A word about the next 90 minutes…

- This message has been sold many times by CSDE and others.
  It has been documented in The Interpretive Guide(s).

- Hit the road if you have seen this before…
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Presentation Purpose

Do’s and Don’ts for CMT and CAPT Data Analysis *(Rules of the Road)*

and [www.ctreports.com](http://www.ctreports.com)

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Presentation Agenda

1) Rules of the Road

- Strand Level Scores
- Performance Level Scores
- Vertical Scale Scores
- What is the growth model?

2) [www.ctreports.com](http://www.ctreports.com) – some new and old reports
### What is new in 2011?

- One more year of data to be viewed longitudinally.
  - 6 years for CMT (2006-2011).
  - 5 years for CAPT (2007-2011).
- Ethnicity/Race Reporting has changed.
- Two years of MAS reporting data.
- New aspects of [www.ctreports.com](http://www.ctreports.com)
- Evolution of national consortium work – reporting based on college and career readiness.

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### Ethnicity/Race Reporting

- Beginning in 2011, Ethnicity/Race reporting changed for both CMT and CAPT.
- As a result of new U.S. Department of Education guidance, there are no longer five categories used for reporting.
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Ethnicity/Race Reporting

Students are now categorized in ONLY one of the following seven groups:

- Hispanic/Latino
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Ethnicity/Races

For reporting purposes, students are classified as Hispanic/Latino, regardless of their race. Students who are not Hispanic/Latino are placed in one of the Ethnicity/Race categories, unless they belong to the Two or More Ethnicity/Race categories.

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Before writing your report…STOP and THINK…do you know what direction to go?
The future of assessment—why this presentation is important?

- The CMT/CAPT will be administered until the spring of 2014.
- SBAC will begin in 2014-2015.
- What is the impact of SBAC on reporting? Reporting is in the process of being vetted.

Can you Compare Data Across Generations of CAPT and CMT?
Comparing Scores between Generation Three and Generation Four

<table>
<thead>
<tr>
<th>Change between Generations</th>
<th>CMT3</th>
<th>CMT4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administration</td>
<td>September/October</td>
<td>March</td>
</tr>
<tr>
<td>Test Booklets</td>
<td>Separate test and answer booklets</td>
<td>Consumable – students record responses to questions directly in test booklets</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>One 75-minute test session with 3 reading passages</td>
<td>Two 45-minute test sessions with 2 reading passages in each session</td>
</tr>
<tr>
<td>Degrees of Reading Power⁸</td>
<td>Administration time of 70 or 75 minutes (depending on grade)</td>
<td>Administration time of 45 minutes for all grades</td>
</tr>
<tr>
<td>Editing &amp; Revising</td>
<td>Editing strands assessed in separate passages from composing/revising strands</td>
<td>Each passage assesses both editing and composing/revising strands</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three strand 25 items in Grades 5 through 8</td>
<td>Two Strand 25 items in Grades 5 through 8</td>
</tr>
<tr>
<td>Reading, Writing, Mathematics Open-ended Items</td>
<td></td>
<td>Changes to the scoring criteria for open-ended items</td>
</tr>
</tbody>
</table>

Can I Analyze Strand Scores Across Years within the Same Grade?
Within the same test form, the overall strand difficulty remains constant because the same test items are used in multiple years.

For example, in 2008 and 2009 the same test items were used to assess students in a specific strand because Form S was used both years. Differences in performance could be attributed to differences in student performance as opposed to minor strand difficulty differences across different test forms.
Strand difficulties are pre-equated across the forms, but there is no post equating to account for any possible differences in actual item performance.

For example, between 2009 and 2010, different test forms were administered. In this case, there may be changes in strand performance because of student performance differences. However, this change could also be attributed to minor differences in the overall difficulty of the strands between test forms.
Analyzing Strand Scores Across Years within the Same Grade

- Comparing district results to state results is helpful when making decisions about trends in student performance.

- Using comparative analysis is a good way to analyze your data.

Can I Analyze Strand Scores Across Grades?
Analyzing Strand Scores Across Years and Grades

- Analyzing strand scores across grades will result in inaccurate interpretations. The overall test design of CMT4 does not include equated strands across grades. This means that the average difficulty of one strand in a grade does not equal the average difficulty of the same strand in other grades.

- For example, the percentage of students achieving mastery in Place Value in Grade 3 would have no relationship to the percentage of students achieving mastery in Place Value in Grade 4 (or any other grade) because the difficulties were not made equivalent.

Analyzing Performance Level Scores

Below Basic, Basic, Proficient, Goal, and Advanced
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Can I Analyze Performance Level Scores Across Years within the Same Grade?

Performance level results can be compared across years within the same grade.

Since the grade level test forms are equated in difficulty across years and represent the same “measuring stick,” it is valid to use this technique when comparing results across years.

The amount of achievement required for a student to reach a particular performance level in a specific grade and content area is equal across the years within the generation, regardless of which test form is used.

All of this is accomplished through equating by using scale scores that adjust for differences in form difficulties from one year to the next.
Can I Analyze Performance Level Scores Across Grades (Within a Year and/or Across Years)?

- Results are not presented for groups fewer than 20.
  Note: This report does not include ELL-exempt students.
Analyzing Performance Level Scores Across Grades (Within a Year and Across Years)

- Making comparisons of performance levels across grades within a content area will result in inaccurate interpretations. This will result in inappropriate data analysis because the standards across the grades are not identical.

- For example, the established goal range in Grade 7 mathematics is not the same as the goal range in Grade 8 mathematics. Although the scale score ranges for each performance level are similar, a specific scale score in one grade is not equivalent to the same scale score in another grade.

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What is better to use to measure growth across time?

<table>
<thead>
<tr>
<th>Vertical Scale Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The CMT vertical scales are designed to measure growth (or change) across grades (i.e., from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.) on tests that have different characteristics and items but have similar content.</td>
</tr>
<tr>
<td>- Vertical scales have been established in the content areas of mathematics and reading.</td>
</tr>
<tr>
<td>- The vertical scales were constructed so that each vertical scale score represents the same theoretical achievement level whether derived from a Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, or Grade 8 CMT scale score.</td>
</tr>
<tr>
<td>- Thus, students in different grades taking different tests can have the same vertical scale score representing the same level of achievement defined by the vertical scale. This vertical scale score allows for valid interpretations of growth across time using tests differing in content, length, and item difficulty.</td>
</tr>
</tbody>
</table>
Where do I access my vertical scale reports?

www.ctreports.com
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Vertical Scale Scores

The vertical scales are intended to enhance the utility of the CMT reports by providing a means to assess achievement growth across grades. THIS SCALE IS NOT A SILVER BULLET MEANING THE ONE THING THAT WILL SOLVE OUR EDUCATION PROBLEMS.

Every Grade 4 through 8 student who has a valid CMT grade-level score in mathematics and reading for at least two years also has a corresponding vertical scale growth score in mathematics and/or reading.

Although there are now six years worth of vertical scale data, CSDE recommends that analysis be limited to three consecutive years.

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CT Reports for CMT and CAPT Data

This part of the presentation will give a general overview of www.ctreports.com. Some of the popular reports will be overviewed such as the roster report, vertical scale reports, and the MAS reports.

Highlighted Reports

- Full Roster Reports – Feeder, SC, MAS, and Census Reports
- Matched Comparison Reports
- Vertical Scale Analysis Reports
- MAS Reports
- Data Integration – Custom Reports
- Questions
Who is eMetric?

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The CMT site will be the worked site today but most of this DEMO applies to the CAPT application as well.

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Sandbox District

Log in at www.ctreports.com

- ID is D999
- Password is emetric
We value your feedback

Data Interaction
for Connecticut Mastery Test, 2010

Report
- State Report
- State by District/School Report
- Performance Level Summary Report
- Individual Student Report
- Full District Report

Student Search
- Name

Administration Years
- 2010

Subjects
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Groups
- Students

Resources

WWW.CTREPORTS.COM

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