## Using ReadiStep Results<sup>™</sup> and Skills Insight<sup>™</sup> 2011





#### About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

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## **Using ReadiStep<sup>™</sup> Results** — An Overview

Results from the ReadiStep<sup>™</sup> assessment provide valuable information to students, teachers and administrators that can be used to help ensure that students are prepared for college by the time they graduate from high school.

#### Early Feedback

Results from the ReadiStep assessment provide a view of students' progress toward college readiness while there is still time to make necessary adjustments and target academic areas that may need attention.

Students are college ready when they have the knowledge, skills and behaviors to complete a college-level course of study successfully, without remediation. Four critical success factors characterize collegeready students:

- Achievement of academic content knowledge, evidenced by completion of a rigorous high school core curriculum aligned to college readiness standards
- Attainment of advanced academic skills, developed through an instructional focus on critical thinking, reasoning, problem solving, writing, and strong study skills
- Successful completion of college-level and other advanced courses taken in high school
- Acquisition of college planning skills, demonstrated by an understanding of college and career options and the college admission and financing process

#### **Course Selection**

It is important for students to be ready for a course of study that is college preparatory. ReadiStep results help identify students who are prepared to be challenged by a rigorous high school program as well as those who may need more preparation in specific areas before reaching high school.

Using Readistep results, teachers can address any academic weaknesses and ensure that students obtain the appropriate support they need in high school.

#### Skills Identification to Inform Instruction

Through the use of score reports and *ReadiStep Skills Insight*<sup>™</sup>, teachers can identify areas where students excel, as well as areas that require further development. *ReadiStep Skills Insight* helps teachers develop classroom or small-group instruction to more closely address the areas that need improvement.

For more information about using *ReadiStep Skills Insight*, refer to pages 15–16 of this publication.

#### Curriculum

Results can also pinpoint areas for modification of curriculum and pacing guides for future school terms. The ReadiStep assessment is aligned to both Common Core State Standards and individual state standards, and can be used to evaluate skills emphasized in your curriculum. Additionally, because the ReadiStep assessment is based on the College Board Standards for College Success<sup>™</sup> (CBSCS), teachers can use ReadiStep results to plan both professional and curriculum changes. The standards establish clear and specific definitions of the knowledge and skills that students need to succeed in college. These standards are articulated in a developmental progression of student learning objectives across six grade levels, from middle school through high school, which help all students to prepare for AP<sup>®</sup> courses or college-level work.

For more information about the College Board Standards for Success, please refer to page 4 of this publication.

#### The ReadiStep Website

For more information about the ReadiStep assessment including free resources to help teachers, students and their families understand ReadiStep results please visit the ReadiStep website at readistep.collegeboard.org.

## Technical Information on the ReadiStep Assessment

This publication provides information on the nature of the ReadiStep assessment and its intended use, content development and interpretation, test item pilot and standardization, score scale development, and evidence of its reliability, equivalency and validity. It is available upon request from the College Board.

#### Guidelines on the Uses of College Board Test Scores and Related Data

This publication is available at www. collegeboard.org/research. It highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

## Other College Board Tools for Middle School

## The College Board Standards for College Success<sup>™</sup>

The skills measured on the ReadiStep assessment are aligned with Common Core State Standards and individual state standards. They are also aligned with the English Language Arts College Board Standards for College Success and Mathematics College Board Standards for College Success, a national model of rigorous academic content standards that states, districts and schools may use to vertically align curriculum, instruction, assessment and professional development to Advanced Placement<sup>®</sup> and college readiness standards.

These standards explicitly outline the college readiness skills that need to be developed during middle school and high school so that students are prepared for college when they graduate from high school. College readiness skills are also necessary to succeed in the workplace. Results from the ReadiStep assessment can, therefore, help students create a road map that will lead to both success in college and opportunities in the workplace.

*Copies of the* College Board Standards for College Success *are available for download at www.collegeboard.org.* 

#### SpringBoard<sup>®</sup>

SpringBoard<sup>®</sup> is a unique, comprehensive program that enables students to build the skills and understanding they need for success in AP courses and college-level work. This powerful program provides rigorous English and mathematics lessons for students in grades 6–12. The College Board's SpringBoard program provides both curriculum and professional development across six levels in both English language arts and mathematics.

For additional information about SpringBoard, please visit www.collegeboard.org/springboard

### Free CollegeEd<sup>®</sup> Lesson

The College Board is excited to offer each school that administers ReadiStep this fall a FREE LESSON from CollegeEd<sup>®</sup>, a college planning and career exploration program for middle and high school students.

#### "CollegeEd: What Can College Do for You?"

In the free CollegeEd middle schoolfocused lesson, students learn:

- How to begin researching careers and exploring college options.
- That flexibility and life-long learning are key to success.
- Their place in a global community.
- The direct connection between their aspirations and education.

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For ease of implementation, the free lesson will be distributed to participating schools electronically. Each school will receive an email with instructions for accessing the lesson. It will include the following components:

- **Student Lesson** includes exercises that students can complete on their own or in class with the guidance of a teacher.
- Educator Guide provides clear instructions and suggestions for reviewing the lesson with students.
- **Standards Crosswalk** lists core aligned standards for the lesson from three standards frameworks: *College Board Standards for College Success, Partnership for 21st Century Skills Framework, and the School Counselor Association's Ethical Standards for School Counselors (ASCA).*

#### The Roadtrip Nation Website

In addition to using the free CollegeEd lesson provided with the ReadiStep program, students can also further explore their career interests by accessing the free content on **www.roadtripnation.org**.

Here, students can view the following free content:

- Explore different careers by viewing Roadtrip Nation's extensive interview archive.
- Search for interviews by interest or theme.
- Watch episodes from the Roadtrip Nation series.
- Listen to free music from Roadtrip Nation Artists

## MyRoad<sup>™</sup> — New for 2011-12!

Starting this year, all ReadiStep test-takers receive free access to MyRoad<sup>™</sup>, a college and career planning website that lets students:

- Take a short, fun quiz to understand their personality types
- Learn about careers and college majors that fit their personality types
- Start exploring colleges by location, college major, cost, and much more
- Find out what people have to say about their college and career choices
- Track what they need to do in high school to prepare for college

#### **Creating an Account**

Students can use the access code provided on the back of the Student Report to log in at www.myroad.com and start exploring opportunities for the future.

**Students age 13 and older** can simply click on "Sign Up Today" and proceed to creating their online accounts.

**Students under age 13** must create their accounts under the supervision of a parent or teacher, following the instructions provided in the parent consent form on page 7 of this guide. If students under age 13 will be creating their accounts in school, parents should complete the consent form on page 7 in advance. Please keep the signed consent forms on file at your school. The parent consent form is also available online at readistep.collegeboard.org.

#### MyRoad™ Parental Consent Form

Dear Parent or Guardian:

Because your child participated in ReadiStep<sup>™</sup>, he or she now has free access to MyRoad<sup>™</sup>, an online college and career planning tool; however, because your child is under the age of 13, we will need your consent in order to allow your child to register for a free MyRoad student account.

MyRoad is the College Board's comprehensive college, college majors and careers exploration website. You are encouraged to take the MyRoad tour at www.myroad.com (just click the Find Out More button) to see the breadth of information designed to help your student best research the college and career opportunities available to them.

Your student's MyRoad account may be created in one of two ways: You may create the account on behalf of your child as noted in option #1 below, or you may submit this signed consent form to our school and the child will create the account at the school as noted in option #2 below.

#### **Option #1: Parent/Guardian Registration:**

The parent/guardian will register and create the account on behalf of the child following the instructions provided by this school. The parent/guardian will use the child's correct birth day and month but will enter the year 1900. When the child has turned 13, he/she will edit his/her profile by entering the actual year of birth.

#### **Option #2: Student Registration:**

The parent/guardian signs this consent form and it is properly filed with the school. No student will be allowed to register without this signed consent form. The child will register and create the account by entering his/her correct birth day and month but will enter the year 1900. Once the child has reached the age of 13, he/she will edit his/her profile by entering the actual year of birth.

#### **CHECK ONE (1) BOX:**

I will create the MyRoad student account for my child.

I give my child permission to create the MyRoad student account.

## By signing this MyRoad Parental Consent Form, I certify that I am the parent or legal guardian of the child stated below with full right to permit the child to use MyRoad.

Date:	
Parent/Guardian Signature:	
Parent/Guardian Name:	
Child's Name:	
Child's Date of Birth:	

## **The ReadiStep Student Report**

The *Student Report* shows how an individual student performed on each test of the ReadiStep assessment (Critical Reading, Writing Skills and Mathematics).



The Student Report provides the following information:

Number	Description
1	Student Information
2	General Test Information
3	ReadiStep Test Scores
4	Score Ranges
5	National and Local (District) Percentiles
6	Student Answer, Correct Answer, and Difficulty Level
7	Information about Next Steps

#### Understanding ReadiStep Results – A Guide for Students and Parents

Teachers can review this flyer with students when they distribute *Student Reports* to help them understand their ReadiStep results. This flyer is also a useful guide for families. It is available in English and Spanish and can be found in the *Official Educator Guide for the ReadiStep Assessment*. It is also available for download at readistep.collegeboard.org.

## The ReadiStep Classroom Report

The Classroom Reports show how students perform on each test of the ReadiStep assessment (Critical Reading, Writing Skills and Mathematics). The information is organized by classroom or group. Two classroom reports are provided: a classroom score summary report and a classroom item-analysis report.



#### 1. Classroom Score Summary Report

This report provides a quick reference of student performance in a classroom or group. It provides a class roster that lists test scores, national percentiles, local percentiles, and predicted PSAT/NMSQT ranges for each student. Using these measures, educators can easily gauge the performance of students within a classroom or group.

#### 2. Classroom Item Analysis Report

The Analysis component of the report helps identify specific test questions that individual students find challenging or were unable to answer correctly. It provides a class roster that lists correct, incorrect and omitted responses for each student in a classroom or group. It also provides a description (type of question) and estimated difficulty level (easy, medium or hard) for each question.

The Item Statistics component of the report provides a summary of item statistics by classroom or group. It lists the total number of correct, incorrect and omitted responses for each question. It also provides a description (type of question) and estimated difficulty level (easy, medium or hard) for each question.

## **Using the ReadiStep Classroom Report**

While reviewing the *Classroom Report* it is important to try to understand why a student may have answered a question incorrectly or not responded at all.

#### Things to keep in mind when interpreting the Classroom Report

- Correct items
  - Students will generally answer an item correctly if they understand the content.
  - In some cases, students may guess and get the correct answer.
- Omitted items
  - Most students will attempt to answer every question.
  - Students tend to omit items toward the end of a test if they run out of time.
  - Students tend to skip an item if they don't understand how to approach it.
- Incorrect items
  - Please note that, for items that students answered incorrectly, the students' incorrect answers are provided on the report.
  - Students may answer an item incorrectly if they don't understand it or if they guess the answer incorrectly.
- Difficulty level
  - It is important to take the difficulty level (easy, medium or hard) of each item into account when assessing students' responses.
  - When presented with an item that is easier, more students will answer it correctly.
  - When presented with an item that is more difficult, more students will tend to answer it incorrectly or omit it.

### Suggestions for using the Classroom Report

- Step 1: Review the report to assess student performance.
  - For groups: compare the mean scores on this report with the national mean scores (on page 8 of this publication) to determine how the group performed as a whole.
  - For individuals: compare a student's test scores to the national mean scores to determine how the student performed.
- Step 2: Identify items students had trouble with.
  - For groups: review the Item Statistics to look for patterns in performance and identify which items students had trouble with as a whole.
  - For individuals: review the item analysis response string for the student to identify items the student answered incorrectly or omitted.
- Step 3: Use the test booklets to review the items students had the most trouble with. Work with students individually (one-on-one) or as a group.
  - Present the item from the test booklet.
  - ♦ Use *ReadiStep Skills Insight* to explain what skill is being measured.
  - Show students how to determine the correct answer and ask if students have any questions.
  - Present some related content to gauge student understanding.

## The ReadiStep School Summary Report

The School Summary Report provides a school-level summary of performance on the ReadiStep assessment.

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The School Summary Report provides the following information for each classroom:

Number	Description					
1	General Test Information					
2	School-Level Summary					
3	Group Name and Class Code					
4	Number (of students) Tested					
5	Mean Scores per Section					
6	Median Scores per Section					
7	National Percentile					
8	8 Local (District) Percentile					
9	Predicted PSAT/NMSQT Range					

## The ReadiStep District Summary Report

The District Summary Report will be provided to districts that administer the ReadiStep assessment on a district level. It provides a district-level summary of performance on the ReadiStep Assessment.

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The District Summary Report provides the following information for each participating school:

Number	Description
1	General Test Information
2	District-Level Summary
3	School Roster
4	Number Tested
5	Mean Scores per Section
6	Median Scores per Section
7	National Percentile
8	Local (District) Percentile
9	Predicted PSAT/NMSOT Range

ReadiSt	ep Norms	— Natio	nal Perce	ntiles and	l Mean S	cores
		Fall			Spring	
Scale Score	Critical Reading	Writing Skills	Mathematics	Critical Reading	Writing Skills	Mathematics
8.0	99.9	99.8	99.8	99.9	99.4	99.6
7.8	99.7	99.7	99.6	99.6	98.9	98.9
7.6	99.6	99.3	99.3	99.4	97.7	98.7
7.4	99.2	98.8	98.9	98.9	96.5	98.0
7.2	98.4	97.9	97.9	97.8	94.4	96.7
7.0	97.2	96.7	97.2	96.0	92.3	95.7
6.8	95.6	94.9	95.6	94.0	89.6	93.8
6.6	93.5	92.8	93.7	91.2	86.8	91.5
6.4	89.8	90.2	90.1	86.9	83.6	86.9
6.2	86.6	86.6	86.3	83.2	78.9	82.9
6.0	81.3	82.5	82.6	77.0	73.9	78.0
5.8	76.1	74.8	75.8	70.6	66.1	70.5
5.6	69.1	70.8	68.7	63.4	61.9	63.2
5.4	61.8	62.3	62.9	55.6	54.3	57.0
5.2	52.6	54.1	53.0	46.2	46.5	46.7
5.0	45.8	46.2	46.1	38.5	38.5	40.1
4.8	39.3	37.9	37.7	33.2	32.0	32.8
4.6	31.3	30.2	31.1	25.5	25.5	26.9
4.4	24.8	23.0	24.9	19.7	18.9	21.3
4.2	18.2	18.5	18.7	13.9	15.2	16.1
4.0	13.9	12.2	14.6	10.1	9.8	12.2
3.8	9.9	9.6	9.5	7.3	7.6	7.7
3.6	6.5	7.1	6.6	4.6	5.8	5.4
3.4	4.1	4.5	3.7	2.7	3.6	2.6
3.2	3.4	3.0	2.9	2.3	2.4	2.0
3.0	1.9	1.8	1.7	1.4	1.5	1.2
2.8	1.0	1.3	0.9	0.7	1.0	0.7
2.6	0.4	0.7	0.4	0.2	0.5	0.3
2.4	0.4	0.3	0.2	0.2	0.3	0.1
2.2	0.2	0.2	0.1	0.1	0.2	0.0
2.0	-	-	-	-	-	-
Mean Score	5.0	5.0	5.0	5.2	5.3	5.2
Standard Deviation	1.0	1.0	1.0	1.0	1.1	1.0
Number of 8th Graders in Sample	3920	4246	4022	2688	2795	2728

#### About this Table

- Use this table to compare student performance on the ReadiStep assessment with that of other eighth graders.
- *Percentiles* compare your students' scores to those of other students who took the assessment. They indicate the percentage of students whose scores fall below each specified score.
- The *Mean Score* describes the average performance of a group. If a student scores close to the mean, that student

scored as well as about half of the students who took the assessment.

- *Percentiles* and *Mean Scores* are based on the Critical Reading, Mathematics, and Writing Skills scores earned by a national sample of eighth graders who took the ReadiStep assessment in Fall 2008 and Spring 2009.
- The *Standard Deviation* is a measure of variability of a set of scores around their mean. If the test scores cluster tightly around the mean score, as they do when the group is relatively homogeneous, the standard deviation is smaller than it would be for a more diverse group.

## **Predicted PSAT/NMSQT® Score Ranges**

Predicted PSAT/NMSQT<sup>®</sup> score ranges show how an eighth-grade ReadiStep test-taker would be expected to perform on the PSAT/NMSQT in 10th grade, given a normal level of academic growth. Actual PSAT/NMSQT scores may be above or below these ranges, depending on the academic interventions and skill development of individual students.

Predicted PSAT/NMSQT score ranges are reported in district, school, and classroom reports. They are not reported in student score reports, but schools can use the table provided below (also available at readistep.collegeboard.org) to share this information with students and their families, as appropriate.

	Predicted PSAT/NMSQT Score Ranges									
	Critical Reading	Writing	Mathematics							
2.0	20–20	20–20	20–20							
2.2	20–20	20–20	20–21							
2.4	20–20	20–21	20–21							
2.6	20–20	20-21	20–22							
2.8	20–21	20-22	20–24							
3.0	20-22	20–23	21–25							
3.2	20–25	21–25	22–27							
3.4	21–27	21-26	23–29							
3.6	22–30	22–28	24–31							
3.8	24–32	24–30	25–33							
4.0	26–34	25–32	27–35							
4.2	28–36	27-34	29–37							
4.4	30–38	28–36	31–39							
4.6	32–40	30–38	33–41							
4.8	35–42	32–40	35–43							
5.0	37–44	34–42	37–45							
5.2	39–47	36–44	39–48							
5.4	41–49	38–46	42–50							
5.6	43–51	40-48	44–52							
5.8	46–54	43–51	46–54							
6.0	48–56	45-53	48–56							
6.2	50–58	47–55	50–59							
6.4	52–60	49–58	52–61							
6.6	54–62	51-60	55–63							
6.8	56–65	53–63	57–65							
7.0	59–67	56–66	59–68							
7.2	61–70	58–69	61–71							
7.4	63–73	61–73	64–74							
7.6	66–78	64–78	66–77							
7.8	69–80	67–80	68–80							
8.0	72–80	70–80	71–80							

## Using ReadiStep Skills Insight<sup>™</sup>

*ReadiStep Skills Insight* categorizes the types of skills students need in order to score within a particular score band and also provides suggestions for improvement. References to example items from the test book illustrate the academic skills that are measured.

This tool provides a link between the academic skills taught in middle school, the skills measured on the ReadiStep assessment, and the skills necessary for college readiness. It can help teachers understand their students' performance and, in turn, students' grasp of particular content knowledge. Because the ReadiStep assessment tests the same skills that are taught in the classroom — reading, writing and mathematics — teachers can use the information from Skills Insight to plan curriculum or otherwise inform instruction plans.

ReadiStep Skills Insight can be found on pages 21–53 of this publication. It is also available for download at readistep.collegeboard.org.

#### How to Use ReadiStep Skills Insight

#### Step 1: Review student data

Review the Classroom Report to see how students performed on the ReadiStep assessment. For information on how to review the Classroom Report, refer to page 11 of this publication.

#### Step 2: Use Skills Insight

Once students' general level of performance on the ReadiStep assessment has been gauged, use the ReadiStep Skills Insight report on pages 21 to 53 to help both you and your students understand their content strengths and weaknesses. To use the *ReadiStep Skills Insight* report, first go the test of most interest (Critical Reading, Writing or Mathematics) and find the appropriate score band. This might be the band that includes a particular student's score or the average score for a class or group.

#### Step 3: Review skills and suggestions for improvement

The listed suggestions illustrate the content mastery needed to be considered college ready. These can be woven into lesson and curricular planning.

- Read the description of skills for a given score band and review the example items. These skills represent the typical performance of students scoring at this level. Therefore, a few of the skills may still be difficult for some students at this level, and they may need to strengthen these areas.
- Next, review the skills in the score band below this level. These skills most likely represent strengths, rather than weakness, in this academic area.
- To improve skills, review the band just above the initial band and have the student try the example items to identify areas for improvement.
- To more fully understand the meaning of each skill in a score band, review the bands below and above the one at which the student scored. This comparison will illustrate the differences between these skill levels and the appropriate progression of skills measured across the score bands for each academic area.

#### Suggested Classroom Activity

## Step 1: Review example items from the ReadiStep assessment

Review the example items from the test book that exemplify each academic skill with students. These questions will help students improve the skills necessary for college success.

#### Step 2: Use Skills Insight

For each section — Critical Reading, Writing Skills and Mathematics — have students look at the types of skills tested in each score band and answer the example items from the test book.

## Step 3: Review skills and suggestions for improvement

If students find the skills in a score band difficult or confusing, they may need to strengthen those areas.

If the students feel very comfortable with most of the skills, they may be able to improve their scores by focusing on the skills in the next-higher score band.

Students should look at the score band **just below** their band to make sure that they have strong skills in all the areas listed. Since the ReadiStep assessment measures the academic skills already embedded in a strong curriculum, reviewing these skills can function not only as an exam "spot check" but also as a curricular check as well.

#### Reports

## What ReadiStep reports do schools and districts receive?

The following reports are provided:

- Student Report (one for the student and one for the school)
- Classroom Reports (one set per classroom)
- School Summary Report (one per school)
- District Summary Report (one per district)
- Student Data File (one per district)

#### When are reports provided?

Report delivery dates depend on the test administration date. Please visit readistep.collegeboard.org for report delivery dates.

## What does it mean if a test score is not reported?

A test score will not appear on score reports if:

- No responses were scanned for the entire test. In this case the information for the test will be left blank on score reports.
- The test section was voided by school personnel. In this case a "V" will appear on score reports.

## How do I review reports with students?

When score reports are shipped to schools, answers to test questions are disclosed, and the score reports and test booklets can be reviewed by students and teachers in class. After the test booklets have been used for review purposes, they should be destroyed.

#### Scores

#### What do test scores mean?

ReadiStep test scores range from 2.0 to 8.0 (in increments of 0.2) and are an indication of student performance in each subject area at the time of testing. The results provided are intended to give general feedback on students' current academic skills so that they can plan for, and improve, in the future.

#### What do score ranges mean?

Score ranges show how much scores tend to vary if students were to take the ReadiStep assessment repeatedly without learning additional skills. In other words, the scores within this range are considered "equivalent" statistically.

## How is the ReadiStep assessment scored?

First, a raw score is computed. Students receive one point for each correct answer (regardless of difficulty). The total raw score for each test is calculated by a "rights-only" scoring procedure. This means that the total raw score is the total number of correct responses. No penalty points are deducted for incorrect responses.

Next, the raw score is converted to a score on the ReadiStep scale of 2.0 to 8.0. ReadiStep scores are equated, meaning they are adjusted for differences in difficulty between various forms, or editions, of the test. Equating makes it possible to compare the scores of students who have taken different editions of the test; it also makes the scores from last year's test comparable to those from this year's ReadiStep assessment.

#### Percentiles

## How do my students compare to other students?

Percentiles compare a student's performance with those of other eighthgraders nationwide and with test-takers locally (within a district).

#### What is a National Percentile?

A National Percentile indicates the percentage of eighth-grade students in the United States who took ReadiStep and scored lower than the student.

#### What is a Local Percentile?

A Local Percentile indicates the percentage of test-takers in your school district who took ReadiStep and scored lower than the student.

#### When is a Local Percentile reported?

A Local Percentile will be reported when a district administers the ReadiStep assessment district wide for a minimum of 25 students. Local Percentiles are calculated based on the answer documents returned from an entire district. In the case that all answer sheets are not returned by the return materials cut-off date, those answer sheets will not be included in the Local Percentile calculation, making it based on a subset of students.

### **ReadiStep Skills Insight**

#### What is Skills Insight<sup>™</sup>?

*ReadiStep Skills Insight* categorizes the types of skills students need in order to score within a particular score band and also provides suggestions for improvement. References to example questions from the test book are provided and can be used to illustrate the academic skills that are measured.

*ReadiStep Skills Insight* can be found on pages 21–53 of this publication. It is also available for download at readistep.collegeboard.org.

#### How can teachers use Skills Insight?

*ReadiStep Skills Insight* can help teachers understand their students' performance and, in turn, their grasp of specific content knowledge. Because the ReadiStep assessment tests the same skills that are taught in the classroom — reading, writing and mathematics — the information from Skills Insight can be used to plan curriculum or otherwise inform instruction plans.

For more information about using ReadiStep Skills Insight, refer to pages 15–16 of this publication.

## What should students do to improve skills?

Teachers are encouraged to use the *Suggestions for Improvement* as a resource for improving students' academic skills and a way to challenge students to work at a higher level.

*ReadiStep Skills Insight* helps teachers and students identify skills that require further development and areas where students excel, which may demonstrate that they are ready for more rigorous course work.

## How can school department heads use Skills Insight?

School department heads can use the *Academic Skills* and *Suggestions for Improvements* to improve areas of weakness in student performance. The suggestions link directly to classroom content.

## How can school and district administrators use Skills Insight?

Administrators can use the Skills and Suggestions for Improvements to focus on curricular areas that will increase the level of college readiness in a school or district.

## How can state-level policymakers use Skills Insight?

State-level policymakers should first identify their state's average scores. They can then use the Skills and Suggestions for Improvement to ensure that state curriculum, through its standards, is reinforcing those areas needing improvement in order to achieve greater college readiness.

#### Planning for High School and College

## How can results be used when planning for high school?

Students should select courses in high school that will best prepare them for their education and career goals. They may want to consider challenging courses such as honors and/or AP courses.

Teachers and counselors are encouraged to use ReadiStep results to start the conversation about high school planning and college preparation. ReadiStep test-takers can also use MyRoad to explore college and career opportunities and map out a high school course plan that helps them meet their goals. For more information about MyRoad, see page 6 of this guide.

## Should my students take the PSAT/NMSOT®?

The PSAT/NMSQT® is recommended for high school students. When students reach 10th grade in high school, they should talk to their counselor about the PSAT/NMSQT.

#### How can the ReadiStep program help schools promote college readiness?

Students need specific guidance — a road map — to see that college is within their reach. The ReadiStep assessment provides one piece of that road map: a snapshot of their preparedness for college preparatory coursework in high school. By providing an assessment based on college-readiness standards, the College Board is supporting schools in their attempts to create a collegegoing culture.

Preparing students for college success is accomplished by aligning curriculum, instruction and professional development, as well as assessment, to clear definitions of college readiness. The ReadiStep assessment was developed to be one part of this process. Using the College Board Standards for College Success for guidance, curriculum supervisors and teachers can design curriculum and instruction in middle school and high school that can lead to AP and college readiness. This vertical alignment to clear definitions of college readiness can help schools reduce the need for remediation in college and close the achievement gaps among student groups, ultimately increasing the likelihood that students will complete a college degree.



## **ReadiStep™ Skills Insight**<sup>™</sup>

## ReadiStep Skills Insight is also available on readistep.collegeboard.org.

Please forward this publication to teachers using ReadiStep results.

The items listed as examples in the following pages appear on the ReadiStep assessment administered in fall 2011.

## READISTEP<sup>®</sup> SKILLS INSIGHT<sup>®</sup> Critical Reading

2.0-2.9

3.0 - 3.9

#### 4.0-4.9

#### Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

- Academic Skills A typical student in this score band can do the following:
- Use context clues when selecting missing vocabulary in a simple sentence
- Use context clues and connect ideas within a sentence when selecting missing vocabulary at the sentence level
- Use context clues and the structure of the sentence when selecting missing vocabulary in a simple or complex sentence
- Determine the meaning of words in a sentence with vocabulary that may be unfamiliar
- Recognize that punctuation can affect the meaning of a sentence (e.g., when a colon signals a list or example)
- Recognize a relationship (such as causeand-effect) in a sentence that is signaled by a word such as *after* or *because*

#### Suggestions for Improvement

To advance to the next score band, students should focus on the following:

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Look at the ideas in the sentences before and after the sentence with the unknown word. Do the ideas in those sentences give a hint about what the unknown word might mean?
- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Look the word up in a dictionary and see what it does mean. Then practice using the word in an original sentence. What are some synonyms for the word?
- When reading a text, pick out a simple or complex sentence. Break the sentence into parts and think about how those parts work together. Think about the relationship between different parts of the same sentence.
- When reading a text, pick out a sentence with a comma or colon and think about how the punctuation affects the meaning of the sentence. How does the punctuation connect or separate parts of the sentence?
- When reading a text, look for sentences that contain the words *after, because*, or *since*. Think about how these words can set up relationships in a sentence. For example, the word *because* might set up a cause-and-effect relationship.

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the words around it. Do the other words in the sentence give clues about what the unknown word might mean? Is a definition of the word given in the sentence? Does the word contain a familiar root word, prefix or suffix?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.
- When finding a difficult word when reading, look it up in the dictionary and practice using it in a sentence. Try to think of synonyms for that word. When reading a text about an unfamiliar topic, look for specialized vocabulary — words that are used within a particular career or field of study.
- When reading a text, pick out a sentence with a comma, semicolon or colon and think about how the punctuation affects the meaning of the sentence. How does punctuation connect or separate different parts of a sentence?
- When reading, look for sentences that contain the words *after* or *since*. Think about how these words can set up relationships in a sentence. For example, the word *since* might set up a cause-and-effect relationship.

5.0-5.9

6.0-6.9

#### Determining the Meaning of Words

Understanding of vocabulary and sentence structure. Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.

<b>Academic Skills</b>
A typical student in
this score band can
do the following:

- Use context clues and the structure of the sentence when selecting missing vocabulary in a complex sentence See, for example, items #2 and #7 on the Critical Reading test.
- Select missing vocabulary at the sentence level when a definition is embedded in the sentence
   See, for example, item #8 on the Critical Reading test.
- Understand that punctuation can affect the meaning of a sentence (e.g., when a colon signals an example)
   See, for example, item #10 on the Critical Reading test.
- Demonstrate a growing understanding of difficult and specialized vocabulary
   See, for example, item #3 on the Critical Reading test.
- Use knowledge of root words, prefixes and suffixes when selecting missing vocabulary at the sentence level
- Use the context of a sentence or short section of text to clarify the meaning of an unfamiliar or unknown word or a word with multiple meanings or uses
   See, for example, items #27 and #37 on the Critical Reading test.
- Recognize a relationship (such as causeand-effect) in a sentence that is signaled by a word such as *since* See, for example, item #1 on the Critical Reading test.

- Use context clues and understanding of sentence structure when selecting missing vocabulary in simple and complex sentences
- See, for example, items #9 and #11 on the Critical Reading test.
- Demonstrate increased comprehension of difficult vocabulary See, for example, item #6 on the Critical Reading test.
- Use the context of a sentence or short section of text to clarify the meaning of a word or to determine the meaning of a word that is unfamiliar or unknown See, for example, item #36 on the Critical Reading test.
- Understand how words and ideas are related within and across sentences
   See, for example, item #23 on the Critical Reading test.
- Use the context of a sentence or section of text to clarify the meaning of unknown words or to select the appropriate meaning of a word that has multiple meanings

See, for example, item #30 on the Critical Reading test.

#### Suggestions for Improvement To advance to the

next score band, students should focus on the following:

- When reading a text (such as a short story, novel, play or newspaper article) and finding an unknown or unfamiliar word, look at the rest of the sentence. Do the other words or phrases in the sentence give clues about what the unknown word might mean? Think about how the structure of the sentence (the way the parts of the sentence are put together) affects the meaning of the sentence.
- When finding a difficult word when reading, see if that word contains a familiar root word. Does the word have a prefix or suffix that helps indicate the word's meaning?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.
- When reading a text (such as a short story, novel, play or newspaper article), pick out several sentences in a paragraph. Think about how the ideas within one sentence are put together, and then think about how the ideas in each sentence are connected to each other. How do the ideas within one sentence fit together, and how do the ideas across several sentences fit together?
- When reading a text and finding an unknown word or a word that has multiple meanings, see if the rest of the sentence and the other sentences in the paragraph give clues about what the word might mean.
- This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

2.0-2.9

3.0-3.9

4.0-4.9

Author's Craft									
Understanding of an author's use of language and devices. Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.									
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep <sup>™</sup> assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.						
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), choose a paragraph or short section of text. Try to identify the author's purpose in that section of text. For example, does the author want to inform or to persuade the reader?</li> <li>When reading, look for examples of rhetorical devices — writing techniques authors use to cause readers to react in certain ways. For example, look for and identify the use of personal experience, anecdote or repetition. Think about how these devices create different effects.</li> <li>When reading, look for literary devices — writing techniques used specifically in literature and storytelling. For example, look for and identify examples of simile, metaphor or personification. Think about how authors use these devices to create certain effects or convey meaning.</li> </ul>						

toward his or her subject. For example, does the author seem to be matter-of-fact, amused, angry or concerned?

	5.0-5.9	6.0-6.9	7.0-8.0
Author's Craft			
Understanding of an use word choice, lite	author's use of language and devices. St erary devices and rhetorical devices to a	udent understands an author's purpose in chieve certain effects.	a text. Student recognizes that authors
Academic Skills A typical student in this score band can do the following:	<ul> <li>Recognize an author's purpose in a short section of text</li> <li>See, for example, item #22 on the Critical Reading test.</li> <li>Recognize rhetorical devices (such as personal experience) and their effects</li> <li>See, for example, item #20 on the Critical Reading test.</li> <li>Recognize an author's purpose for using a literary device (such as simile)</li> </ul>	<ul> <li>Determine the function and effects of words and phrases in a section of text</li> <li>Understand the effects of rhetorical devices (such as the stylistic use of punctuation)</li> <li>See, for example, item #32 on the Critical Reading test.</li> <li>Understand an author's rhetorical purpose in a section of text</li> <li>See, for example, item #33 on the Critical Reading test.</li> <li>Recognize the author's attitude toward the subject of the text (author's tone)</li> <li>See, for example, item #40 on the Critical Reading test.</li> </ul>	<ul> <li>Recognize elements of figurative language (such as personification and simile) in a text</li> <li>See, for example, item #18 on the Critical Reading test.</li> <li>Recognize an author's rhetorical strategy in a text</li> <li>See, for example, item #35 on the Critical Reading test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), pay attention to how the author uses specific words and phrases to create certain effects. For example, does the author use a certain word for emphasis?</li> <li>When reading, look for examples of rhetorical devices — writing techniques authors use to cause readers to react in certain ways. For example, look for and identify stylistic uses of punctuation, or the use of repetition or understatement. Think about how these devices create different effects.</li> <li>When reading a text, try to identify the author's rhetorical purpose — the author's netorical purpose for writing. For example, does the author want to inform, persuade or entertain the reader?</li> <li>When reading a text, try to identify the author's tone — the author's attitude</li> </ul>	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), look for examples of figurative language — language that has a meaning beyond the ordinary, literal meaning of words. For example, look for the use of personification, simile or analogy. Think about how the author uses figurative language to convey meaning.</li> <li>When reading a text, try to identify the author's rhetorical strategy — the way an author chooses to achieve his or her rhetorical purpose (e.g., to entertain, inform or persuade). Think about how the author chooses to approach his or her topic. For example, does the author rely on evidence or simply state opinions?</li> </ul>	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

2.0-2.9

3.0-3.9

4.0-4.9

Reasoning and l	nference		
Use of reasoning and texts and to draw co	l critical thinking to extend or elaborate on nclusions about a text or texts. Student m	on a text. Student uses reasoning to conn akes inferences and recognizes implicat	ect ideas within a text or across short ions in a text.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group.</li> <li>We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.</li> </ul>	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), think about the information given in that text. How can that information be added to or extended? Can the information in the text be connected to a real-life situation, to another familiar text, or to another subject of study?</li> <li>When reading a text, think about things the author implies — that is, what the author suggests but does not directly say. For example, does information in the text hint at the author's opinion about a topic even if he or she does not state an opinion?</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Reasoning and	Inference		
Use of reasoning and texts and to draw co	d critical thinking to extend or elaborate o nclusions about a text or texts. Student m	n a text. Student uses reasoning to conn akes inferences and recognizes implicat	ect ideas within a text or across short ions in a text.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Use reasoning to extend information that is given in a text</li> <li>See, for example, item #26 on the Critical Reading test.</li> <li>Make an inference by putting together information within a section of text</li> <li>See, for example, items #28 and #39 on the Critical Reading test.</li> </ul>	<ul> <li>Make an inference based on information within a section of text</li> <li>Make an inference based on multiple pieces of information throughout a text See, for example, item #19 on the Critical Reading test.</li> <li>Use reasoning to draw a conclusion based on information given in a text See, for example, item #31 on the Critical Reading test.</li> </ul>	<ul> <li>Use steps of reasoning to compare ideas within and across texts</li> <li>See, for example, item #34 on the Critical Reading test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading a section of a text (such as a short story, novel, play or newspaper article), think about things the author implies — that is, what the author suggests but does not directly say. For example, does information in part of a text hint that the author believes something to be true? Consider the things the author suggests but does not say throughout the whole text. Does information throughout the text indicate something about the author or about the topic that is not directly addressed in the text?</li> <li>After reading a text, think about any conclusions that can be drawn. For example, what additional information, arguments or examples could the author have included in the text? Consider how the author likely would respond to someone who disagrees with his or her opinion or argument.</li> </ul>	• After reading two texts by different authors about the same topic or similar topics, think about how the ideas in each text are related. Compare and contrast the texts' main ideas. Think about conclusions that can be drawn from the texts. For example, how would the author of one text respond to the author of the other text?	• This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

2.0-2.9

3.0 - 3.9

4.0-4.9

and try summarizing the information in

those paragraphs.

	2.0 2.3	0.0 0.0	
Organization an	d Ideas		
Understanding of ide short texts. Student	eas and recognition of a text's organizatio understands how a text is organized and	on. Student understands, connects, and co recognizes the functions of different parts	ompares ideas within a text or across s of a text.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.</li> </ul>	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.</li> </ul>	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), try to identify the main idea of the entire text. Then break the text into shorter sections and try to identify the main idea of each section. For example, what is the main idea of the first or last paragraph in a newspaper article?</li> <li>When reading, pay attention to how examples support ideas. When an author makes a statement in a text, try to identify all of the examples he or she uses to support that statement.</li> <li>When reading a text, think about how the text is organized (text structure). How does the author organize his or her ideas? For example, does he or she present a problem and a solution, compare and contrast ideas, or include information in order of importance? How does the organization help readers understand the information and the text overall?</li> <li>After reading one text or two texts about the same or related topics, think about how you can connect the information in one paragraph help explain another part of the text? Does information in one text explain something in another text?</li> <li>After reading a text, pick one sentence or paragraph and paraphrase it, or restate it. Then pick several paragraphs</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Organization an	d Ideas		
Understanding of ide short texts. Student	eas and recognition of a text's organizatio understands how a text is organized and I	n. Student understands, connects, and co recognizes the functions of different part	ompares ideas within a text or across s of a text.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Recognize the main idea of a short section of text within a longer text</li> <li>Recognize the main idea of a text See, for example, item #45 on the Critical Reading test.</li> <li>Recognize that examples support an idea in a text</li> <li>Recognize how ideas are organized in a text See, for example, item #43 on the Critical Reading test.</li> <li>Connect information and ideas within a section of text or across short texts See, for example, item #21 on the Critical Reading test.</li> <li>Recognize a summary of the ideas in a section of text</li> <li>Recognize a paraphrase of an idea in a text</li> </ul>	<ul> <li>Identify the main idea of a short section of a longer text</li> <li>Identify the main idea of an entire text See, for example, item #44 on the Critical Reading test.</li> <li>Determine the function of a section of text by considering the organization of the entire text</li> <li>See, for example, item #38 on the Critical Reading test.</li> <li>Compare concepts within a section of text</li> <li>Connect information and ideas within a text</li> <li>See, for example, item #29 on the Critical Reading test.</li> <li>Recognize the use of evidence to support an idea in a text</li> <li>See, for example, items #41 and #42 on the Critical Reading test.</li> </ul>	<ul> <li>Recognize elements of organization in a text (such as the use of punctuation to emphasize or set apart information)</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading a text (such as a short story, novel, play or newspaper article), try to identify the main idea of that text. Then break the text into shorter sections, and try to identify the main idea of each section. For example, what is the main idea of one paragraph, or even one sentence?</li> <li>When reading a text, think about how the text is organized. How does the author arrange his or her ideas? Break the text into shorter sections and try to identify the function of each part of the text. For example, does one paragraph support the author's main idea or argument? Does another paragraph acknowledge an opposing point of view?</li> <li>When reading a text, think about how the information and concepts in that text can be connected. Does information in one part of the text help explain a concept in another part of the text?</li> <li>When reading, pay attention to how examples and evidence support ideas. When an author makes an argument in a text, try to identify all of the evidence he or she uses to support and strengthen that argument.</li> </ul>	• When reading a text, think about how the text is organized. How does the author arrange his or her ideas? Break the text into shorter sections and try to identify the function of each part of the text. For example, does one paragraph support the author's main idea or argument? Does another paragraph acknowledge an opposing point of view? Does the author use punctuation (such as a colon) to emphasize certain ideas, or to set certain information apart from the rest of the text?	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0–2.9	3.0-3.9	4.0-4.9
Understanding L	iterary Elements		
Use of knowledge of analyzing a literary to	literary elements. Student uses understa ext.	nding of setting, plot, characterization, t	heme and narrative perspective when
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this skill group.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group.</li> <li>We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.</li> </ul>	<ul> <li>Read a short story or novel, and then try to identify the narrative point of view (for example, first person or third person).</li> <li>When reading a short story, novel or play, pay attention to setting (location and time). How does the setting influence the story?</li> <li>When reading a short story, novel or play, pick out a character and think about what is known about that character. What does that character think or say? How does he or she act, and why? How does that character interact with other characters?</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Understanding L	iterary Elements		
Use of knowledge of analyzing a literary t	literary elements. Student uses understa ext.	nding of setting, plot, characterization, t	heme and narrative perspective when
Academic Skills A typical student in this score band can do the following:	<ul> <li>Understand elements of setting and point of view</li> <li>Determine characterization from such things as a character's thoughts, actions and interactions with other characters</li> </ul>	<ul> <li>Recognize elements of plot, such as conflict between characters</li> <li>Recognize elements of characterization, such as voice or perspective</li> <li>Recognize narrative perspective in a section of text</li> <li>See, for example, item #25 on the Critical Reading test.</li> </ul>	• This particular skill group is not represented in this score band. However, it is an important academic skill tested on the ReadiStep assessment. We encourage students to review the skills and examples in other score bands, where this particular skill group does appear.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading a short story, novel or play, try to identify different elements of the plot. What is the primary conflict in the plot? Where does the climax, or high point, occur? What is the resolution?</li> <li>When reading a short story, novel or play, pay attention to how the author create characters. Pick a character and describe his or her voice (how he or she speaks or thinks). Think about how that character feels and acts, and why.</li> <li>Read a short story or novel, and then try to identify the narrative point of view (for example, first person or third person). Is the narrative point of view the same throughout the text, or does it ever change? If it does change, why?</li> </ul>	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

## READISTED<sup>®</sup> SKILLS INSIGHT<sup>®</sup> Writing Skills

2.0-2.9

3.0 - 3.9



#### Manage Word Choice and Grammatical Relationships Between Words Student knows parts of speech and how they agree in a well-formed sentence (e.g., subject-verb agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among

words in a sentence in order to communicate ideas clearly and concisely.

Academic Skills	<ul> <li>Recognize inappropriate verb forms</li></ul>	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	<ul> <li>Recognize inappropriate pronoun usage</li></ul>
A typical student in	See, for example, item #1 on the		(e.g., a singular pronoun is used to refer
this score band can	Writing Skills test. <li>Recognize that elements related to time</li>		to a plural noun) <li>Recognize an inappropriate shift in verb</li>
do the following:	influence verb forms in a sentence		tense <li>Recognize subject-verb disagreement</li>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	<ul> <li>When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that any pronouns agree in number with the nouns that they refer to.</li> <li>When reading, pay attention to how the tense of one verb can dictate the tense of another. When writing, be sure to use consistent verb tense.</li> <li>When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, be sure to make subjects agree with their verbs.</li> </ul>	<ul> <li>When reading, choose a paragraph and examine the logical relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns refer specifically and logically to nouns.</li> <li>When reading, focus on specific paragraphs that contain pronouns in order to see how writers use pronoun case appropriately. When writing, check to see that any pronouns are in the proper case.</li> <li>When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns agree in number with the nouns that they refer to.</li> <li>When reading, pay attention to how sentence elements related to time (e.g., dates, times and even other verb forms in the sentence) determine the appropriate verb form.</li> <li>When writing, pay attention to subject- verb agreement, even when the verb comes before the subject.</li> <li>When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, pay attention to subject-verb agreement, even when the verb comes before the subject.</li> </ul>

	5.0–5.9	6.0-6.9	7.0-8.0
Manage Word C	hoice and Grammatical Relations	ships Between Words	
Student knows parts agreement; verb form words in a sentence	of speech and how they agree in a well- n and tense; consistency of voice and per in order to communicate ideas clearly an	formed sentence (e.g., subject-verb agree rson). Student corrects errors in grammat nd concisely.	ement; pronoun case, reference and ical relationships between and among
Academic Skills A typical student in this score band can do the following:	<ul> <li>Recognize illogical pronoun reference (e.g., the pronoun "it" is used to refer to a person)</li> <li>Recognize incorrect pronoun case See, for example, item #35 on the Writing Skills test.</li> <li>Recognize inappropriate pronoun usage (e.g., a singular pronoun is used to refer to a plural noun)</li> <li>Recognize an inappropriate shift in verb tense See, for example, item #49 on the Writing Skills test.</li> <li>Recognize that elements related to time influence verb forms in a sentence See, for example, item #12 on the Writing Skills test.</li> <li>Recognize subject-verb disagreement</li> <li>Recognize subject-verb disagreement when the verb comes before the subject</li> </ul>	<ul> <li>Recognize vague pronoun usage (pronoun has no clear or specific referent)</li> <li>Recognize subject-verb disagreement when information comes between the subject and the verb</li> </ul>	<ul> <li>Recognize inappropriate pronoun usage (e.g., a singular pronoun is used to refer to a plural noun)</li> <li>See, for example, item #3 on the Writing Skills test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns refer specifically to nouns.</li> <li>When reading, choose a paragraph and identify the subjects and verbs within the paragraph in order to see that writers pay attention to gender, number and person. When writing, pay attention to subject-verb agreement even when a word, phrase or clause comes between the subject and the verb.</li> </ul>	• When reading, choose a paragraph and examine the relationships between the pronouns and the nouns that they refer to. When writing, make sure that all pronouns agree in number with the nouns that they refer to.	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0-2.9	3.0–3.9	4.0-4.9
Manage Gramm	atical Structures Used to Modify	or Compare	
Student manages mo ensure that modifier comparative structu	odifiers and objects (e.g., adjectives and n -object references are clear and logical, a res and superlative structures in a senten	ouns, adverbs and verbs or adjectives, i and correctly formed. Student corrects ( ce in order to communicate ideas clear	nodifying clauses and their objects) to errors in modifier-object references, ly and concisely.
A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	<ul> <li>Recognize the need for a subject that can be logically modified by an introductory phrase or clause</li> </ul>	<ul> <li>Understand the function of superlatives (e.g., "most," "best")</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.	• When reading, focus on sentences that contain superlatives (e.g., "most," "best") in order to see how they are used to describe people, things and ideas. When writing, check to see that appropriate superlative structures are used to compare people, things and ideas.	<ul> <li>When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, check to see that adjectives and adverbs are used appropriately.</li> <li>When reading, pay attention to how writers logically compare people, things and ideas. When writing, be sure to compare similar things in a logical way.</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Manage Gramm	atical Structures Used to Modify	or Compare	
Student manages mo ensure that modifier comparative structu	odifiers and objects (e.g., adjectives and r -object references are clear and logical, res and superlative structures in a senter	nouns, adverbs and verbs or adjectives, m and correctly formed. Student corrects en nce in order to communicate ideas clearly	odifying clauses and their objects) to rrors in modifier-object references, / and concisely.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Understand the function of adjectives and adverbs</li> <li>Understand illogical comparisons (e.g., "the skeleton of whales" is compared to "what it is with other mammals")</li> <li>See, for example, item #18 on the Writing Skills test.</li> </ul>	<ul> <li>Understand the function of adjectives and adverbs</li> <li>Recognize the need for a subject that can be logically modified by an introductory phrase or clause</li> </ul>	<ul> <li>Recognize the need for a subject that can be logically modified by an introductory phrase or clause</li> <li>See, for example, item #8 on the Writing Skills test.</li> <li>Understand the function of adjectives and adverbs</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, use adjectives and adverbs appropriately.</li> <li>When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.</li> </ul>	<ul> <li>When reading, pay attention to how writers use introductory phrases and clauses to logically modify the subject of a sentence. When writing, check to see that introductory phrases and clauses logically modify the subject of the sentence.</li> <li>When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, use adjectives and adverbs appropriately.</li> <li>When reading, choose a paragraph and identify the adjectives and adverbs and the words they modify. When writing, use adjectives and adverbs appropriately.</li> <li>When reading, choose a paragraph and examine how writers use subjects and main verbs to construct complete sentences. When writing, make sure that your sentences include both a subject and a main verb.</li> </ul>	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0–2.9	3.0-3.9	4.0-4.9
Manage Phrases	and Clauses in a Sentence		
Student uses well-for indicate relations bet subjects and verbs (e in order to communic	rmed sentence structures (e.g., subordina tween and among elements of a sentence .g., infinitives, gerunds and participles). ate ideas clearly and concisely.	ate, coordinate and relative clauses; para e. Student recognizes when clauses are fo Student corrects errors in how phrases a	Illelism; and proper connectives) to ormed correctly using appropriate nd clauses are structured in a sentence
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• Recognize simple parallel structures
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group.</li> <li>We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.</li> </ul>	• When reading, notice how writers use various parallel structures to express ideas. When writing, be sure to use properly formed parallel structures.	<ul> <li>When reading, notice how writers use various parallel structures to express ideas. When writing, use properly formed parallel structures.</li> <li>When reading, choose a paragraph and examine how writers use subjects and main verbs to construct complete sentences. When writing, make sure that your sentences include both a subject and a main verb.</li> <li>When reading, notice how writers use appropriate punctuation to join related independent clauses. When writing, use appropriate punctuation to join related independent clauses.</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Manage Phrase	s and Clauses in a Sentence		
Student uses well-fo indicate relations be subjects and verbs ( in order to communic	ormed sentence structures (e.g., subordin etween and among elements of a sentenc e.g., infinitives, gerunds and participles). cate ideas clearly and concisely.	ate, coordinate and relative clauses; par e. Student recognizes when clauses are f Student corrects errors in how phrases a	allelism; and proper connectives) to formed correctly using appropriate and clauses are structured in a sentence
Academic Skills A typical student in this score band can do the following:	<ul> <li>Recognize sophisticated parallel structures</li> <li>Recognize sentence fragments See, for example, item #9 on the Writing Skills test.</li> <li>Recognize a comma splice See, for example, item #3 on the Writing Skills test.</li> </ul>	<ul> <li>Recognize parallel structures See, for example, item #27 on the Writing Skills test.</li> <li>Understand the function of semicolons See, for example, item #11 on the Writing Skills test.</li> <li>Recognize a comma splice</li> <li>Recognize correctly formed sentences</li> </ul>	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>When reading, notice how writers use various parallel structures to express ideas. When writing, use properly formed parallel structures.</li> <li>When reading, notice how writers use appropriate punctuation to join related independent clauses. When writing, use appropriate punctuation to join related independent clauses.</li> </ul>	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0-2.9	3.0-3.9	4.0—4.9
Recognize Corre	ctly Formed Sentences		
Student knows parts o words and phrases an formed sentences and	of speech and understands how they agro d recognizes when they are used correc l recognizes when clauses are formed co	ee in well-formed sentences. Student und tly. Student understands the relationships rrectly using appropriate subjects and ve	lerstands the function of modifying s between phrases and clauses in well- erb forms.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• Recognize correctly formed sentences
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this group.</li> </ul>	• When reading, pay attention to the parts of speech and how they agree in well- formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well- formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• When reading, pay attention to the parts of speech and how they agree in well- formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well- formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

	5.0-5.9	6.0-6.9	7.0-8.0
Recognize Corre	ectly Formed Sentences		
Student knows parts words and phrases a formed sentences an	of speech and understands how they agr nd recognizes when they are used correc d recognizes when clauses are formed co	ee in well-formed sentences. Student und tly. Student understands the relationship prrectly using appropriate subjects and vo	lerstands the function of modifying s between phrases and clauses in well- erb forms.
Academic Skills A typical student in this score band can do the following:	• Recognize correctly formed sentences See, for example, item #2 on the Writing Skills test.	• Recognize correctly formed sentences See, for example, item #7 on the Writing Skills test.	• Recognize correctly formed sentences See, for example, item #19 on the Writing Skills test.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• When reading, pay attention to the parts of speech and how they agree in well-formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well-formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words, and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• When reading, pay attention to the parts of speech and how they agree in well-formed sentences, notice modifying words and phrases and how they function when used correctly, and note the relationships between phrases and clauses in well-formed sentences. When writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words, and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0-2.9	3.0-3.9	4.0-4.9
Manage Order a Student recognizes t essay. Student signa ideas. Student correc	Ind Relationships of Sentences an hat a clear organization and a smooth pro Is the main point or theme, uses effective cts errors in organization and developme	<b>d Paragraphs</b> gression of ideas improve coherence bot transitions to signal development, and us nt to improve the focus and flow of a para	h within and among paragraphs in an ses rhetorical conventions to structure graph or paragraphs in an essay.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.	• While there is no score-band-specific feedback for this level within this skill group, the skills represented by this skill group are important academic skills tested on the ReadiStep assessment. We encourage students to review the skills displayed in all other score bands to help them better understand the types of skills included in this group.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Within this score band, there are no suggestions for improvement that are specific to this level of the skill group.</li> <li>We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this group.</li> </ul>	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	<ul> <li>When reading, develop an awareness of how writers achieve coherence within and among paragraphs by connecting ideas logically to each other. When writing, learn to add, delete or rearrange material in order to achieve coherence.</li> <li>When reading, choose a paragraph and examine how writers use subordination and coordination to construct compound or complex sentences that clearly express the relationships among ideas within a sentence. When writing, use sentence variety, employing both subordination and coordination to construct compound and complex sentences.</li> </ul>

	5.0-5.9	6.0-6.9	7.0-8.0
Manage Order a	nd Relationships of Sentences an	d Paragraphs	
Student recognizes to essay. Student signal ideas. Student correc	hat a clear organization and a smooth pro Is the main point or theme, uses effective sts errors in organization and developmer	gression of ideas improve coherence both transitions to signal development, and use nt to improve the focus and flow of a paragr	within and among paragraphs in an s rhetorical conventions to structure aph or paragraphs in an essay.
A typical student in this score band can do the following:	<ul> <li>Recognize the need to delete material in order to improve coherence</li> <li>See, for example, item #41 on the Writing Skills test.</li> <li>Recognize effective sentence-combining techniques</li> <li>See, for example, item #42 on the Writing Skills test.</li> </ul>	Recognize the need to delete material in order to improve coherence	• This particular skill group is not represented in this score band. However, it is an important academic skill tested on the ReadiStep assessment. We encourage students to review the skills and <i>ex</i> amples in other score bands, where this particular skill group does appear.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• When reading, develop an awareness of how writers achieve coherence within and among paragraphs by connecting ideas logically to each other. When writing, learn to add, delete or rearrange material in order to achieve coherence.	• Within this score band, there are no suggestions for improvement that are specific to this level of the skill group. We encourage students to review the suggestions provided in the other score bands to define a direction on how they may improve their performance on the skills represented by this skill group.	• This is the top score band, and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

# READISTEP" SKILLS INSIGHT"

2.0-2.9

3.0-3.9

### 4.0-4.9

#### Number and Operations

Students can unders ratio, and proportion expressed in fraction	tand numbers, number systems, and ope 1. They know properties of integers and e n and in decimal form. They can solve pr	rations. They can do arithmetic word prob lementary number theory. They can comp oblems involving sets and sequences of n	lems, including those involving percent, ute fluently with rational numbers ımbers.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Number and Operations score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Number and Operations score bands.	<ul> <li>Create and use proportions and ratios in solving one-step problems</li> <li>Compute fluently in situations that involve arithmetic of whole numbers and apply the order of operations</li> <li>See, for example, item #6 on the Mathematics test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice arithmetic problems using the order of operations</li> <li>Practice solving problems that involve proportions</li> </ul>	<ul> <li>Practice arithmetic problems that require making computation decisions based on following the order of operations</li> <li>Practice solving problems that involve ratio, proportion, and scale</li> </ul>	<ul> <li>Practice finding the prime factorization of whole numbers, and finding the common factors of two or more whole numbers</li> <li>Practice arithmetic problems using fractions and decimals, including simplifying fractions</li> <li>Practice working problems that involve estimating and rounding numbers</li> <li>Practice finding positive rational number values on a number line</li> <li>Practice setting up and solving problems that involve ratio, proportion, and rate</li> </ul>

5.0-5.9	J
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6.0-6.9

Number and Op	erations		
Students can unders ratio, and proportion expressed in fraction	stand numbers, number systems, and oper n. They know properties of integers and el on and in decimal form. They can solve pro	ations. They can do arithmetic word prob ementary number theory. They can compu blems involving sets and sequences of nu	lems, including those involving percent, ute fluently with rational numbers ımbers.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Apply proportions, rates, and ratios in solving multistep problems</li> <li>Compute fluently in situations that involve arithmetic of positive decimal numbers See, for example, item #20 on the Mathematics test.</li> <li>Simplify fractions See, for example, item #33 on the Mathematics test.</li> <li>Interpret and solve problems using a number line See, for example, item #20 on the Mathematics test.</li> <li>Estimate values from a graph or other visual representation See, for example, item #11 on the Mathematics test.</li> <li>Use the prime factorization of two natural numbers to find their greatest common factor See, for example, item #26 on the Mathematics test.</li> <li>Apply counting rules in an organized way</li> <li>Round decimal numbers to a specified place value</li> </ul>	<ul> <li>Identify and apply proportions, rates, ratios, percents, and scale factors in solving multistep problems</li> <li>Compute fluently in situations that involve both positive fractions and mixed numbers</li> <li>Apply the laws of exponents in multiplication of fractions with exponents (e.g., 4<sup>5</sup>/7<sup>2</sup> x 4/7 = 4<sup>6</sup>/7<sup>3</sup>)</li> <li>Compare and order fractions (e.g., by comparing equivalent fractions with common denominators)</li> <li>Recognize that the absolute value of an integer is the distance from zero on a number line</li> <li>Determine the absolute value of a numeric expression (e.g., find  -12+7 )</li> <li>Recognize and apply common multiples and divisibility rules in multistep problems</li> <li>Employ systematic counting approaches (including organized lists and Venn diagrams) to solve problems in abstract settings</li> <li>Compare and order fractions and decimals (e.g., by relative position on a number line, by identifying whether a decimal value expressed to the hundredths place is larger or smaller than a given fraction) See, for example, item #30 on the Mathematics test.</li> </ul>	<ul> <li>Compute fluently with proportions and percents</li> <li>See, for example, item #16 on the Mathematics test.</li> <li>Recognize when to count points and when to find distance on a number line</li> <li>Recognize the inverse relationship between square roots and square numbers and use this to find whole number approximations of a square root</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice finding the common factors and common multiples of three or more numbers</li> <li>Practice arithmetic problems using both fractions and decimals</li> <li>Practice ordering and comparing both fractions and decimals by simplifying fractions and using place value</li> <li>Practice using the laws of exponents for whole numbers</li> <li>Practice solving problems that involve using multiplication with inequalities</li> <li>Practice posing and solving problems where either an estimated value or an exact value is an acceptable answer</li> <li>Practice finding the absolute values of numerical expressions</li> <li>Practice setting up and solving problems that involve ratio, proportion, rate, and percent</li> </ul>	<ul> <li>Practice posing and solving problems where a negative value is an acceptable answer</li> <li>Practice solving problems that involve square roots and perfect squares</li> <li>Practice solving problems that involve primes</li> <li>Practice setting up and solving multistep problems that involve ratios, proportions, and percents</li> </ul>	• This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0-2.9	3.0-3.9	4.0-4.9
Algebra and Fun	octions		
Students can unders mathematical models variable.	tand, write, and simplify linear algebraic s to represent and understand quantitativ	expressions. They can solve linear equa re relationships. They can work with abs	ations and inequalities. They can use solute value expressions involving a
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Algebra and Functions score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Algebra and Functions score bands.	<ul> <li>Evaluate a linear expression using whole number substitution</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Practice evaluating linear expressions by substituting a number for a variable	• Practice evaluating and simplifying linear expressions after substituting a number for a variable	<ul> <li>Practice evaluating linear equations to find or verify a solution</li> </ul>

5.0-5.9

6.0-6.9

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7.0-8.0
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Algebra and Fu	nctions		
Students can unders mathematical model variable.	tand, write, and simplify linear algebraic s to represent and understand quantitativ	expressions. They can solve linear equat e relationships. They can work with abso	tions and inequalities. They can use olute value expressions involving a
Academic Skills A typical student in this score band can do the following:	<ul> <li>Evaluate integers as possible solutions to linear equations and inequalities</li> <li>Recognize and use letters to determine unknown values (e.g., given that a rectangle has an area of 12 square inches, length of 3 inches, and width <i>x</i> inches, what is the value of <i>x</i>?)</li> <li>See, for example, item #2 on the Mathematics test.</li> <li>Use a two-step linear pattern to solve a real-world problem (e.g., given a starting point and rate of change in a real-world context, determine the value of the given relationship at the fifth step)</li> <li>See, for example, item #10 on the Mathematics test.</li> </ul>	<ul> <li>Apply the order of operations to expressions that involve two variables See, for example, item #31 on the Mathematics test.</li> <li>Work with properties of a variable, without knowing its value (e.g., given that x is an integer and 5x + 8 is even, recognize that x is even)</li> <li>See, for example, item #8 on the Mathematics test.</li> <li>Apply the rule for an arithmetic sequence to find a term in the sequence</li> </ul>	• Algebra and Functions is an important area of academic skill tested on the ReadiStep assessment. We encourage students to review the skills and examples in other score bands.
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice evaluating linear equations and inequalities that involve absolute values to find or verify a solution</li> <li>Practice simplifying an equation using the value of one variable in an equation to find the value of a second variable</li> <li>Keep in mind that a variable without a negative sign can represent negative values as well as positive values</li> <li>Practice problems that involve sequences of numbers that increase by a regular step</li> </ul>	• Practice identifying the algebraic relationship between two variables from a written description or a tabular display	• This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0–2.9	3.0–3.9	4.0-4.9
Geometry and M	leasurement		
Students can analyze and volume. They kno with translation and and vertical angle, as	e characteristics and properties of points ow and can apply the angle-sum property reflection of geometric figures in the co s well as similarity of geometric figures.	s, lines, and angles in the plane. They car y of triangles and the Pythagorean theore ordinate plane. They are familiar with the	solve problems involving length, area, m. They can identify points and work concepts of parallelism, transversal,
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Geometry and Measurement score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Geometry and Measurement score bands.	<ul> <li>Find the length of one side of a rectangle given the length of the perpendicular side and the area of the rectangle</li> <li>Work with both linear and area measurements in a single problem</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Practice solving problems that involve side lengths or area measures	• Practice solving problems that involve both side lengths and area measures (for example, finding the length of a rectangle given the area and the width)	<ul> <li>Practice solving problems that involve properties of plane figures (for example, finding the distance between the centers of two circles that meet at a single point)</li> <li>Practice setting up and solving problems that involve the sum of the measures of angles of a triangle (for example, finding the measure of an angle given the measures of the other angles)</li> <li>Practice posing and solving problems that involve reflection of a geometric figure across a line</li> <li>Practice solving problems that involve ratios and proportions of sides of similar figures</li> </ul>
Data, Statistics,	and Probability		
Students can underst evaluate inferences a median. They can app	tand and interpret data displayed in table and predictions that are based on data. T oly basic concepts of probability to solve	es and graphs, including bar graphs, picto 'hey can understand and use descriptive : e problems.	ographs, and circle graphs. They can statistics, including the mean and
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Data, Statistics, and Probability score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Data, Statistics, and Probability score bands.	<ul> <li>Apply the definitions of average and median</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Practice posing and solving problems that involve the average (arithmetic mean) of a numerical data set	• Practice posing and solving problems that involve the average (arithmetic mean) and median of a numerical data set	<ul> <li>Practice interpreting pictographs</li> <li>Practice solving problems that involve finding a missing value from a set of data given the arithmetic mean of the data set</li> <li>Practice finding the probability of a single event</li> </ul>

5.0–5.	9
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events are certain and have probability of 1)



#### **Geometry and Measurement** Students can analyze characteristics and properties of points, lines, and angles in the plane. They can solve problems involving length, area, and volume. They know and can apply the angle-sum property of triangles and the Pythagorean theorem. They can identify points and work with translation and reflection of geometric figures in the coordinate plane. They are familiar with the concepts of parallelism, transversal, and vertical angle, as well as similarity of geometric figures. Academic Skills • Apply the definition of radius (e.g., radius is • Apply properties of measurement along a • Apply the Pythagorean theorem to solve the distance from the center of a circle to straight line (e.g., distances are additive) measurement problems (e.g., find the A typical student in any point on the circle) See, for example, item #28 on the length of the hypotenuse given the lengths this score band can Mathematics test. · Find the measure of an angle using the of the two legs in a right triangle) do the following: · Find the measure of an angle formed by a • Locate and give the resulting transformed angle-sum property for triangles transversal intersecting parallel lines See, for example, item #2 on the coordinate(s) of a figure produced after a See, for example, item #17 on the Mathematics test. reflection followed by a translation Mathematics test. · Locate and give the resulting transformed • Visualize a rectangular solid from a verbal • Apply the planar net of a cube to identify coordinate(s) of a figure produced after a description relationships between opposite faces reflection across the v-axis • Find the volume of a rectangular solid from • Find the perimeter and area of composite See, for example, item #10 on the a verbal description in a real-world context geometric figures (e.g., find the area of a (e.g., given the lengths of the sides of a Mathematics test. figure made up of rectangles and triangles) rectangular container, determine the volume • Determine a proportional relationship • Recognize the appropriate units for linear, among the measures of corresponding of fluid needed to fill the container halfway) area, and volume measures sides of similar right triangles • Determine and apply a proportional • Determine and apply a proportional relationship between the areas of similar relationship among the measures of figures corresponding sides of similar triangles See, for example, item #19 on the See, for example, item #15 on the Mathematics test Mathematics test • Practice solving problems that involve nets · Practice solving problems that involve the • This is the top score band and students **Suggestions for** Improvement of cubes Pythagorean theorem who score at this level likely will have · Practice posing and solving problems that mastered the skills listed at all other levels. • Practice posing and solving problems that To advance to the involve scale factors involve both reflecting and translating a However, students can always benefit from next score band, aeometric figure more practice. We encourage students to Practice solving problems that involve the students should · Practice visualizing 3D figures given a review the skills and examples listed in the measures of angles formed by a transversal focus on the verbal description 5.0-5.9 and 6.0-6.9 score bands. intersecting a pair of parallel lines following: • Practice solving problems that involve • Practice solving problems that involve the proportions or scale and the relationship perimeters and areas of geometric figures between lengths, areas, and volumes Practice identifying and keeping track · Practice solving problems that involve the of appropriate units when finding and volume of rectangular solids and other 3D recording measurements of lengths, areas, figures and volumes **Data, Statistics, and Probability** Students can understand and interpret data displayed in tables and graphs, including bar graphs, pictographs, and circle graphs. They can evaluate inferences and predictions that are based on data. They can understand and use descriptive statistics, including the mean and median. They can apply basic concepts of probability to solve problems. • Read, interpret, and extract information • Read, interpret, and extract information Academic Skills • Read, interpret, and extract information from pictographs and their legends from graphical summaries (e.g., from a table to solve a multistep problem A typical student in See, for example, item #11 on the histograms, line plots, and circle graphs) See, for example, item #16 on the this score band can Mathematics test. Identify that the probability of an Mathematics test. do the following: impossible event is zero • Find a missing data value given the mean of a data set and all but one data value See, for example, item #12 on the Mathematics test. • Find the probability of an event in a single trial See, for example, item #33 on the Mathematics test. • Practice posing and solving problems · Practice solving problems that involve the • This is the top score band and students **Suggestions for** that involve interpreting or extracting interpretation of tables of data who score at this level likely will have Improvement information from data displays such as mastered the skills listed at all other levels. To advance to the However, students can always benefit from histograms, line plots, and circle graphs next score band. · Practice solving problems that involve more practice. We encourage students to students should review the skills and examples listed in the probabilities from 0 to 1 inclusive (e.g., focus on the 5.0-5.9 and 6.0-6.9 score bands. problems where events are impossible and following: have a probability of 0, or are possible and have a probability greater than 0, or where

2.0-2.9

3.0-3.9

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4.0-4.9
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Problem Solving	]				
Students can solve problems that arise in abstract as well as in real contexts. They can apply and adapt a variety of appropriate strategies to solve problems, including both routine and nonroutine problems. They can monitor their process as they work toward the solution to a problem and they can evaluate their answer in terms of the original question asked.					
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Problem Solving score bands.	<ul> <li>Interpret and solve conversion problems that involve scale factors</li> <li>See, for example, item #3 on the Mathematics test.</li> <li>Set up and solve one-step problems from a written description</li> <li>See, for example, item #3 on the Mathematics test.</li> </ul>		
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice identifying the unknowns in a problem situation</li> <li>Practice solving problems that involve conversions and scale factors</li> </ul>	<ul> <li>Practice identifying the unknowns in a problem situation and using that information to determine what would answer the question asked</li> <li>Practice setting up problems from a verbal description</li> <li>Practice posing and solving problems that involve conversions and scale factors</li> </ul>	<ul> <li>Practice problem solving and develop efficient ways to organize "guess and check" problem solving strategies</li> <li>Practice posing and solving problems where one must decide which information is relevant and which is irrelevant</li> </ul>		
Representation					
Students can create among mathematical	and use representations to organize, rec representations, including verbal, num	cord, and communicate mathematical idea erical, symbolic, and graphical, to solve p	as. They can select, apply, and translate problems.		
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Representation score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Representation score bands.	<ul> <li>Use scale factors and equivalent ratios to represent and solve proportion problems</li> <li>See, for example, item #3 on the Mathematics test.</li> </ul>		
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice working with unit rates</li> <li>Practice posing and solving problems with unit rates</li> </ul>	<ul> <li>Practice converting between unit rates and ratios</li> <li>Practice posing and solving problems with unit rates and problems that are solved using proportions</li> </ul>	<ul> <li>Practice extracting and organizing data presented in a table or diagram</li> <li>Practice visualizing geometric figures</li> <li>Practice converting between fractions and decimals</li> <li>Practice translating between verbal descriptions, tables, equations/ inequalities, graphs, and charts</li> </ul>		

	5.0-5.9	6.0-6.9	7.0-8.0
Problem Solving	g		
Students can solve p solve problems, incl and they can evaluat	roblems that arise in abstract as well as uding both routine and nonroutine probler te their answer in terms of the original quo	in real contexts. They can apply and ada ns. They can monitor their process as the estion asked.	pt a variety of appropriate strategies to y work toward the solution to a problen
Academic Skills A typical student in this score band can do the following:	<ul> <li>Extract and use information from a table, graph, or diagram during problem solving See, for example, item #11 on the Mathematics test.</li> <li>Extract and use information from a written description during problem solving</li> <li>Apply "guess and check" as a strategy to solve problems</li> <li>See, for example, item #12 on the Mathematics test.</li> <li>Identify whether given information is relevant to solving a problem</li> </ul>	<ul> <li>Extract and coordinate information from a graphical representation during multistep problem solving</li> <li>Extract and coordinate information from a written description during multistep problem solving</li> <li>See, for example, items #1 and #5 on the Mathematics test.</li> <li>Use constraints in a problem situation to reduce the number of possibilities examined to find a solution</li> <li>Make appropriate rounding decisions in real-world contexts</li> </ul>	<ul> <li>Coordinate, extend, and record information about geometric properties and measurements from a written description</li> <li>Identify and develop relevant information for problem solving in complex problem situations</li> <li>See, for example, item #16 on the Mathematics test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice identifying and extracting information from written descriptions and graphical displays in multistep problems</li> <li>Practice using the constraints given in a problem to eliminate some possible solutions</li> <li>Practice posing and solving problems in which the solutions require appropriate rounding</li> </ul>	<ul> <li>Practice identifying, organizing, and recording information when solving multistep problems</li> <li>Practice posing and solving problems that involve composite geometric figures</li> </ul>	<ul> <li>This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels However, students can always benefit fror more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.</li> </ul>
Representation			
Students can create among mathematical	and use representations to organize, reco I representations, including verbal, nume	ord, and communicate mathematical idea rical, symbolic, and graphical, to solve pr	s. They can select, apply, and translate roblems.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Identify equivalent representations of rational numbers</li> <li>See, for example, items #7 and #33 on the Mathematics test.</li> <li>Work with geometric representations of 2D figures including representations in the coordinate plane (e.g., identify the coordinates of a point in the coordinate plane; visualize or sketch relationships that involve circles, triangles, rectangles)</li> <li>See, for example, item #25 on the Mathematics test.</li> <li>Represent inequalities on a number line See, for example, item #7 on the Mathematics test.</li> <li>Translate written descriptions into numeric expressions, equations, and inequalities</li> <li>See, for example, item #10 on the Mathematics test.</li> </ul>	<ul> <li>Translate between graphical and numerical representations for fractions, percents, decimals, ratios, and proportions (e.g., translate information from a geometric figure illustrating a proportion to a numeric ratio to solve a problem that involves areas)</li> <li>See, for example, item #21 on the Mathematics test.</li> <li>Visualize 3D objects from 2D representations (e.g., planar net for a cube)</li> </ul>	<ul> <li>Synthesize numerical information across different representations in a problem situation (e.g., part of the information in a problem is presented in tabular form and part is presented in written description) See, for example, item #16 on the Mathematics test.</li> <li>Visualize or sketch 2D and 3D geometric representations See, for example, item #19 on the Mathematics test.</li> <li>Translate among equivalent representations of linear inequalities (tabular, verbal, symbolic, and graphical)</li> <li>Translate among equivalent representations of linear relationships (e.g., tabular, symbolic; including forms other than the slope-intercept form)</li> </ul>

• Identify an appropriate symbolic representation for a tabular representation of a linear relationship See, for example, item #22 on the Mathematics test. • Practice extracting information from • Practice converting between **Suggestions for** • This is the top score band and students representations of linear equations who score at this level likely will have geometric figures and representing the Improvement and patterns (for example, matching an information as an equation or expression mastered the skills listed at all other To advance to the equation to a relationship represented in • Practice converting among fractions, levels. However, students can always next score band, a two-column table of values) benefit from more practice. We encourage ratios, proportions, and percents students should • Practice using multiple representations for students to review the skills and examples • Practice posing and solving problems with focus on the inequalities listed in the 5.0-5.9 and 6.0-6.9 score 2D and 3D geometric objects and their following: • Practice visualizing and creating 2D and representations bands. 3D geometric representations

n

2.0–2.9

3.0-3.9

4.0-4.9

Reasoning Students can make an know and build a logi recognize and use co	nd investigate mathematical conjecture ical progression of statements to explor unterexamples to justify their conclusio	s, and can develop and evaluate mathem e the truth of their conjectures. They can ns.	atical arguments. They can use what they break things down into cases and can
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Reasoning score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Reasoning score bands.	• Use one-step proportional reasoning to make conjectures in situations that involve scale factors (e.g., reason about a real-world distance in a city from information given about a map of the city)
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice solving problems that involve scale drawings and maps</li> </ul>	<ul> <li>Practice solving problems that involve scale drawings and maps, when no drawing or map is shown</li> </ul>	• Practice identifying the collection of values that satisfy an inequality or a collection of inequalities
Connections			
Students can recogni interconnect and bui	ize and use connections among different Id on one another to produce a coherent	areas in mathematics. They can underst whole. They can also recognize and appl	and how mathematical ideas y mathematics in applied contexts.
Academic Skills A typical student in this score band can do the following:	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Connections score bands.	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Connections score bands.	<ul> <li>Use variables as place holders in an arithmetic context (e.g., if b=2a-1 and a=4, identify the value of b)</li> <li>Use arithmetic to solve real-world problems that involve distance, area, and counts</li> <li>See, for example, items #6 and #23 on the Mathematics test.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	• Practice using numbers and variables to represent a given problem situation	• Practice using numbers, variables, and operations to represent a problem situation, including information presented in a written description or a geometric figure	<ul> <li>Practice using ideas from algebra         <ul> <li>particularly how to represent relationships among values using variables — to solve geometric, data, probability, and number property problems</li> </ul> </li> </ul>

5.0-5.9

6.0-6.9

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7.0-8.0
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Reasoning			
Students can make a know and build a log recognize and use co	and investigate mathematical conjectures jical progression of statements to explore ounterexamples to justify their conclusion	s, and can develop and evaluate mathemat e the truth of their conjectures. They can b ns.	ical arguments. They can use what they reak things down into cases and can
Academic Skills A typical student in this score band can do the following:	<ul> <li>Make and test conjectures about inequalities (e.g., given that x+4&gt;0.5, identify several values of x that satisfy the given inequality)</li> <li>See, for example, item #7 on the Mathematics test.</li> <li>Use multistep proportional reasoning to make conjectures in situations that involve regrouping</li> </ul>	<ul> <li>Make and test conjectures about an absolute value expression that involves an inequality to determine the truth of the inequality</li> <li>Apply and reason with multiple conditions (e.g., in determining unknown lengths or when working with Venn diagrams) See, for example, item #28 on the Mathematics test.</li> <li>Recognize when a single case is or is not sufficient to draw a conclusion</li> <li>Apply the meaning of, and the logical negation of, quantitative constraints (e.g., "at least one" and "exactly two")</li> </ul>	<ul> <li>Reasoning is an important academic skill tested on the ReadiStep assessment. We encourage students to review the skills and examples in other score bands.</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Understand what the word "not" represents in context</li> <li>Practice reasoning about situations where an example provides evidence and where a counterexample disproves a statement</li> <li>Recognize when substitution of a number into an absolute value inequality provides information about all the solutions of the inequality</li> </ul>	• Practice reasoning through problems that simultaneously require the use of at least three of the skills listed in the previous score bands	• This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.
Connections			
Students can recogn	ize and use connections among different ild on one another to produce a coherent y	areas in mathematics. They can understa whole. They can also recognize and apply	nd how mathematical ideas mathematics in applied contexts.
Academic Skills A typical student in this score band can do the following:	<ul> <li>Use variables in a geometric context (e.g., work with unknown angle measurements such as x°)</li> <li>See, for example, item #2 on the Mathematics test.</li> <li>Use arithmetic to solve real-world problems involving bar graphs and simple probabilities</li> <li>See, for example, items #11 and #33 on the Mathematics test.</li> <li>Connect a pictograph icon to a numerical rate</li> </ul>	<ul> <li>Use arithmetic operations with algebraic expressions (e.g., recognize that the expression 6x+5+2x is equivalent to x+7x+5)</li> <li>Use unit rates to solve real-world problems that involve prices</li> <li>Connect "percent of" and multiplication by percent written as a fraction or decimal</li> <li>Connect the overlap in a Venn diagram and logical meaning of "and"</li> <li>Connect percents to ratio or proportion (e.g., in working with a pie chart or circle graph)</li> <li>See, for example, item #21 on the Mathematics test.</li> </ul>	<ul> <li>Use information from figures or tabular displays to solve real-world problems by combining arithmetic and algebra, or arithmetic and geometry</li> <li>See, for example, items #18 and #19 on the Mathematics test.</li> <li>Connect square roots and square numbers</li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice coordinating ideas from algebra and data to ratios, proportions, and percents (e.g., determining percent of a percent or translating information from a pie graph into appropriate units of measurement)</li> </ul>	<ul> <li>Practice solving problems involving right triangles and the Pythagorean theorem</li> <li>Recognize and use the inverse relationship between the operation of squaring and the square root</li> <li>Practice translating between verbal descriptions and geometric drawings or formulas</li> </ul>	• This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.

	2.0-2.9	3.0-3.9	4.0-4.9
Communication			
Students can use the thinking in order to co	definitions, symbols, and notation of ma ommunicate it to others. They can analy	thematics to express mathematical ideas ze and evaluate the mathematical thinkin	s. They can organize their mathematical g and strategies of others.
Academic Skills A typical student in this score band can do the following:	<ul> <li>While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Communication score bands.</li> </ul>	• While there is no score-band-specific feedback for this level within this skill group, we encourage students to work on the skills described in all other Communication score bands.	<ul> <li>Use the following notation and terms: <ul> <li>area</li> <li>rectangle</li> <li>length</li> <li>width</li> <li>average, median, greatest (max), least (min)</li> <li>mathematically appropriate uses of the = sign</li> </ul> </li> </ul>
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice using the vocabulary listed in the 4.0–4.9 score band in solving problems</li> </ul>	<ul> <li>Practice using the vocabulary listed for the 4.0–4.9 score band in posing and solving problems</li> </ul>	<ul> <li>Practice using the vocabulary listed for this score band and the next in posing and solving problems</li> </ul>

5.	O	-5.9	

## 6.0-6.9

## 7.0-8.0

Communication					
Students can use the definitions, symbols, and notation of mathematics to express mathematical ideas. They can organize their mathematical thinking in order to communicate it to others. They can analyze and evaluate the mathematical thinking and strategies of others.					
Academic Skills A typical student in this score band can do the following:	<ul> <li>Use the following notation and terms: <ul> <li>radius</li> <li>center of circle</li> <li>circle as points equidistant from the center</li> <li>angle-sum property of a triangle, angles, right triangles</li> <li>distance on a number line</li> <li>mean (average)</li> <li>reflection, axis, coordinates</li> <li>greatest common factor, distinguish between a factor and a multiple</li> <li>selected at random</li> <li>event</li> <li>outcome</li> <li>probability</li> <li>cannot</li> <li>similar figures</li> <li>place value, round to the nearest tenth</li> <li>ordered pair, solution to the equation</li> </ul> </li> </ul>	<ul> <li>Use the following notation and terms:</li> <li>round to the nearest hundredth</li> <li>or, and, must, not (logical negation) in context</li> <li>at least, no more than, exactly [one], more (e.g., 3 or more), fewer</li> <li>nets</li> <li>arrange[ments]</li> <li>parallel</li> <li>divisible by, multiple of</li> <li>sequence, term</li> <li>circle graph, line plot</li> <li>absolute value</li> <li>line segment (and notation)</li> <li>translation (of a figure)</li> <li>equivalent</li> <li>properties and definition of exponents</li> <li>perimeter, pi (symbol), circumference</li> <li>closest to</li> <li>≤, ≥</li> <li>rate</li> <li>Venn diagram, sets</li> </ul>	<ul> <li>Use the following notation and terms: <ul> <li>legs (of a right triangle)</li> <li>equilateral triangle</li> <li>hexagon</li> <li>volume (and formula)</li> <li>inclusive</li> <li>even</li> <li>symbolically represent the relationship between two variables</li> </ul> </li> </ul>		
Suggestions for Improvement To advance to the next score band, students should focus on the following:	<ul> <li>Practice using the vocabulary listed for this score band and the next in posing and solving problems</li> </ul>	<ul> <li>Practice using the vocabulary listed for this score band and the next in posing and solving problems</li> </ul>	• This is the top score band and students who score at this level likely will have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 5.0–5.9 and 6.0–6.9 score bands.		