

ndividual Student Report

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

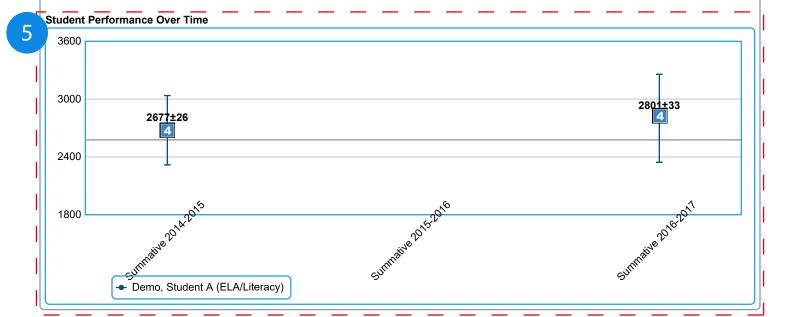
Test: Smarter Summative ELA/Literacy Grade 10

Year: 2016-2017

Name: Demo, Student A



Comparison Scores Scale Score and Overall Performance Average 3032 Name Scale Score Level 4 The student has exceeded the achievement 2565±6 Idaho standard and demonstrates the knowledge and skills in Demo District (9999) English language arts/literacy needed for likely success 2605±34 Demo, Student in entry-level credit-bearing college coursework after high A Scored Demo School (9999) 2605±34 2677 2801±33 Level 3 The student has met the achievement standard and demonstrates progress toward mastery of the A student's score is best interpreted when knowledge and skills in English language arts/literacy recognizing that the student's knowledge and needed for likely success in entry-level credit-bearing college coursework after completing high school skills fall within a score range and not just a precise number. For example, 2300 (+/-30) coursework. 2577 indicates a score range between 2270 and 2330. Level 2 The student has nearly met the achievement standard and may require further development to Legend: Achievement Levels demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-2 Level 2 1 Level 1 level credit-bearing college coursework after high school. 2491 3 Level 3 4 Level 4 Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entrylevel credit-bearing college coursework after high school. 2102



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.

Student Performance on Claims

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

	Writing Performa	riting 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)			
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