

Dear Parent/Guardian,

Last spring, your child participated in the **Colorado Measures of Academic Success (CMAS)** assessments. These assessments provide our students and families a much clearer and more accurate picture about how students are performing on higher academic standards and key skills needed for success. Included with this letter is your child's individual score report as well as handouts that help you understand your child's scores and strategies to support your child's academic success at home. **Your school may also be hosting a school performance conversation. Please check with the front office.**

Colorado's assessments for English language arts and math are part of our state's overall assessment system, called the Colorado Measures of Academic Success. They focus on the knowledge and skills our kids need for success in an increasingly knowledge-based, global economy. This includes skills such as analytical thinking and the ability to solve complex problems. The assessments also come with a reporting system to help better understand whether students are meeting grade-level expectations and are on track for college and careers.

If you are concerned about your child's score, I encourage you to talk with your child's teacher about how to support academic success at home. While the results of this assessment do not affect your student's classroom grades, please review the scores to see areas of strength and areas of improvement for your child.

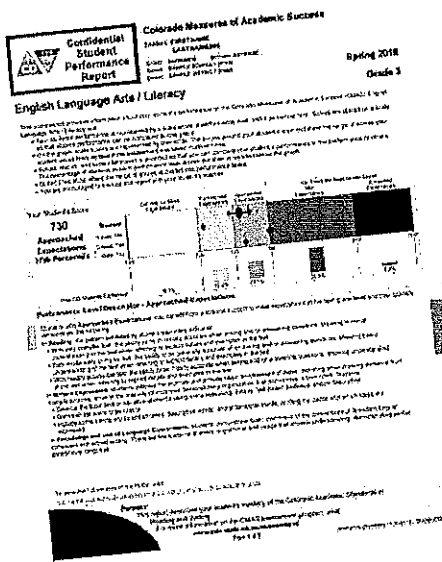
These scores represent an opportunity to focus on the needs of students in their work to achieve college and career readiness. As a district, DPS is working to better support all of our students by increasing professional development for teachers, increasing personalized learning and the use of digital tools, and continuing to provide services for students that need additional support.

Thank you for your support as we work to prepare all our students to be ready for college and careers in the 21st century. These academic standards and assessments are key steps on our journey to ensure our students have the necessary tools to succeed in life.

For questions or more information, please contact your school leader.

Colorado Measures of Academic Success

Using the CMAS Score Report to Support your Student's Academic Success



COLORADO
Department of Education

www.cde.state.co.us

Colorado Measures of Academic Success (CMAS) assessments in English language arts, math, science and social studies align with the Colorado Academic Standards and measure complex skills like critical thinking and problem solving. A score report is created for each student who takes a CMAS test. The reports feature information that will help parents better understand how well their child is meeting the expectations of the Colorado Academic Standards and if their child is on track for college or career after graduation.

Things to Remember

- These tests are aligned to the Colorado Academic Standards, which provide a clear roadmap to help all students graduate ready for college and career.
- These tests are given at the end of the year, and are **just one indicator** that can be used along with report cards, classroom performance and teacher feedback to provide a complete picture of your student's progress.
- The tests measure the skills students really need today – such as the ability to think critically and solve complex problems.
- Having this information early – before a student takes a college entrance exam – gives parents and teachers time to better prepare students for college and jobs after high school.

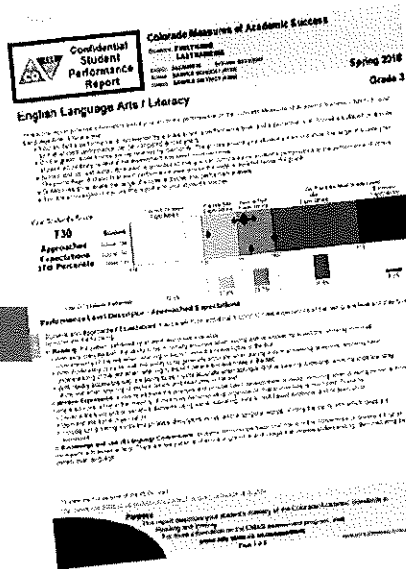
How Can I Support My Child?

- Work with your student's teacher to identify strategies to enrich your child's education where he or she is already meeting or exceeding grade-level expectations. Likewise, your student's teacher can help identify resources to improve your student's performance where needed. Tutoring, after-school programs or at-home activities may be available to help students practice their skills.
- Assure your student that **test scores are only one indicator of progress**.
- Determine which skills to reinforce at home. The detailed breakdowns of specific skills on your student's score report serve as a great starting point for identifying areas that need improvement.
- Access more information about the Colorado Academic Standards and aligned assessments, including a parent guide to understanding the new score reports and Frequently Asked Questions at: www.cde.state.co.us/communications/resourcesforparents

Where can I learn more?

Colorado's rigorous academic standards were created to ensure that all Colorado students are prepared for college and career success. Colorado's assessments are aligned with the state standards, measuring student progress at the end of the school year in English language arts, math, science and social studies. The assessments help educators and parents know how students are performing and growing over time and how they compare to their peers across the district and state.

To learn more, visit: www.cde.state.co.us/communications/resourcesforparents



Colorado Measures of Academic Success

Understanding English Language Arts and Math Score Reports

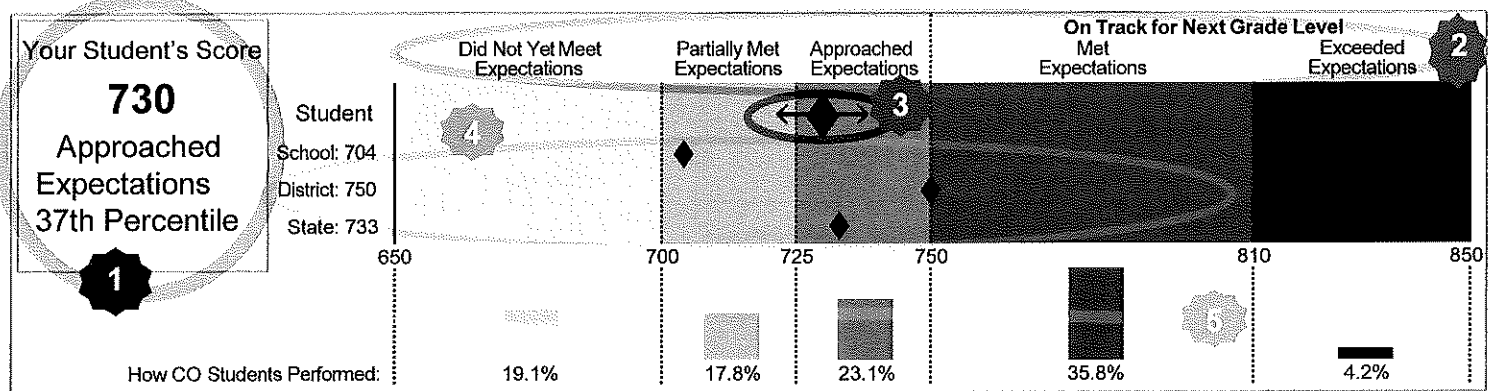


COLORADO
Department of Education

www.cde.state.co.us

Colorado Measures of Academic Success assessment score reports feature information that helps parents better understand how well their child has mastered the Colorado Academic Standards in the assessed content areas at the end of the tested grade level. Data included in this resource are not based on actual 2018 data.

How to Read Your Student's 2018 Score Report – Page 1

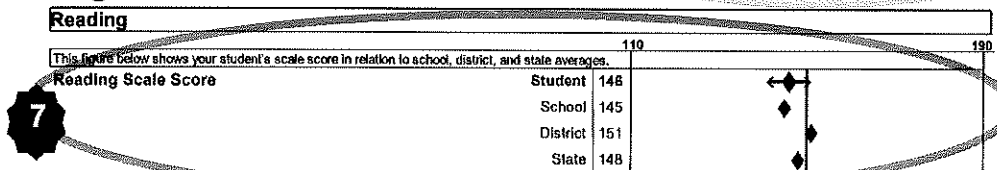
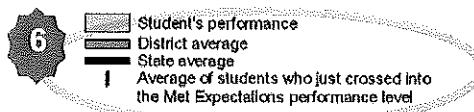


- 1 Student Performance Overview** – This section provides your child's overall score. Students receive a numerical overall score and, based on that score, are included in one of five performance levels. The percentile ranking shows how well your student performed in comparison to other students in the state. For example, a student in the 37th percentile performed better than 37 percent of students in the state. The grade-level content area concepts and skills typically demonstrated by students within your child's performance level are included in the Performance Level Descriptor section on the bottom of page one.
- 2 Performance Levels** – Performance levels describe how well students met the expectations of their grade level. Each performance level is defined by a range of scores. The highest two performance levels indicate that students met or exceeded expectations and are on track for the next grade level. The lower three performance levels indicate that students are not yet fully meeting grade level expectations.
- 3 Score Range** – Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the test was taken multiple times. Arrows around the example student's diamond show that the student may have scored in a lower performance level if the test was taken multiple times.
- 4 Overall Score Comparisons** – School, district, and state diamonds represent the average scores of students taking the same test as your child. Use the score averages to see how your child's score compares to other students taking these tests. In this example, the student scored higher than the school but lower than the district and state.
- 5 State Performance** – The bars beneath the overall performance graphic give you a sense of how your child's performance compares to others in Colorado by showing the percentage of students who performed at each of the five performance levels.

Colorado Measures of Academic Success

Understanding English Language Arts and Math Score Reports

Page 2



	Points Possible	Percent of Points Earned*
		0% 25% 50% 75% 100%
Literary Text Students read and analyze fiction, drama, and poetry.	18	56%
Informational Text Students read and analyze nonfiction, history, science, and the arts.	18	17%
Vocabulary Students use context to determine what words and phrases mean.	8	63%

	Points Possible	Percent of Points Earned*
		0% 25% 50% 75% 100%
Writing Overall	27	15%
Written Expression Students compose well-developed writing, using details from what they have read.	7	14%
Knowledge and Use of Language Conventions Students demonstrate knowledge of conventions and other important elements of language.	6	17%

6 **Graph Key** – The key on the top of page 2 shows which bar represents your student’s performance, district performance and state performance in the score breakdown section of the report. The dark vertical line shows how students who just crossed into the Met Expectations level performed.

7 **Reading Performance** – Overall reading scores on the English language arts report are represented by diamonds on the graph. The arrows around your student’s diamond show the range of scores your student would likely receive if the assessment was taken multiple times. Look at the school, district, and state scores and diamonds to see how your child’s reading score compares to other students taking these tests. In this example, the student scored slightly higher than the school and slightly lower than the district and state. Arrows around the example student’s diamond show that the student may have scored the same as the school or state if the test was taken multiple times. *Note: Reading sub-performance scores are on a different scale than the overall score.*

Score Breakdowns – This section provides a breakdown of your student’s performance in specific reading and writing areas on the English language arts report and math areas on the math report. You can see where your student is excelling or may need improvement. Performance in these areas is reported as the percent of points your student earned on the assessment for each category. Use the bars identified in the graph key at the top of the page to compare your student’s performance to district and state averages as well as to students who just crossed into the Met Expectations performance level. In this example, the student outperformed the district and state in the Literary Text and Vocabulary categories. The student did not perform as well as the district, state, or students who just crossed into the Met Expectations performance level in the Reading Informational Text and Writing categories. *Note: Percent of points earned cannot be compared across years.*

Where can I learn more?

Colorado Measures of Academic Success tests are aligned with the Colorado Academic Standards. Statewide assessments provide point-in-time snapshots of what students know and can do in core academic areas. They help students and their families know how they are performing compared to the standards and compared to their peers. To learn more, visit:

www.edc.state.co.us/communications/resourcesforparents



Confidential Student Performance Report

Colorado Measures of Academic Success

Student: **FIRSTNAME
LASTNAME005**

SASID: 5433030819 Birthdate: 03/19/2007
School: SAMPLE SCHOOL1 (0115)
District: SAMPLE DISTRICT (0100)

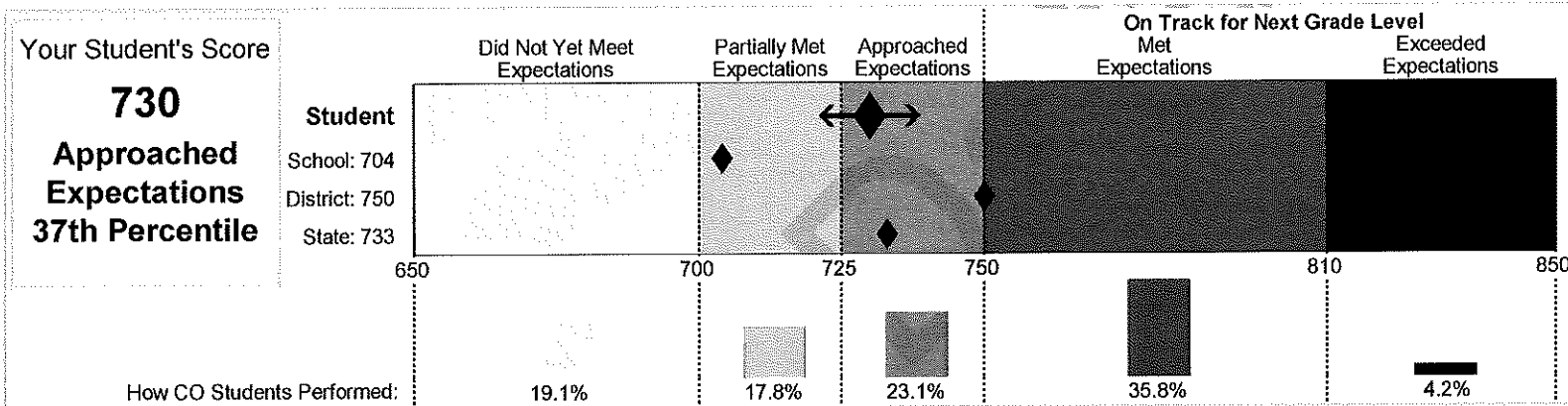
Spring 2018

English Language Arts / Literacy

Grade 3

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) English Language Arts / Literacy test.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.



Performance Level Descriptor - Approached Expectations

Students who **Approached Expectations** may benefit from additional support to meet expectations at the next grade level and they typically demonstrate the following:

In **Reading**, the pattern exhibited by student responses indicates:

- With very complex text: the ability to be minimally accurate when asking and/or answering questions, showing minimal understanding of the text when referring to explicit details and examples in the text.
- With moderately complex text: the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text.
- With readily accessible text: the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text.

In **Written Expression**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. Students:

- Develop the topic and/or narrative elements using some reasoning, details, text-based evidence, and/or description.
- Demonstrate some organization.
- Include some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

In **Knowledge and use of Language Conventions**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.

To view the full version of the PLDs, visit:

http://www.cde.state.co.us/assessment/grade_3_english_language_arts_plds.

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Reading and Writing.

For more information on the CMAS assessment program, visit:

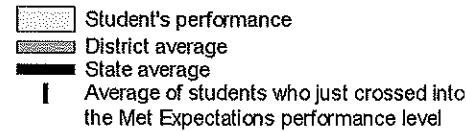
www.cde.state.co.us/assessment

How Did Your Student Perform in Reading and Writing?

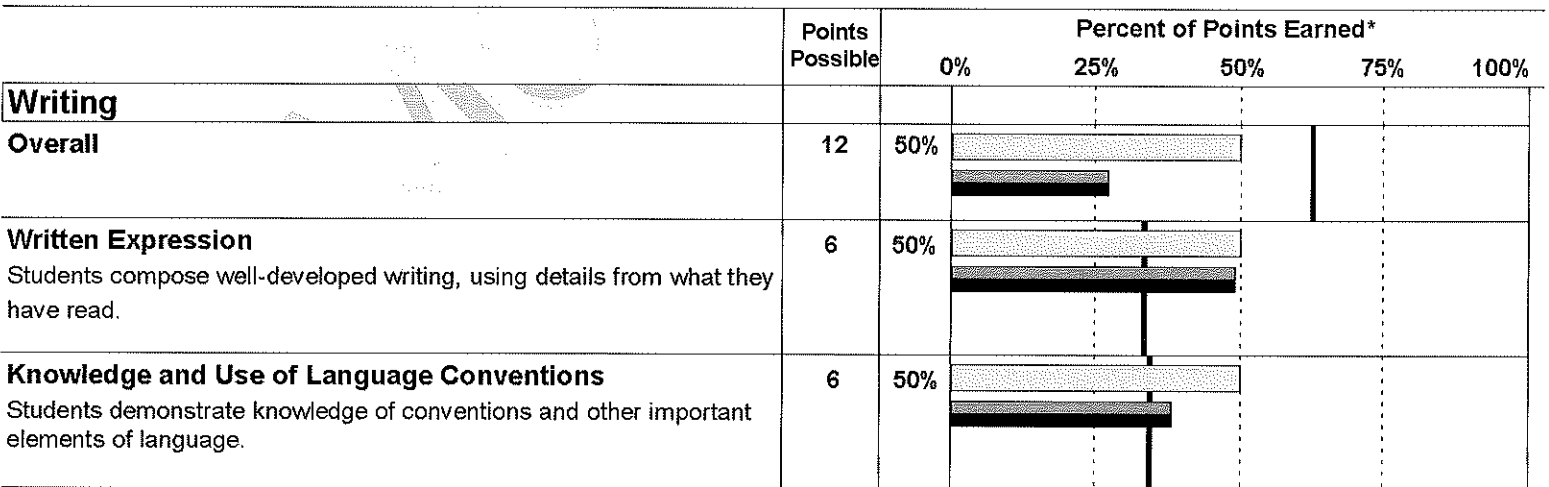
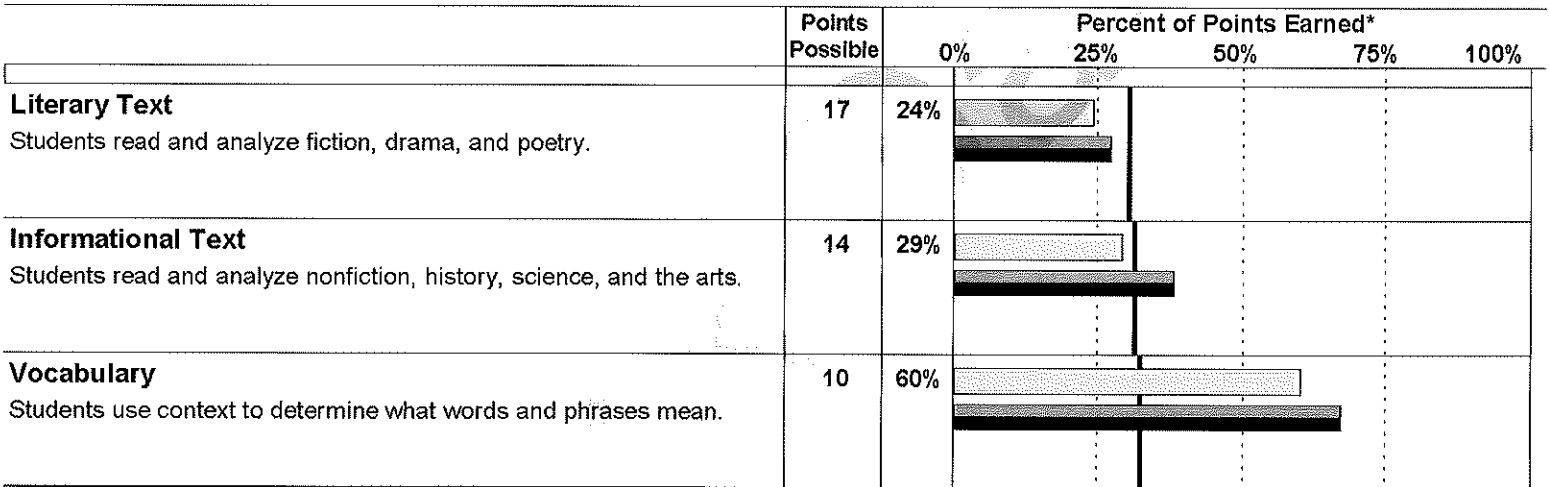
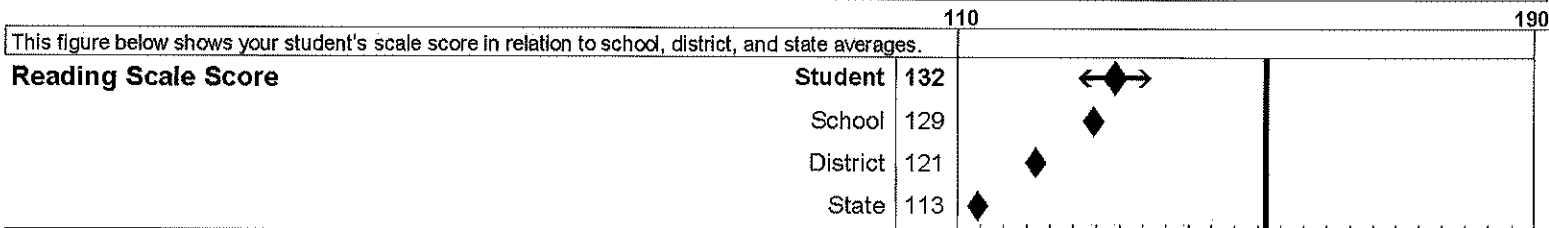
Grade 3

Subclaim Performance

- Your student's overall performance in Reading is represented by the top diamond in the figure below.
- The percent of points your student earned for overall Writing and for each of the Reading and Writing subclaims is represented by the top bar in each of the other figures.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall English Language Arts/Literacy test.



Reading



*The percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.



Confidential Student Performance Report

Colorado Measures of Academic Success

Student: **FIRSTNAME
LASTNAME104**

SASID: 2018060140 Birthdate: 01/28/2005
School: SAMPLE SCHOOL1 (0115)
District: SAMPLE DISTRICT (0100)

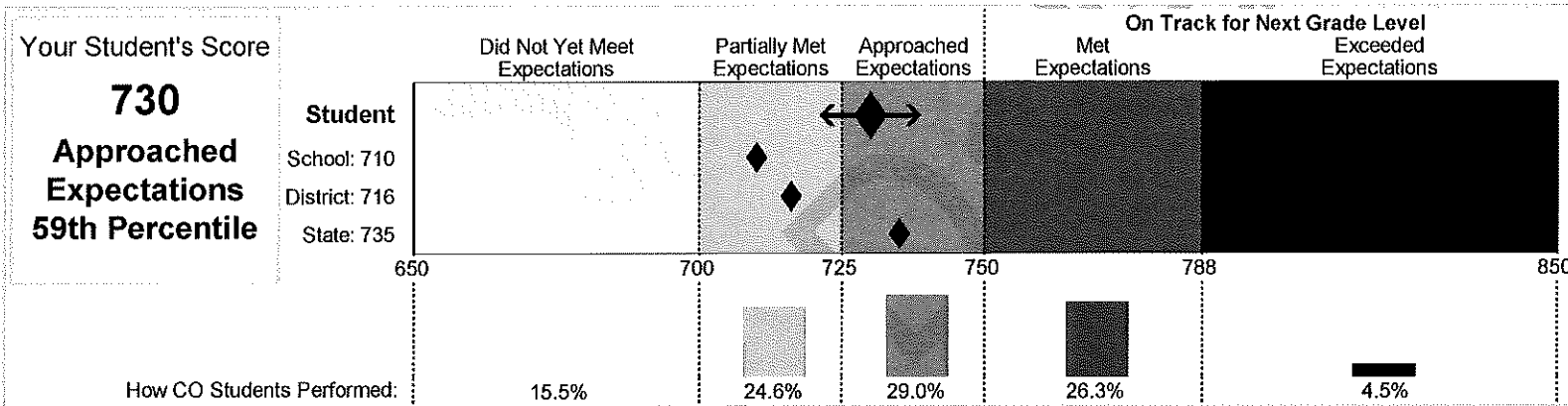
Spring 2018

Mathematics

Grade 6

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) Mathematics test.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.



Performance Level Descriptor* - Approached Expectations

Students who **Approached Expectations** may benefit from additional support to meet expectations at the next grade level and they typically demonstrate the following:

Subclaims A and B – Major, additional, and supporting content

- Use ratio and rate reasoning to solve mathematical problems involving ratio and rate.
- Perform all four operations on multi-digit numbers and decimals. Divide fractions with common denominators and apply this skill in solving scaffolded word problems. Plot ordered pairs on a coordinate plane to solve mathematical problems.
- Read numerical and algebraic expressions. Relate tables and graphs to equations. Graph inequalities to represent a constraint in a mathematical problem.
- Solve mathematical problems involving area of polygons by decomposing. Use nets of 3-D figures to find surface area. Find volume of right rectangular prisms with fractional edge lengths.
- Recognize a statistical question. Display numerical data in dot plots and histograms, and summarize in context by reporting the number of observations, describing the attribute under investigation, giving a measure of center, and using the interquartile range as a measure of variability.

Subclaim C – Reasoning

- Use some grade-appropriate communication with minor calculation errors. When a conclusion is required, provide a complete response with a partial justification, and evaluate the validity of other's responses, approaches, and conclusions.

Subclaim D – Modeling

- Apply mathematics by illustrating relationships between important quantities to draw conclusions, modifying the model or interpreting mathematical results in a simplified context.

Performance level descriptors (PLDs) are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within lower levels. To view the full version of the PLDs, visit:

http://www.cde.state.co.us/assessment/grade_6_math_plds

*Adapted from iClassroom in Action's Performance Level Summaries

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Mathematics.

For more information on the CMAS assessment program, visit:

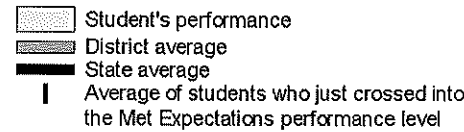
www.cde.state.co.us/assessment

How Did Your Student Perform in Mathematics?

Grade 6

Subclaim Performance

- The percent of points your student earned for each of the four mathematics assessment subclaims is represented by the top bar in each of the figures below.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall math test.



Mathematics	Points Possible	Percent of Points Earned*				
		0%	25%	50%	75%	100%
Major Content Students solve problems involving ratios, rates, percentages, an understanding of negative numbers, graphing points and simple linear functions, linear expressions, and linear equations.	20	20%				
Additional & Supporting Content Students solve problems involving area, volume, and statistics.	11	18%				
Expressing Mathematical Reasoning Students create and justify logical mathematical solutions and analyze and correct the reasoning of others.	11	18%				
Modeling & Application Students solve real-world problems, represent and solve problems with symbols, reason quantitatively, and strategically use appropriate tools.	9	100%				

*The percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.