

# Colorado Measures of Academic Success

## Understanding Score Reports for English Language Arts and Math Tests



COLORADO  
Department of Education

www.cde.state.co.us

This year's score reports for the English language arts and math tests taken by students in grades three through nine feature information that will help parents better understand how well their child is meeting the expectations of the Colorado Academic Standards and if their child is on track for college or career after graduation.

### How to Read Your Student's Score Report



**Student Performance Overview** – This section provides your child's performance level, overall score, and percentile ranking. Students receive a numerical overall score and, based on that score, are included in one of five performance levels. Level 5 indicates that a student exceeded expectations and Level 1 indicates that a student did not yet meet expectations. The percentile ranking shows how well your student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.



**Performance Levels** – Performance levels describe how well students met the expectations of their grade level or course. Each performance level is defined by a range of scores. Levels 4 and 5 indicate that your student met or exceeded expectations and is well prepared for the next grade level or course. Levels 1, 2 and 3 indicate that your student is not yet fully meeting grade level expectations.

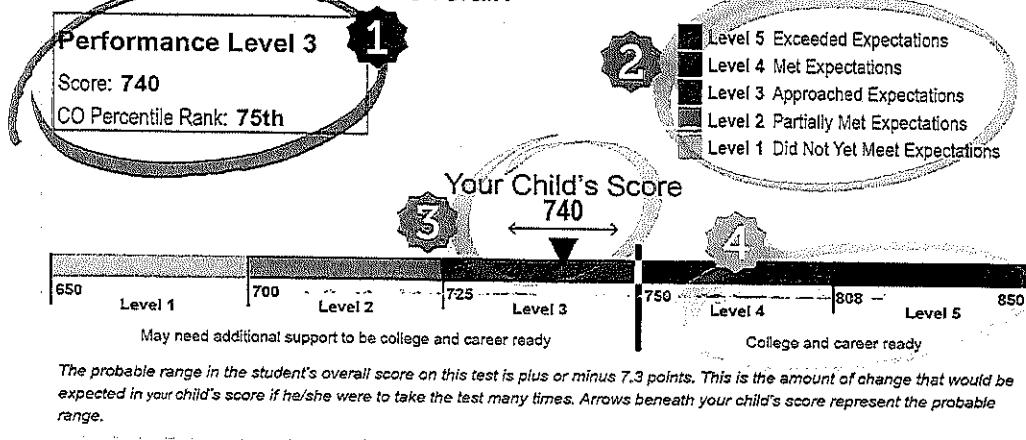


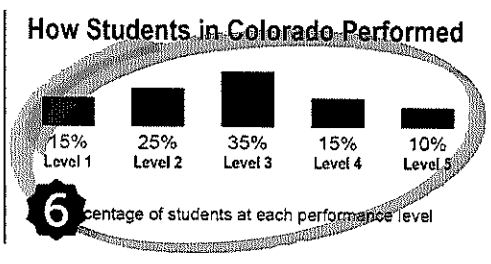
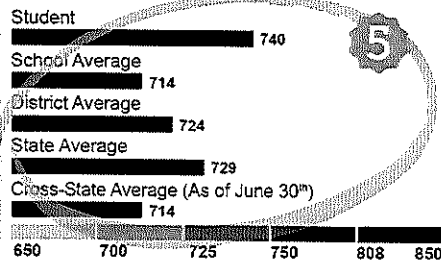
**Score Range** – The purple graphic shows the score ranges for each performance level and where your student's score fall within that range. Your child's score is indicated by the black triangle. The arrows beneath your student's scale score represent the probable range, which is the range of scores your student would likely receive if the test were taken multiple times. The number of points within the probable range is listed under the graphic.



**On Track for the Next Grade Level or Course** – Students who score at Level 1, 2, or 3 may need extra help to be successful in the next grade level or course. Students performing at Level 4 or Level 5 are considered on track for the next grade level or course. Knowing this now can help you start working early with your student's teacher to ensure that your student is ready for what comes next after graduation.

### How Did DAKOTA Perform Overall?





**Overall Score Comparisons** – This area shows the average scores of students taking the same test in your child’s school, district, state, and throughout the states administering the assessment. Use these score averages to see how your child’s score compares to other students taking these tests.



**State Performance** – This graphic shows the percentage of students in Colorado who performed at each of the five performance levels and gives you a sense of how your child’s performance compares to other students’ performance in Colorado.



**Reading and Writing Performance** – The English language arts report includes your student’s score in the categories of reading and writing. Students who met expectations scored 50 in reading and 35 in writing. Higher scores show your child exceeded expectations, while lower scores show he/she has not yet fully met the expectations. You can also see the average score for students in the school, district, and state. *Note: Reading and Writing sub-performance scores are on a different scale than the overall score. When added together, they will not equal your student’s overall score.*

### How Did Your Child Perform in Reading and Writing?

**READING**

Your child's score: **58**

Met expectations: 50

School Average: 46

District Average: 42

State Average: 52

Cross-State Averages (As of June 30<sup>th</sup>): 42

**LITERARY TEXT**  
Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

**INFORMATIONAL TEXT**  
Your child performed about the same as students who approached expectations. Students meet expectations by showing they can read and analyze nonfiction, history, science and the arts.

**VOCABULARY**  
Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can use context to determine what words and phrases mean.

**WRITING**

Your child's score: **39**

Met expectations: 35

School Average: 32

District Average: 22

State Average: 39

Cross-State Averages (As of June 30<sup>th</sup>): 37

**WRITING EXPRESSION**  
Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

**KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS**  
Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can compose writing using rules of standard English.

**LEGEND**

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations

This score report provided information about your child’s performance on the Colorado Measures of Academic Success (CMAS) English language arts/literacy test.

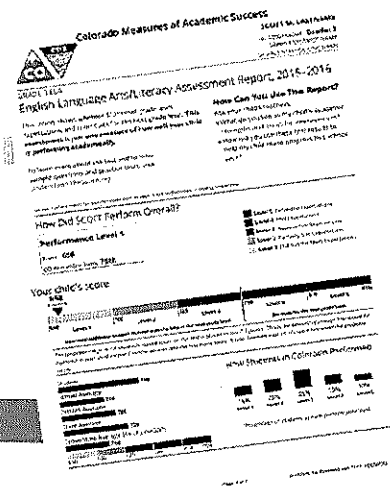


**Score Breakdowns** – This section provides a breakdown of your student’s performance on specific skill sets, so you can see where your student is excelling or needs improvement. Performance in these areas is reported using categories rather than scores or performance levels. It also includes a description of the skills that demonstrate a clear understanding of grade- or course-level standards. An up arrow shows that a student met or exceeded expectations. A bidirectional arrow shows that a student approached expectations. A down arrow shows that a student did not yet meet or partially met expectations.

## Where can I learn more?

Colorado’s tests for English language arts and math were developed in collaboration with a consortium of states known as PARCC, or the Partnership for Assessment of Readiness for College and Careers. The PARCC-developed tests in English language arts and math are part of our state’s overall testing system, called the Colorado Measures of Academic Success, which also includes tests in science and social studies.

To learn more, visit: [www.cde.state.co.us/communications/resourcesforparents](http://www.cde.state.co.us/communications/resourcesforparents)



# Colorado Measures of Academic Success

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



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Colorado schools transitioned to new Colorado Measures of Academic Success (CMAS) assessments in science and social studies in 2014, and in English language arts and math in 2014. These assessments align with the Colorado Academic Standards and measure complex skills like critical-thinking and problem solving – skills that were not fully measured on previous tests. Scores on these tests may look different than in the past, but that does not mean students are learning less. It means the tests have changed and are asking students to meet a higher bar. A score report is created for each student who takes a Colorado Measures of Academic Success (CMAS) test. This year's CMAS score reports feature information that will help parents better understand how well their child is meeting the expectations of the Colorado Academic Standards and if their child is on track for college or career after graduation.

### Things to Remember

- These tests are aligned to the Colorado Academic Standards, which provide a clear roadmap to help all students graduate ready for college and career.
- These tests are given at the end of the year, and are **just one indicator** that can be used along with report cards, classroom performance and teacher feedback to provide a complete picture of your student's progress.
- The tests are harder than past tests because the Colorado Academic Standards raise the bar. The tests measure the skills students really need today – such as the ability to think critically and solve complex problems.
- With change comes some growing pains, and your student's test scores may be lower than what you saw with previous tests. A drop in scores should not be interpreted as a failure. Instead, see this as an opportunity to take early steps to help your student prepare for college or career. Having this information early – before a student takes a college entrance exam – gives parents and teachers time to better prepare students for college and jobs after high school.

### How Can I Support My Child?

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

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