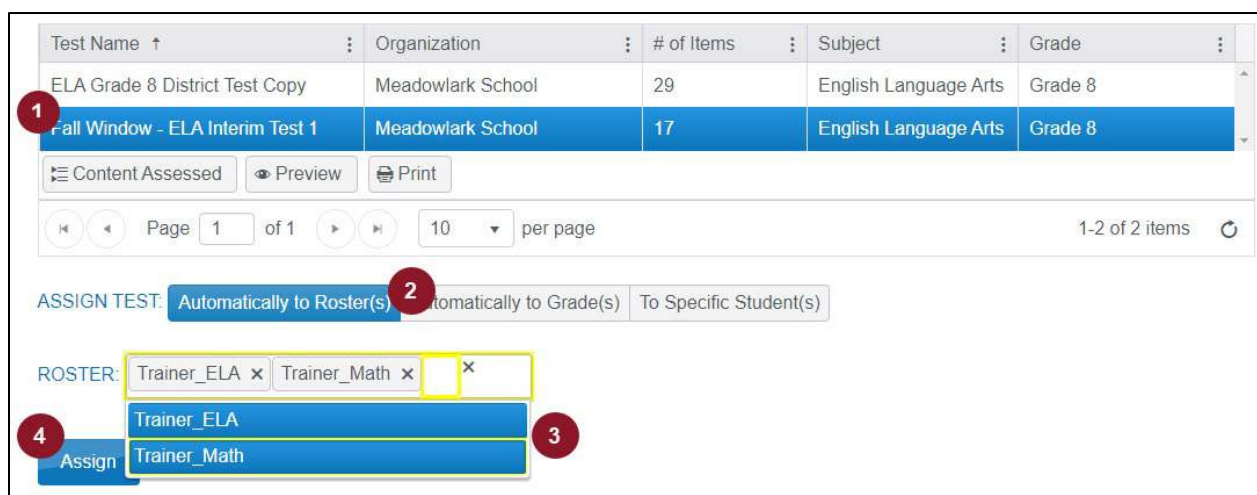
1. Click Interim in the menu.
2. Click My Tests.
3. Select/confirm the district and school on the Assign Tests tab, then click Search.



## ASSIGNING TO ROSTER(S)

To assign a test automatically to one or more rosters, perform the following steps:

1. Select the test you want to assign from the table.
2. Click Automatically to Roster(s).
3. Select one or more available rosters from the list.
4. Click Assign.



## ASSIGNING TO GRADE(S)

To assign a test automatically to one or more grades, perform the following steps:

1. Select the test you want to assign from the table.
2. Click Automatically to Grade(s).
3. Select one or more available grades from the list.
4. Click Assign.

| Test Name ↑                             | Organization      | # of Items | Subject               | Grade   |
|---|-------------------|------------|-----------------------|---------|
| ELA Grade 8 District Test Copy          | Meadowlark School | 29         | English Language Arts | Grade 8 |
| <b>Fall Window - ELA Interim Test 1</b> | Meadowlark School | 17         | English Language Arts | Grade 8 |

Content Assessed Preview Print

Page 1 of 1 10 per page 1-2 of 2 items

ASSIGN TEST: Automatically to Roster(s) **Automatically to Grade(s)** Specific Student(s)

GRADE: Grade 8 x

Assign

## ASSIGNING TO STUDENT(S)

To assign a test to specific students, perform the following steps:

1. Select the test you want to assign from the table.
2. Click To Specific Student(s).
3. Select the roster where the student is assigned from the available list (if applicable).
4. Select the student's grade(s) from the available list (if applicable).
5. Select the group (if applicable).

**Note:** see **Create and Manage Student Groups for Assignment in the next section.**

6. Select one or more students from the available table.
7. Click Assign.

| Test Name ↑                      | Organization      | # of Items | Subject               | Grade   |
|----------------------------------|-------------------|------------|-----------------------|---------|
| ELA Grade 8 District Test Copy   | Meadowlark School | 29         | English Language Arts | Grade 8 |
| Fall Window - ELA Interim Test 1 | Meadowlark School | 17         | English Language Arts | Grade 8 |

Content Assessed Preview Print

Page 1 of 1 10 per page 1-2 of 2 items

ASSIGN TEST: Automatically to Roster(s) Automatically to Grade(s) **To Specific Student(s)**

ROSTER: Trainer\_ELA x

GRADE: Grade 8 x

GROUP: Select

SELECT STUDENTS:

|                                     | State Student Identifier | First Name | Last Name ↑ | Grade   |
|-------------------------------------|--------------------------|------------|-------------|---------|
| <input checked="" type="checkbox"/> | 882834048                | Andy       | Eckery      | Grade 8 |
| <input checked="" type="checkbox"/> | 957183413                | Codie      | Keyse       | Grade 8 |
| <input type="checkbox"/>            | 721673180                | Evey       | Wane        | Grade 8 |

Page 1 of 1

Assign

**Note:** Assigning a test to a specific set of students will allow you to manually add students later using the 'Assign' function but will not automatically assign students if rosters are modified.

## CREATE AND MANAGE STUDENT GROUPS FOR ASSIGNMENT

Educators can create and save student groups for future test assignments. To create a student group, follow the steps below.

1. Click Interim in the menu.
2. Click Manage Groups.



3. Click the Create Group tab.
4. Click Search.
5. Select the desired roster.
6. Select one or multiple students to add to a group.
7. Click Save.

 A screenshot of the 'Create Group: Select Criteria' form. At the top, there are 'View Group' and 'Create Group' tabs, with 'Create Group' selected and a red circle labeled '3'. Below the tabs are search filters: 'STATE: \* QA QC State', 'DISTRICT: \* Sunflower District', and 'SCHOOL: \* Meadowlark School'. A 'Search' button is highlighted with a red circle labeled '4'. Below the filters is a 'ROSTER:' section with a dropdown menu showing 'Trainer\_Math' and a red circle labeled '5'. Below the roster is a table of students with checkboxes in the first column. The first two rows are highlighted in blue, and their checkboxes are checked, with a red circle labeled '6' pointing to the first checked checkbox. At the bottom, there is a 'Save' button highlighted with a red circle labeled '7'.
 

| <input type="checkbox"/>            | State Student Identifier | First Name | Last Name ↑ | Grade   |
|-------------------------------------|--------------------------|------------|-------------|---------|
| <input checked="" type="checkbox"/> | 258633631                | Natal      | Aspin       | Grade 8 |
| <input checked="" type="checkbox"/> | 05925338                 | Esme       | Beecham     | Grade 8 |
| <input type="checkbox"/>            | 959144288                | Tybi       | Dadson      | Grade 8 |
| <input type="checkbox"/>            | 514927033                | Mauricio   | Farry       | Grade 8 |

8. Enter a name for the group.
9. Click Save.

Your created groups are located on the View Group tab. Once you select a group, you can rename the group or add or remove students from an existing group by selecting or deselecting the checkbox next to a student name. You can choose to only show students from a certain roster or students that are currently in the group.

Red\_Group
✕

GROUP NAME:  
Red\_Group

ORGANIZATION:  
Meadowlark School

CREATED BY:  
Sean Smith

ROSTER:  
Tier\_2 ✕

Show only students currently in the group

|   | State Student Identifier | First Name | Last Name ↑ | Grade   |
|---|--------------------------|------------|-------------|---------|
| ➤ <b>Currently Assigned to This Group</b>     |                          |            |             |         |
| <input checked="" type="checkbox"/>           | 258633631                | Natal      | Aspin       | Grade 8 |
| <input checked="" type="checkbox"/>           | 228872351                | Jewell     | Attoc       | Grade 8 |
| <input checked="" type="checkbox"/>           | 870001443                | Roseanne   | Cosgreave   | Grade 8 |
| <input checked="" type="checkbox"/>           | 959144288                | Tybi       | Dadson      | Grade 8 |
| ➤ <b>Not Currently Assigned to This Group</b> |                          |            |             |         |
| <input type="checkbox"/>                      | 392615256                | Chrissy    | Bentjens    | Grade 8 |
| <input type="checkbox"/>                      | 591332292                | Ashley     | Browse      | Grade 8 |
| <input type="checkbox"/>                      | 495443211                | Glenda     | D' Angelo   | Grade 8 |
| <input type="checkbox"/>                      | 957183413                | Codie      | Keyse       | Grade 8 |
| <input type="checkbox"/>                      | 707314115                | Bethena    | Myrkus      | Grade 8 |
| <input type="checkbox"/>                      | 995951005                | Jean       | Pellatt     | Grade 8 |
| <input type="checkbox"/>                      | 653991963                | Kaspar     | Simonard    | Grade 8 |
| <input type="checkbox"/>                      | 721673180                | Evey       | Wane        | Grade 8 |
| <input type="checkbox"/>                      | 922787729                | Jeanette   | Whithalgh   | Grade 8 |

Page 1 of 1

20 per page

1-13 of 13 items

Save

## MANAGE

Users can view interim test details such as the number of students assigned to a test, how many students have attempted and completed a test, when a test was created, and more from the Manage Tests tab on the *Interim – My Tests* page.

1. Enter one or more **types** to filter.
2. Enter one **subject** to filter.
3. Enter one **grade** to filter.
4. Click Search.

The screenshot shows the 'Manage Tests' interface. At the top, there are tabs for 'Assign Tests' and 'Manage Tests'. Below the tabs is the 'Manage Tests: Select Criteria' section. It includes three filter fields: 'TYPE:' with a dropdown menu showing 'Instructional' and 'Predictive'; 'SUBJECT:' with a dropdown menu showing 'English Language Arts'; and 'GRADE:' with a dropdown menu showing 'Grade 8'. A 'Search' button is located below the filters. Below the search section is a table with columns: 'Test Name', 'Subject', 'Allow Responses', 'Students Assigned', 'Students Attempted', and 'Students Completed'. The table contains three rows of test data. Below the table is a row of action buttons: 'Assign', 'Start', 'Stop', 'Monitor', 'Tickets', and 'Delete'. At the bottom, there is a pagination control showing 'Page 1 of 1' and '20 per page', along with a '1-3 of 3 items' indicator.

| Test Name     | Subject               | Allow Responses | Students Assigned | Students Attempted | Students Completed |
|---------------|-----------------------|-----------------|-------------------|--------------------|--------------------|
| ELA_Listening | English Language Arts | Yes             | 4                 | 0                  | 0                  |
| ELA_Test_1    | English Language Arts | Yes             | 4                 | 0                  | 0                  |
| ELA_Test2     | English Language Arts | Yes             | 4                 | 0                  | 0                  |

## ASSIGNING FROM THE MANAGE TAB ON THE MY TESTS MENU

5. Select a test row.
6. Select **Assign** to add students (you can only assign a test you created).

**Note: Students cannot be added from this screen if students were initially assigned Automatically to Roster(s) or Automatically to Grade(s).**

## STARTING AND STOPPING MINI-TESTS

7. Select a test row and select **Start** to enable student access.
8. Select **Stop** to disable student access.

**Note: A message alerts you that the operation is not available if you lack permission.**





## MONITORING INTERIMS

When monitoring tests, you will be able to see which students have started the test and whether they have completed various sections of the test. You will not be able to view any student answers.

To monitor a test session, click the Monitor button at the bottom of the table.

| Test Name                        | Subject                      | Allow Responses | Students Assigned | Students Attempted |
|----------------------------------|------------------------------|-----------------|-------------------|--------------------|
| Fall Window - ELA Interim Test 1 | English Language Arts        | Yes             | 3                 | 0                  |
| Fall Window - ELA Interim Test 1 | English Language Arts        | Yes             | 2                 | 0                  |
| KAP_MA_Gr8_123                   | Mathematics                  | Yes             | 2                 | 0                  |
| 8MATH_8FA                        | Mathematics                  | Yes             | 3                 | 2                  |
| <b>KAP_ELA_Gr8_123</b>           | <b>English Language Arts</b> | <b>No</b>       | <b>30</b>         | <b>1</b>           |
| KAP_ELA_Gr8_123                  | English Language Arts        | No              | 1                 | 0                  |

Page 1 of 1    10 per page    1-6 of 6 items

On the Monitor Test Session overlay screen, the Overall Status column indicates whether or not the student has started a test. Each numbered column corresponds to a question on the test. Solid blue circles indicate that the student has completed the question. An empty circle indicates that the student has not completed the question. Two asterisks (\*\*) indicate that the student was not assigned the question.

| Monitor - KAP_ELA_Gr8_123                   |                |                    |           |   |   |  |
|---|----------------|--------------------|-----------|---|---|--|
| Student Name                                | Overall Status | # Unanswered Items | Section 1 |   |   |  |
|   |                |                    | 1         | 2 | 1 |  |
| <input type="checkbox"/> Natal Aspin        | In Progress    | N/A                | ●         | ● | ● |  |
| <input type="checkbox"/> Esme Beecham       | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Dollie Bickmore    | In Progress    | N/A                | ●         | ● | ● |  |
| <input type="checkbox"/> Ashley Brewse      | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Giorgi Chasen      | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Roseanne Cosgreave | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Tybi Dadson        | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Glenda D' Angelo   | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Mike Dennett       | Unused         | N/A                | ○         | ○ | ○ |  |
| <input type="checkbox"/> Welbie Dives       | Unused         | N/A                | ○         | ○ | ○ |  |

Page 1 of 3    10 per page    1-10 of 30 items

● - Answered, ○ - Unanswered, \*\* - Not Available



## ACCESSING STUDENT USERNAMES AND PASSWORDS (TICKETS)

To download a PDF of student usernames and passwords when a student is ready to test in Kite Student Portal, select the desired test and click the Tickets button at the bottom of the table.

| Test Name                        | Subject               | Allow Responses | Students Assigned | Students Attempted |
|----------------------------------|-----------------------|-----------------|-------------------|--------------------|
| Fall Window - ELA Interim Test 1 | English Language Arts | Yes             | 3                 | 0                  |
| Fall Window - ELA Interim Test 1 | English Language Arts | Yes             | 2                 | 0                  |
| KAP_MA_Gr8_123                   | Mathematics           | Yes             | 2                 | 0                  |
| 8MATH_8FA                        | Mathematics           | Yes             | 3                 | 2                  |
| KAP_ELA_Gr8_123                  | English Language Arts | No              | 30                | 1                  |
| KAP_ELA_Gr8_123                  | English Language Arts | No              | 1                 | 0                  |

Assign Start Stop Monitor **Tickets** Delete

Page 1 of 1 10 per page 1-6 of 6 items

You can also access student usernames and passwords from an extract on the Data Extracts page. To download the extract to your computer, follow the steps below.

1. Click on Reports in the navigation menu.
2. Click Data Extracts.
3. Find the Student Login Usernames/Passwords extract.
4. Click New File in the Actions column.
5. On the Create Extract overlay, select all desired filters.
6. Select Download as a CSV. Select PDF to cut out “tickets” to hand out.
7. Click Ok.

|                                      |   |                     |     |          |
|--------------------------------------|---|---------------------|-----|----------|
| Current Enrollment                   | Current enrollment information for active students.                           |                     |     | New File |
| KAP Student Scores Current Students  | Year to student   |                     |     | New File |
| KAP Student Scores Specified Student | Year to state ID  |                     |     | New File |
| KAP Student Scores Tested Students   | Year to the mo  |                     |     | New File |
| KAP Test Administration Monitoring   | Test ad   |                     |     | New File |
| Monitor Scoring                      | Scoring   |                     |     | New File |
| PNP Setting Counts                   | Student   |                     |     | New File |
| PNP Settings (Abridged)              | Person  |                     |     | New File |
| Parents                              | Parent  |                     |     | New File |
| Roster                               | Student   |                     |     | New File |
| Student Login Usernames/Passwords    | Student login usernames and passwords by assessment program and organization. | 08/09/2021 09:57 PM | csv | New File |
| Test Records                         | Student test types and subjects.  |                     |     | New File |

**Create Extract**

**Filters**

Assessment Program: \*

School:

Grade:


Subject:

Download as: \*  CSV  PDF

\* = Required

Ok Cancel

Once the extract request has processed, a CSV icon will appear in the row along with the date in which the extract was requested.

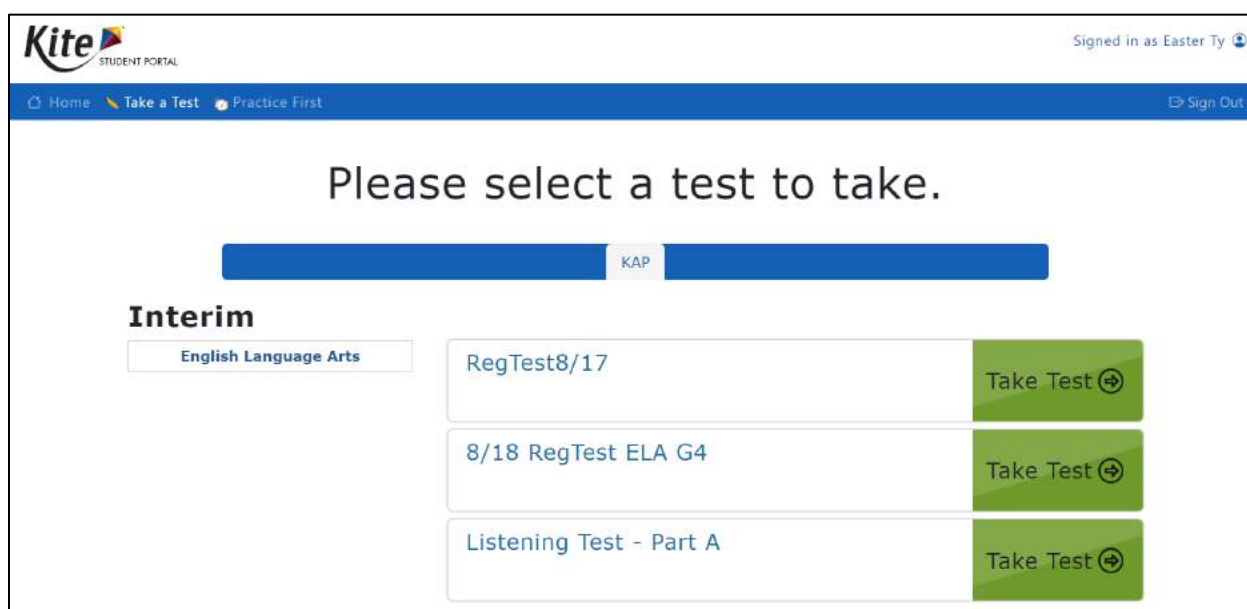
|                                      |   |                     |   |          |
|--------------------------------------|---|---------------------|---|----------|
| Student Login<br>Usernames/Passwords | Student login usernames and passwords by assessment program and organization. | 08/09/2021 09:57 PM |  | New File |
|--------------------------------------|---|---------------------|---|----------|

- Click the CSV icon to download the extract.

## TAKING INTERIM TESTS

Assigned interim tests are available to students in Kite Student Portal in the Interim category. Predictive interim tests will only be available in Kite Student Portal during the fall, winter, and spring predictive test windows. Instructional Interim (Mini-Tests) will be available through the end of the year as long as the tests are assigned to the students in Educator Portal.

**Note: Students will be able to select “Save” for interims if they haven’t completed the test and want to continue taking it later.**



Kite STUDENT PORTAL

Signed in as Easter Ty

Home Take a Test Practice First Sign Out

Please select a test to take.

KAP

**Interim**

English Language Arts

|                         |             |
|-------------------------|-------------|
| RegTest8/17             | Take Test → |
| 8/18 RegTest ELA G4     | Take Test → |
| Listening Test - Part A | Take Test → |

## VIEWING INTERIM RESULTS

To view results from an assigned interim test completed by a student, perform the following steps:

1. Click the Interim tab in the menu.
2. Click View Results.



Each available report is displayed in tabs below the menu. Select all required criteria for the desired report to view details.

**Note:** The available reports may vary based on your role in Educator Portal.

### STUDENT ACTIVITY REPORT

Student Activity Report includes a summary of testing within the user's organization, including total points and total percent correct for each student's test session.

 A screenshot of the 'View Student Activity Report: Select Criteria' page. The 'Student Activity Report' tab is selected. Below the tabs are three dropdown menus for 'SCHOOL:', 'SUBJECT:', and 'GRADE:'. Each dropdown has a 'Select All' checkbox. There is also a checkbox for 'Only display my rosters' and a 'Search' button.

The data can also be exported as a CSV file containing the report details by clicking the Export icon at the bottom of the table.

| Last Name | First Name | Student ID | Status      | Test            | Total Points | Total % |
|-----------|------------|------------|-------------|-----------------|--------------|---------|
| Aspin     | Natal      | 258633631  | Complete    | 8MATH_8FA       | 5.33         | 88.88%  |
| Aspin     | Natal      | 258633631  | In Progress | KAP_ELA_Gr8_123 | 16.00        | 50.00%  |
| Aspin     | Natal      | 258633631  | Unused      | KAP_MA_Gr8_123  | -            | -       |
| Beecham   | Esmé       | 805925338  | In Progress | 8MATH_8FA       | 1.00         | 16.67%  |
| Browse    | Ashley     | 591332292  | Unused      | KAP_ELA_Gr8_123 | -            | -       |

Export

Page 1 of 4 10 per page 1-10 of 40 items

## PREDICTIVE STUDENT SCORE (DISTRICT & BUILDING LEVEL)

The Predictive Student Score is available at the district and building level. This report details the student's score range on each Predictive Interim assessment taken in the current school year. The report is divided by subject. Also, after the summative assessment is complete, the report will indicate the student's level.

The screenshot shows the 'INTERIM' section of the application. Under the 'REPORTS' dropdown, 'Predictive Student Score' is selected and highlighted with a yellow box. Below this, the 'View Predictive Student Score: Select Criteria' section is visible. It includes three dropdown menus for 'SCHOOL:', 'SUBJECT:', and 'GRADE:'. Each dropdown has a 'Select All' option. There is also a checkbox for 'Only display my rosters' and a 'Search' button.


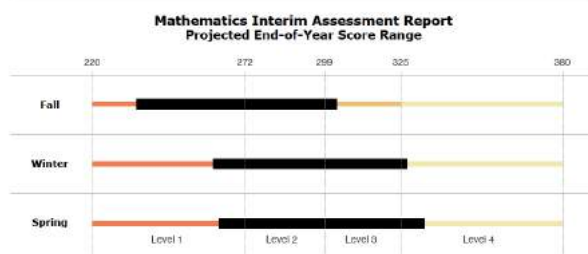

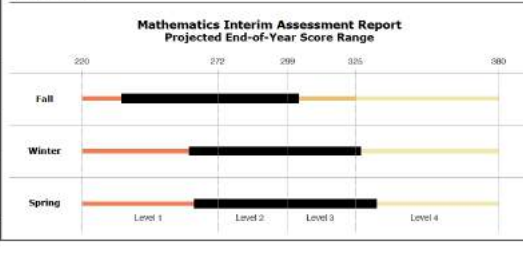


## PREDICTIVE INTERIM REPORT

Predictive Reports include the following:

1. **Student Report:** Individual reports for each student that attempted the test.
2. **Student Bundled Reports:** A bundle of all individual student reports in one PDF file
3. **Question CSV:** A CSV file containing student performance on each question. Responses are listed as 'I' (no credit) 'C' (credit) or 'PC' (partial credit).
4. **School Report:** Summary showing how students in the school performed on each question.
5. **School Cluster Report:** Summary showing the school average performance for all three windows on each cluster/domain and on each of the questions described compared to district averages from the current year and state averages from the previous year.
6. **District Report:** Summary showing how students in the district performed on each question.
7. **District Cluster Report:** Summary showing the district average performance for all three windows on each cluster/domain and on each of the questions described compared to state averages from the previous year.

The screenshot shows the 'REPORTS' dropdown menu open, with 'Predictive Report' selected and highlighted with a yellow box. The dropdown menu lists several options: 'Student Reports', 'Student Bundled Reports', 'School Report', 'School Cluster Report', 'District Report', and 'District Cluster Report'. The 'Student Bundled Reports' option is highlighted in blue. The background shows the same 'View Predictive Student Score: Select Criteria' section as the previous screenshot, but with additional dropdowns for 'REPORT YEAR:' and 'TEST CYCLE:'.

# PREDICTIVE INTERIM REPORT SAMPLE PREVIEW

| <b>Student Report</b>   | <b>Student Bundled Reports</b>  |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
|---|---|--------------|-------------|--|---|--------------|---|----|---|--|----|----|---|-----------|----|---|--|-----------|--|----|---|--|----|----|---|---------|----------------------|--|---|--------|--|--------|----|---|-----------|--------------|-----------|--------------|-----------|---------------|--|----|----|----|----|----------------------------|--------------|-------------|---|----|----|----|----|----|----|--|---|--|--|--|--|--|--|--|--|--|--|--------|-----------|-----------|---|---|---|---|---|---|---|---|-------|-------|-----------|---|---|---|---|---|---|---|---|--------|---------|-----------|---|---|---|---|---|---|---|---|----------|---------|-----------|---|---|---|---|---|---|---|---|---------|---------|-----------|---|---|---|---|---|---|---|---|--------|--------|-----------|---|---|---|---|---|---|---|---|-------|------|-----------|---|---|---|---|---|---|---|---|-------|----------|-----------|---|---|---|---|---|---|---|---|--------|-------|-----------|---|---|---|---|---|---|---|---|-------|------|-----------|---|---|---|---|---|---|---|---|-----|---------|-----------|---|---|---|---|---|---|---|---|----------|-----------|-----------|---|---|---|---|---|---|---|---|-------|-----------|-----------|---|---|---|---|---|---|---|---|--------|-----------|-----------|---|---|---|---|---|---|---|---|
| <b>Front</b>  | <b>Question CSV</b>   |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| <div style="border: 1px solid black; padding: 5px;"> <p><b>STUDENT REPORT: Smith, Sean</b><br/>           GRADE: 5 Mathematics / STATE ID: 123456789<br/>           SCHOOL: Meadowlark School<br/>           DISTRICT: Sunflower Districts / #D1001</p>  <p>The KAP assessments measure students' understanding of the Kansas Standards at each grade. Interim assessments are given by teachers during the school year to gauge their students' learning progress. Along with summative (end-of-year) testing and formative assessment processes, interim assessments provide an important part of a complete assessment system. Interim assessments help teachers not only measure students' success in mastering material but also encourage student achievement.</p> <p>Your student recently took the predictive interim assessment. The black bar represents the range of likely scores your student could receive on the KAP summative assessment based on your student's performance from the predictive interim assessment.</p> <div style="text-align: center;"> <p><b>Mathematics Interim Assessment Report</b><br/>             Projected End-of-Year Score Range</p>  </div> </div>  | <div style="border: 1px solid black; padding: 5px;"> <p><b>STUDENT REPORT: Smith, Sean</b><br/>           GRADE: 5 Mathematics / STATE ID: 123456789<br/>           SCHOOL: Meadowlark School<br/>           DISTRICT: Sunflower Districts / #D1001</p>  <p>The KAP assessments measure students' understanding of the Kansas Standards at each grade. Interim assessments are given by teachers during the school year to gauge their students' learning progress. Along with summative (end-of-year) testing and formative assessment processes, interim assessments provide an important part of a complete assessment system. Interim assessments help teachers not only measure students' success in mastering material but also encourage student achievement.</p> <p>Your student recently took the predictive interim assessment. The black bar represents the range of likely scores your student could receive on the KAP summative assessment based on your student's performance from the predictive interim assessment.</p> <div style="text-align: center;"> <p><b>Mathematics Interim Assessment Report</b><br/>             Projected End-of-Year Score Range</p>  </div> </div> |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| <b>Back</b>   | <b>School Cluster Report</b>  |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Your Student's Results</b></p> <p>Key: <span style="color: green;">●</span> No Credit Earned <span style="color: green;">●</span> Partial Credit Earned <span style="color: green;">●</span> Full Credit Earned <span style="color: grey;">○</span> Question Unanswered</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Question Description</th> <th>Credit</th> <th>PCT</th> </tr> </thead> <tbody> <tr><td>1 Use precise language; multi-meaning word; science stimulus</td><td style="text-align: center;">●</td><td>57</td></tr> <tr><td>2 Use precise, academic language; clear context clues</td><td style="text-align: center;">●</td><td>62</td></tr> <tr><td>3 Use linking words correctly; link contrasting ideas; edit informative text</td><td style="text-align: center;">●</td><td>34</td></tr> <tr><td>4 Introduce a topic; stating a clear opinion; distractors are also opinions</td><td style="text-align: center;">●</td><td>38</td></tr> <tr><td>5 Understand language use; 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link contrasting ideas; edit informative text | ●  | 34 | 4 Introduce a topic; stating a clear opinion; distractors are also opinions | ●         | 38 | 5 Understand language use; clearest meaning; informative text | ●  | 38        | 6 Understand relative pronouns; unique sentences; identify correct use | ●  | 44  | 7 Understand capitalization; identify errors; informative text | ●  | 62 | 8 Understand modal auxiliaries; informational text; clear context   | ●       | 67                   | 9 Provide a conclusion; distractors do not fit logical narrative action flow | ● | 65     | 10 Recall detail from text; detail explicitly stated in text | ●      | 48 | <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th><th>O8</th> </tr> </thead> <tbody> <tr> <td>Student First Student Last</td><td>Student Stat</td><td>Q1</td><td>Q2</td><td>Q3</td><td>Q4</td><td>Q5</td><td>Q6</td><td>Q7</td><td>Q8</td><td></td> </tr> <tr> <td colspan="11" style="text-align: center;">Know present Understand I Understand I Establish the Use precise Use linking Identify com Use</td> </tr> <tr> <td>Giulia</td><td>Shewsmith</td><td>171329943</td><td>I</td><td>I</td><td>I</td><td>C</td><td>I</td><td>I</td><td>I</td><td>C</td> </tr> <tr> <td>Codie</td><td>Keyse</td><td>957183413</td><td>C</td><td>I</td><td>C</td><td>C</td><td>I</td><td>I</td><td>I</td><td>C</td> </tr> <tr> <td>Odette</td><td>Arncoll</td><td>623436286</td><td>C</td><td>C</td><td>I</td><td>C</td><td>C</td><td>I</td><td>C</td><td>I</td> </tr> <tr> <td>Jacinthe</td><td>Duckett</td><td>230498077</td><td>C</td><td>C</td><td>C</td><td>I</td><td>C</td><td>I</td><td>I</td><td>I</td> </tr> <tr> <td>Christy</td><td>Benjans</td><td>392615256</td><td>C</td><td>C</td><td>I</td><td>I</td><td>C</td><td>C</td><td>C</td><td>C</td> </tr> <tr> <td>Marlow</td><td>Abelow</td><td>245390755</td><td>C</td><td>C</td><td>I</td><td>C</td><td>C</td><td>C</td><td>C</td><td>C</td> </tr> <tr> <td>Eveyr</td><td>Wane</td><td>721673180</td><td>I</td><td>C</td><td>C</td><td>C</td><td>I</td><td>C</td><td>C</td><td>C</td> </tr> <tr> <td>Roger</td><td>Cowderay</td><td>183019325</td><td>C</td><td>C</td><td>C</td><td>C</td><td>C</td><td>I</td><td>I</td><td>I</td> </tr> <tr> <td>Jewell</td><td>Attoc</td><td>228872351</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td> </tr> <tr> <td>Harry</td><td>Ties</td><td>251202570</td><td>I</td><td>C</td><td>I</td><td>C</td><td>I</td><td>I</td><td>C</td><td>C</td> </tr> <tr> <td>Rob</td><td>Mocquer</td><td>836005245</td><td>C</td><td>I</td><td>I</td><td>C</td><td>C</td><td>I</td><td>C</td><td>C</td> </tr> <tr> <td>Roseanne</td><td>Cosgreave</td><td>870001443</td><td>C</td><td>C</td><td>C</td><td>I</td><td>I</td><td>I</td><td>C</td><td>C</td> </tr> <tr> <td>Meade</td><td>Kingswold</td><td>100376039</td><td>I</td><td>C</td><td>C</td><td>C</td><td>I</td><td>C</td><td>I</td><td>C</td> </tr> <tr> <td>Sabina</td><td>Mandfield</td><td>503543957</td><td>I</td><td>I</td><td>C</td><td>I</td><td>I</td><td>C</td><td>I</td><td>C</td> </tr> </tbody> </table> | A         | B            | C         | D            | E         | F             | G  | H  | I  | J  | O8 | Student First Student Last | Student Stat | Q1          | Q2  | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |  | Know present Understand I Understand I Establish the Use precise Use linking Identify com Use |  |  |  |  |  |  |  |  |  |  | Giulia | Shewsmith | 171329943 | I | I | I | C | I | I | I | C | Codie | Keyse | 957183413 | C | I | C | C | I | I | I | C | Odette | Arncoll | 623436286 | C | C | I | C | C | I | C | I | Jacinthe | Duckett | 230498077 | C | C | C | I | C | I | I | I | Christy | Benjans | 392615256 | C | C | I | I | C | C | C | C | Marlow | Abelow | 245390755 | C | C | I | C | C | C | C | C | Eveyr | Wane | 721673180 | I | C | C | C | I | C | C | C | Roger | Cowderay | 183019325 | C | C | C | C | C | I | I | I | Jewell | Attoc | 228872351 | I | I | I | I | I | I | I | I | Harry | Ties | 251202570 | I | C | I | C | I | I | C | C | Rob | Mocquer | 836005245 | C | I | I | C | C | I | C | C | Roseanne | Cosgreave | 870001443 | C | C | C | I | I | I | C | C | Meade | Kingswold | 100376039 | I | C | C | C | I | C | I | C | Sabina | Mandfield | 503543957 | I | I | C | I | I | C | I | C |
| Question Description  | Credit  | PCT          |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 1 Use precise language; multi-meaning word; science stimulus  | ●   | 57           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 2 Use precise, academic language; clear context clues   | ●   | 62           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 3 Use linking words correctly; link contrasting ideas; edit informative text  | ●   | 34           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 4 Introduce a topic; stating a clear opinion; distractors are also opinions   | ●   | 38           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 5 Understand language use; clearest meaning; informative text   | ●   | 38           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 6 Understand relative pronouns; unique sentences; identify correct use  | ●   | 44           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 7 Understand capitalization; identify errors; informative text  | ●   | 62           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 8 Understand modal auxiliaries; informational text; clear context   | ●   | 67           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 9 Provide a conclusion; distractors do not fit logical narrative action flow  | ●   | 65           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 10 Recall detail from text; detail explicitly stated in text  | ●   | 48           |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| A   | B   | C            | D           | E  | F   | G            | H   | I  | J   | O8   |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Student First Student Last  | Student Stat  | Q1           | Q2          | Q3   | Q4  | Q5           | Q6  | Q7 | Q8  |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Know present Understand I Understand I Establish the Use precise Use linking Identify com Use   |   |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Giulia  | Shewsmith   | 171329943    | I           | I  | I   | C            | I   | I  | I   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Codie   | Keyse   | 957183413    | C           | I  | C   | C            | I   | I  | I   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Odette  | Arncoll   | 623436286    | C           | C  | I   | C            | C   | I  | C   | I  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Jacinthe  | Duckett   | 230498077    | C           | C  | C   | I            | C   | I  | I   | I  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Christy   | Benjans   | 392615256    | C           | C  | I   | I            | C   | C  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Marlow  | Abelow  | 245390755    | C           | C  | I   | C            | C   | C  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Eveyr   | Wane  | 721673180    | I           | C  | C   | C            | I   | C  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Roger   | Cowderay  | 183019325    | C           | C  | C   | C            | C   | I  | I   | I  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Jewell  | Attoc   | 228872351    | I           | I  | I   | I            | I   | I  | I   | I  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Harry   | Ties  | 251202570    | I           | C  | I   | C            | I   | I  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Rob   | Mocquer   | 836005245    | C           | I  | I   | C            | C   | I  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Roseanne  | Cosgreave   | 870001443    | C           | C  | C   | I            | I   | I  | C   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Meade   | Kingswold   | 100376039    | I           | C  | C   | C            | I   | C  | I   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Sabina  | Mandfield   | 503543957    | I           | I  | C   | I            | I   | C  | I   | C  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| <b>School Report</b>  | <b>School Cluster Report</b>  |              |             |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| <div style="border: 1px solid black; padding: 5px;"> <p><b>SCHOOL REPORT: Meadowlark School / #1001</b><br/>           SUBJECT: Mathematics<br/>           GRADE: 5<br/>           DISTRICT: Sunflower District / #D1001</p>  <p>This chart shows how your students performed on each question that appeared on the most recent interim assessment. The School PCT column reports the percentage of students who earned full or partial credit on each question. For comparison, the State PCT column reflects the number of students out of 100 who earned full or partial credit on each question during the 2020 - 2021 interim assessment. Higher numbers indicate an easier question; lower numbers indicate a more difficult question.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Question Description</th> <th>Cluster</th> <th>School PCT*</th> <th>State PCT</th> </tr> </thead> <tbody> <tr><td>1 Evaluate numerical expressions with parentheses</td><td>M.5.OA.A</td><td>41</td><td>33</td></tr> <tr><td>2 Determine the location of the decimal point when multiplying by a power of 10</td><td>M.5.NBT.A</td><td>27</td><td>32</td></tr> <tr><td>3 Use symbols to compare two decimal numbers</td><td>M.5.NBT.A</td><td>32</td><td>35</td></tr> <tr><td>4 Find the unknown factor in a multiplication problem involving decimals</td><td>M.5.NBT.B</td><td>41</td><td>39</td></tr> <tr><td>5 Write an expression using place value understanding to subtract two decimal numbers</td><td>M.5.NBT.B</td><td>30</td><td>34</td></tr> </tbody> </table> </div>   | Question Description  | Cluster      | School PCT* | State PCT  | 1 Evaluate numerical expressions with parentheses | M.5.OA.A     | 41  | 33 | 2 Determine the location of the decimal point when multiplying by a power of 10 | M.5.NBT.A  | 27 | 32 | 3 Use symbols to compare two decimal numbers                                | M.5.NBT.A | 32 | 35  | 4 Find the unknown factor in a multiplication problem involving decimals | M.5.NBT.B | 41   | 39 | 5 Write an expression using place value understanding to subtract two decimal numbers | M.5.NBT.B  | 30 | 34 | <div style="border: 1px solid black; padding: 5px;"> <p><b>District Report: Sunflower District / #D1001</b><br/>           Subject: English Language Arts<br/>           Grade: 8</p>  <p>This table shows how your students performed on each question and by cluster in this year's interim assessment. The cluster codes and descriptions are in the Cluster column. For the interim questions not administered, students' performances were left blank with a "--". The District PCT column reports the percentage of students who earned full or partial credit on each question. For comparison, the State PCT column reflects the number of students out of 100 who earned full or partial credit on each question on the previous year's interim assessment. Higher state PCT values indicate an easier question; lower values indicate a more difficult question. The cluster average is the average PCT value of questions measuring the same cluster weighted by number of students answering each question. Because different questions measure the same cluster across windows, the cluster average across windows cannot be compared with each other.</p> <p style="text-align: center;">English Language Arts Predictive Interim Assessment District and State Results Summary</p> <p>District Fall Number of Students: 0    District Winter Number of Students: 48    District Spring Number of Students: 0<br/>           State Fall Number of Students: 9179    State Winter Number of Students: 10445    State Spring Number of Students: 0</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th rowspan="2">Cluster</th> <th rowspan="2">Question Description</th> <th colspan="2">Fall</th> <th colspan="2">Winter</th> <th colspan="2">Spring</th> </tr> <tr> <th>District PCT</th> <th>State PCT</th> <th>District PCT</th> <th>State PCT</th> <th>District PCT</th> <th>State PCT</th> </tr> </thead> <tbody> <tr> <td>ELA.S.R.L.KID</td> <td>Determine main ideas; distractors are biographical details</td> <td>--</td> <td>--</td> <td>46</td> <td>54</td> <td>--</td> <td>--</td> </tr> <tr> <td>Key Ideas A</td> <td>Make an inference; connection between idea and individual's actions</td> <td>--</td> <td>--</td> <td>69</td> <td>70</td> <td>--</td> <td>--</td> </tr> </tbody> </table> </div> | Cluster | Question Description | Fall   |   | Winter |  | Spring |    | District PCT  | State PCT | District PCT | State PCT | District PCT | State PCT | ELA.S.R.L.KID | Determine main ideas; distractors are biographical details | -- | -- | 46 | 54 | --                         | --           | Key Ideas A | Make an inference; connection between idea and individual's actions | -- | -- | 69 | 70 | -- | -- |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Question Description  | Cluster   | School PCT*  | State PCT   |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 1 Evaluate numerical expressions with parentheses   | M.5.OA.A  | 41           | 33          |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 2 Determine the location of the decimal point when multiplying by a power of 10   | M.5.NBT.A   | 27           | 32          |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 3 Use symbols to compare two decimal numbers  | M.5.NBT.A   | 32           | 35          |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 4 Find the unknown factor in a multiplication problem involving decimals  | M.5.NBT.B   | 41           | 39          |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| 5 Write an expression using place value understanding to subtract two decimal numbers   | M.5.NBT.B   | 30           | 34          |  |   |              |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Cluster   | Question Description  | Fall         |             | Winter   |   | Spring       |   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
|   |   | District PCT | State PCT   | District PCT   | State PCT   | District PCT | State PCT   |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| ELA.S.R.L.KID   | Determine main ideas; distractors are biographical details  | --           | --          | 46   | 54  | --           | --  |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |
| Key Ideas A   | Make an inference; connection between idea and individual's actions   | --           | --          | 69   | 70  | --           | --  |    |   |  |    |    |   |           |    |   |  |           |  |    |   |  |    |    |   |         |                      |  |   |        |  |        |    |   |           |              |           |              |           |               |  |    |    |    |    |                            |              |             |   |    |    |    |    |    |    |  |   |  |  |  |  |  |  |  |  |  |  |        |           |           |   |   |   |   |   |   |   |   |       |       |           |   |   |   |   |   |   |   |   |        |         |           |   |   |   |   |   |   |   |   |          |         |           |   |   |   |   |   |   |   |   |         |         |           |   |   |   |   |   |   |   |   |        |        |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |       |          |           |   |   |   |   |   |   |   |   |        |       |           |   |   |   |   |   |   |   |   |       |      |           |   |   |   |   |   |   |   |   |     |         |           |   |   |   |   |   |   |   |   |          |           |           |   |   |   |   |   |   |   |   |       |           |           |   |   |   |   |   |   |   |   |        |           |           |   |   |   |   |   |   |   |   |



| District Report  | District Cluster Report   |                      |               |               |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
|--|---|----------------------|---------------|---------------|-----------|--------------|---|----------|----|----|---|---|----------|---|---|---|--|----------|----|----|---|--|----------|----|----|---|--|----------|----|----|---|---|----------|----|----|---|-------------------------------|----------|----|----|---|--|----------|----|----|---|---|----------|----|----|---|---------|----------------------|------|--|--------|--|--------|--|--------------|-----------|--------------|-----------|--------------|-----------|--------------------------------------|--|----|----|----|----|----|----|---|----|----|----|----|----|----|--|----|----|----|----|----|----|---|----|----|----|----|----|----|-----------------|--|----|----|----|----|----|----|
| <p><b>DISTRICT REPORT: Sunflower District / #D1001</b><br/>SUBJECT: Mathematics<br/>GRADE: 3</p> <p style="text-align: right;">2021-2022<br/><b>KAP</b><br/>Kansas Assessment Program</p> <p>This chart shows how your students performed on each question that appeared on the most recent interim assessment. The District PCT column reports the percentage of students who earned full or partial credit on each question. For comparison, the State PCT column reflects the number of students out of 100 who earned full or partial credit on each question during the 2020 - 2021 interim assessment. Higher numbers indicate an easier question; lower numbers indicate a more difficult question.</p> <p style="text-align: center;"><b>Mathematics Winter Predictive Interim Assessment Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>Question Description</th> <th>Cluster</th> <th>District PCT*</th> <th>State PCT</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Express the quotient as one of the factors in a related multiplication equation</td> <td>M.3.OA.B</td> <td>43</td> <td>44</td> </tr> <tr> <td>2</td> <td>Match equivalent expressions using properties of operations</td> <td>M.3.OA.B</td> <td>6</td> <td>7</td> </tr> <tr> <td>3</td> <td>Choose numbers divisible by a given number</td> <td>M.3.OA.C</td> <td>67</td> <td>58</td> </tr> <tr> <td>4</td> <td>Relate equations from the same fact family</td> <td>M.3.OA.C</td> <td>47</td> <td>47</td> </tr> <tr> <td>5</td> <td>Relate equations from the same fact family</td> <td>M.3.OA.C</td> <td>51</td> <td>44</td> </tr> <tr> <td>6</td> <td>Create an expression based on missing values in an addition table</td> <td>M.3.OA.D</td> <td>55</td> <td>50</td> </tr> <tr> <td>7</td> <td>Solve a two-step word problem</td> <td>M.3.OA.D</td> <td>41</td> <td>40</td> </tr> <tr> <td>8</td> <td>Find the missing addend in an addition problem</td> <td>M.3.NB.A</td> <td>57</td> <td>52</td> </tr> <tr> <td>9</td> <td>Relate a fraction to the number of parts in the whole</td> <td>M.3.NF.A</td> <td>41</td> <td>35</td> </tr> </tbody> </table> |   | Question Description | Cluster       | District PCT* | State PCT | 1            | Express the quotient as one of the factors in a related multiplication equation | M.3.OA.B | 43 | 44 | 2 | Match equivalent expressions using properties of operations | M.3.OA.B | 6 | 7 | 3 | Choose numbers divisible by a given number | M.3.OA.C | 67 | 58 | 4 | Relate equations from the same fact family | M.3.OA.C | 47 | 47 | 5 | Relate equations from the same fact family | M.3.OA.C | 51 | 44 | 6 | Create an expression based on missing values in an addition table | M.3.OA.D | 55 | 50 | 7 | Solve a two-step word problem | M.3.OA.D | 41 | 40 | 8 | Find the missing addend in an addition problem | M.3.NB.A | 57 | 52 | 9 | Relate a fraction to the number of parts in the whole | M.3.NF.A | 41 | 35 | <p><b>District Report: Sunflower District / #D1001</b><br/>Subject: English Language Arts<br/>Grade: 8</p> <p style="text-align: right;">2021 - 2022<br/><b>KAP</b><br/>Kansas Assessment Program</p> <p>This table shows how your students performed on each question and by cluster in this year's interim assessment. The cluster codes and descriptions are in the Cluster column. For the interim questions not administered, student performances were left blank with a "-". The District PCT column reports the percentage of students who earned full or partial credit on each question. For comparison, the State PCT column reflects the number of students out of 100 who earned full or partial credit on each question on the previous year's interim assessment. Higher state PCT values indicate an easier question; lower values indicate a more difficult question. The cluster average is the average PCT value of questions measuring the same cluster weighted by number of students answering each question. Because different questions measure the same cluster across windows, the cluster average across windows cannot be compared with each other.</p> <p style="text-align: center;"><b>English Language Arts Predictive Interim Assessment District and State Results Summary</b></p> <p>District Fall Number of Students: 0    District Winter Number of Students: 48    District Spring Number of Students: 0<br/>State Fall Number of Students: 9179    State Winter Number of Students: 10445    State Spring Number of Students: 0</p> <table border="1"> <thead> <tr> <th rowspan="2">Cluster</th> <th rowspan="2">Question Description</th> <th colspan="2">Fall</th> <th colspan="2">Winter</th> <th colspan="2">Spring</th> </tr> <tr> <th>District PCT</th> <th>State PCT</th> <th>District PCT</th> <th>State PCT</th> <th>District PCT</th> <th>State PCT</th> </tr> </thead> <tbody> <tr> <td rowspan="4">ELA.8.REL.KID<br/>Key Ideas &amp; Details</td> <td>Determine main ideas; distractors are biographical details</td> <td>--</td> <td>--</td> <td>46</td> <td>54</td> <td>--</td> <td>--</td> </tr> <tr> <td>Make an inference; connection between idea and individual's actions</td> <td>--</td> <td>--</td> <td>69</td> <td>70</td> <td>--</td> <td>--</td> </tr> <tr> <td>Make an inference; synthesis of text sections; requires indirect reasoning</td> <td>--</td> <td>--</td> <td>33</td> <td>49</td> <td>--</td> <td>--</td> </tr> <tr> <td>Analyze text; contrasting connected events; direct evidence in text</td> <td>--</td> <td>--</td> <td>44</td> <td>46</td> <td>--</td> <td>--</td> </tr> <tr> <td>Cluster Average</td> <td></td> <td>--</td> <td>--</td> <td>48</td> <td>55</td> <td>--</td> <td>--</td> </tr> </tbody> </table> | Cluster | Question Description | Fall |  | Winter |  | Spring |  | District PCT | State PCT | District PCT | State PCT | District PCT | State PCT | ELA.8.REL.KID<br>Key Ideas & Details | Determine main ideas; distractors are biographical details | -- | -- | 46 | 54 | -- | -- | Make an inference; connection between idea and individual's actions | -- | -- | 69 | 70 | -- | -- | Make an inference; synthesis of text sections; requires indirect reasoning | -- | -- | 33 | 49 | -- | -- | Analyze text; contrasting connected events; direct evidence in text | -- | -- | 44 | 46 | -- | -- | Cluster Average |  | -- | -- | 48 | 55 | -- | -- |
|  | Question Description  | Cluster              | District PCT* | State PCT     |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 1  | Express the quotient as one of the factors in a related multiplication equation | M.3.OA.B             | 43            | 44            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 2  | Match equivalent expressions using properties of operations                     | M.3.OA.B             | 6             | 7             |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 3  | Choose numbers divisible by a given number                                      | M.3.OA.C             | 67            | 58            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 4  | Relate equations from the same fact family                                      | M.3.OA.C             | 47            | 47            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 5  | Relate equations from the same fact family                                      | M.3.OA.C             | 51            | 44            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 6  | Create an expression based on missing values in an addition table               | M.3.OA.D             | 55            | 50            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 7  | Solve a two-step word problem   | M.3.OA.D             | 41            | 40            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 8  | Find the missing addend in an addition problem                                  | M.3.NB.A             | 57            | 52            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| 9  | Relate a fraction to the number of parts in the whole                           | M.3.NF.A             | 41            | 35            |           |              |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| Cluster  | Question Description  | Fall                 |               | Winter        |           | Spring       |   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
|  |   | District PCT         | State PCT     | District PCT  | State PCT | District PCT | State PCT   |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| ELA.8.REL.KID<br>Key Ideas & Details   | Determine main ideas; distractors are biographical details                      | --                   | --            | 46            | 54        | --           | --  |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
|  | Make an inference; connection between idea and individual's actions             | --                   | --            | 69            | 70        | --           | --  |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
|  | Make an inference; synthesis of text sections; requires indirect reasoning      | --                   | --            | 33            | 49        | --           | --  |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
|  | Analyze text; contrasting connected events; direct evidence in text             | --                   | --            | 44            | 46        | --           | --  |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |
| Cluster Average  |   | --                   | --            | 48            | 55        | --           | --  |          |    |    |   |   |          |   |   |   |  |          |    |    |   |  |          |    |    |   |  |          |    |    |   |   |          |    |    |   |                               |          |    |    |   |  |          |    |    |   |   |          |    |    |   |         |                      |      |  |        |  |        |  |              |           |              |           |              |           |                                      |  |    |    |    |    |    |    |   |    |    |    |    |    |    |  |    |    |    |    |    |    |   |    |    |    |    |    |    |                 |  |    |    |    |    |    |    |

## VIEWING HISTORICAL PREDICTIVE INTERIM REPORTS

As mentioned above, Educator Portal users with the role of Building Test Coordinator, Building User, District Test Coordinator, or District User have access to reports that are unavailable to teachers. District personnel can also view historical predictive reports dating back to 2018 by selecting the specific school year in the Report Year dropdown.

Student Activity Report
Predictive Student Score
Predictive Report ▾
Instructional Report ▾

**View Student Report: Select Criteria**

REPORT YEAR: \*    DISTRICT: \*    SCHOOL: \*    SUBJECT: \*

Select report year ▾

|

2021

2020

2019

2018

TEST CYCLE: \*

Select test cycle ▾

« ‹ Page 1 of 1 › »

## INSTRUCTIONAL INTERIM (MINI-TEST) REPORTS

Available Instructional Reports include the following:

1. **Student Test:** Comprehensive data of a student’s performance on each item (ideal for sharing with student).
2. **Test Summary:** Data for each student’s score per item and for the test.
3. **Test Items:** Data for each item with aggregated student response analysis.

The screenshot shows a navigation bar with 'INTERIM' selected. Below it, a dropdown menu for 'Instructional Report' is open, showing three options: 'Student Test', 'Test Summary', and 'Test Items'. The 'Student Test' option is highlighted. The background shows a form with fields for 'SCHOOL:', 'SUBJECT:', 'TEST:', and 'ROSTER:', along with checkboxes for 'Only display my rosters' and 'Only display attempted students', and a 'Search' button.

### STUDENT TEST REPORT SAMPLE PREVIEW

| A                        | B         | C          | D    | E            | F                | G               | H        | I                | J                | K     | L      | M       | N |
|--------------------------|-----------|------------|------|--------------|------------------|-----------------|----------|------------------|------------------|-------|--------|---------|---|
| State Student Identifier | Last Name | First Name | Test | Total Points | Total Percentage | Completion Date | Question | Student Response | Correct Response | Score | Domain | Cluster |   |
|                          |           |            |      |              |                  |                 |          |                  |                  |       |        |         |   |
|                          |           |            |      |              |                  |                 |          |                  |                  |       |        |         |   |
|                          |           |            |      |              |                  |                 |          |                  |                  |       |        |         |   |

### TEST SUMMARY REPORT SAMPLE PREVIEW

| A                        | C          | D            | E                | F          | G          | H          | I          | J          | K          | L          | M          | N          | O          |
|--------------------------|------------|--------------|------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| State Student Identifier | First Name | Total Points | Total Percentage | Q1         | Q2         | Q3         | Q4         | Q5         | Q6         | Q7         | Q8         | Q9         | Q10        |
|                          |            |              |                  |            |            |            |            |            |            |            |            |            |            |
|                          |            |              |                  |            |            |            |            |            |            |            |            |            |            |
|                          |            | Average: 0   | Average: 0%      | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 | Average: 0 |

### TEST ITEMS REPORT SAMPLE PREVIEW

| A           | B         | C            | D             | E               | F               | G                 | H         | I                | J      | K       | L  | M   | N   | O  | P   | Q   |
|-------------|-----------|--------------|---------------|-----------------|-----------------|-------------------|-----------|------------------|--------|---------|----|-----|-----|----|-----|-----|
| Item Number | Item Type | Scoring Type | Total Correct | Total Correct % | Total Incorrect | Total Incorrect % | Max Score | Correct Response | Domain | Cluster | R1 | R1# | R1% | R2 | R2# | R2% |
|             |           |              |               |                 |                 |                   |           |                  |        |         |    |     |     |    |     |     |
|             |           |              |               |                 |                 |                   |           |                  |        |         |    |     |     |    |     |     |
|             |           |              |               |                 |                 |                   |           |                  |        |         |    |     |     |    |     |     |

**MISSION**

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

**VISION**

Kansas leads the world in the success of each student.

**MOTTO**

Kansans Can

**SUCCESS DEFINED**

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

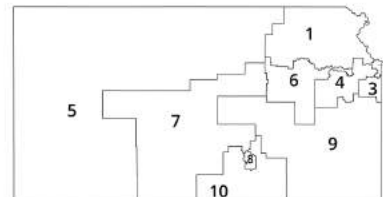
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

**OUTCOMES**

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org/board](http://www.ksde.org/board)



DISTRICT 1



Danny Zeck  
[dzeck@ksde.org](mailto:dzeck@ksde.org)

DISTRICT 2



Melanie Haas  
Chair  
[mhaas@ksde.org](mailto:mhaas@ksde.org)

DISTRICT 3



Michelle Dombrosky  
[mdombrosky@ksde.org](mailto:mdombrosky@ksde.org)

DISTRICT 4



Ann E. Mah  
Legislative Liaison  
[amah@ksde.org](mailto:amah@ksde.org)

DISTRICT 5



Cathy Hopkins  
[chopkins@ksde.org](mailto:chopkins@ksde.org)

DISTRICT 6



Dr. Deena Horst  
Legislative Liaison  
[dhorst@ksde.org](mailto:dhorst@ksde.org)

DISTRICT 7



Dennis Hershberger  
[dherhberger@ksde.org](mailto:dherhberger@ksde.org)

DISTRICT 8



Betty Arnold  
[barnold@ksde.org](mailto:barnold@ksde.org)

DISTRICT 9



Jim Porter  
Vice Chair  
[jporter@ksde.org](mailto:jporter@ksde.org)

DISTRICT 10



Jim McNiece  
[jmcniece@ksde.org](mailto:jmcniece@ksde.org)



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

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Jan. 13, 2023