

# Individual Student Report

How did my student perform on the ELA test?

Test: ELA Grade 9

Year: Summative 2013-2014

Name: Doe, John

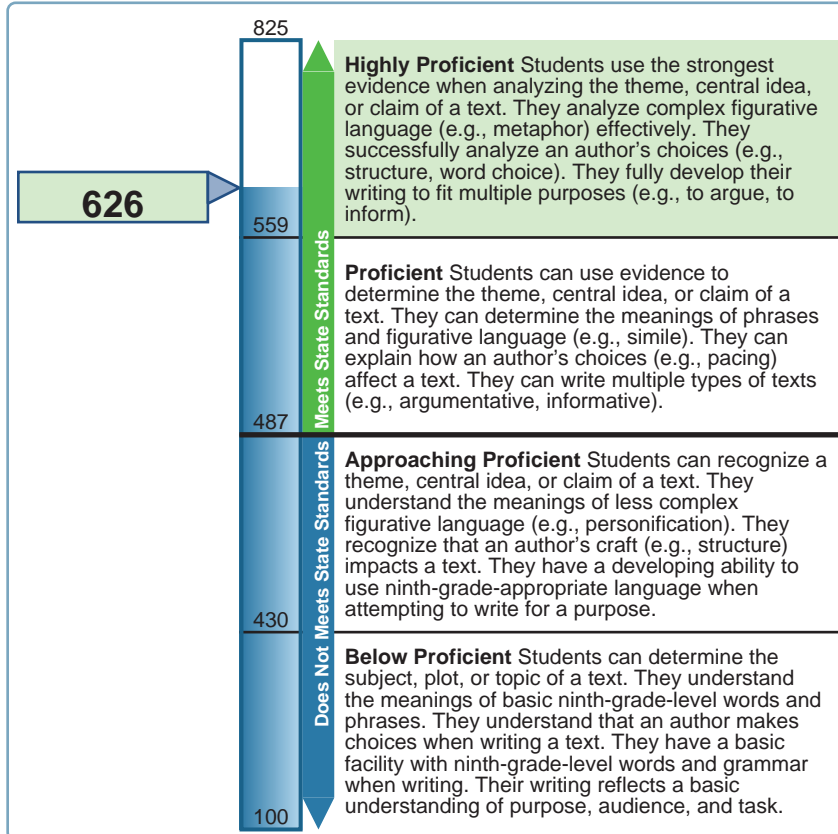
**Legend: Strength And Weakness Indicator**

- + Better than performance on the test as a whole
- Worse than performance on the test as a whole
- Similar to performance on the test as a whole
- ◆ Too Few Items or Too Few Students

**Student Test Performance**

Name	SSID	Birth Date	Scale Score	Proficiency Level
Doe, John	1234567	00/00/0000	626	Level 4 - Highly Proficient

**Scale Score and Overall Performance**



**Reporting Categories**

Reporting Category	Scale Score	Relative Strength and Weakness Indicator
Reading Literature	816	<span style="color: purple;">+</span>
Reading Informational Text	540	<span style="color: orange;">—</span>
Listening Comprehension	635	<span style="color: gray;">■</span>
Writing	621	<span style="color: gray;">■</span>
Language	678	<span style="color: gray;">■</span>

A student's report is best interpreted recognizing that there is a standard error of measurement associated with all assessment results. Detailed information about the SAGE standard error of measurement can be found at <http://schools.utah.gov/assessment/Adaptive-Assessment-System/Standard-Error-of-Measurement-Explanation.aspx>

**Comparison Scores**

Name	Average Scale Score	Percent Proficient
Utah	456	40
ALPINE DISTRICT (01)	476	48
NO NAME JR HIGH (01-000)	491	53

**Student Performance on Writing**

Essay	Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Informative / Explanatory	The student's essay is a developed response that fits the task and is focused on the central idea. The essay has an appropriate structure, and the ideas build on one another. The writing flows well and includes an introduction and conclusion that fit the audience and purpose.	The student's essay uses weak or unrelated evidence, providing incomplete support for the central idea. A developing command of writing techniques leads to incomplete or unclear explanations. The essay uses less complex language that may not be appropriate for the task.	The student's essay shows a well-developed command of the standard rules of writing, language usage (e.g., complete sentences, parallel structure), and punctuation (e.g., semicolons, colons). The essay uses a variety of phrases and clauses (e.g., independent, dependent, relative) to convey specific meanings.
Opinion / Argumentative	The student's essay is a well-developed, focused response to the prompt. The claim is clearly stated and thoroughly supported. Opposing claims are addressed strategically. The writing has a natural flow and an effective structure, including a strong introduction and conclusion. The ideas are logically connected.	The student's essay is well-developed and fully supports the claim with correctly cited facts and details from the provided sources. The essay uses a variety of writing techniques to integrate relevant evidence and explain ideas. The writing includes precise language (e.g., academic terms, subject-specific vocabulary) that is appropriate and effective for the audience and purpose.	The student's essay shows a well-developed command of the standard rules of writing, language usage (e.g., complete sentences, parallel structure), and punctuation (e.g., semicolons, colons). The essay uses a variety of phrases and clauses (e.g., independent, dependent, relative) to convey specific meanings.

**Student Performance Over Time**

