



Instructional Mini Tests: Reports

**PROVIDING VALUABLE DATA FOR TEACHERS
AND STUDENTS**

2025-2026



Table of Contents

- A Note About Graphics.....3
- A Note About Names.....3
- Change Log.....3
- Instructional Mini Test Overview4
- Instructional Mini Test Reports Provide Helpful Information.....5
 - Measuring Student Performance and Progress 5
 - Determine What Instruction Is Needed..... 6
- What Kind of Instructional Mini Test Reports Are Available? 7
- Teachers Use Report Data to Drive Instruction..... 11
 - Plan Instruction 11
 - Using Reports in Class 14
- Teachers Use Report Data to Involve Students in Learning 14
- Teachers Use Reports in Professional Development Plans 16
- How Teachers Use Report Data 17
 - Scenario One: Why do students do well on some items and not on others? 17
 - Scenario Two: What causes a student to not perform well on tests? 18

A Note About Graphics

Every effort was made to ensure the graphics in this guide match what users will see when using Educator Portal. In some cases, however, graphics vary depending on role or have been edited to allow you to view more information or to obscure personal details.

A Note About Names

All names and organizations used in this are fictitious. No identification with actual persons (living or deceased), places, or organizations is intended or should be inferred.

Change Log

The following table lists the changes made to this guide since the last major release of the documentation.

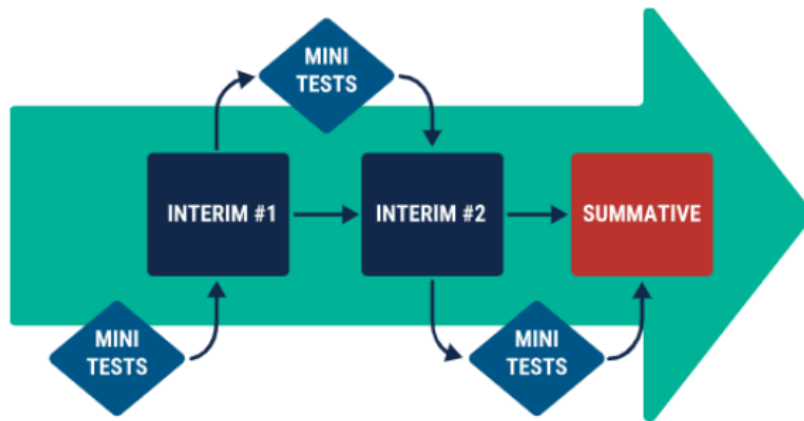
Date	Page(s)	Change

Instructional Mini Test Overview

Instructional Mini Tests are standards-based classroom assessments that can be used throughout the school year to measure students' understanding of concepts and skills. They are designed to provide information to educators about instructional needs.

Implementing Instructional Mini Tests promotes teacher and student engagement by providing timely feedback for measuring students' success. Instructional Mini Tests provide valuable learning material and meaningful data to help teachers make within-year instructional decisions to improve student achievement.

Instructional Mini Tests are an integral part of the Kansas Assessment Program (KAP) Balanced Assessment System. A flowchart of the key elements of the Balanced Assessment System is shown below.



Instructional Mini Test Reports Provide Helpful Information

Just as Instructional Mini Tests can be used as both assessments and instructional tools, the reports can be used to gauge student learning and progress and to determine what additional instruction may be needed. They can also be used as a part of instruction and to involve students in their learning, helping them to build experience and confidence with the exact kinds of items they will see on the KAP Interim and Summative assessments.

Reports communicate information to guide teachers and students on how to improve learning, providing more insight into students' thinking and their ability to demonstrate understanding. Our reports are designed to facilitate the transformation of data into actionable information.

After administering an Instructional Mini Test, teachers can generate timely reports that communicate immediate, valuable data about:

- how all students answered individual items from the test.
- how the whole class performed on each standard tested.
- how individual students scored on each standard tested.

Throughout the school year, as students take more Instructional Mini Tests, cumulative report data provides teachers with information to analyze students' progress and needs.

Measuring Student Performance and Progress

Instructional Mini Test results provide immediate feedback so educators can better understand students' knowledge and abilities and identify any gaps with whole groups and individual students.

The timeliness of the report data is especially valuable in identifying student learning needs and immediately communicating results to students as feedback on their learning. In the long term, the reports provide teachers with measurable data to monitor and document their students' progress. Teachers can utilize the progress data to communicate with families and to document students' learning over the year. Students can appear on more than one teacher's roster, and multiple teachers can also view a student's data from Interim assessments.

Determine What Instruction Is Needed

The reports guide teachers toward which areas of instruction require intervention or additional learning. With standards-focused data, teachers can plan instruction to strengthen student skills where needed.

For example, a teacher creates an instructional mini test to assess two standards that apply to their current English Language Arts unit. After the Instructional Mini Test, a Standards Based Report reveals the following:

Standard	Answered Correctly	Answered Incorrectly
RL.3.11.c Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).	33%	67%
RL.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.	81%	19%

Using this data, the teacher can utilize resources and create or access additional Instructional Mini Tests to continue instruction for the first standard. The teacher can also provide intervention strategies for the students who did not correctly answer questions assessing the second standard. Teachers can also use Instructional Mini Tests that are more complex or from a higher grade level to provide enrichment for students who demonstrate advanced understanding of concepts. Likewise, lower-grade Instructional Mini Tests can be used if some students need foundational work.

The teacher could also analyze the data to determine if students requiring intervention performed well on certain types of questions (such as Multiple Choice questions) but did not do as well on technology-enhanced (TE) item types (such as Ordering and Matrix questions). Teachers can use the results to determine if specific interventions, such as learning how to order information, are needed. Teachers can also build their own Instructional Mini Tests for differentiated assessments to build each student's confidence and stamina toward growth.

When assessing the first standard again (from the example above), the teacher can measure progress to determine if students need further instruction or if the data shows successful progress. An Instructional Mini Test can also be assigned to students who need help with ordering to determine if their understanding has strengthened.

What Kind of Instructional Mini Test Reports Are Available?

Instructional Mini Test reports include the Feedback Report, Student Test, Test Items, and Test Summary.

The screenshot shows a web interface for selecting a report. At the top, there are four tabs: "Student Activity Report", "Standards Based Report", "Interim Report", and "Instructional Report". The "Instructional Report" tab is highlighted with a yellow border. Below the tabs, there is a section titled "View Student Activity Report: Select Criteria". This section includes three dropdown menus: "SCHOOL:" with a "Select school" input field, "SUBJECT:" with a "Select All" option, and "GRADE:" with a "Select All" option. There are also two checkboxes: "Select All" and "Only display my rosters". A blue "Search" button is located at the bottom left. A dropdown menu is open for the "Instructional Report" tab, showing four options: "Feedback Report", "Student Test", "Test Items", and "Test Summary".

The **Feedback Report** gives educators a detailed view of how their students performed on an Instructional Mini Test.

The screenshot displays two questions from a Feedback Report. Each question has a text box for the question, a list of radio button options, a table of response statistics, and a rationale.

Question - 1

What is the main idea of the text?

- ☐ Sloths look like smiling people.
- ☐ Sloths live in South and Central America.
- ☐ Two-toed sloths are bigger than three-toed sloths.
- ☒ Two-toed sloths and three-toed sloths are interesting animals.

Response Options	% Answered	# Answered
Opt1	0.00%	0
Opt2	10.00%	1
Opt3	0.00%	0
Opt4	90.00%	9
No Response	0.00%	0

Rationale:
The main idea of the text is that two-toed and three-toed sloths are interesting animals.

Question - 2

Why do sloths crawl when they are on the ground?

- ☐ Their legs are much longer than their arms.
- ☐ They crawl faster than they walk.
- ☒ Their arms are much longer than their legs.
- ☐ They crawl to keep from being seen.

Response Options	% Answered	# Answered
Opt1	0.00%	0
Opt2	80.00%	8
Opt3	20.00%	2
Opt4	0.00%	0
No Response	0.00%	0

Rationale:
Sloths have to crawl when they are on the ground because their arms are longer than their legs.

The **Student Test** report gives educators a detailed look at each student's performance on each Instructional Mini Test item.

State Student ID	Last Name	First Name	Test	Total Points	Total Percentage	Completion Date	Question	Student Response
▼ State Student Identifier: 1990949 (Total Score: 5)								
1990949	Alli	Flossi	RI.KID 12.10.24	5	100%	Aug 19, 2025	Q1	Two-toed sloths and three-toed sloths are interesting animals.
1990949	Alli	Flossi	RI.KID 12.10.24	5	100%	Aug 19, 2025	Q2	Their arms are much longer than their legs.
1990949	Alli	Flossi	RI.KID 12.10.24	5	100%	Aug 19, 2025	Q3	the food they eat
1990949	Alli	Flossi	RI.KID 12.10.24	5	100%	Aug 19, 2025	Q4	"Ai" is a noise sloths make.
1990949	Alli	Flossi	RI.KID 12.10.24	5	100%	Aug 19, 2025	Q5	A two-toed sloth has a piglike nose, but a three-toed sloth does not.
▼ State Student Identifier: 6597156 (Total Score: 3)								
6597156	Amanda	Keriann	RI.KID 12.10.24	3	60%	Aug 19, 2025	Q1	Two-toed sloths and three-toed sloths are interesting animals.
6597156	Amanda	Keriann	RI.KID 12.10.24	3	60%	Aug 19, 2025	Q2	Their arms are much longer than their legs.
6597156	Amanda	Keriann	RI.KID 12.10.24	3	60%	Aug 19, 2025	Q3	the color of their hair
6597156	Amanda	Keriann	RI.KID 12.10.24	3	60%	Aug 19, 2025	Q4	"Ai" is a food sloths eat.
6597156	Amanda	Keriann	RI.KID 12.10.24	3	60%	Aug 19, 2025	Q5	A two-toed sloth has a piglike nose, but a three-toed sloth does not.

The **Test Items** report gives educators a more comprehensive look at how their class/roster/group performed on an Instructional Mini Test. Once selected, a table displays the group performance on each item on the Mini Test.

Item Number	Item Type	Scoring Type	Total Correct	Total Correct %	Total Incorrect	Total Incorrect %	Max Score	Correct Response	Domain
Q1	MC-K	CORRECT_ONLY	6	60%	4	40%	1	Two-toed sloths and three-toed sloths are interesting animals.	ELA 3.RI
Q2	MC-K	CORRECT_ONLY	6	60%	4	40%	1	Their arms are much longer than their legs.	ELA 3.RI
Q3	MC-K	CORRECT_ONLY	6	60%	4	40%	1	the food they eat	ELA 3.RI
Q4	MC-K	CORRECT_ONLY	4	40%	6	60%	1	"Ai" is a noise sloths make.	ELA 3.RI
Q5	MC-K	CORRECT_ONLY	4	40%	6	60%	1	A two-toed sloth has a piglike nose, but a three-toed sloth does not.	ELA 3.RI

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Item Number	R1	R1#	R1%	R2	R2#	R2%	R3	R3#	R3%	R4
Q1	Opt1	0	0%	Opt2	3	30%	Opt3	1	10%	Opt4 ✓
Q2	Opt1	2	20%	Opt2	2	20%	Opt3 ✓	6	60%	Opt4
Q3	Opt1 ✓	6	60%	Opt2	2	20%	Opt3	2	20%	Opt4
Q4	Opt1	1	10%	Opt2	2	20%	Opt3 ✓	4	40%	Opt4
Q5	Opt1	0	0%	Opt2	3	30%	Opt3 ✓	4	40%	Opt4

State Student ID	Last Name	First Name	Total Points	Total Percentage	Q1	Q2	Q3	Q4	Q5
1990949	Ali	Flossi	5	100.00%	1	1	1	1	1
6597156	Amanda	Keriann	3	60.00%	1	1	0	0	1
5184541	Annamarie	Tybi	0	0%	0	0	0	0	0
5293904	Donal	Ezra	4	80.00%	1	1	1	0	1
7183419	Evonne	Allison	2	40.00%	0	0	1	1	0
8197061	Freemon	Obadiah	4	80.00%	1	1	1	1	0
4569559	Hillie	Mile	4	80.00%	1	1	1	1	0
4678964	Mead	Samson	2	40.00%	0	1	1	0	0
7602577	Moll	Karon	2	40.00%	1	0	0	0	1
2149690	Wallie	Beverlee	0	0%	0	0	0	0	0
			Average: 2.6	Average: 52.00%	Average: 0.6	Average: 0.6	Average: 0.6	Average: 0.4	Average: 0.4

Student ID	Last Name	First Name	Status	Test	Total Points	Total %	Completion Date	Student Grade	Test Subject
0123456	Smith	Kylie	Complete	QA_RevTest	5.00	100.00%	Sep 11, 2025	Grade 4	Mathematics
0123456	Smith	Kylie	Complete	RI.KID 12.10.24	3.00	60.00%	Aug 19, 2025	Grade 4	English Language Arts
0123456	Smith	Kylie	In Progress	QA_RR_Comp_8.20.25				Grade 4	Science

Export

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Page

1

of 3

10

per page

The **Standards Based Report** displays student performance on test items related to a cluster or standard. Items on both Interim and Instructional Mini Tests are included. Because the Standards Based Report pulls information from across all administered Instructional Mini Tests and Interim Assessments, a user can see how students' performance has changed over the course of the school year and track progress toward learning goals.

Student Activity Report
Standards Based Report
Interim Report
Instructional Report

View Standards Based Report: Select Criteria

SCHOOL: * COTTONWOOD SCHOOL x

SUBJECT: * ENGLISH LANGUAGE ARTS x

GRADE: * GRADE 8 x

ROSTER: * ELA ROSTER x

CLUSTER: * ELA.8.RI.CS - Craft and Structure x

STANDARD: * Select standard

Search

Cluster	Standard	Edgeson	Beryle Flaws	Marillin Galliard	Mary Jones
ELA.8.RI.CS	ELA.8.RI.CS.6	✓	✓	✓	
ELA.8.RI.CS	ELA.8.RI.CS.4	✓	✓	✓	
ELA.8.RI.CS	ELA.8.RI.CS.5	✗	✗	✗	

Export to Excel

	Total 100% Correct: 3 out of 4 Percentage: 75.00%	Total 100% Correct: 3 out of 4 Percentage: 75.00%	Total 100% Correct: 2 out of 4 Percentage: 50.00%	Total 100% C Percentage:
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Page 1 of 10 per page 1-4 of 4 items

KEY

All Correct ✓	Partially Correct	None Correct ✗	Unanswered / No Response
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Teachers Use Report Data to Drive Instruction

After analyzing data, teachers can plan how to use the Visualizer resources and the Instructional Mini Tests to guide instruction.

Once teachers have determined which standards to target in instruction, they can incorporate the reports into their instruction not only as a means of providing immediate feedback, but also as a guide for student learning and understanding.

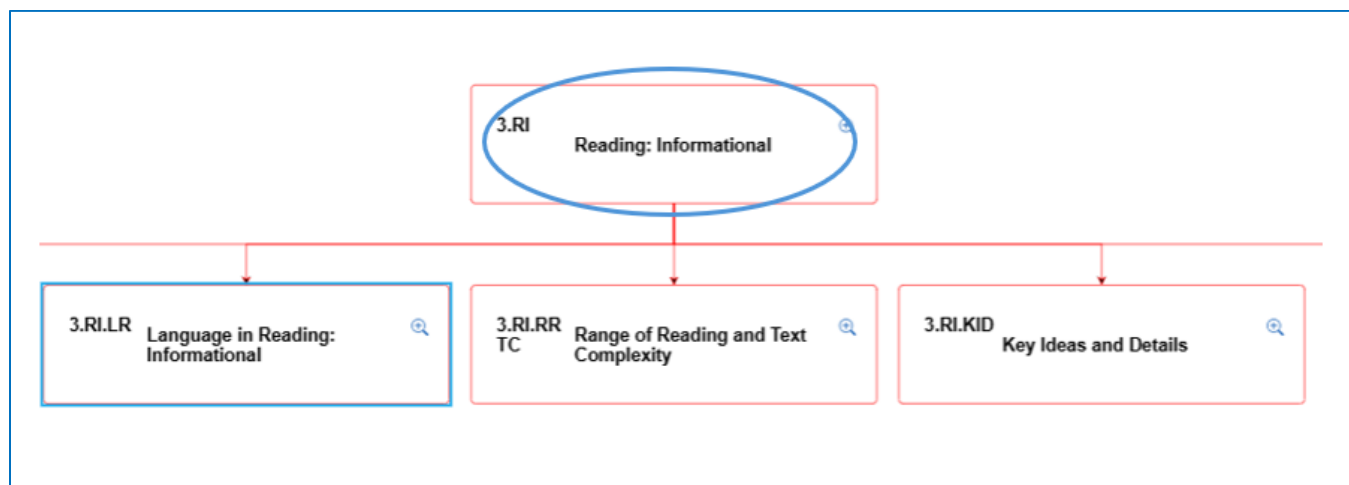
Plan Instruction

Teachers can plan instruction to strengthen student learning with:

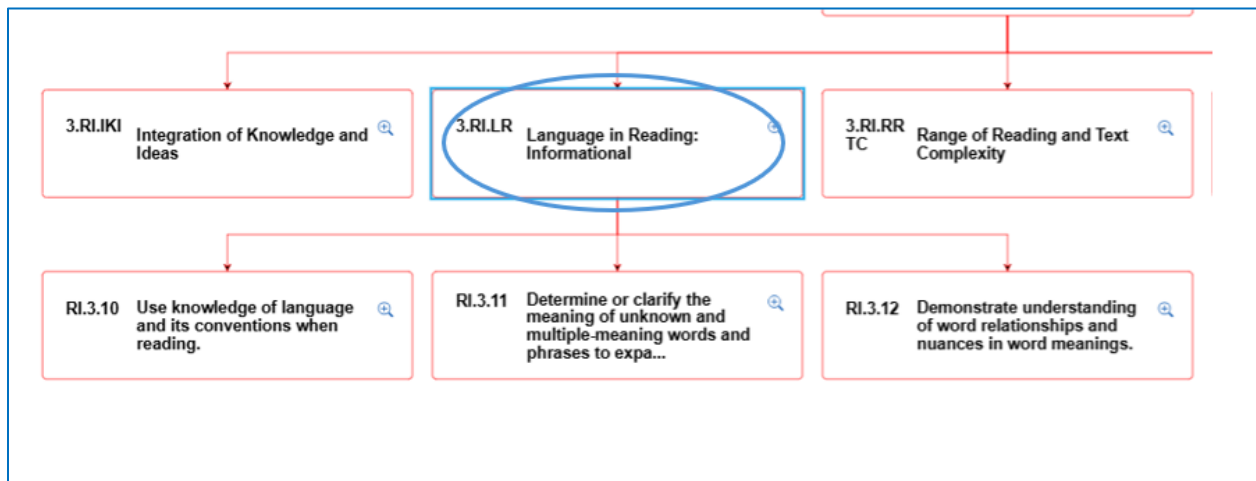
- Visualizer resources.
- implementation of standard resources as part of daily or weekly instruction in line with curricular units.
- teacher-built Instructional Mini Tests based on needs.

Visualizer resources are aligned to standards for teaching, for student practice, and for repeat instruction. Teachers choose the target standard to access multiple resources for instruction, including teacher slides, worksheets, and Mini Tests with varying difficulty levels.

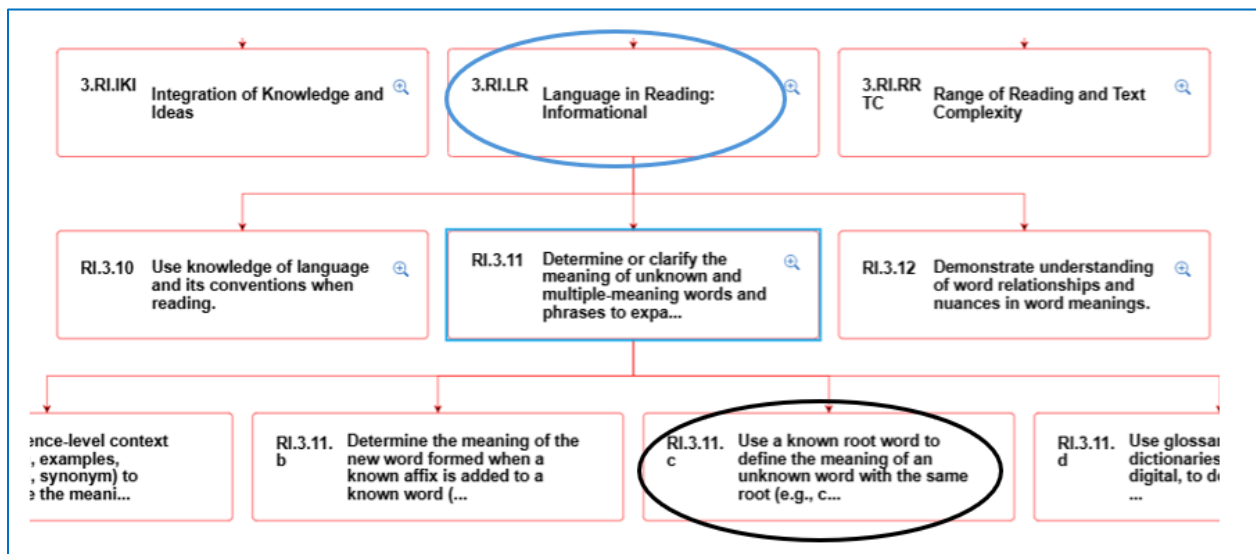
For example, suppose a teacher wants to target literature standards under the cluster of Language in Reading. In the Visualizer, the teacher selects the instructional standard group, such as **Reading: Informational** as shown below.

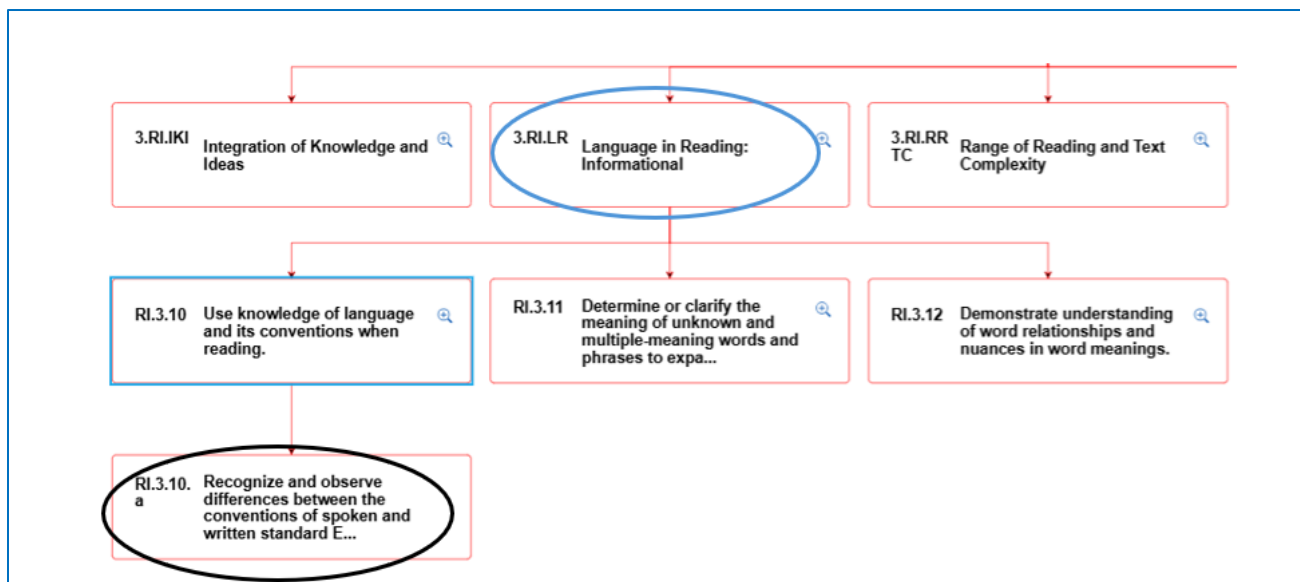


The teacher then selects the cluster of **Language in Reading**, as shown below. The teacher can then see the standards under that cluster and choose the standards to target.

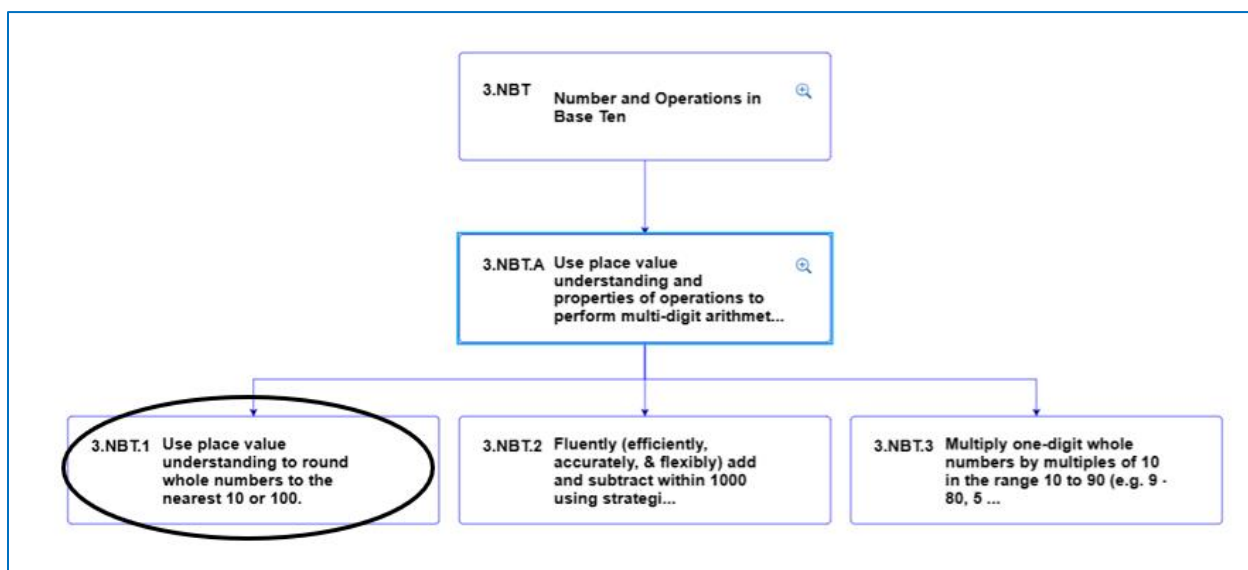


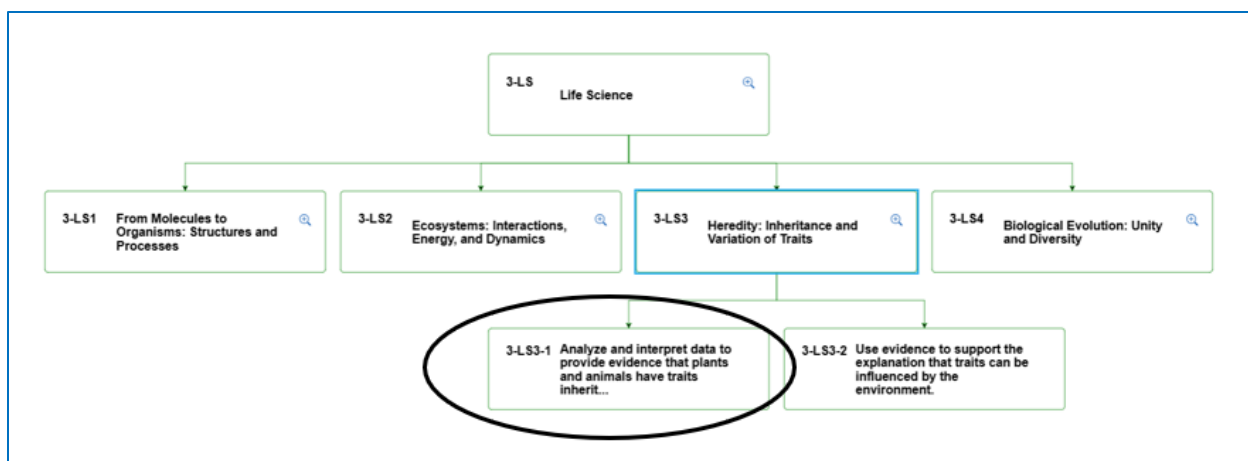
This teacher first selects **RI.3.11.c** as shown below and then selects **RI.3.10.a** as shown on the next page.





The teacher can use the Visualizer to access Instructional Mini Tests and resources for Math and Science, as shown below.





Using Reports in Class

As part of the teaching process, teachers can include report data in class as:

- part of whole-group instruction for immediate feedback, allowing students to reflect and learn through both whole and small group discussions.
- small-group instruction for students who need remediation or enrichment on certain topics, item types, or standards.
- part of administering practice Instructional Mini Tests with immediate feedback for both whole-class and individual reports to allow students to reflect and learn.
- a means of gradual release by using Instructional Mini Tests with different difficulty levels.
- formative assessments for sharing during teacher-student conferences to identify growth and to set goals.

Teachers Use Report Data to Involve Students in Learning

Report data can be used to motivate and reward students and involve them in setting goals and celebrating milestones. When students are involved in their learning process, they are more likely to feel empowered, confident, and successful.

When sharing data, teachers can generate reports that show whole-class results to ensure students' names are not shown. Whole-class reports help support the community effort and support an environment that nourishes student acceptance and encouragement.

Teachers can also share report data with students one-on-one to guide them in reflecting and setting their own learning goals. The Feedback Report is designed to be used formatively, as the report shows the item first without the key for problem-solving discussions and predictions, and then again with the key shown.

Teachers can use report data to involve students by:

- sharing whole-class results to involve students in understanding learning goals and recognizing room for growth.
- sharing whole-class results with students to implement positive goal tracking and measurement.
- discussing individual goal setting to help students gain familiarity with their own data.
- celebrating when milestones are met to foster the importance of setting goals and meeting them.
- creating a thermometer or similar graphic that students frequently mark to show their progress.

Teachers Use Reports in Professional Development Plans

Instructional Mini Test reports provide quantitative data that can be incorporated into professional development plans (PDPs) to document student growth. Depending on district requirements, teachers can document student growth toward proficiency with data from beginning-of-the-year and end-of-the-year assessments. The reports can display student rosters and performance for required fields.

To incorporate report data into the PDP, teachers can:

- design specific Instructional Mini Tests to include the standards for which they wish to track progress.
- include whole-class data for individual Instructional Mini Test assessments as well as individual student data.
- document how reports allow teachers to provide detailed communication with families.
- align data with instructional goals and practices.

Used throughout the school year to teach and to measure students' understanding of concepts and skills, Instructional Mini Tests provide valuable and meaningful learning material and data to help teachers and students reach their academic goals.

How Teachers Use Report Data

Scenario One: Why do students do well on some items and not on others?

Question/Problem: Mrs. Coyle has assigned her students a new Instructional Mini Test that focuses on one standard with more than one item type. The students have performed well on previous Instructional Mini Tests with this standard. However, those Instructional Mini Tests mostly included Multiple Choice items. Mrs. Coyle noticed on those tests that students scored lower on technology-enhanced (TE) test items, so she administered a new Instructional Mini Test with more TE items to assess her students' performance.

Report Used: The **Feedback Report** gives educators a detailed view of how their students performed on an Instructional Mini Test.

Question - 1

What is the main idea of the text?

- ☐ Sloths look like smiling people.
- ☐ Sloths live in South and Central America.
- ☐ Two-toed sloths are bigger than three-toed sloths.
- ☒ Two-toed sloths and three-toed sloths are interesting animals.

Response Options	% Answered	# Answered
Opt1	0.00%	0
Opt2	10.00%	1
Opt3	0.00%	0
Opt4	90.00%	9
No Response	0.00%	0

Rationale:

The main idea of the text is that two-toed and three-toed sloths are interesting animals.

Question - 2

Why do sloths crawl when they are on the ground?

- ☐ Their legs are much longer than their arms.
- ☐ They crawl faster than they walk.
- ☒ Their arms are much longer than their legs.
- ☐ They crawl to keep from being seen.

Response Options	% Answered	# Answered
Opt1	0.00%	0
Opt2	80.00%	8
Opt3	20.00%	2
Opt4	0.00%	0
No Response	0.00%	0

Rationale:

Sloths have to crawl when they are on the ground because their arms are longer than their legs.

When Report Was Used: Mrs. Coyle generated the report immediately following the students' completion of the Instructional Mini Test.

What Information Is Revealed in the Data: Mrs. Coyle noticed her students continued to perform well when demonstrating understanding of the standard when answering Multiple Choice items. However, the students consistently scored lower on Select Text items and Ordering items.

Next Steps and Goals:

- For Instruction:** Mrs. Coyle decides to use the report to provide immediate feedback and to adjust her instruction with her students. She wants to make sure her students are able to demonstrate comprehension and understanding in a variety of ways.

1. She guides her students to look up the results of their Instructional Mini Test on their computers using the Review Test feature in Kite Student Portal.
 2. She projects the **Feedback Report** that shows the questions, answers, and percentage of correctly answered questions.
 3. She guides students on how to read the results for each question.
 4. She invites students who answered the item correctly to share how they arrived at the correct answer. Without identifying any students' responses, she also invites students to identify why some students might choose an incorrect answer. In doing so, she guides her students to identify why those answers are not correct.
 5. She writes or types key words and phrases about how to approach and answer that particular type of question. Mrs. Coyle may choose to create an anchor chart on particular skills learned from the activity. This can positively reward and support students by displaying their words and solutions.
 6. She continues this process with the other items in the Instructional Mini Test report.
- B. **New Instructional Mini Test:** Mrs. Coyle builds a new Instructional Mini Test for the same standard that includes TE items and assigns it to her students within a few days following the reflective instruction. Following the test, the teacher will again pull a **Feedback Report** to determine if her students are showing improvement with the TE items while continuing to perform well on non-TE items.

The screenshot shows the Kite Student Portal interface. At the top, there are four tabs: 'Student Activity Report', 'Standards Based Report', 'Interim Report', and 'Instructional Report'. The 'Instructional Report' tab is selected and highlighted with a yellow box. Below the tabs, there is a section titled 'View Student Activity Report: Select Criteria'. This section includes three main filters: 'SCHOOL:', 'SUBJECT:', and 'GRADE:'. Each filter has a dropdown menu and a 'Select All' checkbox. The 'SUBJECT:' dropdown menu is open, showing options: 'Feedback Report', 'Student Test', 'Test Items', and 'Test Summary'. The 'Feedback Report' option is highlighted. At the bottom left, there is a 'Search' button.

- C. **Setting a Goal:** Mrs. Coyle has set a goal to help her students show progress against specific standards by answering a variety of item types, with the understanding that further instruction will be given if necessary for the whole class or individual students. Moving forward, the teacher can use the **Standards Report** to track student performance on item types and standards over time.

Scenario Two: What causes a student to not perform well on tests?

Question/Problem: A teacher, Mr. Garcia, is concerned that his student Kylie might be struggling based on her mid-semester Interim test scores. Mr. Garcia wants to know how Kylie has performed on administered Instructional Mini Tests. He notices in class

that Kylie is engaged and seems to understand the material in all subjects. He does notice, however, that she takes longer when completing Science and English Language Arts work.

Report Used: The **Student Activity Report** includes a summary of testing within the teacher or administrator's organization, including total points and total percent correct for each student's test session. The report provides data on individuals for all tested subjects.

Student ID	Last Name	First Name	Status	Test	Total Points	Total %	Completion Date	Student Grade	Test Subject
0123456	Smith	Kylie	Complete	QA_RevTest	5.00	100.00%	Sep 11, 2025	Grade 4	Mathematics
0123456	Smith	Kylie	Complete	RI.KID.12.10.24	3.00	60.00%	Aug 19, 2025	Grade 4	English Language Arts
0123456	Smith	Kylie	In Progress	QA_RR_Comp_8.20.25				Grade 4	Science

Export

Page 1 of 3 10 per page

When Report Was Used: Mr. Garcia generated the report after viewing the results from the most recent mid-semester Interim tests.

What Information Is Revealed in the Data: Mr. Garcia notices that Kylie completes Math Instructional Mini Tests quickly and performs well on them. She sometimes does not finish English Language Arts or Science tests but tends to answer most questions correctly.

Next Steps and Goals:

- Student Test Report:** This report gives educators a detailed look at each student's performance on each Instructional Mini Test item.

State Student ID	Last Name	First Name	Test	Total Points	Total Percentage	Completion Date	Question	Student Response
State Student Identifier: 1990949 (Total Score: 5)								
1990949	Ali	Flossi	RI.KID.12.10.24	5	100%	Aug 19, 2025	Q1	Two-toed sloths and three-toed sloths are interesting animals.
1990949	Ali	Flossi	RI.KID.12.10.24	5	100%	Aug 19, 2025	Q2	Their arms are much longer than their legs.
1990949	Ali	Flossi	RI.KID.12.10.24	5	100%	Aug 19, 2025	Q3	the food they eat
1990949	Ali	Flossi	RI.KID.12.10.24	5	100%	Aug 19, 2025	Q4	A* is a noise sloths make.
1990949	Ali	Flossi	RI.KID.12.10.24	5	100%	Aug 19, 2025	Q5	A two-toed sloth has a piglike nose, but a three-toed sloth does not.
State Student Identifier: 6597156 (Total Score: 3)								
6597156	Amanda	Kerlann	RI.KID.12.10.24	3	60%	Aug 19, 2025	Q1	Two-toed sloths and three-toed sloths are interesting animals.
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6597156	Amanda	Kerlann	RI.KID.12.10.24	3	60%	Aug 19, 2025	Q3	the color of their hair
6597156	Amanda	Kerlann	RI.KID.12.10.24	3	60%	Aug 19, 2025	Q4	A* is a food sloths eat.
6597156	Amanda	Kerlann	RI.KID.12.10.24	3	60%	Aug 19, 2025	Q5	A two-toed sloth has a piglike nose, but a three-toed sloth does not.

- He notices** that Kylie sometimes does not complete all items in time and does not perform well when the item includes lengthy reading passages. While monitoring the test, he also notices that Kylie spends more time on those reading items than most other students.

2. **He wonders** if she struggles with reading quickly during test taking. Her comprehension in class and in the items she has answered correctly indicates she does not struggle with reading comprehension.
 3. **He decides** to conduct a reading test with her and assigns her two Instructional Mini Tests, one for Science and one for English Language Arts, with items that vary in the amount of reading required and in the item types. He does not include a time limit for completion.
 - a. Following the Instructional Mini Test, he will again pull a **Student Test Report** to evaluate her performance without a time limit. He hopes the report will help him identify if Kylie needs reading intervention, an assessment for a reading disability, or more instruction on how to approach test items with heavy content.
- B. **Setting a Goal:** Mr. Garcia wants to provide Kylie with any necessary accommodations if an assessment reveals a need for a possible Individualized Education Plan (IEP). He also wants to help build her confidence and test-taking skills if that is what the information indicates is needed. He uses the reports to document and report on his student's growth over time.