



December 7, 2019



SUMMIT SERIES
DALLAS, TX

How to Review CTP Reports with your Faculty

Standard Level Analysis

Next steps to support student learning outcomes.

Student Performance Analysis Report: Granular information on student skill performance.

Reading Comprehension 37 Questions	Results by Question				# of Q
Explicit Information (Results presented in order of question difficulty)	+	-	S	N	18
Use explicit information to identify the main idea or primary purpose of a text. [4.RC.EI.1] + - + +	3	1	0	0	4
Identify explicit details from a passage and provide answers to "who," "what," "where," "when," "why," and "how" questions about the text. [4.RC.EI.2] + + + + + + + + + + - + + -	12	2	0	0	14
Inference (Results presented in order of question difficulty)	+	-	S	N	10
Use implicit information from a passage to make inferences about the motives or behaviors of characters. [4.RC.I.1] + + + + -	4	1	0	0	5
Use implicit information from a passage to answer specific questions about a text. [4.RC.I.2] + + + + +	5	0	0	0	5
Analysis (Results presented in order of question difficulty)	+	-	S	N	9
Determine whether information included in a passage consists of fact or opinion. [4.RC.A.1] +	1	0	0	0	1
Use explicit and implicit information to determine the author's likely intent for writing a passage or for including certain information in a passage. [4.RC.A.2] -	0	1	0	0	1
Synthesize explicit and implicit information to make predictions, draw conclusions, or formulate hypotheses about a text. [4.RC.A.3] - + + - - - -	2	5	0	0	7

- Start with the student or group performance report
- Identify the skill areas in most need of focus
- Utilize the CTP User's Handbook as a way to look more closely at the standards assessed at each testing level, both in the description and the sample questions (ctphandbook.erblearn.org)
- Take these discoveries back to the curricular level to identify overlap or lack thereof
- Use this crosswalk to help inform decisions about curricular focus/programmatic change, group or individual instructional strategies, potential areas for teacher professional development

Description of the overall content area from the User's Handbook.

READING COMPREHENSION

The CTP Reading Comprehension test at Level 5 measures a student's ability to understand and interpret written text. The NCTE/IRA *Standards for the English Language Arts* emphasizes the importance of being able to use a "wide range of strategies to comprehend, interpret, evaluate, and appreciate text" (31). The CTP Reading Comprehension test requires a student to draw on these strategies to interpret and analyze a range of texts, both fiction and nonfiction. The following is a list of the skills measured by the CTP Reading Comprehension test at Level 5.

Detail on the Analysis skill including the specific standard the student struggled with most, from the
“Learning Strands” section of the Handbook

5.RC

Reading Comprehension- Level 5




5.RC.A

Analysis

- 5.RC.A.1 Determine whether information included in a passage consists of fact or opinion.
- 5.RC.A.2 Use explicit and implicit information to determine the author's likely intent for writing a passage or for including certain information in a passage.
- 5.RC.A.3 Recognize cause-and-effect relationships among elements in a text.
- 5.RC.A.4 Categorize and combine pieces of information in a text.
- 5.RC.A.5 Synthesize explicit and implicit information to make predictions, draw conclusions, or formulate hypotheses about a text.

Sample Question from the same subcategory and standard.

TYPES OF NESTS

Simple → Complex				
Cavity	Platform	Cup-Shaped	Enclosed	Hanging
				
Built by birds like kingfishers, chickadees, and woodpeckers	Built by birds like eagles, crows, raptors, and water birds	Built by birds like sparrows, finches, and hummingbirds		

Which Nest Is Best?

A bird's nest is as unique as the bird that builds it. Birds that live in wooded areas build nests on tree branches or in bushes. Birds that live near water build nests along cliffs, sand dunes, or rocky shores. Nest-building birds use a wide variety of materials for building their homes, taking advantage of objects they can find in the area. A nest may contain twigs, sticks, grass, straw, flowers, moss, leaves, mud, bark, string, cobwebs, strips of paper, and even animal hair. The type of bird and where it lives determine the kind of nest it builds. Depending on how complicated the nest is, it can take a few hours to several weeks to build. There are several different categories of birds' nests.

Sample Question from the same subcategory and standard.

According to the passage, the nests that people are most familiar with are built by

- Ⓐ birds that live on the ground
- different kinds of birds
- Ⓒ small birds looking for food
- Ⓓ birds that live in cities




RATIONALE

The correct answer to this question is choice B. To answer this question, the reader must first determine which kind of nest the passage says people are most familiar with. In the section entitled "Cup-Shaped Nests," the second sentence says, "The cup-shaped nest is the one most people think of as a 'typical nest,' because this nest type is built in a wide variety of places and sizes by many different kinds of birds." This sentence not only fits with the question but directly supports choice B. None of the other choices is supported by the passage.




Our partners at Metametrics have a new Lexile/Quantile hub with instructional resources, leveled texts, and activities linked to the Lexile/Quantile score available on ERB reports.

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