



# SAMPLE DATA REPORTS

Cambridge's suite of reports provides profound insight into student performance, both on an individual and a group level. 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.


This packet includes a sample of Cambridge reports that schools across the country use to build skills and increase scores and are applicable to both college entrance and postbaccalaureate exams. For information on additional reports that Cambridge offers, please contact us at (847) 299-2930.

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# 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   |  |  |

VERBAL REASONING

|                        | RIGHT | WRONG | OMIT |
|------------------------|-------|-------|------|
| Section 3              | 19    | 6     | 0    |
| Section 4              | 18    | 7     | 0    |
| TOTAL Verbal Reasoning | 37    | 13    | 0    |

QUANTITATIVE REASONING

|                              | RIGHT | WRONG | OMIT |
|------------------------------|-------|-------|------|
| Section 5                    | 13    | 11    | 1    |
| Section 6                    | 11    | 13    | 1    |
| 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).



## Student Item Analysis

### Reading (8-38)

|           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 26 | 27 | 28 |
| Category: | NS | NS | NS | NS | NS | NS | NS | NS | NS | NS | SS | SS | SS | SS | SS | SS | SS | SS | SS | LF | LF | LF | LF | LF | LF | LF | LF | LF |
| Correct:  | B  | C  | D  | D  | A  | B  | D  | A  | A  | D  | A  | A  | C  | C  | D  | A  | B  | A  | D  | B  | D  | B  | B  | B  | C  | C  | B  | B  |
| Yours:    | +  | +  | +  | +  | +  | +  | +  | +  | +  | B  | +  | +  | A  | +  | +  | +  | +  | +  | +  | +  | +  | +  | C  | +  | +  | +  | D  | A  |
| Item:     | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |    |    |    |    |    |    |    |    |    |
| Category: | NS | NS | NS | NS | NS | NS | NS | NS | NS | SS | SS | SS | SS | SS | SS | SS | SS | SS | SS |    |    |    |    |    |    |    |    |    |
| Correct:  | D  | D  | C  | A  | B  | B  | C  | A  | D  | B  | D  | B  | C  | B  | C  | B  | C  | D  | B  | D  |    |    |    |    |    |    |    |    |
| Yours:    | C  | +  | +  | +  | +  | +  | +  | +  | C  | +  | +  | +  | +  | D  | +  | +  | C  | +  | +  |    |    |    |    |    |    |    |    |    |

### Writing & Language (8-38)

|           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 26 | 27 | 28 |
| Category: | SE | SE | EI | EI | SE | EI | EI | SE | SE | EI | EI | EI | EI | SE | SE | EI | SE | EI | EI | SE | SE | EI | EI | EI | SE | SE | SE | EI |
| Correct:  | A  | D  | A  | A  | B  | D  | D  | D  | C  | C  | A  | C  | A  | C  | B  | B  | D  | B  | B  | C  | C  | D  | A  | A  | B  | B  | A  | B  |
| Yours:    | +  | +  | +  | +  | D  | +  | +  | B  | +  | +  | C  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | A  | +  | +  | +  | D  | +  | C  |
| Item:     | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 |    |    |    |    |    |    |    |    |    |    |    |    |
| Category: | SE | EI | SE | EI | EI | SE | SE | SE | EI | SE | EI | SE | EI | EI | EI | EI |    |    |    |    |    |    |    |    |    |    |    |    |
| Correct:  | C  | D  | C  | D  | C  | B  | B  | D  | D  | C  | C  | C  | C  | C  | D  | A  |    |    |    |    |    |    |    |    |    |    |    |    |
| Yours:    | +  | +  | +  | +  | +  | +  | +  | B  | +  | +  | +  | +  | +  | A  | +  | +  |    |    |    |    |    |    |    |    |    |    |    |    |

### Math (8-38) - Math - No Calculator

|           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Item:     | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Category: | PA | PA | PA | HA | PA | HA | PA | PA | AT | HA | HA | HA | PA | PA | HA | HA | HA |
| Correct:  | B  | B  | A  | C  | B  | C  | C  | A  | B  | C  | D  | C  | A  | 72 | 3  | 24 | 3  |
| Yours:    | D  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  |

### Math (8-38) - Math - Calculator

|           |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
|-----------|----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------|
| 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 | 26 | 27 | 28   |
| Category: | HA | PS  | PA | HA | HA | PS | PS | PA | PS | PS | PS | HA | PS | PS | HA | HA | PS | PS | PS | PS | HA | PA | AT | PA | PS | HA | PS | PS   |
| Correct:  | A  | D   | D  | C  | D  | B  | D  | D  | B  | C  | C  | B  | A  | A  | C  | D  | D  | A  | C  | D  | A  | B  | D  | B  | C  | B  | C  | 1/20 |
| Yours:    | C  | +   | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | +  | C  | +  | +  | +  | C  | +  | +  | D  | 27.2 |
| Item:     | 29 | 30  | 31 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Category: | PS | PA  | PA |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Correct:  | 7  | 2/3 | 20 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |
| Yours:    | +  | +   | 49 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |

+ = correct response    '!' = omitted    ? = 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 consult the test booklet and re-consider problems they answered incorrectly or guessed on.

## Instructor Summary

|     |                   | QUANTITATIVE |    |    |    |    | VERBAL |    |    |    |    | INTEGRATED REASONING |    |   |    |   | COMPOSITE |
|-----|-------------------|--------------|----|----|----|----|--------|----|----|----|----|----------------------|----|---|----|---|-----------|
|     |                   | R            | W  | O  | %  | S  | R      | W  | O  | %  | S  | R                    | W  | O | %  | S |           |
| 1)  | AGUILAR, RYAN     | 35           | 22 | 8  | 54 | 33 | 47     | 10 | 13 | 67 | 36 | 1                    | 10 | 1 | 8  |   | 570       |
| 2)  | ALBERT, KATHERINE | 20           | 43 | 2  | 31 | 23 | 38     | 31 | 1  | 54 | 30 | 1                    | 10 | 1 | 8  |   | 460       |
| 3)  | ALLEN, ADAM       | 17           | 33 | 15 | 26 | 21 | 19     | 31 | 20 | 27 | 18 | 1                    | 7  | 4 | 8  |   | 370       |
| 4)  | EBER, DIANA       | 35           | 22 | 8  | 54 | 33 | 30     | 36 | 4  | 43 | 25 | 1                    | 10 | 1 | 8  |   | 490       |
| 5)  | FISHER, ALEX      | 23           | 18 | 24 | 35 | 25 | 39     | 16 | 15 | 56 | 31 | 3                    | 3  | 6 | 25 |   | 480       |
| 6)  | HIDALGO, ARIANA   | 21           | 28 | 16 | 32 | 24 | 32     | 34 | 4  | 46 | 26 | 2                    | 7  | 3 | 17 |   | 440       |
| 7)  | JAMES, ALYSSA     | 34           | 18 | 13 | 52 | 32 | 39     | 30 | 1  | 56 | 31 | 3                    | 7  | 2 | 25 |   | 530       |
| 8)  | KIM, YOLANDA      | 8            | 13 | 44 | 12 | 16 | 22     | 29 | 19 | 31 | 20 | 1                    | 10 | 1 | 8  |   | 340       |
| 9)  | LANE, ARION       | 34           | 31 | 0  | 52 | 32 | 27     | 43 | 0  | 39 | 23 | 1                    | 11 | 0 | 8  |   | 480       |
| 10) | MOHAMED, SALIM    | 14           | 51 | 0  | 22 | 20 | 22     | 40 | 8  | 31 | 20 | 2                    | 10 | 0 | 17 |   | 370       |
| 11) | RYAN, PATRICK     | 22           | 33 | 10 | 34 | 24 | 44     | 26 | 0  | 63 | 34 | 3                    | 7  | 2 | 25 |   | 500       |
| 12) | SAED, ZACKEE      | 37           | 27 | 1  | 57 | 34 | 38     | 31 | 1  | 54 | 30 | 4                    | 8  | 0 | 33 |   | 540       |
| 13) | SILAS, STEVEN     | 21           | 26 | 18 | 32 | 24 | 24     | 45 | 1  | 34 | 21 | 0                    | 6  | 6 | 0  |   | 410       |
| 14) | VAZQUEZ, MARIO    | 20           | 28 | 17 | 31 | 23 | 23     | 38 | 9  | 33 | 21 | 1                    | 5  | 6 | 8  |   | 400       |

## Instructor Summary

### AVERAGE SUMMARY

|          |  | QUANTITATIVE |      |      |      |      | VERBAL |      |     |      |      | INTEGRATED REASONING |     |     |      |   | COMPOSITE |
|----------|--|--------------|------|------|------|------|--------|------|-----|------|------|----------------------|-----|-----|------|---|-----------|
|          |  | R            | W    | O    | %    | S    | R      | W    | O   | %    | S    | R                    | W   | O   | %    | S |           |
| Averages |  | 24.4         | 28.1 | 12.6 | 37.5 | 26.0 | 31.7   | 31.4 | 6.9 | 45.3 | 26.1 | 1.7                  | 7.9 | 2.4 | 14.3 |   | 455.7     |
| Minimums |  | 8            | 13   | 0    | 12.3 | 16   | 19     | 10   | 0   | 27.1 | 18   | 0                    | 3   | 0   | 0.0  |   | 340       |
| Maximums |  | 37           | 51   | 44   | 56.9 | 34   | 47     | 45   | 20  | 67.1 | 36   | 4                    | 11  | 6   | 33.3 |   | 570       |

## 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.





## Error Analysis

| Item                                      | Ans | Lvl 2 | Lvl 3                    | Lvl 4                 | A        | B        | C        | D        | Omit | Error | % Correct (without omits and errors) |
|---|-----|-------|--------------------------|-----------------------|----------|----------|----------|----------|------|-------|--------------------------------------|
| <b>Reading - 30 items (41%)</b>           |     |       |                          |                       |          |          |          |          |      |       |                                      |
| 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%                                  |
| <b>Math - Calculator - 10 items (46%)</b> |     |       |                          |                       |          |          |          |          |      |       |                                      |
| 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%)  | 8 (26%)  | 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.

## 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.



## Content Distribution

| Item  | Ans | * / A           | B               | C               | D               | E               | Omit | Error | % Correct (without omits and errors) |
|---|-----|-----------------|-----------------|-----------------|-----------------|-----------------|------|-------|--------------------------------------|
| <b>Reading Comprehension Section 1 - 27 items (46%)</b> |     |                 |                 |                 |                 |                 |      |       |                                      |
| Main Idea (41%)   |     |                 |                 |                 |                 |                 |      |       |                                      |
| 7   | C   | 0 (0%)          | 5 (17%)         | <b>23 (79%)</b> | 0 (0%)          | 1 (3%)          | 0    | 0     | 79%                                  |
| 14  | B   | 4 (14%)         | <b>9 (31%)</b>  | 0 (0%)          | 2 (7%)          | 12 (41%)        | 2    | 0     | 33%                                  |
| 20  | D   | 1 (3%)          | 1 (3%)          | 5 (17%)         | <b>13 (45%)</b> | 3 (10%)         | 6    | 0     | 57%                                  |
| 26  | A   | <b>3 (10%)</b>  | 7 (24%)         | 4 (14%)         | 8 (28%)         | 0 (0%)          | 7    | 0     | 14%                                  |
| Specific Detail (41%)                                   |     |                 |                 |                 |                 |                 |      |       |                                      |
| 4   | D   | 3 (10%)         | 2 (7%)          | 5 (17%)         | <b>18 (62%)</b> | 1 (3%)          | 0    | 0     | 62%                                  |
| 24  | E   | 4 (14%)         | 1 (3%)          | 7 (24%)         | 5 (17%)         | <b>6 (21%)</b>  | 6    | 0     | 26%                                  |
| Logical Structure (50%)                                 |     |                 |                 |                 |                 |                 |      |       |                                      |
| 1   | D   | 5 (17%)         | 3 (10%)         | 0 (0%)          | <b>20 (69%)</b> | 1 (3%)          | 0    | 0     | 69%                                  |
| 2   | B   | 1 (3%)          | <b>10 (34%)</b> | 1 (3%)          | 14 (48%)        | 3 (10%)         | 0    | 0     | 34%                                  |
| 9   | E   | 2 (7%)          | 2 (7%)          | 0 (0%)          | 7 (24%)         | <b>18 (62%)</b> | 0    | 0     | 62%                                  |
| 15  | A   | <b>9 (31%)</b>  | 2 (7%)          | 3 (10%)         | 7 (24%)         | 6 (21%)         | 2    | 0     | 33%                                  |
| 17  | D   | 2 (7%)          | 5 (17%)         | 4 (14%)         | <b>15 (52%)</b> | 0 (0%)          | 3    | 0     | 58%                                  |
| Implied Idea (41%)                                      |     |                 |                 |                 |                 |                 |      |       |                                      |
| 8   | A   | <b>19 (66%)</b> | 2 (7%)          | 0 (0%)          | 3 (10%)         | 5 (17%)         | 0    | 0     | 66%                                  |
| 12  | E   | 6 (21%)         | 2 (7%)          | 7 (24%)         | 6 (21%)         | <b>7 (24%)</b>  | 1    | 0     | 25%                                  |
| 21  | E   | 7 (24%)         | 0 (0%)          | 0 (0%)          | 4 (14%)         | <b>12 (41%)</b> | 6    | 0     | 52%                                  |
| 22  | A   | <b>9 (31%)</b>  | 6 (21%)         | 3 (10%)         | 2 (7%)          | 3 (10%)         | 6    | 0     | 39%                                  |
| <b>Logical Reasoning Section 2 - 25 items (50%)</b>     |     |                 |                 |                 |                 |                 |      |       |                                      |
| Inductive Argu. (50%)                                   |     |                 |                 |                 |                 |                 |      |       |                                      |
| The Assumpt. (42%)                                      |     |                 |                 |                 |                 |                 |      |       |                                      |
| Attacking Argu. (42%)                                   |     |                 |                 |                 |                 |                 |      |       |                                      |
| 6   | C   | 5 (17%)         | 5 (17%)         | <b>16 (55%)</b> | 2 (7%)          | 0 (0%)          | 1    | 0     | 57%                                  |
| 11  | A   | <b>13 (45%)</b> | 4 (14%)         | 9 (31%)         | 2 (7%)          | 1 (3%)          | 0    | 0     | 45%                                  |
| 14  | D   | 5 (17%)         | 0 (0%)          | 8 (28%)         | <b>6 (21%)</b>  | 8 (28%)         | 2    | 0     | 22%                                  |
| 18  | A   | <b>19 (66%)</b> | 4 (14%)         | 1 (3%)          | 0 (0%)          | 4 (14%)         | 1    | 0     | 68%                                  |
| 20  | C   | 1 (3%)          | 8 (28%)         | <b>9 (31%)</b>  | 4 (14%)         | 2 (7%)          | 5    | 0     | 38%                                  |
| 22  | C   | 2 (7%)          | 9 (31%)         | <b>10 (34%)</b> | 1 (3%)          | 1 (3%)          | 6    | 0     | 43%                                  |
| Id. Hidden Assumpt. (41%)                               |     |                 |                 |                 |                 |                 |      |       |                                      |
| 5   | A   | <b>19 (66%)</b> | 0 (0%)          | 6 (21%)         | 0 (0%)          | 3 (10%)         | 1    | 0     | 68%                                  |
| 13  | B   | 4 (14%)         | <b>12 (41%)</b> | 3 (10%)         | 5 (17%)         | 4 (14%)         | 1    | 0     | 43%                                  |

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## 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 Plan Instructor Summary

Victory for the SAT® Test, 12th 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   |                               |                          | 255               | 525                  |                                       |
|             | A. Overview   |                               |                          | 255               | 525                  |                                       |
|             | B. Anatomy  | 1-4                           | 1-4                      | 256               | 528                  |                                       |
|             | C. Pacing   |                               |                          | 259               | 531                  |                                       |
|             | D. Time Trial   | 1-4                           | 1-4                      | 260               | 532                  |                                       |
|             | E. Game Plan  |                               |                          | 262               | 535                  |                                       |
|             | F. Calculator Exercise  | 1-5                           | 1-5                      | 265               | 539                  |                                       |
| 2           | G. Calculator Race  | 1-10                          | 1-10                     |                   | 542                  |                                       |
|             | II. Lesson   Preliminaries  |                               |                          |                   | 547                  |                                       |
|             | A. What Is Tested   |                               |                          |                   | 547                  |                                       |
|             | B. Directions   |                               |                          |                   | 547                  |                                       |
|             | C. Item Profiles  |                               |                          |                   | 548                  |                                       |
|             | D. General Strategies   |                               |                          |                   | 549                  |                                       |
|             | III. Lesson 1   Problem Solving and Advanced Arithmetic           |                               |                          | 267               | 559                  |                                       |
|             | A. Common Problem Solving Items                                   |                               |                          | 268               | 559                  |                                       |
|             | 1. Percents   | 1-7                           | 1-7                      | 268               | 559                  | 286, 325                              |
|             | 2. Ratios   | 8-9                           | 8-9                      | 268               | 563                  |                                       |
| 3           | 3. Proportions and Direct-Inverse Variation                       | 10-16                         | 10-16                    | 269               | 564                  | 326                                   |
|             | B. Complicated Problem Solving Items—Bridge the Gap               | 17-21                         | 17-21                    | 270               | 569                  |                                       |
|             | C. Advanced Arithmetic Items                                      |                               |                          | 271               | 573                  |                                       |
|             | 1. Properties of Numbers  | 22-26                         | 22-26                    | 271               | 573                  |                                       |
|             | 2. Sets: Union, Intersection, and Elements                        | 27-28                         | 27-28                    | 271               | 576                  | 335                                   |
|             | 3. Absolute Value   | 29-30                         | 29-30                    | 271               | 579                  | 348                                   |
|             | 4. Complex Numbers  | 31-32                         | 31-32                    | 272               | 581                  | 361, 473                              |
|             | D. Problem Solving and Advanced Arithmetic Alternative Strategies |                               |                          | 272               | 583                  |                                       |
|             | 1. "Test-the-Test"  | 33-39                         | 33-39                    | 272               | 583                  |                                       |
|             | 2. "Plug-and-Chug"  | 40                            | 40                       | 273               | 586                  |                                       |
| 4           | IV. Lesson 2   Algebra  |                               |                          | 275               | 587                  |                                       |
|             | A. The "Flying X" Method  |                               |                          |                   | 587                  |                                       |
|             | B. Manipulating Algebraic Expressions                             |                               |                          | 275               | 588                  |                                       |
|             | 1. Basic Algebraic Manipulations                                  | 1-2                           | 1-2                      | 275               | 588                  | 305                                   |
|             | 2. Evaluating Expressions   | 3-6                           | 3-6                      | 276               | 590                  | 306, 367                              |
|             | 3. Manipulating Expressions Involving Exponents                   | 7-8                           | 7-8                      | 276               | 592                  | 479                                   |
|             | 4. Factoring Expressions  | 9-11                          | 9-11                     | 276               | 594                  | 377                                   |
|             | C. Evaluating Sequences Involving Exponential Growth              | 12-15                         | 12-15                    | 277               | 595                  | 471                                   |
|             | D. Solving Algebraic Equations or Inequalities with One Variable  |                               |                          | 277               | 600                  |                                       |
|             | 1. Simple Equations   | 16                            | 16                       | 277               | 600                  | 307, 367                              |

## 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.



## Formative Connection Report

| Item   | Ans | LMH       | N=   | A/F      | B/G      | C/H       | D/J       | E/K    | Omit | Error | % Correct (without omits and errors) |
|--|-----|-----------|------|----------|----------|-----------|-----------|--------|------|-------|--------------------------------------|
| <b>ENGLISH - 75 ITEMS - SCORE RANGE24+ (85%)</b> |     |           |      |          |          |           |           |        |      |       |                                      |
| Usage & Mechanics (83%)                          |     |           |      |          |          |           |           |        |      |       |                                      |
| Grammar & Usage (79%)                            |     |           |      |          |          |           |           |        |      |       |                                      |
| Sub.-Verb Agreement (77%)                        |     |           |      |          |          |           |           |        |      |       |                                      |
| 70   | G   | [24 - 36] | n=22 | 4 (18%)  | 17 (77%) | 1 (5%)    | 0 (0%)    | 0 (0%) | 0    | 0     | 77%                                  |
| Pronoun Usage (71%)                              |     |           |      |          |          |           |           |        |      |       |                                      |
| 72   | F   | [24 - 36] | n=22 | 15 (68%) | 5 (23%)  | 1 (5%)    | 0 (0%)    | 0 (0%) | 1    | 0     | 71%                                  |
| Adj. vs. Adv. (95%)                              |     |           |      |          |          |           |           |        |      |       |                                      |
| 43   | C   | [24 - 36] | n=22 | 1 (5%)   | 0 (0%)   | 21 (95%)  | 0 (0%)    | 0 (0%) | 0    | 0     | 95%                                  |
| Nouns & Noun Clauses (73%)                       |     |           |      |          |          |           |           |        |      |       |                                      |
| 17   | C   | [24 - 36] | n=22 | 0 (0%)   | 6 (27%)  | 16 (73%)  | 0 (0%)    | 0 (0%) | 0    | 0     | 73%                                  |
| Verb Tense (92%)                                 |     |           |      |          |          |           |           |        |      |       |                                      |
| 27   | D   | [24 - 36] | n=22 | 1 (5%)   | 2 (9%)   | 0 (0%)    | 19 (86%)  | 0 (0%) | 0    | 0     | 86%                                  |
| 59   | D   | [24 - 36] | n=22 | 0 (0%)   | 0 (0%)   | 0 (0%)    | 22 (100%) | 0 (0%) | 0    | 0     | 100%                                 |
| 66   | J   | [24 - 36] | n=22 | 1 (5%)   | 0 (0%)   | 1 (5%)    | 20 (91%)  | 0 (0%) | 0    | 0     | 91%                                  |
| Seq. & Verb Tense (55%)                          |     |           |      |          |          |           |           |        |      |       |                                      |
| 53   | B   | [24 - 36] | n=22 | 0 (0%)   | 12 (55%) | 0 (0%)    | 10 (45%)  | 0 (0%) | 0    | 0     | 55%                                  |
| Diction (77%)                                    |     |           |      |          |          |           |           |        |      |       |                                      |
| 20   | H   | [24 - 36] | n=22 | 0 (0%)   | 2 (9%)   | 19 (86%)  | 1 (5%)    | 0 (0%) | 0    | 0     | 86%                                  |
| 21   | D   | [24 - 36] | n=22 | 1 (5%)   | 4 (18%)  | 0 (0%)    | 17 (77%)  | 0 (0%) | 0    | 0     | 77%                                  |
| 25   | D   | [24 - 36] | n=22 | 3 (14%)  | 0 (0%)   | 0 (0%)    | 19 (86%)  | 0 (0%) | 0    | 0     | 86%                                  |
| 32   | H   | [24 - 36] | n=22 | 5 (23%)  | 1 (5%)   | 15 (68%)  | 1 (5%)    | 0 (0%) | 0    | 0     | 68%                                  |
| 46   | F   | [24 - 36] | n=22 | 11 (50%) | 2 (9%)   | 6 (27%)   | 3 (14%)   | 0 (0%) | 0    | 0     | 50%                                  |
| 56   | H   | [24 - 36] | n=22 | 3 (14%)  | 0 (0%)   | 18 (82%)  | 1 (5%)    | 0 (0%) | 0    | 0     | 82%                                  |
| 62   | J   | [24 - 36] | n=22 | 2 (9%)   | 0 (0%)   | 0 (0%)    | 20 (91%)  | 0 (0%) | 0    | 0     | 91%                                  |
| Sent. Struct. (85%)                              |     |           |      |          |          |           |           |        |      |       |                                      |
| Run-on Sent. (45%)                               |     |           |      |          |          |           |           |        |      |       |                                      |
| 73   | B   | [24 - 36] | n=22 | 5 (23%)  | 9 (41%)  | 3 (14%)   | 3 (14%)   | 0 (0%) | 2    | 0     | 45%                                  |
| Comma Splices (79%)                              |     |           |      |          |          |           |           |        |      |       |                                      |
| 1  | C   | [24 - 36] | n=22 | 0 (0%)   | 2 (9%)   | 20 (91%)  | 0 (0%)    | 0 (0%) | 0    | 0     | 91%                                  |
| 38   | J   | [24 - 36] | n=22 | 1 (5%)   | 0 (0%)   | 0 (0%)    | 21 (95%)  | 0 (0%) | 0    | 0     | 95%                                  |
| 69   | C   | [24 - 36] | n=22 | 5 (23%)  | 1 (5%)   | 11 (50%)  | 5 (23%)   | 0 (0%) | 0    | 0     | 50%                                  |
| Fragments (98%)                                  |     |           |      |          |          |           |           |        |      |       |                                      |
| 37   | D   | [24 - 36] | n=22 | 0 (0%)   | 0 (0%)   | 1 (5%)    | 21 (95%)  | 0 (0%) | 0    | 0     | 95%                                  |
| 61   | C   | [24 - 36] | n=22 | 0 (0%)   | 0 (0%)   | 22 (100%) | 0 (0%)    | 0 (0%) | 0    | 0     | 100%                                 |

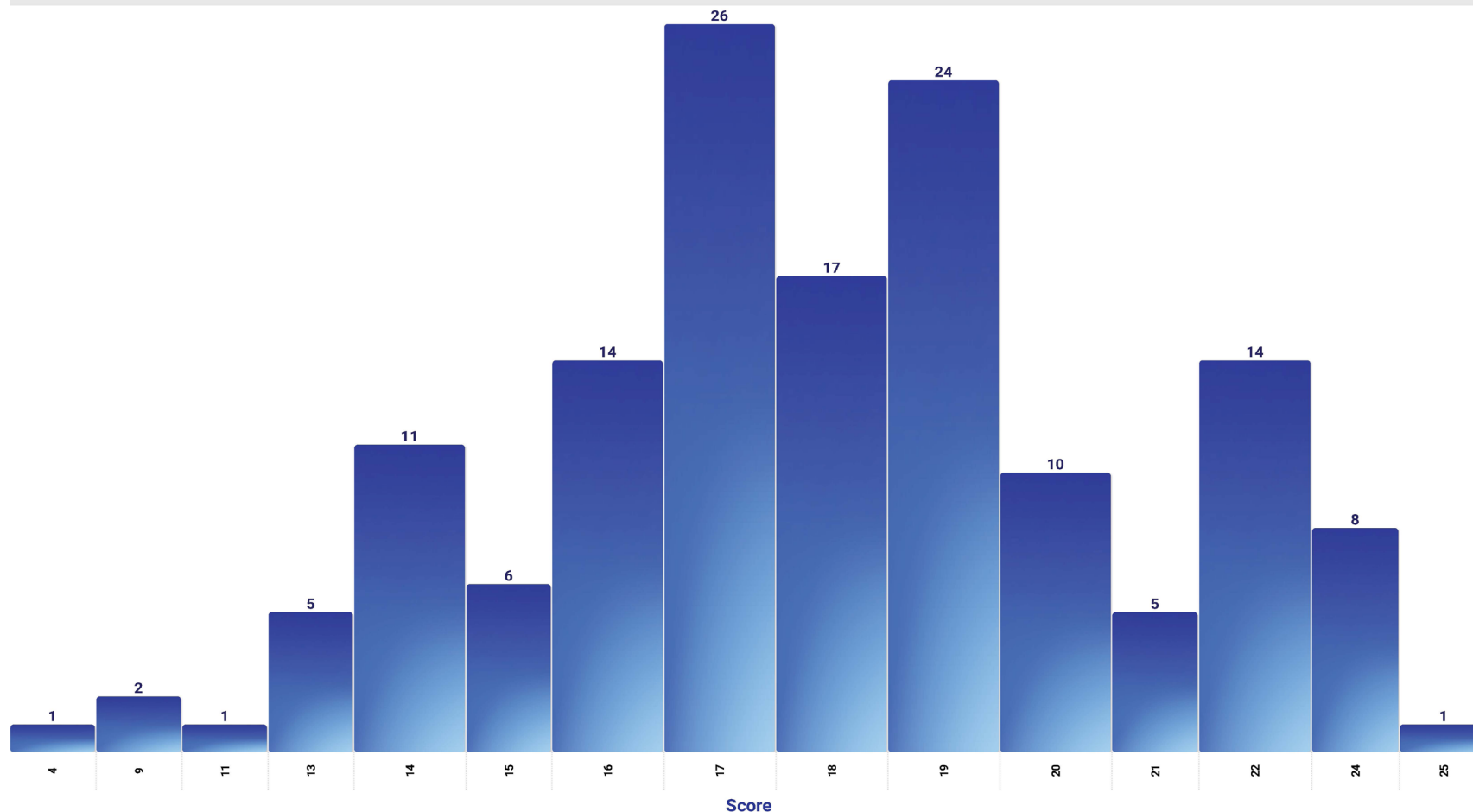
## FORMATIVE CONNECTION REPORT

This report contains all the characteristics of the Content Distribution report in addition to data on how many students within each of the three score ranges selected each answer choice and what percent 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 is a visual tool to show how many students achieve a particular score and how their scores compare to the class as a whole. Each bar represents the total number of students having the indicated scaled score.



## Error Analysis By College And Career Readiness Standards—Score/Strand/Skill

| Item                                | Ans | Score | Strand  | Skill | A/F      | B/G      | C/H      | D/J       | E/K      | Omit | Error | % Correct (without omits and errors) |
|-------------------------------------|-----|-------|---|-------|----------|----------|----------|-----------|----------|------|-------|--------------------------------------|
| <b>English - 75 items (51%)</b>     |     |       |   |       |          |          |          |           |          |      |       |                                      |
| 1                                   | B   | 13-15 | <b>Sentence Structure</b>   | b     | 30 (22%) | 47 (34%) | 17 (12%) | 45 (32%)  | 0 (0%)   | 0    | 0     | 34%                                  |
|                                     |     |       | Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.   |       |          |          |          |           |          |      |       |                                      |
| 2                                   | F   | 20-23 | <b>Conventions of Punctuation</b>   | a     | 99 (71%) | 18 (13%) | 5 (4%)   | 17 (12%)  | 0 (0%)   | 0    | 0     | 71%                                  |
|                                     |     |       | Use commas to set off simple parenthetical phrases.   |       |          |          |          |           |          |      |       |                                      |
| 3                                   | D   | 20-23 | <b>Topic Development</b>  | b     | 53 (38%) | 55 (40%) | 9 (6%)   | 22 (16%)  | 0 (0%)   | 0    | 0     | 16%                                  |
|                                     |     |       | Determine the relevancy of sentence-level details.  |       |          |          |          |           |          |      |       |                                      |
| 4                                   | G   | 33-36 | <b>Sentence Structure</b>   | a     | 22 (16%) | 96 (69%) | 9 (6%)   | 11 (8%)   | 0 (0%)   | 1    | 0     | 70%                                  |
|                                     |     |       | Work comfortably with long sentences and complex clausal relationships.   |       |          |          |          |           |          |      |       |                                      |
| 5                                   | C   | 20-23 | <b>Organization</b>   | c     | 15 (11%) | 8 (6%)   | 80 (58%) | 35 (25%)  | 0 (0%)   | 1    | 0     | 58%                                  |
|                                     |     |       | Add a sentence to introduce a simple paragraph.   |       |          |          |          |           |          |      |       |                                      |
| 6                                   | J   | 20-23 | <b>Conventions of Punctuation</b>   | b     | 10 (7%)  | 19 (14%) | 13 (9%)  | 97 (70%)  | 0 (0%)   | 0    | 0     | 70%                                  |
|                                     |     |       | Remove unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause). |       |          |          |          |           |          |      |       |                                      |
| 7                                   | C   | 20-23 | <b>Conventions of Usage</b>   | a     | 13 (9%)  | 22 (16%) | 93 (67%) | 11 (8%)   | 0 (0%)   | 0    | 0     | 67%                                  |
|                                     |     |       | Select prepositions, especially in combination with verbs, to create idiomatic phrases (e.g., long for, appeal to).   |       |          |          |          |           |          |      |       |                                      |
| 8                                   | G   | 20-23 | <b>Word Choice</b>  | a     | 46 (33%) | 68 (49%) | 11 (8%)  | 13 (9%)   | 0 (0%)   | 1    | 0     | 49%                                  |
|                                     |     |       | Delete information repeated in different parts of speech (e.g., "alarmingly startled").   |       |          |          |          |           |          |      |       |                                      |
| 9                                   | A   | 13-15 | <b>Word Choice</b>  | a     | 64 (46%) | 27 (19%) | 19 (14%) | 29 (21%)  | 0 (0%)   | 0    | 0     | 46%                                  |
|                                     |     |       | Revise sentences to correct awkward and confusing arrangements of sentence elements.  |       |          |          |          |           |          |      |       |                                      |
| 10                                  | H   | 16-19 | <b>Conventions of Usage</b>   | a     | 40 (29%) | 15 (11%) | 79 (57%) | 5 (4%)    | 0 (0%)   | 0    | 0     | 57%                                  |
|                                     |     |       | Resolve incorrect usage of adjectival or adverbial forms.   |       |          |          |          |           |          |      |       |                                      |
| 11                                  | B   | 13-15 | <b>Sentence Structure</b>   | a     | 20 (14%) | 17 (12%) | 36 (26%) | 66 (47%)  | 0 (0%)   | 0    | 0     | 12%                                  |
|                                     |     |       | Use conjunctions or punctuation to join simple clauses.   |       |          |          |          |           |          |      |       |                                      |
| <b>Mathematics - 60 items (35%)</b> |     |       |   |       |          |          |          |           |          |      |       |                                      |
| 1                                   | A   | 24-27 | <b>Graphical Representations</b>  | d     | 88 (63%) | 6 (4%)   | 4 (3%)   | 40 (29%)  | 1 (1%)   | 0    | 0     | 63%                                  |
|                                     |     |       | Find the midpoint of a line segment.  |       |          |          |          |           |          |      |       |                                      |
| 2                                   | H   | 24-27 | <b>Properties of Plane Figures</b>  | b     | 4 (3%)   | 14 (10%) | 83 (60%) | 11 (8%)   | 25 (18%) | 2    | 0     | 61%                                  |
|                                     |     |       | Recognize Pythagorean triples.  |       |          |          |          |           |          |      |       |                                      |
| 3                                   | C   | 20-23 | <b>Expressions, Equations, &amp; Inequalities</b>   | d     | 7 (5%)   | 12 (9%)  | 93 (67%) | 8 (6%)    | 18 (13%) | 1    | 0     | 67%                                  |
|                                     |     |       | Perform direct word-to-symbol translations.   |       |          |          |          |           |          |      |       |                                      |
| 4                                   | J   | 20-23 | <b>Probability, Statistics, &amp; Data Analysis</b>   | c     | 3 (2%)   | 14 (10%) | 9 (6%)   | 110 (79%) | 3 (2%)   | 0    | 0     | 79%                                  |
|                                     |     |       | Determine the probability of a simple event.  |       |          |          |          |           |          |      |       |                                      |

Description of Moodle Reports will go here.

## MOODLE REPORTS



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 are asked to reflect on and 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 report to figure out the types of careers they may be interested in and, based on that, what majors they might want to explore when deciding on colleges.



(800) 444-4373  
testprep@cambridgeed.com  
www.cambridgeed.com

Site: SAMPLE SCHOOL  
Student: SAMPLE STUDENT  
Test Date: 02/07/2017

### Student Summary



Architecture & Construction

#### Architecture and Construction



Retail & Wholesale Sales and Services

#### Retail and Wholesale Sales and Service



Business Management & Administration

#### Business and Administration



Arts, A/V Technology & Communications

#### Arts and Communication



Finance

#### Finance and Insurance



Science, Technology, Engineering & Mathematics

#### Scientific Research, Engineering, and Mathematics



Hospitality & Tourism

#### Hospitality, Tourism, and Recreation



Human Services

#### Human Service



Government & Public Administration

#### Government and Public Administration



Agriculture, Food & Natural Resources

#### Agriculture and Natural Resources



Health Science

#### Health Science



Information Technology

#### Information Technology



Law, Public Safety, Corrections, & Security

#### Law and Public Safety



Manufacturing

#### Manufacturing



#### Transportation, Distribution, and Logistics



“ 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 FOR TEACHERS

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.

### WORKSHOPS FOR STUDENTS

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.

### SUPPLEMENTAL CURRICULUM

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.