

7.0 Evidence Statement Analysis Report

7.1 Description of Evidence Statement Analysis Report – CMAS Mathematics and ELA/CSLA

An Evidence Statement Analysis Report is available at the school and district levels for each grade level and content area assessment (ELA grades 3 through 8; CSLA grades 3 and 4; mathematics grades 3 through 8). The report includes item level score information at the school, district, and state levels. The second page of the report includes item map information related to the Colorado Academic Standards (CAS). Sample Evidence Statement Analysis Reports are displayed in Sections 7.2 and 7.3.

Information included on the Evidence Statement Analysis Report can be used to identify patterns of evidence statements where a school is performing better or worse than the district or state or where a district is performing better or worse than the state. For example, within a particular evidence statement, a school within a district may be outperforming the district and the state while the school may be performing worse than the district and the state in another evidence statement. In combination with other evidence and data, schools and districts can use the information in this report to identify patterns across evidence statements that may be indicative of potential areas of strength or weakness.

7.1.1 General Information

Refer to page 1 of the Evidence Statement Analysis Report.

A. Test Date

The administration season and year.

B. Identification Information

The names and codes of the school and district.

C. Content Area/Subject

The content area/subject of the report (mathematics, ELA, or CSLA).

D. Grade

The grade level of the assessment.

7.1.2 Evidence Statement Analysis Information

Refer to page 1 of the Evidence Statement Analysis. **Note:** For mathematics, writing tasks are not included. For this reason, there are no markers for J and K on the sample mathematics report.

E. Number of Students with Valid Scores

Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

F. Graph Key

Explanatory text for the symbols and lines in the graph: state and district for the district level report and state, district, and school for the school level report.

G. Average Percent of Points Earned

The average percent of points earned is included to the left of the graphical representation of state, district, and school performance by evidence statement. Evidence statements that were more difficult for students across the state have a lower average percent of points earned.

H. Evidence Statement and Difficulty Order

Items on the mathematics and ELA (including CSLA) assessments are written to evidence statements that are mapped to the CAS. Each operational item on the assessment is combined into an evidence statement group. Items may be aligned to more than one evidence statement. This means that one item could be represented on the report multiple times depending on its alignment.

The evidence statements on the graph are placed in order with most to least difficult appearing from left to right. This difficulty order is determined by student performance on the items at the state level.

I. Graphical Representation of State, District, and School Level Performance by Evidence Statement

The graphical representation shows how the state, district, and school performed on each operational evidence statement. The state is represented as a blue line with squares, the district is represented as green circles, and the school is represented by orange triangles on school level reports.

The points on the graph represent at each level (state, district, and school) the average points earned compared to the points possible for the group of valid scores in that category. A school can then compare how their students performed on each evidence statement compared to other students in the district or state.

For ELA and CSLA, this comparison can also be used to evaluate school or district performance on the writing tasks as shown in the charts represented by letters J and K.

J. Writing Tasks

Charted information related to the performance of the writing tasks included on the ELA and CSLA assessments.

K. Prose Constructed Response (PCR)

This section breaks down the performance on the writing tasks by the PCR items included on the ELA and CSLA assessments. The PCRs ask for an extended student response that analyzes literary works in the categories of Literary Analysis and Narrative Writing and informational texts in the category of a Research Simulation Task. Score distributions of the unweighted Written Expression plus the Knowledge of Language and Conventions traits for the state, district, and school (where applicable) are included.

7.1.3 Evidence Statement Map Information

Refer to page 2 of the Evidence Statement Analysis.

L. Evidence Statement

Evidence statements are listed from most to least difficult based on the state level. This ordering corresponds to the graphed data on page 1 of the report.

M. Colorado Academic Standard(s)

The evidence statement-linked CAS is listed in the third column. An evidence statement can be connected to multiple standards. For statements that are considered Modeling or Modeling & Reasoning, SHK (Securely Held Knowledge) or OGL (On Grade Level) verbiage is indicated in place of a CAS. Additionally, some integrated mathematics evidence statements cross multiple domains and are not linked to only a single CAS. Multiple CAS are listed for integrated mathematics evidence statements.

N. Domain

The domain level (e.g., Reading: Informational Text, Reading: Literature, Operations and Algebraic Thinking) is listed in this column.

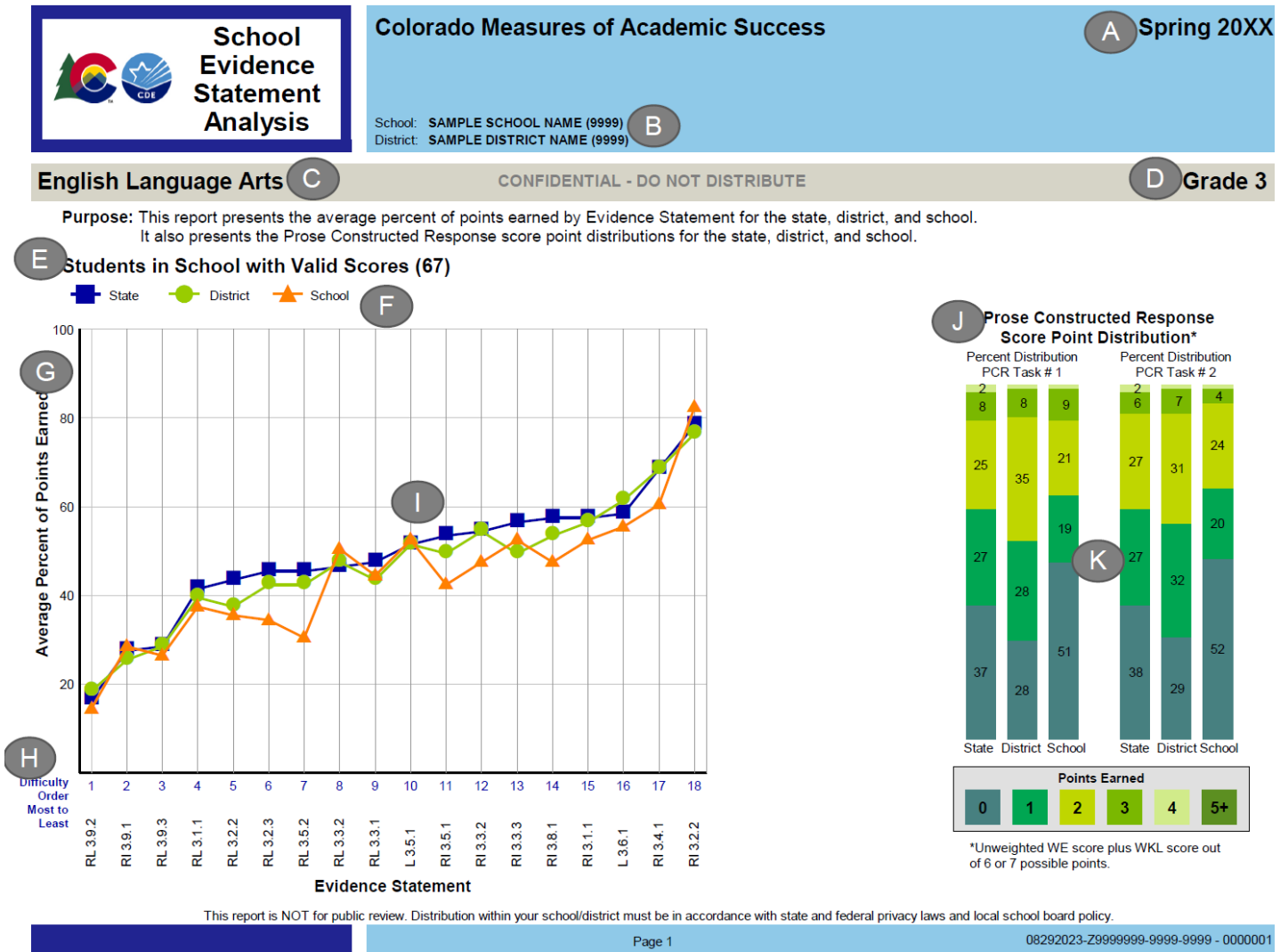
O. Additional Information


Links to more detailed information on the evidence statements and CAS are provided at the bottom of the report.

- [Evidence Statements](#)
- Colorado Academic Standards:
 - [ELA/CSLA](#)
 - [Mathematics](#)

7.2 Sample Evidence Statement Analysis – CMAS ELA/CSLA

Page 1





**Evidence
Statement
Analysis
Report Detail**

Colorado Measures of Academic Success Spring 20XX

This report shows the operational items for the given grade and subject sorted by difficulty.

English Language Arts

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Grade 3

L Difficulty Order Most to Least	Evidence Statement	M Colorado Academic Standard(s)	N Domain
1	RL 3.9.2	3.2.1.c.ii	Reading: Literature
2	RI 3.9.1	3.2.2.c.iii	Reading: Informational Text
3	RL 3.9.3	3.2.1.c.ii	Reading: Literature
4	RL 3.1.1	3.2.1.a.i	Reading: Literature
5	RL 3.2.2	3.2.1.a.iii	Reading: Literature
6	RL 3.2.3	3.2.1.a.iii	Reading: Literature
7	RL 3.5.2	3.2.1.b.iii	Reading: Literature
8	RL 3.3.2	3.2.1.a.vi	Reading: Literature
9	RL 3.3.1	3.2.1.a.vi	Reading: Literature
10	L 3.5.1	3.2.3.d.i	Language
11	RI 3.5.1	3.2.2.b.ii	Reading: Informational Text
12	RI 3.3.2	3.2.2.a.iv	Reading: Informational Text
13	RI 3.3.3	3.2.2.a.iv	Reading: Informational Text
14	RI 3.8.1	3.2.2.c.ii	Reading: Informational Text
15	RI 3.1.1	3.2.2.a.i	Reading: Informational Text
16	L 3.6.1	3.2.3.e	Language
17	RI 3.4.1	3.2.2.b.i	Reading: Informational Text
18	RI 3.2.2	3.2.2.a.ii	Reading: Informational Text

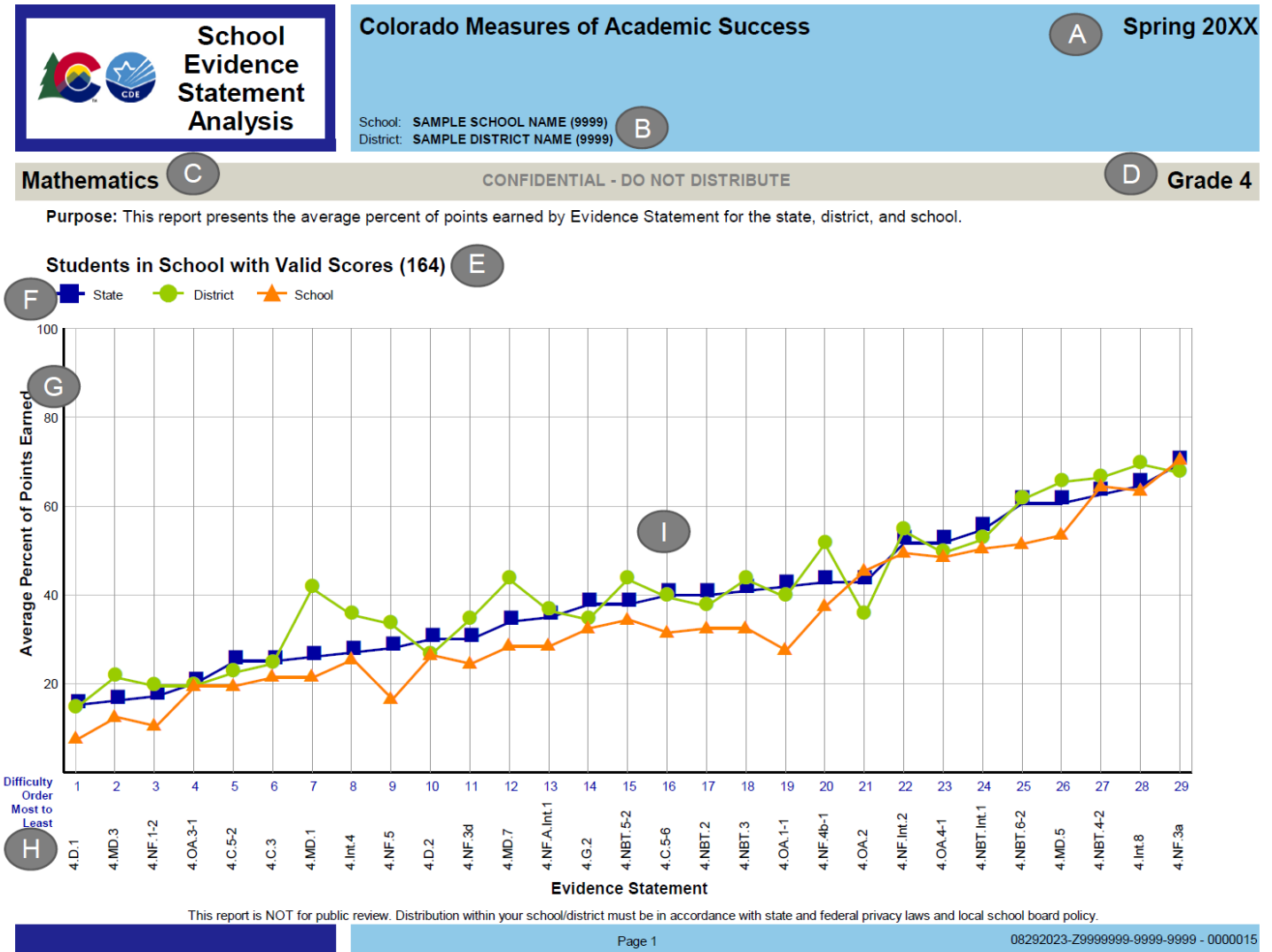
Evidence Statements: <http://www.cde.state.co.us/assessment/cmas>

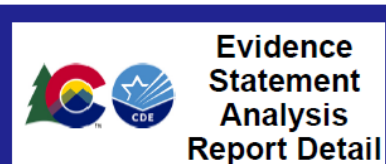
Colorado Academic Standards: <http://www.cde.state.co.us/coreadingwriting/statestandards>

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7.3 Sample Evidence Statement Analysis – CMAS Mathematics

Page 1





Colorado Measures of Academic Success Spring 20XX

This report shows the operational items for the given grade and subject sorted by difficulty.

Mathematics

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Grade 4

L Difficulty Order Most to Least	Evidence Statement	M Colorado Academic Standard(s)	N Domain
1	4.D.1	On Grade Level	Modeling and Reasoning
2	4.MD.3	4.MD.A.3	Measurement & Data
3	4.NF.1-2	4.NF.A.1	Number & Operations--Fractions
4	4.OA.3-1	4.OA.A.3	Operations & Algebraic Thinking
5	4.C.5-2	On Grade Level	Modeling and Reasoning
6	4.C.3	On Grade Level	Modeling and Reasoning
7	4.MD.1	4.MD.A.1	Measurement & Data
8	4.Int.4	4.NBT.B.6	Number & Operations in Base Ten
9	4.NF.5	4.NF.C.5	Number & Operations--Fractions
10	4.D.2	Securely Held Knowledge	Modeling and Reasoning
11	4.NF.3d	4.NF.B.3.d	Number & Operations--Fractions
12	4.MD.7	4.MD.C.7	Measurement & Data
13	4.NF.A.Int.1	4.NF.A.1 4.NF.A.2	Number & Operations--Fractions
14	4.G.2	4.G.A.2	Geometry
15	4.NBT.5-2	4.NBT.B.5	Number & Operations in Base Ten
16	4.C.5-6	Securely Held Knowledge	Modeling and Reasoning
17	4.NBT.2	4.NBT.A.2	Number & Operations in Base Ten
18	4.NBT.3	4.NBT.A.3	Number & Operations in Base Ten
19	4.OA.1-1	4.OA.A.1	Operations & Algebraic Thinking
20	4.NF.4b-1	4.NF.B.4.b	Number & Operations--Fractions
21	4.OA.2	4.OA.A.2	Operations & Algebraic Thinking
22	4.NF.Int.2	4.NF.C.5 4.NF.C.6	Number & Operations--Fractions
23	4.OA.4-1	4.OA.B.4	Operations & Algebraic Thinking
24	4.NBT.Int.1	4.NBT.A.2 4.NBT.B.4 4.NBT.B.5	Number & Operations in Base Ten
25	4.NBT.6-2	4.NBT.B.6	Number & Operations in Base Ten
26	4.MD.5	4.MD.C.5	Measurement & Data
27	4.NBT.4-2	4.NBT.B.4	Number & Operations in Base Ten
28	4.Int.8	4.NBT.B.4	Number & Operations in Base Ten
29	4.NF.3a	4.NF.B.3.a	Number & Operations--Fractions

O On Grade Level (OGL) and Securely Held Knowledge (SHK): OGL and SHK test items ask students to integrate their knowledge and Reason or Model with mathematics, called for by the Prepared Graduate statements in the Colorado Academic Standards. OGL are standards taught in the assessed grade. SHK are standards taught in the previous grade. For a detailed list of standards associated with Reasoning and Modeling, refer to the following Evidence Statements link.

Evidence Statements: <http://www.cde.state.co.us/assessment/cmas>

Colorado Academic Standards: <http://www.cde.state.co.us/comath/statestandards>

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