



KANSAS MATHEMATICS ASSESSMENT FACT SHEET 2007- 08



General Information

- New tests administered annually beginning 2006.
- Results used to calculate AYP.
- Grades 3-8 and one grade at high school tested.
- High school students tested at the end of opportunity to learn, but before the senior year...
- Revised standards implemented in fall, 2005.
- Calculator use permitted on identified sections at every grade level.
- Link to tested indicators:
<http://www.ksde.org/Default.aspx?tabid=156>
- Link to Mathematics Web page:
<http://www.ksde.org/Default.aspx?tabid=1719>

Test Format

- Three test sessions, 2 allowing calculator and 1 non-calculator session.
- Universal design guidelines followed.
- All multiple-choice questions.
- Twelve to fifteen indicators assessed per grade level.
- Four to eight items per indicator.
- Accommodations allowed are in the accommodations Manual at:
<http://www.ksde.org/Default.aspx?tabid=420>

Computerized Assessments (KCA)

- All grade levels will be available on-line.
- Use of the KCA (on-line testing) will be optional.
- Double testing is not allowed. Students must take either the KCA or the paper/pencil version of the assessment. They may not take both.

Performance Levels

- Five levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, Academic Warning.
- Cut scores as approved by the State Board of Education, August 8, 2006.
<http://www.ksde.org/Default.aspx?tabid=420>
- Performance Level Descriptors:
<http://www.ksde.org/Default.aspx?tabid=420>

Testing Window

- KCA: October 1, 2007 – April 14, 2008
- Paper/Pencil (All grades):
 - General/KAMM, February 18 – April 14, 2008. Answer sheets due April 18, 2008.
 - Alternate, January 2 – April 14, 2008. Scores entered on-line at CETE by May 1, 2008.

Scores Reported

- Student performance levels.
- Student percent correct
- Results by indicator for student, building, district, and state.

Available Released Items

- KERC - <http://www.kerc-ks.org>
- Kan-Ed - <http://www.kan-ed.org>
- CETE - <http://www.cete.ku.edu>

Number of Students in a Building Required for Disaggregation

- 30 for ELL, ethnicity, migrant, SES, and students with disabilities

Kansas Assessment with Multiple Measures (KAMM)

- The KAMM (KS Assessment with Multiple Measures) is administered annually to students identified as eligible by their IEP Team.
- Three test sessions, 2 allowing calculator and 1 non-calculator session.
- The sum of KAMM and Alternate students classified as "Meets Standards" or higher at the district/building level must not exceed 3%.

Alternate Assessments

- Administered annually to students identified as eligible by their IEP Team.
- Only 1% of district students may be classified as meet standards or higher using an alternate assessment.

Standard of Excellence

- Link to the Criteria for the Standard of Excellence:
<http://www.ksde.org/Default.aspx?tabid=420>

KSDE Contacts

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**GRADE 6 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY :
MATHEMATICS**

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

<p>Self-Assessment A: Content Expertise</p> <p>What is your level of content expertise or knowledge for each of the assessed indicators?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>1. Surface Understanding</p> </div> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; top: -5px; left: 0; right: 0; height: 10px; background: linear-gradient(to right, black 25%, black 25% 50%, black 50% 75%, black 75% 100%);"></div> </div> <div style="text-align: center;"> <p>4. Deep Understanding</p> </div> </div>	
<p>Self-Assessment B: Confidence Teaching Assessed Indicators</p> <p>How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>1. Not Confident</p> </div> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; top: -5px; left: 0; right: 0; height: 10px; background: linear-gradient(to right, black 25%, black 25% 50%, black 50% 75%, black 75% 100%);"></div> </div> <div style="text-align: center;"> <p>4. Highly Confident</p> </div> </div>	

Knowledge Base Indicators: <i>Statements of mathematical facts, concepts, and/or procedures, which a student should know and/or be able to do.</i>	A				B			
	1	2	3	4	1	2	3	4
1.1.K2a-c compares and orders: a) integers; b) fractions greater than or equal to zero; c) decimals greater than or equal to zero through thousandths place								
1.1.K4 knows and explains numerical relationships between percents decimals, and fractions between 0 and 1								
1.4.K2a,f performs and explains these computational procedures: a) divides whole numbers through a 2-digit divisor and a 4-digit dividend and expresses the remainder as a whole number, fraction, or decimal; f) adds, subtracts, and multiplies fractions(including mixed numbers) expressing answers in simplest form								
2.1.K4 states the rule to find the next number of a pattern with one operational change (addition, subtraction, multiplication, division) to move between consecutive terms								
3.1.K7a-b classifies: a) angles as right, obtuse, acute, or straight; b) triangles as right, obtuse, acute, scalene, isosceles, or equilateral								
3.2.K3b converts: b) within the metric system using the prefixes: kilo, hecto, deka, deci, centri, and milli								
3.3.K1 identifies, describes, and performs one or tow transformations (reflections, rotation, translation) on a two-dimensional figure								
3.4.K3a-b uses all four quadrants of the coordinate plane: a) identify the ordered pairs of integer values on a given graph; b) plot the ordered pairs of integer values								
4.1.K2 lists all possible outcomes of an experiment or simulation with a compound event composed of two independent events in a clear and organized way								
4.1.K4 represents the probability of a simple event in an experiment or simulation using fractions and decimals								



GRADE 6 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : MATHEMATICS

Application Indicators: <i>Statements, which describe how the mathematical knowledge base should be used or applied to a real-world situation. These indicators ask a student to translate between various representations of facts, concepts, or procedures, make inferences by using deductive, inductive, proportional or spatial reason, formulate problems, and solve problems generated from situations which the student may or may not have seen before.</i>	A				B			
	1	2	3	4	1	2	3	4
1.3.A2 estimates to check whether or not the result of a real-world problem using rational numbers and/or the irrational number pi is reasonable and makes predictions based on the information								
1.4.A1b generates and/or solves one- and two-step real-world problems with rational numbers using these computational procedures: b) addition, subtraction, multiplication, and division of decimals through hundredths place								
2.2.A1b represents real-world problems using variables and symbols to: b) write and /or solve one-step equations (addition, subtraction, multiplication, and division)								
3.2.A1a-b solves real-world problems by applying these measurement formulas: a) perimeter of polygons using the same unit of measurement b) area of squares, rectangles, and triangles using the same unit of measurement								



Kansas State Mathematics Standards and Assessment Guide

Based on the 2005 Kansas State Curricular Standards for Mathematics
adopted by the Kansas State Board of Education on July 8, 2003

Grade 6

Developed by the Kansas State Department of Education
and
Mathematics Specialists in the Private Sector
from Kansas

2005



Standard/Benchmark/Indicator	
M.6.1.1.K2a-c	
<u>Standard:</u> Number and Computation	
<u>Benchmark:</u> Number Sense	
<u>Indicator:</u> Compares and orders: a) integers; b) fractions greater than or equal to zero; c) decimals greater than or equal to zero through thousandths place	
Explanation of Indicator	
Compare and order numbers to see which is larger or smaller for a set of numbers that include positive and negative numbers, fractions and decimals greater than 0.	
Instructional Example	
<ol style="list-style-type: none"> 1. Have student put monthly electric bills for the past year in order from smallest to largest. 2. Measure each person's height in the family and order from greatest to least. 3. Give the student a set of distances to surrounding towns and have them list them from closest to furthest away. 4. Have student order a set of measuring cups using only the fractions $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1, and then have them visually see if they were correct. 	
Item Specification	
Category 2: Perform Procedures: 2a. Use numbers to count, order, or denote	
Assessment Item Example	
Which list of integers is in order from least to greatest ?	
<p>A. -6 -4 -2 3 5</p> <p>B. -2 3 -4 5 -6</p> <p>C. -2 -4 -6 3 5</p> <p>D. 5 3 -2 -4 -6</p>	
Correct Answer: A	

Indicator					
M.6.1.1.K2a-c					

