

Massachusetts Adult Proficiency Tests (MAPT) for Reading

**Understanding and Accessing the MAPT for Reading
Score Reports¹**

Center for Educational Assessment
University of Massachusetts Amherst

and

Adult and Community Learning Services Office
Massachusetts Department of Elementary and Secondary Education

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Table of Contents

Introduction.....	2
Looking at the Bigger Picture: “MAPT for Reading” Score Reports in Educational Context.....	4
Understanding the MAPT Score Scale and Item Difficulty	6
Understanding Item Difficulty	6
A Guide to the Individual Student Score Reports.....	7
Student Score Reports by Content Standard.....	7
Interpreting the Student Score Reports for Reading	11
<i>Sample interpretation</i>	11
A Guide to the MAPT for Reading Class Reports.....	14
Accessing the MAPT for Reading Score Reports through Cognos.....	17
Sections of the Cognos Homepage	21
Using the Cognos Cube	27
Appendix A: <i>Understanding Item Difficulty</i>	32
Appendix B: <i>Quick Guides for Interpreting the Reports</i>	35
Appendix C: <i>Learning More: Connecting Reading Instruction to the Frameworks</i>	38
<i>Benchmarks by Topic (List of Benchmarks/Page Numbers)</i>	39

Massachusetts Adult Proficiency Tests (MAPT) for Reading

Understanding and Accessing the MAPT Score Reports

Introduction

The Massachusetts Adult Proficiency Tests (MAPT) for Reading are designed to measure ABE learners' knowledge and skills in reading so their progress in meeting educational goals can be evaluated. Although a primary purpose of the MAPT is to fulfill federal accountability demands under the National Reporting System, adult educators in Massachusetts want to use MAPT results to identify students' strengths and weaknesses and to inform instructional planning. It is with these aims in mind that the current MAPT for Reading score reports were designed.

Please note that MAPT for Reading Score Reports are available for students who took the MAPT on or after August 8, 2010. Reading Score Reports are not available for tests taken earlier than that date.

There are two types of MAPT for Reading score reports. The first report is the **Individual Student Score Report**, which provides information about how each individual student did on a particular MAPT for Reading test. The second is the **Class Score Report**, which is organized at the class level and gives ABE teachers insight into the performance of groups of students.

All items (i.e., test question) on the MAPT for Reading are aligned with a benchmark from the *Revised Reading Strand of the Massachusetts Adult Basic Education Curriculum Framework for English Language Arts* (ACLS, 2010). **It is critical that all adult education reading teachers in Massachusetts be familiar with the Revised Reading Strand**, which can be accessed at <http://www.sabes.org/curriculum/reading-strand.htm>. Because each MAPT item measures a benchmark in the framework, the student score report focuses on the benchmarks measured by each item completed by a student. For each completed item, the student report also provides information regarding how difficult the specific item was, as well as whether the student answered the item correctly or incorrectly. Please note that the MAPT for Reading focuses on the Massachusetts Adult Basic Education (ABE) benchmarks, and is not intended to be aligned with the GED. The GED and MAPT have very different purposes and are different tests.

The MAPT for Reading is a computerized-adaptive test, which means that as a student responds to items on the test, the system keeps track of whether the item was answered correctly. If a student is not doing well on a set of items, the computer chooses a slightly easier set to administer next. If the student is doing very well on a set of items, the computer will choose a slightly harder set. This adaptation of the test to the student is helpful for obtaining an accurate measure of a particular student's reading proficiency. However, it introduces some complexity for score reporting at the class level because all students within a class do not respond to the same sets of items. Furthermore, the MAPT tests completed by students within a class are likely

to differ greatly with respect to the difficulty of the sets of items completed by each student. Thus, the MAPT for Reading class reports are likely to look very different from score reports from other tests because the MAPT is individualized.

A few basic points about the MAPT for Reading must be understood before learning about the score reports in detail:

1. All MAPT items are secure, which means they are confidential and cannot be included on a score report.
2. A MAPT for Reading test contains 40 items that contribute to a student's score. There are also five pilot items included in each test, but these items are not used in computing a student's score.
3. Each MAPT for Reading test item measures a specific benchmark in the Revised Reading Strand associated with the Massachusetts Adult Basic Education Curriculum Framework for English Language Arts (ELA), which can be found at <http://www.sabes.org/curriculum/reading-strand.htm>.
4. MAPT for Reading test items differ from one another in terms of difficulty. A relatively easy item is answered correctly by most ABE learners, even those who are at a low learning level. A relatively difficult item is answered correctly by very few learners, most of whom are at the highest learning levels.
5. There is not one single MAPT for Reading test form (e.g., as the TABE has forms 9/10 or the Clas-E has forms A and B). Instead, the specific 40 items administered to a student are chosen from a large pool of items each time a learner takes the MAPT. The computer ensures that the items selected (a) represent the intended content dictated by the test specifications and (b) are at the most appropriate difficulty level for the specific student.

Given these points, you can understand the challenges in providing specific information on students' MAPT performance at both the individual and class levels. We solve the problem somewhat for the Student Score Report by reporting the **benchmark** measured by each item, rather than presenting the item itself. This solution maintains the security of the items yet allows teachers to identify the benchmark measured by the item. We also report the **difficulty level** of the item so that teachers can better understand why a student may or may not have correctly answered an item.

For the Class Report, it is not possible to report item-level information or to report results at the benchmark level. This is because each MAPT test is composed of 40 items specifically geared to each individual student's most appropriate skill level, as explained in point #4 above. The Class Report addresses this problem by focusing on **Topics** rather than benchmarks. Thus, before interpreting the Student or Class score reports, you must gain an understanding of the "item difficulty" and "topics" concepts. These topics are detailed in a later section of this *Guide*.

Looking at the Bigger Picture: “MAPT for Reading” Score Reports in Educational Context²

"It's a matter of life or death," said David Baker, M.D., chief of general internal medicine at the Feinberg School. "The excess number of deaths among people with low literacy was huge. The magnitude of this shocked us."³

Much has been written about lack of adequate math ability in adult learners. However, the facts about the reading literacy needs of adult learners are equally startling and compelling.

Literacy is defined as the ability to read, write, compute, and use technology at a level that enables an individual to reach his or her full potential as a parent, employee, and community member.

In Massachusetts:

- Over 500,000 adults lack basic literacy skills.
- Over one million adults lack the language skills, credential, or literacy skills necessary to succeed in the 21st century workforce.
- Over 400,000 adults lack a high school diploma or equivalent. In 2006, fewer than 2% of those adults earned a GED. According to the GED Testing Service, no matter which of the five GED tests you are talking about, a major reason for poor performance is that the reading/cognitive level of the examinees is not high enough. Therefore, raising students' reading levels must be an important part of any GED program.

Literacy Impacts Health:

- Inadequate or low health literacy is defined as the inability to read and comprehend basic health-related materials such as prescription bottles, doctor appointment slips and hospital forms.
- More than 75 million adults in the United States have only basic or below basic health literacy, according to NAAL.

² Information for this section was gathered from the following resources:

Baer, J., Kutner, M., and Sabatini, J. (2009). *Basic Reading Skills and the Literacy of America's Least Literate Adults: Results from the 2003 National Assessment of Adult Literacy (NAAL) Supplemental Studies* (NCES 2009-481).

To Read or Not to Read: A Question of National Consequence. Produced by the Office of Research & Analysis, National Endowment for the Arts, Sunil Iyengar, director; editorial and publication assistance by Don Ball.

The Impact of Literacy: www.ProLiteracy.org

Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad. (1993). Adult Literacy in America: a first look at the findings of the National Adult Literacy Survey, (NCES 93275). U.S. Department of Education.

The Forum for Youth Investment with the Ready by 21™ Partners. Getting the Most Out of Your Dropout Prevention Summit: Planning Guide. May 2008. Forum for Youth Investment and America's Promise Alliance.

Tom Mechem, Massachusetts GED Chief Examiner (conversations and email)

³ Northwestern University. "Low Literacy Equals Early Death Sentence." Science Daily 26, July 2007

- A new study from Northwestern University's Feinberg School of Medicine shows that older people with inadequate health literacy had a 50% higher mortality rate over five years than people with adequate reading skills.
- Lack of health literacy is estimated to add up to \$230 billion to the cost of health care in the US each year.

Literacy Impacts a Child's Future:

- A recent study shows that in middle-income neighborhoods the ratio of books per child is 13-to-1, while in low-income neighborhoods, the ratio is one age-appropriate book for every 300 children.
- Parents who are poor readers don't read as often to their children. Children who are read to at least three times a week are far more prepared when they enter school.
- Among adults at the lowest level of literacy proficiency, 43% live in poverty. Among adults with strong literacy skills, only 4% live in poverty.
- An American kid drops out of high school every 26 seconds.

Literacy Impacts Safety:

- More than 60% of all state and federal corrections inmates can barely read and write.
- About 43% of inmates are high school dropouts.
- 78% of juvenile crime is committed by high school dropouts.

Literacy Impacts Communities:

- According to NAAL, low-literacy adults are far less likely to vote, but they become more active in their communities as their reading and writing skills improve.
- In the November 2008 election, 40% of adults who lacked a high school diploma or GED voted compared to over 77% of those with a bachelor's degree.
- In 2008, only 50% of adults lacking a high school diploma or GED registered to vote, compared to 81% with a bachelor's degree.

More than half of all ABE students in ESE-funded programs select reading as their primary assessment area.

Knowing the facts does not change them.

We in the Adult Basic Education field often see these statistics reflected in our classes every day. Only persistent educator and student effort will change reading outcomes for adult learners and move them over the hurdles to their success post-GED.

Given the terrible impact of low literacy on adults, we must use every tool possible to aid adult learners in gaining the literacy skills they need in the shortest amount of time possible. MAPT Score Reports are one more tool in our educator's toolbox. They offer one snapshot of student performance and provide a lens through which we can use the Curriculum Frameworks to identify potential starting points and areas of concentration.

A Guide to the Individual Student Score Reports

Now that you understand item difficulty, we can take a look at a sample score report for a student. The individual reports show performance by Reading Content Standard. You will learn how to produce these reports yourself later, using the section of this Guide titled “Accessing the MAPT for Reading Score Reports through Cognos” on page 17.

Student Score Reports by Content Standard

An example of the Individual Student Reading Score Report by Content Standard is presented in Figure 2 (next page). Please note the following features of the Individual Student Score Reports by Content Standard:

- The Individual Student Reading Score Report is for a single test administration. Note the test date printed in the upper right-hand corner of the report. The student’s score and score range (explained below) are also provided.
- The report is divided into two sections—the benchmarks associated with items the student answered correctly are located on the left side, and the benchmarks associated with items the student answered incorrectly are located on the right side.
- The items are organized by the three content standards in the Revised Reading Strand of the ELA Curriculum Framework:
 - Reading Foundations (Standard 1)
 - Informational Reading (Standard 2)
 - Literary Reading (Standard 3).
- Within each Reading Standard, the items are sorted by difficulty level.
- For each item, the code for the benchmark it measures is reported, as well as a brief description of the benchmark. The full benchmark description can be obtained from the Curriculum Frameworks.

A sample Individual Student Score Report is presented in Figure 2. This particular student answered 25 items correctly and answered 15 items incorrectly. The actual name and site would appear on the score report, but they are blocked out here to protect confidentiality.

Figure 2

Sample MAPT for Reading Student Score Report by Content Standard

[Quick Guide](#)

Fiscal Year:	2011	Test Date:	9/9/10
Site:	[Redacted]	Test No:	First Test
Student:	[Redacted]	Student Score (Score Range):	368 (343 - 393)
Class (Class Level):	303 (300 - Level)	Starting Level :	02

MAPT Scale	200	700
Your Score Range	343 - 393	

25 Questions Answered Correctly

Benchmark	Item Dif.
Reading Foundations	
1.3.D Understand meanings of general words	425
1.2.D Understand meanings of everyday words	412
1.2.F Determine meanings of unfamiliar words	365
1.3.D Understand meanings of general words	349
1.2.B Apply knowledge of common syllable patterns	348
1.4.D Understand meanings of general words	332
1.3.D Understand meanings of general words	331
1.2.B Apply knowledge of common syllable patterns	315
1.3.B Apply knowledge of syllable patterns and affixes	302
1.2.B Apply knowledge of common syllable patterns	234
1.3.D Understand meanings of general words	203
Informational Reading	
2.3.C Locate Info: simple graphics/short text	455
2.4.C Locate Info: moderate graphics/multiple paragraphs	386
2.4.C Locate Info: moderate graphics/multiple paragraphs	377
2.3.C Locate Info: simple graphics/short text	375
2.3.D Follow directions with conditional commands	353
2.2.C Locate explicit facts/details relevant to reading	314
2.3.C Locate Info: simple graphics/short text	307
2.2.G Evaluate overall Info reliability and completeness	285
2.3.C Locate Info: simple graphics/short text	266
2.2.C Locate explicit facts/details relevant to reading	265
2.3.C Locate Info: simple graphics/short text	245
Literary Reading	
3.2.E Predict and infer logically from explicit evidence	369
3.4.B Determine evident setting/plot elements	334
3.2.A ID/describe main character/setting/plot	318

15 Questions Answered Incorrectly

Benchmark	Item Dif.
Reading Foundations	
1.3.D Understand meanings of general words	426
1.2.H Use strategies to monitor/enhance comprehension	382
1.2.E ID simple synonyms/antonyms	342
1.2.D Understand meanings of everyday words	337
1.4.F Use strategies to ID meanings of unfamiliar words	335
1.2.B Apply knowledge of common syllable patterns	332
1.2.B Apply knowledge of common syllable patterns	329
1.2.F Determine meanings of unfamiliar words	323
1.3.D Understand meanings of general words	282
Informational Reading	
2.2.E Make basic Inferences/conclusions w/evidence	401
2.3.G Evaluate overall Info reliability and completeness	302
2.2.E Make basic Inferences/conclusions w/evidence	216
2.3.C Locate Info: simple graphics/short text	200
Literary Reading	
3.4.B Determine evident setting/plot elements	427
3.2.C ID basic theme when stated or clear	386

In Figure 3 we provide a more detailed look at the report by focusing only on the top section of the report. Along the left side of the top of the report the fiscal year in which the test was taken is listed, as well as the site name, the student’s name, class and class level. “Class” here refers to the number of the class in the SMARTT system, and class level is the level of the class as determined by the school or program.


On the right side of the header are the test date (actual date of the test administration), the number of the test (first or pre-test, second optional test or third and post-test), the student’s MAPT score and the “score range” associated with that score, and the level at which the test was started.

The student score range acknowledges the fact that all tests are imperfect measures of student performance, and if the student were retested before learning anything new, it is likely he or she would not earn the exact same score. It is calculated by taking the student’s MAPT score and then adding and subtracting a *margin of error* based on the reliability of the MAPT score. How this margin of error is calculated is described in the *MAPT Technical Manual* (Sireci et al., 2008), but the important point here is that if the student were retested before learning anything new, it is likely he or she would not earn the exact same score. We provide the score range on the Student Score Report to give an idea of how high or low the student’s “true” reading proficiency is on the MAPT scale. This is especially important when comparing pre- and post-test scores to determine if a student made learning gains. If the second test score is within the score range of the first test, then the gain is not beyond what might be expected without any instruction in between test administrations.

After the header text, there is a small table. The top row of the table illustrates the MAPT’s scale score. The second row graphically illustrates the student’s score range.

Figure 3

Individual Student Score Report (Upper Portion Only)

Fiscal Year:	2011	Test Date:	9/9/10
Site:		Test No:	First Test
Student:		Student Score (Score Range):	368 (343 - 393)
Class (Class Level):	303 (300 - Level)	Starting Level :	02

MAPT Scale	200	700
Your Score Range	343 - 393	

In Figure 4 we highlight some specific aspects of the full score report shown in Figure 2. (Figure 4 is just a detail view of the same report shown in Figure 2.) The body of the Individual Student Score Report by Standard is divided vertically into two sections. On the left are questions that a student answered correctly. In this example, the student answered 25 items correctly. On the right side of the report is a listing of the questions the student answered incorrectly (here, that is 15). Every one of the 40 scored items on a student’s MAPT for Reading test will appear in one of these columns.

Figure 4

Student Score Report by Content Standard (Lower Portion Only)

25 Questions Answered Correctly			15 Questions Answered Incorrectly		
Benchmark		Item Dif.	Benchmark		Item Dif.
Reading Foundations			Reading Foundations		
1.3.D	Understand meanings of general words	425	1.3.D	Understand meanings of general words	426
1.2.D	Understand meanings of everyday words	412	1.2.H	Use strategies to monitor/enhance comprehension	382
1.2.F	Determine meanings of unfamiliar words	365	1.2.E	ID simple synonyms/antonyms	342
1.3.D	Understand meanings of general words	349	1.2.D	Understand meanings of everyday words	337
1.2.B	Apply knowledge of common syllable patterns	348	1.4.F	Use strategies to ID meanings of unfamiliar words	335
1.4.D	Understand meanings of general words	332	1.2.B	Apply knowledge of common syllable patterns	332
1.3.D	Understand meanings of general words	331	1.2.B	Apply knowledge of common syllable patterns	329
1.2.B	Apply knowledge of common syllable patterns	315	1.2.F	Determine meanings of unfamiliar words	323
1.3.B	Apply knowledge of syllable patterns and affixes	302	1.3.D	Understand meanings of general words	282
1.2.B	Apply knowledge of common syllable patterns	234			
1.3.D	Understand meanings of general words	203			
Informational Reading			Informational Reading		
2.3.C	Locate info: simple graphics/short text	455	2.2.E	Make basic inferences/conclusions w/evidence	401
2.4.C	Locate info: moderate graphics/multiple paragraphs	386	2.3.G	Evaluate overall info reliability and completeness	302
2.4.C	Locate info: moderate graphics/multiple paragraphs	377	2.2.E	Make basic inferences/conclusions w/evidence	216
2.3.C	Locate info: simple graphics/short text	375	2.3.C	Locate info: simple graphics/short text	200
2.3.D	Follow directions with conditional commands	353			
2.2.C	Locate explicit facts/details relevant to reading	314			
2.3.C	Locate info: simple graphics/short text	307			
2.2.G	Evaluate overall info reliability and completeness	285			
2.3.C	Locate info: simple graphics/short text	266			
2.2.C	Locate explicit facts/details relevant to reading	265			
2.3.C	Locate info: simple graphics/short text	245			
Literary Reading			Literary Reading		
3.2.E	Predict and infer logically from explicit evidence	369	3.4.B	Determine evident setting/plot elements	427
3.4.B	Determine evident setting/plot elements	334	3.2.C	ID basic theme when stated or clear	386
3.2.A	ID/describe main character/setting/plot	318			

Moving down in Figure 4, note that the each row represents a test item and lists the benchmark number the test item was written to from the Revised Reading Strand of the ELA Curriculum Framework. It also shows the abbreviated text of the benchmarks, and an item difficulty value (computed as explained in the section on Understanding the MAPT Score Scale and Item Difficulty in Appendix A). The items here are grouped according to the three Content Standards in the Revised Reading Strand, which are Reading Foundations, Informational Reading, and Literary Reading. Within each Standard, test items are ordered by the item difficulty from most difficult to easiest. (Users may also select the option of ordering test items by benchmark.)

Interpreting the Student Score Reports for Reading

A great deal of information is presented in the Individual Student Score Report. The report indicates the numbers of items answered correctly and incorrectly for the student, the benchmark measured by each item, and the difficulty level of the item. But what does all this information mean, and how can teachers use it to help the student? In this section, we provide some ideas about how to interpret the Student Score Report. These ideas focus on (a) the benchmarks and Reading Standards measured by the items, (b) the student's score range, and (c) the difficulty levels of the items answered correctly and incorrectly.

It is particularly instructive to focus on items answered correctly and incorrectly that are located outside of the student's score range. If a student gets items wrong that are lower than the lower end of the score range, those benchmarks may be areas in which to focus instruction. Likewise, items answered correctly that are above the upper end may be areas of strength, and items answered incorrectly above the upper end of the score range are also benchmarks that may help to guide instruction.

Understanding "score range"

As mentioned earlier, the score range acknowledges the fact that all tests are imperfect measures of student performance, and if the student were retested before learning anything new, it is likely they would not earn the exact same score. Of course, in practice, students do not take the MAPT for Reading multiple times over without any intervening instruction, and even without instruction they will still learn new things. Thus, the best interpretation of the score range is a range of scores that is likely to contain the score that best reflects the actual proficiency of a student, irrespective of lucky guesses and "having a bad day."⁵ The score range is provided to give a range of likelihood regarding how high or low the student's "true" reading proficiency is on the MAPT scale, given the specific score they received. The score range is centered around the student's MAPT score which is a single number. For the student in Figure 2, the score is 368, and the score range is 343-393.

Sample interpretation

The score report for a student is presented in Figure 5. Note that the test score is 486, and the score range is 460-512. Notice that this student correctly answered 8 of 13 Reading Foundations items⁶, 8 of 13 Informational Reading items, and 9 of 15 Literary Reading items.

To better understand the student's performance, we will now consider the score range and the difficulty levels of the items. The student's MAPT for Reading test score was 486.

⁵ To be a bit more technical without explaining the full details, the score range represents the range of scores we would expect if we tested the student over and over again. Statistically, the student's "true" score is likely to be contained within this interval 68% of the time. This means that if the student took the same exam many times over, the statistical expectation is that his or her score would be 68% likely to fall within this range.

⁶ Do not be confused by the fact that this student saw only 13 Reading Foundations items while the student in Figure 2 saw 20 items from this Reading Standard. The numbers of items to be administered in each Reading Standard differ across educational functioning levels (i.e., ABE proficiency levels).

Considering the margin of error, the score range reports that the actual range of test performance this score represents is 460-512. Given this score range, *we would generally expect* the student to correctly answer items with difficulty levels below 460 (the lower end of the score range), and be less likely to answer items with difficulty levels above 512 (the upper end of the score range). Items with difficulty levels in the middle of the score range are right about where the student scored, and that student will get some of those wrong and some of those right.

When we review the report more closely, we see that many of the items the student answered incorrectly were within the score range or above the upper end of score range. As a general interpretation, the student answered relatively harder items incorrectly, and this score report provides some information about what the benchmarks associated with those incorrect answers were. These are benchmarks that a teacher might want to look at and incorporate into instruction for this student.

In Standard 3 Literary Reading, for example, the students answered 6 questions incorrectly. Half of the items answered incorrectly in this Reading Standard were outside of the upper end of the student's score range.

Another resource for understanding these reports is to refer to the Quick Reference Guide for MAPT for Reading Individual Student Score Report by Standard, the Revised Reading Standards, accessible through Cognos (see the section of this *Guide* on accessing Cognos for how to get that document). The Quick Reference Guide is also presented in Appendix B of this report. Note that there is an option to organize the score report organized by Benchmark rather than item difficulty. This option is described later in the section on accessing the reports in Cognos.

Figure 5

Sample MAPT for Reading Student Score Report by Standard for Student with Score of 486

Fiscal Year:	2011	Test Date:	9/21/10
Site:	[REDACTED]	Test No:	First Test
Student:	[REDACTED]	Student Score (Score Range):	486 (460 - 512)
Class (Class Level):	201(200 - Level)	Starting Level :	03

MAPT Scale	200 <-----> 700
Your Score Range	460 - 512

25 Questions Answered Correctly

Benchmark	Item Dif.
Reading Foundations	
1.4.F Use strategies to ID meanings of unfamiliar words	505
1.2.B Apply knowledge of common syllable patterns	437
1.2.H Use strategies to monitor/enhance comprehension	433
1.2.B Apply knowledge of common syllable patterns	412
1.3.D Understand meanings of general words	389
1.3.E Use strategies to ID meanings of unfamiliar words	386
1.2.F Determine meanings of unfamiliar words	380
1.3.E Use strategies to ID meanings of unfamiliar words	361
Informational Reading	
2.5.C Locate info: complex graphics/dense text	492
2.4.B Determine main idea and/or how supported	476
2.3.B Determine stated/implied main idea/details	468
2.4.E Infer/conclude with evidence from text/visuals	460
2.4.B Determine main idea and/or how supported	448
2.4.C Locate info: moderate graphics/multiple paragraphs	437
2.3.B Determine stated/implied main idea/details	425
2.3.E Infer/conclude with evidence from text/visuals	405
Literary Reading	
3.5.C ID/analyze poetic/dramatic conventions	544
3.2.A ID/describe main character/setting/plot	482
3.4.G Infer author's purpose/main idea within text	469
3.3.D Locate/interpret descriptive/figurative language	461
3.3.C Draw conclusions about basic theme with evidence	444
3.3.C Draw conclusions about basic theme with evidence	440
3.3.E Predict/infer from explicit & implicit evidence	422
3.3.C Draw conclusions about basic theme with evidence	402
3.3.A ID/describe main character/setting/plot w/evidence	389

15 Questions Answered Incorrectly

Benchmark	Item Dif.
Reading Foundations	
1.5.D Understand general word denotations/connotations	548
1.5.D Understand general word denotations/connotations	522
1.3.E Use strategies to ID meanings of unfamiliar words	502
1.2.H Use strategies to monitor/enhance comprehension	488
1.4.F Use strategies to ID meanings of unfamiliar words	461
Informational Reading	
2.4.C Locate info: moderate graphics/multiple paragraphs	597
2.4.C Locate info: moderate graphics/multiple paragraphs	524
2.3.B Determine stated/implied main idea/details	464
2.4.B Determine main idea and/or how supported	427
Literary Reading	
3.4.E ID/interpret literary techniques	585
3.2.A ID/describe main character/setting/plot	552
3.2.B ID literature type (fiction/nonfiction/poem/drama)	547
3.3.C Draw conclusions about basic theme with evidence	504
3.2.C ID basic theme when stated or clear	456
3.3.A ID/describe main character/setting/plot w/evidence	443

A Guide to the MAPT for Reading Class Reports

The Class Reports are very different from the Individual Student Score Reports in the following areas:

- individual students within a class do not typically see the same questions on a MAPT test,
- the range of difficulty on MAPT tests within a class may be considerable, and
- the class-level reports summarize performance at the **topic** level rather than for individual benchmarks.

Topics represent an intermediary step between the more detailed benchmarks and the more broadly stated content standards in the revised reading strand. Essentially, topics represent meaningful groupings of related benchmarks that relate to a common theme of instruction. In all cases, the benchmarks that are grouped together are from a common Reading Standard. There are a total of ten topics, as illustrated in Table 1. A listing of the benchmarks corresponding to each topic appears in Appendix C. Note that the revised reading standards include a Fluency topic. Unfortunately, measuring reading fluency is not possible via a multiple-choice test such as the MAPT. Therefore, while very important instructionally, the topic of fluency is not measured on the MAPT for Reading and so does not appear in the score reports.

Table 1

MAPT for Reading Topics

Reading Content Standard	Topics
Standard 1 (Reading Foundations)	Word Identification and Decoding Vocabulary Comprehension Strategies
Standard 2 (Informational Reading)	Author’s Organization and Purpose Locating and Using Information and Ideas Reliability and Completeness of Information Synthesis of Ideas
Standard 3 (Literary Reading)	Literary Structures Literary Technique / Style Making Connections

The Class Reports can be organized by Topic and Reading Standard. Figure 6 provides an example of a Class Report by Content Standard and Topic. The header of this Class Report includes the Fiscal Year, the site name (blocked out here for confidentiality), the Class Number listed in SMARTT, the number of students in the class, the number of test administrations the report includes, and the date on which the report was run. Note that sometimes the number of test administrations may be larger than the number of students. Depending on when the report is run within a fiscal year, some students have taken the test once, some may have taken it twice, and perhaps some may have taken it a third time by the date this report was run. Thus, the report may include data on more than one test administration for some students.

Refer to the body of the Class Report in Figure 6. Along the left margin of the table are the Standards from the Curriculum Frameworks and the Topic listings within each Standard. Across the top of the table are ranges of item difficulty on the MAPT scale (200-299, 300-399, 400-499, 500-599, and 600-700). As described earlier, each item on the MAPT is located on the MAPT scale and so falls into one of these score ranges. This is a way of characterizing item difficulty, because due to the adaptive nature of the MAPT, different students within a class complete items of different difficulty, even if the items are written to the same benchmark.

Next, consider the column headed by 200-299 in Figure 6. In the row labeled *Locating and Using Information and Ideas*, there are 29 student responses in the 200-299 range, and 97% were answered correctly. This might reflect that the same item was seen by ten different students, or that several different items were seen by different students. The point remains: in this class, among the 29 items at the easier end (200-299) of the MAPT scale, on almost all occasions where items in that category were presented to learners, 97% of the time the items were answered correctly. Similarly, of the 51 items in the 300-399 range, 84% of those were answered correctly by this class. In the 400-499 range, that percentage drops to 60%, and is 43% in the 500-599 range. As a group then, the students in this class may have a relatively good grasp of the benchmarks associated with *Locating and Using Information and Ideas* for items appearing at Levels 2 and 3, but as those items get harder, this may be an area for instruction at the class level.

To interpret this Class Report, the logic outlined in the previous paragraph applies throughout. Look at the item difficulty range along the top, and then choose a Standard and Topic to focus on. Then, evaluate how many items within that difficulty range/standard and topic combination were presented and were answered correctly. This gives you a sense of the extent to which students in a class were able to answer questions on a given standard/topic combination correctly at a specific difficulty level.

In the example provided in Figure 6, the class did well overall on items in the 200-299 range, with the lowest percentage of items answered correctly in the *Reliability and Completeness of Information* topic. However, because only 3 items were administered in that category, there is not enough information to base any type of reasonable judgment about how well the class mastered the benchmarks associated with that topic. For items in the 300-399 range, *Reliability and Completeness of Information* items were answered correctly at a higher rate (85%). In this case there were 13 instances of items in this category being administered, which is a better number of responses upon which to base a judgment.

The bottom table in Figure 6 provides the actual count of items per difficulty level for the selected class. These counts are provided to illustrate the actual numbers of items taken the students in the class. In contrast, in the main body of the table the counts of items are higher because many of those items are seen by more than one test-taker. Noting the number of items seen in each level is a helpful piece of information. If the number of items is clustered primarily in a couple of difficulty levels, it indicates that most students are at about the same proficiency level in the class. If the number of items seen is spread out more equally among three or more levels, this indicates that there is a wide range of skill levels in one class, making it potentially

difficult for the teacher to meet all the needs of the students, and for students to make learning gains as quickly and efficiently as possible.

Figure 6

Class Report by Content Standard and Topic

Fiscal Year: 2011
 Site:
 Class: 201
 Number of Students: 14
 Number of Tests: 19
 Report Date: Feb 1, 2011

Percentage of Items Answered Correctly

		200 - 299		300 - 399		400 - 499		500 - 599		600 - 700	
		# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Reading Foundations	Word Identification and Decoding	5	100%	39	85%	15	67%				
	Vocabulary	13	77%	115	73%	87	49%	12	58%	1	100%
	Comprehension Strategies			4	100%	10	60%				
Informational Reading	Author's Organization and Purpose			11	82%	49	49%	5	20%	1	0%
	Locating and Using Information and Ideas	29	97%	51	84%	52	60%	14	43%	3	67%
	Reliability and Completeness of information	3	67%	13	85%	2	50%	1	0%	3	0%
Literary Reading	Literary Structures	1	100%	57	72%	85	66%	12	50%		
	Literary Technique/Style			8	67%	10	60%	9	44%	1	100%
	Making Connections			9	67%	27	67%	3	67%	2	50%
Total		51	90%	305	77%	337	58%	56	46%	11	45%

Note: Total Sums the number of student responses based on the total number of student-item combinations

Number of Items per Difficulty Level Seen by Students

200 - 299	300 - 399	400 - 499	500 - 599	600 - 700
21	81	96	37	10

It is likely that the individual student score reports and the class reports will be most valuable when used together. Viewing both reports together allows one to compare an individual students' performance to a selected group of peers, and may illustrate trends that could inform future instruction.

Accessing the MAPT for Reading Score Reports through Cognos

Please note that after a student completes a MAPT for Reading test, the score report for that student will be available in Cognos by 5 a.m. the next morning. The student would also be included in any relevant class reports produced after that time.

You can access Cognos directly at: <https://smartt.doemass.org/sides>

OR

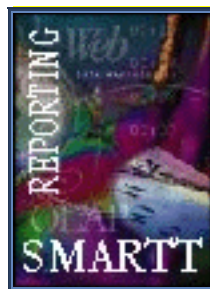
You can access Cognos through the same website used to access SMARTT:
<https://smartt.doemass.org/>

Then you will see this screen. Circled below is the Cognos button that will connect you to the Cognos logon screen.



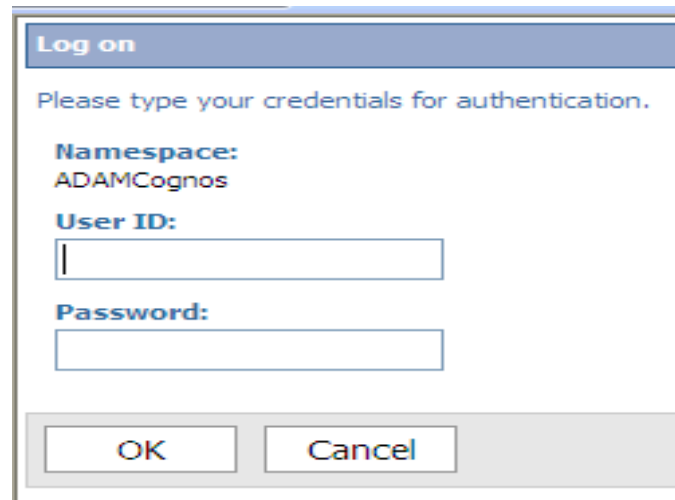
OR

You can access a link to Cognos from SMARTT once you have logged in.



When you see the “log on” screen, type your Cognos ID into the “User ID” field and type your password into the “Password” field. For training purposes, use this ID and password.

User ID = test01
Password = test1



Log on

Please type your credentials for authentication.

Namespace:
ADAMCognos

User ID:

Password:

OK Cancel

(**Note** that by using this generic ID, users will not see the actual student names on any of the score reports but instead student names will be encrypted for privacy. To see actual student names on score reports, users need to use a Cognos ID requested through the Program’s Director.)

Requesting a Cognos Account

If you do not have a Cognos ID, ask your program director how to get one. Programs may receive additional Cognos access for program staff, though individual access will be available at the discretion of the Program Director. Individual staff will be able to log on and use Cognos at the MAPT Score Report trainings, and be able to view individual student names within their Site in reports that are designed at the student level back at the program.

Program Directors will have the option of either 1) having one account for each staff person or 2) having a site logon for staff to share. It is likely to be more useful for teachers or counselors to have their own account so they can save any reports they want.

Program Directors should send a list of staff for whom they would like Cognos accounts **two weeks prior** to when the Cognos Logon is needed (e.g., to be used in a MAPT Score Report training). Requests cannot be fulfilled in less than two weeks. Send requests to Sriram Rajan srajan@doe.mass.edu with the following information supplied:

- Name

- Email (if staff don't have one, give one that can be used to get them the information, such as the Program Director's)
- Official Site Name (no acronyms or abbreviations)
- Role at Program (specify Teacher, Counselor, Site Coordinator, or other)
- The staff request for what they would like the Cognos User ID to be (e.g., 1st initial and last name, or some other personally meaningful identifier)

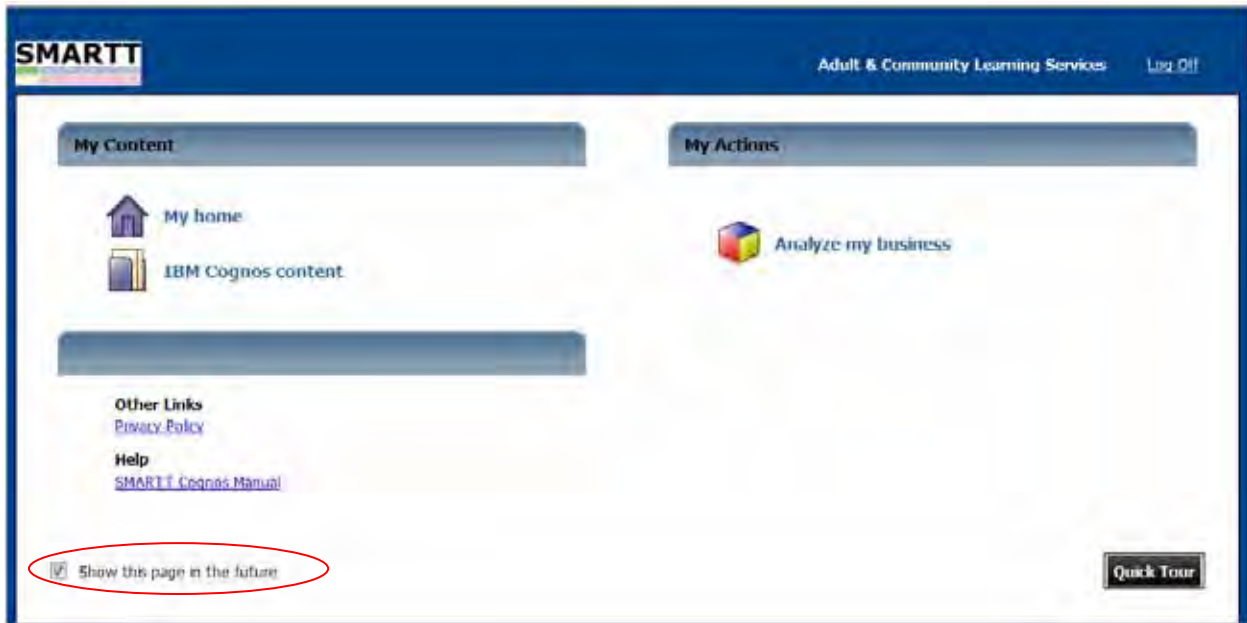
By the end of two weeks, users will receive their logon by email, along with a generic password. When users first log in, they must create their own password. Users need to write down the user ID and password and keep them in a handy place.

ACLS will keep a list of the staff requesting logins, but users and Programs must manage their own passwords and User IDs. ACLS does not have the staff capacity to respond to large numbers of requests if users forget their login or password, so programs will need to maintain a list of staff user IDs and passwords.

When you are finished reviewing data, make sure you log off—do not just close the browser. Go to the Homepage and click “Log Off.”



Once logged in, you see the Cognos “Welcome” page. We suggest that you keep “Show this page in the future” checked, as shown below, so that you will be able to access the Quick Tour whenever you want. If your computer is not set to show the welcome screen, you will be directed to the homepage.



Now click on the 'Cognos Connection' link as shown above and you will enter Cognos!

Note: Clicking on the 'Analysis Studio' link will not cause any harm, but might confuse you because you will see a blank screen that allows you to create your own data set.


Sections of the Cognos Homepage


















After clicking on the circled link above (“Cognos Connection”), what you see in front of you is called the ‘Homepage.’ There are three sections on this page: Data Analysis, Standardized Reports, and Federal Reports.




ACLS Homepage





























DATA ANALYSIS

Cubes 


	Name 	Actions
	Attendance	  
	Goals	  
	Student By Site	  
	Volunteers	  

STANDARDIZED REPORTS

Adhoc Reports 

	Name 	Actions
	Massachusetts Legislative Reports 	 More...
	Non Rates Based Class Reports 	 More...
	Performance Reports 	 More...
	Performance Standards Reports 	 More...
	Performance Standards Tier Reports 	 More...
	Specialty Areas 	 More...
	SSN Confidentiality Release Report 	 More...
	UDF Reports 	 More...
	Waitlist Reports 	 More...

FEDERAL REPORTS

Federal Reports 

Click on the “OWL” tab at the top (two over from the “Homepage” tab), and you will see three sections:

- **MAPT Documentation:** here you will find a copy of “Understanding and Accessing the Score Report Guides” for MAPT for Reading and MAPT for Math.
- **MAPT Cubes:** When you click on the “Analyses” tab under “MAPT Cubes,” you also have the capability of accessing a MAPT cube to design your own report. [Note: This is for users more proficient using Cognos Cube; if you are interested in pulling your own reports from Cognos, you should attend a Cognos training with the SABES regional field technologists to understand how to design cube reports first.]
- **MAPT Reports:** At the bottom of the “OWL” tab, you will see this list of MAPT score reports you can access:

1. Test Count of Students by Class
2. Student MAPT Scores by Test Number
3. MAPT Math: Student Score Report by Content Strand
4. MAPT Math: Class Report by Content Strand and Topic
5. MAPT Math: Class Report by Content Strand and Topic - Customized
6. MAPT Reading: Student Score Report by Content Standard
7. MAPT Reading: Class Report by Content Standard and Topic
8. MAPT Reading: Class Report by Content Standard and Topic- Customized

MAPT Documentation

[MAPT Manual](#)
[MAPT Math Manual](#)












































MAPT Cubes

Analyses 

Name	Actions
 MAPT - Class	     More...
 MAPT - Site	     More...

MAPT Reports

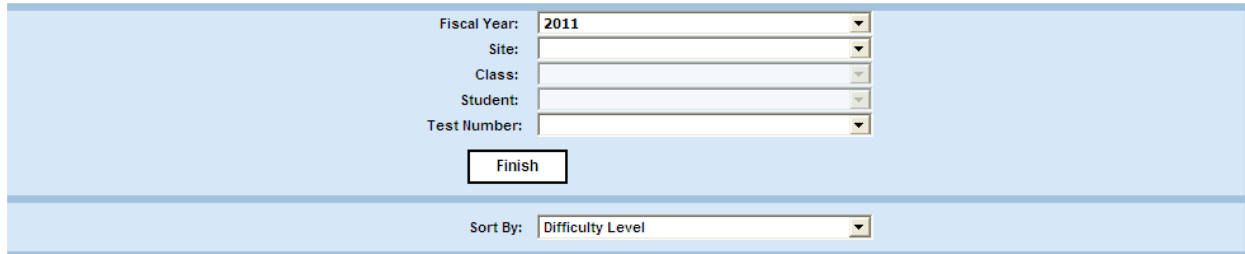
Reports 

Name	Actions
 1 Test Count Of Students by Class	     More...
 2 Student MAPT Scores By Test Number	     More...
 3 MAPT Math: Student Score Report by Content Strand	     More...
 4 MAPT Math: Class Report By Content Strand and Topic	     More...
 5 MAPT Math : Class Report By Content Strand and Topic - Customized	     More...
 6 MAPT Reading: Student Score Report by Content Standard	     More...
 7 MAPT Reading: Class Report by Content Standard and Topic	     More...
 8 MAPT Reading: Class Report by Content Standard and Topic - Customized	     More...

Let's review how to access Report #6, MAPT Reading: Student Score Report by Content Standard, under the "MAPT Reports" section. You will need to select the filters for the report.

Adult & Community Learning Services
6 MAPT Reading: Student Score Report by Content Standard

[Quick Guide](#)



Fiscal Year: 2011
Site:
Class:
Student:
Test Number:
Finish
Sort By: Difficulty Level

You will need to make your selections one at a time from the dropdown menus and then click on “Finish.”

- Fiscal Year: 2011 (2011 is the only options, since the Revised Reading Strand was completed at the beginning of FY11, there is no data available before this time)
- Site: Site name within your project
- Class: Class code at your site (from SMARTT)
- Student: The student’s name whose test record you want to access
- Test Number: The test you want to access within the fiscal year—first test, second test, third test, etc.

You also have the option of sorting the Individual Student Score Report by Difficulty Level or by Benchmark Number. The default is the difficulty level. Each benchmark in the strand is sorted from highest to lowest difficulty level. If you filter the report by benchmark, each benchmark in the strand is sorted by proficiency level from highest to lowest level. Both are useful for noting patterns in correct and incorrect test items.

The blue link on the right shown in the screen capture above also provides a link to a Quick Guide to help you interpret the score report. All of the Quick Guides are included in Appendix B of this interpretive guide, for your convenience.

On the next page is one additional sample of the Score Report by Content Standard.

Fiscal Year:



Test Date:

10/26/10

Site:

QCC/College at CitySquare

Test No:

First Test

Student:

AXNFYLQ26TRR-OAH33QSUZUGPE

Student Score (Score Range):

286 (257 - 315)

Class (Class Level):

101(100 - Level)

Starting Level :

02

MAPT Scale	200 <-----> 700
Your Score Range	257 - 315

19 Questions Answered Correctly

Benchmark	Item Dif.
Reading Foundations	
1.2.D Understand meanings of everyday words	372
1.2.F Determine meanings of unfamiliar words	355
1.2.D Understand meanings of everyday words	328
1.2.B Apply knowledge of common syllable patterns	301
1.2.F Determine meanings of unfamiliar words	296
1.3.E Use strategies to ID meanings of unfamiliar words	288
1.2.E ID simple synonyms/antonyms	254
Informational Reading	
2.3.C Locate info: simple graphics/short text	312
2.3.C Locate info: simple graphics/short text	302
2.2.C Locate explicit facts/details relevant to reading	295
2.3.G Evaluate overall info reliability and completeness	281
2.2.D Follow simple directions	276
2.2.C Locate explicit facts/details relevant to reading	272
2.2.C Locate explicit facts/details relevant to reading	267
2.2.E Make basic inferences/conclusions w/evidence	234
Literary Reading	
3.2.A ID/describe main character/setting/plot	414
3.3.A ID/describe main character/setting/plot w/evidence	399
3.3.D Locate/interpret descriptive/figurative language	352
3.3.A ID/describe main character/setting/plot w/evidence	200

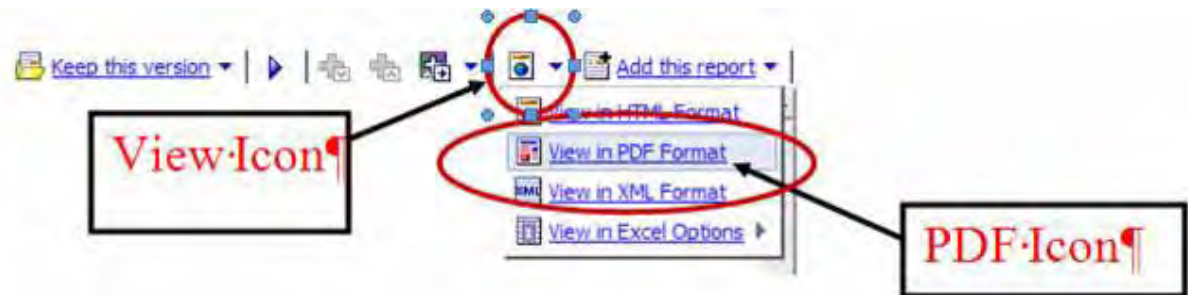
21 Questions Answered Incorrectly

Benchmark	Item Dif.
Reading Foundations	
1.2.F Determine meanings of unfamiliar words	413
1.3.D Understand meanings of general words	407
1.3.D Understand meanings of general words	379
1.3.E Use strategies to ID meanings of unfamiliar words	376
1.2.B Apply knowledge of common syllable patterns	365
1.2.F Determine meanings of unfamiliar words	354
1.2.F Determine meanings of unfamiliar words	351
1.2.B Apply knowledge of common syllable patterns	347
1.3.A Automatically ID common multisyllabic words	346
1.4.F Use strategies to ID meanings of unfamiliar words	345
1.2.B Apply knowledge of common syllable patterns	336
1.2.F Determine meanings of unfamiliar words	320
1.2.B Apply knowledge of common syllable patterns	307
1.3.B Apply knowledge of syllable patterns and affixes	200
Informational Reading	
2.2.C Locate explicit facts/details relevant to reading	319
2.2.C Locate explicit facts/details relevant to reading	311
2.3.B Determine stated/implied main idea/details	309
2.3.C Locate info: simple graphics/short text	309
2.2.C Locate explicit facts/details relevant to reading	281
Literary Reading	
3.3.E Predict/infer from explicit & implicit evidence	388
3.2.C ID basic theme when stated or clear	335

How to Print a Report

The best way to print a report in Cognos is to open the report in PDF format and select the Printer Icon from the Adobe toolbar.

Click the PDF Icon which is located under the 'View' Icon (second from the right) in the dropdown menu:



To return to the report, select “View in HTML” in the dropdown.

When accessing the reports, the speed with which reports load is related to the speed of the computer and Internet connection used.

NOTE: To save time when you want to select another class to view and/or print, click on the View icon (second from the right) and click on “View in HTML” in the dropdown, which brings you back to the page where you can select another class filter. This approach takes much less time than selecting the report again. You do not need to select the fiscal year and site again. You only need to select another class code. Do NOT use the BACK button.

This is true for all reports and saves time when you want to select and print several class or student reports.

Next, let's review the class reports under the “OWL Reports” tab:

7. MAPT Reading: Class Report by Content Standard and Topic
8. MAPT Reading: Class Report by Content Standard and Topic - Customized

Look at the report called “7 MAPT Reading: Class Report by Content Standard and Topic.”

Adult & Community Learning Services
7 MAPT Reading: Class Report by Content Standard and Topic

[Quick Guide](#)

Fiscal Year: 2011
Site:
Class:
Finish

Fiscal Year: 2011 (2011 is the only options, since the Revised Reading Strand was completed at the beginning of FY11, there is no data available before this time)

Site: Site name at your project

Class: Class code at your site (from SMARTT)

Note that you will see an hourglass while you are waiting for Cognos to produce the report.

Next let's take a look at the report under "OWL Reports" MAPT tab titled "8. MAPT Reading: Class Report By Content Standard and Topic – Customized"

Adult & Community Learning Services
8 MAPT Reading: Class Report by Content Standard and Topic - Customized

Fiscal Year: 2011
Site:
Students:
Test Number: All Tests
Enter a Class Name: *
Finish

You will need to make your selections one at a time from the dropdown menus (illustrated below) and then click on "Finish."

Fiscal Year: 2011

Site: Site name at your project

Students: You will see a list of all the students at the site. Click on the box next to student names you want listed in the customized class report. For example, this allows you to create a "customized reading" class of students.

- Test Number: “All tests” is the default setting. Or you may select “All except most recent test” or “Most recent test.”
- Enter a Class Name: You should add a name for this class report so that it is meaningful to you and so you can differentiate it from others you or your colleagues might create. For example, in a STAR class, you might type “Alphabetic Group,” or “Comprehension Group 1.” There is no default class name, so name the report whatever you want.

Adult & Community Learning Services
8 MAPT Reading: Class Report by Content Standard and Topic - Customized

Fiscal Year: 2011

Site: Lowell PS/Green School

Students:

- 1QTRMWB0BCWV-FX138CXQGHNV2
- 2X7R0QN2X22U-Z6A7HJT821Z9K
- 4O26UPN5J4MX-33ZOFPUZ6W06H
- 52PDQ912EIZZ-SOJSSR2K0K0GF
- 6YGAHIQLCH4B-IM0BZ2LN39QA1
- 7B8IY7BM109P-003RS92BCXZ9
- 8ZL13MQ2VMFD-VVL03RJBLD2KT
- 9PSPEUJ05EUR-7VL02NOXFPULD

[Select all](#) [Deselect all](#)

Test Number: All Tests

Enter a Class Name: *

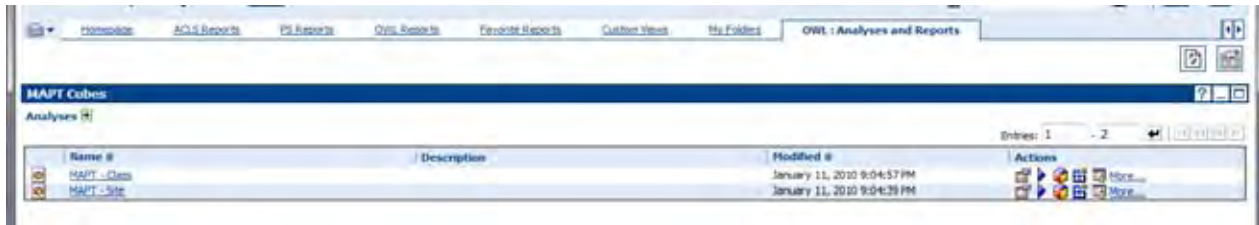
Finish

This class report looks the same as the original class report except that it lists the names of the students you selected. This is a customized report for a subset of students or for an individual student. You might select an individual student so that you view the number of student responses and percent correct by levels—200-299; 300-399; 400-499; 500-599, and 600-700.

Using the Cognos Cube

You also have the capability of accessing a MAPT cube to design your own report. [Note: This is for users who are more proficient using Cognos Cube; if you are interested in pulling your own reports from Cognos, you should attend a Cognos training with the SABES regional field technologists to understand how to design cube reports first.]

For example, let’s take a look at the first report under “OWL Analysis and Reports” tab called “MAPT - Class” report.



Insertable Objects				
owl_class_cube				
TIME				
CLASS				
TEST TYPE				
CLASS TYPE				
TEST				
COGNITIVE LEVEL				
QUESTION LEVEL				
DIFFICULTY LEVEL				
TEST NUMBER				
SCORE CATEGORY				
PRE POST				
TEST CATEGORY				
RACE				
AGE				
GENDER				
LANGUAGE				
Measures				

Rows:	Columns:			
CLASS				TIME
# STUDENTS	2008	2009	2010	TIME
Jewish Vocational Service	91	109	33	233
JFYNetWorks	35	37	17	89
Lawrence Adult Learning Center	143	185	68	396
Lowell PS /LHABE	0	3	9	12
Lowell PS Even Start	0	3	0	3
Lowell PS/Green School	74	126	82	282
Lowell PS/LHS	10	154	70	234
Lutheran Refugee and Immigrant Services/Worcester	2	5	5	12
Massachusetts College of Liberal Arts	0	2	20	22
Massasoit Community College Transitions	0	36	19	55
Maynard site	0	1	0	1
MCDI Adult Basic Education DOE	79	129	47	255
MCDI/STCC	159	150	61	370
MCLA/Distance Learning	6	0	0	6

This is a cube so that you can drill down to your site and then to a class. You can drag over any of the measures that you want to use for analysis. For assistance with Cube analysis, please contact one of the regional SABES Computer Techs.

Once you select a report, you can export it in one of the various report formats. Click on the down arrow next to last icon in the top right tool bar to view the data in these formats:

- View in HTML, PDF, or XML Formats
- Or in various Excel Formats (2000 Single Sheet, 2002, 2007, CSV)

Click on this down arrow to get the following choices

The screenshot shows the report interface for 'Adult & Community Learning Services' with the title '7 MAPT Reading: Class Report by Content Standard and Topic'. The top right toolbar includes a 'Keep this version' dropdown, navigation arrows, and an 'Add this report' dropdown. A red arrow points to the 'Add this report' dropdown, which is open, showing options: 'View in HTML Format', 'View in PDF Format', 'View in XML Format', and 'View in Excel Options'. A speech bubble points to the 'Add this report' dropdown with the text 'Click on this down arrow to get the following choices'. Below the toolbar is a 'Quick Guide' link. The main content area has filters for 'Fiscal Year: 2011', 'Site: Brockton Public Schools Adult', and 'Class: 206', with a 'Finish' button. Below the filters are summary statistics: Fiscal Year: 2011, Site: Brockton Public Schools Adult Learning Center, Class: 206, Number of Students: 19, Number of Tests: 46, Report Date: Aug 3, 2011. The main data table is titled 'Percentage of Items Answered Correctly' and shows data for 'Word Identification' across five score ranges: 200-299, 300-399, 400-499, 500-599, and 600-700. Each range has columns for '# Student Responses' and '% Correct'.

	200 - 299		300 - 399		400 - 499		500 - 599		600 - 700	
	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Word Identification	4	100%	27	93%	50	58%	1	100%		

To make the Excel spreadsheets open more quickly, hold down the CTL key while choosing the view above.

When Excel opens, you can either select “Open” to view the file now or “Save” to view the file later. Once the report is saved in Excel, it reflects data as of the current date. You might want to save the file with a name that has meaning to you and append the date at the end of the file name so that you remember the time period the data represent. If you export to Excel, you can save various reports in different tabs.

The report default is the HTML or Web Page format. You might decide to view the data in the PDF format so you can save or print it. The PDF format displays the columns to fit on the page.

E-mailing Reports

You can also e-mail reports to other staff. Once you select a report, click on the envelope icon. You can cc the report to as many email addresses as you would like.

Step 1: Generate the report you want to send by email so that it appears on your screen, and then click on the envelope icon which states “e-mail report”.

This Folder icon (“Keep this version”) is where you begin the process of e-mailing a report you generated to send to another user

7 MAPT Re

Class: 202

Finish

Quick Guide

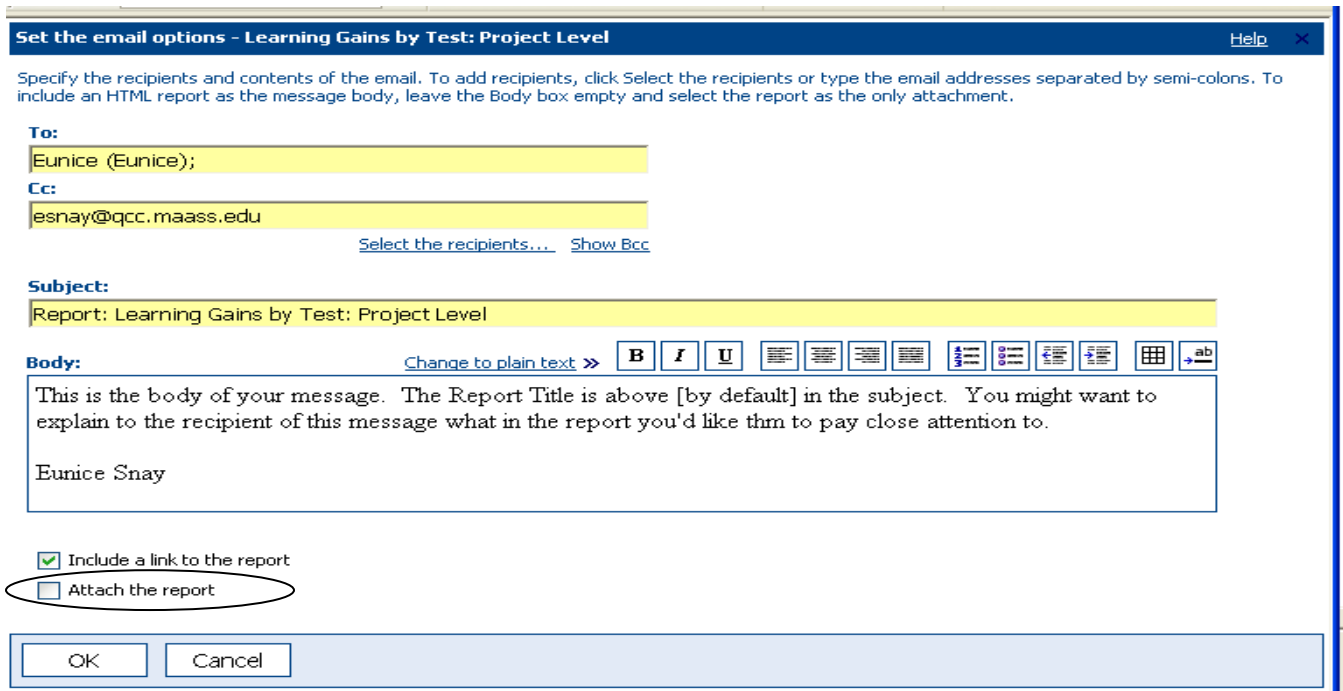
Fiscal Year: 2011
 Site: Cambridge Community Learning Center
 Class: 202
 Number of Students: 11
 Number of Tests: 12
 Report Date: Jan 13, 2011

Percentage of Items Answered Correctly

		200 - 299		300 - 399		400 - 499		500 - 599		600 - 700	
		# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Reading Foundations	Word Identification and Decoding	1	100%	16	88%	12	50%				
	Vocabulary	13	100%	88	74%	54	65%	9	56%		

Step 2: Send the report as an attachment so that the user does not need to log into Cognos to access the report. Click on the box that states “Attach the report.” If you do not enter a message in the body of the e-mail, the report appears as text in the e-mail message. If you type a message such as the one listed below, then the report appears as an attachment for you to open and view.

To add recipients, type individual email addresses separated by semi-colons.



Below is what you will receive in your Email inbox. Note that the e-mail is sent from Cognos so the sender will be listed as “SMARTTSupport.”



Appendix A

Understanding Item Difficulty

Item difficulty refers to how easy or hard an item is. Suppose we have two items, item A and item B. If 50% of all students answer item A correctly and 75% of those students answer item B correctly, we say item A is “more difficult” than item B. Unlike the Reading Content Standard or Benchmark an item measures, the difficulty level of an item is not an inherent characteristic of the item. Rather, it is determined by the number and types of students who correctly answer the item.

Now let’s consider a more complicated example, illustrated in Table A1.

Table A1

Differences in Item Difficulty

Item A	Item B
Completed by Low Intermediate students (Level 3, GLE 4.0-5.9)	Completed by High Intermediate students (Level 4, GLE 6.0-8.9)

As before, we again have two items, A and B. This time, however, different groups of students complete each item. Group 1 is a group of Low Intermediate students (i.e., Intermediate ABE Reading students, sometimes referred to as Level 3 or GLE 4.0–5.9). Group 2 is a group of High Intermediate students (i.e., Pre-GED students, sometimes referred to as Level 4 or GLE 6.0–8.9). We expect a larger percentage of the High Intermediate students to answer these items correctly than of the Low Intermediate students, so, in determining the difficulty level of an item, we have to account not only for the numbers of examinees who answer it correctly, but also for the skill level of those students. Item difficulty is more specific than just noting that a test-taker got an item written to a benchmark right or wrong. It is possible that two questions written to the same benchmark will differ in their level of difficulty.

To determine item difficulty, we calibrate all items onto the same scale on which students are placed—the 200 to 700 MAPT score scale. Figure A1 displays an *item characteristic curve* (ICC), which shows the probability that an examinee at a given MAPT score will answer an item correctly. The horizontal axis in the figure is the 200-to-700 MAPT score scale. The vertical axis is probability, which ranges from zero (no chance of answering the item correctly) to 1.0 (a certainty that the item will be answered correctly). The difficulty level of an item is determined by finding the point on the MAPT score scale where a student has a 50% chance of answering the item correctly. For the item displayed in Figure A1, this point is 501. A horizontal line is drawn where probability = 0.50. The arrow perpendicular to this line illustrates the location on the MAPT score scale where probability = 0.50. This point represents the difficulty level of the item.

Figure A1

Illustration of MAPT Item with Difficulty Level of 501

After finding where the probability of correct response is 0.5, we see that the difficulty for this item is roughly 501 on the MAPT scale.

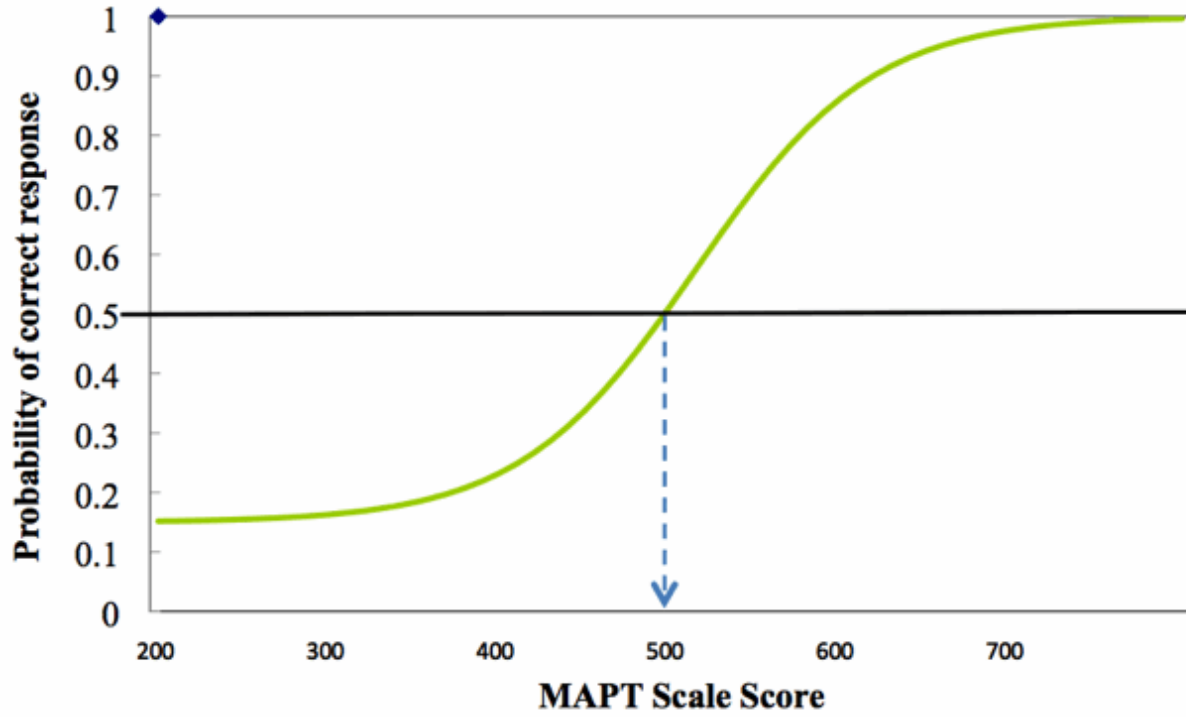


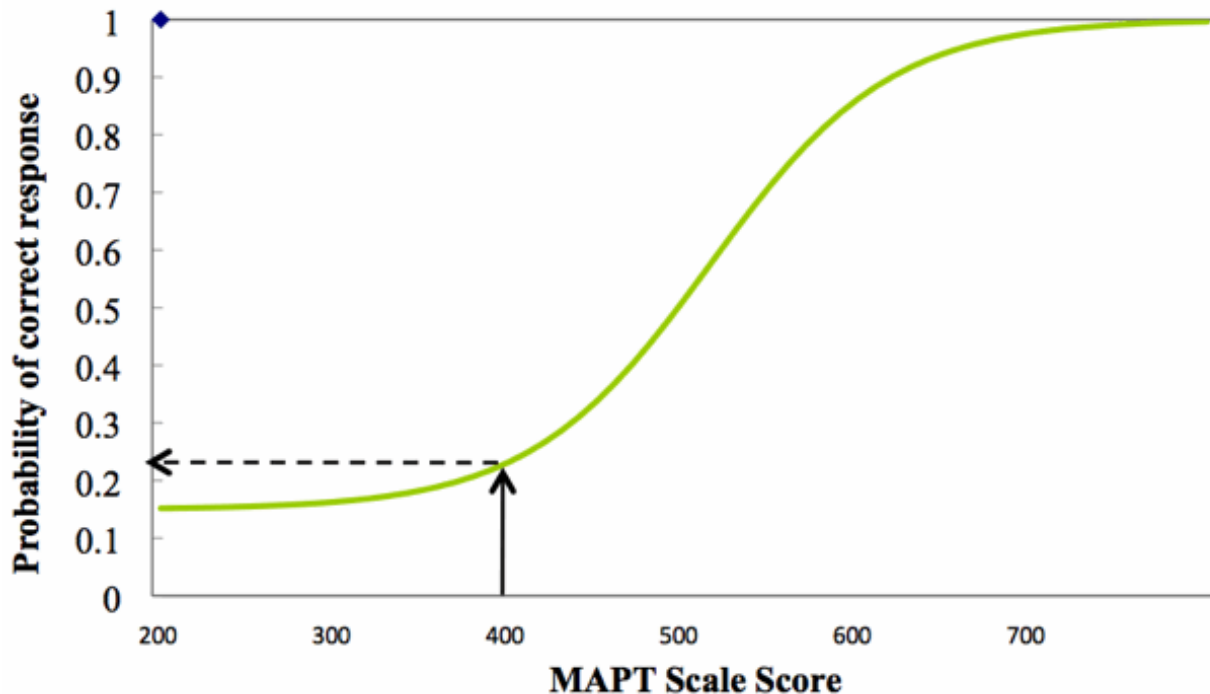
Figure A2 depicts the probability that a student with a MAPT score of 400 will correctly answer the item in Figure A1, which has a difficulty level of about 500. The probability is determined by starting on the horizontal MAPT scale axis, locating the examinee score of 400. A perpendicular line is drawn beginning on the MAPT scale, then intersecting with the item characteristic curve. The probability is found by starting at the new intersection, then drawing another perpendicular line to the vertical axis where probabilities are labeled.

By following the two arrows from the 400 point on the MAPT scale to the ICC and then to the probability axis, you can see that students who score 400 are only roughly 23% likely (i.e., probability = 0.23) to get this item correct. Therefore, this item must be more difficult than the 400 level of performance. On the other side of the spectrum, students at the 600 score level (not shown) are more than 50% likely to get this item correct, so the item is too easy to be at the 600 level. These results are reasonable considering that the actual item difficulty is 501.

Test-development norms suggest that the best place to locate an individual item on the scale is at the point where students have a 50% chance of answering the item correctly (e.g., see Goodman & Hambleton, 2005⁷). Therefore, a student who earns a score of 501 on the MAPT for Reading has a 50% chance of correctly answering the item depicted in Figures 2 and 3, and that item is assigned a difficulty level of 501.

Figure A2

Illustration of the Probability of an Examinee with a MAPT Score of 400 Correctly Answering an Item with Difficulty of 500



⁷ Goodman, D. P., & Hambleton, R. K. (2004). Student test score reports and interpretive guides: Review of current practices and suggestions for future research. *Applied Measurement in Education*, 17 (2), 145-220.

Appendix B

Quick Guides for Interpreting the Reports

In the following pages are the Quick Guides that have been developed to assist in the interpretation of the score reports. Two Quick Guides have been developed, and are included here in this order:

- Individual Student Score Report by Content Standard
- Class Score Report by Content Standard and Topic

These Quick Guides are also available in Cognos as linked PDFs, as shown below.

Quick Reference Guide to the MAPT Reading: Student Score Report by Content Standard

The header of the report contains basic identifying information and the student's MAPT score and score range.

Fiscal Year:	2011	Test Date:	9/21/10
Site:	[Redacted]	Test No.:	First Test
Student:	[Redacted]	Student Score (Score Range):	422 (396 - 448)
Class (Class Level):	201 (200 - Level)	Starting Level:	04

Below the header is a graphical illustration of the student's score range as it connects to the MAPT scale.



Each of the 40 items a student takes will be in one of these two columns.

Every item is aligned to a benchmark in the ABE Revised Reading Strand.

The item difficulty level is a value on the MAPT scale associated with a 50% probability of getting the item right.

22 Questions Answered Correctly		18 Questions Answered Incorrectly	
Benchmark	Item Dif.	Benchmark	Item Dif.
Reading Foundations		Reading Foundations	
1.2.F Determine meanings of unfamiliar words	482	1.3.D Understand meanings of general words	455
1.4.D Understand meanings of general words	453	1.4.D Understand meanings of general words	455
1.3.E Use strategies to ID meanings of unfamiliar words	434	1.3.E Use strategies to ID meanings of unfamiliar words	443
1.3.D Understand meanings of general words	425	1.3.D Understand meanings of general words	426
1.2.B Apply knowledge of common syllable patterns	420	1.4.D Understand meanings of general words	411
1.3.D Understand meanings of general words	402		
1.4.F Use strategies to ID meanings of unfamiliar words	394		
1.3.D Understand meanings of general words	349		
Informational Reading		Informational Reading	
2.4.B Determine main idea and/or how supported	492	2.4.F ID/interpret common literary/persuasive techniques	526
2.4.E Infer/conclude with evidence from text/visuals	456	2.4.B Determine main idea and/or how supported	500
2.3.C Locate info: simple graphics/short text	455	2.4.B Determine main idea and/or how supported	462
2.3.E Infer/conclude with evidence from text/visuals	448	2.3.C Locate info: simple graphics/short text	426
2.4.E Infer/conclude with evidence from text/visuals	448	2.4.B Determine main idea and/or how supported	420
2.4.B Determine main idea and/or how supported	415	2.4.F ID/interpret common literary/persuasive techniques	390
2.3.C Locate info: simple graphics/short text	406		
2.3.C Locate info: simple graphics/short text	375		
Literary Reading		Literary Reading	
3.2.D Locate/interpret descriptive words/phrases	461	3.3.D Locate/interpret descriptive/figurative language	539
3.3.D Locate/interpret descriptive/figurative language	424	3.2.A ID/describe main character/settings/int	503

The items in this report are organized by Reading Standard. To interpret this report:

- Note the student's MAPT score (in this example, 422)
- Note the score range associated with the MAPT score (in this example, 396-448)

Using this information:

- Look for items answered incorrectly with item difficulty values lower than the students' score range (in this example, the first item on the incorrect side). These are items that by difficulty would have been expected to have been easy for the student but were not answered correctly.
- Also look for items answered incorrectly with item difficulty values higher than the student's score range- these items that were relatively hard for the student given their performance and are benchmarks to work on.
- Look for items answered correctly with item difficulty values lower than the student's score range, as these were items answered correctly that were relatively easy for the student.
- Look for items answered correctly with item difficulty values higher than the student's score range- these were items that were comparatively hard for the student relative to their performance but were answered correctly.

Things to consider:

- How does this information align with what content/skills were taught to students in the class? What benchmarks represent material covered that was mastered?

Quick Reference Guide to the MAPT Reading Class Report by Content Standard and Topic

The header of the report contains basic identifying information and the student's MAPT score and score range.

Fiscal Year:	2011
Site:	[Redacted]
Class:	201
Number of Students:	11
Number of Tests:	12
Report Date:	Jan 10, 2011

In a given class, the number of students may not equal the number of tests recorded because different students will have different numbers of tests (1, 2, 3, or perhaps more) by the date this report was run within a fiscal year.

Below the header is the body of the **Class Score Report by Reading Standard**.

Each MAPT item is anchored to the MAPT scale, and so falls into one of these score ranges.

This gives information about how many student responses were provided, and the percentage of these that were answered correctly. Within each cell, these may or may not be the same item seen by more than one person, or different items seen by different people.

Reading Topic

Standard

		Percentage of Items Answered Correctly									
		200 - 299		300 - 399		400 - 499		500 - 599		600 - 700	
		# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct	# Student Responses	% Correct
Reading Foundations	Word Identification and Decoding	1	100%	16	88%	12	50%				
	Vocabulary	13	100%	68	74%	54	65%	9	56%		
	Comprehension Strategies			1	0%	8	25%				
Informational Reading	Author's Organization and Purpose			12	75%	32	44%	4	0%		
	Locating and Using Information and Ideas	11	100%	30	73%	39	54%	7	0%		
	Reliability and Completeness of Information	3	67%	14	64%	2	100%	2	100%	1	0%
Literary Reading	Literary Structures			37	76%	47	72%	5	0%		
	Literary Technique/Style			6	83%	10	80%	5	17%		
	Making Connections			12	25%	17	82%				
Total		28	96%	196	71%	221	62%	34	24%	1	0%

Note: Total Sums the number of student responses based on the total number of student-item combinations

Number of Items per Difficulty Level Seen by Students

200 - 299	300 - 399	400 - 499	500 - 599	600 - 700
12	62	89	26	1

To interpret this report:

- Note the Difficulty Range of Items (along the top of the table)
- Identify a standard and topic combination you want to look at.
- Note the number of student responses and the percent answered correctly for the cell you are interested in.

Using this information:

- If the number of student responses is less than 5, be aware that this is a relatively small number of items and any conclusions to be drawn are likely to be unreliable.
- Where the number of student responses is greater than 5, look at the percent correct.
 - If the percent correct is high, that represents higher numbers of correct answers to those items in that difficulty range and greater mastery of skills among members of the class as a group.
 - If the percent correct is low, that represents lower numbers of correct answers to those items in that difficulty range and a lower degree of mastery of skills among members of the class as a group.

Appendix C

Learning More:

Connecting Reading Instruction to the Massachusetts Adult Basic Education Curriculum Frameworks for Reading

Up to this point in the *Guide*, we have described the content of MAPT for Reading score reports and how to interpret them. Interpretation is difficult without being familiar with the Massachusetts Revised Reading Strand of the ABE Curriculum Frameworks for English Language Arts. Adult educators across the state worked hard to create the Revised Reading Strand to guide teachers to meet learners' needs in reading. Since every MAPT for Reading item is designed to measure a benchmark specified in the revision, we suggest all adult educators be familiar with the Revised Reading Strand before interpreting MAPT scores and discussing results with students.

The 2010 Revised Reading Strand of the Massachusetts ABE Curriculum Framework for English Language Arts can be found at <http://www.sabes.org/curriculum/reading-strand.htm>. By September 2011, it will also be found with the other ABE Curriculum Frameworks on the Curriculum web page of the ACLS website at <http://www.doe.mass.edu/acls/frameworks>.

By interpreting students' performance on the MAPT for Reading with respect to the Revised Reading Strand, adult educators can plan instruction around specific topics and benchmarks. In this appendix we provide a listing of the benchmarks contained in the *Revised Reading Strand*, but because the benchmarks are abbreviated, critical information that differentiates the benchmarks by level is lost. To gain the useful information within the score reports, **we strongly encourage you to look up the full language of the benchmarks**. In this way, the information will be most helpful to you in determining lesson plans and other instructional interventions. For this reason, the page numbers in the Revised Reading Strand are also listed where the complete information on the benchmarks can be found.

Benchmarks by Topic

In this Appendix, we provide a listing of all of the Reading benchmarks by their Standard/Topic classification to aid in interpretation of the Class Score reports. All benchmarks in the Revised Reading Strand of the Massachusetts ABE Curriculum Framework for English Language Arts are listed here, but some are not measured by the MAPT (i.e., they are not amenable to assessing via a multiple-choice item format).

Standard/Topic <i>RF: Reading Foundations</i> <i>IR: Informational Reading</i> <i>LR: Literary Reading</i>	Benchmark Number	Shortened Benchmark Text	Revised Reading Strand Page # for Full Benchmark Text and Related Information
RF: Word Identification and Decoding	R1.2.a	Automatically ID common 1-2 syllable words	15
RF: Word Identification and Decoding	R1.2.b	Apply knowledge of common syllable patterns	15
RF: Word Identification and Decoding	R1.3.a	Automatically ID common multisyllabic words	15
RF: Word Identification and Decoding	R1.3.b	Apply knowledge of syllable patterns and affixes	15
RF: Word Identification and Decoding	R1.4.a	Automatically ID multisyllabic words/abbreviations	15
RF: Word Identification and Decoding	R1.4.b	Apply knowledge of prefixes/suffixes/roots	15
RF: Word Identification and Decoding	R1.5.a	Automatically ID mid-level words/abbreviations	15
RF: Word Identification and Decoding	R1.5.b	Apply decoding skills to unfamiliar words	15
RF: Word Identification and Decoding	R1.6.a	Automatically ID high-level words/abbreviations	15
RF: Word Identification and Decoding	R1.6.b	Apply decoding skills to unfamiliar words	15
RF: Fluency	R1.2.c	Read aloud with fluency @3.9 GLE	15
RF: Fluency	R1.3.c	Read aloud with fluency @5.9 GLE	15
RF: Fluency	R1.4.c	Read aloud with fluency @8.9 GLE	15
RF: Fluency	R1.5.c	Read aloud with fluency @10.9 GLE	15
RF: Fluency	R1.6.c	Read aloud with fluency @12.9 GLE	15
RF: Vocabulary	R1.2.d	Understand meanings of everyday words	16
RF: Vocabulary	R1.2.e	ID simple synonyms/antonyms	16
RF: Vocabulary	R1.2.f	Determine meanings of unfamiliar words	16
RF: Vocabulary	R1.3.d	Understand meanings of general words	16
RF: Vocabulary	R1.3.e	Use strategies to ID meanings of unfamiliar words	16
RF: Vocabulary	R1.4.d	Understand meanings of general words	16
RF: Vocabulary	R1.4.e	Understand key terms related to specific subjects	16
RF: Vocabulary	R1.4.f	Use strategies to ID meanings of unfamiliar words	16
RF: Vocabulary	R1.5.d	Understand general word denotations/connotations	16
RF: Vocabulary	R1.5.e	Understand key terms related to specific subjects	16

Standard/Topic <i>RF: Reading Foundations</i> <i>IR: Informational Reading</i> <i>LR: Literary Reading</i>	Benchmark Number	Shortened Benchmark Text	Revised Reading Strand Page # for Full Benchmark Text and Related Information
RF: Vocabulary	R1.5.f	Use strategies to ID meanings of unfamiliar words	16
RF: Vocabulary	R1.6.d	Understand general word denotations/connotations	16
RF: Vocabulary	R1.6.e	Understand key terms related to specific subjects	16
RF: Vocabulary	R1.6.f	Use strategies to ID/enhance meanings of words	16
RF: Comprehension Strategies	R1.2.g	Use pre-reading strategies to ID reading purpose	17
RF: Comprehension Strategies	R1.2.h	Use strategies to monitor/enhance comprehension	17
RF: Comprehension Strategies	R1.3.f	Use pre-reading strategies to ID reading purpose	17
RF: Comprehension Strategies	R1.3.g	Use strategies to monitor/enhance comprehension	17
RF: Comprehension Strategies	R1.4.g	Use pre-reading strategies to ID reading purpose	17
RF: Comprehension Strategies	R1.4.h	Use strategies to monitor/comprehend	17
RF: Comprehension Strategies	R1.5.g	Use pre-reading strategies to ID reading purpose	17
RF: Comprehension Strategies	R1.5.h	Use higher-order strategies to monitor/comprehend	17
RF: Comprehension Strategies	R1.6.g	Use pre-reading strategies to ID reading purpose	17
RF: Comprehension Strategies	R1.6.h	Use higher-order strategies to monitor/comprehend	17
IR: Author's Organization and Purpose	R2.2.a	ID author's sequence/description patterns	18
IR: Author's Organization and Purpose	R2.2.b	ID topic/stated main idea	18
IR: Author's Organization and Purpose	R2.3.a	Determine straightforward organizational patterns	18
IR: Author's Organization and Purpose	R2.3.b	Determine stated/implied main idea/details	18
IR: Author's Organization and Purpose	R2.4.a	Determine/critique typical organizational patterns	18
IR: Author's Organization and Purpose	R2.4.b	Determine main idea and/or how supported	18
IR: Author's Organization and Purpose	R2.5.a	ID/critique author's organization and/or ideas	18
IR: Author's Organization and Purpose	R2.5.b	Determine stated/implied main idea of lengthy text	18
IR: Author's Organization and Purpose	R2.6.a	ID/critique author's organization and/or ideas	18
IR: Author's Organization and Purpose	R2.6.b	Determine stated/implied main idea of dense text	18
IR: Locating and Using Information and Ideas	R2.2.c	Locate explicit facts/details relevant to reading	19
IR: Locating and Using Information and Ideas	R2.2.d	Follow simple directions	19
IR: Locating and Using Information and Ideas	R2.2.e	Make basic inferences/conclusions w/evidence	19
IR: Locating and Using Information and Ideas	R2.3.c	Locate info: simple graphics/short text	19
IR: Locating and Using Information and Ideas	R2.3.d	Follow directions with conditional commands	19
IR: Locating and Using Information and Ideas	R2.3.e	Infer/conclude with evidence from text/visuals	19

Standard/Topic <i>RF: Reading Foundations</i> <i>IR: Informational Reading</i> <i>LR: Literary Reading</i>	Benchmark Number	Shortened Benchmark Text	Revised Reading Strand Page # for Full Benchmark Text and Related Information
IR: Locating and Using Information and Ideas	R2.4.c	Locate info: moderate graphics/multiple paragraphs	19
IR: Locating and Using Information and Ideas	R2.4.d	Apply multistep directions integrating text/charts	19
IR: Locating and Using Information and Ideas	R2.4.e	Infer/conclude with evidence from text/visuals	19
IR: Locating and Using Information and Ideas	R2.5.c	Locate info: complex graphics/dense text	19
IR: Locating and Using Information and Ideas	R2.5.d	Apply complex directions integrating text/charts	19
IR: Locating and Using Information and Ideas	R2.5.e	Infer/conclude with evidence from text/visuals	19
IR: Locating and Using Information and Ideas	R2.6.c	Locate info: complex graphics/lengthy text	19
IR: Locating and Using Information and Ideas	R2.6.d	Apply extended directions from complex text/charts	19
IR: Locating and Using Information and Ideas	R2.6.e	Infer/conclude with evidence from text/visuals	19
IR: Reliability and Completeness of Information	R2.2.f	ID/interpret author's persuasive language/graphics	20
IR: Reliability and Completeness of Information	R2.2.g	Evaluate overall info reliability and completeness	20
IR: Reliability and Completeness of Information	R2.3.f	ID/interpret author's persuasive language/graphics	20
IR: Reliability and Completeness of Information	R2.3.g	Evaluate overall info reliability and completeness	20
IR: Reliability and Completeness of Information	R2.4.f	ID/interpret common literary/persuasive techniques	20
IR: Reliability and Completeness of Information	R2.4.g	Evaluate overall info reliability and completeness	20
IR: Reliability and Completeness of Information	R2.5.f	ID/analyze author's tone, language and visuals	20
IR: Reliability and Completeness of Information	R2.5.g	Critique evidence for author's conclusions	20
IR: Reliability and Completeness of Information	R2.6.f	ID/analyze author's tone, language and visuals	20
IR: Reliability and Completeness of Information	R2.6.g	Critique evidence for author's conclusions	20
IR: Synthesis of Ideas	R2.2.h	Compare/contrast info. from one or more texts	20
IR: Synthesis of Ideas	R2.3.h	Compare/contrast info. from one or more texts	20
IR: Synthesis of Ideas	R2.4.h	Compare/contrast info/ideas from one or more texts	20
IR: Synthesis of Ideas	R2.5.h	Compare/contrast info/ideas from one or more texts	20
IR: Synthesis of Ideas	R2.6.h	Compare/contrast info/ideas from one or more texts	20
LR: Literary Structures	R3.2.a	ID/describe main character/setting/plot	21
LR: Literary Structures	R3.2.b	ID literature type (fiction/nonfiction/poem/drama)	21
LR: Literary Structures	R3.2.c	ID basic theme when stated or clear	22
LR: Literary Structures	R3.3.a	ID/describe main character/setting/plot w/evidence	21
LR: Literary Structures	R3.3.b	ID conventions of poem/script, describe functions	21
LR: Literary Structures	R3.3.c	Draw conclusions about basic theme with evidence	22

Standard/Topic <i>RF: Reading Foundations</i> <i>IR: Informational Reading</i> <i>LR: Literary Reading</i>	Benchmark Number	Shortened Benchmark Text	Revised Reading Strand Page # for Full Benchmark Text and Related Information
LR: Literary Structures	R3.4.a	Interpret/analyze traits/motivations	21
LR: Literary Structures	R3.4.b	Determine evident setting/plot elements	21
LR: Literary Structures	R3.4.c	ID/explain use of poetic/dramatic conventions	21
LR: Literary Structures	R3.4.d	Explain development of literary theme	22
LR: Literary Structures	R3.5.a	Interpret/analyze actions/traits/motivations	21
LR: Literary Structures	R3.5.b	Analyze setting/plot elements/POV in literature	21
LR: Literary Structures	R3.5.c	ID/analyze poetic/dramatic conventions	21
LR: Literary Structures	R3.5.d	ID and explain development of literary theme	22
LR: Literary Structures	R3.6.a	Analyze characterizations given actions/traits	21
LR: Literary Structures	R3.6.b	Analyze setting/plot elements/POV in US/world lit	21
LR: Literary Structures	R3.6.c	ID/analyze conventions for specific literary forms	21
LR: Literary Structures	R3.6.d	Determine theme(s) and explain development	22
LR: Literary Technique / Style	R3.2.d	Locate/interpret descriptive words/phrases	22
LR: Literary Technique / Style	R3.3.d	Locate/interpret descriptive/figurative language	22
LR: Literary Technique / Style	R3.4.e	ID/interpret literary techniques	22
LR: Literary Technique / Style	R3.4.f	ID tone/mood	22
LR: Literary Technique / Style	R3.5.e	ID/analyze literary techniques and explain effect	22
LR: Literary Technique / Style	R3.5.f	Describe overall tone/mood, and how developed	22
LR: Literary Technique / Style	R3.5.g	ID how genre influences the presentation of ideas	22
LR: Literary Technique / Style	R3.6.e	ID/analyze/critique lit technique, explain effects	22
LR: Literary Technique / Style	R3.6.f	Critique author's style	22
LR: Making Connections	R3.2.e	Predict and infer logically from explicit evidence	23
LR: Making Connections	R3.2.f	Connect text w/ own knowledge and experience	23
LR: Making Connections	R3.3.e	Predict/infer from explicit & implicit evidence	23
LR: Making Connections	R3.3.f	Connect text w/ own experience or other texts	23
LR: Making Connections	R3.4.g	Infer author's purpose/main idea within text	23
LR: Making Connections	R3.4.h	Connect text w/ own knowledge and experience	23
LR: Making Connections	R3.4.i	Compare/contrast lit. elements within/across texts	23
LR: Making Connections	R3.5.h	Infer author's purpose/main idea within text	23
LR: Making Connections	R3.5.i	ID various influence(s) on a literary work	23
LR: Making Connections	R3.5.j	Compare/contrast elements within/across text(s)	23

Standard/Topic <i>RF: Reading Foundations</i> <i>IR: Informational Reading</i> <i>LR: Literary Reading</i>	Benchmark Number	Shortened Benchmark Text	Revised Reading Strand Page # for Full Benchmark Text and Related Information
LR: Making Connections	R3.5.k	Compare/contrast two authors' styles with support	23
LR: Making Connections	R3.6.g	Infer author's purpose/main idea within text	23
LR: Making Connections	R3.6.h	Analyze various influence(s) on a literary work	23
LR: Making Connections	R3.6.i	Compare/contrast element development across texts	23
LR: Making Connections	R3.6.j	Compare and contrast the styles of two authors	23