

# Parent Guide

## Understanding Your Child's Primary Grade Report

### WHAT DOES THIS REPORT TELL YOU?

The Primary Grade Parent Report that your school has given to you describes your child's performance on the CTP. The assessment is organized into English Language Arts and Mathematics tests. The report contains a separate section for each of these domains, as well as the grade-appropriate standards that are associated with each content area.

Your child's performance on the test is classified as: Exceeding Expectations, Meeting Expectations, or Developing. Given the age of your young learner, we encourage you to focus on these descriptors when reading your child's report.

You will also see your child's Content Standards Mastery Score reported for each standard within a content area. This percentage is used to determine whether your child's scores are classified as Exceeding Expectations, Meeting Expectations, or Developing. The Content Standards Mastery Score required to receive a particular classification varies from test to test, as each test contains a different number of items and therefore different score ranges. These percentage ranges are based on the judgments of first and second grade teachers at schools using the CTP who participated in an ERB assessment development panel. They were developed in conjunction with Educational Testing Service (ETS) using a statistical analysis of student data.

So what is a Content Standards Mastery Score (CSMS)? It is based on your child's performance (the number of correct responses) and the difficulty level of the groups of items answered on the form of the assessment your child received. The CSMS also takes into consideration the other forms of the assessment and the different items presented in each of these forms. It assumes that if your child took a different form of the assessment with equated items, that he or she would be able to address these items in a similar manner. Given the early stage of development for your young learner, all of this data is filtered into the aforementioned classifications.

### TEST AND CONTENT AREA DESCRIPTIONS

#### Auditory Comprehension

This test measures students' ability to understand and interpret information presented orally. The content areas included in the Auditory Comprehension subtest are:

**Vocabulary in Context:** Using context clues to determine the meaning of a word or phrase in a text read aloud.

**Explicit Information:** Identifying explicit details from a passage read aloud and providing answers to "who," "what," "where," "when," "why," and "how" questions about the text.

**Inference:** Using implicit information from a passage read aloud to make inferences about the motives or behaviors of characters and to summarize and draw conclusions about the text.

**Analysis:** Drawing connections among various pieces of information in a text read aloud and synthesizing information to make predictions or draw conclusions about the text.

#### Reading Comprehension

This subtest measures students' ability to understand and interpret written text. The content areas included in the Reading Comprehension subtest are:

**Vocabulary in Context:** Using context clues to determine the meaning of a word or phrase in a text.

**Explicit Information:** Identifying explicit details from a passage and providing answers to "who," "what," "where," "when," "why," and "how" questions about the text.

**Inference:** Using implicit information from a passage to make inferences about the motives or behaviors of characters and to summarize and draw conclusions about the text.

**Analysis:** Drawing connections among various pieces of information in a text and synthesizing information to make predictions and draw conclusions about a text.

#### Word Analysis

This subtest measures students' ability to recognize and decode words. In addition, the subtest measures understanding of basic structural elements of the English language. The content areas included in the Word Analysis subtest are:

**Sight Words:** Recognizing common words that are vital to reading fluency.

**Phonic Analysis:** Recognizing vowel and consonant sounds and blends in varying positions within a word.

**Structural Analysis:** Recognizing compound words, understanding the correct use of contractions and what they mean, choosing the correct word to put in a sentence, choosing the correct plural form of a word, and understanding the correct use of adjectives.

#### Writing Mechanics (Level 2 only)

This subtest measures students' growing understanding of English sentence structure and language conventions. The content areas included in the Writing Mechanics subtest are:

**Spelling:** Identifying misspellings of commonly used words.

**Capitalization:** Recognizing correct and incorrect capitalization.

**Punctuation:** Recognizing correct and incorrect punctuation.

**Usage:** Applying rules of English diction and grammar.

## Mathematics

This subtest measures students' understanding and application of a variety of content and process areas in mathematics. The content areas included in the Mathematics subtest are:

**Number Sense and Operations with Whole Numbers:** Using place value; reading, writing, and comparing whole numbers; using models to represent numbers; using expanded notation; adding and subtracting whole numbers; multiplying single-digit numbers; knowing the language of basic operations; understanding the relationship between addition and multiplication; estimating sums, differences, products, and quotients; understanding the properties of arithmetic operations; understanding even and odd numbers; multiplying by multiples of 10; and solving real-life problems involving number operations, including basic money problems.

**Geometry and Spatial Sense:** Identifying basic geometric figures; describing shapes, including circles, triangles, and rectangles; understanding basic properties of figures; identifying relationships between figures and images under transformations; graphing coordinates on a map grid; and identifying lines of symmetry and the effects of combining, subdividing, and changing basic shapes.

**Measurement:** Knowing the approximate sizes of customary and metric units and the relationships between measures within the same system; selecting appropriate units of measure; working with basic measures of perimeter and area; solving real-life problems involving coins, elapsed time, calendars, temperature, weight, and distance; and reading time on a standard clock and degrees on a thermometer.

**Data Analysis, Statistics, and Probability:** Reading and interpreting various types of simple graphs and understanding the concept of chance.

**Patterns, Functions, and Pre-Algebra:** Recognizing a wide variety of patterns and the rules that explain them; selecting number sentences to represent problem situations; and understanding the concept of equality.

## A FINAL NOTE

Interpreting test scores can be complex. We hope we have succeeded in helping you understand the meaning of your child's test results. If you still have any unanswered questions, the staff at your child's school will be glad to help you.