



# 1 Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 10

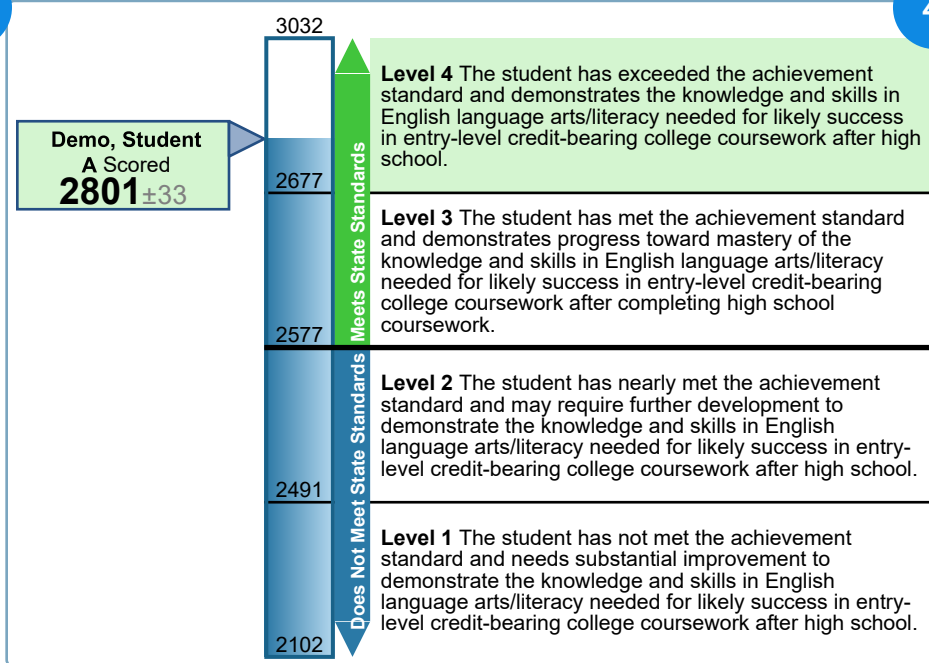
Year: 2016-2017

Name: Demo, Student A

## 2 Student Test Performance

| Name            | EDUID     | Scale Score   | Achievement Level |
|-----------------|-----------|---------------|-------------------|
| Demo, Student A | 999999999 | 2801 $\pm$ 33 | Level 4           |

## 3 Scale Score and Overall Performance



## 4 Comparison Scores

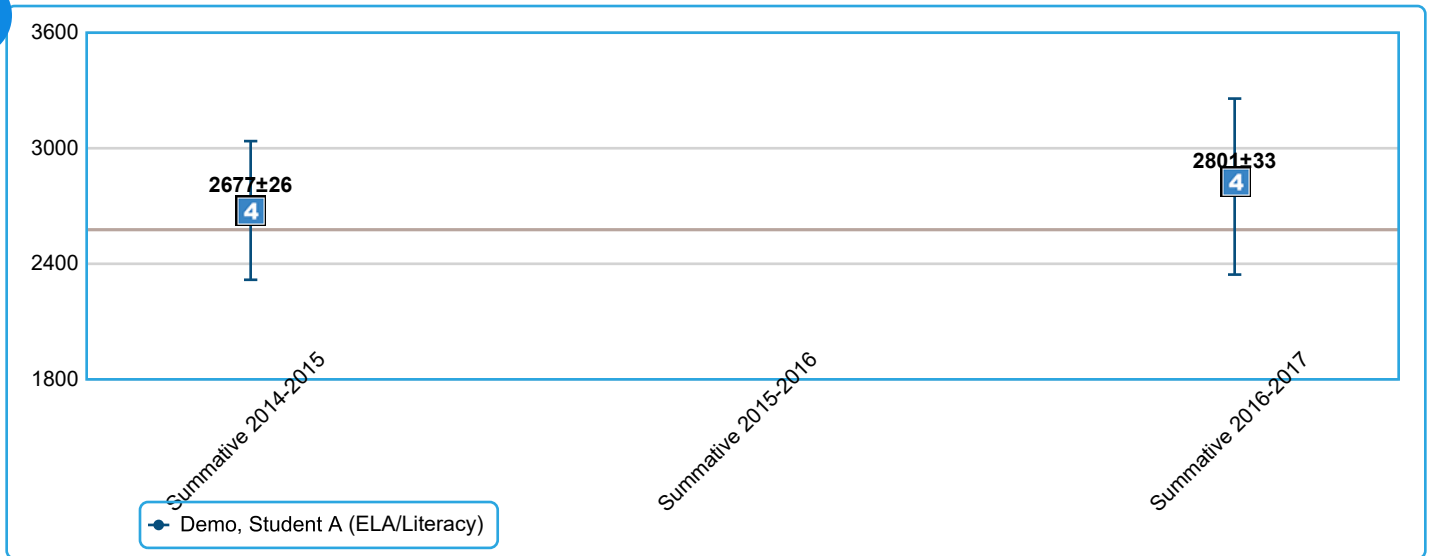
| Name                 | Average Scale Score |
|----------------------|---------------------|
| Idaho                | 2565 $\pm$ 6        |
| Demo District (9999) | 2605 $\pm$ 34       |
| Demo School (9999)   | 2605 $\pm$ 34       |

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

### Legend: Achievement Levels

|   |         |   |         |
|---|---------|---|---------|
| 1 | Level 1 | 2 | Level 2 |
| 3 | Level 3 | 4 | Level 4 |


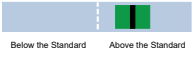
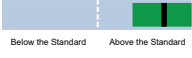
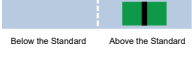
## 5 Student Performance Over Time



The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

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**Student Performance on Claims**

| Claim            | Claim Performance   |   | Claim Description  |
|------------------|---|---|--|
| Reading          |  | ✓ | <b>Above Standard</b><br><b>What These Results Mean</b><br>Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Writing          |  | ✓ | <b>Above Standard</b><br><b>What These Results Mean</b><br>Student can produce effective and well-grounded writing for a range of purposes and audiences.                            |
| Listening        |  | ✓ | <b>Above Standard</b><br><b>What These Results Mean</b><br>Student can employ effective listening skills for a range of purposes and audiences.                                      |
| Research/Inquiry |  | ✓ | <b>Above Standard</b><br><b>What These Results Mean</b><br>Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.     |

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**Writing Performance Based on Smarter Balanced Performance Task Writing Rubric**

| Essay         | Organization/Purpose   | Evidence/Elaboration   | Conventions   |
|---------------|--|--|---|
| Argumentative | The argumentative response has an inconsistent structure including an unclear claim, uneven development, few transitions, and loosely connected ideas. If present, the introduction or conclusion may be weak. The response may address the opposing argument. (2 out of 4 points) | The argumentative response provides uneven elaboration to support the claim including few facts and details cited from sources, weak elaborative techniques and ineffective language for the audience and purpose. (2 out of 4 points) | The argumentative response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points) |