

Student Name: Jane Doe
School: Aloha Elementary School
Complex Area: Ewa
Test Date: 2015–2016

The student's name may have been truncated due to space limitations.

FAMILY Report



Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessments in Reading and Mathematics. The Reading and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describe what students should know and be able to do in reading and mathematics, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. This difference is a feature of an alternate assessment, as allowed by Federal policy.

Students take each assessment one time during the school year. This report shows Jane's performance on the assessment for each subject and counts as her official score. In addition to showing how well Jane did on the assessments, this report compares her scores with those of other students in her complex area and the state. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the Reading and Mathematics Alternate Assessments, describes Jane's overall proficiency level, and suggests how you may help her to further her knowledge and skills.

For additional information, I encourage you to talk to Jane's teacher about this report, what it means, and how you can help.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

Reading & Mathematics Alternate Assessment Results

What is in this report?

- Jane's Reading and Mathematics scores
- The areas that make up the Reading and Mathematics Alternate Assessments
- How you can help Jane improve her reading and mathematics skills
- FAQs and additional resources

For more information
about this assessment, go to

www.alohahsap.org



Grade

3

2015–2016



Hawai'i
Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Reading Score

280

Approaches Proficiency

How does Jane's score compare?

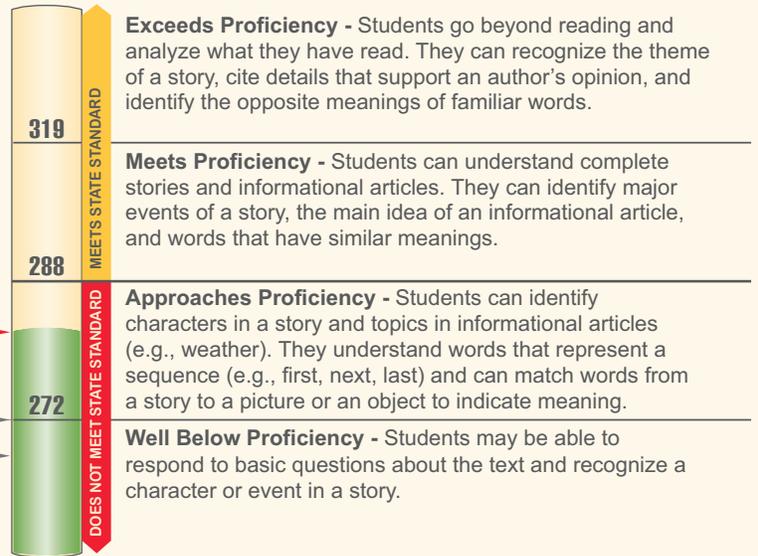
Jane's Reading score is 280. This score is higher than the average score of third graders in her complex area and higher than that of third graders statewide for this test.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 275 and 285.

State Average: 272

Your Complex Area: 262

Jane's Score: 280



Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

Reading Areas Being Assessed in Grades 3–5

Performance Level

Literature

Literature skills are based on the understanding of short stories and poems. Skills that are tested include identifying specific details, identifying the lesson or theme from a story or poem (e.g., “slow and steady wins the race,” sharing is important), describing important events in a story (e.g., when did the girl eat lunch), comparing and contrasting different characters, identifying words and phrases that suggest feelings, and identifying similarities and differences from two similar stories or poems (e.g., what happened in both stories).

Informational Text

Informational Text skills are based on the understanding of nonfiction writing and essays (e.g., biographies, letters, newspaper articles, recipes, menus). Skills that are tested include answering literal and inferential questions (e.g., what ingredients do you need to make a salad), identifying the topic or main idea and locating details to support it, making connections with similar words or objects to determine word meaning, and comparing and contrasting how two texts are structured (e.g. when does lunch begin on both schedules).

Language

Language skills are based on the understanding of written and spoken English. Skills that are tested include identifying the meaning of familiar words and phrases, identifying synonyms or antonyms of familiar words (e.g., which word means the same as “end”), making connections between words and their real-life use (e.g., which object can be used to write something), using words to indicate time or transition (e.g., which word can be used to show what happened next), and sorting words into categories.

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- Identify the main character in a story (e.g., Who is this story about?).
- Answer factual questions about a text (e.g., Who was George Washington?).
- List similarities between characters in two stories (e.g., Which sport do the characters in both stories play?).
- Identify the topic of an informational passage.
- Match a word with a picture or object to explain its meaning (e.g., Which object is big?).

Next Steps

Based on Jane's Performance This Year

Introduce your child to different types of reading materials (e.g., newspapers, books, magazines). When reading together, ask specific questions about facts that can be found in the text (“Which animal is the story about?” “Who was Abraham Lincoln?”). Make lists of stories and articles that you read about a single topic (e.g., baseball, friendship). Play word-sorting games to help your child see relationships among words (e.g., make a bingo game where each column uses words from a different category: color words, words about feelings, names of things, actions, words that show time). Play matching games where your child matches pictures to printed words (e.g., “boy” to a picture of a boy). Ask your child's teacher about other ways you can continue your child's learning at home.

Jane's Mathematics Score

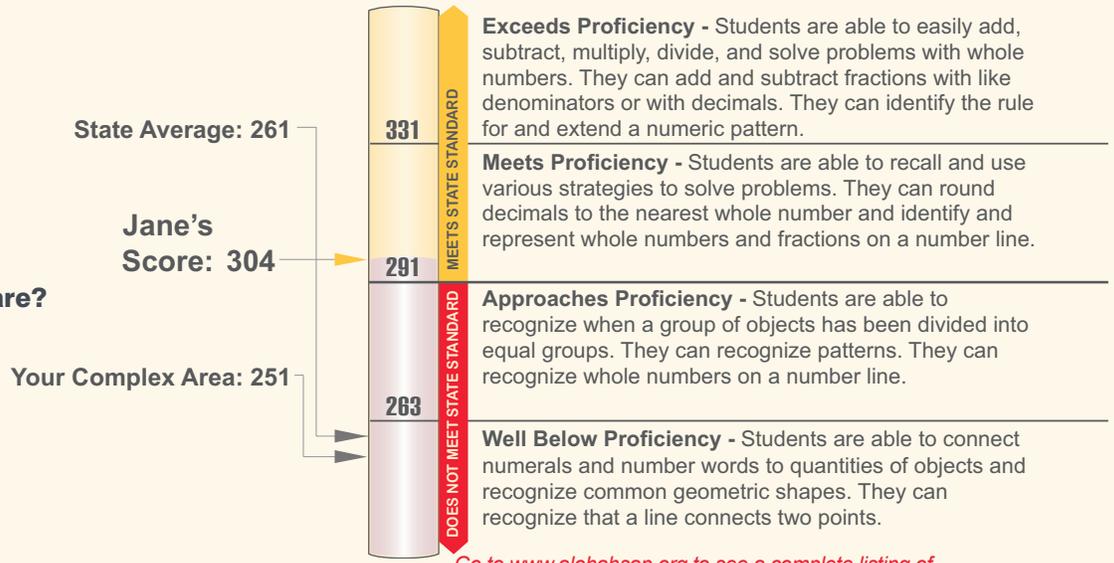
304

Meets Proficiency

How does Jane's score compare?

Jane's Mathematics score is 304. This score is higher than the average score of third graders in her complex area and higher than that of third graders statewide for this test.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 291 and 309.



Exceeds Proficiency - Students are able to easily add, subtract, multiply, divide, and solve problems with whole numbers. They can add and subtract fractions with like denominators or with decimals. They can identify the rule for and extend a numeric pattern.

Meets Proficiency - Students are able to recall and use various strategies to solve problems. They can round decimals to the nearest whole number and identify and represent whole numbers and fractions on a number line.

Approaches Proficiency - Students are able to recognize when a group of objects has been divided into equal groups. They can recognize patterns. They can recognize whole numbers on a number line.

Well Below Proficiency - Students are able to connect numerals and number words to quantities of objects and recognize common geometric shapes. They can recognize that a line connects two points.

Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

Mathematics Areas Being Assessed in Grades 3-5

Performance Level

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the student's understanding of patterns and whole number computation. Tested skills include using objects, drawings, mental math (e.g., doing simple addition in your head), and/or equations to represent and solve problems; identifying and extending patterns (e.g., determining what letter comes next in pattern ABAB_); and fluently adding, subtracting, multiplying, and dividing whole numbers.

Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on the student's understanding of place value and multi-digit whole numbers. Tested skills include using place value to represent, round, and compare whole numbers (e.g., 35 equals 3 tens and 5 ones); rounding decimals; and using mental math and place value to add, subtract, multiply, and divide whole numbers and decimals.

Numbers and Operations - Fractions

Numbers and Operations - Fractions skills are based on the student's understanding of fractions. Tested skills include using number lines to represent, compare, and order fractions; creating equivalent (equal) fractions; using benchmark fractions to estimate the sums and differences of fractions; and using visual models to solve problems involving multiplication and division of fractions.

Measurement and Data

Measurement and Data skills are based on the student's understanding of measurable attributes (e.g., length, width, weight, and time) and their ability to represent and interpret these attributes. Tested skills include using units of measure (e.g., inches, pounds, and minutes) to compare and order objects, telling time, and selecting appropriate displays of data and using them to answer questions.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include sorting and labeling shapes based on their attributes (e.g. number of sides); identifying parallel and perpendicular lines; determining lines of symmetry (e.g. dividing shapes into equal parts); and plotting points on a coordinate plane.

Jane scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Use fact families (e.g., $3 + 2 = 5$; $2 + 3 = 5$; $5 - 3 = 2$; and $5 - 2 = 3$) to add, subtract, multiply, and divide whole numbers.
- Use a number line to represent whole numbers and estimate the location of decimals.
- Round decimals to the nearest whole number.
- Identify a rule used to generate a pattern containing numbers or pictures.

Next Steps

Based on Jane's Performance This Year

Introduce your child to real-world situations where multiplication, division, addition, and subtraction of whole numbers are used to solve problems (e.g., "How many packages of hamburger buns are needed for 16 guests if there are 8 hamburger buns in each package?"). Use a number line to estimate and compare decimals and whole numbers to help your child improve her estimation skills. Create a pattern using common geometric shapes and ask your child to describe and extend the pattern (e.g., "Triangle-triangle-square-triangle-triangle... what comes next?"). Engage your child in a pattern game where he creates a pattern and asks you to describe and/or extend it. Ask your child's teacher about other ways you can continue your child's learning at home.

Additional Resources

Q: Where can I get more information about the Hawai'i State Alternate Assessments in Reading and Mathematics?

A: You can visit the Hawai'i State Alternate Assessments Portal (www.alohahsap.org) to find more information about the assessments and FAQs. You can also discuss this report with your child's teacher or contact your child's school for more information.

Q: Where can I obtain more information about students with disabilities and alternate assessments?

A: You can visit the following Web sites for more information:

- National Alternate Assessment Center:
www.naacpartners.org
- National Center on Educational Outcomes:
www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm
- U.S. Department of Education:
www2.ed.gov/parents/needs/speced/learning/index.html

Q: What are the Common Core State Standards (CCSS) extensions?

A: In 2010, the Hawai'i State Department of Education adopted the Common Core State Standards (CCSS). The CCSS are a new set of expectations in English language arts/literacy and mathematics which have been adopted by forty-six states. CCSS extensions for reading and mathematics were developed by the Hawai'i Department of Education. The extensions are designed to provide entry points to the Hawai'i State Alternate Assessment for students with significant cognitive disabilities. The extensions are organized by grade band. To learn more about the extensions, please visit www.alohahsap.org/HSA_Alt/resourcesGeneral.html.

To see sample questions from the Alternate Assessment, go to

www.alohahsap.org/HSA_Alt/students.html and click on "Training Tasks"



Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in Reading and Mathematics?

A: The Hawai'i State Alternate Assessments in Reading and Mathematics are annual tests that measure student achievement in meeting the Common Core State Standards (CCSS) through the content extensions. These tests are designed for students with significant cognitive disabilities who cannot meaningfully participate in the general assessment, even with accommodations. State or federal laws require yearly testing of students in certain grades in reading and mathematics. The laws require that the assessments provide clear information on how well your child is meeting these standards.

Q: How is my child assessed?

A: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment extensions. The extensions are general statements of what students should know and be able to do when they complete each grade. Students respond to test items in a one-on-one testing situation using their usual method of communication (e.g., oral response, a response card, eye gaze, pointing, sign language, augmentative communication device).

Q: How are my child's scores reported and what do they mean?

A: Your child's performance is reported as a total score and associated performance level. Four performance levels have been established for the Hawai'i State Alternate Assessments: Well Below Proficiency, Approaches Proficiency, Meets Proficiency, and Exceeds Proficiency. These performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested. The Hawai'i State Alternate Assessment proficiency levels for each subject are based on Alternate Performance Standards. These standards, or cut scores, differ from the performance standards used to set proficiency levels for each Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in Reading and Mathematics benefit my child?

A: The assessments can help identify whether your child needs extra support and practice in reading and mathematics. Teachers and families can then work together to ensure that your child gets the help he or she needs.

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Grade

3

2015–2016



Hawai'i
Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Reading Score

280*

Approaches Proficiency

How does Jane's score compare?

Jane's Reading score is 280. This score is higher than the average score of third graders in her complex area and higher than that of third graders statewide for this test.

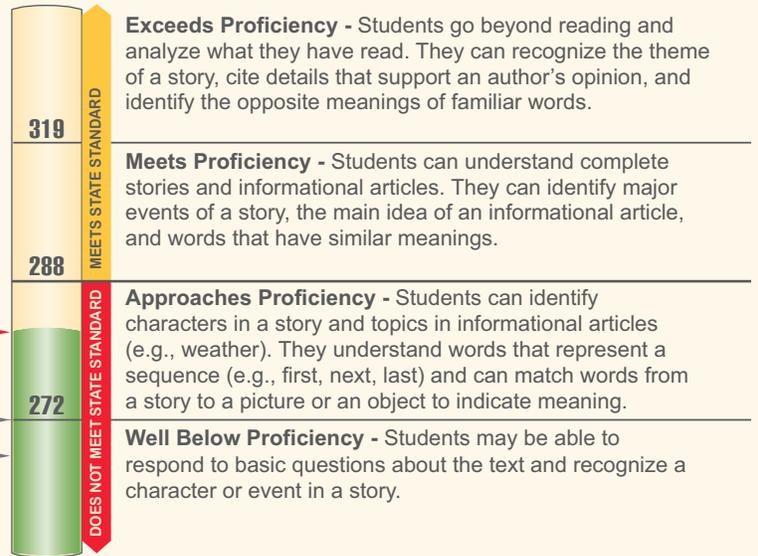
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*Jane's score is based upon an incomplete test.

State Average: 272

Your Complex Area: 262

Jane's Score: 280



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Reading Areas Being Assessed in Grades 3-5

Performance Level

Literature

Literature skills are based on the understanding of short stories and poems. Skills that are tested include identifying specific details, identifying the lesson or theme from a story or poem (e.g., "slow and steady wins the race," sharing is important), describing important events in a story (e.g., when did the girl eat lunch), comparing and contrasting different characters, identifying words and phrases that suggest feelings, and identifying similarities and differences from two similar stories or poems (e.g., what happened in both stories).

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- List similarities between characters in two stories (e.g., Which sport do the characters in both stories play?).
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Next Steps

Based on Jane's Performance This Year

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How does Jane's score compare?

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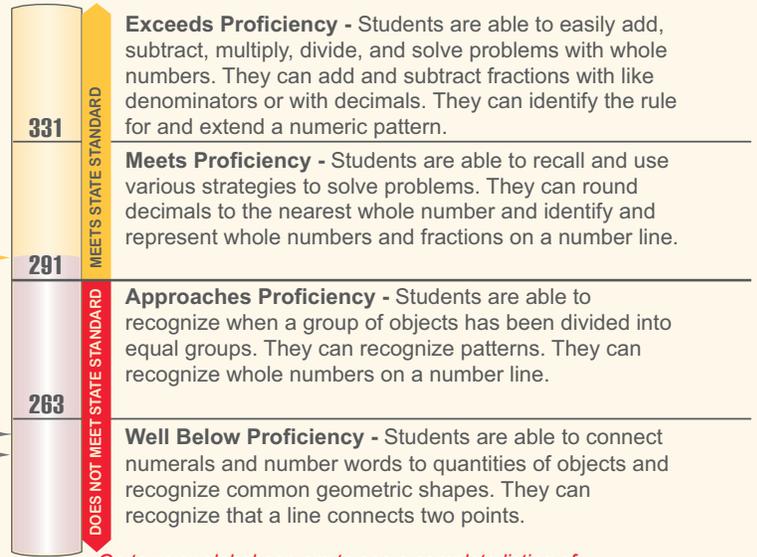
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***Jane's score is based upon an incomplete test.**

State Average: 261

Jane's Score: 304

Your Complex Area: 251



Exceeds Proficiency - Students are able to easily add, subtract, multiply, divide, and solve problems with whole numbers. They can add and subtract fractions with like denominators or with decimals. They can identify the rule for and extend a numeric pattern.

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Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on the student's understanding of place value and multi-digit whole numbers. Tested skills include using place value to represent, round, and compare whole numbers (e.g., 35 equals 3 tens and 5 ones); rounding decimals; and using mental math and place value to add, subtract, multiply, and divide whole numbers and decimals.

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Jane scored in the Meets Proficiency range.

Students who score in this range should be able to:

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- Round decimals to the nearest whole number.
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Next Steps

Based on Jane's Performance This Year

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Additional Resources

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Frequently Asked Questions

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Grade
11
2015–2016



Hawai'i
Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Reading Score

310

Approaches Proficiency

How does Jane's score compare?

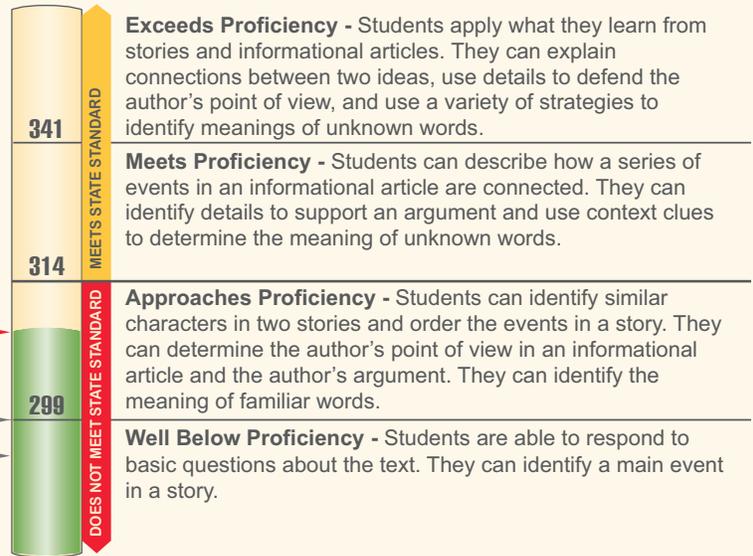
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State Average: 299

Your Complex Area: 262

Jane's Score: 310



Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

Reading Areas Being Assessed in Grade 11

Performance Level

Literature

Literature skills are based on the understanding of short stories and poems. Skills that are tested include explaining why the author orders the events in a story in a certain way (e.g. what happened because the character missed the bus), describing the storyteller's point of view, comparing a text with its source material (e.g., comparing *West Side Story* to *Romeo and Juliet*), identifying and describing the storyteller or character's point of view, and comparing similar events and characters from two related stories or poems.

Informational Text

Informational Text skills are based on the understanding of nonfiction writing and essays (e.g., biographies, letters, newspaper articles, recipes, menus). Skills that are tested include explaining how two individuals, events, or ideas are connected, describing how a series of events are connected, identifying the author's purpose for writing (e.g., to entertain, to persuade, to describe), locating details to defend the author's point of view, and evaluating relevant and irrelevant information related to an argument.

Language

Language skills are based on the understanding of written and spoken English. Skills that are tested include using word strategies to identify the meaning of unfamiliar words (e.g., what does "im" in the word "impossible" mean), using context clues to determine the meaning of unknown words, applying new words and phrases in other contexts (e.g., which sentence uses the word "light" in the same way), and using reference material to define unfamiliar words (e.g., dictionary, the Internet).

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- List similarities between characters from two stories.
- Organize events in a story as they occurred (e.g., Which event happened first, next, and last?).
- Identify the author's purpose for writing (e.g., to amuse, inform, or persuade).
- Identify the meaning of familiar words used in a text.

Next Steps

Based on Jane's Performance This Year

Read stories that have a clear beginning, middle, and end and ask your child to put the main events in order (e.g., "What happened first?" "Next?" "Last?") Make connections between stories that you read together (e.g., point out how the main characters in two stories do similar things). After reading a magazine article or a short essay, find details that explain why the author wrote it (e.g., to describe an event, to persuade the reader to buy a product). Help your child to understand new terms in science or social studies material (e.g., when reading about biomes, create a collage of the plants and animals native to the area where you live). Ask your child's teacher about other ways you can continue your child's learning at home.

Jane's Mathematics Score

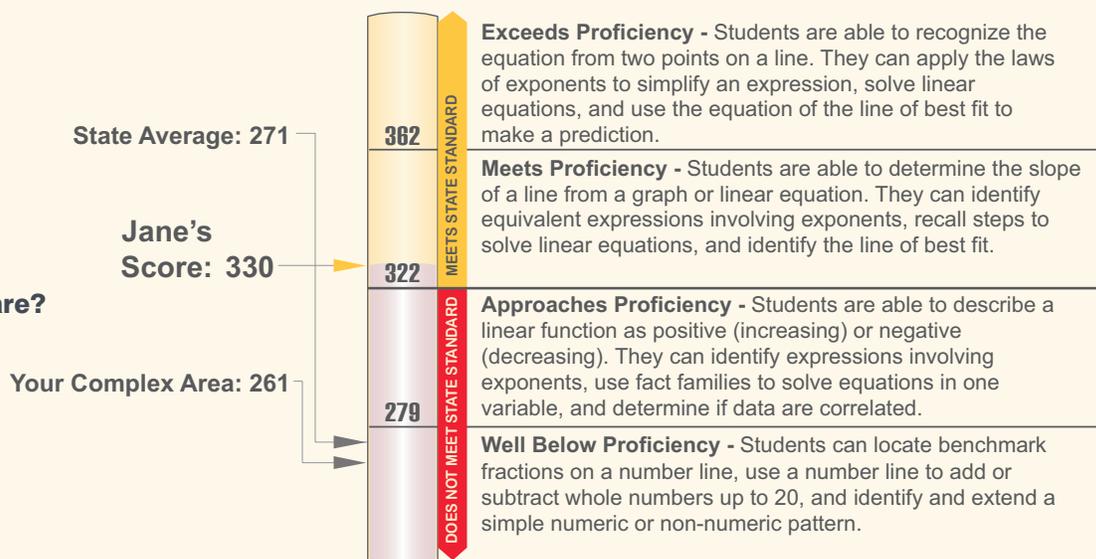
330

Meets Proficiency

How does Jane's score compare?

Jane's Mathematics score is 330. This score is higher than the average score of eleventh graders in her complex area and higher than that of eleventh graders statewide for this test.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 325 and 335.



Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

Mathematics Areas Being Assessed in Grade 11

Performance Level

Algebra

Algebra skills are based on the student's understanding of using linear equations and inequalities to represent and solve real-world problems. Tested skills include generating equivalent (equal) expressions (e.g., $2x = x + x$), identifying linear equations and inequalities in graphs and tables, and creating and using linear equations and inequalities to represent situations and solve problems.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include calculating mean, median, mode, and range; determining the association between two variables (e.g. positive or negative); choosing lines of best fit on scatter plots; and determining the probability of different events using data-generating devices (e.g. spinners).

Number and Quantity

Number and Quantity skills are based on the student's understanding of rational numbers, exponents, and their properties. Tested skills include identifying rational numbers (e.g., 5, $\frac{2}{3}$, 0.45), applying the properties of rational numbers to simplify expressions, and applying the laws of exponents to generate equivalent (equal) expressions and identify visual models.

Jane scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Identify the slope of a line from a graph or linear equation in slope-intercept form (e.g., in the equation $y = 2x + 5$, the number 2 represents the slope).
- Determine the exponent needed to produce an equivalent expression (e.g., $a \times a \times a = a^3$).
- Recognize the steps used to solve linear equations.
- Identify the line of best fit that represents the data shown in a scatter plot.

Next Steps

Based on Jane's Performance This Year

Present your child with a graphed linear function (e.g., number of quarters in \$3.00) on a coordinate grid. This is an example of a linear function that includes the following points: (1, 4), (2, 8), (3, 12), where x = number of dollars and y = number of quarters. Using the graph, show your child the difference between a positive relationship (i.e., an upward slanted line) and a negative relationship (i.e., a downward slanted line). Ask her to pose a question based on the data presented in a graph. Ask your child to identify the exponent needed to generate an equivalent expression. Help your child to explain the process of solving an equation for an unknown value. Ask your child's teacher about other ways you can continue your child's learning at home.

Additional Resources

Q: Where can I get more information about the Hawai'i State Alternate Assessments in Reading and Mathematics?

A: You can visit the Hawai'i State Alternate Assessments Portal (www.alohahsap.org) to find more information about the assessments and FAQs. You can also discuss this report with your child's teacher or contact your child's school for more information.

Q: Where can I obtain more information about students with disabilities and alternate assessments?

A: You can visit the following Web sites for more information:

- National Alternate Assessment Center:
www.naacpartners.org
- National Center on Educational Outcomes:
www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm
- U.S. Department of Education:
www2.ed.gov/parents/needs/speced/learning/index.html

Q: What are the Common Core State Standards (CCSS) extensions?

A: In 2010, the Hawai'i State Department of Education adopted the Common Core State Standards (CCSS). The CCSS are a new set of expectations in English language arts/literacy and mathematics which have been adopted by forty-six states. CCSS extensions for reading and mathematics were developed by the Hawai'i Department of Education. The extensions are designed to provide entry points to the Hawai'i State Alternate Assessment for students with significant cognitive disabilities. The extensions are organized by grade band. To learn more about the extensions, please visit www.alohahsap.org/HSA_Alt/resourcesGeneral.html.

To see sample questions from the Alternate Assessment, go to

www.alohahsap.org/HSA_Alt/students.html and click on "Training Tasks"



Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in Reading and Mathematics?

A: The Hawai'i State Alternate Assessments in Reading and Mathematics are annual tests that measure student achievement in meeting the Common Core State Standards (CCSS) through the content extensions. These tests are designed for students with significant cognitive disabilities who cannot meaningfully participate in the general assessment, even with accommodations. State or federal laws require yearly testing of students in certain grades in reading and mathematics. The laws require that the assessments provide clear information on how well your child is meeting these standards.

Q: How is my child assessed?

A: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment extensions. The extensions are general statements of what students should know and be able to do when they complete each grade. Students respond to test items in a one-on-one testing situation using their usual method of communication (e.g., oral response, a response card, eye gaze, pointing, sign language, augmentative communication device).

Q: How are my child's scores reported and what do they mean?

A: Your child's performance is reported as a total score and associated performance level. Four performance levels have been established for the Hawai'i State Alternate Assessments: Well Below Proficiency, Approaches Proficiency, Meets Proficiency, and Exceeds Proficiency. These performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested. The Hawai'i State Alternate Assessment proficiency levels for each subject are based on Alternate Performance Standards. These standards, or cut scores, differ from the performance standards used to set proficiency levels for each Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in Reading and Mathematics benefit my child?

A: The assessments can help identify whether your child needs extra support and practice in reading and mathematics. Teachers and families can then work together to ensure that your child gets the help he or she needs.

Student Name: Jane Doe
School: Aloha High School
Complex Area: Ewa
Test Date: 2015–2016

The student's name may have been truncated due to space limitations.

FAMILY Report



Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessments in Reading and Mathematics. The Reading and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describe what students should know and be able to do in reading and mathematics, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. This difference is a feature of an alternate assessment, as allowed by Federal policy.

Students take each assessment one time during the school year. This report shows Jane's performance on the assessment for each subject and counts as her official score. In addition to showing how well Jane did on the assessments, this report compares her scores with those of other students in her complex area and the state. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the Reading and Mathematics Alternate Assessments, describes Jane's overall proficiency level, and suggests how you may help her to further her knowledge and skills.

For additional information, I encourage you to talk to Jane's teacher about this report, what it means, and how you can help.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

Reading & Mathematics Alternate Assessment Results

What is in this report?

- Jane's Reading and Mathematics scores
- The areas that make up the Reading and Mathematics Alternate Assessments
- How you can help Jane improve her reading and mathematics skills
- FAQs and additional resources

For more information
about this assessment, go to

www.alohahsap.org



Grade
11
2015–2016



Hawai'i
Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Reading Score

310*
Approaches Proficiency

How does Jane's score compare?

Jane's Reading score is 310. This score is higher than the average score of eleventh graders in her complex area and higher than that of eleventh graders statewide for this test.

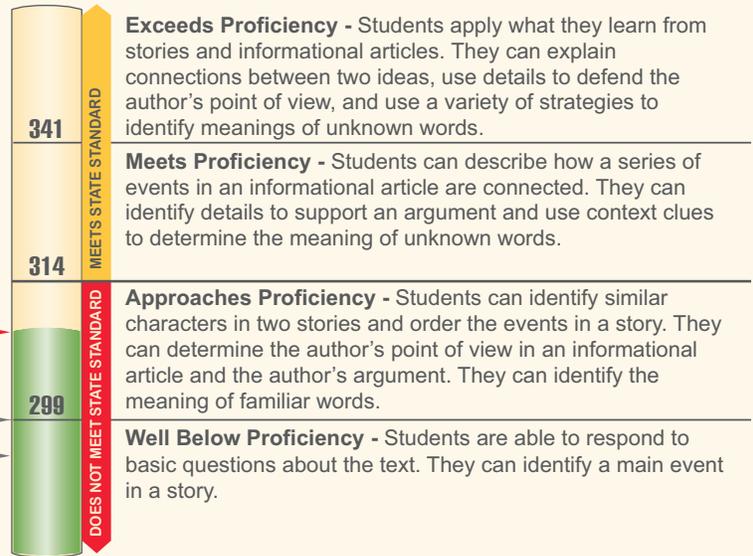
A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 305 and 315.

*Jane's score is based upon an incomplete test.

State Average: 299

Your Complex Area: 262

Jane's Score: 310



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Reading Areas Being Assessed in Grade 11

Performance Level

Literature

Literature skills are based on the understanding of short stories and poems. Skills that are tested include explaining why the author orders the events in a story in a certain way (e.g. what happened because the character missed the bus), describing the storyteller's point of view, comparing a text with its source material (e.g., comparing *West Side Story* to *Romeo and Juliet*), identifying and describing the storyteller or character's point of view, and comparing similar events and characters from two related stories or poems.

Informational Text

Informational Text skills are based on the understanding of nonfiction writing and essays (e.g., biographies, letters, newspaper articles, recipes, menus). Skills that are tested include explaining how two individuals, events, or ideas are connected, describing how a series of events are connected, identifying the author's purpose for writing (e.g., to entertain, to persuade, to describe), locating details to defend the author's point of view, and evaluating relevant and irrelevant information related to an argument.

Language

Language skills are based on the understanding of written and spoken English. Skills that are tested include using word strategies to identify the meaning of unfamiliar words (e.g., what does "im" in the word "impossible" mean), using context clues to determine the meaning of unknown words, applying new words and phrases in other contexts (e.g., which sentence uses the word "light" in the same way), and using reference material to define unfamiliar words (e.g., dictionary, the Internet).

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- List similarities between characters from two stories.
- Organize events in a story as they occurred (e.g., Which event happened first, next, and last?).
- Identify the author's purpose for writing (e.g., to amuse, inform, or persuade).
- Identify the meaning of familiar words used in a text.

Next Steps

Based on Jane's Performance This Year

Read stories that have a clear beginning, middle, and end and ask your child to put the main events in order (e.g., "What happened first?" "Next?" "Last?") Make connections between stories that you read together (e.g., point out how the main characters in two stories do similar things). After reading a magazine article or a short essay, find details that explain why the author wrote it (e.g., to describe an event, to persuade the reader to buy a product). Help your child to understand new terms in science or social studies material (e.g., when reading about biomes, create a collage of the plants and animals native to the area where you live). Ask your child's teacher about other ways you can continue your child's learning at home.

Jane's Mathematics Score

330*

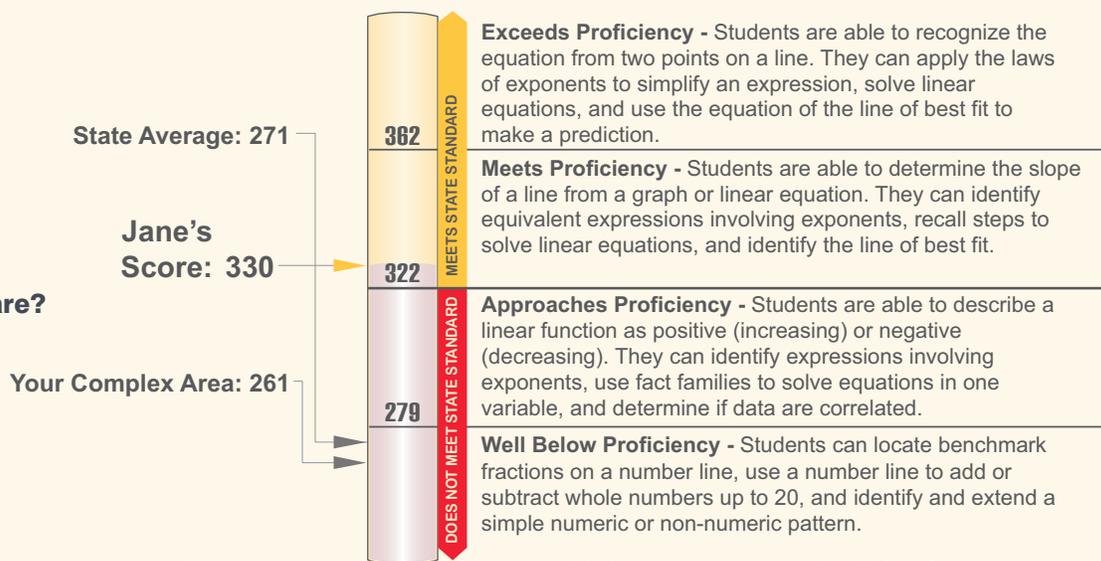
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Exceeds Proficiency - Students are able to recognize the equation from two points on a line. They can apply the laws of exponents to simplify an expression, solve linear equations, and use the equation of the line of best fit to make a prediction.

Meets Proficiency - Students are able to determine the slope of a line from a graph or linear equation. They can identify equivalent expressions involving exponents, recall steps to solve linear equations, and identify the line of best fit.

Approaches Proficiency - Students are able to describe a linear function as positive (increasing) or negative (decreasing). They can identify expressions involving exponents, use fact families to solve equations in one variable, and determine if data are correlated.

Well Below Proficiency - Students can locate benchmark fractions on a number line, use a number line to add or subtract whole numbers up to 20, and identify and extend a simple numeric or non-numeric pattern.

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Mathematics Areas Being Assessed in Grade 11

Performance Level

Algebra

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