

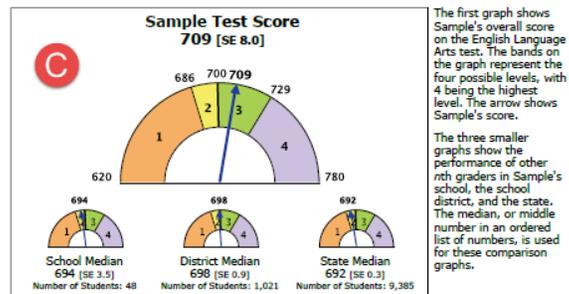
STUDENT REPORT (PAGE 1)

A Student Report
 Student: Sample Student
 Student State ID: XXXXXX
 School Year: 2014-2015

B Grade X English Language Arts
 School: Sample Elementary
 District: Sample School District / #XX

AMP
 ALASKA MEASURES OF PROGRESS

This report has information about your student's Alaska Measures of Progress (AMP) test scores. The AMP measures a student's understanding of the grade level Alaska English Language Arts (ELA) and Mathematics Standards. The test contains questions that ask students to select the right answer and to sort items, create graphs, or label pictures. You can see the types of questions on the computer-based assessment at <http://amp.cete.us/alaskatpt>.



Achievement Levels

Overall scores on the AMP test are divided into four achievement levels. The levels range from 1 to 4, with 4 being the highest level. Sample's score is in Level 3, Meets Standards.

Level	Score Range	Level Name
4	729 - 780	Meets Standards
3	700 - 728	
2	686 - 699	Partially Meets Standards
1	620 - 685	

Students who score at Level 3 can read moderately complex, grade-appropriate texts. In addition to proficiency in skills found at Level 2, students can determine themes and purpose of a text and meanings of more difficult words and complex figurative language; and students can identify literary elements and text structures and their impact on meaning. Students can revise and edit a text to use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.

Explanation of Median and Standard Error

School, district, and state scores on this report are represented by the median score. A median is the middle number in an ordered list of numbers. For example, in the ordered list of scores (200, 210, 220, 230, 240, 250, 260), the score of 230 is the median. The graphs show how the student's score compares to the median score for all students in the same grade who took the test in the school, district, and state.

Each score is also associated with a standard error of measurement (SE). The standard error around a student's score indicates how much a student's score might vary if the student took many equivalent versions of the test (a test with different items but covering the same content). The SE around the school, district, and state scores can be interpreted in a similar way. Standard error generally becomes smaller with larger comparison groups.

A B

These two sections provide the report type and information that identifies the student, school, and/or district.

C

This graphic shows the four achievement levels and the score ranges for each level. The student's score is noted by the arrow. A score of 700 or above means that a student meets the standards. It is important to note that a student with a score less than 700 has demonstrated some knowledge and skills. Additional measures of the student's learning (classroom work, local tests, and observation) will provide additional information for parents and teachers about what areas need additional teaching.

The graphic also displays the school, district, and state median scores on the AMP, so that a student score can be compared to larger groups. This may provide additional understanding of the student's performance; for example, if the student received a similar score as most students in the school then the focus is on the overall program, not the individual student. In the first years of the AMP, many more students will be in Level 1 and Level 2 because of the increased difficulty in Alaska's standards. However, as teachers have time to implement the new standards, the scores will rise.

D

This table shows the score ranges for each achievement level for the specific grade and content area. The ranges correspond to the data in the AMP meters.

E

This section provides a brief description of the general knowledge and skills of students who score in an achievement level. This information can be used to confirm or add to information from other sources, such as grades, other test scores, and class work. Level 1 summaries recommend that teachers and educators examine other academic information to explain the student being unable to show skills in this area.

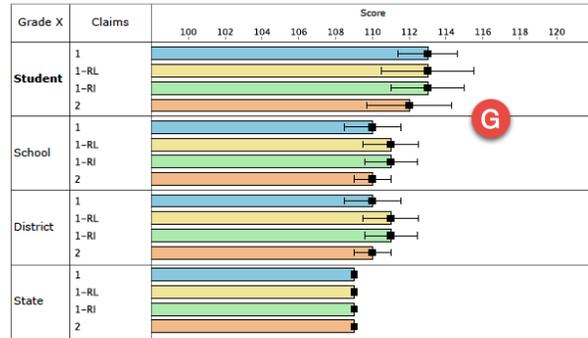
F

This section provides a definition of median and standard error, two important concepts used on the score report. Refer to the sections labeled "Median Test Scores" and "Standard Error (SE) of Measurement" in this Interpretive Guide for a full discussion of each term.

STUDENT REPORT (PAGE 2)

Student Report Student: Sample Student (State ID: XXXXXX) Grade X English Language Arts

Student's Relative Areas of Strength



This chart shows your student's performance relative to other students in the school, district and state on specific areas of the Grade X English Language Arts test. Note that the scale is different from the overall test score. This information is not intended to be used to make instructional decisions because the number of items is too small. The bracket on either side of the bold score line represents the standard error.

English Language Arts test questions cover four main areas (also called claims) of the Alaska English Language Arts Standards. Claim 1 (Reading) is shown as a whole subscore and as two component subscores for literature and informational texts.

- Claim 1: Reading. These questions require students to read and comprehend literary (a story or poem, for example) and information texts (such as a science-related article or historical speech). Claim 1 measures reading skills such as identifying central ideas, determining word meanings, and using evidence to support inferences. This claim is further divided into Reading Literature (RL) and Reading Informational (RI) texts.
- Claim 2: Writing. These questions require students to apply writing and language skills to edit and revise composed text. These questions may require the student to read a few sentences or brief paragraphs to provide the student enough context for determining audience. Claim 2 measures writing skills such as revising text into a logical order; identifying words or phrases to replace incorrect text given a purpose, audience, or task; or identifying and correcting errors in grammar, spelling, and mechanics.

Additional Resources

For information on the Alaska Standards, visit <http://education.alaska.gov/standards>. For information on the Alaska Measures of Progress, visit <http://education.alaska.gov/akassessments>. See the 2015 Interpretive Guide at <http://amp.cete.us/AMPresources>.



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This chart shows the student's relative areas of strength on the Claims, and compares the student's strengths to other students in the school, district, and state. The scale used to show the relative areas of strength on the Claims is different than the scale used for the overall score. Scores at the Claim level will not add up to the overall test score, and also do not have achievement level information.

The Claim scores provide teachers, parents, and students with information on a student's strengths when comparing Claim to Claim. Additionally, student performance can be compared to other students in the same grade from the school, district, and state.



To tell more about student strengths, scores are shown based on the Claims that make up a content area. For the student report and school and district detail reports, Claims are broken out within the content areas.

There are some technical limits, though, on how Claims can be reported for individual students because of the number of items students responded to per Claim. If the number of items per Claim was too small, that Claim cannot be meaningfully or reliably reported on its own, even though it contributes to the overall score in a content area.

For English language arts, student scores are shown for Claim 1. Claim 1 is further divided into Informational texts and literary texts. Claim 2 is also shown for ELA. There were enough items in these Claims to show them separately.

For mathematics, Claim 1 is shown on its own, but for individual student score reports, Claims 2, 3, and 4 are combined into one score. These Claims were combined because there were not enough items to report these Claims separately for an individual student. Mathematics Claims are reported separately in school and district reports.



This section describes the content of the individual Claims displayed in the graph (G). Claims are broad statements of what students will know as a result of receiving instruction in the English language arts and mathematics standards. The scale scores used for the Claims are different than the overall test score. For Claims, the scale score ranges from 100 to 120. Scores at the Claim level will not add up to the overall test score.



In addition to this Interpretive Guide, many educator and parent resources can be found on the Alaska Department of Education and the AMP Resource pages. Links to other helpful documents can be found in the Resources section of this Guide.