



SAMPLE DATA REPORTS: HIGH SCHOOL

- > Cambridge's suite of reports provides profound insight into student performance, both on the individual and group levels. Whatever the high-stakes test (ACT®, SAT®, TSI, 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 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 Cambridge reports, please contact us at (847) 299-2930.

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Cambridge TestPrep PLUS™
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Site: SAMPLE SCHOOL
 Student: SAMPLE STUDENT (20190207)
 Grade: 11
 ACT® Test: 16MC1

The STEM score is an average of the math and science test scores. The English Language Arts (ELA) score is the average of the English score, the Reading score, and the adjusted Writing test score.

Student Summary

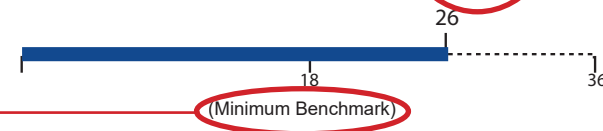
TEST	SCORE	PERCENTILE
English	26	84
Mathematics	23	68
Reading	19	41
Science	21	57
Composite	22	63
STEM	23	
Writing	9	
ELA	22	

Percentiles published by the test maker allow students to see how they did compared to other students nationwide who took the same version of this test.

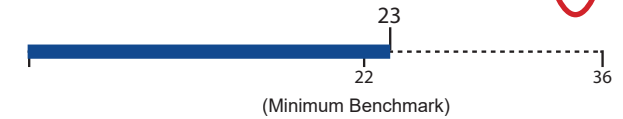
For many exams, there is no penalty for incorrect answers. For such exams, students should not leave any questions blank.

This student is weaker in Knowledge of Language compared to Conventions of Standard English and Production of Writing.

ENGLISH	RIGHT	WRONG	OMIT
Conventions of Standard English (SE)	32	8	0
Production of Writing (PW)	20	3	0
Knowledge of Language (KL)	8	4	0
TOTAL English	60	15	0



MATHEMATICS	RIGHT	WRONG	OMIT
Integrating Essential Skills (IE)	13	10	2
Preparing for Higher Math	22	10	3
Number and Quantity (NQ)	4	1	0
Algebra (AL)	5	2	0
Functions (FN)	6	2	1
Geometry (GE)	5	3	1
Statistics and Probability (SP)	2	2	1
Modeling	18	7	0
TOTAL Mathematics	35	20	5

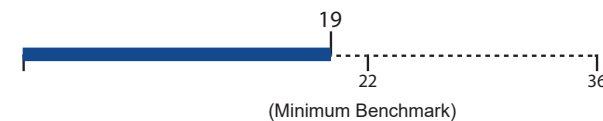


For each of the four subject areas, ACT® has determined benchmark scores that predict college and career readiness.

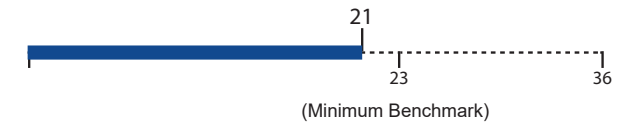
STUDENT SUMMARY

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.

READING	RIGHT	WRONG	OMIT
Key Ideas and Details (KD)	12	11	0
Craft and Structure (CS)	7	4	3
Integration of Knowledge and Ideas (IK)	1	2	0
TOTAL Reading	20	17	3



SCIENCE	RIGHT	WRONG	OMIT
Interpretation of Data (ID)	10	5	3
Scientific Investigation (SI)	6	7	0
Evaluation of Models (EM)	5	4	0
TOTAL Science	21	16	3



English: The English test measures your ability to find and correct errors in a piece of writing. Items are divided into three categories: Conventions of Standard English (Punctuation, Grammar and Usage, and Sentence Structure), Production of Writing (Strategy and Organization), and Knowledge of Language (Style).

Mathematics: The Mathematics test measures your ability to apply the knowledge and skills taught in high school mathematics courses. Items are divided into two



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Site: SAMPLE SCHOOL
 Student: SAMPLE STUDENT
 Test Date: 02/07/19
 ACT® Test: 16MC1

Students should observe whether incorrect answers fall into repeating subcategories. The abbreviations are defined on the front side of the Student Summary report.

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

Student Item Analysis

ENGLISH

Problem Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Category:	SE	PW	SE	KL	SE	SE	PW	SE	KL	PW	SE	PW	SE	SE	SE	SE	SE	PW	KL	PW	PW	SE	PW	SE
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H	D	G	D	F	B	G	A	J	B	J	C	H
Your Answer*:	+	H	+	+	+	+	D	+	+	+	D	+	+	+	+	+	+	+	+	+	+	+	+	+
Problem Number:	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Category:	SE	KL	SE	KL	SE	SE	PW	SE	PW	PW	SE	KL	SE	SE	SE	SE	SE	PW	KL	PW	PW	SE	PW	SE
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H	D	G	D	F	B	G	A	J	B	J	C	H
Your Answer*:	+	H	+	+	+	+	+	+	+	+	D	G	+	+	+	+	A	+	+	+	+	+	+	+
Problem Number:	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
Category:	SE	PW	SE	KL	SE	SE	PW	SE	PW	KL	SE	PW	SE	SE	SE	SE	SE	KL	KL	PW	PW	SE	PW	PW
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H	D	G	D	F	B	G	A	J	B	J	C	H
Your Answer*:	+	+	+	+	+	+	D	+	+	+	D	+	+	+	+	+	A	F	+	+	+	H	+	+
Problem Number:	73	74	75																					
Category:	SE	KL	SE																					
Correct Answer:	B	J	A																					
Your Answer*:	C	H	D																					

MATHEMATICS

Problem Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Category:	NQ*	AL	IE	FN	IE*	IE	GE*	NQ*	AL	IE	SP	IE*	IE*	IE	AL*	NQ*	GE	IE	FN*	AL	SP	IE*	GE	IE
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H	D	G	D	F	B	G	A	J	B	J	C	H
Your Answer*:	+	H	+	+	+	F	D	+	+	+	D	G	+	+	+	H	C	F	+	+	D	+	A	+
Problem Number:	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Category:	IE	GE*	AL*	AL	IE*	NQ	FN	SP*	GE	IE	IE*	AL	IE*	IE	FN	GE	FN*	IE	IE*	SP	FN*	NQ	IE*	IE*
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H	D	G	D	F	B	G	A	J	B	J	C	H
Your Answer*:	+	+	+	+	D	+	D	+	+	+	D	G	+	+	+	+	+	K	+	+	+	+	A	+
Problem Number:	49	50	51	52	53	54	55	56	57	58	59	60												
Category:	IE	FN*	FN*	IE	GE*	IE	GE*	IE	IE	SP	GE	FN												
Correct Answer:	B	G	D	J	C	H	A	J	C	J	A	H												
Your Answer*:	D	H	+	G	+	J	+												

"." = omitted + = correct response ? = scan error

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 their test booklet to revisit problems they answered incorrectly or guessed on.



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

INSTRUCTOR SUMMARY

The Instructor Summary gives an overview of student subject scores 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. Cambridge can also create an Instructor Summary for each of your teachers if you provide your students' information in advance and utilize Cambridge's preslugging service (we send you Scantrons with your students' information already completed).

Item #11 shows an example of a “favorite” wrong answer. This is a great teachable moment—why were so many students persuaded that answer choice (A) was the correct answer? Was it a result of how the test was written? Was this item type addressed in 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	Omit	Error	% Correct (without omits and errors)
Reading - 30 items (41%)											
1	A	MD	Main Idea		25 (81%)	1 (3%)	2 (6%)	0 (0%)	3	0	89%
2	A	IN	Implied Idea		10 (32%)	0 (0%)	14 (45%)	4 (13%)	3	0	36%
3	A	IN	Implied Idea		21 (68%)	1 (3%)	0 (0%)	6 (19%)	3	0	75%
4	C	UL	Vocabulary		0 (0%)	8 (26%)	15 (48%)	5 (16%)	3	0	54%
5	C	UL	Vocabulary		14 (45%)	1 (3%)	11 (35%)	1 (3%)	4	0	41%
6	D	IN	Implied Idea		5 (16%)	11 (35%)	1 (3%)	11 (35%)	3	0	39%
7	B	UL	Development		3 (10%)	20 (65%)	3 (10%)	1 (3%)	4	0	74%
8	A	IN	Implied Idea		18 (58%)	3 (10%)	4 (13%)	3 (10%)	3	0	64%
9	A	MD	Main Idea		15 (48%)	1 (3%)	3 (10%)	9 (29%)	3	0	54%
10	D	IN	Implied Idea		4 (13%)	4 (13%)	4 (13%)	16 (52%)	3	0	57%
11	B	IN	Implied Idea		17 (55%)	1 (3%)	4 (13%)	6 (19%)	3	0	4%
12	C	MD	Main Idea		4 (13%)	10 (32%)	11 (35%)	3 (10%)	3	0	39%
13	B	UL	Vocabulary		1 (3%)	16 (52%)	5 (16%)	6 (19%)	3	0	57%
14	C	UL	Development		4 (13%)	8 (26%)	8 (26%)	8 (26%)	3	0	29%
15	D	UL	Development		3 (10%)	5 (16%)	4 (13%)	16 (52%)	3	0	57%
16	C	IN	Implied Idea		4 (13%)	12 (39%)	9 (29%)	3 (10%)	3	0	32%
17	A	UL	Vocabulary		14 (45%)	1 (3%)	8 (26%)	5 (16%)	3	0	50%
18	A	UL	Development		8 (26%)	10 (32%)	9 (29%)	1 (3%)	3	0	29%
Math - Calculator - 10 items (46%)											
1	B	EA	Common Word Probs.	Proportions	0 (0%)	29 (94%)	1 (3%)	0 (0%)	1	0	97%
2	C	EA	Multi-Step word Probs.		0 (0%)	1 (3%)	28 (90%)	1 (3%)	1	0	93%
3	D	EA	Solving Simultaneous Eq.		4 (13%)	6 (19%)	7 (23%)	13 (42%)	1	0	43%
4	C	DS	Counting Methods		0 (0%)	11 (35%)	15 (48%)	4 (13%)	1	0	50%
5	C	IA	Solving Quad. Eq.		3 (10%)	13 (42%)	10 (32%)	4 (13%)	1	0	33%
6	A	IA	Solving Quad. Eq.		11 (35%)	2 (6%)	9 (29%)	8 (26%)	1	0	37%
7	B	DS	Measures of Center	Range	9 (29%)	9 (29%)	7 (23%)	5 (16%)	1	1	28%
8	D	IA	Manip. Alg. Expr.	Factoring Expressions	9 (29%)	7 (23%)	0 (0%)	14 (45%)	1	0	47%
9	A	IA	Manip. Alg. Expr.	Evaluating Expr.	8 (26%)	4 (13%)	11 (35%)	7 (23%)	1	0	27%
10	A	IA	Solving Quad. Eq.		7 (23%)	7 (23%)	15 (48%)	1 (3%)	1	0	23%

This score report was generated by Cambridge Educational Services, Inc. using an exam created by Cambridge. The scores and percentiles reported for this test are estimates generated by Cambridge Educational Services.

In some sections, such as Math, each item is further broken down into specific subcategories (such as Common Word Problems — Level 3 and Proportions — Level 4) to allow for more targeted instruction and practice.

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. Teachers can see which answer choices posed the greatest challenge in terms of common distractors for the students. In addition, Cambridge further breaks down each item into specific subcategories. This refinement allows teachers to be more effective in addressing skill gaps.



Content Distribution

Item	Ans	A/F	B/G	C/H	D/J	E/K	Omit	Error	% Correct (without omits and errors)
Applied Mathematics - 34 items (57%)									
Single-Step Arithmetic (85%)									
1	C	0 (0%)	0 (0%)	32 (91%)	0 (0%)	2 (6%)	1	0	94%
2	G	0 (0%)	32 (91%)	0 (0%)	1 (3%)	1 (3%)	1	0	94%
3	E	1 (3%)	2 (6%)	1 (3%)	1 (3%)	29 (83%)	1	0	85%
4	H	1 (3%)	5 (14%)	21 (60%)	5 (14%)	2 (6%)	1	0	62%
5	D	0 (0%)	0 (0%)	0 (0%)	34 (97%)	0 (0%)	1	0	100%
Percent (46%)									
7	D	3 (9%)	2 (6%)	1 (3%)	24 (69%)	4 (11%)	1	0	71%
16	J	1 (3%)	5 (14%)	3 (9%)	22 (63%)	2 (6%)	1	1	67%
19	E	1 (3%)	5 (14%)	3 (9%)	11 (31%)	13 (37%)	2	0	39%
24	K	5 (14%)	5 (14%)	8 (23%)	10 (29%)	6 (17%)	1	0	18%
33	C	7 (20%)	4 (11%)	16 (46%)	5 (14%)	1 (3%)	2	0	48%
Dimensional Analysis-Mixed Units (54%)									
8	H	2 (6%)	1 (3%)	31 (89%)	0 (0%)	0 (0%)	1	0	91%
9	E	4 (11%)	3 (9%)	5 (14%)	1 (3%)	21 (60%)	1	0	62%
10	J	3 (9%)	4 (11%)	27 (60%)	5 (14%)	1 (3%)	1	0	15%
12	H	1 (3%)	3 (9%)	28 (80%)	1 (3%)	1 (3%)	1	0	82%
13	E	2 (6%)	5 (14%)	2 (6%)	5 (14%)	20 (57%)	1	0	59%
14	J	1 (3%)	3 (9%)	4 (11%)	26 (74%)	0 (0%)	1	0	76%
20	G	1 (3%)	31 (89%)	0 (0%)	2 (6%)	0 (0%)	1	0	91%
27	C	8 (23%)	7 (20%)	6 (17%)	13 (37%)	0 (0%)	1	0	18%
31	D	5 (14%)	9 (26%)	11 (31%)	7 (20%)	2 (6%)	1	0	21%
32	G	3 (9%)	15 (43%)	10 (29%)	5 (14%)	1 (3%)	1	0	44%
Average (79%)									
11	C	1 (3%)	0 (0%)	27 (77%)	2 (6%)	4 (11%)	1	0	79%
15	A	28 (80%)	2 (6%)	4 (11%)	0 (0%)	0 (0%)	1	0	82%
Best Deal (55%)									
21	D	0 (0%)	3 (9%)	1 (3%)	24 (69%)	6 (17%)	1	0	71%
22	G	1 (3%)	24 (69%)	7 (20%)	1 (3%)	1 (3%)	1	0	71%
28	F	10 (29%)	8 (23%)	11 (31%)	3 (9%)	2 (6%)	1	0	29%
Area-Perimeter (38%)									
6	K	1 (3%)	1 (3%)	1 (3%)	2 (6%)	28 (80%)	1	1	85%

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

Similar to the Error Analysis report but going one step further, the Content Distribution report groups items that test the same skills and allows teachers to more efficiently evaluate students' performance within those specific skills.

Lesson Plan Instructor Summary

Victory for the SAT® Test, 13th Edition
 Total of 60 Course Hours
 Subject: Math (10-40) (20 of 60 hours) Score Range: 33-40

Course Hour	Course Concept Outline	Recommended Lesson Plan Items	All Course Concept Items	Student Text Page	Teacher's Guide Page	Essential Skills Student Text Page(s)
1	Math Multiple-Choice					
	I. Test Mechanics			241	461	
	A. Overview			241	461	
	B. Anatomy	1-4	1-4	242	464	
	C. Pacing			245	467	
	D. Time Trial	1-4	1-4	246	468	
	E. Game Plan			248	471	
	F. Calculator Exercise	1-5	1-5	251	475	
2	G. Calculator Race	1-10	1-10		478	
	II. Lesson Preliminaries				483	
	A. Lesson Structure				483	
	B. Directions				483	
	C. Item Profiles				484	
	D. General Strategies				485	
	III. Lesson 1 Problem Solving and Advanced Arithmetic			253	495	
	A. Common Problem Solving Items			254	495	
	1. Percentages	5-7	1-7	254	495	
	2. Ratios	8-9	8-9	254	495	
	3. Proportions and Direct-Inverse Variation	14-16	10-16	255	500	
	B. Multi-Step Problem Solving Items	17-21	17-21	256	505	
	C. Common Advanced Arithmetic Items			256	509	286, 325
	1. Properties of Numbers		22-26	256	509	
	2. Sets: Union, Intersection, and Elements		27-28	257	512	326
	3. Absolute Value	29-30	29-30	257	515	
4. Complex Numbers	31-32	31-32	258	517		
D. Problem Solving and Advanced Arithmetic Alternative Strategies			258	519		
1. "Test-the-Test"	33-39	33-39	258	519	335	
2. "Plug-and-Chug"	40	40	259	522	348	
3	IV. Lesson 2 Algebra			261	523	361, 473
	A. The "Flying-X" Method				523	
	B. Manipulating Algebraic Expressions			262	524	
	1. Basic Algebraic Manipulations	1-2	1-2	262	524	
	2. Evaluating Expressions	3-6	3-6	262	526	
	3. Manipulating Expressions Involving Exponents	7-8	7-8	262	528	
	4. Factoring Expressions	9-11	9-11	263	530	
	C. Evaluating Sequences Involving Exponential Growth	12-15	12-15	263	531	305
	D. Solving Algebraic Equations or Inequalities with One Variable			263	536	306, 367
	1. Simple Equations	16	16	263	536	479
2. Simple Inequalities	17	17	264	536	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 SAT® 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 an 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) 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.



Results are produced for three score ranges—low (1–15), medium (16–23), and high (24+)—for each subject area on this test.

Site: SAMPLE SCHOOL
 Test Date: 02/07/2019
 Total N: 81

Formative Connection Report

English - 75 items - Score Range 16-23 (55%)

Item	Ans	L/M/H	N=	A/F	B/G	C/H	D/J	E/K	Omit	Error	% Correct (Without omits and errors)
Conventions of Standard English (62%)											
Grammar & Usage (70%)											
Sub.-Verb Agreement (54%)											
29	C	[16-23]	n=23	2 (9%)	3 (13%)	10 (43%)	8 (35%)	0 (0%)	0	0	43%
32	B	[16-23]	n=23	2 (9%)	15 (65%)	5 (22%)	1 (4%)	0 (0%)	0	0	65%
Pronoun Usage (71%)											
23	B	[16-23]	n=23	0 (0%)	18 (78%)	2 (9%)	3 (13%)	0 (0%)	0	0	78%
34	G	[16-23]	n=23	3 (13%)	17 (74%)	1 (4%)	2 (9%)	0 (0%)	0	0	74%
43	C	[16-23]	n=23	1 (4%)	8 (35%)	14 (61%)	0 (0%)	0 (0%)	0	0	61%
Verb Tense (71%)											
18	J	[16-23]	n=23	1 (4%)	3 (13%)	1 (4%)	18 (78%)	0 (0%)	0	0	78%
30	J	[16-23]	n=23	2 (9%)	0 (0%)	0 (0%)	21 (91%)	0 (0%)	0	0	91%
33	D	[16-23]	n=23	8 (35%)	0 (0%)	0 (0%)	15 (65%)	0 (0%)	0	0	65%
54	H	[16-23]	n=23	1 (4%)	8 (35%)	11 (48%)	3 (13%)	0 (0%)	0	0	48%

Twenty-three students scored within the range of 16–23 on the English section.

71% of the time your students who scored 16–23 on English answered Pronoun Usage questions correctly.

English - Score Range 16-23 (55%)

- ! 10 Eff. Trans. Sent.
- ! 14 Eff. Concl. Sent.
- ! 30 Approp. Suppor. Mat.
- ! 44 Sent.-Lev. Struct.
- ! 52 Faul. Parallelism
- ! 54 Verb Tense
- ! 58 Commas
- ! 65 No Change
- ! 71 Conciseness
- ! 75 Sent.-Lev. Struct.

This list is a compilation of the action items found throughout the Formative Connection report. Based on subject and score range, these are the top ten test items to review with the students.

The alarm bell icons signify Category Alerts. Category Alerts highlight content that teachers should, if possible, devote extra time to reviewing with students.

The exclamation points signify Action Items. Action Items are targeted items based on your data and Cambridge's algorithm. These test items warrant special attention when reviewing with students.

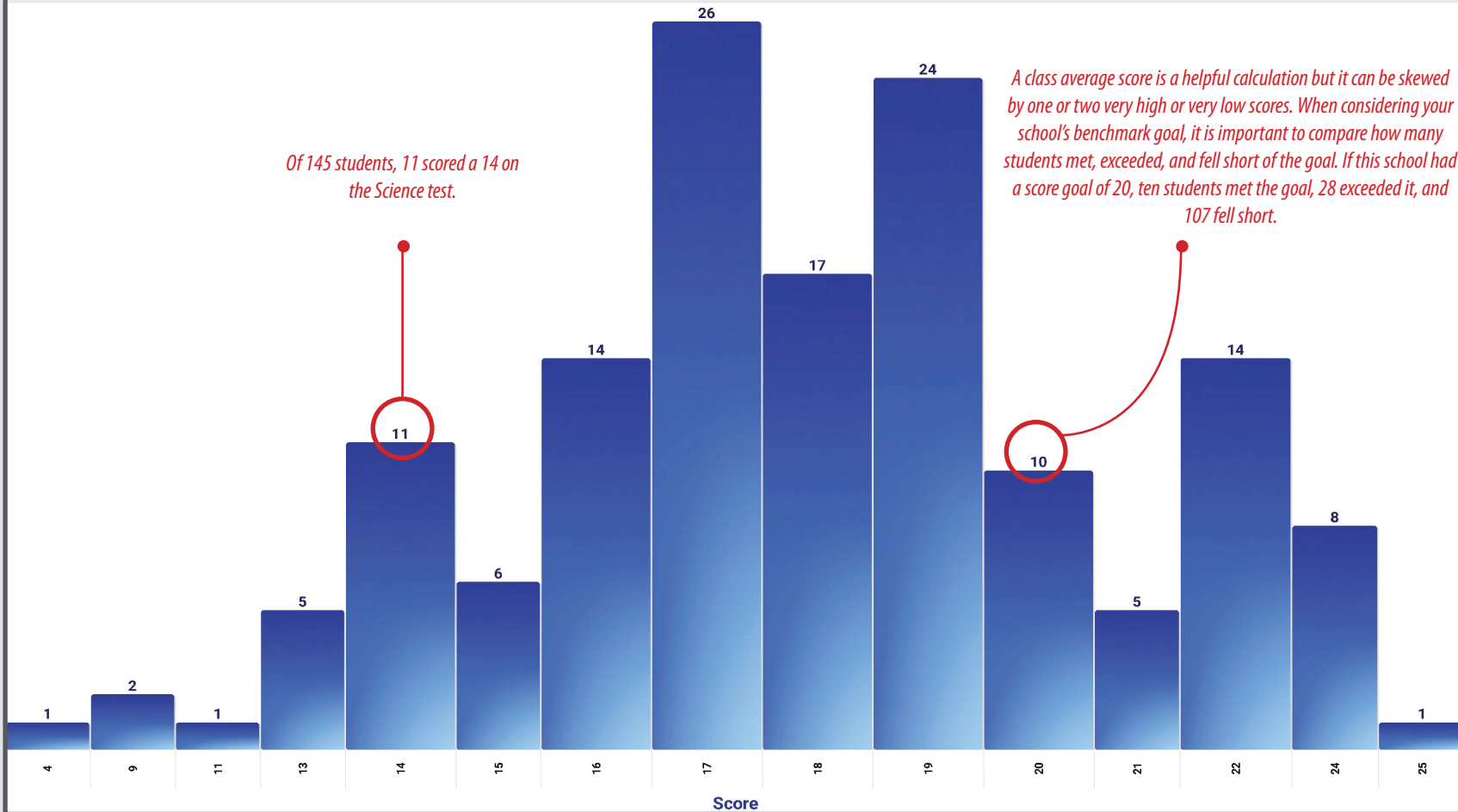
FORMATIVE CONNECTION REPORT

This report contains all of the Content Distribution report information in addition to data on how many students within each of the three score ranges selected each answer choice and what percentage of students in each score range selected the correct answer for each item. This in-depth analysis allows you to more effectively target skill gaps and differentiate instruction.



Scaled Score Distribution

Science (Each bar represents the total number of students who received the indicated score)



SCALED SCORE DISTRIBUTION REPORT

This report shows how many students achieved a particular score and how their scores compare to the class as a whole. Each bar represents the total number of students who earned the indicated scaled score.

Test	Level2	Level3	Level4	Question Name	Correct Answer	A/F	B/G	C/H	D/J	E/K	Omitted	
English Test	English Conventions of Standard English (31.83%)	Grammar and Usage (32.47%)	Diction (32.14%)	PreACT Form B English #44	H. as	0	0	1	0	0	6	
			Faulty or Illogical Comparisons (32.14%)	PreACT Form B English #09	B. other currencies that are centrally controlled by government agencies	0	2	0	0	0	5	
				PreACT Form B English #38	H. and the circus of the past	0	0	1	0	0	6	
			Nouns and Noun Clauses (30.36%)	PreACT Form B English #07	D. the dollar	0	1	0	1	0	5	
				PreACT Form B English #11	D. to verify	0	0	0	1	0	6	
			Pronoun Usage (32.14%)	PreACT Form B English #06	J. it is	0	0	1	1	0	5	
				PreACT Form B English #13	B. its	0	1	0	0	0	6	
				PreACT Form B English #36	H. others	0	0	1	0	0	6	
			Subject-Verb Agreement (32.14%)	PreACT Form B English #25	B. There are about	0	1	0	0	0	6	
			Verb Tense (35.71%)	PreACT Form B English #14	H. grew up	0	0	1	0	0	6	
				PreACT Form B English #31	B. compete	0	1	0	0	0	6	
			No Change (31.43%)		PreACT Form B English #04	F. NO CHANGE	2	0	0	0	0	5
					PreACT Form B English #16	F. NO CHANGE	1	0	0	0	0	6
					PreACT Form B English #18	F. NO CHANGE	1	0	0	0	0	6
		PreACT Form B English #23			A. NO CHANGE	1	0	0	0	0	6	
		PreACT Form B English #39			A. NO CHANGE	0	0	0	1	0	6	
		Punctuation (28.57%)	Commas (28.57%)	PreACT Form B English #20	J. was released	1	0	0	0	0	6	
		Sentence Structure (31.55%)	Comma Splices (28.57%)	PreACT Form B English #05	B. view; peer-to-peer	0	1	1	0	0	5	
			Faulty Parallelism (28.57%)	PreACT Form B English #37	D. to see things, to go places, and to do things	0	0	0	1	0	6	
			Fragments (35.71%)	PreACT Form B English #10	J. OMIT	0	0	0	1	0	6	

The Content Distribution report in Cambridge's online platform includes all the same data points as the Content Distribution report on page 6.

Columns on this report can be sorted and the report can be exported as a PDF or a spreadsheet.

CAMBRIDGE XPRESS

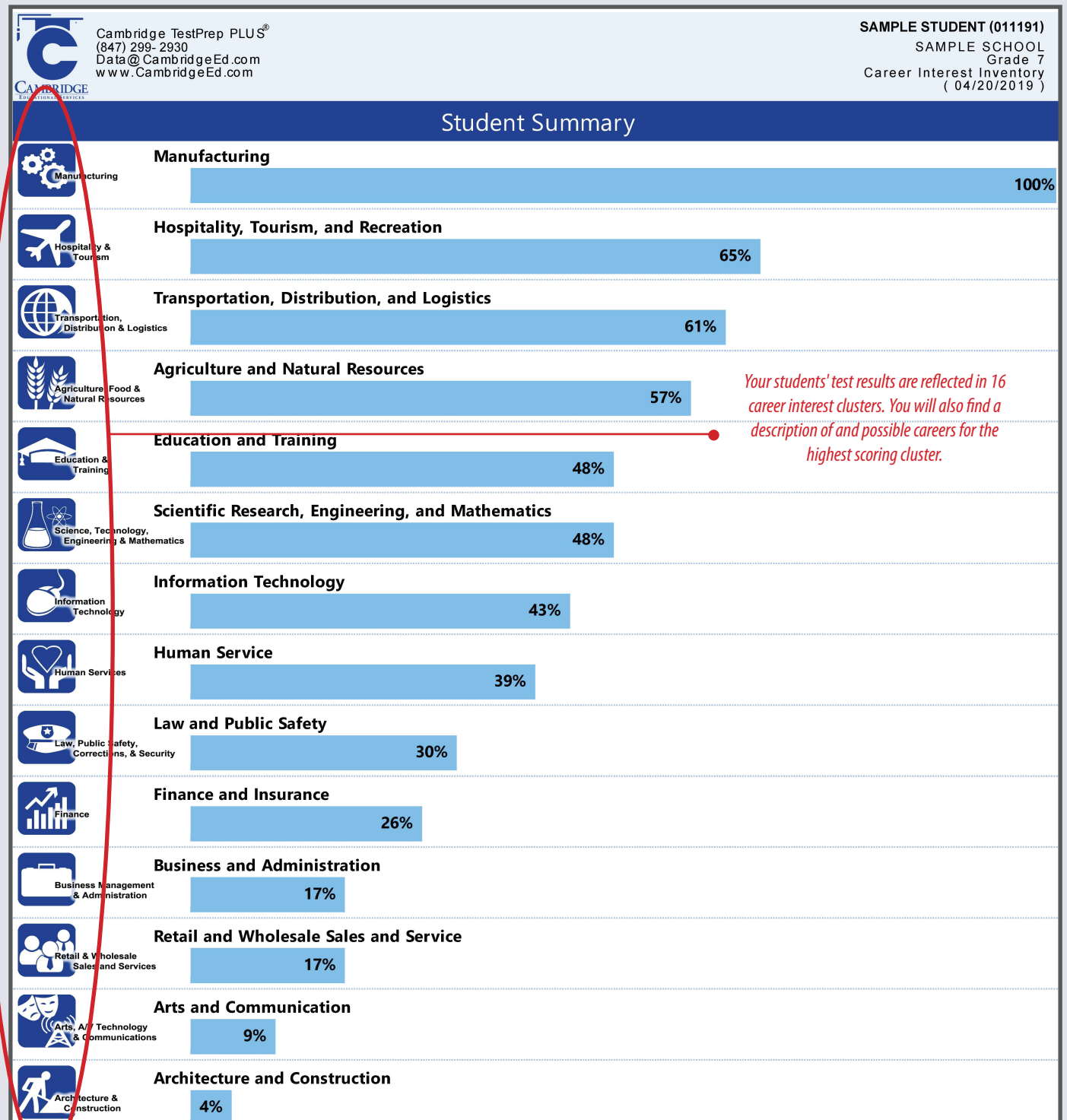
Cambridge Xpress allows students to test online and receive immediate feedback right in Cambridge's testing platform. This service offers several advantages:

1. While testing, students can flag questions and easily navigate through the test.
2. Results are available immediately after students complete the test.
3. Students can see individual results and teachers can see group results on reports such as the one shown above.
4. If students are testing with a Cambridge exam, they can return to the test and review the items they got wrong.

Cambridge Educational Services offers many tools to help you reach your college- and career-readiness goals. This Career Interest Inventory is just one example. For a program tailored to your needs, call us now at (847) 299-2930.

CAREER INTEREST INVENTORY

Students answer questions concerning past, present, and future interest in categories related to work, learning, and leisure activities. Students can then use the information in their reports to figure out the types of careers they may be interested in and what college majors they might want to explore.



“

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 identifying key strengths and weaknesses of individual students and of the class as a whole, which allows them to teach a highly effective test preparation and skills review program.

› DATA-DRIVEN INSTRUCTION

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, so teachers can cover the concepts that will be most beneficial to high, medium, and low groups.

› PRE- AND POST-TEST REVIEW

Cambridge Premiere Packages include Navigator Plus 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 Cambridge's data reports to identify high-value test items (such as those that were particularly confusing to the class) and review those items to help students avoid similar mistakes or misconceptions on future tests.

› SKILLS REVIEW

Data reports show which core skills your students need to focus on and how much time should be spent on each skill. Teachers can use the *Essential Skills* and 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 the difficulty level of the material that should be included in the program.