

STAMP Reporting Guide

This document outlines the sections of the TEACHER Report pages and includes explanations and details about what each part of the report contains.

Accessing Reports for Your Classes

- Go to: <http://www.stamptest.net>
- On the right side of the page, click on the **Report Login Button**.
- Click on the link to Results for the year you are interested in (2003-2004 Results, 2004-2007 Results, or Current Results)
- Enter the Report Code/User Name and Password included with your test codes.

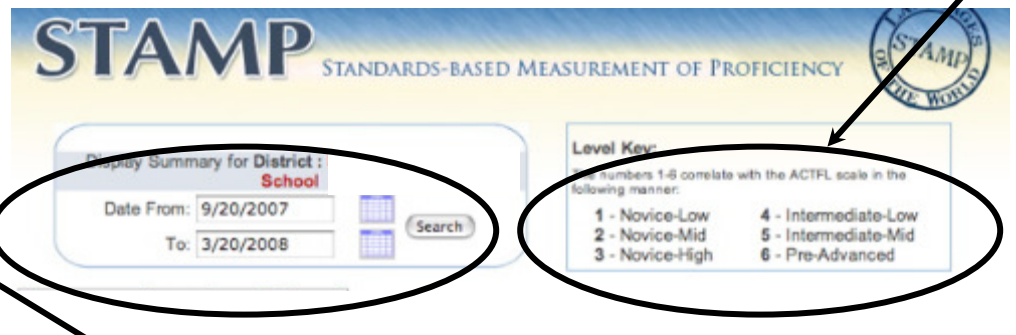
Understanding Reports Part 1 – Summary Charts

Date Range Control:

Use this control window to select the date range of testing results that you want to view. You can enter the date or use the calendar to set the date range.

Level Correlation Key:

This key indicates the correlation of level numbers to the ACTFL level terms.



Summary Level Charts:

These charts show the distribution of students across the different levels. This includes both bar graphs and numbers by percent of the selected test group.



Understanding Reports Part 2 – Class/Group Charts

Class/Group Student Score Chart:

This chart lists all test takers for any given class/group and lists the reading and speaking scores in columns as well as the general test length for each student/test taker. To view the Individual report for any student, click on the “View” link on the right side of the list.

Name	ID	Test for Class			Instances		Report
		Reading	Writing	Speaking	Start Time (EST)	Length	
Student 1		4	3	3	2/19/2008 7:30:45 PM	91 min	View
Student 2		2	3	3	2/19/2008 7:29:48 PM	57 min	View
Student 3		2	3	3+	2/19/2008 7:29:58 PM	67 min	View
Student 4		2	3	2	2/19/2008 7:30:48 PM	37 min	View
Student 5		3	3	3	2/19/2008 7:31:09 PM	Resume: 76 min	View
Student 6		3	3	2-	2/19/2008 7:32:03 PM	Resume: 64 min	View
Student 7		4	3	3	2/19/2008 7:30:54 PM	Resume: 83 min	View
Student 8		3	3+	3	2/19/2008 7:31:04 PM	72 min	View
Student 9		3	3	2	2/19/2008 7:30:56 PM	61 min	View

Speaking Score Symbols: For the writing and speaking scores, the use of the following symbols indicates a special case that should be reviewed more closely by the teacher.

The “+” sign indicates that one of the three writing/speaking samples was scored above this level. For example, Student 3 in the class above received a score of 4 (Intermediate-Low) on their first sample and they received a 3 (Novice-High) on their second and third samples. In this case the report reads 3+ to indicate that they are at least at Novice-High, but that they did perform one of the tasks at a higher level.

The “-” sign indicates that the student was not able to or did not submit three complete speaking samples. Usually this indicates that the student submitted only one item or that two of the items were not ratable and therefore shows that the overall rating for this student may not be at this level. For example, Student 6 in the class above received the score of 2 (Novice-Mid) for their first sample and their second and third samples were not ratable due to empty submissions. Their final score thus shows the score of 2- due to the case of having only 1 scored speaking sample. With only one item used to establish the overall speaking score, there is not enough evidence to confirm this level. It is critical that each student submit at least two complete samples in order to receive a confirmed score.

Understanding Reports Part 3 – Individual Student Charts

Individual Student Report:

This report shows the reading, writing and speaking levels attained on the STAMP test for each student. It communicates in clear, direct language what students at each level are GENERALLY able to do.

Scoring Graphic:

This graphic indicates the level attained in the writing and speaking phases of the test. If there is an Orange/Yellow gradation, this indicates that a student scored at different levels with each of the tasks. This may indicate that the student is operating across a range of proficiency levels with this skill. This situation is quite common for students in the Novice and Intermediate ranges, mostly due to limited topic exposure and control.

Reviewing Student Samples:

Teachers can also click on the writing and speaking "Sample 1, 2, or 3" links to read or hear the student's actual response for each specific task.

STAMP STANDARDS-BASED MEASUREMENTS OF PROFICIENCY		Individual Report for ID#	
<p>Reading 3 Interpretive</p> <p>Inter High Inter Mid Inter Low Novice High Novice Mid Novice Low</p> <p>Topics Needing Further Study Friends, Future Plans, Leisure/Activities, Occupations/Professions, Travel/Vacations</p>	<p>When reading about introductory topics such as:</p> <ul style="list-style-type: none"> community daily routines shopping/stores food/beverage leisure & activities 	<p>found in a variety of texts, such as:</p> <ul style="list-style-type: none"> brochures & advertisements maps notes and messages instructions & directions simple rhymes 	<p>students who are reading at Benchmark Level 3 are generally able to:</p> <ul style="list-style-type: none"> recognize and understand a variety of commonly used words, phrases and expressions. recognize previously learned material even when presented in new contexts. use background experience and contextual clues to supply the meaning of unfamiliar material.
<p>Writing 3 Presentational</p> <p>Inter High Inter Mid Inter Low Novice High Novice Mid Novice Low</p> <p>Writing Sample Breakdown Sample 1 Int. Low Sample 2 Novice High Sample 3 Novice High</p>	<p>When writing about introductory topics such as:</p> <ul style="list-style-type: none"> community daily routines shopping/stores food/beverage leisure & activities 	<p>and when responding to:</p> <ul style="list-style-type: none"> basic questions concerning likes and dislikes contextualized informational questions simple written messages and personal communication 	<p>students who are writing at Benchmark Level 3 are generally able to:</p> <ul style="list-style-type: none"> meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, relying mainly on practiced material. recombine learned vocabulary and structures to create simple non-formulaic sentences on very familiar topics
<p>Speaking 3 Discourse</p> <p>Inter High Inter Mid Inter Low Novice High Novice Mid Novice Low</p> <p>Speaking Sample Breakdown Sample 1 Novice High Sample 2 Novice High Sample 3 Novice High</p>	<p>When speaking about introductory topics such as:</p> <ul style="list-style-type: none"> community daily routines shopping/stores food/beverage leisure & activities 	<p>and when responding to:</p> <ul style="list-style-type: none"> basic questions concerning likes and dislikes contextualized informational questions simple written messages and personal communication 	<p>students who are speaking at Benchmark Level 3 are generally able to:</p> <ul style="list-style-type: none"> express themselves using common phrases and simple, non-formulaic sentences request assistance express needs (I have to study, I need a pencil) ask contextualized questions give and obtain permission

Printing Test Results:

Individual student reports can be printed and reviewed with students. Also, batch printing (for entire class results) can be selected by clicking on the link that reads "[Generate Printout Of Your Entire Class](#)" located on the bottom of the Class View page.