

- **ReadiStep**
Summary of Answers and
Skills (SOAS)

Tutorial

SOAS Introduction

Audience

- Administrators
- Department heads
- Curriculum specialists
- Teachers
- Other staff interested in students' college preparatory skills

Note: the more inclusive the testing within each grade, the more meaningful and applicable the results.

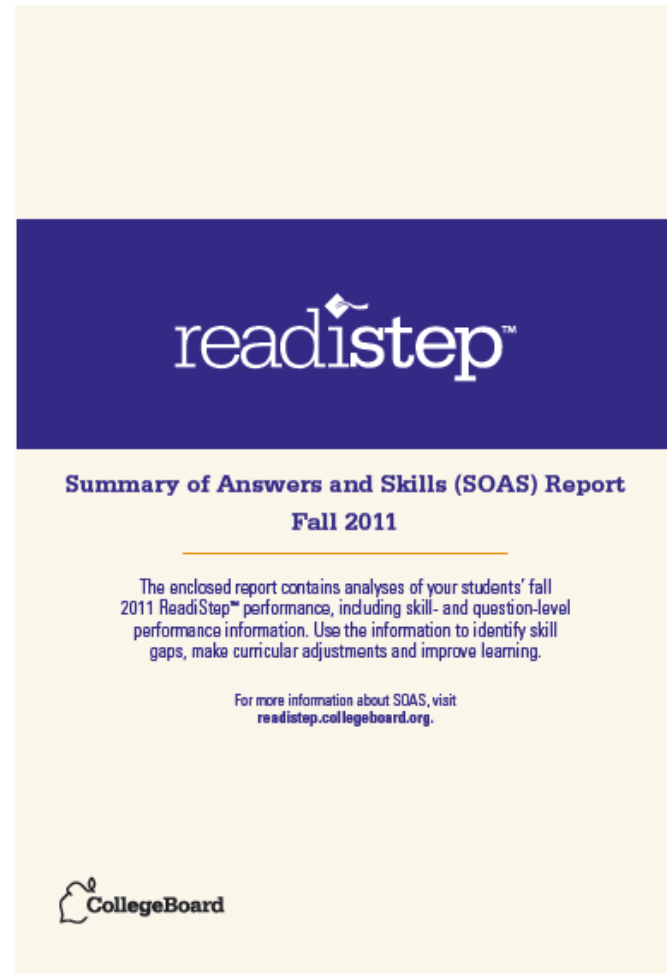


Reports Will Arrive in the Mail in late Feb.

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**Your Readistep™
Summary of Answers
and Skills (SOAS)
report is enclosed.**



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Supporting Materials

<http://readistep.collegeboard.org/using-results>

Using Results



Using Results

To get more from your SOAS reports, download these resources:

- SOAS Tutorial
 - Tutorial PPT
 - Tutorial PDF
- Skills & Alignment
 - Readistep Skills List
 - Common Core Alignment (ELA)
 - Common Core Alignment (MATH)
- Sample SOAS Reports
 - Low Performing
 - Medium Performing
 - High Performing

Questions

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Report Orientation

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ReadStep Summary of Answers and Skills Fall 2011

EXAMPLE SCHOOL (SCHOOL ID: 12345678901234567890)

Critical Reading Comparable Group Analysis

What is a comparable group?
A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

How is this information useful?
Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might pedagogically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Question	School Score	Comp. Group Score	Difference between School and Comparable Group			
			10%	5%	5%	10%
1	30	33				
2	34	35				
3	50	52				
4	44	42				
5	34	33				
6	38	41				
7	44	43				
8	50	47				
9	45	42				
10	56	55				
11	32	33				
12	28	30				
13	49	51				
14	59	62				
15	32	35				
16	38	34				
17	44	42				
18	40	43				
19	34	37				
20	46	47				
21	52	51				
22	48	48				
23	32	33				

Question	School Score	Comp. Group Score	Difference between School and Comparable Group			
			10%	5%	5%	10%
24	34	35				
25	42	41				
26	48	47				
27	44	43				
28	48	47				
29	38	39				
30	24	27				
31	42	41				
32	32	35				
33	34	37				
34	14	17				
35	42	39				
36	28	27				
37	44	47				
38	38	37				
39	48	50				
40	24	27				
41	32	37				
42	37	39				
43	34	33				
44	44	42				
45	42	39				

Your students performed significantly worse on questions that fall in the dark blue column on the left, and significantly better on questions that fall in the light blue column on the right.

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Page 3

Performance Overview

Page 1

- Number of students in report
- Mean scores and score distribution

ReadStep Summary of Answers and Skills Fall 2011

SAMPLE SCHOOL (00000)
EIGHTH GRADE CLASS OF 2011

Performance Overview

This report details the performance of 752 students from the 8th grade. This page provides an overview of your students' performance on ReadStep, allowing you to make general comparisons of your student population with the state and nation. The information on this page assists you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics and writing skills), you will find the following:

- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on ReadStep.
- **Question Analysis:** A detailed analysis of your students' performance on each ReadStep question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each ReadStep question.

752
8th GRADE STUDENTS

Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the medians). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).

Test Section	Group	Mean Score	Standard Deviation	Score Distribution					
				1	2	3	4	5	
Critical Reading	School	4.8	1.0						
	State	4.7	1.3						
	Nation	4.3	1.2						
Mathematics	School	5.0	0.9						
	State	4.7	1.0						
	Nation	5.0	1.1						
Writing Skills	School	5.0	0.9						
	State	4.3	1.3						
	Nation	4.8	1.1						

Note: The minimum and maximum scores are shown.

When interpreting results throughout this report, please note that State data is based on 1,000 participating students and Nation data is based on 120,000 participating students. Student participation in ReadStep is concentrated in certain geographical areas and may not be representative of the full student population in your state and the nation.

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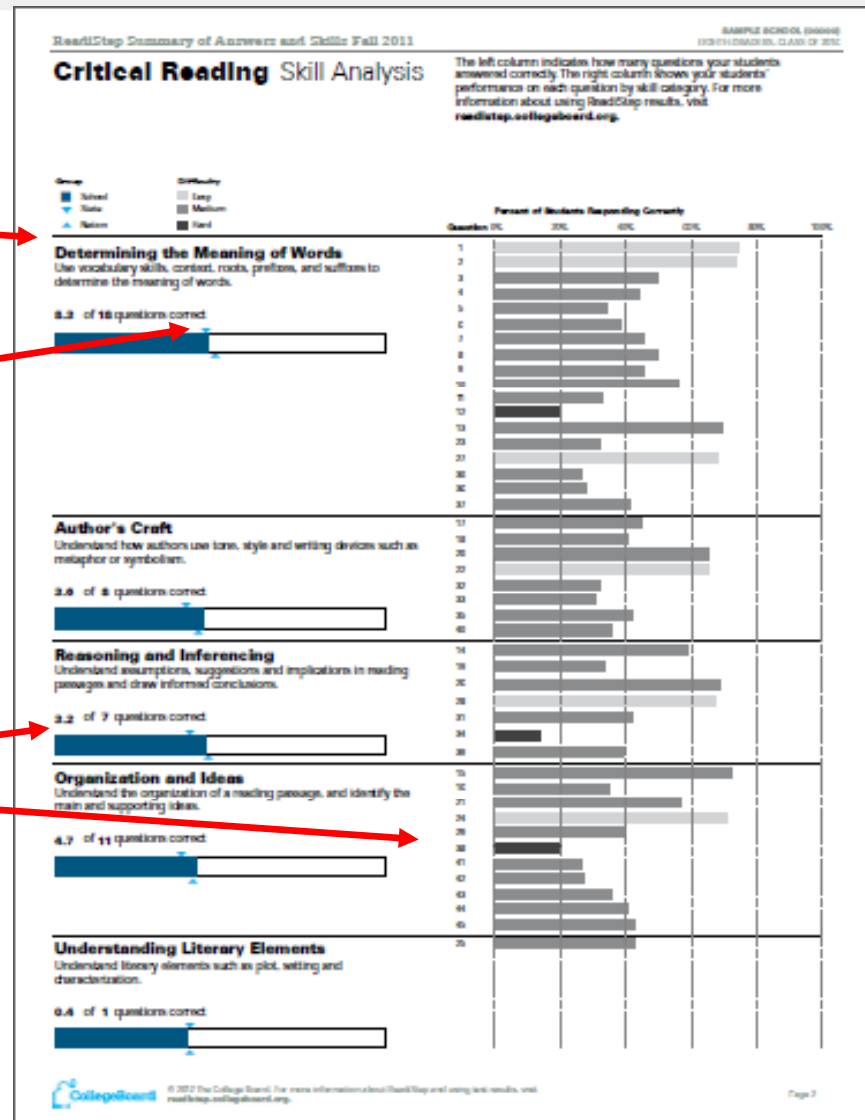
Page 1



Skills Analysis

Pages: 2, 6-7, 11

- Skills
- Triangles show a comparison to the state and nation
- Each test question is linked to a skill



Activity A

Review Skills Analysis

Instructions

- Work within your own school group/academic area, using your school's SOAS report.
- Identify the skill that your students had the lowest performance on.
- Using the RediStep test booklet, look at each question aligned to that skill.
- Things to look for:

Skills furthest below the state/national average.

Skills that are furthest to the left (i.e. those that are the weakest for the group).

Skills that came to your attention after review of Question Analysis.



Activity A

Review Skills Analysis

Questions for Consideration

Within your group, please answer the following:

1. Is there any pattern in the skills you identified as problematic?
2. Are there actions or strategies that might help address where students are struggling with certain skills?
3. What skills are relatively strong for your students?
Why?



Activity B

Review Question Analysis

Instructions

- Work within your own school group/academic area, using your school's SOAS report.
- Refer to the test booklet to make note of problem questions and how they might be addressed.
- Things to look for:
 - Easier questions where fewer than $2/3$ of the students answered correctly.
 - A larger proportion of your students answered incorrectly or omitted an answer in comparison to the state/nation.
 - Commonly wrong answers.
 - Review any questions that generated interest when you reviewed the test questions in Activity A.



Activity B

Review Question Analysis

Questions for Consideration

Within your group, please answer the following:

1. Are there any patterns in the questions you identified as problematic?
2. Are there actions or strategies that might help students master the skills assessed by these questions?
3. What are the key highlights from your discussion that your group would like to share? Please include both strengths and areas of concern.



Comparable Group Analysis

Pages: 5, 10, 15

ReadStep Summary of Answers and Skills Fall 2011

SAMPLE SCHOOL (S0000)
10/11/12/04/10, CLASS OF 2012

Critical Reading Comparable Group Analysis

What is a comparable group?

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How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

	School (N=1000) (N=1000)	Comp Group (N=1000)	Difference between School and Comparable Group			
			10%	25%	50%	75%
1 I 36 33						
2 I 34 35						
3 M 60 58						
4 M 44 42						
5 M 34 38						
6 M 38 41						
7 M 46 45						
8 M 50 47						
9 M 44 42						
10 M 56 55						
11 M 32 33						
12 I 26 30						
13 M 68 74						
14 M 58 55						
15 M 32 35						
16 M 28 34						
17 M 48 45						
18 M 48 43						
19 M 34 37						
20 M 66 67						
21 I 66 64						
22 M 32 33						

	School (N=1000) (N=1000)	Comp Group (N=1000)	Difference between School and Comparable Group			
			10%	25%	50%	75%
23 I 34 35						
24 M 42 44						
25 M 66 63						
26 I 44 43						
27 I 68 68						
28 M 38 38						
29 M 26 27						
30 M 42 41						
31 M 32 30						
32 M 34 32						
33 I 14 17						
34 M 42 39						
35 M 28 27						
36 M 46 47						
37 I 26 27						
38 M 48 50						
39 M 22 28						
40 M 26 33						
41 M 22 27						
42 M 22 28						
43 M 26 33						
44 I 42 40						
45 M 42 38						

Questions that fall in the dark blue column on the left are significantly lower than the comparable group performance, and questions that fall in the light blue column on the right are significantly higher than the comparable group performance.

SOAS Comparable Group

What is a comparable group?

- **A useful statistical model**
- **A statistically created group (virtual group)**
- **Mirrors your group's performance profile**
- **This creates an expected performance indicator for your group on each question**
- **Provides more "actionable" feedback than state or national averages on questions/skills**



Comparable Group Analysis

Pages: 5, 10, 15

Darker blue = significantly below the comparable group

Lighter blue = significantly above the comparable group

Read! Step Summary of Answers and Skills Fall 2011

SAMPLE SCHOOL (SCHOOL IDENTIFIERS), CLASS OF 2012

Critical Reading Comparable Group Analysis

What is a comparable group?
A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

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Critical Reading

School (Name/Score)	Comp. Group (Name/Score)	Difference between School and Comp. Group
		10% 0% -10%
1 I 36 33		
2 I 34 35		
3 M 69 38		
4 M 44 42		
5 M 34 38		
6 M 38 41		
7 M 46 43		
8 M 66 47		
9 M 44 42		
10 M 66 36		
11 M 33 33		
12 I 36 38		
13 M 68 34		
14 M 68 32		
15 M 32 32		
16 M 36 34		
17 M 46 42		
18 M 46 43		
19 M 34 37		
20 M 66 37		
21 I 46 41		
22 M 32 33		

School (Name/Score)	Comp. Group (Name/Score)	Difference between School and Comp. Group
		10% 0% -10%
23 I 34 35		
24 M 42 41		
25 M 66 43		
26 I 44 43		
27 I 68 43		
28 I 68 43		
29 M 38 38		
30 M 24 37		
31 M 42 41		
32 M 32 33		
33 M 34 37		
34 I 44 37		
35 M 42 36		
36 M 24 37		
37 M 46 41		
38 I 34 37		
39 M 42 36		
40 M 24 37		
41 M 46 35		
42 M 27 37		
43 M 27 38		
44 M 24 33		
45 M 42 38		

Critical Reading

These students performed significantly worse on questions that fall in the dark blue columns to the left, and significantly better on questions that fall in the light blue columns to the right.

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Page 5

Activity C

Comparable Group Analysis

Instructions

1. Work within your own school group/academic area, using your school's SOAS report.
2. Using the test booklet, look at each question.
3. Things to look for:

Questions that fall into the dark blue area, where your students performed below expectation.

Questions that fall into the light blue area, where your students performed higher than expectation.



Activity C

Comparable Group Analysis

Questions for Consideration

Within your group, please answer the following questions:

1. Is there a pattern in the skills aligned with the test questions on which your students performed below expectation?
2. Is there a pattern in the skills aligned with the test questions on which your students performed above expectation?
3. What new information, if any, have you learned from this analysis? Has this changed your thoughts about anything that your group previously discussed? Why or why not?



Resources

<http://readistep.collegeboard.org/using-results>

Using Results



Using Results

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 - Low Performing
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 - High Performing

Questions

Please call Readistep Customer Service at 877-79-READI or 877-797-3234 (domestic) and 212-520-8570 (international toll call).

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How does it all add up?

Now that you're familiar with the data the SOAS report provides, we'll walk through an example of how to use SOAS reports using a Critical Reading test question.

How does it all add up?

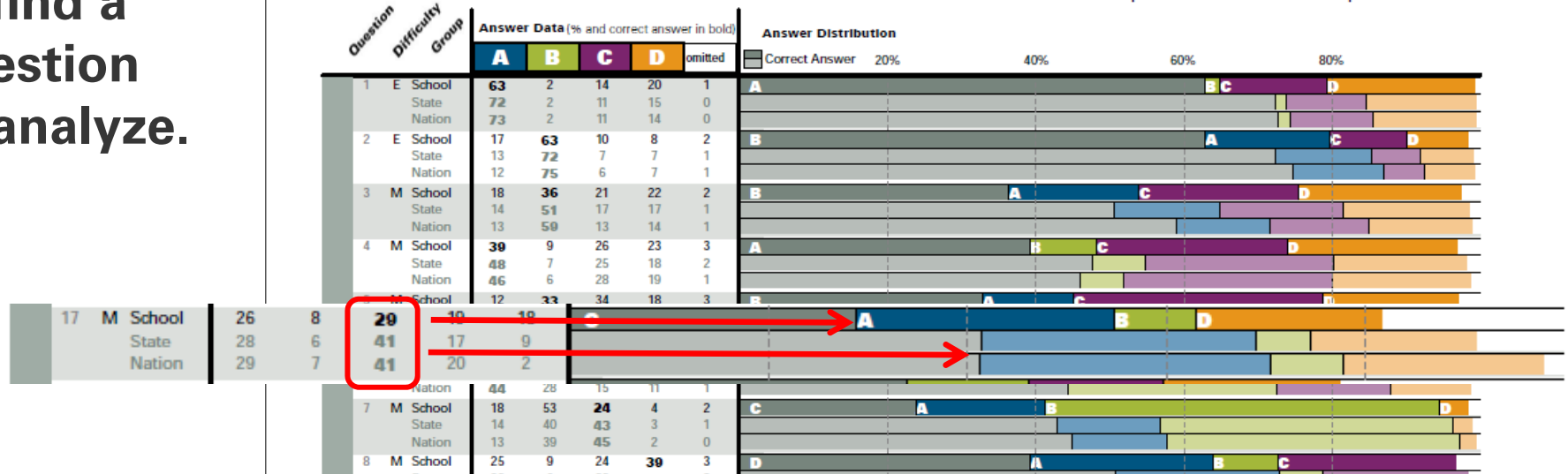
Step 1 of 4:
Use reports to find a question to analyze.

ReadiStep Summary of Answers and Skills Fall 2011

SAMPLE SCHOOL (00000)
EIGHTH-GRADERS, CLASS OF 2016

Critical Reading Question Analysis

This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step: Review questions and answer options in the test book, and then develop instructional remediation plans.

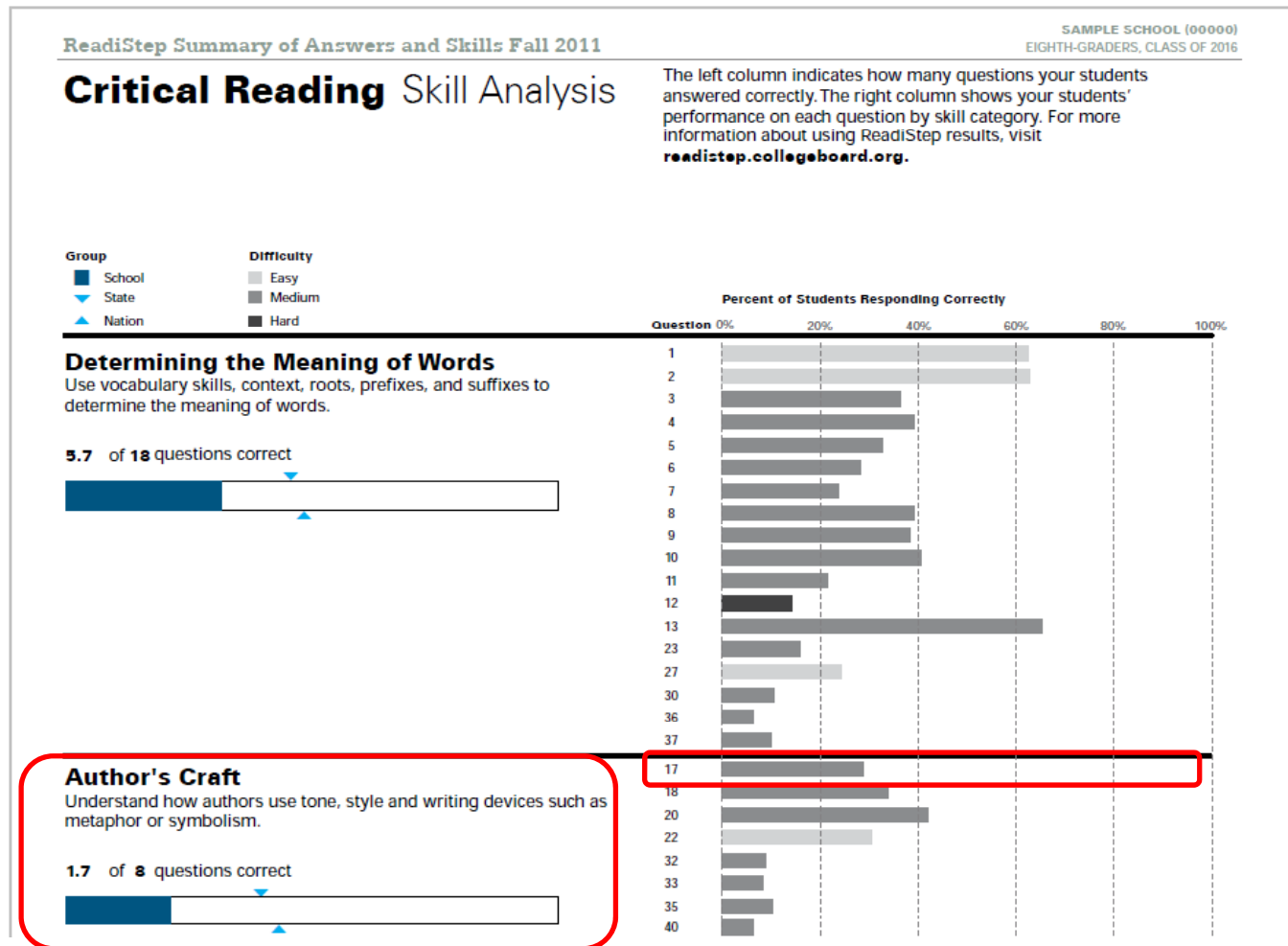


**Critical Reading
Question 17**

29% of students at this school answered correctly, compared to 41% of 8th graders in the state and nation.

How does it all add up?

Step 2 of 4:
Identify the skill measured by this question.



Critical Reading Question 17

How does it all add up?

Step 3 of 4:
Review
the question.

17. Bacon is still home-cured in some rural communities, so most bacon sold in the United States is produced in large industrial meatpacking plants.

- (A) so
- (B) but
- (C) with
- (D) therefore

Critical Reading
Question 17

How does it all add up?

Step 4 of 4: Making connections to Common Core standards.

Aligned ReadiStep Skill	Grade	Strand	Band	Standard
Author's Craft Understand how the author uses tone, style, organization, and literacy devices such as metaphors or symbolism.	Grades: 7	Reading Standards for Informational Text	Craft and Structure	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	Grades: 7	Reading Standards for Informational Text	Craft and Structure	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Grades: 8	Reading Standards for Literature	Craft and Structure	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Grades: 8	Reading Standards for Literature	Craft and Structure	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
	Grades: 8	Reading Standards for Informational Text	Craft and Structure	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Grades: 8	Reading Standards for Informational Text	Craft and Structure	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Critical Reading
Question 17**

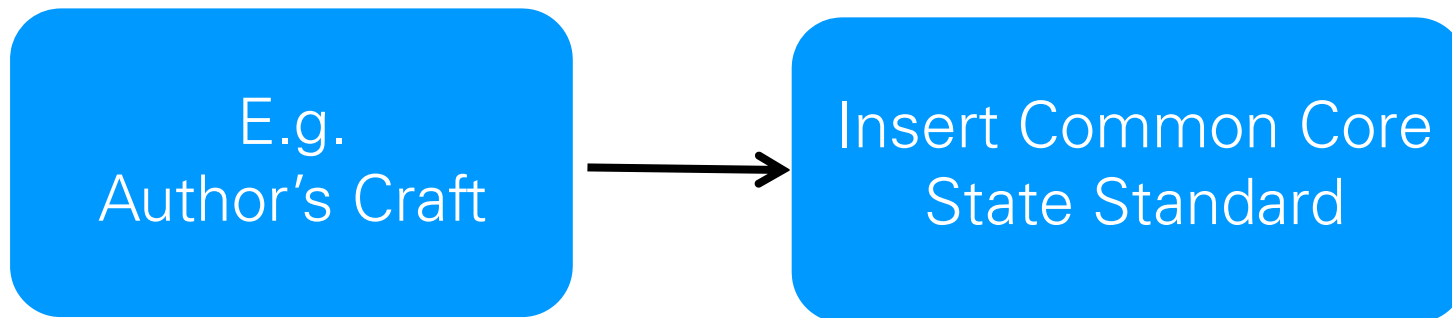
Author's Craft

Download this report at:
<http://readistep.collegeboard.org/using-results>

How does it all add up?

ReadiStep skills are aligned to Common Core Standards.

ReadiStep skills feedback can help you identify
Common Core standards proficiency.



Tips for Using Your SOAS Data

- Identify the skills associated with the questions students answered incorrectly.
- Make inferences about what led to errors.
- Identify where in the curriculum the skills are (or are not) taught.
- Work with departments and classrooms to review common concerns.
- What recommendations can you make to your school for increased student success?





Looking Ahead:

**Check the ReadStep website
for upcoming administration
dates and deadlines.**

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