



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			
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 or part 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

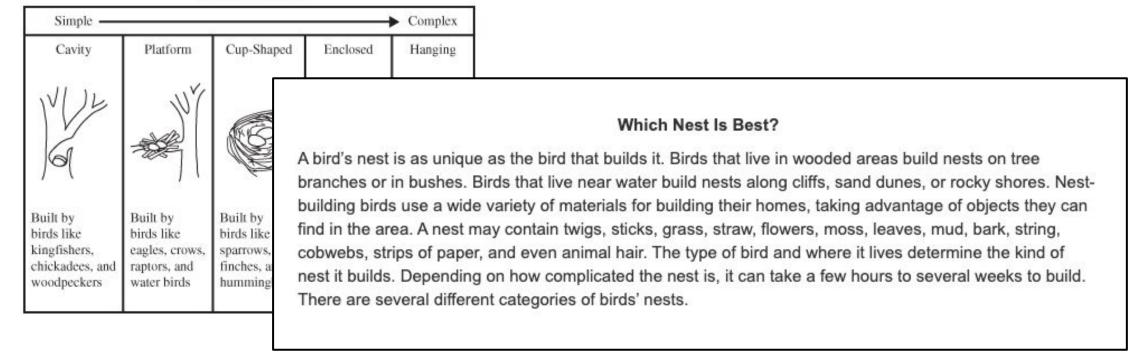
5.RC Reading Comprehension- Level 5

5.RC.A	<u>Analysis</u>
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





Sample Question from the same subcategory and standard.

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

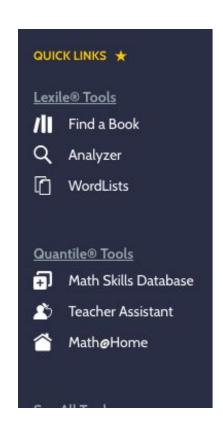
- A birds that live on the ground
- different kinds of birds
- © small birds looking for food
- D birds that live in cities

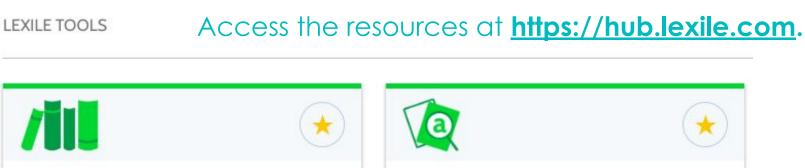
RATIONALE

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.



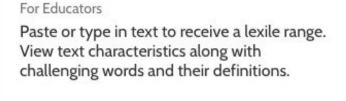
Our partners at Metametrics have a new Lexile/Quantile hub with instructional resources, leveled texts, and activities linked to the Lexile/Quantile score available on ERB reports.





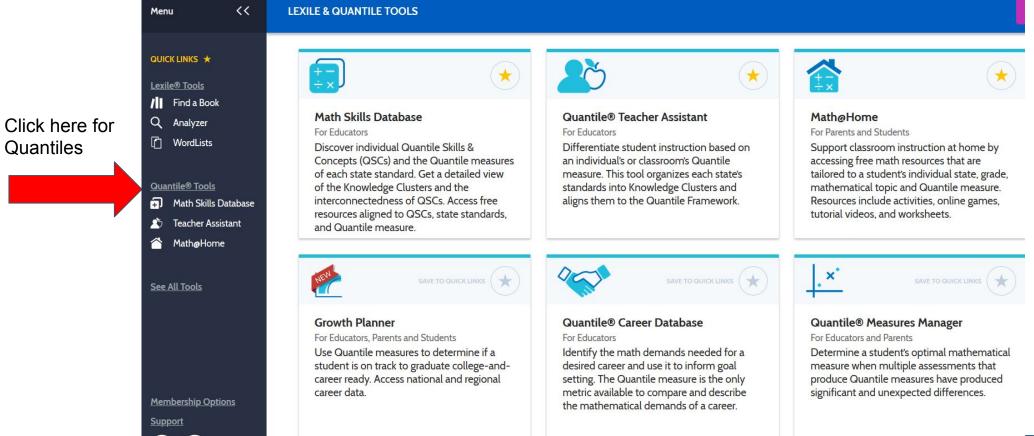
Analyzer







Quantiles: Standardized scale of mathematics skills and concepts for tracking growth and finding supplemental practice material, available on MetaMetrics Hub https://hub.lexile.com.





ERB offers comprehensive, customized professional development solutions or your data analysis needs.

- Webinar and in-person options available.
- Contact your Member Services Director for more details.