



SAMPLE DATA REPORTS: GRADUATE LEVEL


- Cambridge's suite of reports provides profound insight into student performance, both on an individual and a group level. Whatever the high-stakes test (GRE®, LSAT®, GMAT®, GED®, WorkKeys®, etc.), these reports allow you to easily and effectively target the specific skills necessary to improve areas of weakness.
- Your data will show you what your students know and do not know (as reflected on nationally normed tests), what skill gaps exist and need to be plugged, and how your students think when challenged by a high stakes exam.
- Cambridge also provides Lesson Plans linked to our Victory textbooks. These detailed, hour-by-hour and item-by-item instruction guides for each subject allow teachers to easily differentiate their teaching to accommodate low, medium, and high-achieving students.
- This packet includes a sample of Cambridge reports that schools across the country use to build skills and increase scores. For information on additional reports that Cambridge offers, please contact us at (847) 299-2930.

TABLE OF CONTENTS

STUDENT SUMMARY	2	CONTENT DISTRIBUTION	6
STUDENT ITEM ANALYSIS	3	LESSON PLAN FOR INSTRUCTION	7
INSTRUCTOR SUMMARY	4	YOU HAVE YOUR DATA - NOW WHAT?	8
ERROR ANALYSIS	5		

STUDENT SUMMARY

The Student Summary report breaks down the composite test score into the subject scores and corresponding percentiles. The student is able to see how he or she performed in comparison to College and Career Readiness benchmarks and observe strengths and weaknesses within specific categories for each subject test.



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SAMPLE STUDENT (253618990)
SAMPLE SCHOOL
Grade 12
GRE GRE8-12 (08/07/2019)

Student Summary

	CONTENT AREA	SCORE	
	Verbal Reasoning	159	
	Quantitative Reasoning	148	
	Analytical Writing	4.0	

It is clear from the Quantitative Reasoning subcategories that this student is weaker in Section 6 compared to Section 5.

VERBAL REASONING	RIGHT	WRONG	OMIT	QUANTITATIVE REASONING	RIGHT	WRONG	OMIT
Section 3	19	6	0	Section 5	13	11	1
Section 4	18	7	0	Section 6	11	13	1
TOTAL Verbal Reasoning	37	13	0	TOTAL Quantitative Reasoning	24	24	2

About the GRE[®]

The GRE exam is a test used by graduate schools for admissions and placement decisions. The test assesses the verbal, quantitative, and writing skills that you have developed throughout your educational career and includes between five and seven sections (five scored, two possible unscored). These sections cover Analytical Writing, Verbal Reasoning, and Quantitative Reasoning. Verbal and Quantitative scores are reported on a scale of 130–170 in 1-point increments, and Analytical Writing scores are reported on a scale of 0–6 in half-point increments. The test is section-level adaptive and requires examinees to click on their selected answer(s) (for the Verbal and Quantitative sections) or to keyboard in their essay responses (for the Analytical Writing section).

Verbal Reasoning:
Your Verbal Reasoning Will Be Measured Through Two Different Types Of Items. Completions Measure Your Knowledge Of The Meanings Of Words. Sentence Completions (SC) And Paragraph Completions (PC), Along With Sentence Equivalence (SE) Items, Test Your Ability To Determine Vocabulary In Context. Reading Comprehension (RC) And Critical Reasoning (CR) Items Measure Your Ability To Read With Understanding, Insight, And Discrimination.

Analytical Writing:
Your Writing Ability Will Be Measured By Your Responses To Two Essay Prompts: One "Analyze An Issue" Task (30 Minutes) And One "Analyze An Argument" Task (30 Minutes). Each Response Is Scored Holistically On A 6-Point Scale By Trained Readers, And The Two Scores Are Averaged To Determine The Final Score.

Quantitative Reasoning:
Your Quantitative Reasoning will be measured by four different types of items. Quantitative Comparisons provide two quantities and require you to indicate whether the quantities are equal, one quantity is greater than the other, or there is not enough information to determine the relationship between the two quantities. Discrete Quantitative items are multiple-choice items that test mathematical manipulation and application skills. Data Interpretation items present graphical representations of data and require examinees to answer questions about the data presented. Numeric Entry items require examinees to determine the correct answer and enter it in an answer box. The tested concept is indicated on this report by the following codes: Arithmetic (AR), Algebra (AL), Geometry (GM), Data Analysis (DA), or Data Interpretation, (DI).


For many exams, there is no penalty for incorrect answers. For such exams, be sure not to leave any questions blank.

Sub-score category: students should observe whether incorrect answers fall into repeating categories. The abbreviations are defined on the front side of the Student Summary report.

Students can easily see which items they got right (+) and which wrong answer they selected on incorrect items.

STUDENT ITEM ANALYSIS

The Student Item Analysis provides a comprehensive breakdown of each item: its category (corresponding to the categories listed on the Student Summary), the correct answer, how the student answered each item, and any items that were left blank. Students can use this Item Analysis and consult the test booklet and re-consider problems they answered incorrectly or guessed on.



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SAMPLE STUDENT (000891508)

SAMPLE SCHOOL

Grade 12

GRE GR8-12 (07/08/2019)

Student Item Analysis

Verbal Reasoning - Section 3

Item:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category:	SC	SE	PC	PC	PC	PC	PC	PC	RC	RC	RC	RC	RC	RC	SE	SE	SE	SE	SE	CR	CR	RC	RC	RC	RC
Correct:	A	C	C,D	B,F	C,D	B,E,H	A,F,G	A,F	B	A	C	A	E	B	A,C	D,E	A,E	A,D	A,F	B	A	B,C	A,B	B	C
Yours:	+	+	+	+	+	+	+	C,E	C	+	+	+	+	+	+	+	+	CD	+	+	C	AB	+	E	+

Verbal Reasoning - Section 4

Item:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category:	SC	SC	SC	SC	PC	PC	PC	PC	RC	RC	RC	RC	RC	RC	SE	SE	SE	SE	RC	RC	CR	RC	RC	CR	CR
Correct:	D	C	D	E	A,D	B,E	B,F,G	C,E,G	C	E	D	C	A,C	E	B,E	A,B	B,E	D,F	A,C	D	D	C	E	A	C
Yours:	+	A	+	+	A,F	B,D	+	+	+	+	+	+	+	+	+	+	D,F	+	+	C	B	+	C	+	+

Quantitative Reasoning - Section 5

Item:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category:	AR	AL	AR	DA	DA	GM	AR	AL	DA	AR	GM	DA	AL	DA	AR	AL	DI	DI	DI	DI	AR	AL	GM	AL	GM
Correct:	C	A	B	D	B	B	A	C	C	A	17.5	C	D	B,D,E	C	B	D	B	A	C	A,F	D	B	E	13
Yours:	+	+	+	A	+	+	+	D	+	+	17.50	+	B	A	+	A	E	+	C	A	+	C	E	+	.

Quantitative Reasoning - Section 6

Item:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category:	GM	AL	AR	DA	AL	AR	AR	QC	AL	DA	GM	AR	AR	AR	GM	DI	DI	DI	DI	AR	AR	AL	AR	DA	
Correct:	A	D	B	C	D	D	C	C	B	D	B	156	A	30	B,C	C	D	C	C	44/68	B	A	E	B,D	B
Yours:	+	+	A	A	+	A	A	B	D	+	+	156	+	600	B	+	+	+	.	11/6	E	D	+	+	?

+

= correct response

'

= omitted

?

= scan error



GED Instructor Summary

		LANGUAGE ARTS			SOCIAL STUDIES			MATHEMATICAL REASONING			SCIENCE		
		Right	Wrong	Omit	Right	Wrong	Omit	Right	Wrong	Omit	Right	Wrong	Omit
1)	CABA, LUIS	16	11	0	8	10	0	10	23	0	9	9	0
2)	GRAY, AARON	21	6	0	9	9	0	15	18	0	10	8	0
3)	JONES, SCOTT	16	11	0	11	7	0	8	19	6	11	7	0
4)	MACCHIA, JEREMIAH	27	0	0	17	1	0	18	12	3	15	3	0
5)	MOHAMMAD, ASIM	20	7	0	13	5	0	16	16	1	13	5	0
6)	PORTER, JACK	23	4	0	14	4	0	13	20	0	15	3	0
7)	REYES, ALEXANDRA	15	12	0	5	13	0	10	22	1	7	11	0
8)	STEVENS, KELSEY	22	5	0	15	3	0	17	15	1	13	5	0

AVERAGE SUMMARY

		LANGUAGE ARTS			SOCIAL STUDIES			MATHEMATICAL REASONING			SCIENCE		
		Right	Wrong	Omit	Right	Wrong	Omit	Right	Wrong	Omit	Right	Wrong	Omit
Averages		20.0	7.0	0	11.5	6.5	0	13.4	18.1	1.5	11.6	6.4	0
Minimums		15	0	0	5	1	0	8	12	0	7	3	0
Maximums		27	12	0	17	13	0	18	23	6	15	11	0

INSTRUCTOR SUMMARY

The Instructor Summary gives an overview of student subject and total scores as well as a summary of the group's performance—allowing you to see how your students performed in comparison with each other. Minimum and maximum scores show range and also bring your attention to the highest and lowest performers. If Cambridge pre-slugs your data, Instructor Summaries can be created for each of your teachers.

Item #8 shows an example of a “favorite” wrong answer: This is a great teachable moment—why were so many students persuaded that answer choice (C) was the correct answer? Was it a result of how the test was written? Was this item type addressed in the current or past curriculum? Did the students misread the answer choices?

Error Analysis

Item	Ans	Lvl 2	Lvl 3	Lvl 4	* / A	B	C	D	E	Omit	Error	% Correct (without omits and errors)
Integrated Reasoning - 12 items (14%)												
1	YYY	MS	Multi-Source Reasoning		14 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0	21%
2	YNY	MS	Multi-Source Reasoning		14 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0	29%
3	B	MS	Multi-Source Reasoning		4 (29%)	5 (36%)	1 (7%)	2 (14%)	1 (7%)	1	0	38%
4	BA	GI	Line Graphs		14 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0	14%
5	DC	TP	Two-Part Analysis		14 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0	0%
6	AC	GI	Graphics Interpretation		14 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0	7%
7	YYN	TA	Table Analysis		11 (79%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3	0	64%
8	TFT	TA	Table Analysis		10 (71%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4	0	10%
9	YYN	TA	Table Analysis		10 (71%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4	0	0%
10	DB	TP	Two-Part Analysis		8 (57%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6	0	13%
11	DE	TP	Two-Part Analysis		5 (36%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9	0	0%
12	CC	GI	Circle Graphs		7 (50%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	6	0	0%
Quantitative Section 1: Problem Solving - 20 items (35%)												
1	C	AR	Simple Manip.		1 (7%)	1 (7%)	10 (71%)	2 (14%)	0 (0%)	0	0	71%
2	B	GM	Complex Figures		0 (0%)	11 (79%)	1 (7%)	0 (0%)	1 (7%)	1	0	85%
3	E	AR	Complic. Arith. App.		1 (7%)	0 (0%)	0 (0%)	0 (0%)	13 (93%)	0	0	93%
4	A	AR	Common Arith.	Averages	8 (57%)	1 (7%)	0 (0%)	1 (7%)	3 (21%)	1	0	62%
5	C	AL	Solving Eq.	1 Eq. w/1 Variable	2 (14%)	0 (0%)	9 (64%)	0 (0%)	0 (0%)	3	0	82%
6	D	AL	Manip. Alg. Expr.	Evaluating Expr.	1 (7%)	0 (0%)	2 (14%)	10 (71%)	0 (0%)	1	0	77%
7	A	AR	Common Arith.	Averages	8 (57%)	3 (21%)	0 (0%)	0 (0%)	3 (21%)	0	0	57%
8	E	AL	Manip. Alg. Expr.	Evaluating Expr.	0 (0%)	2 (14%)	6 (43%)	3 (21%)	1 (7%)	1	1	8%
9	B	AR	Simple Manip.		7 (50%)	2 (14%)	2 (14%)	3 (21%)	0 (0%)	0	0	14%
10	B	GM	Complex Figures		1 (7%)	6 (43%)	2 (14%)	1 (7%)	3 (21%)	1	0	46%
11	B	AL	Manip. Alg. Expr.	Evaluating Expr.	1 (7%)	5 (36%)	0 (0%)	7 (50%)	1 (7%)	0	0	36%
12	E	AL	Manip. Alg. Expr.		1 (7%)	4 (29%)	2 (14%)	2 (14%)	3 (21%)	2	0	25%
13	A	GM	Geometry		3 (21%)	3 (21%)	1 (7%)	2 (14%)	2 (14%)	3	0	27%
14	C	AR	Common Arith.	Percents	2 (14%)	0 (0%)	4 (29%)	1 (7%)	5 (36%)	2	0	33%
15	D	AR	Simple Manip.		3 (21%)	2 (14%)	0 (0%)	2 (14%)	1 (7%)	6	0	25%
16	C	AR	Complic. Arith. App.		0 (0%)	0 (0%)	2 (14%)	2 (14%)	2 (14%)	8	0	33%
17	C	AL	Manip. Alg. Expr.	Factoring	0 (0%)	1 (7%)	1 (7%)	4 (29%)	0 (0%)	8	0	17%
18	A	AL	Manip. Alg. Expr.	Evaluating Expr.	0 (0%)	3 (21%)	2 (14%)	0 (0%)	0 (0%)	9	0	0%
19	E	AR	Common Arith.	Ratios	2 (14%)	0 (0%)	0 (0%)	2 (14%)	0 (0%)	10	0	0%

Each item is further broken down into specific subcategories (such as Common Arithmetic — Level 3, and Percents — Level 4).

As the distribution of errors becomes more widespread, there is a greater likelihood that students did not make a common mistake or share a similar misunderstanding. More likely, they did not know the content and resorted to guessing.

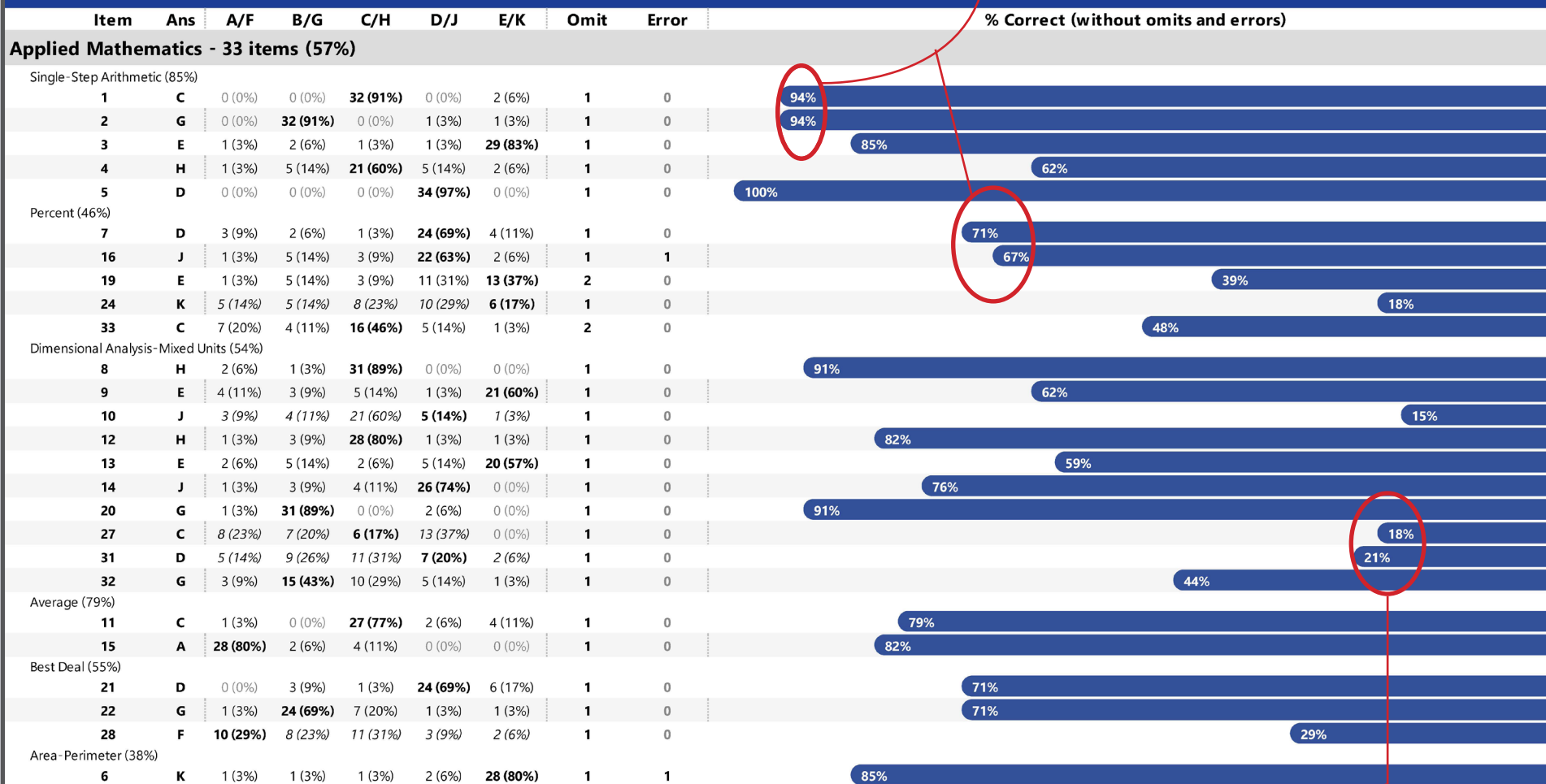
ERROR ANALYSIS

The Error Analysis shows how many students selected each answer choice for each test item. Cambridge further breaks down each item into specific subcategories. This refinement allows teachers to be more effective in addressing skill gaps. This report also allows teachers to see which answer choices posed the greatest challenge in terms of common distractors for the students.



Teachers can quickly see whether students consistently perform at the same level on a given skill set no matter how the test maker may construct the question and answer.

Content Distribution



Institutions may use these reports within each individual department to consider whether curriculum and instructional practices could be more reflective of tested skills.

CONTENT DISTRIBUTION

The Content Distribution report is similar to the Error Analysis report but goes a step further. By grouping items that test the same skill, this report allows teachers to more efficiently evaluate students' performance within those specific skills.

Lesson Plans are customized based on course length and your students' scores for each tested subject. This 18-hour lesson plan (of which five hours is dedicated to Analytical Reasoning) has been created for students who scored between a 120-150, inclusive, on this test.

SAMPLE SCHOOL

LSAT OLSN86 (08/23/2017)

Total N: 9

Lesson Plan Instructor Summary

LSAT Victory, 7th Ed.

Total of 18 Course Hours

Subject: Analytical Reasoning (5 of 18 hours) Score Range: 120-150

Course Hour	Course Concept Outline	Pre-Selected Items	Teacher's Guide Page	Student Strategies Page	Full Item Sequence
1	I. Test Mechanics				
	A. Basics		315	187	
	B. Anatomy	1-3	316-317	189-190	1-3
	C. Pacing		318	191	
	D. Time Trial	1-3	319-320	192	1-3
	E. Game Plan		321	193	
	1. Build Foundational Analytical Reasoning Skills		321		
	2. Determine An Order		321		
	3. Read Everything Carefully		322		
	4. Develop Your Own Notation System		322		
	5. Stay on Schedule		322		
	6. Consider Doing Only Three of the Four Sets		322		
	II. Lesson				
	A. Analytical Reasoning Preliminaries				
	1. Anatomy of the Analytical Reasoning Section		323		
	2. What is Tested		323		
	a) The Elements of an Item Group		323		
	b) The Four Types of Analytical Reasoning Items		324		
	c) Additional Stipulations		325		
	3. Record-Keeping Devices		325		
	B. Ordering Sets				
	1. Introduction to Ordering Sets		328		
	a) Variety of Ordering Items		328		
	b) Initial Conditions Limit Possibilities		328		
	c) Read Carefully		328		
	d) Limiting Power of Initial Conditions		329		
	e) Coping with Indeterminacy		330		
Course Hour	Course Concept Outline	Pre-Selected Items	Teacher's Guide Page	Student Strategies Page	Full Item Sequence
2	2. Ordering Sets Illustrated	1-5, 11-31	331	195-200	1-35
3	a) Linear Ordering	40-43	331-352	200-202	36-51
	b) Distributed Ordering	52-55	352-359	202-204	52-64
	c) Parallel Ordering	68-71	359-365	204-207	65-84
	d) Scheduling	85-87	366-374	207	85-87
	e) Word Games		375-376		
	C. Selection Sets				
	1. Special Twists		377		
	a) Pay Careful Attention to Verbal Clues		377		

The lesson plan and Course Concept Outline aligns exactly to the Victory materials, allowing instructors to easily follow and assign problems from the Victory for the LSAT[®] Test textbook.

The Lesson Plans select items for students in a given score range and provide the full item sequence if more practice is needed or time allows.

Review concepts in the Essential Skills text as time permits or assign these pages as homework.

LESSON PLAN FOR INSTRUCTION

The Lesson Plan is a detailed, hour-by-hour and item-by-item instruction guide for each subject and score range. It includes the complete Course Concept Outline and the corresponding Course Concept Items as found in the student text and teacher's guide. The recommended Lesson Plan items are specific items in the text (referenced by item number and page number listed) that illustrate the points you should cover in the lesson, while the shaded rows indicate topics that may be used or omitted as time permits.

“ The level of data analysis available is incredibly helpful: item analysis by student, skill analysis by class, skill analysis by grade level.... we cannot get data this good, this fast from anyone else. ”

– Carolyn Eggert, Principal, DeVry University Advantage Academy

YOU HAVE YOUR DATA—NOW WHAT?

Cambridge not only provides you with comprehensive data analysis of your students' performance but also helps you implement the information effectively in your classroom.

› PROFESSIONAL DEVELOPMENT

Cambridge offers professional development sessions for teachers to learn to read and interpret student data, implement supplemental materials to plug skill gaps, and become experts on test mechanics and strategies for the classroom. Teachers also gain insight into key strengths and weaknesses of individual students and the class as a whole, which allows them to teach a highly effective test preparation and skills review program.

› DATA-DRIVEN INSTRUCTION

As test day approaches, teachers can use Cambridge's customized Lesson Plans to select appropriate level material from the Cambridge Victory series. Lesson Plans help teachers group students based on ability level and common needs in each subject area, so they can cover the concepts that will be most beneficial to high, medium, and low groups on test day.

› PRE- AND POST-TEST REVIEW

Cambridge Premiere Packages include Navigator Packets with comprehensive explanations to each test question, including a summary of how to determine the correct answer, insight into the test design, and tips on improving test performance. Teachers can use their data reports to identify high-value test items (such as those that were particularly confusing to the class as a whole) and review those items to help students avoid similar mistakes or misconceptions on future tests.

› SKILLS REVIEW

Data reports show how much time and what core skills your students need to focus on. Teachers can use the Essential Skills and/or the Non-Negotiable Skills series to help struggling students learn skills suited to their abilities, which helps them progress and improve their academic performance. Cambridge's data reports reveal what level of material that program should include.