



Individual Student Report

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

Test: NDSA ELA/Literacy Grade 5

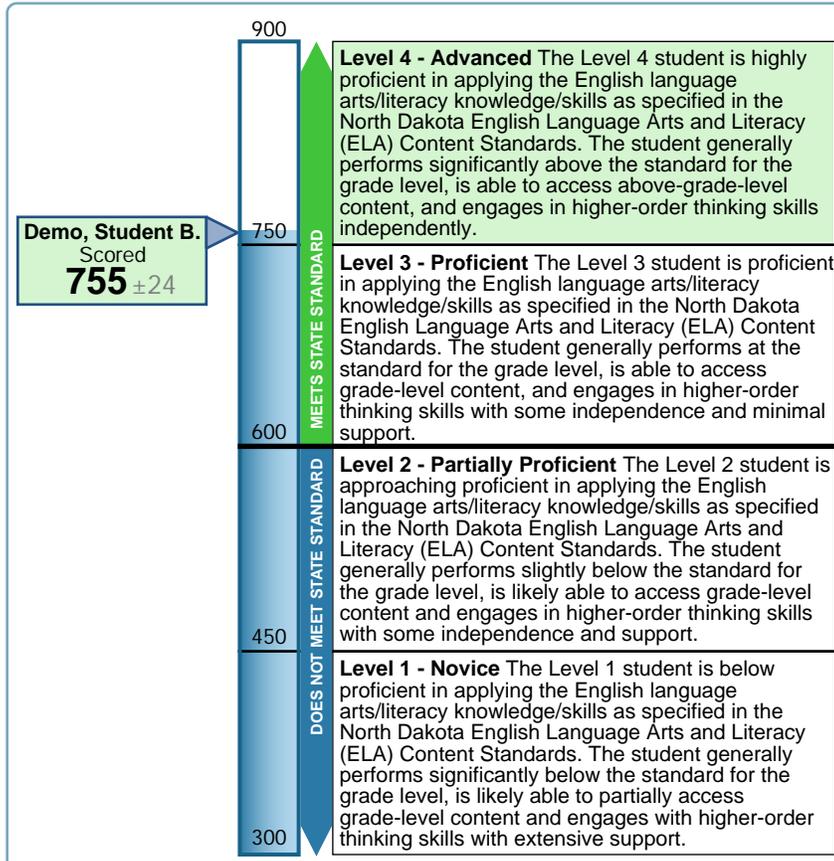
Year: 2017-2018

Name: Demo, Student B.

Overall Performance on the NDSA ELA/Literacy Grade 5 Test: Demo, Student B., 2017-2018

| Name | SSID | Scale Score | Achievement Level | Reported Lexile Measure |
|------------------|-----------|--------------|--------------------|-------------------------|
| Demo, Student B. | 999992233 | 755 \pm 24 | Level 4 - Advanced | 780L |

Scale Score and Performance on the NDSA ELA/Literacy Grade 5 Test: Demo, Student B., 2017-2018



The Lexile® Framework for Reading is a scientific approach to reading measurement, providing a common scale for matching reader ability and text complexity. Lexile measures provide educators and parents with the confidence to choose materials that can help to improve student reading skills and monitor growth across the curriculum and at home. For more information, visit www.Lexile.com.

Average Scale Scores on the NDSA ELA/Literacy Grade 5 Test: Demo School 2 and Comparison Groups, 2017-2018

| Name | Average Scale Score |
|----------------------------|---------------------|
| North Dakota | 594 \pm 1 |
| Demo District 1 (9999) | 768 \pm 26 |
| Demo School 2 (9999_99992) | 702 \pm 32 |

Information on Standard Error of Measurement

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, 500 (+/-30) indicates a score range between 470 and 530.

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

Performance on the NDSA ELA/Literacy Grade 5 Test, by Reporting Category: Demo, Student B., 2017-2018

| Reporting Category | Reporting Category Performance | Reporting Category Description |
|----------------------------|--------------------------------|--|
| Reading Literary Text | | <p>What These Results Mean Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> <p>Next Steps Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> |
| Reading Informational Text | | <p>What These Results Mean Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> <p>Next Steps Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> |
| Writing and Language | | <p>What These Results Mean Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> <p>Next Steps Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce.</p> |

Writing Performance on the NDSA ELA/Literacy Grade 5 Test, Based on the NDSA Performance Task Writing Rubric: Demo, Student B., 2017-2018

| Essay | Purpose, Focus, and Organization | Evidence and Elaboration | Conventions of Standard English |
|--------------------------|---|---|---|
| Informative/ Explanatory | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: Maintained controlling idea, though some loosely related material may be present; Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas; Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion. (3 out of 4 Points) | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent; Adequate use of some elaborative techniques; Adequate expression of ideas, employing a mix of precise and general language; Domain-specific vocabulary generally appropriate for the audience and purpose; Some variation in sentence structure. (3 out of 4 Points) | The response demonstrates an adequate command of basic conventions. The response may include the following: Some minor errors in usage, but no patterns of errors; Adequate use of punctuation, capitalization, sentence formation, and spelling. (2 out of 2 Points) |